

The Increasing of Students' English Speaking by Using Communicative Language Teaching (CLT) through Online Learning in Pandemic Covid-19

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Abstract

This study dealt students' English speaking by using Communicative Language Teaching (CLT) through Online Learning in Pandemic Covid-19. It is used qualitative research design. It was conducted descriptively. The purpose of this study was to know how the increasing of students' English speaking by using Communicative Language Teaching (CLT) through Online Learning in Pandemic Covid-19. There were 30 students of AMIK Medicom Medan as sample in this study. There were two instrument that conducted in this study, they were observation and interview. The data were analyzed by Miles, Huberman and Saldana (2014) analysis. The result of this study was Communicative Language Teaching (CLT) had good role on teaching learning process. The students' speaking increased significantly. The students talked more in this learning method. Then, the students felt happy and comfortable in teaching learning process. It can be proved by result of interview. CLT was able to make the students self confidence in practicing their speaking in front of crowded people and be good public speaking.

Keywords

English Speaking;
Communicative Language Teaching (CLT); Electronic Learning (E-Learning);
Pandemic Covid-19



I. Introduction

Most students assume that English is a very difficult subject and becomes a burden for them when studying and in the end students feel lazy to learn English. In fact, English language skills have an important role when applying for a job in various companies. English is also a pre-eminent requirement for job seekers in addition to the ability of the field of study. Most companies apply interviews using English, this program is implemented by companies so that companies have employees who have good human resources. This is also for the progress and continuity of the company itself. AMIK Medicom Medan has implemented English courses every semester with a load of 6 credits each semester with details of 4 credits of general English and 2 credits of conversation. Judging from the program that has been implemented by AMIK Medicom Medan regarding English courses that have been applied every semester, most students should be able to speak English fluently. Seeing the phenomena in the field, the reality is contrary to the reality, students are still not able to speak English properly and even students rarely practice their English in class or in the surrounding environment. Not being fluent in English, this will be less value from various companies to job seekers and will be less value than the Human Resources (HR) owned by job seekers. If this continues, they will find it difficult to find work and will not be able to compete with other job seekers. This will also increase the value of the unemployment

rate in Indonesia and will also have an impact on AMIK Medicom Medan which is not able to provide superior student human resources.

Moreover, with the current pandemic, learning English is not optimal and must apply superior learning methods to be applied to students. Based on previous research, students' English skills increased significantly by applying Communicative Language Teaching (CLT). Communicative Language Teaching (CLT) can also boost student confidence when speaking English in class and outside the classroom (Lumy,J, 2018). The research investigated by the researcher is to find out how to improve students' speaking English by using Communicative Language Teaching (CLT) through online learning during the current pandemic.

II. Review of Literature

2.1. English Speaking

Speaking is fundamentally an interactive task; speaking happens under real time in processing constrains and it is more fundamentally linked to the individually who produces it (Hughes, R. 2006). The students must learn how to be communicative in speaking English. They learn more speaking skills and develop some attitudes towards speaking achievement. Therefore, speakers must know the topic of conversation in order to give or share their information.

To reach the target language there are several factors that affect speaking (Brown, H.D, 1994), they are:

1. Chronology Age: Most of the students indicated that the age of speaking success that started was intellectual, personality, and social factors. Therefore, it is important for the teacher to consider whether the students are ready to speak or not.
2. Grammar: Grammar is a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in that language.
3. Vocabulary: Numan says that Vocabulary is more than just a list of target language words. The spoken word is the sound of a sequence of sounds, which communicates ideas to the minds of others. In order to communicate the ideas properly, a speaker must express them in the right words and not in common words.
4. Fluency: Looks fluent as the ability to pass the time by talking. In this definition, the speaker can use the most productive speaking time. The definition of fluency comes from a person's ability to speak without hesitation.
5. Comprehension: Comprehension is an act of the mind or the power of understanding. This means that understanding will be in stark contrast to the ability to understand and pronounce words without referring to their meanings.

2.2. Communicative Language Teaching (CLT)

The application of appropriate techniques in language teaching and learning sessions is very important in order to get good results: In order to improve students' abilities using the CLT approach, there are several techniques and activities that need to be applied, especially in teaching speaking. According to Richards (2006, p. 14), one of the goals of CLT is to develop fluency and accuracy, so teachers who use it must use a balance of activities to develop fluency and accuracy.

Richards (2006, p. 18) also suggests some activities that can be implemented in the CLT classroom. These activities include:

1. Information gap activities. It refers to an activity in which students use, search for or find lost vocabulary, grammar, and/or communication to complete an assignment.

2. Jigsaw activities. In this activity, the class is divided into several groups and each group or person has a piece of information needed to complete an activity. While doing so, they should use their own words to communicate meaningfully and take part in meaningful communication practices.
3. Picture series. This is an activity in which a student or group of students tells a story based on a series of successive pictures; the images may need to be sorted first.
4. Story-telling, namely the art of sharing aloud mythologies, legends, fables, folk or fairy tales, and original stories orally.
5. Information-transfer activities are activities where students are required to take information presented in one form, and present it in a different form.
6. Debate and group discussion are activities that involve taking new information from the information provided through the process of inference, practical reasoning, etc. In this activity, students can give their opinions to others and compare their values, opinions, or beliefs or those of others (Richards, 2006, p.18).
7. Role play or mini-drama is an activity where students are given roles and improvise a scene based on the information or instructions given.

2.2. Electronic Learning (E-Learning)

E-Learning (Electronic Learning) is an application of web technology in the world of learning for an educational process. (Rusman, 2013: 335) A study confirms that distance learning has many advantages, namely it can increase students' motivation, interest, and learning effectiveness. Holmes (1986)

According to Siahaan (2003), there are three functions of e-Learning in learning activities in the classroom (classroom instruction), namely as a supplement (additional) that is optional (optional), complementary (complementary), or substitute (substitution). E-Learning as a learning supplement means that students have the freedom to choose whether to use eLearning materials or not. There is no obligation/requirement for students to access e-Learning materials. Even though it is optional, students who use it will certainly have additional knowledge or insight. E-Learning is a form of learning that integrates the learning process from traditional learning and a combination of various other learning models, one of which is blended learning. Holmes (1986).

2.3. Pandemic Covid-19

At the end of 2019, the world was shocked by a new disease outbreak in the Wuhan area, China. Not long after, the plague then spread to all corners of the world. Reported from WHO[2] On March 11, 2020, the World Health Organization (WHO) declared this outbreak a pandemic.

Corona Virus Disease (Covid-19) is a group of viruses from the subfamily Orthocoronavirinae in the Coronaviridae family and the order Nidovirales. Yunus and Rezki [3] This group of viruses can cause disease in birds and mammals, including humans. coronavirus causes respiratory tract infections that are generally mild, such as the common cold, although some forms of the disease such as; SARS, MERSCov and covid-19 are more deadly.

CNN Indonesia (Richards, J. C. 2006) On March 2, 2020, President Joko Widodo announced the first (and second) positive cases of being infected with the new corona virus, or infected with Corona Virus Disease (Covid-19), in Indonesia. it is known that the two people are (a 31-year-old woman and her mother 64 years old) previously a 31-year-old woman had contact with a Japanese citizen who visited Indonesia after receiving news from malaymail that the 41-year-old Japanese citizen was tested positive for Covid-19 in

neighboring Malaysia, he is said to have visited Indonesia. The 24th patient in Malaysia was identified as a Japanese woman who worked in Malaysia. He previously traveled to Japan in January and to Indonesia in early February.

The Task Force for the Acceleration of Handling COVID-19 (Rusman, 2013) on April 30, 2020, the development of Corona Virus Disease (Covid-19) in Indonesia has reached 10,118 positive cases, 1,522 recovered and 792 died. If we look at the development of this number, the increase is quite significant after the President of Indonesia announced the first positive patient in March, at the end of April the spike in the growth of the positive number of corona was getting higher.

III. Research Methods

The research method used in this research is qualitative with analysis. Qualitative research as research that intends to understand the phenomena of what is experienced by research subjects such as behavior, perceptions, motivations, actions, etc., holistically and by means of descriptions in the form of words and language in a special natural context and by utilizing various scientific methods. (WHO, 2020) The data of this study were the utterances of students who joined this English class as many as 30 students during English conversations. The data were analyzed using the Miles, Huberman & Saldana method. There were three phases of data analysis can be seen in the image below. (N. R. Y. d. A. Rezki, 2020) .

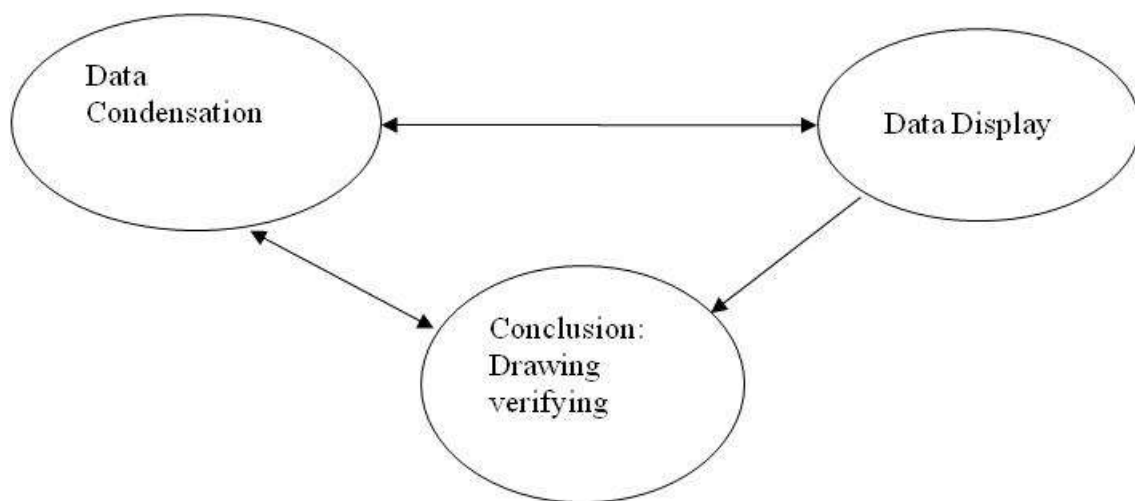


Figure 1. Fase data analisis Miles, Huberman & Saldana

The data on the student's utterances were analyzed through several stages, namely:

1. Data Condensation

Miles, Huberman and Saldana (2014) state that data condensation refers to the process of selecting, focusing, simplifying, abstracting and transforming data that appears in the full corpus (body) of written field notes, interview transcripts, documents, and materials. other empiricism

- a. Selecting: Selecting means how to choose the best or most suitable data. The data emerged from the writings and observations of students who were selected based on the most widely used feedback in the subject matter. In this case, the teaching class writing procedure was chosen to be the most suitable data.

- b. Focusing: The author focuses on feedback in the form of transcripts of observations in class and students write the selected procedure text worksheets.
 - c. Simplifying: In this section, the writer simplifies the data obtained from the students' utterances. It makes the data simple and easy to understand.
 - d. Abstracting: Simple data on student utterances has been abstracted on the table to make it easy to understand.
 - e. Transforming: Data about student utterances are transformed by description and connected with theory.
2. Data Display
After selecting the data, the data is compiled, compressed and displayed based on the students' expressions. Then, they are displayed in tables and graphs.
3. Verification and Conclusion
The author's results were clarified and carried out on how to improve students' English speaking by using CLT. Drawing conclusions can be made by deciding what the data means or finding patterns after reading tabulations or data display.
The data obtained were analyzed as follows:
- 1. Identification of re-recorded observations, interviews, and shooting.
 - 2. Identify the data by matching the theory with the data found
 - 3. Classify the identified data according to the research problem and basic theory
 - 4. Draw conclusions based on data linkages

IV. Result and Discussion

After analyzing the data, the researcher found that there were six activities of Communicative Learning Teaching (CLT) affected of increasing students' speaking. They were information gap activities, jigsaw activities, pictures series, story-telling, information-transfer activities and debate & group discussion. The researcher discussed six components of them. First, information gap activities, this activity the teacher gave a conversation between student A and B to practice. Other students attended carefully about the conversation. This activity made the students be enthusiastic to listen to the conversation. Because they did not want to miss some information from conversation. For this activity, the students that practicing the conversation admitted to look at the text, it made the students are fluently in conversation. After the conversation was done, the teacher asked the students about the information that the students got from conversation with giving some questions to the students. This atmosphere was exiting because the students said it was a challenge for them. When the teacher asked them about the question related to the conversation the students fight to answer the question. Finally the class was active and fun. It can be seen from the student's answer when the researcher asked the question related to activity, the student's answer was "I feel so happy and challenge in this activity, I should defeat my other friend to answer the question". From the answer above we know that the student felt so happy and fun involved in this activity. We can see from the words "so happy and fun". It signed that this activity was successful to improve students' English speaking.

Jigsaw activities implemented in this teaching learning, this activity was successful to make students active to speak. This activity was making a group and then give the topic in each group. The students should have some ideas to discuss the topic. The teacher gave 30 minutes to let the students searching the idea to speak to other groups. This activity built compactness of students in solving a problem. This activity also make the students to talk much in discussing. The students had high self-confidence in conveying a statement related to the topic. This trained critical thinking students in conveying arguments. This activity was

successful to build students' self-confidence, mechanism in discussion and good way to convey argument. The students feel so free in conveying the arguments. It can be seen by student's answer "this activity make my English increasingly and I can be free to express my ideas in discussion". From the student's answer above, we know that the student had progression of English speaking. If this activity implements continuously, it can make student's speaking well.

Picture series activities implemented in this teaching learning process, this activity was done well. This activity was, the students were give a picture and then the lecturer gave the instruction to the students to discuss about the picture. The teacher gave 15 minutes to ask the students to build the idea related to the picture. Before the students build the idea, the students should arrange the picture to be good arrangement and then be a story. After the students were done to build and arrange the picture, the students practiced or convey their idea result related the picture. The result of this activity made the students more vocabulary and practice their English speaking. It was so useful for them to increase their English speaking. The researcher found an answer from the students that describing fun English activity "I think, this activity is excited. Because I can imagine the picture to be a text and can add my view". From the answer above we know that this activity had good effect for students to increase their English speaking. So this activity had a good role in teaching learning process.

Story telling was also conducted in this teaching learning process. This activity, the students told the story about their experience, their impression experience, funny experience even legend. The have freedom to choose what the genre of story is. It can make them freely in developing their idea. The result of this activity, the students were spirit to perform in telling their story. It was caused by their own story and it made them easily to arrange the story. This activity also taught them to use appropriate tenses that they used on their story. All of the students felt happy when the lecturer gave the assignment to tell the story. It can be seen from student's answer "this activity make me brave to perform in front of friends and know more the use of tenses in English". From the answer above, we know that the students felt happy and fun in learning teaching process. If the students were happy in learning, automatically the students were easy to perceive the learning.

Information-transfer activities where the students were given an assignment to response other friends' performance. The teacher gave some presentation to students related the topic. All of the topics were same with other groups but the lecturer pointed the students to perform randomly, then other students should get attention to their performance because after the ending of presentation, the lecturer gave opportunity to audiences to give some questions to presenter. It can be sharing knowledge to others. With this activity, the students felt that they had large knowledge. We can see from student's answer as follow "I got much knowledge in this activity, I can also share my knowledge by using English to my friends, I don't do this previously". From the answer, we know that this activity can enlarge students' knowledge and brave to share their knowledge each other. This activity also made the students spirit to search new information of knowledge and share it to others.

Debate and group discussion, this learning process, the lecturer mapped the class in debate class where the students compete to others. This activity, the lecturer provided the motion and current issue that occurred in this country. It can make them easy to search information and understand about our country condition right now. Besides, they studied about English, they are taught also about view of knowledge. This activity trained the students in conveying arguments by giving the fact and reality. This activity also helped the students to find out difficult vocabulary in English, with this activity the students knew about their new words in English. The students' response in this activity was "this activity trained

me to think hard, not only study English but I get new insight this activity”. From the answer above, we know that this activity had positive effect for students.

The last is role play or mini drama. After the lecturer applied this activity, the students' response were disappointed, they felt bored. It was caused by long time to prepare and they just memorized the text.

V. Conclusion

Based on the result, the researcher found the finding that there were six indicators of CLT that effectively implemented in teaching learning process at AMIK Medicom Medan. They were information gap activities, jigsaw activities, picture series, story-telling, information-transfer activities, and debate and group discussion. Based on the theory, there were seven indicators that effective in teaching through CLT. One of indicator was not effectively implemented in AMIK Medicom Medan. There were six indicators make the students feel happy and fun to join the teaching learning process at AMIK Medicom Medan. After applying this learning method, the students had progress significantly in their English speaking.

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