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COMMUNICATIVE APPROACH IN TEACHING AND LEARNING PROCESS

Annotation. Communicative approach is used and applied as an alternative method in the process of teaching-learning that focuses on language as a medium of communication. Communication ability involves in understanding fully the vocabulary, grammar, comprehension, and all aspects of English skills such as reading, listening, speaking and writing. One main focus of the classroom action research that appears from communicative approach which is applied in the process of teaching-learning academic reading will be discussed. Communicative approach emphasizes on communication in the learning process rather than mastery of linguistic forms. Teacher's role is to facilitate students in the communication process. While the students do a lot of practice. In addition to that, accuracy and fluency are used simultaneously. The results showed the application of communicative approach effectively improved the students' ability such as improvement of some aspects, for example, aspects of English: vocabulary, grammar, pronunciation, communication, and ability of cooperation, collaboration, socialization, sharing ideas, opinion, and suggestion. The objective of teaching, the form of teaching—learning activity, and the kinds of learning material used by the teachers were consistent with those which were recommended by communicative approach.

Keywords: communicative approach; academic reading; application; simultaneously; teaching-learning activity.

Introduction

The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.

"Communicative Approach in language learning is an approach that is used in learning the second language or foreign language that emphasizes on the improvement of communicative ability", that is "the ability of applying the language principle in order to produce grammatical sentences and understand 'when, where, and to whom' the sentences used". [1] Communicative method focuses on language as a medium of

communication. It recognize that communication has a social purpose – learner which has something to say or find out.

Communicative approach is much more pupil-orientated, because dictated by pupil's needs and interests.

Communicative approach seeks to personalise and localise language and adapt it to interests of pupils. The main principles of communicative approach include: 1) goal of effective communication, 2) learning language by using it to communicate, 3) focus on meaning and appropriate usage, 4) focus both on fluency and accuracy, 5) use of authentic materials to reflect real life situation, and 6) integration of four skills (speaking, writing, reading and listening) [2]

It can be concluded that Communicative Approach is one of the important approaches to help learners to be able to contact with others in order to talk fluency and to express about themselves confidently and to present many social issues in their environment as quick as possible. "Communicative Approach in the language learning pays attention to the language structural aspects and its functional aspects". "Language structural aspects focus on language form grammatically, while language functional aspects relate to the functions of language form itself" [3].

Materials and types of research

The study reported here focuses on the benefit of Communicative Approach that could be used as an Alternative Method in Improving Students' Achievement. Communicative Approach could improve student's learning activities, especially in using the language directly to read, speak, communicate, debate, argue, exchange ideas, discuss, especially in improving reading skills in English and understanding the content. Moreover, seeing the fact and based on the reality that the students' English achievement especially students' ability The low achievement might be caused by low input quality, the weakness of English basic ability, unrelevant syllabus, the conventional of learning method, and students' attitude toward the difficulty of English.

Communicative Approach was used in the teaching-learning process because it could make students using English to do the tasks given, besides language input could be intensive and students would actively involve in the process of learning. Communicative Approach here followed by meaningful principle that learning would improve if the subject was relevant to the need of the students. By using the language actively the improvement of students' achievement would increase.

Research Question and tasks

There were two research questions to be answered through the research:

1) How is teaching by applying communicative approach?

2) How far is the influence?

To find the answers of those two questions, the researcher carried out the research process by finding the data first. The data were taken by giving pre-test, doing observation by active participation, deep interview, and giving task.

Communicative Approach includes Task is used in teaching academic reading. The concentration is on the need of the students and the task given is well prepared. The Task which is given to the students is taken from all aspects of academic reading. They are done in the classroom in a group discussion. Each group consists of 5 students. The

students are active in speaking English, giving opinion, sharing ideas, discussing some aspects of reading for academic purposes. Task is given to the students by means of treatment into three cycles. Each cycle has five meetings. In giving the task there is an activity that should be done by the students. The Task consists of three aspects:

1) fluency,

2) accuracy,

3) complexity.

It includes classifying, predicting, inducing, taking note, concept mapping, questioning, personalizing, brainstorming, reflecting, and authentic assessment.

Students, in doing the tasks are claimed by active participation, diligent, hard-working, and able to communicate, brave to propose opinion, and brave to speak English. [4] The more serious of the students in doing the tasks, the more active they use the language. All the activities will give influence to the students in improving the ability of reading for academic purposes in the cognitive, affective, and psychomotor aspects.

The Form and Procedure of Teaching-Learning Activities

The form of teaching-learning activity is task-based instruction. Lecturer gives task and instruction to the students, the students do the task in a group. The procedure of reading activity consists of three steps: pre-reading, whilst-reading, and post-reading activities. All the activities and analysis are done simultaneously and integrated. Reading skills used are Skimming, Scanning, Reading for detailed information, Reading between the lines, Predicting, and Deducing the meaning from context. In teaching grammar, lecturer uses Exposure, Generalization, Reinforcement, and Application techniques.

The Influence of its Application

The influence of using communicative approach to the teaching-learning process is the activity of the students' learning in the classroom in the form of active speaking English every time. They discuss in English, they are active in reading, listening, speaking, and writing. Learning activity is limited to the activity which can be observed.

The focusof the research is the teaching-learning in the classroom, not the result of their study. If the result of students' learning mentioned here, it is only as a secondary quality. Learning the axiom of language like spelling, grammar, and vocabulary is not the objective of learning but it is only a supporter of its activity.

There are four language skills: reading, listening, speaking, and writing skills.

The first two skills is called receptive skill and those two last skills are called productive skill [5].

The skills and the activities are:

Reading Skill

a) to guess the meaning of word based on the context used

b) to determine the main idea of a reading text

c) to differentiate the fact and idea in the reading text

Listening Skill

a) to give answer of the oral questions about a topic

b) to fulfill the chart/table based on the oral information

c) to do the task based on instruction given orally

Speaking Skill

a) to give questions and answers of a topic

b) to report the result of the discussion

c) to share opinion about something important

Writing Skill

a) to make summary of reading text

b) to write the answer in order to understand the text

c) to write a formal letter and an individual letter in a good and right form.

All the indicators mentioned above became the specific learning purpose which was used as a starting point of learning

activity using communicative approach in the classroom

Delivering Task

The tasks were given orally or in writing. Supported elements to facilitate the delivery and completion of the tasks were given. Introductory and short descriptions toward the tasks were given orally. It might be served smoothly, clearly and understandable. [6]

Controlling the Class

Controlling the class was arranged for supporting the implementation of classroom teaching-learning activities. It might be conducted as well as the class became optimally effective and conducive.

Evaluating the Students' Learning Activities and Results

The students learning outcomes might be evaluated in order to know the result and the improvement. Assessment was carried out by using two approaches, namely a process approach and the approach of the product (valuation approach).The tasks undertaken during the student teaching-learning process served as an assessment tool.

Conclusions

This study describes the results of a classroom action research using communicative approach. It can be stated that communicative approach can be used as an alternative method in teaching, but it must be applied a little bit strictly because it has some rules to be followed. In observing the principles of Communicative Approach there were positive and negative influences. The dimensions of the purpose of study, model syllabus, the form and procedure of teaching-learning process are suitable with the principle of the method. While the intensity of teaching-learning activity, the quality of teacher's role, and the quality of students' role were not suitable yet. It caused the failure of the teaching-learning process. In related to the above discussion, it can be summarized that the application of communicative approach in teaching must be well done in accordance with the principle. If there is a good planning but the application is not good the result is also bad. The bad influence of applying communicative approach in English Letters students who follow three indicators: 1) the implication of the approach is not so good it is proven by the fact that the approach is not effective to be used to improve the ability of the students. The students do not involve actively in doing and finishing the task; 2) The answers and the works of the students are not discussed and analyzed intensively; 3) The domination of the teacher in the teaching-learning process is still prominent.

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ОҚЫТУ МЕН ОҚУДАҒЫ КОММУНИКАТИВТІ ӘДІС

Аңдатпа. Коммуникативтік әдіс тілдің қатынас құралы ретінде бағытталған оқыту. Бұл оқыту үдерісінде балама әдіс ретінде қолданылады. Қарым-қатынастың бұл қабілеті шет тілінің лексикасын, грамматикасын түсінуді және оқылым, тыңдалым, сөйлеу және жазылым сияқты тілдік дағдыларының барлық аспектілерін толық түсінуді қамтиды. Ортадағы іс-әрекетті зерттеудің негізгі бағыттарының бірі академиялық оқуды, соның ішінде оқыту процесінде қолданылатын коммуникативті тәсілден туындайды. Коммуникативтік тәсіл тілдік формаларды меңгеруден гөрі оқу процесінде қарым-қатынасқа баса назар аударады. Мұғалімнің рөлі шет тілін үйренушілерге қарым-қатынас процесінде көмектесу болып табылады. Шет тілін үйренушілер көп жаттығулар жасайды. Бұған қоса, дәлдік пен еркіндік қатар қолданылады. Нәтижелер коммуникативті

тәсілді қолдану шет тілін үйренушілердің кейбір аспектілерін мысалы, ағылшын тілінің лексикасын, грамматикасын, айтылуын, коммуникациясын және ынтымақтастық, әлеуметтену, ой бөлісу, пікір алмасу, және ұсыныс секілді аспіктілерді қолданады. Оқытудың мақсаты оқу әрекетінің формасы және мұғалімдер пайдаланатын оқу материалының түрлері коммуникативті әдіспен ұсынылғанмен сәйкес болды.

Кілт сөздер: коммуникативті тәсіл; академиялық оқу; қолдану; бір мезгілде; оқыту және оқу әрекеті.

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КОММУНИКАТИВНЫЙ ПОДХОД В ПРЕПОДАВАНИИ И ОБУЧЕНИИ

Аннотация. Коммуникативный подход используется и применяется как альтернативный метод в процессе преподавания – обучения, ориентированного на язык как средство общения. Коммуникативные способности включают полное понимание словарного запаса, грамматики, понимания и всех аспектов навыков английского языка, таких как чтение, аудирование, говорение и письмо. Будет обсужден один из основных направлений исследования действий в окружение, который вытекает из коммуникативного подхода, который применяется в процессе обучения – обучение академическому чтению. Коммуникативный подход делает упор на общение в процессе обучения, а не на овладение языковыми формами. Роль учителя – помочь учащимся в процессе общения. При этом студенты много практикуются. Кроме того, одновременно используются точность и беглость речи. Результаты показали, что применение коммуникативного подхода эффективно улучшило способности учащихся, такие как улучшение некоторых аспектов, например, аспектов английского языка: словарного запаса, грамматики, произношения, общения, а также способности сотрудничества, социализации, обмена идеями, мнениями, и предложение. Цель обучения, форма учебной деятельности и виды учебного материала, используемые преподавателями, соответствовали тем, которые рекомендовал коммуникативный подход.

Ключевые слова: коммуникативный подход; академическое чтение; применение; одновременно; учебно-учебная деятельность.