



METHODS FOR INCREASING STUDENTS' SPEECH ABILITY

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Annotation: *We know that fluency is one of the most important aspects of learning a foreign language. This article describes the problems that students face when learning the English language and how to solve them, as well as how to develop their speaking skills.*

Keywords: *English language, speaking skills, communicative games, activities.*

Speaking is one of the basic language skills that must be mastered by foreign learners of English because of its importance and its use in communication. Being able to speak English is very important as it is the most widely spoken language in the world. For those who understand it, it is very beneficial not only to improve their knowledge and skills but also to facilitate learning English work. [1] In addition, they will not find it difficult to communicate and interact with people around the world when traveling. Because of these benefits, I wanted to focus on English language development during the classes. As a result of my observations, I have noticed some of the problems students face when speaking.

In my opinion, students in our country are often afraid of making mistakes and being laughed at in front of their classmates. They may also respond in short sentences, perhaps because they don't feel confident or because they're too shy to say it. Additionally, young English learners may also giggle when they are embarrassed or unable to understand the lesson.

I have found that students have many difficulties in speaking English such as B. Fear of making mistakes, and fear of being laughed at by their friends because they have no idea of the pronunciation and grammar they are using. Also, they don't dare to express their idea and hesitate because of the lack of vocabulary. Then they also get bored while learning English because, for example, the teaching-learning activities are offered conventionally; The teacher asked the students to recite the memorized text. Nor can they speak of their own free will because what they want to say is structured by the teacher, that is, they only repeat the produced word. Later, these problems result in students becoming lazy or less able to speak. These cases are quite problematic considering that speaking, while not included in the final test, is included in the assessment of daily teaching and learning activities and raises concerns and considerations on the part of teachers when it comes to whether students can master the subject should learn or not. Therefore, I think it is very necessary to find an alternative way to develop a suitable and interesting technique for the students' conditions.

There are many ways to help students overcome their English speaking difficulties. In this case, play can be a solution, as Prank notes that play is used to instill in students an intense and passionate involvement in communication so that they have fun and enjoy



learning [2] (Mahmoud & Tanni, 2014). Therefore, teachers must try to motivate students to speak, using games in combination with a communicative approach, hopefully, creating good circumstances, encouraging students to actively participate, and improving the quality of students' communicative competence. Based on the descriptions, an article is conducted to analyze and prove whether communicative games can improve students' speaking skills. A communicative game is a series of fun-designed activities that can stimulate student interaction in the classroom. [3] These games require students to actively participate in class by speaking and writing to express their points of view or provide information.

The study found that using communicative games as a teaching tool improved student performance and speaking skill outcomes. The students enjoyed the lessons and gained more motivation, interest, and self-confidence through the learning. Therefore, communicative games should be used as planned activities for teaching speaking skills. It is recommended to continue studying and develop other language skills. (1) For English teachers, they should vary the subject of the material and make it interesting and fun for the students as well. The three-step interview technique can be used to teach other materials as well; it depends on the creativity of the teacher.

In addition, the application of the learning strategy should be appropriate to the student's condition and the school's facilities. (2) The instructions of the lecturers are to be followed by the students. Although the three-step interview technique is easy to use when learning English and has been shown to improve speaking ability, the success of the technique depends on the learner. Students are better off enjoying the process of learning. Then, if you speak English every day, you will improve your speaking ability day by day.

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