

Improving Students' Speaking through Communicative Language Teaching Method at Mts Ja-alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu, Indonesia

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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. The method of this research is classroom action research (CAR). The data in this research is used percentages analysis. The respondents of this research are VII A students of Mts Ja-alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu which consist of 25 students. Based on result of data analysis there are improvements on students' speaking achievement in each cycle. The data shows that in pre-assessment students' speaking is 0% (excellent), 0% (very good), 20% (good) 36% (low) and 44% (failed). In cycle I students speaking achievement is 0% (excellent), 8% (very good), 24% (good), 32% (low), 36% (failed). In cycle II the students speaking achievement is 0% (excellent), 16% (very good), 44% (good), 20% (low) and 20% (failed). In cycle III students' speaking achievement is 12% (excellent), 20% (very good), 56% (good), 8% (low) and 4% (failed). In cycle IV students' speaking achievement is 24% (excellent), 48% (very good), 28% (good), 0% (low) and 0% (failed). This research indicates that the using of Communicative Language Teaching method can improve students' speaking achievement at the first year students of Mts Ja-alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu academic year 20011/ 2012.

Keywords: Students' speaking achievement, Communicative Language Teaching method.

A. Introduction

English speaking ability is very important for people interaction where people almost speak everywhere 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, English is also being taught in Indonesia both in religious or non-religious institution. As institution of education, Islamic boarding school also has a program of learning English as the way of communication in daily conversation.

Speaking is one way to communicate which ideas and though a message orally. To enable students to communicate, 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 the receiver processes 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; however, the speaker sometimes finds it difficult to clarify what they want to say. Rebecca (2006:144) stated that speaking is the first mode in which children acquire language, it is part of the daily involvement of most people with language activities, and it is the prime motor of language change. It also provides our main data for understanding bilingualism and language contact.

As language learners who had learned English intensively, the students should be able to interact orally each other through English. But in fact, most of the students in Mts Ja-alhaq did not perform English in their language conversation. They would rather to use Arabic or Indonesia language than English as a medium of communication, it because of the method in teaching English that is used by English teacher in classroom is boring method, there is no innovation in teaching English, which the teacher used traditional method that made English atmosphere in classroom seems monotone.

From the fact above, the researcher is interested in analyzing some problems that make students seldom speak English in their daily conversation and implementing Communicative Language Teaching method to improve students' English speaking ability in Islamic boarding school.

B. Review of Literature

1. Theory of Communicative Language Teaching

Communicative approach in language teaching starts from a theory of language as communication. The goal of language teaching is to develop communicative competence (Richard and Rodger, 1999: 69).

CLT is the name which was given to a set of beliefs which included not only a re-examination of what aspect of language to teach, but also in a shift in emphasis in how to teach. The "what to teach" aspect of the communicative approach stressed the significance of language function rather than focusing solely on grammar and vocabulary. A guiding principle was to train students to use these language forms appropriately in variety of context and for a variety of purposes. The "how to teach aspect" of communicative approach is closely related to the idea that language learning will take care of its self and that plentiful exposure to language in use and plenty of opportunities to use it are vitally important for students' development and skill (Harmer, 1998: 84)

CLT aims to make communicative competence as the goal of language teaching and to develop techniques and procedures for teaching language skills that are based on interdependent aspects of language and communication. Communicative competence includes grammatical competence, sociolinguistic, and strategies. Communicative language abilities include knowledge or competence and proficiency in the application of these competencies in the communicative use of language, contextual, and appropriate.

2. Teaching and Learning Activities in Communicative Language Teaching

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 too 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).

3. Definition of Islamic Boarding School

Islamic boarding schools interpreted as educational institutions, where the students usually stay in the lodge (dormitory) with Islamic teaching materials of classical books and general books of scientific knowledge, aiming to master the science of the Islamic religion in detail and along with general sciences such as mastery of foreign language and apply it as well as guidance in daily lives by emphasizing the importance of morality in social life (Depag, 2005: 4).

Islamic Boarding School interpreted as a small house or dormitory where students come from different or same regions who stay inside and learn holy book Al-Qur'an and other Islamic teachings together (Haedar, 2004: 7).

4. Kinds of English Learning Activities in the Islamic Boarding School

a) Morning Vocabulary

English vocabulary is given to students each morning, with regard to the necessity of students in teaching and learning process in the classroom and in daily conversation.

b) Language Movement

Language movement that changed once in each two weeks carried out by a team of language (court of language), and students become the object for the purpose of control and guidance of daily language trips.

c) Morning Conversation

Morning Conversation held once in a week instead of vocabulary in the morning, with the aim to train and familiarize students in English usage.

d) Self Development

Self development is given to students with the aim to train students to be capable of competent, creative, hero mentality, broad-minded and able to compete with students outside the school and boarding school. Kinds of self-development are discussing club, speech club, storytelling club and news reading club.

e) Memorizing Vocabulary

Memorizing vocabulary that done by students either from a book that has been decided or from the educational work of students, and guided directly by class supervisor or court of language.

f) Deepening Language

Deepening language guided by class supervisors and the court of language, where both them play an active role to help the students in constructing coherent sentences for daily conversation.

g) Language repairing

Repairing language is conducted by a team of language (court of language), so the students not constantly uses wrong language that is not accordance with language guidelines and the language that used in daily conversation can be understood by others especially for native speakers

h) Speech Training

The purpose speech training activities held in English and Arabic language is to encourage students to improve the quality of language learning, motivate students to master English and Arabic, and improve self-confidence, competitive attitude, discipline, and hard work of students in learning process in the classroom, so students able to speak Arabic and English language well in public.

i) Bilingual Contest

Bilingual Contest is English and Arabic competition that consists of debate, speech, storytelling and reading news that followed by all students in accordance with the personal development that they have chosen and followed.

j) Bilingual fun

Bilingual Fun is one of the activities in which games using Arabic and English that can be entertaining and exciting to eliminate fatigue and students boredom, but not out of existing education norms. So that the desired target is reached and the students can absorb what the teacher gave well.

k) Procurement Amplifiers Instrument

The amplifiers instrument is used for announcements, calling students who violate the language and listening time for teaching and learning process as well as other language development program. Through this instrument the student will hear good and systematic language that delivered by broadcaster and they could imitate and practice it in daily conversation.

l) Awards

This award aims to give students motivation in carrying out language disciplinary. The award is awarded to students who have never violated the language at all. Through this awarding, the students compete to be better than the others.

Eight from English learning activities above are taught informally outside formal learning activities outside classroom and used to develop students' ability in using English as the way of oral communication in Ja-alhaq, Sentot alibasa Islamic Boarding School of Bengkulu.

C. Research question

The research question in this research is how does communicative language teaching method improve students' speaking achievement of the first year students of Mts Ja-alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu academic year 2011/ 2012?

D. Method

To answer the research question, the researcher used class room action research. The data is analyzed by using percentages.

E. Research procedure

The procedures of this research were cycle I, cycle II, cycle III, and cycle IV. Each cycle consists of planning, acting, observing and reflecting and evaluating.

F. Data analysis procedure

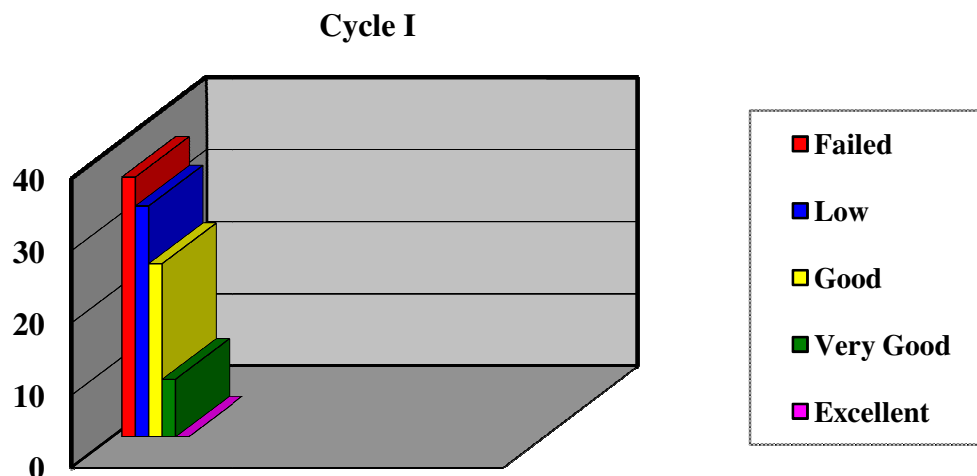
First researcher collected individual score at the end of cycles by giving test to the students. And then, researcher counted the students score into percentages by following students’ score interval.

G. Findings and discussion

1. Findings

a. Cycle I

Figure I. Students’ Speaking Score in Cycle I



As it was seen in the table above the students’ score is into percentages. The percentages can be seen from the following table:

Table 1: The Distribution of Students’ Speaking in Cycle I

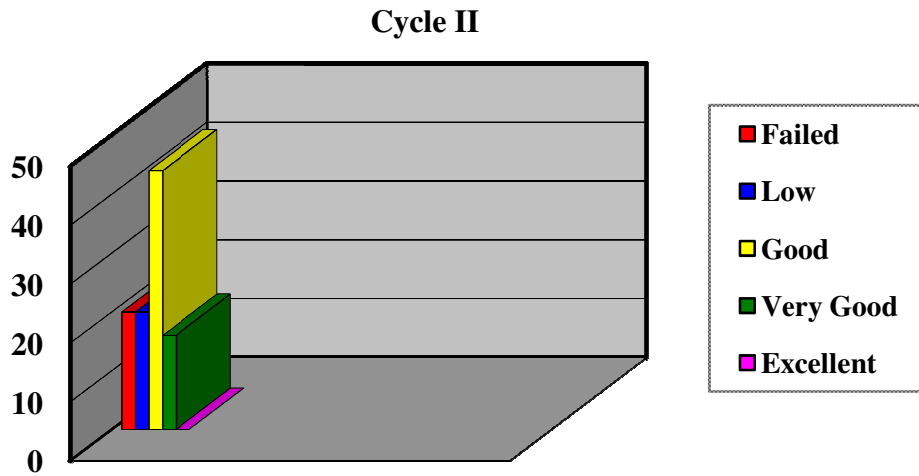
Interval	Qualification	Cycle I	
		Number of Students	Percentages
85-100	Excellent	-	0%
71-84	Very good	2	8%
60-70	Good	6	24%
40-59	Low	7	32%
0-39	Failed	10	36%

Based upon table above, it can be seen that there is improvement in students’ speaking than in pre-assessment. The data shows that 0% of students are excellent categories, 8% are very good, 24% are good categories, 32% are low categories and 36% are failed.

Based on the evaluation and reflection, researcher and collaborator conclude that there is improvement in students’ speaking. However, researcher 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 techniques to speak easily, unable to speak well that caused of difficulties in expressing their ideas, Besides that, the teaching method that applied before was not interest. Therefore, researcher and collaborator need to do action again.

b. Cycle II

Figure II. Students’ Speaking Score in Cycle II



From the figure above, the researcher collect the students' speaking score into percentages. It can be seen from the following table:

Table 2: The Distribution of Students' Speaking in Cycle II

Interval	Qualification	Cycle II	
		Number of Students	Percentages
85-100	Excellent	-	0%
71-84	Very good	4	16%
60-70	Good	11	44%
40-59	Low	5	20%
0-39	Failed	5	20%

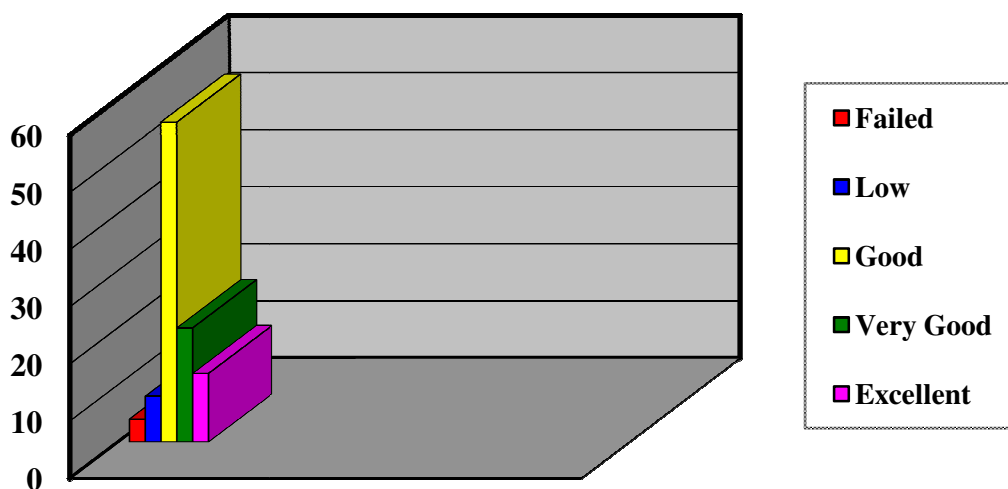
It can be seen from the table above that students' speaking increase in teaching speaking activity. It shows that 0% of student total numbers are categories excellent, 16% are very good, 44% are good, 20% are low and 20% are failed categories.

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

c. Cycle III

Figure III. Students' Speaking Score in Cycle III

Cycle III



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

Table 3: The Distribution of Students' Speaking in Cycle III

Interval	Qualification	Cycle III	
		Number of Students	Percentages
85-100	Excellent	3	12%
71-84	Very good	5	20%
60-70	Good	14	56%
40-59	Low	2	8%
0-39	Failed	1	4%

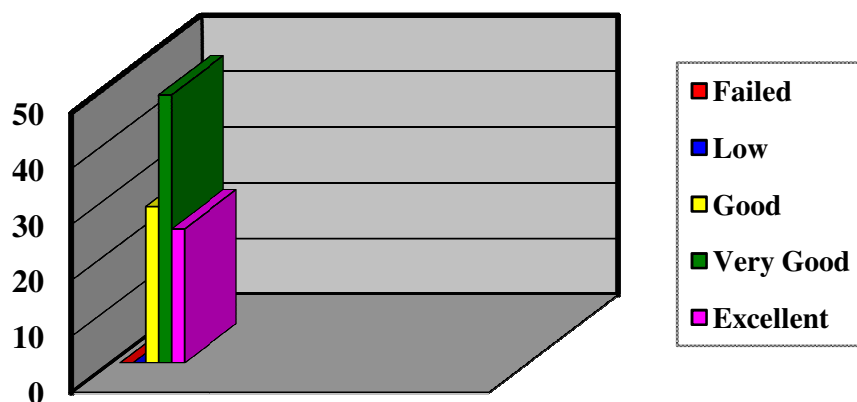
From table above, it can be concluded that any progresses on students' speaking. It show that 12% students who are excellent categories, 20 % are very good, 56% are good, 8% are low and 4% is failed.

From the data above, researcher see that most of students could decrease their problems in speaking, but researcher feels that the indicator of success has not been reached yet because there are some problems in teaching speaking activity such as mentioned in last cycle. That is why, researcher and collaborator think that it is important to over comes the problems in order indicator of success can be reached. Therefore, it is needed to do next cycle.

d. Cycle IV

Figure IV. Students' Speaking Score in Cycle IV

Cycle IV



The figure above shows that the researcher collects the students’ speaking achievement into percentages. The percentages can be seen from the following table:

Table 4: The Distribution of Students’ Speaking in Cycle IV

Interval	Qualification	Cycle IV	
		Number of Students	Percentages
85-100	Excellent	6	24%
71-84	Very good	12	48%
60-70	Good	7	28%
40-59	Low	-	0%
0-39	Failed	-	0%

From table above, it can be concluded that any progresses on students’ speaking. It show that 24% students who are excellent categories, 48 % are very good, 28% are good, 0% are low and 0% is failed.

From the result above, the researcher and collaborator conclude that the indicator of teaching in learning has been reached. Therefore, the researcher decided to stop the action.

2. Discussion

Based on the results which found by researcher in each cycles of this research, 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 students’ 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 classroom.

Another aspect that found by researcher in this study that Communicative Language Teaching method could motivate students and minimize students’ problems in speaking English such as 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 techniques to speak easily, unable to speak well that caused of difficulties in expressing their ideas, etc during teaching and learning process in classroom until there is no student who was not active in speaking.

H. Conclusion

Method is one of important things that must be applied during 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 because by applying the method teaching speaking can be more effective, and it is able to improve students’ speaking achievement, especially in Islamic boarding school.

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