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## **USE OF COMMUNICATIVE LANGUAGE TEACHING METHOD FOR STUDENTS AT STMIK ROYAL IN KISARAN**

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**Abstract:** The main purpose of this study is to know the improvement of teaching English speaking by using Communicative Language Teaching method for students at the STMIK Royal Teladan Kisaran. The method of this research is classroom action research (CAR). The data in this research is used percentages analysis. The respondents of this research for students at the STMIK Royal Teladan Kisaran which consist of 20 students. Based on result of data analysis there are improvements on students' speaking achievement in each cycle. The data shows 4 cycles in this learning activity for students to know something about the students' speaking achievement. The result shows that the students' speaking achievement is 23% (excellent), 50% (very good), 27% (good), 0% (low) and 0% (failed). This research indicates that the using of Communicative Language Teaching method can improve students' speaking achievement at the STMIK Royal Teladan Kisaran

**Keywords:** Students' speaking achievement, CLT (Communicative Language Teaching) method

**Abstrak:** Tujuan utama dari penelitian ini adalah untuk mengetahui peningkatan pengajaran berbicara bahasa Inggris dengan menggunakan metode Pengajaran Bahasa Komunikatif untuk mahasiswa di STMIK Royal Teladan Kisaran. Metode penelitian ini adalah penelitian tindakan kelas (PTK). Data dalam penelitian ini menggunakan analisis persentase. Responden penelitian ini untuk mahasiswa di STMIK Royal Teladan Kisaran yang terdiri dari 20 siswa. Berdasarkan hasil analisis data, ada peningkatan pada prestasi berbicara mahasiswa di setiap siklus. Data menunjukkan 4 siklus dalam kegiatan pembelajaran ini bagi mahasiswa mengetahui tentang prestasi berbicara mahasiswa. hasilnya menunjukkan bahwa prestasi berbicara mahasiswa adalah 23% (luar biasa), 50% (sangat baik), 27% (baik), 0% (rendah) dan 0% (gagal). Penelitian ini menunjukkan bahwa penggunaan metode Pengajaran bahasa komunikatif dapat meningkatkan prestasi berbicara mahasiswa di STMIK Royal Teladan Kisaran.

**Kata kunci:** Prestasi berbicara siswa, metode CLT (Communicative Language Teaching)

### **INTRODUCTION**

Listening, speaking, reading and writing are the four skills that are taught in English learning. All of them are very important to learn it. Speaking is considered the most important skill to be mastered because there is an assumption that students must be able to speak English fluently.

English speaking ability is very important for people interaction where

people almost speak every where here and every day through English. In this global era, many people used English as a media of communication and it makes people who come from different countries to be easier in making interaction and communication. As one of international language, we needed knowledge and skill especially for majoring information system of STMIK Royal Teladan Kisaran

Speaking is one way to communicate which ideas and through a

message orally. To enable lecturers to communicate especially in English, we need to apply the language in real communication. According to Gert and Hans (2008:207). Speaking is speech or utterances with the purpose of having intention to be recognized by speaker and receiver process the statements in order to recognize their intentions. Brown and Yule (1999:14) stated that speaking is depending on the complexity of the information to be communicated.

Speaking skill is a crucial part of foreign language teaching and learning. This actually shows the great importance of this skill on foreign language classes. Through speaking we can share our ideas and thoughts with other people; in that way a smooth interaction between people can take place.

In fact, teaching speaking is not an easy task. The influence of mother tongue always affects students in practicing speaking, and the teacher sometimes being affected as well to use the mother tongue when teaching in the class.

In English learning, the lecturer has to be aware and considers the capacity, the need and interest of the students so that the lecturer can choose the best way to deliver the essence of learning English to the college students of using Communicative language teaching. As language learners who had learned English intensively, the students should be able to interact orally each other through English. But also will be active to use English in the classroom or do conversation every time and every day. So, the communicative language teaching are delivered to the students through interaction in the target language and the provision of opportunities for learners to focus not only on language, but also on the learning process itself then as the own personal experiences as important contributing elements to classroom learning.

In fact, most of students at STMIK Royal Teladan Kisaran did not perform English in their language conversation. They would rather to use Indonesian language than English as a medium of communication. From the fact the researcher is interested to analyze some problems in English. And the students seldom speak English in their daily conversation and implementing communicative. And then they just followed the mother tongue when they talked in English. The theories of Communicative Language method are helping for students because they have motivation and get knowledge to improve their speaking in English especially for students at STMIK Royal Teladan Kisaran. The tutor must support to improve their speaking.

The most important in this theory is the process of communication with let it pass little mistakes. The roles of a learner as negotiator between his/her self, the learner process, and the object of learning emerges from and interacts with role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes. The implication for the learner is that he/she should contribute as much as he/she gains. The lecturer has two main roles in this theory.

The first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and text.

The second role is to act as an independent participant within the learner-teaching group. Cooperation between teachers and students will realize good speaking for the students. Students has figure to speaking English well and confident, when the teachers support them.

However, There are many reasons a lecturer use communicative language teaching activities in teaching speaking and then there are many benefits of using

communicative language teaching. The students can enjoy and profit from functional communication activities, this aimed at developing certain language skills and functions, but which involve communication and social interaction activities, such as conversation and discussion sessions, dialogue and role plays.

According Richard (2007:153) the origins of Communicative Language Teaching (CLT) are to be found in the change in the British language teaching tradition dating from the late 1960s. until then, situational language teaching represented the major British approach to teaching English as a foreign language. It is related in response to Chomsky's criticisms of structural theories of language and partly based on the theories of British functional linguistic, such as Firth and Halliday, as well as American sociolinguistics, such as Hymes Gumperz and labov and the writings of Austin and Searle on speech acts.

Communicative Language Teaching is a one of the English language approach that is a developing from previous method like situational language teaching and audio lingual method, in this there is a combine between English aspects as structural and functional. As structural CLT emphasize in grammar but as functional it's emphasize in usage that language"

## METHOD

Communicative approach in language teaching starts from a theory of language as communication. The goal of language is to develop communicative competence, but also how to communicate using those rules, he stated that "communicative competence is the aspect of our competence that enables us to convey and interpret messages and negotiate meanings interpersonally within specific contexts" (Brown,2007:219).Hymes stated that the speaker needs to

communicate the language and to be able to use it according to the socio cultural environment. This means that the speaker of foreign language should use the language in a specific context. This idea interpreted by Bachman into communicative language ability. (Bachman 1990; in Hedge 2000: 44-46) .Canale and Swain (1980) and Savignon (2000) conceived communicative competence in terms of four components: grammatical competence, discourse competence, socio cultural competence, and strategic competence

### Grammatical Competence

Brown states that the grammatical competence "encompasses knowledge of lexical items and rules of morphology, syntax, sentence grammar, semantics and phonology" (Brown, 2007; in Canale and swain,1980: 29). In other words; the ability of students' to produce accurately structured comprehensible utterances.

### Sociolinguistic Competence

it helps the speakers to be "contextually appropriately" (Hedge, 2000:50). This means to use socio cultural messages in meaningful way.

### Discourse Competence

According to Brown (2007:220) discourses competence "the ability to connect sentences ...and to form meaningful whole out of a series utterances" In other words; the speaker's ability to shape and communicate purposely using cohesion and coherence.

### Strategic Competence

For Canale and Swain strategic competence it is "how to cope in an authentic communicative Situation and how to keep the communicative channel open" (Canale and Swain, 1980; in Hedge 2000:53) in other words, the learners' ability to enhance the effectiveness of communication.During learning process of CLT, students' are hoped to

communicate orally and conquer all components of communicative competence and teacher is being motivator, assessor, facilitator, and corrector during students' discussion or speaking in front of the class. In addition, the teacher also should make their lesson interesting so the students don't fall asleep during learning English (Harmer, 1998:1)

Learning activities in CLT focuses on real oral communication with variety of language without to focus on form of grammatical patterns if distinguished with non-communicative activities which only focus on how to construct the sentences that based on terms of grammatical during learning process of English (Harmer, 1998:85) According to Finocchiro and Brumfit, (1983:141-2).students should be encouraged to work with each other as well as with their teacher specific tasks to improve their speaking skill which are listed below:

Responding to directions or questions given by the teacher or another students

Giving directions for other students

Preparing original sentences with communicative expressions, structures or notions which have been presented

Answering questions asked by other students about any class

Asking the teacher or other students questions about reading or common experience

Describing objects from a picture or chart

Using their own words to tell or retell a well-known story or experience

Reporting a prepared topic and be ready to answer questions on it

Improving realistic conversations about a class shop, a library, or other appropriate resources

Taking a role in a communicative language game

Participating in some oral group activities such as, a debate, a discussion, a forum, based on research where students are forced to listen attentively to the previous speaker in order to agree, disagree,

express, uncertainty, or add other relevant information

Giving a report in the TL about newspaper article written in the native language

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## **RESULTS AND DISCUSSION**

The research is action research. According to Hopkins, David. (2008:24) action research is concerned with social practice, aimed toward improvement cyclical process, pursued by systematic enquiry, a reflective process, determined by the practitioners. The action research is series of reflective spirals consisting of four components, there are planning, acting, observing and reflecting. The cycle is then moved to new and revised plan with action, observation, two further reflections.

The steps of the research are presented below:

### **A. Planning**

Before the teacher starts to teach, she/he has to plan the activity to teach the students. The activities in the planning session will be presented below :

1. Preparing materials : making lesson plan, and design the steps in doing the action.
2. Preparing list of the student's name and scoring.
3. Preparing teaching-aids.
4. Preparing sheets for classroom observation (to know the situation of teaching-learning process when the method or technique or mode is applied).
5. Preparing a test (to know whether student's speaking improve or not).

### **A. Action**

In action activities, as an implementation of the planning. The writer presents them in the following

1. Giving pre-test.
2. Teaching speaking by interaction.
3. Giving occasion to the students to ask any difficulties or problems.
4. Asking the students some questions orally and students have to answer orally about the theme and giving post-test.

### **B. Observation**

Observation is the instrument used in collecting the data. Observation is a scientific method that can be systematically used to observe and note the phenomenon investigated like the students feeling, thinking, and something they do in teaching learning process. The observation is distinct what the needed to know and writes something that occurs in the classroom. The function of this observation is to get information of the student's weakness in speaking. By so doing, the teacher will be able to improve the student's speaking skill.

### **C. Reflection**

The result of the observation is analyzed in order to remember what occurs that has been written during observation. Reflection seeks to memorize sense of the process, problems and real issues in strategic action that it is take account of the comprehend the issues and cycle. The researcher appears reflection has an evaluation aspect, it asks the teacher to expand the experience, to judge whether effects were desirable, and suggest ways of performing.

## **Cycle 1**

### **Figure 1. students' speaking score**



As we seen in the table above the students's score is into percentages. The percentages can be seen from the following table

**Table 1 : The Distribution Cycle 1**

Interva 1	Qualifici ation	Stud ents	Percenta ge
85-100	Excelent	-	0%
71-84	Very good	5	17%
60-70	Good	8	27%
40-59	Low	7	23%
0-39	Failed	10	33%

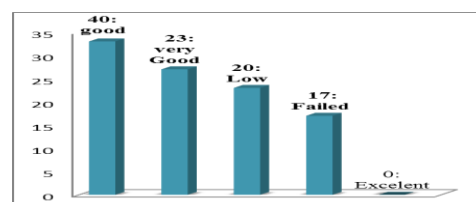
Based upon table above, it can seen that there is improvement in students' speaking than in pre-assessment. The data shows that 0% of students are excellent categories, 17% are very good, 27% are good categories, 23% are low categories and 33% are failed.

Based on the evaluation and reflection. Reseachr and collaborator conclude that there is improvement in students' speaking. However, reseachr feels that it is important to increase students' speaking because indicator of success has not been reached yet because some of students it because of the problems such as their low motivation to speak, don't have enough vocabularies to express their ideas, feeling shy when they spoke in front of their friends, still rigid to express their ideas through oral communication, unfamiliar with good technique to speak easily, unable to speak well that cused of difficulties in expressing their ideas, besides that, the teaching method that applied before was not interest. Therefore ,reseachr and collaborator need to do

action.

## Cycle2

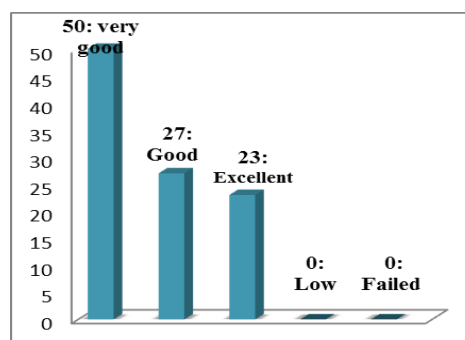
**Figure II. students' speaking score Cycle 2**



From the figure above, the reseachr collect the students' speaking score into percentages. It canbe seen from the following table.

**Table 2 : The Distribution Cycle 2**

Inter val	Qualifici ation	Stud ents	Percent age
85-100	Excelent	0-0%	0%
71-84	Very good	7-23%	17%
60-70	Good	12-40%	27%
40-59	Low	6-20%	23%
0-39	Failed	5-17%	33%

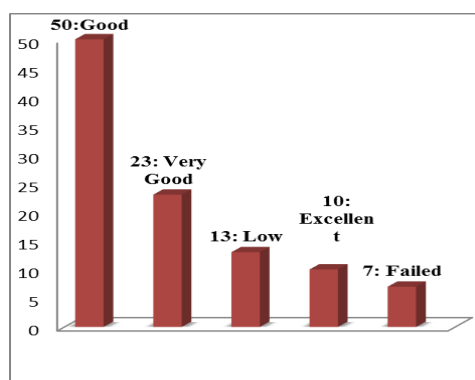


it can be seen from the table above that students' speaking increase in teaching speaking activity. It shows that 0% of student total numbers are categories excellent. 23% are very good, 40 % are good, 20% are low and 17% are faled categories.

From the data above, reseacher feels that indicator of success has not been reached yet because there are some problems in teaching speaking activity such as mentioned in cycle 1, even some student have been trying to minimize the problems. That is why, reseacher and callaborator think that is important to over comes the problems in order indicator of success can be reached. Therefore, it is needeb to do nextcycle.

### Cycle3

**Figure III. students' speaking score Cycle 3**



It was obtained from the table above, the reseacher collects the students' speaking achievement into percentages. The percentages can be seen the following table:

Inter val	Qualifici ation	Stud ents	Percent age
85-100	Excelent	3-10%	0%
71-84	Very good	7-23%	23%
60-70	Good	15-50%	40%
40-59	Low	4-13%	20%
0-39	Failed	2-7%	17%

**Table 3 : The Distribution Cycle 3**

From table above, it can be

concluded that any progress on students' speaking. It show that 10% students who are excellent categories, 23% are very good, 50% are good, 13% are low and 4% is failed

From the data above, reseacher see that most of students could decrease heir problems in speaking, but reseacher feels that the indicator of success has not been reached yetbecause can be reached. Therefore, it is needed to do next cycle.

### Cycle4

**Figure IV. students' speaking score Cycle 4**

The figure above shows that the reseacher collects the students' speaking achievement into percentages. The percentages can be seen from the followingtable

**Table 4: The Distribution Cycle 4**

Inter val	Qualifici ation	Stud ents	Percent age
85-100	Excelent	7-23%	10%
71-84	Very good	15-50%	23%
60-70	Good	8-27%	50%
40-59	Low	0-0%	0%
0-39	Failed	0-0%	0%

From table above, it can be concluded that any progress on students' speaking. It show that 23% students who are excellent categories, 50% arevery good, 27% are good. 0% are low and 0% is failed. From the result above, the reseacher and callaborator conclude that indicator of teaching in learning has been reached. Therefore, the reseacher decided to stop the action

## DISCUSSION

The steps of the research are presented below. Based on the results which found by researcher in each cycles of this reseach, we could see that most of students were interested in learning English speaking through Communicative Language Teaching method. they had good selves – confidence to express their ideas in speaking activity inside classroom, most of them could minimize their fears and shy to speak, the frequency and percentage of studnts' speaking ability were increased well in each cycles.

In addition, Communicative Language Teaching method could motivate the students to be active and had a great participation in speaking activity during teaching and learning process in classroo. Another aspect that found by reseacher in this study that Communicative Language Teaching method could motivate students and minimize students problems in speaking English such as low motivation to speak, dont have enough vocabularies to express their ideas, feeling shy when they spoke in front of their friends, still rigid to express their ideas through oral communication, unfamiliar with goo techniques to speak easily, unable to speak well that caused of difficulties in expressing their ideas, etc during teaching nd learning process in classroom until there is no students who was not activespeaking

## CONCLUSION

Method is one important things that must be applied teaching and learning process in order the purpose of teaching can be reached. One of the method can be applied in teaching English speaking is Communicative Language Teaching method because by applying the method teaching English can be more effective,

and it is able to improve students' speaking achievement especially for Information system at STMIK Royal Kisaran. The researcher would like to propose some suggestions, which helpfully would be useful for all subjects.

### 1. For the lecturer

The approach of teaching speaking will control the students' skill to learn speaking. They should pay attention to the fact that students' motivation during teaching and learning process is the important thing which should be increased. The appliciation of various approaches is suggested to make students more encourage to improve the teaching and learning process. The lecturer should to teach the material in English.

### 2. For the students

a. A motivation is an important factor in the process of English learning so the students should develop their motivation in speaking lesson

b. Bravely is also important for the students to try speaking English in every moment.

c. Students should to apply speak English in the classroom, especially when Teaching and learning process happened

### 3. To other Reseacher

It has been known from the result of the study that the use of CLT can improve the students; speaking skill. Futhermore, it is expected that the result of the study make the English teacher ing the students' speaking skill Based on the explanation, the reseacher would like to suggest the other researcher; the result of the study can be used as additional reference to further research with the difference sample and occasion

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