

## DEVELOPING OF COMMUNICATIVE LANGUAGE TEACHING ON SPEAKING SKILL

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### ABSTRACT

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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 Bintang Mulia Batubara Computer and English Training Course (LKP BINTANG MULIA BATUBARA). Here, the teacher gives 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 students available technique to get the results and they are only 20 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 approach in English Teaching.

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### INTRODUCTION

English is one of International languages which is used most people in the world which can be used in many things such as in education, in technology, in science, and other things because most people are able to understand it to communicate other different countries in the world[1]–[7].

. Communicative Language Teaching (CLT) is to advocate the teaching practices that develop learners' abilities to communicate in a second language. Communicative Language Teaching (CLT) is an approach in teaching language that emphasizes authentic communication from beginning of class[3], [8]–[10]. It aims to make the students more actively in English speaking at Computer-English Training Course (LKP) Bintang Mulia Batubara Here, the teacher gives the motivation and suggestions to the students' communication. Many students just focus on the grammar materials because they are still studying at Junior and Senior High School. 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 approach 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. There are 4 (four) basic English skills, namely; reading, speaking, listening, and writing. But many people focus on the speaking skill because they think that it is so important to communicate the foreigners especially from Europe countries. Communicative Language Teaching (CLT) tends to an approach rather than a method as its principles reflect a communicative view of language learning. The Communicative Language Teaching (CLT) has been incorporated in the English language syllabus in many countries especially for English Foreign Language (EFL) students. The teachers create a situation and set an activity in motion, but it is the learners themselves who are responsible for conducting the interaction to its conclusion. They are responsible managers of their own learning. Learners also have an important monitoring role which they may apply subjectively to their own language. The learner can provide feedback to others concerning his own interaction of the specific purpose of the curriculum. In a CLT classroom situation, learners get opportunity to express their individuality as well as share their ideas and opinions

Speaking skill can be trained and done the exercises regularly so it does not tend to the talent of someone because the speaking is a practice, not theory. By communicative language teaching (CLT) approach, the teachers are able to make the students more active in speaking English. CLT approach is now being applied in many non-native countries where the English has a foreign language (FL) orientation. For a clear understanding of the situation of English Language Teaching (ELT) in an English Foreign Language (EFL) situation, it should take a cursory look at some of the countries where it is being implemented. The purpose of this look is to see similarities and dissimilarities of the issues related to its implementation which have their origin in the varying socio-economic and cultural conditions. In Communicative Language Teaching approach, it has the competence of communication and expression such as: a) the communication through mother tongue, b) the communication through foreign languages, c) the cultural expression through the symbols, the signs and other artistic expressions, d) the communication through Information Technology, e) The commitment and contribution for the productive dialogue, f) Respect the rules of communication, g) Giving and accepting constructive feedback, h) The expression of tolerance in communication o Initiate constructive actions, i) The competences of communication and expression, thinking competencies. So the target of CLT approach is so good to communicate the English directly by many topics and small groups[3], [9], [10].

## METHOD

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 20 (twenty five) students as a *subject of research*. stated that the survey design is a procedure in which researchers conduct surveys or provide questionnaires or scales on a sample to describe the attitudes, the opinions, the behavior or t characteristics of respondents. 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[2].

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 the Bintang Mulia Batubara Computer and English Training Course in Batubara Regency. (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 the Bintang Mulia Batubara Computer and English Training Course students in Batubara Regency 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[8].

## RESULT AND DISCUSSION RESULTS

After getting the findings, the researcher elaborated that the Communicative Language 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 Indonesia especially in North Sumatera, and finally difficulties and challenges in implementing CLT at Bintang Mulia Batubara Computer and English Training Course (LKP Bintang Mulia Batubara).

The materials and the curriculum of the course are still based on mostly grammar (structure), just a few material about the speaking (conversation) or the communicative language teaching activities. So it is a challenge in teaching the course which focuses on the structure and the researcher must be able to make the students more spiritfull in studying speaking to communicate other people. The researcher had chosen the most of the materials which are communicative and the students must be more active in doing the learning. The 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 Language Teaching (CLT) in the stuednts' English Speaking skill.

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- a. Do you (the students) get the developing of English Speaking in the study?
- b. How do you think about the communicative Language Teaching?
- c. Why can the communicative Language 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 simliar 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 Language 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:

- Reason 1 (one): The Communicative Language 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 Language 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 Language 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 researcher will give us the lowest score as the daily activities in the classroom.

### Discussions

From the finding explanation, there are 20 (twenty) 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 results. In this discussions, it describes that the Communicative Language Teaching is still something new in the teaching-learning especially in Bintang Mulia Batubara Computer and English Training Course, all 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 Language Teaching, 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 Bintang Mulia Batubara Computer and English Training Course, 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 Bintang Mulia Batubara Computer and English Training Course 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. After a few weeks, the students have a spirit to learn English in particularly in speaking so that they were able to have skill in communicating in English.



## CONCLUSION

From the *Findings and Discussions* explanations, it can be concluded that, communicative Language Teaching (CLT) is a new method in teaching English because they never studied like that especially when they were in the Junior or Senior High School. It also helps to get the progress in English Speaking skill and Communicative Language Teaching method makes them to speak and give the responses in English to answer the material topics. The teacher just gives the direction and the students who 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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