

## **Jurnal Teknik, Kesehatan dan Ilmu Sosial**

### **THE DEVELOPING OF COMMUNICATIVE LANGUAGE TEACHING ON THE SPEAKING SKILL OF STMIK ROYAL STUDENTS**

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#### **ABSTRACT**

Communicative Language Teaching (CLT) is to advocate the teaching practices that develop learners' abilities to communicate in a second language. It represents a change of focus on the language teaching from the learners' need for developing communication skills. It aims to make the students more actively in English speaking at STMIK Royal Kisaran. Here, the lecturer give the motivation and suggestions to the students' communication. It used the qualitative reserch design which the researcher used the description to answer the gaps of this research. The subjects are taken based on the randomese technique to get the results and they are only 25 students. the researcher gave some small hot topics, they can communicate and give good respons Most of the students are able to communicate in English even though it is a little or step by step. They can make small communication because the CLT makes communicate to their friends in English. Besides they can speak English, they are so comfortable in the CLT method in English Teaching.

**Keywords:** Communicative, Teaching, Speaking skill.

#### **1. INTRODUCTION**

Becoming an English lecturer might be a wonderful job, especially when the lecturer is able to transfer their knowledge to the students whose English is the second language successfully. The problem is transferring knowledge is not easy. Horwitz (2008) stated that the lecturer should determine the strategies, the approaches and the methods to help the students developing English skills. Today, many lecturer of English emphasize the communicative competence in and out the classroom. Communicative Language Teaching (CLT) is an approach in teaching language that emphasizes authentic communication from beginning of class.

Freeman (2000) stated that the methods are beneficial in connecting thoughts and actions since teaching is about the teachers, subject matter, language, culture, who the learners and how the learners learn. The problems which occur in teaching English class is how to make the students are active in communication so that they are able to speak English well. So the researcher used the Communicative Language Teaching (CLT) as the approch of English Teaching-Learning. The researcher has known several methods in teaching language besides communicative language teaching. Those methods are the grammar-translation method, the direct method, the audio-lingual method, the silent way, the suggestopedia,

communicative language learning, total physical response, natural approach, and many more, but here the researcher used the CLT approach to develop the students' English speaking skill. It purposes to know the development of Students' English Sepaking Skill by using the Communicative Language Teaching (CLT) at the STMIK Royal Kisaran.

#### **2. THEORETICAL REVIEW**

Language is essentially speech, and speech is basically communication by sounds and according to him, speaking is a skill used by someone in daily life communication whether at school or outside. It means that language is so important in human life because it is impossible for the human to communicate in their life especially in their own society or the neighborhood. Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts

Breen (2001) explains the historical occurances that before the use of Communicative Language Teaching (CLT) in the late 1970s, the syllabus design should emphasize linguistic knowledge and the skills of listening, reading, speaking and writing. In fact, many learners failed to use the linguistic knowledge outside the class. Because of this, functional syllabuses focus on specific purpose of language and the ways to express language linguistically. By Garton & Copland

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(British Council Research Papers, 2011) explained that in spite of using Communicative Language Teaching (CLT) for a long time now, many teachers especially in the Indonesia World have partial grasp of it because of the insufficient knowledge of the Approach's classroom techniques. Away from its principles that focus on communication, pair work, group work activities and maximum target language use, there is a little agreement on its methodology and still less consensus on the theoretical principles of the method.

Klapper (2006) states that the Hymes's theory of communicative competence was a definition of what a speaker needs to know in order to be communicatively competent in a speech community. Hymes' theory also considered about the language learning from the proficiency of the communication while Chomsky concerned with accuracy. The communicative competence is the learner's ability to understand and use the language correctly to communicate in the realistic situations. This includes both the spoken and written language and the four language skills: reading, writing, listening and speaking. This may be considered a merit for creative teachers who can create this environment.

Horwitz (2008) has given the four ideas to the teachers how to encourage unmotivated students; helping students improve the personal goals, the discussion of students' idea related to their language and culture, helping students to have new community and giving support. The students should be motivated in learning language but teachers and parents must not force them. Brown (2002) has also explained about it that the motivation is the most important factor to learn English due to the motivation means a real purpose in learning English and a reason to continue learning. The teachers cannot measure students' motivation and change from unmotivated to motivated students easier. The most important thing that teacher should know teaching methodologies in teaching language. Particularly, for the students who learn English as a second language.

Brown (2001) has given another key important factor related to the CLT is less attention to the discussion of the grammatical rules because CLT attempts learners to use the authentic the language. This factor shows that teachers would better to apply discussion, dialogue, the drills and exercises in teaching and learning process. Sometimes, this is not easy for the teachers. Most teachers recognize that the grammatical rule is simple, particularly for the nonnative speaker of English teachers. This is because; teachers need many facilities to support

this activity such as, computer, tape recorder, DVDs, etc. However, grammar has important role in communicative language teaching. According to Lee & Vanpatten (1995), the teachers can apply grammar instruction in language teaching class by focusing on not only input but also out-put. This means that the teachers attempt to give the information or message to the students and assess them while the teaching and learning are processing. In this case, the researcher used the computer and youtube video to improve the CLT in the students' English speaking skill.

In Italy, Hawkey (2006) has applied both survey and face-to-face interviews to investigate whether the teachers agreed with the advantages of the communicative approach in the language teaching. The teachers expressed the positive views about CLT such as "CL T improving learner's motivation and interest", and "CLT improving communicative skills" (p. 247). In addition, teachers' interviews suggested that the teachers were motivated to use pair-work activities to meet the learners' communicative needs.

According to Richards & Rodgers (2001) that there are quite a few roles for teachers in CLT which are determined by the view of CLT. According to Breen and Candlin in article "The essentials of a communicative curriculum in the language teaching" there are two main rules of a teacher in CLT class rooms The first role is to facilitate the communication process among all the students in the classroom, and between the students and the different type of activities and texts. Secondly, a teacher has to act as an independent participant within the learning teaching groups. The teacher is also expected to act as a resource, an organizer of resources, a motivator, a counselor, a guide and a researcher.

### 3. METHODOLOGICAL RESEARCH

In this case, the writer / researcher used the qualitative research design. This design conducted to the description of the research findings. In order to systematically determine the preparation of research in an effort to find, develop or test the truth of the subject matter, it is necessary to use a research approach. This descriptive method is used to examine what is in the research in the form of written or oral words from people and the researcher will describe the results obtained in the field. In this qualitative research design, the researcher took 25 (twenty five) students as a *subject of research*.

Asmadi Alsa (2004) stated that the survey design is a procedure in which researchers conduct surveys or provide questionnaires or scales on a

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sample to describe the attitudes, the opinions, the behavior or characteristics of respondents. Margono (2005) says that the definition of survey research methods is critical observation / investigation to get clear and good information on a particular problem and in a particular area which this research is aimed at achieving generalities and also to make the predictions.

The framework (framework) is a basic conceptual arrangement that is used to solve or handle a complex problem. The research framework is the framework; (1) *The problem identification*; in this study is whether the use of Communicative Learning Teaching (CLT) in learning English can develop the abilities of students who take part in English speaking club for students at STMIK Royal Kisaran. (2). *The problem analysis*; the problem analysis is a step to be able to understand the problem that has been specified scope or boundaries. By analyzing the problems that have been determined, it is expected that the problem can be understood properly. The problem in this research is whether English Speaking Club for Students students have been able to develop their English speaking skills so that they are able to speak and communicate English. (3). *The literary study*, to achieve the objectives to be determined, it is necessary to study some of the literature used. Then the literature is selected to determine which literature will be used in research. (4). *The collecting data*; in this case, to make the research, there are two ways; *Library Research and Field Research*. (5). *The data analysis*; After doing the four steps in this case, the data collection, the author discusses the analysis of data that has been obtained at the time of data collection.

### 4. FINDINGS and DISCUSSIONS

#### Findings

After getting the findings, the researcher elaborated that the Communicative Learning Teaching is so necessary and good in applying of teaching-learning in English especially in English Speaking Skill. The ideas generated from both the questionnaire and the interviews are discussed under four major categories; namely, attitudes towards English and ELT profession, concerns to understanding of CLT and its potential for English teaching in Bangladesh, and finally difficulties and challenges in implementing CLT at STMIK Royal Kisaran.

The materials and the Study-Learning Planning (RPS) are the communicative learning teaching activities. Most of the materials are communicative and the students must be more active in doing the

learning. The lecturers of English have to make the students doing the exercises in the module of English Subject. In this case, there are some questions which are given the students to know the developing of Communicative Learning Teaching (CLT) in the students' English Speaking skill.

- a. Do you (the students) get the developing of English Speaking in the study?
- b. How do you think about the communicative Learning Teaching?
- c. Why can the communicative learning teaching develop their English Speaking Skill?

After the researcher gave three questions above, the students have described and elaborated their descriptions. In this writing, the researcher does not write the names of students because they have asked not to write their names, there are some elaborations or explanations which have the similar meaning from the *subject of this research*.

- a. These are a few answers of the students about the first question above:
  - Yes, they get the developing of English Speaking skill in the study.
  - Yes, it certainly is. They get the developing of English Speaking Skill.
  - Yes, but not all.
  - Yes, we do. We are so happy.
- b. These are a few answers of the students about the second question above:
  - I think that the Communicative Learning Teaching is an interesting method to make more actively in speaking of English. We must give explanations or elaborations even though the sentences of English are not correct based on the grammatical rules in writing.
  - I think the Communicative Learning Teaching is very communicative situation and we must give the response about the materials. Each of us also tell something in English Speaking even though we are not good in English. The lecturer just give the materials and we answers by giving us some minutes to prepare all the answers.
  - I think that CLT is very complicated but it makes us more communicatively in learning English Speaking. The lecturer just tell one topic and we must tell anything and give the response in English. We know that our vocabularies and pronunciation is not good, but it does not matter in the communication.
- c. These are a few answers of the students about the last question or the question number three above:

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- Reason 1 (one): The Communicative Learning Teaching can develop the English Speaking skill because in this process, we (the students) are obligated to more active in the class and we also make our own sentences in English even though we do it step by step or very slowly because of our weakness in vocabulary.
- Reason 2 (two): The Communicative Learning Teaching can develop the English Speaking skill because we try to find out the answers of the materials in English so that we are able to make our confidence to speak English in the class or in front of our classmates. If we do not do actively, it will influence our assignment scores in the Final Test of scores.
- Reason 3 (three): The Communicative Learning Teaching can develop the English Speaking skill because we are so different situation of learning-teaching of English. We must have idea or opinions in each material which gave us so that like or dislike we have to communicate to our classmates and sometimes, we must exchange friends as our partner in the English study (subject).
- Reason 4 (four): The Communicative Learning Teaching can develop the English Speaking skill because the lecturer always asks us or give a few questions about the material especially the conversational material. So we search the English translations via internet especially *google translation*. If we do not want to give the answer or the responses, the lecturer will give us the lowest score as the daily activities in the classroom.

### Discussions

From the finding explanation, there are 25 (twenty five) students as the *subject (samples)* and they have the same meaning in describing the previous questions above so the researcher just re-write the description a few so that there is no the repetition statements or sentences in the *findings*. In this discussions, it describes that the Communicative Learning Teaching (CLT) is still something new in the teaching-learning especially in the STMIK Royal Kisaran because all the students have to participate in the materials of English class.

Usually, they get the one direction way in the study of English. Here, they have to get the participant each other to make the situation more communicative or actively. They also feel

enjoyable for each material. The situation is so crowded and noisy class because each material make them to make their own sentences in English to give the response about the topic of material every day. When they are asked a few questions related to the Communicative Learning Teaching (CLT), they tell the answers full of spirit. Even they tell the comments about the situation in order to keep the situation.

Firstly they come or enter STMIK Royal, they do not have interest to study English because they assumed that English is so difficult and they also dislike it. After they enter the English Speaking Club for students, they are so happy and follow the rules of teaching-learning so that step by step, their speaking skill gets the progress in English. It can be showed from the previous statements above.

### 5. CONCLUSIONS

From the *Findings and Discussions* explanations, it can be concluded that:

- a. The students of STMIK Royal are not the computer students who learn about the computer both in theories and practices so they focus on the the computer materials in the study. English is the *general subjects* in the two first semesters.
- b. Communicative Learning Teaching (CLT) is a new method in teaching English because they never study like that especially when they were in the Senior High School. It also helps to get the progress in English Speaking skill.
- c. CLT method makes them to speak and give the responses in English to answer the material topics. The lecturer just give the direction and the students are the participants in the communications. They must communicate each other even though they do not have basic in English particularly in vocabularies. So some diligent students have gotten the progress in English Speaking.

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