

Communicative Approach In Teaching English Speaking Club (ESC)

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Abstract—The aim of this study was: to described and analyze the effect communicative approach in teaching English speaking club (ESC) based on the application of the communicative on order to teach them in master English speaking. The population is 1st semester STMIK Royal Kisaran and the sample is about 20 students. The data analysis technique was quantitative data. The qualitative data will be collected by students speaking performance. The data will be interpreted in term of instuctional events, and instructional modes and modes of acquisition strategies. Classroom mode of acquisition strategies depend on the extended to which the classroom lecturer was teaching. We took the pre -test and post-test. They got 5,65 for Students' scores pre – test . and 7,95 for Students' scores post – test. The diffrences of pre – test and post – test in the control group, there were 16 students (80 %) whose scores stayed the same, and 4 students (20%) whose score stayed not same. They gained 1 point difference from the others.

Keywords: Communicative, Approach, Speaking Skill, English Sepaking Club, Teaching

1. INTRODUCTION

Language is a means of communication which is used human to interact other people in their life so that they can communicate each other. Language consists in a speech, writing, and in a symbol so that they are able to understand the main ideas which they deliver when they are communicating. Speaking is a skill which is used someone to interact to other people in their daily life communication. It means that a language is so necessary in human life because the human can not communicate without the language (Akmal, 2019; Gudu, 2015; Khan, 2013; Kilgour, Reynaud, Northcote, & Shields, 2015; Oradee, 2013).

The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language. it is clearly not all that is involved in learning a language since one can master the rules of sentence formation in a language and still not be very successful at being able to use the language for meaningful communication. It is the latter capacity which is understood by the tern communicative competence (Darwish, 2016; Education, 2013; Journal & Studies, 2015; Kasumi, 2015). 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(Akmal, 2019; Darwish, 2016; Journal & Studies, 2015; Kasumi, 2015).

For example : Practising question forms by asking learners to find out personal information about their colleagues is an example of the communicative approach, as it involves meaningful communication especially for college student at STMIK Royal Kisaran in teaching English speaking club to the 1st semester. Lecturers may experience the same situation in which students are unwilling to speak .there are of course many factors causing this problem, such as; luck of confidence; luck of vocabularies (the students get used to speak Bahasa Indonesia than speak English in the teaching learning process) difficult to express the idea orally, limited pronunciation, and lack of courage to speak out for fear of being wrong. It is caused by the method that lecturer use is not interesting for students.

2. METHODOLOGY

This research was conducted to the quantitative research design by using the experimental design. The study has step to do this method by his research was conducted in all samples Groups, pre– test and post–test design. This design was assigned to the experimental and control groups by all samples method and they were given a pre-test on the dependent variable. The treatment was introduced only to the experimental subjects for a specified time, after which the groups were measured on the dependent variable(Akmal, 2018; Creswell, n.d.). bseides that, the quantitative research design is related to quantifying and analysis variables in order to get the results. It involves the utilization and analysis of numerical data by using specific statistical techniques to answer questions like who, how much, what, where, when, how many, and how(Apuke, 2017; Grimaldo, Marušić, & Squazzoni, 2018; Liskin-Gasparro, 2008).

Table 1. Groups, Pre-Test and Post-Test Design

Group	Pre-Test	Independent Variables	Post-Test
Experimental	Y1	Treated by Communicative Approach	Y2
Control	Y1	Conventional Teaching	Y2

The population and samples are same because the amount of participants who will be taken to be samples are 20 (twenty) students of English Speaking Club for the students of STMIK Royal Kisaran. as the *Experimental class* and some randomese 1st students of STMIK Royal as the *Control class*.

2.1 Instrument of Collecting Data

In this research, the writers used instrument of collecting data, namely: *pre-test*, *treatment*, and *post-test*. *Pre-Test* was given before doing the treatment to the *experimental class* to know their ability. *Treatment* was given to the *experimental class* after doing the *pre-test* because in this part, they gave the material as the *communicative approach* material in mastering the conversation or speaking skill. The last is *Post-Test*. After getting the *treatment*, the *experimental class* would be taken the results by *post-test* (Dtu, 2015) (Akmal, 2018; Disman, Ali, & Syaom Barliana, 2017; Grimaldo et al., 2018; Liskin-Gasparro, 2008).

2.2 Techniques for Collecting Data

There are many techniques of collecting data. The researcher used games recorded as a Techniques for collecting data

2.3 Data Analysis.

After getting the data. The researcher divides into two categories, they are: mass data and primary data. Mass data are all data which are recorded by using smart phone or android, then the mass data will be identified into primary data, thus the primary data will be used to generate rules to show if the teaching English speaking club process is good or not by using parameter of instructional events. The data will be interpreted in term of instructional events, and instructional modes and modes of acquisition strategies. Classroom mode of acquisition strategies depend on the extended to which the classroom lecturer was teaching. Lecturer realized her word view, and how she plant, and administer it in term of the context of communication competence. Class modes of acquisition strategies depend on the extend to which the classroom lecturer realizes his/her TEFLIN world view and other and how she plants and administers, it in terms of the construct of communication competence.

2.4. Research Framework

It can be seen the framework of the research in the following below it:

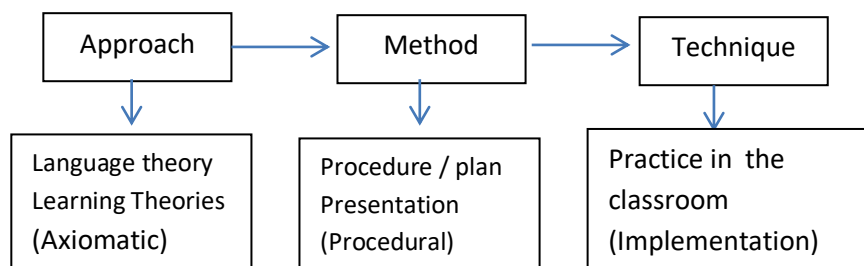


Figure 1. Research Framework

We can explain above the framework to show the approach and method treated at the level of design, that level in which objectives, syllabus, and content are determined, and in which the roles of teachers, learners, and instructional materials are specified. The implementation phase, we refer to by the slightly more comprehensive term procedure. Thus, a method is theoretically related to an approach, is organizationally determined by a design, and is practically realized in procedure.

An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught.

Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural. Within one approach, there can be many methods.

A technique is implementational - that which actually takes place in a classroom. It is a particular trick, strategem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well.

3. RESULTS AND DISCUSSIONS

3.1 Results

The analysis and interpretations of the data which has been collected through direct observation in the experimental activities, and a discussion of the findings.

Those analysis and interpretations relate to:

1). Students' score of pre - test; 2) Students' scores of post- test; 3) Students' score experiment data; 4) Students' score of control data. The results of pre – test data analysis can be seen in table

Table 2. Interpretations of the Data

No	Interpretations	Total All Students (N)	The total amount of all the Individual Observation ($\sum X$)	Score
1	Students' scores pre – test	20	113	5,65
2	Students' scores post – test	20	159	7,95
3	Students' scores experiment	20	46	2,3
4	Students' score of control	20	24	1,2

Where :

M : is the means of the sample

$\sum X$: is the total amount of all the Individual Observation

N : is the sample

$$M = \frac{\sum X}{N}$$

$$M = \frac{113}{20}$$

$$= 5,65 \text{ (Students' scores pre – test)}$$

The post – test was carried out to both group at the end of the program to find out whether there are any differences between the experimental group and the control group achievement.

$$M = \frac{\sum X}{N}$$

$$M = \frac{159}{20}$$

$$= 7,95 \text{ (Students' scores post – test)}$$

From the pre – test and post – test of the total score of the experimental group. From the data presented in the table, it is clear that the students total scores vary. There are 20 students who were involved in this experiment

Table 3. The result of the Experiment Data

Number of students	Score		$T_2 - T_1$ (X)
	PRE-TEST	POST-TEST	
1	6	7	1
2	5	8	3
3	6	9	3
4	5	8	3
5	6	7	1
6	6	8	2
7	5	8	3
8	6	9	3
9	5	8	3
10	6	7	1
11	6	8	2
12	5	8	3
13	6	9	3
14	6	8	2
15	5	7	2
16	6	8	2
17	5	8	3

18	6	9	3
19	6	8	2
20	6	7	1
Jumlah	113	159	46

$$M = \frac{\sum X}{N}$$

$$M = \frac{46}{20}$$

= 2,3 (Students' Scores of the Experiment)

From the differences of the pre – test and post – test score in the experimental data, there were not (0%) students whose score stayed the same. However, all the students difference meant that they increased their score. It is related about the students speaking ability after treatment, using communicative approach in teaching English speaking Club.

Table 4. The result of the Control Data

Number of students	Score		$T_2 - T_1$ (X)
	PRE-TEST	POST-TEST	
1	4	6	2
2	4	3	1
3	3	5	2
4	3	2	1
5	3	2	1
6	3	2	1
7	3	2	1
8	3	5	2
9	3	2	1
10	3	2	1
11	3	5	2
12	3	2	1
13	4	3	1
14	3	2	1
15	3	2	1
16	3	2	1
17	4	3	1
18	3	2	1
19	4	3	1
20	4	3	1
Jumlah	66	54	24

$$M = \frac{\sum X}{N}$$

$$M = \frac{24}{20}$$

= 1,2 (Students' Scores of the Control)

From the differences of pre – test and post – test in the control group, there were 16 students (80 %) whose scores stayed the same, and 4 students (20%) whose score stayed not same. They gained 1 point difference from the others.

However, not all the students difference meant that they increased their score. The difference points were there from pre -test and post-test.

3.2 Discussion

The experimental and the control groups were analyzed differently. The experimental group was observed directly by the researcher to know their progress in the program.

3.2.1 The Students' Learning Problems in speaking

English is a language that is hard to learn. To find out that problem in English especially for students, there are some problem that students faced in learning English:

- In speaking
- In treasury of vocabulary

c. In the meaning of English word

Some factors that make some words more difficult than others are : pronunciation “the word that is difficult to pronounce are more difficult to learn “Spelling” . spelling mismatches are likely to be the cause of errors, either of pronunciation or spelling, and can contribute to a word’s difficult”. Meaning “when two words overlap in meaning, learners are likely confuse them. For example vocabulary on the names of animal, the familiarize students with vocabularies related to animals. Moreover, students expected to be able to memorize and pronounce and write each vocabulary correctly.

In fact, learning is human activity which is least needs manipulation by other. Most learning is not the result of instruction. It is rather the result of unhampered participation in a meaningful setting.

Based on the results, especially in learning is secondary it is a big challenge, because in their ages, they still difficult to understand the meaning of English word. They needs lecturers’ patiently in learning process. Lecturer must translating word by word until could be understood by students.

Using the communicative approach also allows natural learning, in which learning takes place inside the learners and creates a context that support learning. communicative approach support individual in this efforts to learn.

3.2.2 The Students’ Achievements

From the diffrences of pre – test and post – test in the control group, there were 16 students (80 %) whose scores stayed the same, and 4 students (20%) whose score stayed not same. They gained 1 point difference from the others.

However, not all the students difference meant that they increased their score. The difference points were there from pre –test and post – test. The students’ score of post – test and pre – test were compared to gain the students’ achievement on the speaking skill especially in the English speaking club. After carrying out the program and calculating the result of test, the result of invertigation answer about the question are as follow:

1. The use of communicative approach as media can increase students’ understanding of English
2. communicative approach can improve the students’ mastery of English vocabularies

As we mentioned before that communicative approach is one of the English teaching approach where it is the most effective in use, because by communicative approach we can know and understand about the message from the text directly.

4. CONCLUSIONS

Teaching speaking is one of the duties that has to be conducted by teachers or lecturers of English to improve the students’ speaking ability in English. It is also necessary to mention that speaking is one of the items on some language test is reasonable enough to be taught beside the enjoyable activities a learner may include in the target language demand that the learner exercise this skill. Sucessful speaking involves an intergration of these component skills. In this some, speaking is a coordination of components skills, not the individual skill themselves. This integration of the components skills, not the individual skill themselves. This integration of these perception skills, analysis skills and synthesis skills is what we will call a person’s speaking ability.

After the result of the test was analyzed using the t – test for the independent samples. After the result of the test had been analyzed they showed that there were significant. The implementation of communicative approach improve in teaching English speaking club of STMIK Royal for first semester especially for class D,E , F in academic year 2018/2019. It was obvious from the data analysis that the implementation of communicative approach on teaching speaking.

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