

# Using a Communicative Approach in Learning Speaking

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## Abstract

This research aims to obtain an overview of the use of the communicative approach in learning to speak Indonesian at SMPN 3 Pantai Cermin, Solok Regency, in terms of (1) the use of the communicative approach in learning Indonesian, (2) the obstacles found by Indonesian language teachers in learning to speak Indonesian, (3) solutions carried out by teachers to overcome the obstacles that exist in implementing learning to speak Indonesian. Obtained using interview techniques, observation, recording, and documentation studies. This research is classified as descriptive research. The results of the research reveal that (1) Indonesian language teachers at SMPN 3 Pantai Cermin understand the communicative approach quite well and have used it in the learning process, and (2) the obstacles faced by Indonesian language teachers in learning to speak still exist. But, it can be overcome by using this approach. Communicative, (3) the solutions taken to overcome the obstacles faced by the informants vary, to make the obstacles faced as motivation for students who are reluctant and do not want to appear in front of the class to speak.

**Keywords:** Communicative approach, language, learning to speak



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## INTRODUCTION

Research entitled the use of a communicative approach in learning speaking has been implemented by researchers at the national level. (Fatmita et al., 2014) and (Rabawati et al., 2013) have research results that show that using a communicative approach, speaking learning has gone well. Apart from that, successful research using a communicative approach to learning speaking has also been carried out by (Irons, 2021) and (Clouidia Ho, 2020). The results of this research are a communicative approach to learning speaking to improve students' problem solving abilities and improve student learning outcomes in the world of education. Based on the success of the research carried out by this researcher, research is now being carried out on the use of a communicative approach to learning speaking in special junior high schools at SMPN 3 Pantai Cermin, Solok Regency.

Republic of Indonesia Government Regulation no. 19 of 2005, concerning National Education standards, article 28 paragraph 1 states that education must have academic qualifications and competence as a learning agent who is physically and mentally healthy and has the ability to realize the goals of National Education (Handayani et al., 2016; Nurdin et al., 2023). The national education system that has been built so far has not been able to meet the needs in facing national challenges, especially in terms of improving the quality of education. The focus of coaching is still a problem that needs improvement and solutions. Education can be passed on to generations of cultural arrangements in the form of knowledge, skills, attitudes and values, so a targeted development system is needed and can be a challenge by making the nation's life more intelligent.

The problems faced by teachers and learning problems are topics that are endlessly discussed (Biggs, 1999). Through various seminars, discussions and teacher training, efforts have been made to find alternatives and solutions to overcome various problems. The efforts made are useful for improving the quality of instructors and teachers so that they can meet the demands of article 28 of Government Regulation no. 19. Based on the results of observations, educational research studies on teacher abilities and performance in the process In learning, it is believed that the approach used by teachers in learning is a determining factor in achieving student success in following the learning process at school. In essence, learning at school creates a pleasant learning atmosphere so that students are willing and able to develop their potential to become human beings who believe, have noble character, are healthy, knowledgeable, capable, creative, independent and responsible, have the skills needed by themselves, society, and the nation. and the state (Abidin, 2019).

The learning process requires learning to use a certain approach in providing the essence of the subject being taught which can provide motivation, fun and provide new inspiration (Farros et al., 2022; Saripah & Syukri, 2017). By the end of a learning process, students obtain a learning outcome. Learning outcomes are the result of an interaction of teaching and learning actions. From the teacher's side, the act of teaching ends with a process of evaluating learning outcomes. From the student's perspective, learning outcomes are the end of the term and the peak of the learning process. Learning outcomes, in part, are due to the teacher's actions, an achievement of teaching goals.

The scope of Indonesian language learning includes language skills and literary skills which include aspects: listening, speaking, reading and writing. These four aspects are integrated aspects in learning, in their presentation the four aspects can still be separated. Indonesian language and language should be taught to students through an approach that suits their nature and needs. A language learning approach that emphasizes performance aspects or language skills and language functions is a communicative approach, in everyday life the main function of language is a means of communication.

That the communicative approach is a comprehensive approach to language teaching. This approach provides unlimited opportunities for students to convey all their experiences, give meaning to all their thoughts and communicate with each other actively. The communicative approach views language as a dynamic source for creating meaning, so that allows communication to occur. In this regard, the communicative approach views language as a communication tool, so that learning activities must focus on developing the ability to use language, and not just knowing about language.

Based on observations of the results of students' Indonesian language learning in speaking at SMPN 3 Pantai Cermin, basic information was obtained, first, student motivation tends to be low. Second, students are not able to perform optimally in conveying messages. Third, students have difficulty carrying out speaking learning activities in the learning process at school. From the three main pieces of information above, there are unfavorable symptoms regarding the results of learning to speak Indonesian at SMPN 3 Pantai Cermin. Such as students' lack of interest in participating in speech competitions and giving lectures at religious ceremonies every day at school, and students' lack of ability in selecting OSIS administrators, it could be said that conversations are unstructured. The difficulties experienced by students when implementing speaking lessons in class, to convey ideas or messages, always use text or concepts. If this incident is not resolved or a solution is found, then learning to speak Indonesian will not be interesting for students and of course there will be no progress.

In essence, learning to speak in the learning process is really needed by students to master a competency that must be achieved in a particular lesson. To achieve this competency, good communication between teachers and students is needed in every learning process, but teachers have not used a communicative approach in the process of learning to speak Indonesian to students. In the end, learning to speak has not become a fun learning for students. So it is predicted that this can affect student learning outcomes at SMPN 3 Pantai Cermin. This reality can be found in the learning process which shows that our students are still reluctant to convey ideas, are afraid to ask questions and do not know what they will ask during the learning process. This does not escape the students' very minimal speaking skills, as well as their lack of motivation teacher to students in learning to speak Indonesian. Based on existing phenomena, the author was motivated to conduct research with the title "Using a Communicative Approach in Speaking Learning.

## **METHOD**

This research is qualitative research that seeks to reveal communicative language phenomena in the teaching and learning process by Indonesian language teachers in the classroom. This research is classified as descriptive research, which aims to create systematic, factual and accurate information about the facts and characteristics of the population (Suryabrata, 2004: 75-76).

As a characteristic of descriptive research, it is research that intends to make information (descriptions) about situations or events, accumulating basic data in a purely descriptive manner, without the need to search for or explain interrelationships, test hypotheses, make predictions or obtain meaning and implications. Although research that aims to find these things also includes descriptive methods.

Moleong (2004: 3) adds qualitative methodology as a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. Based on the description of qualitative research regarding the use of a communicative approach in learning to speak Indonesian, especially at SMPN 3 Pantai Cermin, Solok Regency, without providing engineering treatment. Then data was collected according to the research method by conducting observations, interviews, field notes and using a recording device.

## **ANALYSIS AND DISCUSSION**

In this discussion section, the researcher presents things found through interviews with informants. First, the use of the Communicative Approach by Indonesian Language Teachers in Learning to Speak Indonesian at SMPN 3 Pantai Cermin, Solok Regency. Data regarding the use of a communicative approach by Indonesian language teachers in learning to speak Indonesian at SMPN 3 Pantai Cermin, Solok Regency, researchers found through interviews, observation and documentation studies. To find out the use of a communicative approach by Indonesian language teachers in learning to speak Indonesian at SMPN 3 Pantai Cermin, it can be seen from the results of interviews conducted by researchers with Indonesian language teachers.

The researchers conducted interviews with four respondents, if related to (Musayaroh, 2015)'s statement which states that the communicative approach is relevant to be applied in learning Indonesian in junior high schools with an Indonesian cultural background, in the context of learning any language and at various levels of education. This statement has been implemented by teachers Indonesian language teacher at SMPN 3 Pantai Cermin. If related to the statement of the deputy principal for curriculum regarding teachers' understanding of KTSP, Indonesian language teachers understand quite well as evidenced by the results of teaching tools (Prota, Promes, RPP, and teaching materials) collected at the beginning of each school year and at the beginning of the semester.

The teachers at SMPN 3 Pantai Cermin, according to interviews conducted by researchers, have used a communicative approach in learning Indonesian. Indonesian language learning prioritizes meaning and communicative function, which aims to communicate with other people in various situations, both formal and informal, through various media and must be connected to daily realities and community needs.

The results of a study conducted by researchers in the administration room of SMPN 3 Pantai Cermin, data regarding student graduation from the 2011/2012 to 2015/2016 academic year for the Indonesian language study field, passed one hundred percent. This data is reinforced by evidence from Indonesian language teachers at SMPN 3 Pantai Cermin in learning Indonesian who have used a communicative approach with language that is acceptable and easy for students to understand. So that students are able to complete and answer National Examination questions so that they pass one hundred percent in the last five years. Second, the obstacles encountered by Indonesian Language Teachers at SMPN 3 Pantai Cermin, Solok Regency in Learning to Speak Indonesian Using a Communicative Approach.

The obstacles found by Indonesian language teachers in learning to speak Indonesian at SMPN 3 Pantai Cermin still exist. Researchers have conducted interviews with informants whose results can be described. Based on the results of interviews with four informants, it can be concluded that in learning to speak Indonesian at SMPN 3 Pantai Cermin there are still many obstacles encountered by teachers. The causes are (1) students do not have the courage to appear because they are afraid of being laughed at by their friends, (2) students' speaking skills are not as fluent as they should be, (3) students are not confident and afraid of making mistakes, (4) students are embarrassed to speak in front of the class because use many regional languages, and (5) students do not want to speak in front of the class because they are embarrassed and nervous.

Mulgrave (2004) states that, among other things, speaking is to express thoughts, to communicate ideas. Furthermore, speaking is a form of human behavior that makes extensive use of physical, psychological, neurological, semantic and linguistic factors so that it can be considered a very important tool for exercising social control.

The obstacles found by teachers, if allowed to continue, are that students will never exercise social control, will not be able to develop their ideas, and will not be able to express their thoughts. If these students do not find solutions or tips so that students in learning to speak Indonesian are able to express thoughts, communicate ideas and make extensive use of physical, psychological, neurological, semantic and linguistic factors so that they can exercise social control. Third, solutions found by Indonesian Language Teachers to Overcome Obstacles Found in Learning to Speak Indonesian. To discuss the solutions implemented by Indonesian language teachers at SMPN 3 Pantai Cermin to overcome the obstacles faced in learning to speak Indonesian, researchers have conducted interviews with informants. The results of interviews conducted by researchers with informants varied in their information. Each of them has their own tips for repeating the problems or obstacles they encounter in learning to speak in class.

Speaking is likely learning methods and media can be applied using various techniques, including: repeating words, viewing words, retelling, telling stories, discussions, conversations, giving instructions, reporting, retelling pictures, asking questions and so on.

The speaking learning methods and media described above are solutions implemented by the informants. The activities carried out by informant two were classified as discussion activities, informant three carried out retelling activities, informant four carried out activities by asking questions, while informant six carried out speaking activities by telling stories. All activities

carried out by informants to overcome obstacles encountered in implementing speaking learning can be adjusted to the opinions of the experts described above.

According to researchers, all the answers given by informants regarding solutions that can be taken to solve the problems encountered are certainly in line with Competency Standards and Basic Learning Competencies. What approach must be achieved, but if students are directly involved with their friends using good and correct Indonesian, of course speaking learning will run smoothly.

The conclusion that can be drawn from the description above is that there are solutions that can be taken to overcome the obstacles found in learning to speak. The informants as language teachers can choose solutions that suit the characteristics of the speaking learning material, as well as methods that are more appropriate according to the informants.

## CONCLUSION

Based on the research results discussed in chapter IV, the following conclusions can be drawn. First, the use of a communicative approach by Indonesian language teachers in learning Indonesian at SMPN 3 Pantai Cermin, Solok Regency has been implemented well. The informants quite understand KTSP and can develop it. This statement is supported by the results of documentation studies conducted by researchers. The data shows that the informants had teaching tools which were collected by the deputy principal for curriculum at the beginning of the school year and at the beginning of the semester. Teaching tools equipped with lesson plans and teaching materials. The findings from interviews generally show that teachers in learning have used a communicative approach combined with integration, etc. And then, through documentation studies, it was found that from 2012/2013 to the 2016/2017 academic year in the Indonesian language study field, 100% of National Examination participants passed. Second, the obstacles encountered by Indonesian language teachers in learning to speak Indonesian still exist, namely; 1) students do not have the courage to appear because they are afraid of being laughed at by their friends, 2) students' speaking skills are not as fluent as they should be, 3) students are not confident and afraid of making mistakes, 4) students are embarrassed to speak in front of the class because they use many regional languages, and 5) students do not want to speak in front of the class because they are afraid of being embarrassed and nervous.

Third, the solutions taken to overcome the obstacles encountered in the implementation of learning to speak Indonesian vary greatly; Among other things, informants carried out the following activities: 1) instilling a self-confident attitude, 2) increasing their practice, 3) telling them to often take part in meetings and discussions at school or outside school, 4) telling students to read a lot and get used to speaking in turns, 5) inviting students talk about things close to them, such as telling their experiences, 6) let children talk as they are and then give positive reinforcement. Then, if difficulties and irregularities are found, they will be directed according to the provisions of good and correct speaking. With various alternatives and solutions carried out by the informants, all that remains is to determine whether the solution carried out by one informant can be carried out by other informants. It all depends on the teacher because each teacher has different intelligence. Another informant also added that to overcome speaking

problems teachers prioritize motivating students to appear to speak first. The problem of appropriate and inappropriate speech is corrected in the learning process.

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