

IMPLEMENTING COMMUNICATIVE APPROACH IN TEACHING SPEAKING

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ABSTRACT :

This study focused on investigating types of teaching techniques of Communicative Approach used by English lecturers in teaching speaking based on three research questions: (1) What types of teaching techniques are used by English lecturers in teaching speaking? (2) Why do they apply the techniques in teaching speaking? and (3) How is the implementation of the teaching techniques in teaching speaking? This research was conducted using descriptive qualitative research. Descriptive qualitative method was chosen because this research dealt with words, not number. Besides, the data were described descriptively in the form of paragraph. The data analysis revealed some findings that answer research questions. The result of the study showed that speech technique was performed by English lecturers in teaching speaking. Moreover, during learning process of speaking through speech, students were really enthusiastic. Speech also can enhance students' speaking skill. The result of the study could be used to augment learning process of speaking in order to improve students' speaking skills.

Kata kunci: *communicative approach, teaching technique, speaking skill*

ABSTRAK :

Penelitian ini bertujuan untuk mengetahui teknik pembelajaran speaking dalam pendekatan Communicative Approach yang digunakan dosen Bahasa Inggris. Penelitian ini berdasar pada tiga rumusan masalah: (1) Teknik pembelajaran apa yang digunakan dosen Bahasa Inggris dalam mengajar speaking? (2) Mengapa mereka menerapkan teknik tersebut? dan (3) Bagaimana implementasi teknik tersebut dalam pembelajaran speaking? Penelitian ini merupakan studi deskriptif kualitatif. Jenis penelitian ini dipilih karena penelitian ini berhubungan dengan data yang berupa kata, bukan angka. Data disajikan secara deskriptif dalam

bentuk paragraf. Analisis data menunjukkan temuan-temuan yang menjawab rumusan masalah. Hasil penelitian menunjukkan bahwa teknik speech digunakan dosen dalam mengajar speaking. Selain itu, dalam proses pembelajaran menggunakan teknik speech, mahasiswa sangat antusias. Speech juga dapat meningkatkan kemampuan speaking siswa. Hasil penelitian ini bisa digunakan sebagai acuan untuk meningkatkan kualitas pembelajaran speaking guna menguatkan skill speaking mahasiswa.

Keywords: *communicative approach, teknik pembelajaran, kemampuan speaking*

INTRODUCTION

English becomes a foreign language that is taught at all school levels from elementary school up to the university level. It becomes one of the subjects that must be taught at all school levels in Indonesia. Therefore, students need to be sufficiently equipped with English communicative skills, both oral and written. Patel and Jain (2008, p. 31) state that language as the tool of humans' communication to read out the ideas and express thoughts. It means that in everyday life human cannot be separated from language. Besides, language is also the main point in teaching and learning process. There are four skills that should be mastered by English learners: listening, speaking, reading, and writing. In pragmatic view of language performance, listening and speaking belong to oral interaction. In line with this, Lazarson (1997) as cited in Murcia (2001, p. 103) states that perhaps the most difficult aspect of spoken English is that it is almost always accomplished via interaction with at least one other speaker. This means that a variety of demands are in place at once monitoring and understanding the other speakers, thinking about one's own contribution, producing that contribution, and monitoring its effect.

Speaking is one of the four English skills that should be developed by the English foreign language learners. According to Spratt, Pulverness, and William, (2005, p. 34), speaking is a productive skill that uses speech to express meaning and ideas to other people. Students' speaking skills can be developed by focusing on fluency, pronunciation, grammatical accuracy, or body language. However, students still have a lot of problems in mastering speaking skill. In reality, English department students at Nusa Nipa University did not use language in authentic situations. Students possess inability in communicating appropriately and correctly in speaking even though students learning English for years. There are some factors that can influence students' speaking skill, namely lack of chance to practice English in daily activities; low motivation to study; and being afraid and nervous when speaking English, in which students did not know how to express the ideas. It is due to the lack of

vocabulary and lack of understanding of grammatical patterns. Other factors include the lecturers' teaching strategies. In every meeting, they merely use monotonous teaching style. It can make students bored and lost interest to study and thus they were not highly motivated in speaking.

To cope with the challenges of students' problem in enhancing their speaking skills, English lecturers are required to be able to create and employ certain techniques in order to achieve the goal of learning process of speaking. From the explanation above, it means that English lecturers play an important role in determining what techniques best encourage students' participation in the learning process of speaking. This is supported by some experts who mention that lecturers need to know the strategies and exercises to ensure that they get a relevant practice in teaching speaking in order to develop students' fluency and self-confidence. In line with this, lecturers of speaking are always expected to provide an engaging-student technique to make students able to explore their experiences and ideas orally.

According to a previous research by Orade (2012), it was found out that discussion, problem solving, and role playing were used in teaching speaking. It was identified that discussion, role playing, and problem solving were good in enhancing students' speaking skill. The students' speaking skills were better than before. The researcher also reviewed other research by Trismianti (2013) finding out that the implementation of speech in teaching speaking attracted students. Almost all the students were motivated in improving their speaking skills.

Similar research was conducted by Gudu (2015). It was about classroom activities used by teacher in teaching speaking. He found that there were variation of techniques such as discussion, debating, speeches, storytelling, role play, dialogue, and tongue twisters. This research objectives are to explore types of techniques used by English lecturers in teaching speaking; to explore lecturers' reason to apply the techniques in teaching speaking; and to explore the implementation of the techniques in teaching speaking.

This study is conducted to confirm the above-mentioned studies concerning techniques of teaching speaking. It is expected to add the body knowledge of speaking instruction in teaching speaking at university level. To achieve this goal, the researcher conducts a basic qualitative research focusing on teaching techniques used by lecturers in teaching speaking and its implementation. Hopefully it could be useful to inform other lecturers regarding effective techniques of teaching speaking to improve students' speaking skill for many different purposes in the globalization era. Therefore, we could prepare the next generation that later would become success in the future.

METHOD

Research Design

Descriptive qualitative research was used to gain the data, because it attempts to describe the natural activities that happen in human life, starting from the field area to get the data. The data and information are needed by the researcher to make the conclusion of the research. The researcher then analyzed the data about techniques in teaching speaking for the university students. Data analysis in this research used descriptive analysis because the data were obtained from the sources and described without manipulating any data. This study, which investigated techniques in teaching speaking used by lecturers, can also be considered as an interpretive or basic qualitative research (Creswell, 2012).

Data Sources

The data were taken from four English lecturers at Institute of Teacher Training and Education as a source of the data. The data were collected in 2 ways: (1) interviewing four English lecturers, and (2) observing two classes' activities.

Data Collection

To collect the data in this research, the researcher applied two techniques such as interview and observation. According to Esterberg (2002) as cited in Sugiono (2014, p. 72), interview is the process of exchange information between one person to another person. Interview is used as the technique of collecting the data, where the researcher deeper understands of how far the respondents interpret the situation that cannot be gained through observation. Interview has long been used in research as a way of obtaining detail information about a topic or subject. In this study, the interview dealt with types of techniques used by English lecturers in teaching speaking, and lecturers' reason to apply the techniques in teaching speaking. Besides, Nasution (1988) as cited in Sugiono (2014, p. 64) says that observation means the process of collecting the data in order to get the information for a research. In this study, classroom observation was used to investigate the implementation of teaching techniques in teaching speaking. The observation conducted was a non-participant observation, in which the researcher was not included in the teaching process, yet the researcher only observed and recorded classroom activities and did not interact or participate in the setting of the study.

Technique of Data Analysis

The data that has been collected were analyzed in 3 steps namely data reduction, data display, and conclusion drawing and verification. Data reduction concerned the process of selecting, focusing, simplifying, reducing, and organizing the data that has been collected. At this stage, the data that has been obtained were organized and the irrelevant data were discarded. In data display, the researcher displayed the data that is easy to understand. By

displaying the data, the researcher was easy to understand and to analyze the data presented. In this study, the data were presented in the form of descriptions. In conclusion drawing, the researcher moved back to consider what the analyzed data mean and to assess whether the data findings fit the objectives of the study. At this stage, the data that has been analyzed were read and re-read to develop the conclusions regarding the study. The conclusion, then, were verified by revisiting the data as many times as necessary. Verification was also performed by conducting peer checking and consultation with the supervisors.

Data Trustworthiness

The criteria of evaluating qualitative study include credibility, dependability, conformability, and transferability. This research, however, only used credibility, dependability, and conformability as tools to check the trustworthiness of the data. Credibility refers to whether the participants' perceptions of the settings or events match up with the researcher's portrayal of them in the research report. To achieve dependability, the detailed explanations of how the data are collected and analyzed are provided. Finally, to avoid such subjectivity, conformability is applied in this study. To check on the conformability, triangulation technique is used. This is done by doing consultation with two English lecturers, who also played roles as the researcher's supervisors.

RESULTS

Types of Techniques Used by English Lecturers in Teaching Speaking

Based on the result of interview to four English lecturers about communicative approach in teaching speaking, it can be concluded that 'speech' was mostly used in teaching speaking. Speech becomes one type of teaching technique commonly used by lecturers in teaching speaking. Through speech students' speaking skills can improve. This statement is convinced by the statement from one of the lecturers. Based on her experience in teaching speaking for years, she told that since 2003 until now, students were more attractive when being taught using 'speech' than any other kinds of communicative approach. This statement is supported by her experience in teaching speaking for about 12 years. In fact, she has taught for about 14 years at English department of Nusa Nipa University.

Lecturers' Reason to Apply Techniques in Teaching Speaking

After collecting data through interview to, the researcher concluded that speech was commonly used by the lecturers to enhance students' attractiveness, interaction, and participation during the learning process of speaking. Speech was used because students were more motivated to learn when they became active, responsible, hard worker, confident, and brave to speak up. Basically, the lecturers wanted all the students can speak English well, and when speech technique was applied in the learning process of

speaking, students were motivated to speak English individually. Students always supported each other to speak English. Students became responsible, work hard, and had good self-confidence. It was thanks to this approach that really motivated students to work hard in order to be the perfect one when speaking in front of the audiences.

The Implementation of Techniques in Teaching Speaking

From the result of observation for seven times to two lecturers' teaching and learning process of speaking, it can be seen that the two lecturers were more interested to use speech in teaching speaking. The reason can be found on students' classroom activity that they seemed more interested with speech than other kinds of teaching techniques. Students were really enthusiastic during the learning process of speaking through speech technique. The researcher found that speech technique can enhance students speaking skills, help students learn independently, build students' responsibility and self-confidence, and make students become active students during the learning process of speaking. Besides, speech also can improve the lecturers' teaching strategy, help lecturer to control the class, and give opportunity for the lecturers to become the facilitator of learning process.

Based on the result of interview and observation above, the researcher concluded that the result of interview corresponds to the result of classroom observation that the lecturers only used speech in teaching speaking. Speech has beneficial effect either for students or lecturers. In Nusa Nipa University, speech is a good technique that is used by the English lecturers to enhance students' speaking skills.

DISCUSSION

The interpretation of research findings in this research is based on research problems. Teaching techniques adopted by the lecturerstent to be more student-centered than lecturer-centered. The lecturers may present some parts of the lesson, and students complete some exercises. Then, students produce the language in free activities that help them to communicate. As a result, the student talking time wasincreased, whereas the lecturer talking time is decreased. The lecturers establish situations which promote communication and facilitate students' communication.

Related to the first question of this research, "What types of teaching techniques are used by the English lecturers in teaching speaking?" Lazaraton (1997) as stated in Murcia (2001, pp. 106-109) stated that there are the series of communicative approaches including teaching techniques used by the English lecturers in teaching speaking. Speaking is arguably one of the difficult subjects for foreign language students. In speaking, someone must have enough vocabularies, understand grammar, or produce the speech sound, pattern, stress, and intonation. It means that in the learning process of speaking, teaching techniques are essential for lecturers. Some types of

teaching techniques include discussion, speeches, role-playing, problem-solving, conversation, storytelling, and debate technique.

Based on the result of interview to four English lecturers, they mostly used speech technique in teaching speaking. The advantage of this technique is that it can enhance students' speaking skills. The topic for speech depends on the level of the students and the focus of the class. Related to this finding, Lazaraton (1997) as stated in Murcia (2001, p. 106) said that implementation of prepared speech in teaching speaking can make students active. In this research, the English lecturers used prepared speech during the learning process of speaking. The researcher believe that speech technique gives an important contribution for students. Related to this point, the third lecturer told that since 2003 until now, students more attractive when being taught with speech than other kinds of teaching techniques. This statement is supported by the third lecturer's experience in teaching speaking for about 2 years, half of the lecturer's entire teaching Experience at English Department of Nusa Nipa University, that is, 4 years.

The explanation above relates to the second question of this research, "Why do they apply techniques in teaching speaking?" Findings suggest that the lecturers have underlying reasons to apply speech in teaching speaking. In reality, almost all the students were more interested and motivated to learn speaking when speech technique was applied. It can be seen from students' activeness, responsibility, hard work, self-confidence, and bravery when speech technique was applied during the learning process of speaking at English Department of Nusa Nipa University.

Dealing with the third question of this research, "How are the implementation of teaching techniques in teaching speaking?" the result of a series of observation to two lecturers showed that they were more interested to use speech technique in teaching speaking. It was apparent in the classroom depicting that students were more interested with speech technique than other kinds of teaching techniques. Students were really enthusiastic during teaching and learning process of speaking through speech.

The researcher found that speech can develop students' speaking skills, help students learn independently, build students' responsibility and self-confidence, and make students active during teaching and learning process of speaking. This fact is in line with the findings revealed by Trismianti (2013), showing that the implementation of speech in teaching speaking to the eleventh grade students at SMAN I Krian attracted students. It was found that almost of the students were motivated in improving their speaking skills. Besides, the findings showed by Orade (2012) reveal that discussion, problem solving, and role-playing can enhance students' speaking skills as well.

It is believed that speech can motivate students to become active, confident, brave, and hard worker students in order be a good speaker in front

of the audiences. Therefore, applying speech in teaching speaking is the solution for lecturers to solve problems in teaching speaking.

CONCLUSION AND SUGGESTION

Conclusion

Through interview and classroom observation, the researcher can make the conclusion as follows. Firstly, the responses through interview illustrated that the lecturers who teach speaking at English Department of Nusa Nipa University mostly apply speech technique in teaching speaking.

Secondly, the lecturers mostly apply speech in teaching speaking because it can enhance students' attractiveness. Students are more active and energetic to learn speaking through speech. Speech is found valuable to enhance students' speaking skills, help students learn independently, build students' responsibility and self-confidence, and transform students to be more active during the learning process of speaking.

Thirdly, based on the result of observation, it can be concluded that students were really enthusiastic during teaching and learning of speaking through speech. Based on this finding, the researcher may conclude that the results of interview correspond to the result of classroom observation demonstrating that the implementation of speech technique in teaching speaking depends on the students' need and attractiveness.

Suggestion

Based on the data findings, the researcher suggests other English lecturers to apply this technique as one of the alternatives to teach speaking. Speech technique is useful not only to make teaching speaking more alive and interesting, but also to help students prepare their future and face the globalization era. This research, however, has some limitations. First, it is a small scale study conducted at one setting with limited number of participants. Future researchers are suggested to employ larger settings and participants to confirm the findings of the present study. Second, this research is limited to the subject of teaching speaking. Other researchers can address the wider scope by investigating other English skills.

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