

COMMUNICATIVE LANGUAGE TEACHING (CLT) IN TEACHING SPEAKING SKILL AT BASIC CLASS IN ECC DARUSSALAM COURSE IN ACADEMIC YEAR 2021/2022

Kuni Faizatuz Zakiyah

e-mail : kunikuno1600@gmail.com

prodi Tadris Bahasa Inggris

Institut Agama Islam Darussalam Blokagung Banyuwangi

ABSTRAC

Zakiyah, Kunifaizatuz.2022. *Communicative Language Teaching (Clt) in Teaching Speaking Skill at Basic Class in Ecc Darussalam Course in Academic Year 2021/202*

One of the teaching methods in teaching is Communicative Language Teaching (CLT). Speaking is a tool to communicate with others which aims to convey creative ideas orally. Even in speaking class, students were asked to continue speaking, there were still some students who were passive. Through Communicative Language Teaching (CLT) students learn to cooperate with partners by sharing and finding information, conveying their ideas freely, assisting and correcting partners' work, and getting feedback. The research focus in writing this thesis is to describe the use of Communicative Language Teaching (CLT) in teaching speaking skills to elementary grade students of the ECC Darussalam Course and students' speaking performance with a focus on practicing their speaking. The purpose of this study was to determine the use of Communicative Language teaching in teaching speaking skills.

In this study, the researcher used descriptive qualitative research with data collection using observation, interview and documentation, and data analysis in this study by reducing the data presentation and drawing conclusions..

Research that has been carried out by researchers, regarding the use of communicative language teaching methods in teaching skills at ECC Darussalam in 2021-2022, teaching courses that CLT is language teaching on interaction. as a means and the ultimate goal of learning. By using this CLT method, students are more active in teaching and learning due to several factors: students are asked to speak in pairs, the material provided by the teacher is related to everyday life or can be said to be interesting, and students' learning models make students more fun.

Key word: speaking skill, communicative language teaching

Abstrak

Zakiyah, Kunifaizatuz. 2022. Communicative Language Teaching (CLT) Dalam Mengajar Keterampilan Berbicara Pada Kelas Dasar Kursus Ecc Darussalam Tahun Ajaran 2021/202

Salah satu metode pengajaran dalam pengajaran berbicara adalah Communicative Language Teaching (CLT). Berbicara merupakan alat untuk berkomunikasi dengan orang lain yang bertujuan untuk menyampaikan ide-ide kreatif secara lisan. Bahkan di kelas berbicara, siswa diminta untuk terus berbicara, masih ada beberapa siswa yang pasif. Melalui Communicative Language Teaching (CLT) siswa dituntut untuk bekerja sama dengan mitra dengan berbagi dan mencari informasi, menyampaikan ide-ide mereka secara bebas, membantu dan mengoreksi pekerjaan mitra, dan mendapatkan umpan balik. Fokus penelitian dalam penulisan thesis ini adalah untuk menggambarkan penggunaan Communicative Language Teaching (CLT) dalam pengajaran keterampilan berbicara pada siswa kelas dasar Kursus ECC Darussalam dan kinerja berbicara siswa dengan fokus pada kelancaran berbicara mereka. Tujuan dari penelitian ini adalah untuk mengetahui penggunaan Communicative Language teaching dalam pengajaran speaking skill.

Dalam penelitian ini jenis penelitian yang digunakan adalah deskriptif kualitatif dengan teknik pengumpulan data menggunakan observasi, wawancara dan dokumentasi, dan analisis data dalam penelitian ini dengan cara reduksi data penyajian data dan menarik kesimpulan.

Berdasarkan penelitian yang telah dilakukan peneliti, mengenai penggunaan metode pengajaran bahasa komunikatif dalam pengajaran keterampilan berbicara di Kursus ECC Darussalam tahun ajaran 2021-2022, dapat disimpulkan bahwa CLT merupakan pendekatan pengajaran bahasa yang menekankan pada interaksi. sebagai sarana dan tujuan akhir pembelajaran. Dengan menggunakan metode CLT ini siswa lebih aktif dalam proses belajar mengajar karena beberapa faktor: siswa diminta untuk berbicara berpasangan, materi yang diberikan guru berkaitan dengan kehidupan sehari-hari atau bisa dikatakan menarik, dan siswa- model pembelajaran yang terpusat membuat siswa lebih termotivasi.

Kata kunci: keterampilan berbicara, pengajaran bahasa komunikatif

A. INTRODUCTION

English is an international language that is used as a language of communication between all nations and countries in the world. The ability to speak English is one of the most important skills for students because

English has become a universal language used in technology, education, politics, commerce, pursuing academic goals, and business . In Indonesia, English has long been a popular subject in schools Syafrizal (2021). It is the most frequently used communication tool in the world. people use English for a variety of reasons, including doing business, dealing with non-native English-speaking countries.

Speaking skill in the Indonesian education system's K-13 syllabus is designed to encourage students to speak in front of the class so that they can actively participate in the teaching and learning process. As an active skill, speaking is also intended to make students able to speak independently, as in a public speech, or with others, as in a debate or discussion. Speaking, as stated, requires continuous practice in order to master the skill (Nuranalisa., 2018).

Teaching According to Brown (2007) is guiding and facilitating learning, enabling learner to learn, setting the conditions for learning. Then it can be stated that teaching speaking is guiding and facilitating learners to speak, enabling learner to learn speaking, and setting the conditions for learning speaking. The aim of teaching speaking skills is to improve communicative efficiency. As a result, students must be able to apply their knowledge. They should try to avoid grammatical and pronunciation errors. To assist students in understanding the teacher's speaking technique, an activity approach that combines language input, organized output, and communicative output can be used.

Richard (2006) says that Communicative Language Teaching (CLT) is seen as a meaning expression system whose main function is language to enable interaction and communication. There are various approaches in language teaching, one of which is communicative language teaching. The CLT approach allows language learners to express themselves and their views through collaborative activities carried out during class. Communicative Language Teaching Method According to Littlewood (2002) One of the characteristics of communicative language teaching is that it pays systemic attention to the functional and structural aspects of language, combining them into a more communicative view. Communicative Language Teaching is a board approach to teaching that results from a focus on Communication Language Teaching (CLT). Community Language Learning represents the use of Counseling-Learning theory to teach languages counseling is one person giving advice, assistance, and support to another who has a problem or is in some way in need. Community Language Learning draws on the counseling metaphor to redefine the roles of the teacher (the counselor) and learners (the clients) in the language classroom. The basic procedures of CTL can thus be seen as derived from the counselor–client relationship. a method of teaching English that emphasizes learning to communicate through interaction in the target language Richards and Rodgers (2001).

The ECC (English Conversation Club) course is an English course under the auspices of the LPBA (Foreign Language Development Institute) Pondok Pesantren Darussalam Putri Utara Blokagung, Tegalsari, Banyuwangi. ECC (English Conversation Club) was founded at the end of 2004, founded by Mrs. Winarsih, under the name ECC (English Course Club) which was founded because of the association of IAIDA students majoring in English who want to learn conversational English. Based on the description above, This study was inspired by previous research that conducted research using the CLT method. where there is a significant difference in student achievement before and after being given communicative language learning treatment. From here, researchers are interested in taking the CLT method for the teaching and learning process, especially speaking in ECC Darussalam Course.

B. RESEARCH METHODOLOGY

Based on research problems and objectives in this study, the researcher decided to use qualitative approach. According to Creswell (2009) a qualitative study is defined as an inquiry process of understanding a social or human problems, based on building a complex, holistic picture, formed with words, reporting detailed views of informant, and conducted in natural setting. Methodologically, these approaches rely on inductive designs aimed at generating meaning and producing rich, descriptive data. From these definitions, it can be concluded that qualitative research is a study that focused on phenomena in social activities includes attitudes,

habituation, and beliefs in groups or individually through qualitative data. the courses located at the Darussalam Islamic boarding school which is located in the Darullughoh Injlisiyah dormitory located in Banyuwangi, tegalsari subdistrict, exactly at blokagung village. This research was carried out from 21 march 2022 to 20 april 2022. The object of the research was speaking basic class, the education ECC Darussalam Course. There are two sources of data used in this study, namely: primary and secondary data sources. Primary data source is data obtained directly from the source, through direct interviews with teachers at the ECC DARussalam institution and direct observation at research institutions, while secondary data sources are data obtained from important documents that are ready (available) this data is a complement or support from primary data. Data collection techniques in this study used 3 stages, namely observation, interviews and documentation. While the data analysis technique used in this research is interactive analysis of 3 models including: data reduction, data presentation and drawing conclusions.

C. FINDINGS AND DISCUSSIONS

1. Description of the Results of Observation 1

Communicative language teaching is a method used by teaching which emphasizes more on a communicative interaction with each other and with the tutor as the goal of learning. In this case, the researcher conducted an interview on how to use the method teaching in developing students' speaking skills at the ECC Darussalam Course.

This can be seen in the first observation held on Friday, April 15 2022, the teaching learning process was going to at basic class in ECC Darussalam Course in Pondok Pesantren Darussalam Blokagung. The teacher who handles the ECC Darussalam Course English program is Mrs. Siti Lailatun. The procedure carried out in this teaching and learning process uses three steps, namely the opening, the core of the discussion and closing.

a. Opening

In the teaching learning process, the teacher forwarded to active learning. Teacher gave think to students for understanding the materials. The teacher delivered material about daily activities Teaching and learning activity begins with greeting . The teacher greeted the students by saying, "Assalamu'alaikum. Good morning students" and the students respond it by "Wa'alaikumsalam. Morning before we start this lesson, let's pray together. After opening, After opening, the teacher checks the attendance of students by calling students one by one, totaling 18 female students..

Based on attendance list, most of student in ECC Darussalam Course always attended the meeting diligently. Almost all of them were not absent without any reason, except illness or any agenda that were explanation on the permission letter. Then, the teacher asked, "Is there any homework or assignment? What's material we

discussed last meeting?" By asking those questions, students would remember and review the previous lesson that had been learned because the materials always have the relationship with the other material.

Based on the observation, the English teacher started the class by greeting the students first. Then, the teacher stimulated the students by inviting to remind what the topic they have discussed in previous meeting, This is intended so that students will remember what the teacher taught yesterday. The researcher also found that the teacher did brainstorming first before starting the topic in order to give stimulation for the students, because the students usually get other subject before entering the English subject.

b. Main activities

In the core activity the teacher does not directly provide an explanation of the material first, the teacher stimulates students to stimulate students' thinking first, to provoke students to speak the teacher asks students.

teacher: "what are you doing at 7 o'clock?"

Student 1 : I slept miss

Student 2 : I memorized Vocab Miss.

Teacher : and you,(by appointing student 3) what do you do when you take a shower?

student 3 : when the clock shows half past eight I get dressed and

then get ready to go to campus, miss.

Teacher : ok, and what are you doing at 9 o'clock?

Student 4 : if i relax miss mis

(Then the teacher asks the students to discuss the teacher's vocabulary together.)

Teacher : what is the next English sleep?

students answer "tidur " teacher asks again : wake up?

Studen's answer : Bangun miss, and breakfast? Student's answer : sarapan. The teacher appoints students who have not been appointed one by one. Brush your teeth : menyikat gigi

Take a bath : mandi

Dress up: memakai baju

Go to school: berangkat sekolah

Lunch: makan siang

Washing dishes: mencuci baju

Cleaning the dorm: membersihkan asrama

Prayer: sholat

Perform the blouse ritual: whudu

Then the teacher writes down the vocabulary that the students have mentioned on the blackboard. And than teacher explain about material.

Teacher: well that's called daily activities. what is life and daily activities?

students: daily means daily and activity is activity

teacher : okay, so daily activities are activities that are carried out every day.

Students listen to the teacher's explanation. In the teaching process the teacher gives instructions to students using complete English and when students do not know the meaning, students will ask the teacher. Vocabulary is also done when the teacher explains and communicates with students about the material being studied if one of the students does not understand the meaning.

While waiting the teacher is done in writing Then the students take notes on the vocabulary that has been written by the teacher in the book. After that, the teacher gave an example to the students how the sequence of daily activities was from morning to night. After the teacher gives an example, the teacher gives instructions to the students to find a partner in order to share stories about daily activities with their partners and evaluate each other. This is done so that students are more active in the teaching and learning process.

One by one the students came to the front of the class and told their daily activities that they did every day. While the learning process, the teacher give some motivation for the students to be

brave and not afraid if they do some mistake. Some of students perform because of their self and some of them because of the teacher asked them. Based on the teaching behavior above, it can be seen that the teacher as facilitator in teaching learning had various ways in order the students to be involved.

Related to the result of observation and interview above, it can be known that the teacher used the techniques of Communicative Language Teaching in order the students were able to reach the communicative competence.

c. Closing

After half of the number students perform, the bell ring and the teacher said that lesson will continue in the next meeting. In the closing lesson, the teacher gave comment about students' performance and suggestion toward what should be improved. The teacher also reviewed the material with giving questions that would conclude their teaching learning that day. The class was closed by saiding Hamdallah together.

Based on the observation, it can be known that the teacher did question answer to make the conclusion. In this case, the teacher practiced speaking skill for the students.

2. Description of the Results of Observation 1

The second observation helad on Sunday, april 2022 the procedure of teaching are divided into three step.

a. Opening.

Based on the observation, the English teacher started the class by greeting the students first. Then the teacher stimulated the students by inviting to remind what the topic they had discussed in previous meeting. The meeting was discussed about direction. The media used on that topic was the English book, whiteboard was provided for the teacher to write the points of direction.

b. Main activities.

The teacher explains about the lesson that will be learned today is direction. The teacher explains that direction is a noun that has the meaning of direction. After that, the teacher writes on the blackboard the vocabulary keywords and expressions in direction (asking for direction and giving direction) but the teacher does not immediately write the vocab with only the teacher fishing first..

1) Vocabulari.

| | |
|-------------|-----------------|
| Near | : dekat |
| Behind | : belakang |
| Beside | : samping |
| Next to | :disamping |
| Turn right | :belok ke kanan |
| Turn left | :belok ke kiri |
| In front of | :di depan |
| Go straight | :jalan lurus |

| | |
|------------------|------------------------------|
| Between | : diantara 2 benda |
| Among | :diantara lebih dari 2 benda |
| Across | : disebrang |
| Go past | :melewati |
| opposite | :berlawanan |
| intersection | :perempatan |
| In the corner of | :dipojok |
| T-juntion | :pertigaan |
| Through | :melewati |
| Away from | : jauh dari |

2) Phrases in direction

a) Asking for direction

Do you know where is ?

Where are you exactly?

Excusme, can you show me the way to.. please?

Is this the right way for..?

What's the best way to.?

How so far is it to..?

Can you tell me the best way of geettinf to..?

I'm looking for..?

Do you have a map..?

b) Giving for direction.

Follow the signs to..

Turn left at the intersection and it is a cross the post office..

Go straight on this road, turn right at the traffic lights.

You are going in the wrong direction...

Just turn the right and you will find the mosque. It's near with....

After that, the teacher asked the students to read the vocabulary together three times to make it easier to remember the vocabulary. The teacher divided the students into the group consist of four or five students, than asked them to discuss about the topic. One of each group forward to the class and Each group got one theme. The teacher said you can use the expression on the board or you can make your own. Then they start to discuss. In addition, teachers always try to be involved to realize students' thinking in understanding a concept during discussion. Here the teacher claimed to be able to see the shortcomings and weaknesses of students from student work. Then the teacher gives some comments or hints to improve it. Comments might even come from other students as well. In addition, the teacher sets a condition that students need to use English. Students must speak in English with their friends in class or in the dormitory. Students who do not speak English will be penalized.

After that the students asked to write on the book the result of discussion. Next activity, the teacher asked the students to practice

a mini role play from the dialogue in the English book that consist of some students. The teacher said "you will re-explain what you have understood and will demonstrate the results of your discussion about asking for directions and giving directions". Then the students follow the teacher's instructions. Dialogue situation about foreigners asking local residents for directions. Students, namely ayla the hall and the hall from group 1, start the role play in front of the class.

Jack : Excuse me. Could you tell me where the National Bank is?

Anna: The National Bank? Oh, I'm afraid that you are quite far from

That.

Jack : What? I'm lost? I thought I was near!

Anna: Oh no. National Bank is in Saigon Road on Nguyen Street!

Jack : Could you please tell me how to get there?

Anna: Hmmm. Let me see... Go straight on this road, turn right at

The traffic light.

Jack : is that all?

Anna: Hmmm... Hold on. Let me think... Ah! After that, go past

the big mosque and turn right into Road KH. Hasyim ashari

and..

Jack : Okay. And?

Anna: Opposite KH. Hasyim ashari Road is the adi sucipto Street

You will see the Vina Mall. It's huge. National Bank is next to it. You surely won't be lost anymore.

Jack : Got it! But is that the quickest way of getting there?

Anna: Yes, it is.

Jack : Do you have a map?

Anna: I'm sorry I don't have.

Jack : Okay. Thanks.

Anna : You are welcome

c. Closing

In the closing lesson, the teacher gave comment about students' performance and suggestion toward what should be improved. The teacher also reviewed the material with giving questions that would conclude their teaching learning that day. The class was closed by saying Hamdalah together.

Based on the above observations, the teaching and learning process at ECC Cours darussalam Blokagung. Teachers indirectly not only teach speaking but also indirectly teach other skills such as listening and writing during the learning process. The real purpose of learning is to develop students' communicative competence. The researcher found that the teaching and learning process in the courses went well. The teacher gives some instructions or questions to students regarding the material to be explained. After that, the

teacher gives students the opportunity to explore their ideas. Then the teacher and students discuss their ideas together and give awards to students who dare to convey their ideas. The teacher does not directly explain the material but stimulates students first and gives instructions to students. Then the teacher explains about the material, namely daily activities and language characteristics. After that the teacher gives some examples of how to talk about themselves and asks them to understand the dialogue and look for the language features of the dialogue. Then the teacher asked the students whether they had understood the material or not. If there are students who do not understand the material, the teacher repeats to explain the material. When the teaching and learning process takes place the teacher always controls them so that they feel cared for, because if the teacher does not control them, students will talk to each other and the teacher and students justify and justify each other.

Based on the results of the interview above, it can be seen that the ECC Darussalam Course oversees the learning process of foreign languages, especially English which is the main subject taught in this course. This course meets the needs of students in learning English. When the teacher uses the communicative language teaching method in teaching speaking English, it makes the English class effective to improve students' speaking ability and

it makes them more familiar with English words. In addition, it gives students more opportunities to speak English during the teaching and learning process.

D. CONCLUSION

This chapter presents conclusions and suggestions. This conclusion is based on research findings as stated in the previous chapter and presented to answer research problems.

Based on research that has been carried out by researchers, regarding the use of communicative language teaching methods in teaching speaking skills at the ECC Darussalam Course for the academic year 2021-2022, it can be concluded that CLT is a language teaching approach that emphasizes interaction as a means and ultimate goal of learning. By using this CLT method students are more active in the teaching and learning process due to several factors: students are asked to speak in pairs, the material provided by the teacher relates to everyday life or can be said to be interesting, and the student-centered learning model makes students more motivated. have many opportunities to practice communication in English. students can add new vocabulary not only what they memorize because ECC is sheltered in a dormitory and every day is required to use full English and save the memorized vocabulary. students are more active because the teacher becomes a learning facilitator to support students who dare to speak without fear.

E. REFERENCES

- Brown, h. (2007). Principles of Language Learning and Teaching (5th Edition). New York: Pearson Education Inc.
- Brown, H. D. (2004). Language Assesement : Pinciple and Classroom Practices. United States of America: Logman.
- Creswell, J. W. (2009). research design: quantitativ, qualitative and mix methods approaches,third edition. Thousand Oaks, California: SAGE Publications, Inc.
- Gilian Brown, & George Yule. (1983). Theaching the Spoken Language. Canbridge: Canbridge Univercity Press.
- Harmer, J. (2001.). The Practice of English Language Teaching (3rd Edition. London: Longman Group Ltd.
- Harmer, J. (2007). The Practice of English Language Teaching. london: Longman Group Ltd.
- Jones, R. (2000). Speaking and Listening. London : The Bath Press.
- Littlewood, W. (1981). Communicative Language Teaching. British: Cambridge University Press.
- Matthew B. Miles, A. M. (2014). Qualitative Data Analysis, a Methods Sourcebook. USA: Sage : Publications.
- Mualiyah, s. (2017). teaching speaking. jakarta.
- Nunan, D. (2003). Practical English Language Teaching. New York: McGrawhill.
- Nuranalisa. (2018). Improving Students' Speaking Skill Through Animation Movie at Second Grade of Smpn 5 Mandai.
- Richard, J. C. (2006). Communicative Language Teaching Today. New York : Cambridge University press.
- Richard, J. C. (2008). Teaching Listening and Speaking. New York: Cambridge University press.
- Rodgers, Jack C. Richards & Theodore S. (2001). Approaches and Method in Language Teaching (2edition). New York: Cambridge University Press.
- Sugiono. (2014). Metode Penelitian Kuantitatif, kualitatif, dan R& D. Bandung: Alfabeta.

- Syafrizal Syafrizal, M. M. (2021). The Effects of Using Whiteboard Animation Toward Indonesian Students' Vocabulary and Grammar Mastery. *JOURNAL OF LANGUAGE AND LINGUISTIC STUDIES*, 17.
- Syafrizal, S. M. (2021). The Effects Of Using Whiteboard Animation Toward Indonesian Students' Vocabulary And Grammar Mastery. *Journal of Language and Linguistic Studies*, 17(2).
- Tarigan, H. G. (1987.). *Berbicara sebagai Suatu Keterampilan Berbahasa*. Bandung: angkasa.
- Tarigan, H. G. (2008). *Berbicara Sebagai Keterampilan Berbahasa*. Bandung: Angkasa.
- Thornbury, S. (2001). *Uncovering Grammar. The Teacher Development*. oxford: Macmillan Heinemann English Language Teaching.
- Thornbury, S. (2002). *How to Teach Vocabulary*. London: Pearson Longman.
- Walter, C. (2010). Book review. *Teaching ESL/EFL Listening and Speaking*, I.S.P. Nation, Jonathan Newton. Routledge, New York and London (2009). 205 Pp., *Teaching ESL/EFL Reading and Writing*, I.S.P. Nation. Routledge. New York and Londo.