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IMPROVING SPEAKING SKILLS BY USING GROUP LEARNING METHOD

Annotation

In this article reader knows about four skills in English and one of the skills that students think is very difficult is speaking. Speaking is the skill that needs more practice and exercise, otherwise speaking fluency cannot be improved. Teacher needs to use different teaching techniques in order to reach all students effectively. The objective of this research is to see whether the method in teaching Speaking English by using the group work technique has a positive effect on the academic achievement of the students' to develop speaking skills. Others are taken from groups' activities in class room, groups' presentation, Individual's interview test and questionnaire.

Key words: Group work technique (speaking), motivation, self-confidence, group learning.

СОВЕРШЕНСТВОВАНИЕ ГОВОРНЫХ НАВЫКОВ С ИСПОЛЬЗОВАНИЕМ МЕТОДА ГРУППОВОГО ОБУЧЕНИЯ

Аннотация

В этой статье читатель знает о четырех навыках английского языка и одном из навыков, который студенты считают очень трудным, — это разговорная речь. Разговорная речь — это навык, который требует больше практики и упражнений, иначе беглость речи невозможно улучшить. Учителю необходимо использовать различные методы обучения, чтобы эффективно охватить всех учащихся. Целью данного исследования является выяснить, оказывает ли метод обучения разговорному английскому языку с использованием техники групповой работы положительное влияние на академическую успеваемость студентов по развитию разговорных навыков. Другие взяты из групповой деятельности в классе, групповой презентации, индивидуального собеседования и анкеты.

Ключевые слова: Техника групповой работы (говорение), мотивация, уверенность в себе, групповое обучение.

GURUHDA O'QITISH METODIDAN FOYDALANISH ORQALI GAPIRISH MAHORATINI RIVOJLANTIRISH

Annotatsiya

Ushbu maqolada ingliz tilidgia ko'nikmalar va eng muhimi, talabalar juda qiyin deb hisoblaydigan gapirish haqida aspekti haqida so'z boradi. Nutq - bu ko'proq mashq va mashq talab qiladigan mahorat ekanligi va ravon gapirishni yaxshilashga urg'u berilgan. O'qituvchi barcha o'quvchilarni samarali qamrab olish uchun turli xil o'qitish usullaridan foydalanishi kerak. Ushbu maqolaning maqsadi guruhda ishlash texnikasidan foydalangan holda ingliz tilini gapirishni o'rgatish usullarini egallab, talabalarning nutq qobiliyatlarini rivojlantirishdagi akademik yutuqlariga ijobiy ta'sir ko'rsatayotganligini isbotlashdir.

Kalit so'zlar: Guruhda speakingni yaxshilash texnikasi, motivatsiya, o'ziga ishonch, guruhli o'rganish.

Introduction. The global development in the 21St century is largely marked by the extensive use of a particular language that is English as lingua franca amongst most people across the globe. English may not be the most spoken language in the world, but it is the official language of 53 countries and spoken by around 400 million people across the globe. It is the most common second language in the world. Since English is widely spoken in the world, the teaching of English in Uzbekistan is developing rapidly day by day.

It is cited by national choice at the beginning of independence in 1991 and reconfirmed by the decree of minister of education spare. It was also supported with the Curriculum after some years till the 2000th and aspired to build students' ability to communicate in English actively. English is then assumed as being an important subject that must be taught at schools. There are four skills in English and one of the skills that students think is very difficult is speaking. We cannot deny that Speaking as the skill that needs much exercise and practice, otherwise speaking skills cannot be improved.

Brown has stated that "one of the obstacles in learning speaking is the anxiety generated over the risks of blurting things out that are wrong, stupid or incomprehensible". The feeling of afraid and shy to make mistake in speaking is the most popular reason why some students do not want to speak. Based on my experience during many years teaching, we identified many problems in teaching of speaking to the first year students at educational institutions. First, the students have many difficulties in performing speaking that ruin most of the students' confidence to use English in their speaking class. Second, the students have low motivation to improve their speaking skills because they said that teachers seldom give them much time to speak. Third, the class is dominated by teachers' speech not students', as the teachers serve as the center of learning. Fourth, the students have poor mastery of vocabulary and grammar to utilize in discussion because teachers' material are not interesting for them. So, a good teacher should choose a method that can answer the identified problems above. It cannot be denied that teaching English is not as simple and as easy as it seems.

Teacher needs to use different teaching techniques in order to reach all students effectively. A variety of teaching strategies, a knowledge of student levels, and an implementation of which strategies are best for particular students can help teachers to know which teaching methods will be most effective for the students (Harris: 2003). Some teachers are still confused to decide the way to teach speaking effectively. There are many factors which contribute to why one technique or method that teacher used was unsuccessful to cope with such as the learners' differences, learners' motivation, teachers' role, etc[6].

Literature review. Above mentioned aspects should be considered before deciding the method that will be used. There are many techniques that can be applied and one of them is group work. The researcher chose this technique after considering the factors that can hinder the implementation of successful technique such as learners' motivation, different social background, students' interest and etc. Though, it has considerable limitations, a whole-class grouping has both practical advantages and

disadvantages. Grouping students still have some disadvantage such as that as individual students do not have equal opportunity to express anything on their own, that it is not the effective way to organize communicative language teaching or specifically task-based sequences, etc. Blair (In Abdullah, 2016) has stated that group work (including pair work) has at least five pedagogic benefits.

Group work:

increases the quantity of language practice opportunities;

Improves the quality of the students talk in several ways. They can engage in what is called "exploratory" talk and practice a functionally wider speech repertoire;

Helps individualize instructions, potentially allowing students to work at their own pace, perhaps using different materials;

Could help improve the effective climate in the classroom, the intimacy of the small group settings being especially valuable to shy or linguistically insecure students.

Finally, group work can help motivate students because of the advantages of pedagogic variety it brings to a lesson. Mostly in Group. Work activities, the students will be asked to sit together, face one another, and talk freely about various topics. This situation creates free communications in which the students use the language freely in the classroom without feeling shy. Group work activities are usually discussions in groups with up to four students in each group in order to give every students maximum opportunity to participate in all speaking activities. There are some researches that showed the effectiveness of the method. La'biran (2017) stated that the small group discussion strategy can improve the speaking ability of the students and increase students' activity. Arifin (2014) also found through research that the highest improvement of students' achievement by implementing group work method is the fluency. This occurred because students always practice to speak and apply selfcorrection to control their speed and accuracy in speaking. Based on the information above, the researcher here tried to make a classroom research, using group work activities.

Research methodology. In this article learner will learn combination of descriptive qualitative and quantitative analyses. Quantitative data were tested by using correlation analysis. Then the result was analyzed by using qualitative analysis. This research was carried out through giving some materials, applied the method, and then giving direct testing such as written test to find out how far students understand about the materials after they discussed in a group. It was one of the assessment materials. Assessments were taken from groups' activities in classroom, groups' presentation, individual's interview test and questionnaire.

The population of this research was the students of getting knowledge in the pedagogical department. The total numbers of them were 15 students, chosen from a certain group. The data were collected from groups' activities in the classroom,

group's presentation, individual's interview and written test. All the data were analyzed on computer by using Microsoft Excel. The result was used to identify whether the group method or treatment could improve students' academic achievement in learning and students' skills in speaking English effectively. These lessons were divided into six meetings with six different materials to be discussed and performed, such as business introduction (social gathering in business meeting), getting directions, products and services, making presentation, on the phone, placing and ordering and job interview test.

During the activity process, the lecturer observed, guided and also directed the students, motivated them to be more active and placed the most proficient students into each group to help the underperforming students. Teacher gave assessment through observation sheets. Using such kind of materials during speaking classes will develop Ss' speaking skills perfectly. Group learning is in the first stage in such classes.

In English speaking classes I used organize the game of Taboo and teaching process variations on the game Taboo is so essential. One should create a PowerPoint presentation with a noun on each slide. One student should come to the front of the room and sit with their back to the PowerPoint. The rest of the students take turns describing the words on the slides, and the student at the front has to guess them. For variation you should separate the students into groups of four or five. Place a pile of cards with random nouns in the center of each group. Have students take turns describing a noun for their group members to guess. The group member who guesses correctly keeps the card, so there's competition to see who has the most cards at the end of the game. Then separate the class into two teams. Students are given a word to describe to their teammates, in addition to a list of words that they cannot use in their description. Each student should have two to three minutes to see how many words their teammates can guess [8].

Another method is debating and In this activity you should give a student a piece of paper with "agree" written on one side and "disagree" on the other side. Read aloud a controversial statement, and have each student hold up their paper showing the agree or disagree side depending on their opinion. Choose one student from each side to explain their position and participate in a short debate [8]. This method is so effective when you use ESP speaking classes.

Conclusion. In conclusion in this scientific article its said that, there has been done simply to find the data in order to decide if this method is effective or not during teaching speaking. The findings of the study led to the conclusions that the problem of teaching speaking could be solved by adopting and practicing the group work method. The teaching of speaking through group work played positive role in improving the academic achievement of the students studying English. This can be seen from the result of the tests which increased significantly. It happened because students are more actively involved in the learning process.

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