

BASIC FACTORS THAT STUDENTS FACE PROBLEMS IN SPEAKING ENGLISH AT SECONDARY EDUCATION SCHOOLS IN UZBEKISTAN

Karimov Erkin Yusubovich

English Teacher

“IELTS TRANSLATION EDUCATION”

Limited Liability Company, Education Centre

Located Termez city, Surkhandarya region, Republic of Uzbekistan

+998 93 639 4555

ekarimov0405@gmail.com

Annotation: This research aimed at studying the student’s problems in speaking English language program at Secondary education schools in Uzbekistan. This study tried to find the students’ problems, the factors cause the problems in speaking at Uzbekistan schools. This research was based on the fact that the students still have some problems in speaking English, although they have been encouraged to use English in daily program. During the investigation of research study, I have witnessed following issues among the school students related learning English: lack of vocabulary, wrong pronunciation, grammar, mother tongue use daily, less practice and others. Besides, they also have a psychological problem such as lack motivation. The main factors of students’ problems because the environmental factors which do not support them to implement English in daily language communication.

Key words: Cause, difficulties, speaking problems, factors, English language

From real phenomenon nowadays, many institutions in Uzbekistan both in religious or non-religious try to help the students in learning English, not only English in reading and writing, but also in speaking. According to Ur (1999:120) states that from all four skills, speaking is considered to be able to be the most important skill. Therefore, speaking is one of skill that should be learnt by students in learning English. Occasionally, the students find difficulties in speaking English. Students often feel afraid to say things in a foreign language. They are usually worried in making mistake, anxious or simply shy of the attention that their speech attracts, no motivation, and low participation in class. As institution of education, Some secondary education schools have programs of learning English as the way of communication in Uzbekistan. The students should be able to interact orally each other through English. But in fact, the researcher has found some problems in schools students speaking, and this problem are comes from the internal and external factors of students. Besides, daily language program also has been creating to support the students speaking skill, such as; Study Club, public speaking, language tutorial, and memories of vocabularies programs but students rarely speak there. This paper would like to mention mode of problems based on speaking English. According to Ur (1996) eludes some factors that make speaking difficult for second or foreign language students. Most of the school students are still unable to speak fluently. This can be caused by many factors, such as:

1. **Low or Uneven participation:** Only one participant can talk at a time if he or she is to be heard, and in a large this means that each one will have only very little talking time.
2. **Mother tongue use:** In classes where all or a number of the learners share the same mother tongue, they may tend to use it; because it is easier and unnatural to speak to one another in a foreign language, and because they feel less ‘exposed’ if they are speaking their mother tongue .
3. **Inhibition:** Learners are often inhibited trying to say things in a foreign language in the classroom, worried about making mistakes.
4. **Lack of confidence :** It is commonly understood that students’ lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers. In this situation, they would rather keep silent while others do talking showing that the students are lack of confidence to communicate.
5. **Low motivation:** Motivation is important to notice in that it can affect students’ reluctance to speak in English. In this sense, motivation is a key consideration in determining the preparedness of learners to communicate. According to Juhana (2012:103) further adds that motivation is an inner energy. From the motivation the students will enhance their study interest.
6. **Nothing to say:** Even if they are not inhibited, we often hear learners complain that they cannot think of anything to say, they have no motive to express themselves beyond the guilty feeling that they should be speaking.

Besides above the mentioned factors, there are some psychological and other factors, such as Lack of vocabulary, Lack of grammar knowledge , Poor pronunciation, Shyness.

Recommendations suggested by this study are that teachers should strive to create a low stress friendly, and supportive learning environment, help school students to confront fears, offer words of encouragement, make cautious use of purposeful group work or collaborative activities; use relevant and interesting topics for class discussions and exercises; the most important one, speaking skills do not stand alone but they are supported by the mastery of vocabulary, grammar, pronunciation; accordingly , the school teachers of these subjects need to increase student’s mastery.

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