COMPLEX OF EXERCISE USED IN TEACHING ORAL SPEECH

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Annotation: *In this article I want to talk about the styles and methods of oral speech. Getting beginners to talk is often not that difficult. Simple exercises and repetition of phrases and dialogues are key. Focus on getting the message across. At this stage of learning, your students' vocabulary and grammar are still limited, but that doesn't mean they can't communicate. Give your students real-life scenarios (introducing themselves, shopping) and let them role-play using verbal and non-verbal communication, focusing on communication and delivery rather than message accuracy. Let them use visual aids freely.*

Key words: *SMP, Inshafuddin, realistic goals, audiolingual, Grammar-Translation Method*

In this article, In the last decade, in connection with the orientation towards the practical mastery of a foreign language, the idea has been increasingly persistent that we teach in educational establishments not language, but speech (oral and written), consequently far-reaching conclusions are drawn from this. Before deciding whether such a change of concepts is fair, it is necessary to try to find out what caused it. It is known that in the distant past, when the methodology of foreign languages began to crystallize as an independent pedagogical branch of science, teaching a language was understood primarily and mainly as teaching its grammar. Speech training was carried out as needed outside the secondary school. Then, at the end of the last century, when there was a significantly greater need for persons who practically speak a foreign language, methods appeared that equated teaching a foreign language with teaching a native one. Moreover, since the child learns the native language without specially studying its grammar, they tried to teach a foreign language, without telling him any rules (neither lexical nor grammatical). Representatives of these methods, known in the history of the method as natural, without being very sophisticated in the science of language, announced in broadcast advertisements about a new method of teaching a language without learning its grammar.

In this chapter I am going to mention about the methods and techniques of oral speech. Getting Beginners to speak is often not too difficult. Simple exercises and repeating phrases and dialogues are key. Focus on getting a message across. At this stage in their learning, the vocabulary and grammar knowledge of your students is still quite limited, but that doesn't mean they can't communicate. Give your students real-life scenarios (introducing themselves, going shopping) and let them role-play using verbal and non-verbal communication with a **focus on communicating and delivering a message, not correctness.** Let them make liberal use of visual aids. They might be surprised how much they can communicate with a few words. Take a look at Poodle's mini lessons for easily implemented speaking activities. Improving the speaking skill of the students requires creativity in strategies. Therefore, this research

aims to describe the kind of strategies as well as the obstacles. This research used observation sheet and interview guide as the instruments. The subjects of this research were two English teachers who teach the junior high school students. The data were collected by observing and interviewing the teachers. Then, the procedure of data analysis for this research involved data condensation, data display and drawing the conclusion. The result of the first research question of this research described that there are five strategies used by the teachers in teaching speaking skills, namely role play, drilling, games, picture describing, and storytelling. Meanwhile, the result of the second research question described the obstacles faced by the teachers related in applying the strategies. It is suggested for the teachers to be creative in applying several strategies to improve students' speaking skill. In conclusion, in order to be succeed in applying the strategies, the teachers need to find the solution in overcoming the obstacles while applying the strategies. Speaking is the ability to communicate with other people. Therefore, speaking is a key for communication among people in daily [1]life in order to change the information. Brown stated that "Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information orally". Teaching speaking skill is regarded as one of the significant elements of teaching a foreign language. In addition, Nunan put forward that learning to speak in a second language will be facilitated when learners are actively engaged in the attempt to communicate. The students who learn English as a Foreign Language have to master the speaking skill in order to be able in expressing their minds, ideas and thought spontaneously. As speaking skill is crucial for students to allow them to communicate with other people globally, this skill is expected to be mastered by the students. In relation to this, each school including a boarding school has adopted the national curriculum that expects junior high school students can express meaning in interpersonal, transactional and functional communication of English in spoken or written forms. After conducting preliminary research at Inshafuddin Banda Aceh, the researcher found that there were plenty of students who gain the achievement by winning some English contest such as debate and speech contest. Such achievement seems to have occurred because English teachers used several strategies to improve students' speaking skill. The researcher also found that English has been used in all places of the school especially in the dormitory area. It is a challenging job for the teacher to teach speaking skill for the students due to the fact that English is not the mother tongue for most of the students. Since English is used as a means of the communication in the dormitory area, the teachers need to use numerous suitable strategies in teaching speaking skill. As a result, the aim of the learning process will be successful and the students can learn English more effectively. William and Burden stated that strategies are used by teachers are the factor of success in language learning. In this research, the researcher expects that the strategies in teaching speaking skill that implemented by the teachers to junior high school students will be helpful for the

Morrow, L. M.Literacy development in the early years. Boston, MA: Pearson Education.2014., pp25-11

students in mastering the target language. The researcher intends to conduct the research in SMP Inshafuddin, Banda Aceh because the situation of the school that demands all of the students to use English as the language of communication in the school especially in the dormitory area. Besides, junior high school students constructed knowledge by actively interacting with their environment in developmental stages. Baxter stated the strategy will enable the students' development in the early cognitive stage and will challenge more advanced learners to a pragmatism commitment. Therefore, the researcher is interested to find out the strategies that the teachers use to teach speaking to the junior high school students.

Methods to Teach Speaking Skill- Speaking is a productive skill, an interactive process of constructing meaning that involves producing, receiving, and processing information. It is often spontaneous, open-ended, and evolving, helping us to communicate our thoughts, ideas, suggestions, and comments in the most natural and reliable way. This capacity to put words together, in a meaningful way to reflect thoughts, opinion, and feelings provide the speaker with important advantages such as the ability to inform persuade and direct. Speaking can be formal or informal, informal speaking is typically used with family and friends or people you know well. Formal speaking occurs in business or academic situations or hen meeting people for the first time. Theoretical and research-based rationales, plus extensive practical applications to show how literacy development is an active process between children and adults–and helps pre- and in-service teachers grasp the scope and complexity of early literacy development. Comprehensive and balanced, the book covers problem solving, comprehension, and phonics and phonemic awareness, giving readers a complete picture of emergent literacy. we will explore some practical strategies that ESL teachers can use to effectively teach speaking skills and help their students improve their oral proficiency and confidence. Top experts in this article. Selected by the community from eight contributions. Learn more. Set clear and realistic goals. Before planning any speaking activity, ESL teachers should set clear and realistic goals for their students. These goals should be aligned with the curriculum, the learners' level, and the purpose of the activity. For example, if the goal is to practice giving directions, the teacher should specify what language functions, vocabulary, and grammar structures the students should use, and how they will be assessed.

In this paragraph we want to talk about the methods of teaching language. Grammar-Translation Method, just as the name suggests, emphasizes the teaching of the second language grammar, its principal techniques is translation from and into the target language. In practice, reading and writing are the major focus; little or no systematic attention is paid to speaking or listening. The student's native language is maintained as the reference system in the acquisition of the second language. Language learners are passive in language learning and teachers are regarded as an authority, i.e. it is a teacher-cantered model. The Grammar-Translation Method has been facing various attacks from reformers. Some criticizes that this method often creates frustration for students by a tedious experience of memorizing endless list of unusable grammar rules and vocabulary, and the limitations of practice techniques never

emancipate the learner from the dominance of the first language; others says that this method pay little attention to the student's communicative competence. In spite of the severe attacks, the Grammar-Translation Method is stilled widely practiced. Why? Because there is no inherent contradiction between grammar instruction and communicative approach, and a sort of explicit grammar instruction can complement communicative language teaching to raise learners' conscious awareness of the form and structure of the target language. Moreover, the first language, as a reference system, can dismiss the misunderstanding in the process of the second language learning. Then, thinking about formal features of the second language and translation as a practice technique put the learner into an active problem-solving situation. Finally, Grammar-Translation Method appears relatively easy to apply and it makes few demands on teachers, which is perhaps the exact reason of its popularity.

The direct method is a radical change from Grammar-Translation Method by the use of the target language as a means of instruction and communication in the language classroom, and by the avoidance of the use of the first language and of translation as a technique. It is a shift from literary language to the spoken everyday language as the object of early instruction. In this method, the learning of languages was viewed as analogous to the first language acquisition, and the learning process involved were often interpreted in terms of an association's psychology. The direct method was a first attempt to make the language learning situation one of the language uses. It demanded inventiveness on the part of teachers and led to the development of new techniques of language, such as demonstrations of pictures and objects, the emphasis on questions and answer, spoken narratives, dictation and imitation, etc. Nevertheless, two questions will be raised inevitably about this method: one is how to safeguard against misunderstanding without translating (especially, some abstract ideas), without reference to the first language; the other is how to apply this method beyond elementary stage of language learning. Furthermore, this method requires teachers who are native speakers or have native-like fluency in the foreign language they teach, but in practice, it is difficult to meet these requirements. The audio-lingual method was the first to claim openly to be derived from linguistics and psychology. Audiolingual reflects the descriptive, structural, and contrastive linguistics of the fifties and sixties. Its psychological basis is behaviourism which interprets language learning in terms of stimulus and response, operant conditioning, and reinforcement with an emphasis on successful error-free learning. It assumes that learning a language entail mastering the elements or building blocks of the language and learning the rules by which these elements are combined, from phoneme to morpheme to word to phrase to sentence.

Therefore, it was characterized by the separation of the skills listening, speaking, reading, and writing and the primacy of the audio-lingual over the graphic skills. This method uses dialogues as the chief means of presenting the language and stresses certain practice techniques, such as pattern drills, mimicry and so on. Listening and speaking were now brought right into the centre of the stage in this method, tape

recordings, and language laboratory drills were offered in practice. As one of the most popular methods in the history of foreign language teaching, the audio-lingual method is of some great contributions to language teaching, for example, it attempted to make language learning accessible to large groups of ordinary learners because it proposed that language teaching should be organized in such a way as not to demand great intellectual feats of abstract reasoning to learn a language. In addition, it stressed syntactical progression, while previously methods had tended to be preoccupied with vocabulary and morphology. In spite of these contributions, audiolingual was also criticized in many ways. First, its theoretic foundation was attacked as being unsound both in terms of language theory and learning theory; second, the practical results fell short of expectations and students were often found to be unable to transfer skills acquired through Audiolingual to real communication outside the classroom. Therefore, it ignores the communicative competence in teaching practice. Under the influence of British applied linguists and some philosophy work the communicative method was advocated in language teaching. It saw the need to focus on communicative proficiency rather than on mere mastering of structures. This communicative teaching method aims to make communicative competence the goal of language teaching, and develops procedures for teaching the four skills that acknowledge the interdependence of language and communication. It encourages activities that involve real communication and carry out meaningful tasks. It believes that language is meaningful to the learner supports the learning process. Language learners are expected to be negotiators, teachers to be an organizer, a guide, an analyst, a counsellor, or a group process manager. It is no doubt that the communicative method developed quite fast, it dominates language teaching in many countries because it not only makes language learning more interesting, but helps learners develop linguistic competence as well as communicative competence. However, problems also arose in the initial wave enthusiasm about it. Of course, these issues will help us have a better application of the communicative method.[2]

The more words children hear and comprehend, the faster their language develops. Infants and toddlers learn language as adults talk, recite nursery rhymes, tell stories and sing songs. Adults should imitate the sounds infants say and engage in two-way conversations by taking turns listening and speaking. Infants and toddlers benefit when caregivers describe feeding, toileting and napping routines. "It is time for lunch. I see that you are telling me that you are hungry. I am going to carry you over to your high chair. Then I am going to bring you some bread, cheese, and a banana to eat." As teachers and parents playfully and purposefully interact with children throughout the day, they promote language development. For example, caregivers can use communication props such as toy telephones and puppets to expand conversations.

A.A. Leontyne, Psychology of Communication, Moscow: Smyl, 2000., pp15-11

They can read frequently and expressively. These activities will facilitate infants and toddlers' language development. Give children opportunities to talk. Ask open-ended questions to promote discussion. Actively listen to children and then clarify and extend the conversation. Promote speaking and listening throughout the day. As children arrive, model greetings and appropriate social exchanges. During play, scaffold children's language by asking purposeful questions, embedding new words into conversations, and defining new and challenging words. Read often, even to very young children. Children develop comprehension skills during read aloud, especially if they are involved in exploring and discussing the story and illustrations. Be a language model and describe children's actions. During outside time, give children opportunities to learn rules and problem-solve as they play new games. Promote peer-to-peer conversations and make home-school connections during meals and snacks. Encourage children to take an active role in conversations by sharing their thoughts and ideas with others. Sing songs together. Children enjoy music. As they listen and sing the words in songs, they are developing their receptive and expressive language skills. Use show-and-tell to build oral language skills. With small groups of children, teach them how to share the "who, what, where, when and why" of their object. Children can learn to point and describe the main features of their item. This will promote a more focused showing and telling and build oral language skills[3]. Retell stories. Storytelling can teach children many language skills, including oral language comprehension. Hearing a story requires children to be active listeners. Teachers can ask children to make predictions and answer meaningful questions. After telling a story, encourage children to retell the story. Children develop expressive language as they retell a story. As they recount the details of a story, the complexity of their vocabulary and spoken word increases. Retelling stories also helps improve a child's comprehension of a story. Children can retell stories in many different ways. They can act out a story or use props, flannel boards or sequence cards to tell the tale.

- Select books that have topics of high interest.
- Use props. Have the children help create the props for stories retell.
- Work with small groups of children.
- Retell the story multiple times.
- Support and demonstrate as needed.[4]
- In conclusion, each of the different methods has contributed new elements

and has attempted to [5]deal with some issues of language learning. However, they derived in different historical context, stressed different social and educational needs and have different theoretical consideration. Therefore, in teaching practice, in order to apply these methods effectively and efficiently, practitioners should take these

[3] Yerevan N.M. The problem of communicative development and dialogue in the context of teaching preschoolers / N.M.Yurieva // The problem of speech development of preschoolers and younger schoolchildren. – M.: Publishing

Sciences of the USSR. – M.: Pedagogy, 1989., pp21-12

questions in mind: who the learners are, what their current level of language proficiency is, what sort of communicative needs they have, and the circumstances in which they will be using English in the future, and so on. In a word, no single method could guarantee successful results. The overall aim of this essay was to investigate what attitudes English teachers and pupils' oral communication in the teaching of English. I wanted to find out why they believe that oral communication is an important part of the teaching of English and what factors they believe contribute to orally active pupils in the English foreign language classroom. I also wanted to know what English teachers think of the assessment of pupils' ability to communicate orally in English. The results show that the teachers and the majority of the pupils believe that oral communication is an important part of the teaching of English as a foreign language.The teachers think that practicing oral communication is important because through this the pupils get to use the target language a lot themselves. All the teachers believe that the pupils improve their skills of English from listening and talking to others. Being able to express yourself orally in English is of great importance in our society today. The teachers also think that it is important to practice oral communication since this should be a part of the pupils' English education according to the Swedish curricular documents. The teachers believe that factors like pupils' self-esteem, a safe classroom climate, enthusiastic and encouraging teachers, meaningful assignments, small groups and motivation among the pupils contribute to orally active pupils in the English foreign language classroom. Furthermore, the teachers think that the assessment of the pupils' ability to express themselves orally in English is hard. In fact, they think it is harder than anything else they assess in the English foreign language classroom. One reason is lack of time and another is the fact that the assessment of oral communication is not as concrete as other assignments. They also agree that the assessment is hard because of the problem of getting all pupils, especially shy ones, to participate in oral assignments in English. The pupils who participated in this investigation think oral communication is an important part of their English education because through this they learn how to speak English fluently, something which they think they will need in the future. They also believe that they learn from each other when practicing oral communication and that this is motivating. The pupils believe that pupils' self-esteem, a safe classroom climate, small groups, group members, interesting topics, fun assignments and enthusiastic and encouraging teachers are important factors which contribute to orally active pupils in the English foreign language classroom. Many of my results of teachers and pupils' attitudes towards oral communication in the teaching of English as a foreign language confirm what I have read in the literature. Furthermore, it was not surprising to see that the English teachers who participated in this investigation agreed on so much in their answers. The fact that the teachers have such similar backgrounds might have influenced the results. The results may have been different if I had interviewed a more heterogeneous group of teachers. It was a good idea to interview the teachers since I

wanted to get access to their attitudes. Even though it was harder than expected to follow up the answers from my interviewees with additional questions I am pleased with the result of the interviews. My impression is that the teachers were honest and quite open-hearted when answering my questions. Perhaps it would have been better if I had interviewed a few pupils as well. Furthermore, we would like to stress that the ideas we suggested throughout this article and in the appendices are not exhaustive by any means. However, we expect them to trigger more challenging, dynamic, creative, and innovative thinking and critical reflection. Competent teachers can always find ways to manipulate what they are given. Dynamic and lively teachers and classrooms are those where creativity and innovation defeat all expectations and cross all boundaries to help make language learning an interesting, exciting, and meaningful activity and a worthwhile and everlasting experience.

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