



THE EFFECT OF COMMUNICATIVE TASKS TO BOOST SPEAKING EXPERTISE

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Abstrak	Info Artikel
<p>Tujuan dari penyelidikan ini adalah untuk mengetahui apakah tugas komunikatif yang diterapkan dalam pembelajaran berbicara dapat berpengaruh secara signifikan terhadap keahlian berbicara peserta didik STMIK. Terdapat beberapa kendala yang menghambat pembelajar STMIK dalam penampilan berbicara seperti pasif di kelas, tidak termotivasi, takut melakukan kesalahan saat berbicara, diam, kurang kosa kata, dan lain-lain. Ini adalah penelitian eksperimental sejati dengan metode penelitian kuantitatif dengan menggunakan tindakan komunikatif sebagai perlakuan dalam pengajaran berbicara. Sampel penelitian ini adalah mahasiswa semester 1 program Teknik Informatika. Kemudian data diperoleh melalui pre-test dan post-test dalam satu semester perlakuan. Hasil penelitian ini menjelaskan bahwa tindakan komunikatif, seperti mengidentifikasi gambar, menemukan data yang hilang, menemukan perbedaan, dan sebagainya memang mempengaruhi keahlian berbicara pembelajar seperti yang ditunjukkan dari kemajuannya dalam kinerja interaksi hari demi hari setelah perlakuan digunakan dalam pembelajaran.</p>	<p>Diajukan: 2-5-2024 Diterima : 1-6-2024 Diterbitkan : 25-7-2024</p> <p>Kata kunci: tugas komunikatif, pengajaran berbicara, perlakuan, keahlian, interaksi</p> <p>Keywords: communicative tasks, teaching speaking, treatment, expertise, interaction</p>
<p>Abstract</p> <p>The aim of this inquiry is to figure out whether the communicative tasks implemented in learning speaking may influence significantly to STMIK learners' speaking expertise. There are some obstacles that hamper STMIK learners in speaking performance such as they are passive in class, unmotivated, afraid of making mistakes while speaking, silent, lack of vocabularies, and some others. This is a true experimental study with quantitative research method by employing communicative doings as treatment in teaching speaking. The 1st semester students of Technique Informatics program is the samples of this study. Then the data are obtained through pre-test and post-test within one semester of treatment. The outcomes shed light on that communicative doings, such as identifying pictures, discovering missing data, discovering differences, and so forth indeed influence learners' speaking expertise as shown of its progress in interaction performance day by day after the treatment employed in learning.</p>	
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INTRODUCTION

Speaking is one of the main skills which have to be conquered and it is as an oral communication tool (Jasno, 2012). Definitely, the success of teaching language is verified of its speaking proficiency. Moreover, it is considered a failure if you do not have the capability in interaction skill while learning language (Munther, 2016). Speaking as the

crucial competence as learners may express their willingness, utter their concept, then collaborate effectively with friends (Mislawiyadi, 2023).

Actually, speaking expertise is a complicated thing to be learned as some elements should be controlled such as pronunciation, grammar, vocabulary, fluency and comprehension (Deni Asrida, 2014). Besides, the reality of teaching English process focus more on the grammar or structural function instead of its communicatively usage (Jasno, 2012), the lack opportunity for learners to practice and do the performance in class, moreover the consent of memorizing vocabulary and language rules (Siti Nurhayati, 2011). Definitely, EFL learners are not communicating in the authentic atmospheres of language learned, then caused of failing in interacting accurately, consequently the low of self-confidence and stop communicating with native speakers (Munther, 2016). Arif Hidayat (2009) in his thesis claimed the hindrances that hamper learners' speaking expertise can be classified into three types, those are; first, the limited time provided for speaking practice; second, the psychological aspects such as fear, and unmotivated ; and the last the lack of knowledge of topics (Arif Hidayat; 2009).

The oral interaction among teacher and students in classroom can be categorized as teaching speaking. Then, Wenxia (2008) stated a teacher should do interaction in class instead just delivering lesson while teaching. Furthermore, teaching learning process may simply run if learners indeed involved seriously (Deni Asrida, 2014). English teachers must have innovative method and strategic to enhance learners English competence, to be active and productive while teaching learning ongoing in class and definitely as teachers responsibility (Deni Asrida, 2014). Moreover, it is caused of the today teaching speaking's demand to enhance learners interaction, as the solution for them to interact, adapt socially and the awareness of collaborative situation (Munther Zyoud, 2016). The teaching speaking points as follows (Munther Zyoud, 2016):

1. The opportunity provided for learners both the accuracy and the fluency. Nunan (2003, p.55) accuracy means how well learners communication to the idea of the target language. The fluency means how far learners use the language rapidly, without hesitation, pause, the correct vocabulary, etc. The chance offered to learners to discuss both in groups or in pairs, and learners as learning centered. The last aim is learners are motivated and given time to speak in class, without of its weaknesses.
2. To create class activity with guidance and practice both transactional and inter sectional.
3. Communicative approach is an approach with its learning aim on communication while learning on going and learners as learning centered as its main concept (Arief Hidayah, 2009). It means learners are given opportunity to enlarge their collaborative skills and interaction in English. There are two types of communication doings : Communication fungsional activity and social interaction.

Communication functional activity :

The main aim of the activities are the use of the target language as often as possible. The examples of these doings are identifying pictures, discovering identical pairs, discovering missing data, communication pattern and pictures and discovering differences.

Interaction social activity :

The capability to balance social activity as well as functional activity is as the essential aspect in interaction skills. Then simulation and role-play are the accurate doings to enhance social interaction (Arief Hidayah, 2009). Carrying out the communicative tasks while learning may provide tremendous encouragement to learners, then help them to realize the real life; a situation where speaking as the crucial basic in life interaction. Moreover, the activity must be done precisely with correct pronunciation and interaction. Furthermore, the outcome of the tasks completing may give personal knowledge of the target language (Malika, dkk;). Nunan (2002) claimed 5 characteristics of communicative tasks : 1) Communication teaching interactively of language learned; 2) The usage of authentic resources in learning; 3) The opportunity offered not concern only to the language but also to the learning process; 4) Boosting learners' individual skill which as the crucial role in studying; 5) An endeavor to match language learned to the real situation out the class (Malika, dkk ;.....).

METHODOLOGY

Experimental design are procedure in quantitative research in which the researcher defines whether an activity or materials make a difference in results or dependent variables (Creswell; 2012). This is a true experimental research design with quantitative research method by employing communicative tasks as treatment in teaching speaking skills to learners of STMIK Pontianak. The quantitative record is obtained through research tool of tests to reply to research challenge. The test scores are obtained through pre-test and post-test scores administered.

Furthermore, the test results both pre-test and post-test are compiled average then statistically accumulated using independent-samples t-test of SPSS.25 to figure out the influence of the treatment administered to the samples. The statistical pattern used are The separated model t-test and The pooled variance model t-test as follow :

1. The Separated Model T-Test

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

2. The Pooled Variance Model T-Test

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1+n_2-2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

The first semester student class 1C2 and 1C3 of Technique Informative program STMIK Pontianak are the samples in this study. Class 1C2 as the experimental group and 1C3 as the control group of different classes and different lecturers. Test is the instrument done in this inquiry. Then, pre-test and post-test are done to distinguish whether there is influence or not of the treatment arranged in the inquiry.

RESULT AND DISCUSSION

This session discusses around the first idea this study organized with communicative tasks applied till the result gained of the English learning teaching process using the experimental study design. The experimental design directed as the researcher needs to figure out whether the communicative tasks applied may reply all the learners' obstacles in acquiring English speaking expertise. The experimental study uses both control group and experimental group to know whether the treatment or communicative tasks implemented may influence or not to learning outcomes in learning achievement.

The study started to the 1st semester students on the 2nd month of the semester to class 1C2 and 1C3 Technique informative program hence of the hindrances hampered learners' inquiring of English skills in learning process. The hindrances were such as, afraid and shy to speak in English, passive classroom condition, unmotivated, mispronunciation, lack of vocabulary, low of self-confidence, and some other failures. Consequently of these hindrances then the learning process of speaking skill cannot be achieved well and of course it is unsatisfied learning process. To overcome this, researcher conducted experimental study to figure out whether the treatment of communicative approach applied may influence the learners' speaking expertise achievement obtained for the experimental groups, then controlled by the control group. The study started from the 6th of October 2023 to the 5th of January 2024, within 3 months, with the same materials but different treatment applied to both groups. The topics learned are "Internet and WWW", "Websites", "Communication System and Computing Support", "Data security", "Software Engineering", "People in Computing", "Recent Development and Future of IT", and some other topics.

The quantitative data are gained from the Pre-tests and post-tests. Pre-tests are given to both groups, experimental and control groups around the materials learned in Technique Informatics program to know learners' speaking skill equivalency, then post-tests are given after the treatment of learning using communicative tasks applied. The communicative tasks implemented are as mentioned above such as identifying pictures, discovering identical pair, discovering missing information, discovering differences, simulation, role-play, and some other encourages doings to generate interactions in teaching. All the doings are assessed using rubric of speaking aspect, those are pronunciation, vocabulary, grammar, fluency, and correlation.



Figure 1. Identifying pictures



Figure 2 : Discovering differences

Group Statistics					
	Treatment	N	Mean	Std. Deviation	Std. Error Mean
Learning outcomes	1	30	71.03	7.029	1.283
	2	30	58.53	10.827	1.977

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Learning outcomes	Equal variances assumed	5.287	.025	5.304	58	.000	12.500	2.357	7.782	17.218
	Equal variances not assumed			5.304	49.760	.000	12.500	2.357	7.766	17.234

From the independent samples test Table, using Equal Variances Not Assumed (The separate model test) the t is 5.304 and sig. 0.00 less than 0.05. Then can be concluded that H1 is accepted means there is the influence of using communicative tasks to students' outcomes of speaking expertise in experimental group.

CONCLUSION

Then can be summed up that the using of communicative tasks influence learners' speaking skills as be delineated on Table Independent Samples Test. The sig. 0.00 means the communicative doings implemented in teaching speaking indeed influence learners' speaking skill in learning process as learners are encouraged to be active and engaged also involved actively and seriously while in learning process, especially for speaking competence, also it is recorded. For example in identifying pictures doing, learners are prompted to speak and describe the objects precisely also in detail, be done in small

groups and all learners have the chance to speak moreover learners as the centered of learning process. Overall these activities in communicative tasks are motivated, also prompted learners to participate seriously and this may enhance their speaking competence, besides it is done regularly and be evaluated also feedback offered to evaluate class learning activities in each meeting.

SUGGESTION

This study presented by researcher which are far from the perfect one, suggestion are recommended to be more concern for the most significant outcomes, especially for the authentic materials, pro-active and innovative teachers and the length of the research allocation provided.

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