

INVESTIGATING ENGLISH TEACHING PROCESS TROUGH COMMUNICATIVE LANGUAGE TEACHING APPROACH TOWARDS STUDENTS' SPEAKING SKILL

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Abstract

This research aimed to investigate English teaching process through Communicative Language Teaching approach (CLT) towards students' speaking skill. This research used a descriptive qualitative approach. The researcher used observation to get the primary data and interview as the secondary data. The researcher obtained the data from the observation of classroom activity at the one of English course located in Cilegon named ENTER English Center. Moreover, the researcher conducted an interview with one teacher and two students from one of the classrooms in ENTER. From the investigation, the researcher found that communicative language teaching is an effective approach towards students' speaking skill. The various interactive classroom activities improve students' enthusiasm in learning. Furthermore, the researcher found that communicative language teaching successfully helps students in improving fluency and confidence in speaking as oral communication. In other words, communicative language teaching approach helps students a lot in preparing the oral communication skill for real life situation.

Keywords: English Teaching Process, Communicative Language Teaching, Interactive classroom activity, Speaking skill

Abstrak

Penelitian ini bertujuan untuk menginvestigasi pembelajaran bahasa Inggris dengan pendekatan Pengajaran Bahasa Komunikatif terhadap kemampuan berbicara siswa. Penelitian ini menggunakan metode pendekatan kualitatif deskriptif. Peneliti menggunakan observasi untuk mendapatkan data pertama dan wawancara untuk mendapatkan data kedua. Peneliti mendapatkan data dari observasi kegiatan kelas di salah satu lembaga kursus bahasa Inggris yang berlokasi di Cilegon bernama ENTER English Center. Lebih dari itu, Dari penyelidikan, peneliti menemukan bahwa pengajaran bahasa komunikatif adalah pendekatan yang efektif terhadap keterampilan berbicara siswa. Berbagai kegiatan kelas yang interaktif meningkatkan semangat siswa dalam belajar. Lebih lanjut, peneliti menemukan bahwa pengajaran bahasa komunikatif berhasil membantu siswa dalam meningkatkan kefasihan dan kepercayaan diri dalam berbicara sebagai komunikasi lisan. Dengan kata lain, pendekatan pengajaran bahasa komunikatif banyak membantu siswa dalam mempersiapkan keterampilan komunikasi lisan untuk situasi kehidupan nyata.

Kata kunci: Proses Pengajaran Bahasa Inggris, Pengajaran Bahasa Komunikatif, Kegiatan Kelas Interaktif, Keterampilan Berbicara

INTRODUCTION

In this 21st century, communication capability is the one of crucial soft skill including the other supporting skills such as collaboration, critical thinking, creativity, etc. (Menggo et al., 2019) Moreover, a good communication helps the communicator to deliver the idea and allow the communicant to understand the information quickly and effectively. In more detail, a demand of mastering international language including English as the medium of communication is increasing highly nowadays. Furthermore,

the capability of mastering English for communication is essential especially for students as preparation for dealing with many people with different backgrounds. (Leonita et al., 2023)

For preparing students' capability, the educators hold the important role. In this case, the key role in education and upbringing has always been given to educators. A student's well-being and success depends on their professionalism, capability to create the relationships, and manage the educational process. (Torky,

2014) In this case, the educators require investigating the need analysis as the one of pedagogical efforts in the learning process. By analyzing the needs of students, the educator will be a lot easier in determining the appropriate material for students and they are able to develop teaching material for students in the teaching and learning process.

Moreover, by conducted an adequate needs analysis, educators are able to choose the types of method, media and assessments. (Menggo et al., 2022) Those strategies allow students to be responsive, so that student will reach the maximum goal of study. However, in traditional classrooms, occasionally educators still become the only source of knowledge for students due to the one-way learning used by educators. The students do not get an adequate opportunity in training their brain in speaking English. It causes the barrier and does not lead students to achieve 21st century students' outcome. On the other hand, 21st century skills cover 21st century themes, innovation and creativity skills, life, and career. Those skills are required to be prepared by education institution for successful 21st century learning outcomes. (Handayani, 2022)

Moreover, in learning a language for communication purposes, students need interaction and opportunity to communicate in the target language. In this process, educators should make the simulation of many activities and situations for communication by target language. Therefore, the educator needs to use communicative language teaching as one of approach in learning a language. Richards (2006) stated that communicative language teaching can be defined as a set of principles about the purposes of language teaching, students' learning style, learning facilities and activities in learning, the role of teacher and learner in the classroom, etc. Furthermore, communicative competence

includes the following aspects of language knowledge such as the function of language according to many situation (e.g knowing when to use the formal and informal speech, knowing how to use language in different places such as at bank, market, hospital, hotel, etc.) In short, communicative language teaching sets as its goal the teaching of communicative competence (Richards, 2006)

METHODOLOGY

In this research, the researcher used descriptive qualitative language approach. Sugiyono stated that descriptive qualitative is the one of approach that aims to serve the accurate and valid data with the observation and interview. In this case, the observation and interview related to the study process, teaching process now in a particular place. In other word, in this research, the researcher analyzed and investigated the activity and teaching material in the form of word rather than the statistical number (Sugiyono, 2013)

In more detail, in this research, the researcher collected the data through observation as the primary data and interview as the secondary data. The result of qualitative emphasizes the meaning in depth rather than generalization. Therefore, the researcher used the descriptive method to investigate the process of English teaching through communicative language method towards student's speaking performance.

In collecting the data, the researcher observed the teaching process including class activity, the material and the media used by tutor. Moreover, to strengthen the data, the researcher conducted an interview towards students and tutor about the implementation of communicative language teaching method towards students' speaking performance. After collecting and identifying the data, the researcher provided

the result of research and conducted the triangulation to validate the provided data. The researcher conducted the research process on January 7-13 2023. The sample of population in this research is one English tutor and two students of ENTER English Center course in Cilegon city.

FINDING(S) AND DISCUSSION

ENTER English Center is English Course located in Serang as the center branch and it has other three branches located in Cilegon, Depok, and Bandung. In this research, the researcher conducted the investigation at ENTER English Center that located in Cilegon. In this branch, there are several classes. Then, the researcher chose one class that consist of eight student and one English tutor as the sample of research. The researcher conducted the research for seven days by observing the classroom activities and materials as the primary data and conducting the interview as the secondary data.

From the research that conducted by the researcher, the main result showed that ENTER English Center provides the English material for students by using various interactive technique based on communicative language teaching. The tutor gave more opportunity for students to practice their speaking skills and respond to the others' ideas through conversation and presentation. The conversation was settled in the form of a real-life situation. Therefore, the students will know about the appropriate phrases and sentences that are used in different situations. In more detail, for instance, in the learning process, one of the techniques used by the tutor is role-play. In this activity, students are required to act to be the chosen role and provide the appropriate script with the role play. The role-play was presented with various situations, such as interview activity, selling & bargaining activity in the market, ordering

the food and beverage in the restaurant, etc. In this teaching process, the teacher will provide phrases and useful sentences related to the situation of conversation. After that, the student memorized the phrases and sentences together and put them in the conversation script. Before role play performance, the tutor divides them into several groups. Each person in each group will get the role in the conversation. Each group will get the opportunity to prepare the script. During preparing the conversation script, the tutor will guide students and correct the preparation script from students. After that, the students will get the time to memorize the script and try to converse with the partner in groups. This technique involves students with each role and makes them more interested in study. It seems from students' happiness and enthusiasm in acting the role during role-play.

The observation result about role-play technique that used at ENTER English Center supported the previous study from Kusnierek (2015). In his research, the researcher found that role-play activity becomes an effective way to improve students' motivation and enthusiasm in practicing their speaking skill. Furthermore, the research from Sari & Hamzah (2019) stated the same result. In their research, the result showed that role-play trains students in facing real-life communication. Student get more opportunity to practice verbal communication in English intensively, and it is also efficient to develop oral communication skill. (Sari & Hamzah, 2019)

Secondly, there is a debate as the one of methodology in teaching at ENTER English Center. In this method, the teacher will divide students into two groups including the students get the opportunity to discuss several problems including accepting and declining other perspectives. The student will get the respond from other

students and share the perspective about many themes. In debate also, students were required to pour out the ideas and respond the theme of discussion clearly and briefly in five minutes from different aspects including economy, politic, education, etc. This method is effective to improve students' fluency due to the push to speak and think quickly about many problems that are being discussed. Then, the students will get the platform to improve students' vocabulary mastery in speaking ability besides studying English in the school.

In more detail, the observation result as the primary data was supported by the statement from student through interview who stated that: "Ya, materi yang diajarkan selama kursus terpakai, khususnya di sekola. karena kita diajarkan lebih dari yang diajarkan di sekolah. Banyak kosa kata baru yang didapat gitu, kak". Then, it turns out that this statement supports the previous theory from Tomlinson (2015) that a strong communicative approach is based on providing students with language use experience as the primary means of learning language use. In this approach, for example, students speak to learn rather than learn to speak. (Tomlinson, 2011)

In addition, In ENTER English Center, the tutor provides the platform for student to improve their confidence and bravery in speaking by different way such as "news anchor" and "talkshow". This classroom activity requires students to become broadcasters, reporters, and hosts of television or podcasts. Moreover, they also get the role of guest star. This classroom activity pushes students to be creative and confident. Furthermore, the students are required to memorize the text and do the improvisation in delivering the text orally. Therefore, students will be more helped in improving speaking skill. It was supported by the statement from student in

interview session who stated that "Menurut saya news anchor dan talkshow merupakan salah satu metode pembelajaran yang tepat untuk meningkatkan kelancaran dalam speaking karena kita belajar mengimprovisasi topik bahasan dan berbicara langsung di depan murid lainnya."

From the observation result, it showed that the talk-show and news anchor project is an effective way to improve students' speaking skill. Then, it supported the previous study from Abdul (2016). In his research, the researcher found a result that broadcasting project becomes an effective method to motivate students significantly and engages student's enthusiasm in speaking English at the classroom. Moreover, this task is able to develop the creativity from students in delivering their idea with English in oral communication. (Abdul, 2016)

Then, one of the most popular techniques that used in ENTER English Center is using "Drama or Theatre" named "Anastasia". This theatre comes from Russian kingdom story. In this theatre, each student gets the role and makes their own script and guided by tutor. The students will memorize the script and do the improvisation from the script. In this classroom activity, students need to be concerned about their acting and expression. Moreover, intonation is also needed in this activity. This activity is one of my favorite classroom activities because the students are required to be more creative and act maximally as the chosen role. This methodology is also suitable for students who have a kinesthetic learning style. Therefore, this method becomes one of effective way to train their brain in thinking with English and improve students' capability in speaking. Moreover, by the various activities in the classroom, students will feel happier and more consistent in study due to the competitive and interesting

environment. It was supported by the statement from student who stated that: “Menurut saya, lingkungan pembelajaran yang interaktif dan kompetitif membuat siswa menjadi konsisten karena ada saingan atau patokan orang yang sudah bisa duluan jadi kita terbawa olehnya jadi konsisten dll.

The last, the tutor used the effective methodology with the theme: “Sustainable Development Goals” where students become the volunteer that report and discuss a solution about various problems in the world to improve the quality of humanity, safety and prosperity, environment protection. The students need to give the solution to reach the goal in overcoming the problems in health, education, poverty, gender equality and environment. In this activity, students also respond and review the solution and idea that already given by the other students as volunteer. This methodology can improve students’ critical thinking and problem-solving skills. Then, this methodology also becomes one of popular classroom activities that can improve students’ speaking performance. They are also able to know about the new specific terminology about law, politics, health, gender equality, etc. This methodology is one of the various classroom activities that are not taught in school. Therefore, student will find a different way to study English and improve motivation from students to improve speaking skill.

In more detail, the English tutor emphasize that the function of language is to communicate in various real-life situation. However, sometimes students feel stressed and stuck in learning a foreign language due to the monotone methods and uninteresting activities during study in the classroom. Therefore, teachers need to be a good facilitator to help them happy and interested in learning a language. It was

claimed by the tutor in interview session as follows:

“Kadang gak semua orang belajar bahasa inggris itu karena dia suka, tapi karena dia dituntun untuk kerjaan, kebutuhan masuk PTN, dan lain sebagainya. Oleh karena itu, kita sebagai guru harus membuat mereka senang dulu untuk belajar dengan berbagai aktivitas pembelajaran menarik yang kita sediakan.”

In addition, the English tutor added that language is wide. Then, the English teacher need to select the appropriate material that can be used by students in real-life situation. Moreover, for the beginning, the teacher needs to be more focused on students’ fluency and confidence rather than structure and grammatical rules. It is because occasionally students feel nervous and afraid of making mistakes in grammatical rules. In other words, the students will feel hesitant in delivering the idea and perspective due to the complaining and negative comments from their tutor. This statement was claimed by the tutor in interview session as follows:

“Ada banyak materi bahasa inggris yang bisa kita ajarkan, akan tetapi kita harus piawai dalam memilih topik pembelajaran yang disesuaikan dengan kebutuhan dan level mereka. Lebih dari itu, dalam mengajar bahasa inggris, kita harus membuat mereka bisa berekspresi dan percaya diri dengan bahasanya terlebih dahulu dengan tetap memperhatikan susunan kalimat yang mereka gunakan. Namun, jangan sampai kita menyalahkan dan merendahkan kemampuan mereka hanya karena banyak salah dalam hal grammatikal. Selain itu, pengajaran bahasa berbasis komunikasi secara langsung juga penting untuk ditekankan pada murid.

Based on the research above, the researcher assumed that communicative language teaching approach is one of the most effective strategies to improve students’ speaking skill. This approach

should be accompanied by various interactive and interesting classroom activities to engage students' enthusiasm in learning English language. The communicative language approach can train students in preparing their communication skills when it comes to real-life communication in various kinds of situations. Moreover, the different way of leaning English will increase students' critical thinking and creativity in expressing their own opinion and perspective.

CONCLUSION(S)

English as the international language for communication becomes the essential skill for people in this globalization era due to the importance of communication for fulfilling their need in life. Therefore, people need to be motivated in learning English language. However, students often feel stressful and intimidated in practice English for communication. ENTER English Center as one of the English courses tried to provide students the English material with communicative language teaching approach. In the learning process, the tutor provides more opportunity for students in exploring their idea and thinking in English. In communicative language teaching approach, the English tutor use various interactive and communicative activity to engage students' enthusiasm including role-play, debate, news anchor project, drama/theatre. These activities help students in improving confidence and fluency in speaking. Moreover, students also can improve their critical thinking in responding from another perspective, delivering the idea, and doing the improvisation in improvisation. In short, communicative language teaching successfully help students in improving students' speaking skill from many aspects including vocabulary mastery, confidence,

critical thinking, and interactional skill.

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