



THE IMPLEMENTATION OF COMMUNICATIVE  
APPROACH IN TEACHING SPEAKING IN ENGLISH  
CLASS AT BUSINESS TRAINING CENTER (BTC)  
JEMBER IN THE 2000/2001 ACADEMIC YEAR

THESIS

Presented as One of Requirements to Obtain  
the Degree of SI at the English Department of the  
Faculty of Teacher Training and Education  
Jember University

by :

Salehfudin  
NIM : 960210401250

|                         |                           |
|-------------------------|---------------------------|
| Asal : Khasanah         | Klas<br>420.7<br>SAL<br>i |
| Terima Tgl: 15 FEB 2001 |                           |
| No. Induk : 102 385 158 |                           |

FACULTY OF TEACHER TRAINING AND EDUCATION  
JEMBER UNIVERSITY  
DECEMBER, 2000

**MOTTO**

وَالَّذِينَ جَاهَدُوا فِيْنَا لَنَهْدِيَنَّهُمْ سُبُلَنَا

“And those who strive hard for Us, We will certainly guide them in our ways.”

(The holy Qur'an, Al Ankabut: 69)

وَمَنْ يُؤْتَ الْحِكْمَةَ فَقَدْ أُوتِيَ خَيْرًا كَثِيرًا

“And whoever is given knowledge is given indeed abundant wealth.”

(The Holy Qur'an, Al Baqoroh: 259)

## DEDICATION

This thesis is dedicated to:

1. My parents, Rahayu binti Wajad and Abdul Munif bin H. Abdul Bashir, nothing but their pray I could finish my thesis;
2. Prof. Dr. Ir. Idha Hariyanto, thank you for inspiring me with optimism and Confidence;
3. My love, who always support me;
4. H. Ibnu Soecahyo, thank you for permitting me to stay in his comfortable house;
5. My friends, Ozi, Tedy, Udin, Agung Kurniawan, Imam, Rosid, Aafi, Kandar, Abu, Jamal and Fuslianto.
6. My friends in PMII, IMT, ESA, LSM KPA and BEM FKIP UNEJ, thank you for bringing me up to be more talented.



The Implementation of Communicative Approach in Teaching Speaking  
in English Classes at Business Training Center (BTC) Jember in The  
2000/2001 Academic Year

THESIS

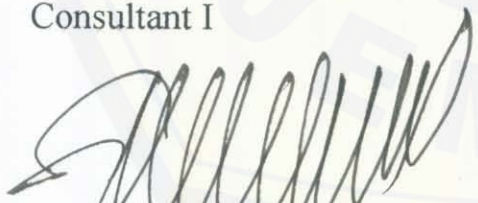
Proposed for being defended to the examiner team for the requirement to  
finish the degree of S1 at the English Education Program of the Faculty  
of Teacher Training and Education of Jember University

By

Name : Salehfudin  
Identification Number : 960210401250  
Department : Language and Art  
Program : English Education  
Level of Class : 1996  
Place of Birth : Tegal  
Date of Birth : May, 5<sup>th</sup> 1978

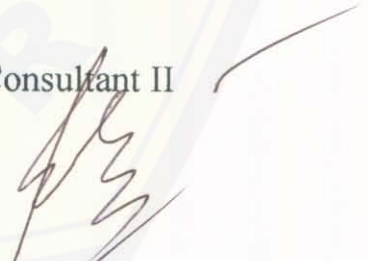
Approved by

Consultant I



Drs. M. Shukron, MPd  
130 937 190

Consultant II



Drs. Budi Setyono, MA.  
131 877 579



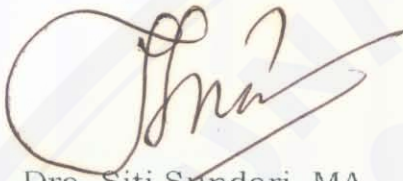
# Digital Repository Universitas Jember

This thesis is approved and received by the examination committee of the Teacher Training and Education Faculty, Jember University.

Examined on : Monday.  
Date : December 7<sup>th</sup>, 2000.  
Place : Teacher Training and Education Faculty, Jember University.

## The Examiner Team

The Chairwoman



Dra. Siti Sundari, MA.  
NIP. 131 759 847

The Secretary



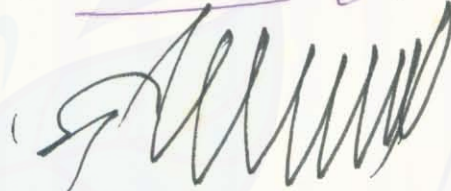
Drs. Budi Sulistyono, MA.  
NIP. 131 877 579

The Members:

1. Dra. Wiwik Istianah MKes, MEd.  
NIP. 131 472 785



2. Drs. M. Shulthon MPd.  
NIP. 130 937 190



The Dean



Dra. Dwi Suparno M.Hum.  
NIP. 131 274 727

## ACKNOWLEDGEMENTS

First of all, I would like to express my greatest gratitude to Allah SWT, The Almighty, Who has given me blessing and mercies. I realize without His blessing, I would not be able to accomplish this thesis.

In addition, I would like to express my sincerest thanks to:

1. The Dean of Faculty of Teacher Training and Education Jember University.
2. The Chairperson of the Language and Art Department, Faculty of Teacher Training and Education, Jember University.
3. The Chairperson of the English Education Program, Faculty of Teacher Training and Education, Jember University.
4. My first and second consultants who gave me guidance and valuable suggestions in writing this thesis.
5. The principal, the English teachers and the Administrative staff of BTC Jember.

The blessing and mercies of Allah may be on them for what they have done. I realize that this thesis is far from perfect. However, I expect it will be usefull not only for myself but also for readers.

Finally, any constructive criticisms and suggestions to improve this thesis will be fully appreciated

Jember, December 2000

The writer



**TABLE OF CONTENTS**

|   | Page |
|---|------|
| TITLE OF THE THESIS .....                                   | i    |
| MOTTO.....  | ii   |
| DEDICATION.....   | iii  |
| APPROVAL OF THE CONSULTANTS .....                           | iv   |
| APPROVAL OF THE EXAMINATION COMMITTEE.....                  | v    |
| ACKNOWLEDGEMENTS.....                                       | vi   |
| TABLE OF CONTENTS.....                                      | vii  |
| THE LIST OF TABLES .....                                    | viii |
| ABSTRACT .....  | ix   |
| <br>  |      |
| I. INTRODUCTION   |      |
| 1.1 Background of the Research .....                        | 1    |
| 1.2 Problem of the Research .....                           | 4    |
| 1.2.1 General Problem .....                                 | 4    |
| 1.2.2 Specific Problems.....                                | 4    |
| 1.2.3 Limitation of the Research .....                      | 4    |
| 1.3 Operational Definition of Variable.....                 | 5    |
| 1.4 The Objective of the Research .....                     | 6    |
| 1.4.1 General Objective.....                                | 6    |
| 1.4.2 Specific Objectives .....                             | 6    |
| 1.5 The Advantages of the Research .....                    | 6    |
| <br>  |      |
| II. REVIEW OF RELATED LITERATURE                            |      |
| 2.1 The Concept of Implementation of Communicative Approach | 8    |
| 2.2 Characteristics of Communicative Approach .....         | 9    |



|  |    |
|--|----|
| 2.3 Principles of Communicative Approach.....          | 10 |
| 2.4 Communicative Approach in Language Teaching.....   | 12 |
| 2.4.1 Objectives.....                                  | 12 |
| 2.4.2 Syllabus.....                                    | 13 |
| 2.4.3 Materials.....                                   | 15 |
| 2.5 Types of the Teaching and Learning Activities..... | 17 |
| 2.6 Media .....  | 19 |
| 2.7 Communicative Approach in Teaching Speaking .....  | 20 |
| 2.7.1 Objective.....                                   | 20 |
| 2.7.2 Syllabus.....                                    | 21 |
| 2.7.3 Materials.....                                   | 22 |
| III. RESEARCH METHODS                                  |    |
| 3.1 The Research Design .....                          | 24 |
| 3.2 Site and Object .....                              | 24 |
| 3.3 Acces.....   | 25 |
| 3.4 Data Collection Methods.....                       | 25 |
| 3.4.1 Documentation .....                              | 25 |
| 3.4.2 Observation .....                                | 25 |
| 3.4.3 Interview.....                                   | 27 |
| 3.4.4 Questionnaire .....                              | 27 |
| 3.5 Duration of the Study.....                         | 28 |
| 3.6 Data Analysis Method.....                          | 28 |
| IV. RESEARCH FINDINGS AND DISCUSSION                   |    |
| 4.1 Research Findings .....                            | 30 |
| 4.1.1 The Teaching Objectives .....                    | 30 |
| 4.1.2 The Teaching Syllabus .....                      | 31 |
| 4.1.3 The Teaching Materials .....                     | 32 |
| 4.1.4 The Teaching Learning Activities.....            | 33 |

|   |    |
|---|----|
| 4.2 Discussion.....   | 41 |
| V. CONCLUSION AND SUGGESTIONS                               |    |
| 5.1 Conclusion .....  | 46 |
| 5.2 Suggestions .....                                       | 47 |
| BIBLIOGRAPHY  |    |
| APPENDICES  |    |
| 01. The Research Matrix .....                               | 49 |
| 02. Observation Guide .....                                 | 50 |
| 03. Interview Guide.....                                    | 51 |
| 04. Questionnaire .....                                     | 52 |
| 05. Syllabus .....  | 53 |
| 06. Materials .....   | 54 |
| 07. Fieldnotes from the Speaking Teaching Learning Process. | 55 |
| 08. Interview Transcript .....                              | 56 |
| 09. The Students' Questionnaire Results .....               | 57 |
| 10. The Example of Students' Answers .....                  | 58 |
| 11. The Research Permit of BTC Jember .....                 | 59 |
| 12. The Research Permit of Jember University .....          | 60 |
| 13. Consultation Sheets.....                                | 61 |
| 14 Curriculum Vitae .....                                   | 62 |

**THE LIST OF TABLE**

| NUMBER OF TABLES | THE NAME OF TABLES   | PAGE |
|------------------|--|------|
| 1                | Immersion opposites between communicative and non communicative syllabus | 14   |
| 2                | The students' questionnaire results                                      | 57   |





**ABSTRACT**

Salehfudin, December 2000, **The Implementation of Communicative Approach in Teaching Speaking in English Classes at Business Training Center (BTC) Jember in the 2000 / 2001 Academic Year.**

Thesis, English Education Program, Language and Arts Education Department, Teacher Training and Education Faculty, Jember University.

The Consultants : 1. Drs. M Shulthon, M.Pd  
2. Drs. Budi Setyono, MA.

This research was intended to describe the implementation of Communicative Approach in teaching Speaking in English Classes at BTC Jember. The implementation of Communicative Approach here are limited to the teaching objectives, teaching syllabus, teaching materials and the Speaking teaching learning activities. This research was conducted in English Classes at BTC Jember. The subject was the Speaking teacher. The data in this research consist of primary data and secondary data. The primary data were collected by using observation and documentation, and analyzed by using descriptive qualitative method. The secondary data were collected by using interview and questionnaire. The data of questionnaires were analyzed by using descriptive quantitative method. The findings showed that Communicative Approach was not implemented fully in teaching Speaking at BTC. It was related to the teaching objectives which only consisted of general instructional objectives. The teaching syllabus is only in the form of course outline. The content of teaching materials were difficult as stated by 77,40% of the students. Only 20,96% of the students claimed the materials were easy. Then, the teaching learning activities were classified into functional and social interactional activities. The activities here still dominated by the teacher. The teacher is suggested to make lesson plan before teaching Speaking. The provided textbooks as the teaching materials needs to be selected and adapted. However, Indonesia conducting the teaching learning process, the teacher has not only already utilized the familiar media such as blackboard and tape recorder but he also utilized the authentic media that is relevant to the subject.

Key words: Implementation, Communicative Approach and Teaching Speaking.

## I. INTRODUCTION

### 1.1 Background of the Research

The present study is focused on the language teaching. Since the existence of language as a means of communication is very urgent, people need for the better quality of language teaching. However, language teaching is complex. It is difficult to make any statement which is always true about language teaching. Different situations call for different materials, different methods, different activities and different strategies. The principle, however, in deciding on the suitability of an approach or method is whether it will be helpful to the particular people and the particular situation.

In Indonesia, the emphasis of the language teaching, especially dealing with the teaching of English as a foreign language is to enable the students to develop communicative competence in four language skills. Particularly, for speaking skill as stated in the main objective of the official curriculum 1994, the emphasis is to develop a base of fluency and accuracy of English which would enable school leavers to operate effectively in occupational or social situation.

In fact, it is not easy for teachers to teach English speaking. Teaching speaking means developing the learners' communication ability. Many studies on language teaching indicate that many students cannot communicate with the target language well. Murdibjono, A (1987:vii) in his book "*Salah dan Benar dalam Bahasa Inggris*" who state that many Indonesian people have studied English as a foreign language for years, but they still make errors in speaking and writing. It is supported by Susanto (1996:4) in his article "*Interpretasi dan Implementasi Pendekatan Kebermaknaan dalam Pengajaran Bahasa Inggris*" says that



students are structurally competent, but communicatively incompetent.

By having a brief explanation above, the writer concludes that teaching speaking in Indonesia is less successful. Thus, there are some reasons why teaching speaking is not so successful. According to Sadtono in Ihsan (1999:223) some factors that influence language teaching and learning English as a foreign language in Indonesia can be divided into linguistic factors and non-linguistic factors. Linguistic factors include the uniqueness of the target language being learned in terms of its sound system, spelling system, lexical or morphological system and syntactical system. Whereas, non-linguistic factors include the learners, teachers, teaching strategies, materials, objectives, time allocation, big or small classes, facilities and socio-cultural factors.

Of all the reasons one of the common one is due to the teaching strategies or the teaching technique the teacher has used. Further, Sadtono explains that the teacher's technique usually emphasizes on structure and grammar than on communication. Such a technique of teaching is contradictory with the goal of teaching which is focused on communication instead of the forms. As Littlewood (1995:X) in his book "Communicative Language Teaching" says that

"...Language not only in terms of its structures (grammar and vocabulary), but also in terms of communicative functions that it performs. In other words, we begin to look not only at language forms, but also at what people do with these forms when they want to communicate with each other".

Moreover, Brumfit and Johnson (1990:3) said that Language is not merely as a set of structure, but language also as communication in which meaning and the uses to which language is put a central



part. Thus, in language teaching this reaction is crystallizing itself into communicative approach. From these statements, the writer can say that ideally, teaching speaking should achieve the goal of teaching which focuses on meaning not on the form. Thus, the application of communicative approach is necessary to accomplish the goal of teaching speaking.

The writer has done a preliminary study at Business Training Center (BTC) Jember. It is found that the purpose of teaching Speaking in Business Training Center (BTC) Jember is to enable the students to communicate verbally in English in their job prospects or particular needs. This is in line with the objective of BTC Jember as a private institution.

Due to the explanation above, the writer concludes that a research on language teaching, especially teaching English speaking is very essential. It is based on the fact that most English learners in Indonesia cannot communicate in English well, on account of the inappropriate technique used. Indeed, the teacher's technique in teaching speaking should be centered on communicative goal. Hence, the communicative goal is represented in a communicative approach through which students will be able to convey meanings and also provide them with opportunities to use their English for communicative purposes.

Based on the ideas above, the writer is interested in conducting a research entitled "The Implementation of Communicative Approach in Teaching Speaking in English Classes at Business Training Center (BTC) Jember".

## **1.2 Problems of the Research**

Based on the background of the problem above, the problems of the research can be formulated as follows:

### **1.2.1 General Problem:**

How is the English teacher implements Communicative Approach in teaching Speaking at English Class of Business Training Center (BTC) Jember in the 2000/2001 academic year?

### **1.2.2 Specific Problems:**

1. How is Speaking teaching objectives implemented at English Class of Business Training Center (BTC) Jember in the 2000/2001 academic year?
2. How is Speaking teaching syllabus implemented at English Class of Business Training Center (BTC) Jember in the 2000/2001 academic year?
3. How are the Speaking teaching materials implemented at English Class of Business Training Center (BTC) Jember in the 2000/2001 academic year?
4. How are the Speaking teaching learning activities conducted at English Class of Business Training Center (BTC) Jember in the 2000/2001 academic year?

### **1.2.3 Limitation of the Research**

In this research, the problems are limited to the implementation of Communicative Approach in teaching speaking dealing with the objective, the materials, the syllabus and the teaching learning activities.

The population of this research is limited to English Classes of Business Training Center (BTC) Jember in the 2000/2001 Academic Year.



The result of this research could not be used to generalize the similar phenomena which occur in other institutions.

### **1.3 Operational Definition of the Terms**

It is necessary to define the terms used in the title to avoid misunderstanding of the meanings of the terms between the writer and the readers. In Indonesia this research, the variable that are necessary to be defined operationally are implementation, communicative approach and teaching speaking.

The implementation in this research refers to using ideas about language teaching approach in practice. The concept of implementation of an approach is focused on a set of assumptions and beliefs about language teaching and learning which is used in practice, including the speaking teaching learning activities, objectives, materials, and syllabus.

Communicative approach is an approach in language teaching to make communicative competence as the goal of language teaching and develop the procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication.

Teaching Speaking is the speaking skill taught to the students. It means developing the students' communicative ability. The purpose of teaching speaking is to enable the students to communicate verbally in English. The term "speaking" here is used in Indonesia two different things, "speaking" with small letter refers to activities involved in Indonesia generally, while "Speaking" with capital letter refer to speaking as a subject matter.

The implementation of communicative approach in teaching Speaking in this research is practicing the concept of communicative approach in teaching Speaking including the



teaching syllabus, teaching objectives, teaching materials and teaching learning activities.

#### **1.4 Objectives of the Research**

##### **1.4.1 General Objective**

The objective of the research is to describe the implementation of Communicative Approach in Teaching Speaking at Business Training Center (BTC) Jember in the 2000/2001 academic year.

##### **1.4.2 Specific objectives**

1. to describe the implementation of the Speaking teaching objectives at Business Training Center (BTC) Jember in the 2000/2001 academic year.
2. to describe the implementation of Speaking teaching syllabus at Business Training Center (BTC) Jember in the 2000/2001 academic year.
3. to describe the implementation of Speaking teaching materials taught at Business Training Center (BTC) Jember in the 2000/2001 academic year.
4. to describe the Speaking teaching learning activities provided to the students at Business Training Center (BTC) Jember in the 2000/2001 academic year.

#### **1.5 The Advantages of the Research**

The research results are expected to be significant for the following people:

1. The English Teachers at BTC

The results of this research are useful for the English lecturers at BTC as input to know their Speaking teaching achievement, especially their techniques of teaching Speaking using communicative approach. Thus, they can use it as

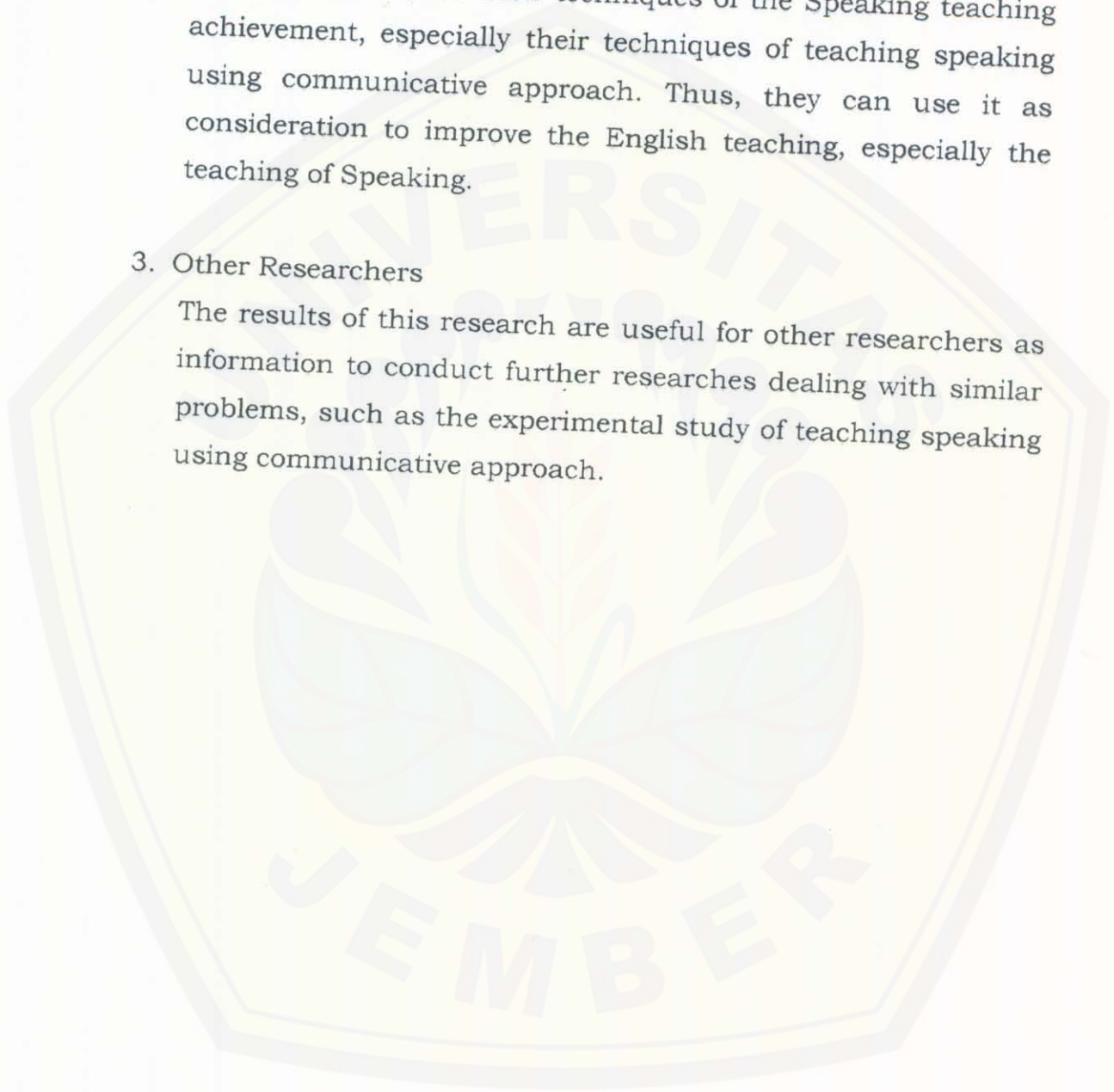
consideration to improve the English teaching, especially the teaching of Speaking.

2. English Teachers in General

The results of this research are useful for English teachers as information to know their techniques of the Speaking teaching achievement, especially their techniques of teaching speaking using communicative approach. Thus, they can use it as consideration to improve the English teaching, especially the teaching of Speaking.

3. Other Researchers

The results of this research are useful for other researchers as information to conduct further researches dealing with similar problems, such as the experimental study of teaching speaking using communicative approach.





## II. THE REVIEW OF RELATED LITERATURE

### 2.1 The Concept of Implementation of Communicative Approach

The term 'Implementation' is not a novice world in the education field. Some experts in this field have clarified the term 'implementation' related to curriculum developers and teachers. According to Marsh and Stafford (1988:136), for the curriculum developer, implementation means putting a new curriculum into actual practice or use. Whereas, from the teacher's viewpoint it is an innovation in practice. This definition refers to an insight to be put in the classroom as the pedagogical field where all teaching-learning activities are done. In addition, the term 'implementation' explained by Rodgers (1984:39) is focused on the informal networks and 'ways of doing things' that exist in each school.

From a brief explanation above, the writer concludes that implementation is using ideas or insights about something in practice. Those insights are suited to educational field, especially where the speaking teaching approach which is investigated in this research is intended for better implementation quality.

According to Anthony as quoted in Wahyuni (1997:13), approach refers to the nature of the subject to be taught. It states a point of view, a philosophy, an article of faith, something which one believes, but cannot necessarily prove.

Communicative approach means activities involving real communication, carrying out meaningful tasks and using language which is meaningful to the learner promote learning. Nunan (1989:194-195)

From those classifications about the meaning of the terms above, the concept of implementation of communicative approach



in this research means using a set of assumptions and beliefs about language teaching and learning which is used in practice in which the teaching activities are meaningful for the learners

## **2.2 Characteristics of Communicative Approach**

Freeman Larsen (1986:132) states that the most obvious characteristics of communicative approach are as follows: (1) students use the language a great deal through communicative activities; (2) there is information gap, choice, and feedback in teaching learning process; (3) the use of authentic materials, the materials are presented using the target language; (4) the students are classified into small groups.

According to Brown (1987:213) there are four characteristics of communicative approach. Those characteristics are: (1) Classroom goals are focused on all of components of communicative competence and not restricted to grammatical or linguistic competence; (2) Forms are not primary framework for organizing and squeezing lessons; (3) Function is the framework through which forms are taught; (4) Accuracy is secondary to conveying a message. Fluency may take on unimportant than accuracy; (5) The ultimate criterion for communicative success in the actual transmission and receiving of intended meaning; (6) In the communicative classroom, students ultimately have to use the language productively and receptively in unrehearsed contexts.

Richard and Rodgers (1989:71) provide further characteristics of the Communicative Approach as follows: (1) language is a system to express meaning; (2) the primary function of language is for interaction and communication; (3) the structure of a language reflects functional and communicative uses; (4) the primary unit of language are not merely grammatical and

structural features, but categories of functional and communicative meaning as exemplified in discourse.

Based on the explanations above, it can be concluded that the characteristics of the Communicative Approach are much more practical. Providing the authentic materials and dividing students in small groups are two following characteristics of Communicative Approach. It can be pointed out the process of achieving teaching learning objectives include the use of language for various communicative activities among students with authentic materials.

In short, the aim of Communicative Approach is different from another approach. The term 'Communicative' is the main point as one of the characteristics of language teaching, that is, the language function as a means of communication. The most characteristic feature of Communicative Approach is to pay systematic attention to functional as well as structural aspects of language.

### **2.3 Principles of Communicative Approach**

In language teaching, Bikram in Sulistyono (1997:49) claims that some principles of the Communicative Approach which should be considered, include: (1) the existence of communicative exercise; (2) the existence of communicative competence; (3) Underlies notional syllabus; (4) course instruction on need analysis; (5) meaning focus activity and prediction of language.

Morrow (1981:61) classifies the principles of Communicative Approach as follows: (1) the teacher must know what will be conducted in the classroom; (2) the whole is more than the sum of the parts; (3) the processes are as important as the forms; (4) learning is doing; (5) mistakes are not always a mistake.



Thus, the learning process and the development of the target language can be processed in the real time and situation. This principle is called synthetic or analytic. Synthetic principle means involving students in learning forms individually and then practicing how to combine the sentence level through the operation of real language in real situations. The basic framework of the approach is the communication that involves the students in doing things, in making choices, confirming information gap. In short, only by practicing communicative activities the language learners can learn to communicate.

Richards and Schmidt (1984:18) state that the principles of Communicative Approach are as follows: (1) coverage of competence areas; (2) communication needs; (3) meaningful and realistic interaction; (4) the learner's native language skills; (5) curriculum wide-approach. Furthermore, they state that the primary objective of the Communicative Approach is to provide the learners with the information, practice and much of the experience needed to the learners' communication needs in the target language. The learners' learning process involves communicative competence as the integration of four areas of knowledge and skills: grammatical competence, sociolinguistics competence, discourse competence and strategic competence to fulfill the communication need of language learners.

From the explanations above, it is concluded that Communicative Approach pays much attention to the learner's need. This learners' need of communication cannot be separated from function of communication (there is information gap, choice, feedback) and the learner's native language skills. In other words, the basic framework of the Communicative Approach is the communication that involves the students in doing things, in



making choices, and in confirming information gap. Thus, only by practicing communicative activities the language learners can learn to communicate in real situation.

One thing that should be taken into consideration is that the Communicative Approach must facilitate a natural integration of knowledge and skills of the target language through the real communication.

#### **2.4 The Communicative Approach in Language Teaching**

This part discusses the teaching objectives, the syllabus, the materials and types of teaching and learning activities of the implementation of the Communicative Approach to language teaching.

##### **2.4.1 Objectives**

The major determinant in choosing types of syllabus, materials and types of the teaching learning activities is the objectives or goals of the teaching and learning process. Tyler (1949:5) states that the basic principles in choosing educational objectives are both cultural heritage and student's need. The cultural heritage means the objective of the teaching-learning process must provide the knowledge for the students without ignoring basic norm in the society.

The content of the teaching and learning process stands on the requirement of contemporary society life. The requirement leads to the psychological term called 'need'. Need itself means the gap between what is provided and what it should be. The existence of the Communicative Approach itself is trying to build on the need analysis, exactly the need of language learners to communicate in

the target language in a real or a given social context ( Tyler 1949:6).

The details' objectives of the Communicative Approach stated by Piepho (1981:8) are as follows: (1) to build an integrative and content level (language as a means of expression); (2) to build a linguistic and instrumental level (language as a semiotic system and an object of learning); (3) to build an effective level of interpersonal relationships and conduct (language as a means of expressing values and judgements about oneself and others); (4) to build a level of individual learning needs (remedial learning based on error analysis); (5) to build a general educational level of extra-linguistics goal (language learning within the social curriculum).

It is concluded that the objectives of communicative language teaching would be much better if it reflects specific aspects of communicative competence according to the learner's proficiency level and communicative needs.

#### **2.4.2 Syllabus**

Yalden (1987:18) defines a syllabus as a statement of the plan for any part of the curriculum, excluding the element of curriculum evaluation. It is clear that the existence of syllabus as a part of curriculum merely consists of teaching-learning materials or teaching contents that should be learned. The type of syllabi mentioned by Kranhke (1987:6-10) is as follows: structural syllabus; notional or functional syllabus; situational syllabus; skill-based syllabus; task-based syllabus; content-based syllabus.

Further, Rodgers (1993:29) deeply involved from the term communicative, sets of putative polar opposites have structured so far between the communicative syllabus and the non-



communicative syllabus. The following table is the immersion opposites between both (Rodgers 1993:30).

Table 1 Table of immersion opposites between communicative and non-communicative syllabus

| No  | Non-Communicative | Communicative   |
|-----|-------------------|-----------------|
| 1.  | Literary          | Conversational  |
| 2.  | Formal            | Functional      |
| 3.  | Competence        | Performance     |
| 4.  | Ideational        | Interpersonal   |
| 5.  | Accuracy          | Fluency         |
| 6.  | Usage             | Use             |
| 7.  | Doing it right    | Making it do    |
| 8.  | Correctness       | Effectiveness   |
| 9.  | Learning          | Acquisition     |
| 10. | Propositional     | Illocutionary   |
| 11. | Linguistic        | Extralinguistic |
| 12. | Structural        | Pragmatic       |
| 13. | De contextualized | Contextualized  |
| 14. | Mozaic            | Photographic    |

(Rodgers, 1993:30)

Supporting the existence of communicative syllabus, Yalden (1987:86) clarifies ten components that are referring to as communicative. Those components required to assure communication include: (1) the purposes for the learner is to acquire the target language; (2) some idea of the setting in which they will want to use the target language (physical aspects need to be considered, as well as social setting); (3) the socially defined role the learners will assume in the target language as the roles of their interlocutors; (4) the communicative events in which the learners will participate: everyday situations, vocational or professional situations, academic situations, and so on; (5) the language functions in all events, or what the learner will need to be able to do with or through the language; (6) the notions ideas involved, or what the learner will need to be able to talk about; (7) the skills involved in the 'knitting together' of discourse: discourse and



rhetorical skills; (8) the variety or varieties of the target language that will be needed, and the levels in the spoken and written language which the learners will need to reach; (9) the grammatical content that will be needed.

Traditionally, only grammatical content and lexical content have been considered essential. The others have been included sporadically and unsystematically. The language teaching which considers to implement the Communicative Approach must take the entire components above.

All points about communicative syllabus are examined. It will be better that the existence of syllabus must reconsider the objectives, contents, learning strategies and learning procedures, teacher self direction, time and language learning situation.

It must be pointed out here that both linguistic and extra linguistic factors are considered too, when the communicative syllabus is structured. The extra linguistic in communicative syllabus cannot be taken for granted because it is related to language function as a means of communication. There are educational setting in which the course is to be taught, characteristic of the learners, circumstances in which the educational institution operates and the society in which the language teaching-learning process is to be carried on. It means that the learners must be ensured to acquire the ability to communicate in more appropriate and efficient way.

### **2.4.3 Materials**

Hutchinson and Waters (1987:107-108) set forth the subsequent principles of communicative materials. First, materials provide a stimulus to learning which are containing interesting texts, enjoyable activities that engage the learners' thinking

capacities, opportunities for learners to use their existing knowledge and skills, good contents both for teacher and learner.

Second, materials help to organize the teaching-learning process, but it should not so tightly structured as to produce a monotonous pattern of lesson. The following materials embody a view of the nature of language and learning. Thus it truly reflects the thinking process and feeling about learning process.

Third, materials reflect the nature of learning task. Learning itself is a complex process. The achievement of learning can be identified by understanding the process. It is essential to bear in mind that materials as the major determinant in achieving objectives of learning pattern drills to practice the language.

Fourth, materials must contribute a very useful function to broaden new technique in teaching-learning process. The last principle, materials provide models of correct and appropriate language use.

A wide variety of materials have been used to support Communicative Approach to language teaching so far. It cannot be ignored that authentic materials are still essential for this approach. As stated by Freeman Larsen (1986:32), the use of authentic materials is considered desirable to give learners an opportunity to develop strategies for understanding language.

Further notions about communicative materials have been defined by Richards and Rodgers (1989:79-80). There are three kinds of materials there are mostly used in communicative language teaching; namely, text-based materials, task-based materials and realia materials. The first kind of materials supplies the language learners a rich variety of written texts which can initiate conversation through classroom activities. Mostly the content of the texts provide different information needed to enact



role plays and carry out pair activities. Examples for text based materials are typical theme which provides paraphrase exercise, comprehension questions and a practice situation description.

The second kind of materials provides drills and practice in interactional formats. Thus, it sets different kind of information. Typical forms of this material are exercise hand-books, cue cards, activity cards, pair communication practice materials and students-interaction practice booklets.

The last material is aimed at supporting communicative exercise by using authentic or from life materials in the classroom. This might include signs, magazines, advertisement and newspaper, or graphic and visual sources around which communicative activities can be built. Appropriate exercise can embody a coherent framework of the Communicative Approach.

### **2.5 Types of the Teaching and Learning Activities**

The principles below can be a good reference communicative exercises as clarified by Brumfit and Johnson (1990:164-171).

First, the information transfer principle. The main attention in Communicative Approach is the ability to understand and convey information content. The bridge to practice that ability is through information transfer exercises. For communicative reading and listening practice is intended to understand of information content, then communicative writing and speaking should concern with conveying of information content.

Second, the information gap principle. This principle is essential for flowing the information in the classroom. It concerned with the transmission from person to person. In speaking creates a condition of unexpectedness from one who knows information to



one does not know the information, so the formula of quickly responses is needed.

Third, the jigsaw principle. The term 'jigsaw' is the jargon concerning the activities to connect closely pieces of information for learners. The final result is the operation by getting both learners to write the same time. It can be useful not only for reading and listening activities, but also encourage the learners to actively involved in the Speaking activities.

Fourth, the task dependency principle. The dependencies can help to minimize the difference between classroom and real world situation. It cannot be taken for granted the way the use of language both receptive skills (listening and reading) and productive skills (speaking and writing).

Fifth, the correction for content principle. The point is concerned with checking whether the information using both receptive and productive skills is correctly conveyed or not. It should be remembered that language is a system developed for communicative purposes, so it is not considered as a serious problem if the distinctions of expressing information exist

Coherent framework of syllabus, objectives and materials are already clarified from the theoretical side. Those embody for implementing the Communicative Approach through the activities in the classroom. The range of exercise types and activities compatible within Communicative Approach is unlimited. It provides the learners to attain the communicative objectives, engage learners in communication and require the use of such communicative process as information sharing, negotiation of meaning and interaction (Richards and Rodgers, 1989:76).

Furthermore, Littlewood (1995:76) distinguishes the activities in the Communicative Approach between functional

communication activities and social interaction activities. The first includes comparing sets of pictures, sequencing events, discovering missing features, solving problems from shared clues. The second as social interaction activities include conversation and discussion sessions, dialogues and role plays, simulation, improvisations, and debates.

The activities itself can not be separated from practice or exercise for the Communicative Approach which are already explained in the previous section. It should be still remembered that the communicative oral practice of each utterance for learners has the main attention for implementing the Communicative Approach. Those activities or practices would not be ample for supporting the Communicative Approach implementation without the presentation of media in teaching learning activities.

## **2.6 Media**

There are three kinds of media for the English language teaching including visual (for example, picture, real object, map, miniature, OHP), audio (for example cassette, tape recorder, radio) and audio-visual (for example television, films). According to Kasbollah (1998:1), the presentation of instructional media can motivate the teaching and learning process.

The emphasis in the teaching and learning process of communication (including information gap, choice, feedback) leads to different roles for both learners and teachers. The learners roles are as communicators who do the activities and the classroom procedures within the group of learners. Without the role of the teacher as the learners' facilitator, the learning process does not have any progress to meet. During class activities, the teacher will



act as an advisor but sometimes as an independent participant (Freeman Larsen, 1986:131).

Thus, it is concluded that it must be an integration of communicative teaching activities in achieving the teaching learning objective. The integration include the appropriate communicative teaching learning process, the use of media, and the implication of teaching materials in syllabus design. Here the relevant and coherent of those aspects in the Communicative Approach in language teaching are needed.

## **2..6 Communicative Approach in Teaching Speaking**

### **2.6.1 Objective**

Hutchinson and Waters (1987:19) state that the roots of the English language teaching are communication and learning. The next question is where the position of speaking in English language learning. Littlewood (1995:X) states that language is not only in terms of its structures (grammar and vocabulary), but also in terms of communicative functions that it performs. In other words, we begin to look not only at language forms, but also at what people do with these forms when they want to communicate with each other. Moreover, Brumfit and Johnson (1983:3) disagree with the view of language as a set of structure, it is a reaction toward a view of language as communication, a view in which meaning and the uses to which language is put a central part. In language teaching this reaction is crystallizing itself into communicative approach.

From these statements, the writer can say that ideally, teaching Speaking should achieve the goal of teaching which focus on meanings not on forms. Thus, the application of communicative





approach is necessary to accomplish the goal of the teaching of Speaking.

### **2.6.2 Syllabus**

The general explication about syllabus in Communicative Approach have been examined previously in section 2.3.2. Hutchinson and Waters (1987: 90) state the syllabus is a document which says what will (or at least what should) be learnt. Further, they examine about a syllabus as an implicit statement of views on the nature of language learning. It is stated that the importance of syllabus of speaking can be considered from many sides as follows.

First, language is a complex entity. It means that learning language must provide the process breaking down the complex into manageable units, including assessment, textbooks and learning time. Those are mentioned in the Speaking syllabus.

Second, a syllabus given moral support to the teacher and learners in practice. It is concluded that the existence of syllabus makes the learning task appear manageable.

Third, a syllabus in speaking has a cosmetic role. It focuses on the learners certainly that what they learn as their investment has a crucial influence to their future knowledge and prospective plan. Still, it is not denied that Communicative Approach gives a lot of opportunities to the language learners to use English in the target situation and a given social context. So, syllabus in speaking as a working document should be used flexibility and appropriately to maximize the aims and processes of learning.

Besides syllabus, the materials have a great role in the teaching learning process, that is material. What materials should be performed in communicative speaking teaching.

### 2.6.3 Materials

The Communicative Approach teaching materials have been outlined in the section 2.3.3. The functions and the principles of Communicative Approach teaching materials cannot be ignored in considering appropriate materials for communicative speaking teaching. The main reason is communicative speaking teaching is still closely related to the subject specialist of the learners and it also gives the learners opportunities to use the target language. To be more specific, Hutchinson and Waters (1987: 108), set about communicative teaching materials that the teaching material model consists of four elements: input, content, language focus, and task. Those elements are explained as follows.

Input may be in the forms of a text, dialogue, video recording, diagram or any piece of communication data which provides, namely: stimulus material for activities, new language items, correct models of language use, a topic for communication, opportunities for learners to use the information processing skills, opportunities for learners to use the existing knowledge both the language and the subject matter.

Content focus, this consists of both sides of language linguistic and non linguistic reason of those sides placed the language as a means of conveying information and feeling about something. Further, both linguistic and non linguistic content must generate the meaningful communication in the classroom.

Language focus, this is the combination both communicative task and language knowledge. The main objective of communicative teaching is to enable learners to use language but it is considered unfair to give learners communicative task and activities for which they do not have enough language knowledge. The learners' type in communicative teaching are mature



cognitively but they are still infant from the linguistic side. So, Speaking materials should involve both opportunities for the learners to use language and the essential language knowledge.



## III. RESEARCH METHODS

### 3.1 The Research Design

Based on the research objective, this research belongs to a descriptive research. This research is considered as descriptive qualitative and quantitative research. It describes a broad range of activities in particular situation namely, the teaching and learning English Speaking process in English Class at Business and Training Center (BTC) in narrative and statistical forms.

This research is not intended to prove a hypothesis, but to describe the implementation of teaching speaking using communicative approach qualitatively. Arikunto (1993:208) says that in general, the descriptive research is a non-hypothesis research. Therefore, it is not necessary to determine the hypothesis in conducting the descriptive research.

The procedures of this research were as follows:

1. Determining the problem
2. Studying the references
3. Formulating the problem
4. Choosing the research design
5. Determining the variable and the data resources
6. Constructing the research instruments
7. Collecting the data
8. Analyzing the collected data
9. Concluding the result of the research
10. Writing the research report

### 3.2 Site and Subject

This research was conducted in English Classes at Business Training Center (BTC) Jember. The writer has chosen this place



because the writer was permitted to conduct the research. The writer conducted a preliminary research at BTC Jember. It was found that at BTC Jember English Speaking is taught using Communicative Approach. In addition, the writer has a desire to search inside the implementation of teaching Speaking using communicative approach at BTC.

The subject of this research was the English teacher who teaches English Class. In order to get more comprehensive information on the implementation of teaching Speaking, it is necessary to involve the students in this research. However, the students were only observed while they were attending the class. Besides, they were also asked to participate to answer the questionnaires given by the writer.

### **3.3 Access**

According to Glesne and Peshkin (1992:33) access refers to the researcher's acquisition of consent to go where he wants, observe what he wants, talk to whoever he wants, obtain and read whatever document he requires, and do all of this whatever period of time he needs to satisfy this research purposes.

The accessible participants of this research were the English Class lecturers and the principal of Business Training Center (BTC) Jember.

### **3.4 Data Collection Methods**

Data in qualitative research refer to the rough materials collected from the world of related study as the basis of analysis (Bogdan and Biklen, 1992:106). There were two kinds of data, primary data and secondary data. The primary data were collected by using observation and documentation, and analyzed by using

descriptive qualitative. The secondary data were collected by using interview and questionnaire. The data consist of objectives, syllabus, materials and Speaking teaching learning activities of the Speaking subject. The data of Speaking objectives, syllabus and materials were collected by documentation. The data of the Speaking teaching learning activities were collected by observation, interview and questionnaire.

#### **3.4.1 Documentation**

Documentation method is used to get data from written documents, such as books, magazines, documents, regulations, reports, daily notes, etc. (Arikunto, 1993:202). The use of document in this research cannot be taken only at a glance because in a qualitative research, those can provide the access to subject matter studied (Bogdan and Biklen, 1992:108). In line with this research, this instrument was intended to investigate the answer from the questionnaire related to the English teaching speaking objectives which are stated in the English Speaking syllabus and teaching materials.

#### **3.4.2 Observation**

In this research non-participant observation was applied. The writer used tape recorder in the observation. The main objective of using this kind of instrument was to record the verbal communication or responses occurring during the teaching-learning process. It was considered appropriate to use recording since most activities applied in the communicative teaching learning process were focused on language as a means of communication.



The writer also used fieldnotes. The contents of fieldnotes were descriptive parts. The descriptive part included the participants and their activities, reconstruction of dialogues between the Speaking teacher and the students of English class, the description of events of physical setting and particular events in the classroom. The observation guide could be seen on Appendix 2.

The writer conducted the observation in the Speaking teaching learning process at the English Class for seven times. Each observation was done for two hours.

### **3.4.3 Interview**

Interview is a technique for collecting data from data sources with direct or indirect question-answer (Ali, 1993:85). Interview can be classified into three kinds. They are unguided interview, guided interview, and guided freely interview.

In this research, the writer used guided interview. It was directed to the teacher. Interview for the teacher was conducted to complete information about the activities of teaching speaking in the classroom. To ensure that interview process run well, the interview guide was prepared. The interview questions were to ask about the objective of teaching Speaking, the materials, the syllabus, and the teaching learning activities. The interview guide could be seen on Appendix 3.

### **3.4.4 Questionnaires**

Questionnaires were conducted in order to get two kinds of data: the descriptions of individual, group activities and particularly attitude after the subject answered a set or more questions related to the research. In accordance with this research,



this type of instrument was directed to answer the research questions related to the English Speaking teaching learning process.

The questionnaires used were closed (close-form-Questionnaire). There were 13 items of questionnaires. The items number 1 - 4 consist of learning objectives and materials; the items number 5 - 10 consist of teaching techniques and teaching media and the item number 11 - 13 consist of the students' responses. The alternative answers were provided to make the answer clearer.

The questionnaires were written in Indonesian instead of English. It was to avoid the students' misunderstanding in comprehending the questionnaire. Description of questionnaires could be seen on Appendix 4.

### **3.5 Duration of the Study**

The Observations were done for seven times. The questionnaire was conducted for one week. The interview was conducted for once.

### **3.6 Data Analysis Method**

The data analysis was considered as the process of systematically searching and arranging the results of interview, observation and documentation.

In this research the process of analyzing data were based on the type of data. For the data of the Speaking teaching learning activities, it was in the form of a diagram of classroom activities and the steps of the teacher and the students to conduct the classroom activities. The class activities were evaluated based on the principles of communicative teaching Speaking and they were



analyzed into manageable units by using what (display of qualitative data), why and how principle. Whereas, the data of speaking objectives, syllabus and materials were in the form of documents.

The results of questionnaire were used to complete the primary data in a larger context. Then, the results of questionnaires were analyzed in the percentage by using the following formula:

$$\% = \frac{F}{N} \times 100\%$$

N : The total number of scores

F : The frequency or number of score filling an item

(Arikunto, 1993:205)

The results of this computation were used to form the opinion or facts about the speaking teaching learning process.

## IV. RESEARCH FINDINGS AND DISCUSSION

### 4.1 Research Findings

The findings in this research are classified into the research questions comprising of: objectives, materials, syllabus and the teaching learning activities. The following section presents the detailed findings of this research.

#### 4.1.1 The Teaching Objectives

The data of the teaching objectives are obtained by interview, documentation and questionnaires.

Based on the interview results, the teacher mentioned that the objectives of English Speaking teaching at BTC were as follows; (1) to enable the students to use English actively (2) to enable the students to respond every expression responsively (3) to enable the students to speak English fluently (4) to enable the students to pronounce English words correctly. (see Appendix 7 interview transcript with the teacher)

Related to the finding from documentation, the institution did not give the objectives.

Those finding are supported by the results of the students' questionnaires. Based on the questionnaire items of the teaching objectives number 1, it found that there is a specific objective for teaching Speaking as stated by 96,7% of the students. Only 2 students (3,2%) state that there is no specific objectives for Speaking subject. (see Appendix 8 table 2.1 formulation of teaching objectives)

The relation between English teaching objectives and the implementation in the process of teaching Speaking is reflected from the results of the questionnaires. Approximately 91,8 % of the



students convey that the teaching objectives given by the teacher are relevant with the English Speaking teaching learning process. Whereas, the rest of the students (8,03%) state that they do not know about their English Speaking teaching objectives. (see Appendix 8 table 2.2 for the suitability of objectives with the Speaking teaching learning process)

#### 4.1.2 Teaching Syllabus

The data of the teaching syllabus was obtained from interview and documentation.

Based on the answer of the interview questions number 3, the teacher mentioned that the teacher does not know the exact syllabus that is used in teaching Speaking. (see Appendix 7 interview transcript with the teacher)

From the documentation, it is found that the syllabus given by the institution is in the form of course outlines. The followings are the teaching syllabus of Speaking discussion.

1. Lesson I
  - a. How to analyze the word
  - b. Vocabulary
  - c. Practicing
  - d. Telling free topics individually (about themselves, daily activities, etc.)
2. Lesson II
  - a. Use the following key word to express your idea
  - b. Complete Sentences below according to your opinions
  - c. Discussing
  - d. Key word
3. Lesson III
  - a. Use the following key word to express your idea
  - b. Complete Sentences below according to your opinions
  - c. Discussing
  - d. Groups of key word
4. Lesson IV
  - a. Use the following idiom to express your idea
  - b. Problem solving: topics of discussion
  - c. Discussing

- d. Groups of key word
  - 5. Lesson V
    - a. Sentence building
    - b. Groups of key word
    - c. Problem solving: topics to discussion
    - d. Discussing
    - e. Group of key word
  - 6. Lesson VI
    - a. Questions and answers
    - b. Practice
    - c. Telling a story in pictures
    - d. Vocabulary: group of key words
    - e. Telling a story in pictures
    - f. Key words
  - 7. Lesson VII
    - a. Individual presentation
    - b. Problem solving: topics of discussion
    - c. Discussing
    - d. Groups of key words
  - 8. Lesson VIII
    - a. Discussing
    - b. Vocabulary: groups of key words
    - c. Discussing
- (Business Training Center Jember Syllabi Speaking Discussion)

#### **4.1.3 Teaching Materials**

The data of teaching materials are obtained from interview, documentation and questionnaire. The findings of the teaching materials are classified based on the elements of materials, namely: input and content.

Related to the input of materials, based on the answer of interview question number 2, the teacher mentioned that the Speaking teaching materials used are taken from a textbook created by the authority of BTC, so they have special English Speaking teaching materials and the teaching learning process. (see Appendix 7 interview transcript with the teacher)

Those findings are supported by the documentation. It is found that BTC has a textbook that comprises of Structure,



## Digital Repository Universitas Jember

Reading, Speaking discussion, vocabulary building and Speaking Conversation. (see Appendix 5 teaching materials)

Related to the content of materials, from the students' questionnaires, it is found that according to 77,40% of the students the Speaking materials are difficult for them. Only 13 students (20,96%) claim that the materials are easy for their level of study. The rest of them (1,61%) claim the Speaking materials are very difficult. (see Appendix 8 table 2.4 for the materials presented in the Speaking teaching learning process)

### **4.1.4 The Teaching Learning Activities**

The data of the teaching learning activities are obtained from observation, interview and questionnaire. The findings of teaching learning activities are classified into functional and social interaction activities.

From the observation, it is found that the teacher dominated the teaching learning process in the classroom. It means that the teacher leads the teaching and learning activities most of the time. Most of activities are in the form of class discussion. (see Appendix 6 Field notes from Speaking Teaching Learning Process)

The strategy of the teacher in most of the English teaching and learning process can be demonstrated in the following diagram.



(Diagram of the teaching learning strategy done by the teacher during teaching learning process)

## a. Functional Activities

In relation to the functional activities, it is found that the activities during the Speaking teaching learning process is concerned with three principles of communicative approach. Those are information gaps, choice and feedback. In more specific, functional activities in this research comprise of solving problems (filling in the blanks and translation).

“Information gaps” are the discrepancy about something unknown and uncertain. The following is an example of information gaps taken during the observation. The topic was about hometown. (Textbook I, page 5)

- T : Ok, now we are talking about hometown  
Do you know what is hometown ?
- S : City...Sir...*biasanya*... like Jakarta city
- T : Do you know the meaning of hometown in *bahasa* Indonesia
- S : ...*Tempat Kelahiran* Sir...

The next activities were filling in the blank conversation. The students are asked to fill the blank conversation and practice the



## Digital Repository Universitas Jember

conversation. Every student is requested to tell his or her hometown. The following is an example of solving problem (fill in the blanks) taken from observation.

### Talking about Hometown

- T : Where do you come from?  
 S : .....  
 T : What's the weather like in your hometown?  
 S : .....  
 T : What food and fruit are famous, there?  
 S : .....  
 T : What the excellence of each?  
 S : .....  
 T : What are your suggestions for their improvements in the future?  
 S : .....  
 T : What special tradition do you have there?  
 S : .....  
 T : What are people characteristics there?  
 S : .....

(Textbook I, page 5-6)

"Choice" principle is related to how and what the communicator will say during the teaching learning process. In this research, it was found that there are two kinds of choice principles, namely choice of content and choice of language. Choice of language is related to the lack of vocabulary mastery and the understanding of the grammar. Next is an example of choice of content taken during the observation. The topic was about Talks between a Taxi Driver and a passenger.

- T : Do you know, the meaning of passenger ?  
 S : (no one answer the question)  
 T : Passenger is people who used public transportation to go to everywhere....*ya....penumpang*  
 S : Oh...(in murmur)

## Digital Repository Universitas Jember

The next activities were translation (solving problems). The students are asked to translate the following conversation into English.

### Talks between a Taxi Driver and Passenger

- Passenger : *Taxi Kosong ?*  
 Taxi driver : *Ya, ingin pergi kemana anda ?*  
 Passenger : *Ke Hilton.*  
 Taxi driver : *Saat ini lalu lintas sangat ramai.*  
 Passenger : *ya, memang. Lalu kira-kira berapa ongkosnya ?*  
 Taxi driver : *Ongkosnya sesuai yang tercantum di argometer.*  
 Passenger : *Akan memerlukan waktu berapa lama untuk sampai di sana ?*  
 Taxi driver : *Sedikitnya dua puluh menit*  
 Passenger : *Kemacetan lalu lintas banyak sekali pada jam-jam begini.*  
 Taxi driver : *Tentu saja kita sedang berpergian pada jam-jam sibuk.*  
 Passenger : *Mungkinkah menjemput seseorang di tengah perjalanan ?*  
 Taxi driver : *Mengapa tidak ? anda akan dikenai tambahan ongkos tunggu ?*  
 Passenger : *Boleh saja.*  
 Taxi driver : *Terima kasih.*  
 Passenger : *Cukup disini saja tolong turunkan saya di jalan berikutnya.*  
 Taxi driver : *Maaf saya tidak boleh berhenti di sana.*  
 Passenger : *Kalau begitu di mana saja yang boleh untuk berhenti.*  
 Taxi driver : *Oke, sebentar lagi.*  
 Passenger : *Terima kasih berapa ongkosnya ?*  
 Taxi driver : *Argometernya menunjukkan Rp. 25.000,00.*  
 Passenger : *Oke ini uangnya.*  
 Taxi driver : *Terima kasih dan ini uang kembalinya.*  
 Passenger : *Terima kasih kembali.*

(Textbook I, page 11-12)

The following is an example of choice of language taken during the observation. The topic was a hobby.

- T : What is your hobby...? (pointing to one student)  
 S : Going to the sea...oh...ya...ke sungai...sorry river  
 (All students were laughing)  
 T : What are you doing at the sea and the river ?



## Digital Repository Universitas Jember

- S : *Mancing* Sir...  
 T : So, your hobby is fishing.  
 S : Yes, Sir.

“Feedback” principle when the communication is purposeful and the communicator meets the understanding stage about information exchanged. The following is about an example of suitable feedback. The existences of suitable feedback were related to the students’ problem in English learning as presented as presented in the teacher and students problems section. The following is an example of suitable feedback taken during the observation. The topic was about an experience.

- T : About the story in the picture, do you have any questions ?  
 S : *Apa kita bisa memakai...mother looking in a shop...selain ...mother looking into a shop...*  
 T : It is better to use sentence “mother looking into a shop” instead of *...selain...* “mother looking in a shop”.  
 S : ...oh... so, different Sir.  
 T : Yes, those are different sentences.

The findings indicate that those principles are related to one other. As a base function of those principles in communicative Speaking teaching is to stimulate the students’ thinking process. Since the teaching learning process in this research is dominated by the teacher (teacher centered), many ways are conducted by the teacher to trigger the students’ thinking process. There are namely: first, translation (using Indonesian or Javanese); second, joking as the way to break down monotony or boredom; third, having various activities both pair or individual activities; fourth, using authentic materials for sometimes; fifth, giving relevant examples; sixth, giving digging questions (key words or part of speech).

**b. Social Interactional Activities**

The social interactional activities comprised of discussion session, role-play, improvisation and conversation. The findings show that variety of classroom organization occurs during the Speaking teaching learning process. At first, in some meetings, the activity is Speaking discussion. The Speaking discussion was to discuss a story in the pictures. The process of discussion were as follows:

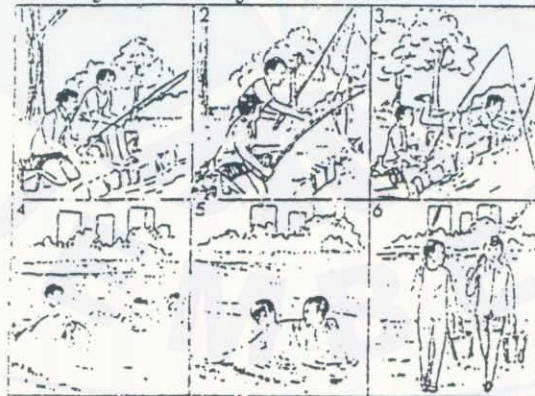
1. The students are asked to look at the pictures carefully,
2. The students are asked to read the vocabularies given as key words,
3. The students are asked to discuss the pictures.

The following is an example of Speaking discussion taken from the observation.

Telling a story in the picture 2

The six pictures below tell a story of what happened to two boys, Ali and Adi, who went fishing.

- (i) Tell a story about these pictures. You may begin your story like this: "Last Saturday, Ali and Adi decided to go fishing... (please continue)
- (ii) Give your story a suitable title



**Key words:**

**Verbs:** fish, fall down into, help, carry, slip, catch

**Adjectives :** careful restless, worried, shallow, rural

**Adverbs:** carelessly, side by side, fortunately



Nouns: fish, hook, bank of the river, village, stream of the river

(Textbook I, page 36)

The teacher leads the whole class as the receiver of the information. The students are involved in the activity which is focused on Speaking achievement. After having class discussion, the teacher lets the students work in pair (conversation) or group activity (role-play) and individual assignment (homework). Then, at last in some meetings the teacher has less role during English Speaking teaching learning process. Then the activity is changed. The teacher lets the students to have group presentation about some materials in the textbook. The following is an example of conversation taken from the observation. The topic was about a hobby.

#### **Talking about A Hobby**

John : Good morning, Jim.  
Jim : Morning.  
John : How are you today?  
Jim : Very well, thanks and you?  
John : Just fine, thanks. Its nice to meet you.  
Jim : Nice to meet you too.  
John : By the way, what's your hobby, Jim?  
Jim : My hobby is going to beach.  
John : Why do you like going there?  
Jim : Because I like the beauty of the beach scenery.  
John : How often do you go to the beach a month?  
Jim : Once a month.  
John : Can you swim at the sea?  
Jim : Yes but a little.  
John : Besides, do you like fishing?  
Jim : Yes, but I hardly get some fish.  
John : Don't you give up fishing, Jim?  
Jim : No, because fishing just a fun for me.  
John : Well, I authentic materials sorry for I must be off now,  
good bye  
Jim : It's Okey, John. Bye bye.

## Digital Repository Universitas Jember

Practice the conversation above and make a conversation about your own hobby freely

(Textbook I, page 35)

The following is an example of role-play activity taken from the observation. The topic was about an experience.

- T : Well...know look on the picture carefully  
 S : Picture... *picture yang mana* Sir?  
 T : The picture on page twelve. Your task is to tell a story based on the picture. Discuss... in groups.  
 (All students were discussing based on their group)  
 T : Finish...are you ready?  
 S : Yes...  
 T : Please the first group. Read a story...one of you...  
 S : I was walking. I noticed a child playing with a ball. His mother looking into a shop. Suddenly the ball rolled on to the road. Then, the child run after it. A car was coming in the distance. I run toward the child. I picked the child just in time. Then, the car stopped some yards away. His mother thanked me.

The second technique conducted by the teacher is “enjoyment technique” the main objective to do this technique is to break down the monotony or boredom. To reduce the psychological barriers, the teacher tries atmosphere for learning or cooperative social climate. One suitable way is “joking” as a part of enjoyable experience. The following is an example of improvisation (enjoyment techniques) taken from the observation.

- T : I have explained many kind of professions. I want you to present one of the professions that you like very much in front of the class  
 S : *Wah... not ready* Sir  
 S : Difficult ...Sir...  
 T : You should practice your English...  
 S : Homework...*saja* Sir...  
 T : We still have many time... “*uh...gitu aja masa nggak mampu*”  
 S : *Prolinu....*(all students were laughing )



## 4.2 Discussion

This section presents the discussion of the findings in this research. The discussion is presented by confirming the findings in this research according to theoretical framework in Chapter II. It concerns with the teaching Speaking objectives, syllabus, materials and teaching learning activities.

Concerning with the teaching objectives, the results of questionnaires from the students show that teaching objectives are implemented in the teaching learning process. On the other hand, they have general teaching objective from the institution.

Their teaching objectives are relevant with the teaching learning process. However, it is less implemented since there is only general instructional objectives, without specific instructional objectives.

From the findings, the objectives of teaching Speaking are very important as the final direction and these are reflected in the process of teaching Speaking. The findings were in line with Tyler's statement (1949:4-5) which say that a good English teaching learning process must have objectives comprising of the basic principles namely; cultural heritage and the learners needs. The second principle has a great role in this research since the objective of communicative teaching Speaking is to pay attention much to the learners' needs to use or to communicate in English in the target situation.

The findings of this research also indicate that the syllabus is only in the form of course outline. Ideally, syllabus as the part of curriculum merely consist of the teaching learning materials or teaching contents that should be learned (Yalden, 1987:18).

Concerning the teaching materials, it is found that he uses English textbook related to their subject as their teaching learning

materials. Although the textbook consists of various topic related to the research, the content of the textbook are not communicative. It is focused more on vocabulary list and vocabulary practice. The communicative teaching materials consist of four elements: input, content, language focus and task (Hutchinson and Waters, 1987:108).

As stated in Chapter II, the communicative teaching Speaking materials should provide the greater opportunities for the students to use the target language. From the findings, the teacher on the teaching learning process focuses more on vocabulary practice as presented in the textbook. Meanwhile, the main objective of teaching Speaking for English Classes in BTC is that the students are able to communicate verbally. It indicates that the teaching materials are not in line with the teaching objectives. The reason is the teaching materials consist of a lot of vocabulary list.

The vocabularies used in the materials are difficult for their level of study. A simplified authentic text is needed as stated by Freeman Larsen (1986:32), the use of authentic materials is considered desirable to give learners an opportunity to develop strategies for understanding language. It means that the text still has the purpose for communication of subject content but it should be simplified. It is related to the problems faced by the students during teaching learning process. They still have problems on vocabulary and grammar. This finding leads to some reason why the Communicative Approach has not been implemented fully.

Next, the textbook needs to be improved since the students' English backgrounds are relatively mature but their linguistic knowledge is approximately infant. This is the reason that the materials for communicative English teaching must provide a





stimulus to learning that consists of interesting texts, enjoyable activities that engage the students' thinking capacities, opportunities for learners to use their existing knowledge and linguistic skills, good contents both for teacher and learner (Hutchinson and Waters, 1987; 107-108).

The following is related to the teaching learning activities. Based on the principle of Communicative Approach stated by Freeman and Larsen (1987:132), there are three main principles, namely information gaps, choice and feedback. Those three principles have been clarified in Chapter II. Moreover broader principle of Communicative Approach for the English teaching stated by Hutchinson and Waters. They stated that the existence of information gap is as one of many gaps during the English teaching learning process. There are seven gaps during communicative English teaching, namely, information gap, media gap, reasoning gap, memory gap, jigsaw gap, media gap, reasoning gap, certainty gap and opinion gap.

Concerning with the teaching Speaking learning activities in this research, the findings show that the activities are classified into functional and social interactional activities. The functional activities are concerned with three principle of communicative approach: information gaps principle, choice and feedback. In more specific, functional activities comprised of solving problems. Social interactional activities comprised of discussion session, role-play, improvisation and conversation. Ideally, The first includes comparing sets of pictures, sequencing events, discovering missing features, solving problems from shared clues. The second as social interaction activities include conversation and discussion sessions, dialogues and role plays, simulation, improvisations, and debates (Littlewood, 1995:76).

Choice principle is related to how and what will be said by the students or teacher. The findings interpret that there are two kinds of "choice" in this research, namely: choice of language and choice of content. Choice of language is related to the lack of vocabulary mastery and understanding the grammar. Choice of language is related to the lack of vocabulary mastery and understanding the grammar. Next is choice of content that is to pay attention to the condition of lack of the basic concept related to their subject.

The last principle, feedback is about the purpose of communication during teaching learning process. Those three principles of Communicative Approach are related to each other. The existence of feedback is related to the gaps. Gaps demand the student to create thinking. If the gaps can stimulate the learner's thinking process related to the choice of the language and choice of the content, the communication is purposeful. As the result of feedback (purposeful communication), the communication meet the understanding of the information.

In line with this research, the finding derive a question "do those principles really exist in teaching Speaking learning activities?" the answer is that those principles are not implemented fully. It is related to the teaching learning problems that the students still have problems in understanding vocabulary and grammar. Those problems interpret that they are lack of linguistic knowledge and background knowledge for the basic concept related to their subject.

To solve some problems in the teaching learning activities, the teacher only conducts three main techniques namely: variety, enjoyment and involvement. Other techniques are implied



implicitly to achieve the understanding of the students during communication in the classroom activities.

Concerning with the teaching media, the findings show that the teacher only sometimes has utilized the authentic media during teaching learning activities but it is considered to give enough help during the teaching learning process. It is related to the purpose of the teacher to use the authentic media. The purpose is to make English Speaking to be more familiar to the students.

The existence of teaching media taken from real life setting in the teaching learning activities is good for communicative Speaking teaching. As stated by Richards and Rodgers (1989: 79-80), the authentic media can support the aim of communicative exercises that provide drill and practice to use language to communicate.

Beside the use of authentic media, blackboard is mostly used by the teacher during teaching learning process. Then, it is supported by tape recorder during the class discussion. It is easier for the students to master some unfamiliar topics if the teacher uses other media in the classroom provided by institution.

## V. CONCLUSION AND SUGGESTIONS

### 5.1 Conclusion

Based on the findings and the discussion in Chapter IV, it can be concluded that Communicative Approach has not been implemented fully at BTC Jember.

Related to the Speaking teaching objectives, BTC has specific objectives for teaching Speaking. Those are supported by the results of the students' questionnaires. There are specific objectives for teaching Speaking as stated by 96,7 % of the students. Only 2 students (3,2 %) state that there are no specific objectives for Speaking subject. Approximately 91,8% of the students convey that the teaching objectives given by the teacher are relevant with the English Speaking teaching learning process. Furthermore, the rest of the students (8,03%) state that they do not know about their English Speaking teaching objectives.

Related to the Speaking teaching Syllabus, the teaching syllabus at BTC Jember is in the form of course outlines. Ideally, a textbook syllabus should be applied because the teaching learning process only follows the topics of the textbook. It means that the teaching learning process is conducted without the existence of appropriate teaching syllabus as practical framework.

Related to the Speaking teaching materials, the teaching materials are classified based on the elements of materials, namely: input and content. In relation to the input of materials, BTC Jember has a Speaking textbook that comprises of Structure, Reading, Speaking discussion, Vocabulary Building and Speaking Conversation. In relation to the content of the materials, from the students' questionnaire, according to 77,40% of the students, the Speaking materials are difficult for them. Only 13 of students



(20,96%) claim the materials are easy for their level of study. The rest of them (1,61%) claim the Speaking materials are very difficult.

Related to the Speaking teaching learning activities, The activities are classified into functional and social interaction activities. In relation to the functional activities, the activities during Speaking teaching learning process concerns with three principles of communicative approach. Those are information gaps, choice and feedback. Functional activities comprise of solving problems (filling in the blanks and translation). The social interaction activities comprise of discussion session, role-play, improvisation and conversation.

## **5.2 Suggestions**

The Speaking teacher is suggested to do better related to three matters. First, it is suggested to make the lesson plan which reflect to the syllabus components related to the teaching learning process. The existence of lesson plan that reflects the appropriate teaching syllabus as practical teaching framework is very important to enhance the quality of teaching and learning process.

Second, the provided textbook as the teaching material needs to be selected and adapted. The content of textbook must be related to the teaching objectives, the students' need and their own setting. In other word, the materials for teaching Speaking must develop the communicative ability of the students. Thus, the materials should not ignore the students' level.

Third, the teacher has not only utilized the familiar media such as blackboard and tape recorder but also utilize authentic media relevant with the subject. The reason of using the authentic media is to minimize the gap between what the students have in

their mind and what the materials presented. So, the teaching learning process runs communicatively.





**BIBLIOGRAPHY**

- Ali, Muhammad. 1993. **Strategi Penelitian Pendidikan**. Bandung: Angkasa.
- Anthony. 1997. **Approaches to Communicative Competence**. In Wahyuni. Page 37. The Communicative Meaningfulness in SMU. Unpublished Book. Malang: IKIP Malang.
- Arikunto, S. 1993. **Prosedur Penelitian: Suatu Pendekatan Praktis**. Jakarta: Rineka Cipta.
- Bikram. 1997. **On Communicative Competence**. In Sulistyono. Page 31. The Teaching English for ESP. Unpublished Book. Malang: IKIP Malang.
- Bogdan, C.R. and Biklen. S. K. 1992 **Qualitative Research for Education: an Introduction to theory and methods**. Boston: Allyn and Co.
- Brown, H, Douglas. 1987. **Principles of Language Learning and Teaching**. New Jersey: Prentice Hall, Inc.
- Brumfit, C.J. and Johnson, K. 1983. **The Communicative Approach to Language Teaching**. Londong : Oxford University Press.
- Freeman Larsen, D. 1986. **Techniques and Principles in Language Teaching**. New York. Oxford University Press.
- Glesne, Coorine and Peskhin, Allan. 1992. **Becoming Qualitative Research: an Introduction**. New York: Longman.
- Hutchinson, T. and Waters. A. 1987. **English for Specific Purposes: A Learning Centered Approach**. Cambridge: Cambridge University Press.
- Ihsan, D. 1999. **Speaking and Writing Errors made by Students of English Education**. Malang: Jurnal Ilmu Pendidikan no.2. LPTK. ISPI-Hal 27.
- Johnson, K. 1982. **Communicative Syllabus Design and Methodology**. Oxford: Pergamont Institute of English Press.

- Kasbollah, K. 1998. *Instructional Materials (Bahan Kuliah Penunjang Mata Kuliah English for Young Learners)*. Malang: IKIP Malang.
- Kranhke, K. 1987. *Approaches to Syllabus Design for Foreign Language Teaching*. London: Prentice -Hall Press .
- Littlewood, W. 1995. *Communicative Language Teaching*. Cambridge: Cambridge University Press.
- Marsh, C and Stafford, K. 1988. *Curriculum: Practices and Issues*. New York: Mc Graw-Hill Book Company.
- Murdibjono, A. 1987. *Salah dan Benar dalam Bahasa Inggris*. Jakarta: Departemen Pendidikan dan Kebudayaan.
- Nunan, D. 1989. *Understanding Language Classrooms*. Hempstead: Prentice Hall
- Piepho, H.E. 1981. *The Communicative Teaching of English: Principles and an Exercises Typology*. London: Longman.
- Rodgers, S.T. (Eds.) 1984. *Approaches and Method in Language Teaching: A Description and analysis*. Cambridge: Cambridge University Press.
- Richards, J.C. and Rodgers 1989. *The Context of Language Teaching*. Cambridge: Cambridge University Press.
- Richards, J.C. and Schmidt, R.W. 1984. *Language and Communication*. New York: Longman Inc.
- Sadtono, E. 1987. *Antologi Pengajaran Bahasa Asing Khususnya Bahasa Inggris*. Jakarta : Departemen Pendidikan.
- Susanto. 1996. *Interpretasi dan Implementasi Dalam Pengajaran bahasa Inggris*. Jakarta: Media Buletin Pendidikan Volume 12.
- Tyler. W.R. 1949. *Basic Principles of Curriculum and Instruction*. Chicago: The University of Chicago Press.



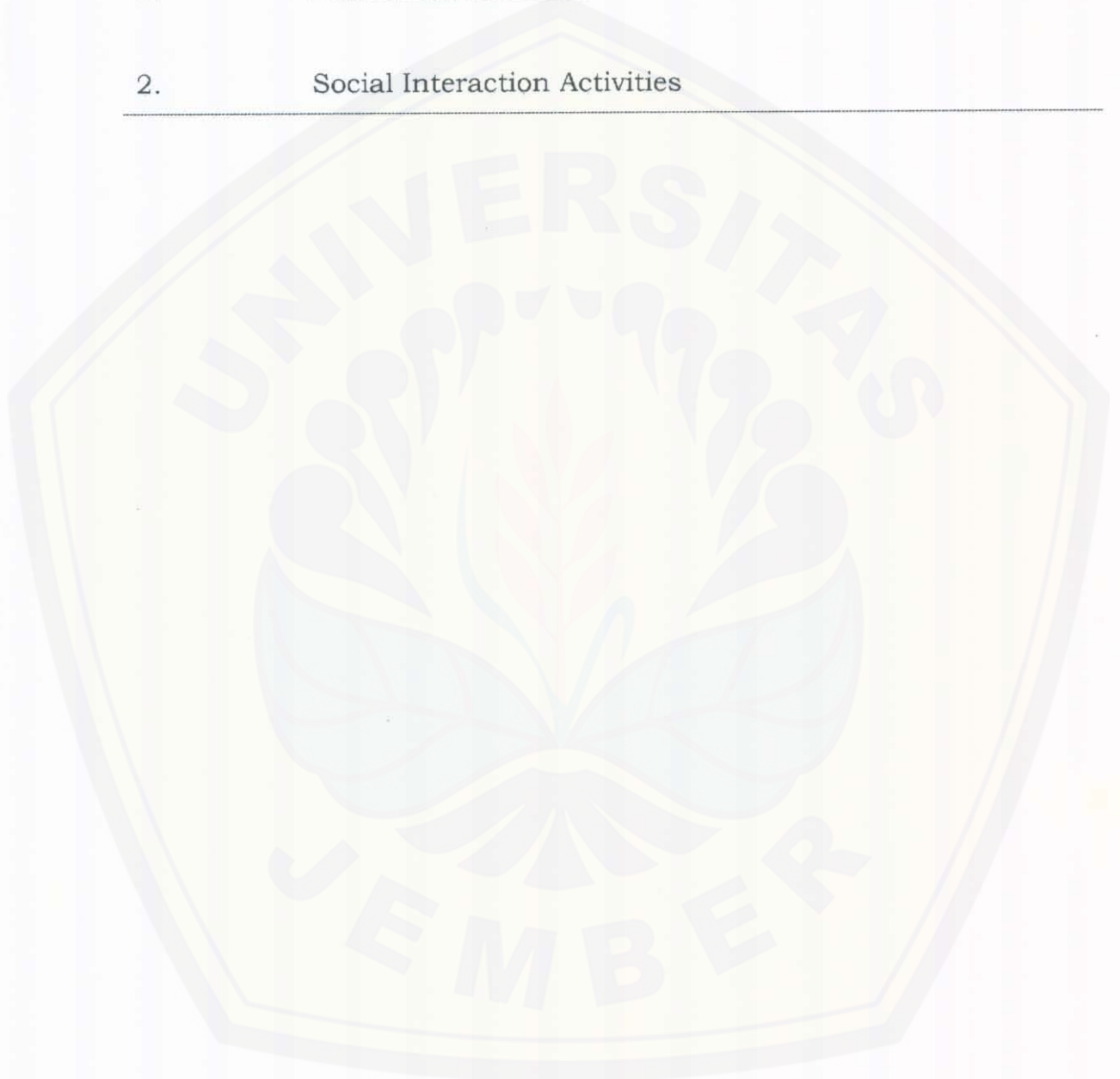
## RESEARCH MATRIX

| Title  | Problems  | Variable                                       | Sub Variables  | Indicators  | Data Resources  | Research Methods  |
|--|---|--|--|---|---|---|
| The Implementation of Communicative Approach in Teaching Speaking in English Class at Business Training Center (BTC) Jember in Academic year 2000/2001 | <p><b>General Problem:</b><br/>How does the English teacher implement communicative approach in teaching Speaking in English class at Business Training Center (BTC) Jember in the 2000/2001 academic year?</p> <p><b>Specific Problems:</b></p> <ol style="list-style-type: none"> <li>1. How is Speaking teaching objectives implemented in English Class at Business Training Center (BTC) Jember in the 2000/2001 academic year?</li> <li>2. How is Speaking teaching syllabus implemented in English Class at Business Training Center (BTC) Jember in the 2000/2001 academic year?</li> <li>3. How are the Speaking teaching materials implemented in English Class at Business Training Center (BTC) Jember in the 2000/2001 academic year?</li> <li>4. How are the Speaking teaching learning activities conducted in English Class at Business Training Center (BTC) Jember in the 2000/2001 academic year?</li> </ol> | Teaching Speaking Using Communicative Approach | <ol style="list-style-type: none"> <li>1. Teaching objectives</li> <li>2. Teaching syllabus</li> <li>3. Teaching materials</li> <li>4. Teaching learning activities</li> </ol> | <ol style="list-style-type: none"> <li>1. Speaking objectives</li> <li>2. Speaking syllabus</li> <li>3. Speaking materials</li> <li>4. Speaking teaching learning activities</li> </ol> | <ol style="list-style-type: none"> <li>1. Subject: The teacher in English Class at (Business Training Center) BTC Jember in the Academic Year 2000/2001</li> <li>2. Informants:               <ol style="list-style-type: none"> <li>a. The students</li> <li>b. The principal</li> <li>c. The teacher</li> </ol> </li> <li>3. Documentation</li> </ol> | <ol style="list-style-type: none"> <li>1. Research design: Descriptive research</li> <li>2. Setting: BTC Jember</li> <li>3. Data Collection Methods:               <ol style="list-style-type: none"> <li>a. Primary data                   <ul style="list-style-type: none"> <li>- Observation</li> <li>- Documentation</li> </ul> </li> <li>b. Secondary data                   <ul style="list-style-type: none"> <li>- Interview</li> <li>- Questionnaire</li> </ul> </li> </ol> </li> <li>4. Data analysis method:               <ol style="list-style-type: none"> <li>a. Descriptive qualitative</li> <li>b. Descriptive Quantitative</li> </ol> </li> </ol> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <math display="block">\% = \frac{F}{N} \times 100\%</math> </div> <p>N : The total numbers of the percentage<br/>F: The frequency of answering the items<br/>(Adapted from Artikunto, 1993: 205)</p> |

Appendix 02

Observation Guide

| No. | Aspects of Observation        |
|-----|-------------------------------|
| 1.  | Functional Activities         |
| 2.  | Social Interaction Activities |





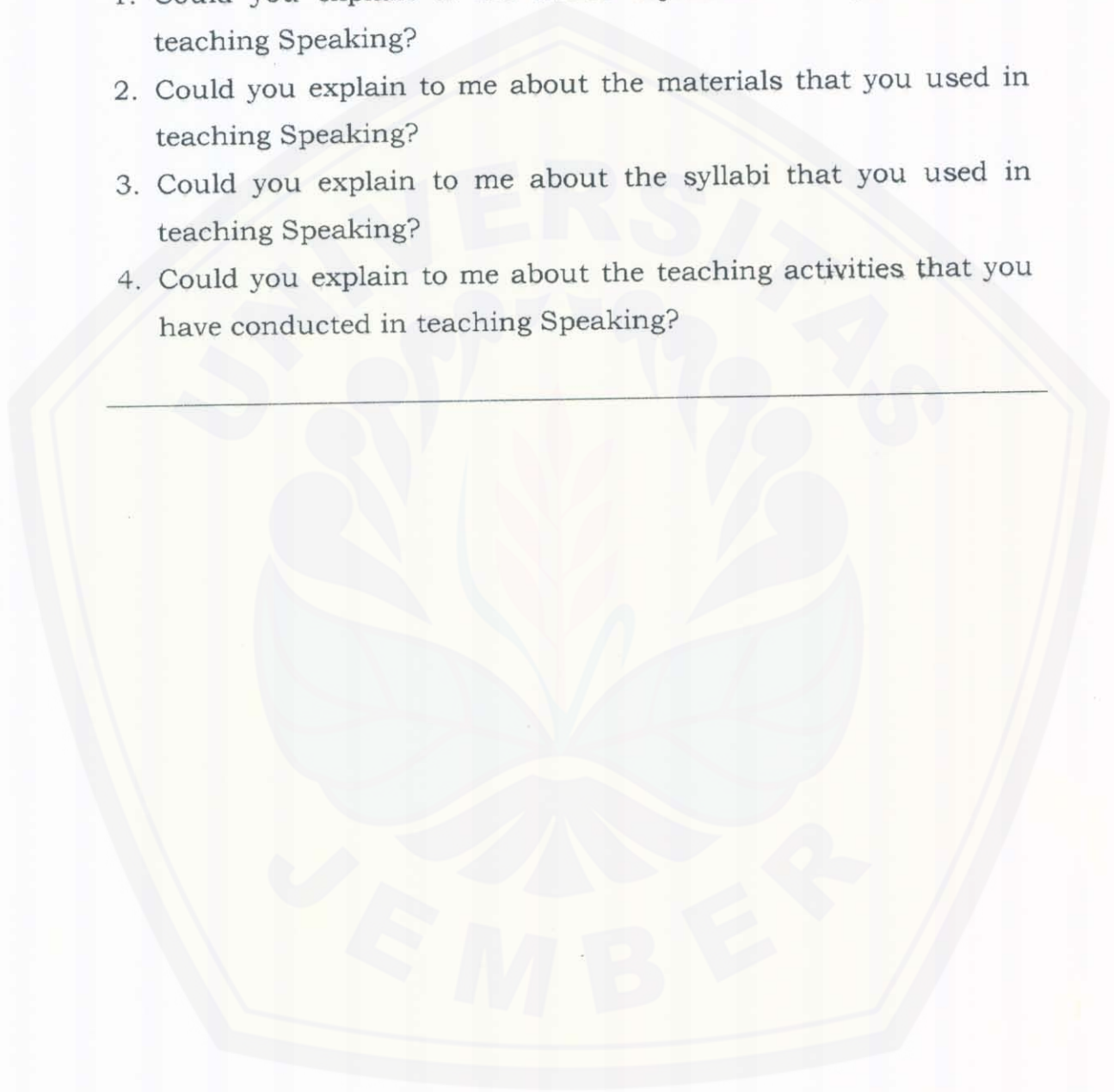
Interview Guide

---

Topics of Interview Guide

---

1. Could you explain to me about objectives that you used in teaching Speaking?
  2. Could you explain to me about the materials that you used in teaching Speaking?
  3. Could you explain to me about the syllabi that you used in teaching Speaking?
  4. Could you explain to me about the teaching activities that you have conducted in teaching Speaking?
- 



Appendix 04

**Angket**

**PETUNJUK PENGISIAN:**

1. Baca dan isilah dengan melingkari alternatif jawaban yang menurut pendapat dan penilaian anda paling sesuai dengan keadaan yang sebenarnya.
2. Isilah tempat-tempat kosong yang disediakan menurut keperluan.

**TUJUAN DAN MATERI PERKULIAHAN**

1. Menurut pengamatan anda, apakah pada awal perkuliahan, instruktur bahasa Inggris anda menyampaikan tujuan dari perkuliahan Speaking yang sedang anda ikuti ?
    1. Ya
    2. Tidak
  2. Kalau ya, apakah tujuan yang disampaikan tersebut sudah sesuai dengan pengajaran Speaking ?
    1. Ya
    2. Tidak
    3. Tidak tahu
  3. Menurut pendapat dan penilaian anda, kemampuan bahasa Inggris manakah yang merupakan tujuan pokok dari perkuliahan Speaking yang anda ikuti?
    1. Berbicara dalam bahasa Inggris
    2. Menangkap isi pembicaraan yang dilakukan dalam bahasa Inggris
    3. Menerjemahkan pembicaraan bahasa Inggris ke dalam bahasa Indonesia
    4. Bukan itu semua melainkan
-



4. Menurut pendapat dan penilaian anda, bahasa dalam materi perkuliahan bahasa Inggris yang anda ikuti saat ini adalah:
1. Bahasa yang digunakan sangat mudah
  2. Bahasa yang digunakan mudah
  3. Bahasa yang digunakan sedang-sedang saja
  4. Bahasa yang digunakan sulit
  5. Bahasa yang digunakan sangat sulit

### **TEKNIK MENGAJAR DAN MEDIA PENGAJARAN**

5. Menurut pengamatan anda, teknik apakah yang digunakan oleh instruktur bahasa Inggris anda dalam menyampaikan materi perkuliahan Speaking ?
1. Mengajarkan percakapan (conversation)
  2. Mengajarkan percakapan (conversation) sekaligus tata bahasanya (grammar)
  3. Mengajarkan percakapan (conversation) dan kosakata sulit
  4. Mengajarkan percakapan (conversation), tata bahasa (grammar) dan kosakata sulit
  5. Bukan itu semua, melainkan
- 
6. Dalam proses belajar mengajar untuk mata pelajaran Speaking, apakah instruktur bahasa Inggris anda menggunakan teknik yang berbeda ? (misalnya bermain drama/peran, diskusi, permainan dll)
1. Selalu
  2. Sering
  3. Jarang
  4. Kadang-kadang
  5. Tidak pernah

7. Apakah suasana kelas anda dalam perkuliahan Speaking santai dan menyenangkan, sehingga anda merasa tidak takut dan termotivasi untuk mempraktekkan pelajaran Speaking yang diberikan ?
  1. Selalu
  2. Sering
  3. Jarang
  4. Kadang-kadang
  5. Tidak pernah
8. Dalam proses belajar mengajar, apakah instruktur bahasa Inggris anda menggunakan media pengajaran (misalnya: alat peraga, gambar-gambar, benda-benda lain) ?
  1. Sering
  2. Jarang
  3. Kadang-kadang
  4. Tidak pernah
9. Menurut pengamatan dan pengalaman anda selama ini, selain buku teks/modul, media pengajaran apakah yang sering digunakan dalam proses belajar mengajar mata kuliah Speaking oleh instruktur bahasa Inggris ? (bisa lebih dari satu)
  1. Papan tulis
  2. Gambar dan foto
  3. OHP
  4. Tape recorder
  5. Laboratorium bahasa
  6. Bukan itu semua, melainkan

---

10. Bahasa apakah yang digunakan oleh instruktur bahasa Inggris anda dalam pengajaran Speaking ?
  1. Bahasa Inggris



2. Bahasa Indonesia
3. Campuran bahasa Inggris dan bahasa Indonesia

## **RESPON/TANGGAPAN SECARA UMUM**

11. Kalau mempelajari Speaking , menurut pendapat dan penilaian anda, kesukaran apakah yang anda alami:
  1. Menirukan pengucapannya (pronunciation )
  2. Memahami kosa katanya (vocabulary)
  3. Memahami tata bahasanya (grammar)
12. Menurut pendapat dan penilaian anda, kendala apakah yang anda alami selama mengikuti perkuliahan Speaking ?
  1. Jumlah siswa yang terlalu besar
  2. Waktunya kurang
  3. Bahan pengajarannya tidak sesuai
  4. Dosen kurang cakap dalam mengajar
  5. Dosen terlalu sering tidak masuk
  6. Siswa kurang berminat
  7. Speaking dalam bahasa Inggris terlalu sulit
  8. Bukan itu semua melainkan

---

13. Menurut pendapat dan penilaian anda, perkuliahan Speaking yang anda ikuti di BTC Jember ini:
  1. Telah banyak meningkatkan kemampuan Speaking saya
  2. Cukup banyak meningkatkan kemampuan Speaking saya
  3. Sedikit meningkatkan kemampuan Speaking saya
  4. Tidak meningkatkan kemampuan Speaking saya

Appendix 05

**BUSINESS TRAINING CENTER JEMBER SYLLABUS  
SPEAKING DISCUSSION I**

1. Lesson I
  - a. How to analyze the word
  - b. Vocabulary
  - c. Practicing
  - d. Telling free topics individually (about themselves, daily activities, etc.)
2. Lesson II
  - a. Use the following key word to express your idea
  - b. Complete Sentences below according to your opinions
  - c. Discussing
  - d. Key word
3. Lesson III
  - a. Use the following key word to express your idea
  - b. Complete Sentences below according to your opinions
  - c. Discussing
  - d. Groups of key word
4. Lesson IV
  - a. Use the following idiom to express your idea
  - b. Problem solving: topics of discussion
  - c. Discussing
  - d. Groups of key word
5. Lesson V
  - a. Sentence building
  - b. Groups of key word



- c. Problem solving: topics to discussion
  - d. Discussing
  - e. Group of key word
6. Lesson VI
- a. Questions and answers
  - b. Practice
  - c. Telling a story in pictures
  - d. Vocabulary: group of key words
  - e. Telling a story in pictures
  - f. Key words
7. Lesson VII
- a. Individual presentation
  - b. Problem solving: topics of discussion
  - c. Discussing
  - d. Groups of key words
8. Lesson VIII
- a. Discussing
  - b. Vocabulary: groups of key words
  - c. Discussing



BUSINESS TRAINING CENTER

BERLARI DENGAN  
KECEPATAN PENUH  
dalam bebatas  
BAHASA INGGRIS

TEXTBOOK  
1

# SPRINT HEAD

UNIVERSITAS

JEMBER



Textbook Sprint Ahead 1

Vocabulary

Verbs: appear, cause, reply, prevent, frighten, prove, include, depend on, show up, disappear

Adjectives: frightening, frightful, puzzled

Adverb: actually

Nouns: mark, birthmark, birth, scalp, shape, layer of skin, mole, certain cases, pain, blood vessel, treatment

Speaking Discussion

a. How to analyze a word: Spelling, Pronouncing, Meaning, Getting part of speech (V, Adj., Adv., N), Practising

| Verb/V       | Adjective/Adj. | Noun/N      | Adverb/Adv. |
|--------------|----------------|-------------|-------------|
| - Influence  | - reluctant    | - interview | - fluently  |
| - Consider   | - confused     | - salary    | - hard      |
| - Prove      | - persistent   | - position  | - clearly   |
| - Appreciate | - doubtful     | - chance    | - patiently |
| - Apply for  | - strange      | - company   | - really    |
| - Refuse     | - foreign      | - job       | - politely  |
| - Flatter    | - quiet        | - career    | - firmly    |
| - Discuss    | - offended     | - progress  | - happily   |

b. Make the words into good sentences

c. Telling free topics individually (about themselves, daily activities, etc)

Speaking Activities

a. Synonyms – Adjectives

Write down a synonym for each of the words on the left. Choose from the ones on the right. Number one has been done for you.

|              |       |         |
|--------------|-------|---------|
| 01 glad      | happy | silent  |
| 02 nice      | ..... | happy   |
| 03 wonderful | ..... | amusing |
| 04 awful     | ..... | boring  |

Textbook Sprint Ahead 1

|                |       |              |
|----------------|-------|--------------|
| 05 strange     | ..... | rude         |
| 06 very big    | ..... | inexpensive  |
| 07 optimistic  | ..... | good-looking |
| 08 funny       | ..... | terrible     |
| 09 handsome    | ..... | marvelous    |
| 10 dull        | ..... | hopeful      |
| 11 impolite    | ..... | simple       |
| 12 intelligent | ..... | huge         |
| 13 quiet       | ..... | peculiar     |
| 14 easy        | ..... | clever       |
| 15 cheap       | ..... | pleasant     |

b. Synonyms – Verbs

Write down a synonym for each of the words on the left. Choose from the ones on the right. Number one has been done for you.

|          |            |               |       |         |
|----------|------------|---------------|-------|---------|
| 01 talk  | depart     | 09 ask        | ..... | loathe  |
| 02 love  | help       | 10 cry        | ..... | require |
| 03 hate  | adore      | 11 assist     | ..... | weep    |
| 04 fall  | mend       | 12 get        | ..... | speak   |
| 05 phone | receive    | 13 need       | ..... | inquire |
| 06 swim  | allow      | 14 understand | ..... | bathe   |
| 07 leave | comprehend | 15 repair     | ..... | tumble  |
| 08 let   | ring       | .....         | ..... | .....   |

c. Making the words into good sentences

d. Enriching the words by finding out the word formation

Speaking Conversation

Talking about Hometown

Teacher : Where do you come from?

Student : .....

Teacher : What's the weather like in your hometown?

Student : .....

Teacher : What food and fruit are famous there?



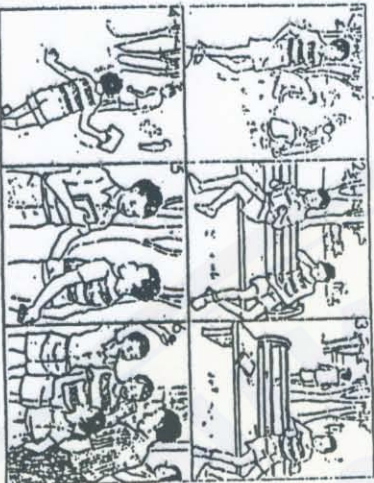
*Textbook Sprint Ahead!*

- Student : .....  
 Teacher : What tourist resorts are there in your hometown?  
 Student : .....  
 Teacher : What is the excellence of each?  
 Student : .....  
 Teacher : What are your suggestions for their improvements in the future?  
 Student : .....  
 Teacher : What special traditions do you have there?  
 Student : .....  
 Teacher : What are the people's characteristics there?  
 Student : .....

01 Practise the conversation above, and every student is requested to tell his or her hometown

02 Telling pictures – Making New Friends

Look at these pictures carefully. They tell the story of how a boy made new friends. The outline of this story is given below



Ramli-new boy in town-no friends yet-very lonely-one evening-decided to go for a walk in park-sat on bench-another boy on other end of bench-reading a book-Ramli wanted to talk to boy-very shy-

*Textbook Sprint Ahead!*

did not dare-presently boy got up-walked away-leaving book behind-Ramli picked up book-ran after boy-handed him book-boy very grateful-talked to ramli-name Darna-learned Ramli new boy-took him home-introduced him family and friend-Ramli happy to have new friends

LESSON II

**A Structure**

a. The use of V2 (Past Tense) → Aktifitas lampau  
 Rule: S + V2 + O → S + V2 + to + V1 + O Contoh:  
 \* I met my old friend last night.  
 \* She tried to drive a car yesterday

b. The use of V-ing (Past Continuous) → Aktifitas lampau  
 Rule: S + was/were + V-ing + O Contoh:  
 \* He was watching television when I came  
 \* They were having a party when she arrived

c. The use of Adjective, Noun, and Adverb  
 Rule: S + was/were + Adj./N/Adv. (as a complement) Contoh:  
 \* He was very busy last Sunday (Adj.)  
 \* My father was a soldier in 1990 (Noun)  
 \* They were in Australia in 1985 (Adv.)

d. Exercise 1: construct good sentences as in an example!

The doctor gave me a prescription yesterday  
 My brother/lend/50/last week-she/fall/time/five/minutes ago-the author/show/manuscript/in February-my father/give/ bicycle/last Christmas-she/read/story/last night

Why did you put on such an old suit? What a silly ideal  
 Buy/small dog?/funny animal-writer/long letter? waste of time-tell/obvious lie?/stupid idea-throw away/valuable book?/awful loss-get/expensive watch?/nice present



*Textbook Sprint Ahead 1*

- e. overseas (N)
- f. communicate (V)
- g. foreigners (N)
- e. keep (V)
- f. health (N)
- g. scenery (N)

02 Beside English, what are the other foreign languages you suppose important to master? Tell your reasons (individual presentation)

Key words:

**Verbs:** interview, adapt, communicate, increase, apply for, compete, translate, master, discuss, practise  
**Adjectives:** easy, better, high, foreign, smaller, tight, satisfied, enjoyable,  
**Adverbs:** tightly, easily, fluently, abroad  
**Nouns:** interview, salary, society, progress, prestige, position, career, applicant, company, foreigner, competition, job

D. Vocabulary Building

a. Opposites – Verbs

Write down the opposite of each the words c:1 the left. Choose from the ones on the right. Number 1 has been done for you

|            |        |          |
|------------|--------|----------|
| 01 start   | Finish | arrive   |
| 02 go in   | .....  | hate     |
| 03 find    | .....  | come out |
| 04 catch   | .....  | forget   |
| 05 stop    | .....  | fail     |
| 06 succeed | .....  | save     |
| 07 raise   | .....  | demolish |
| 08 buy     | .....  | lose     |
| 09 depart  | .....  | mend     |
| 10 spend   | .....  | continue |
| 11 love    | .....  | drop     |
| 12 accept  | .....  | finish   |

*Textbook Sprint Ahead 1*

|              |       |        |
|--------------|-------|--------|
| 13 break     | ..... | lower  |
| 14 construct | ..... | reject |
| 15 remember  | ..... | sell   |

b. Synonym – more Adjectives

- 01 sad unhappy evil
- 02 amusing ..... thrilling
- 03 wicked ..... dear
- 04 hard-working ..... unattractive
- 05 stubborn ..... witty
- 06 rich ..... furious
- 07 curious ..... wealthy
- 08 boring ..... dreadful
- 09 polite ..... industrious
- 10 expensive ..... uninteresting
- 11 angry ..... reserved
- 12 exciting ..... well-mannered
- 13 terrible ..... inquisitive
- 14 shy ..... unhappy
- 15 ugly ..... obstinate

c. Making the words into sentences

d. Enriching the words by finding out the word formation

E. Speaking Conversation

01 Translate the following conversation into English

**Talks between a Taxi Driver and a Passenger**

- Passenger: Taksil Kosong?
- Tx driver : Ya, Ingin pergi kemana Anda?
- Passenger: Ke hotel Hilton.
- Tx driver : Saat ini lalu lintas sangat ramai.
- Passenger: Ya, memang. Lalu kira-kira berapa ongkosnya?
- Tx driver : Ongkosnya sesuai dengan yang tercantum di Argometer.
- Passenger: Akan memerlukan waktu berapa lama untuk sampai di sana?
- Tx driver : Sedikitnya dua puluh menit.
- Passenger: Kemacetan lalu lintas banyak sekali pada jam-jam begini.



*Textbook Sprint Ahead 1*

Tx driver : Teritu saja, kiz ini sedang bepergian dalam jam-jam sibuk.

Passenger: Mungkinkah menjemput seseorang di tengah perjalanan?

Tx driver : Mengapa tidak? Anda akan dikenai tambahan ongkos tungg.

Passenger: Boleh saja.

Tx driver : Terima kasih

Passenger: Cukup di sini saja, tolong turunkan saya di jalan berikutnya.

Tx driver : Maaf, saya tidak boleh berhenti di sana.

Passenger: Kalau begitu dimana sajalah yang boleh untuk berhenti.

Tx driver : Oke, sebentar lagi.

Passenger: Terima kasih, berapa ongkosnya?

Tx driver : Angomelnya menunjukkan Rp. 25.000.

Passenger: Oke, ini uangnya.

Tx driver : Terima kasih, dan ini uang kembalinya.

Passenger: Terima kasih kembali.

02 After translating, practise it freely

03 Telling a Story in Pictures

Look carefully at the pictures below. They tell a story. The outline of the story is below the pictures.



I was walking—noticed a child playing with a ball—mother looking into a shop—window—suddenly the ball rolled on to the road—child ran

*Textbook Sprint Ahead 1*

after it—car was coming in the distance—ran toward the child—picked child up just in time—car stopped some yards away—mother thanked me.

03 Telling Pictures - The Bully

Look at these pictures carefully. Then read the outline of the story shown in the pictures.



Wakid—big bully—loved to pick on smaller boys—pull their ears—make them buy cakes and sweets for him—one day—he took a smaller boy's bicycle—cycled very fast—along lane—lots of sharp stones—bicycle went over stone—crashed to ground—Wakid's leg badly hurt—couldn't move—bruises on arms and body—in great pain—smaller boys had pity on him—one of them ran off to get help—other boys made Wakid comfortable—soon boy came back with Mr Rusman in car—Mr Rusman carried Wakid to car—took him to hospital—Wakid admitted to hospital—next day—all the boys went to see him—took fruit with them—Wakid very ashamed—asked boys to forgive him—all became friends—no more bullying



*Textbook Sprint Ahead 1*

- 04 A palette is used by .....
- 05 Pins are used by .....
- 06 A blackboard is used by .....
- 07 A chisel is used by .....
- 08 A tripod is used by .....
- 09 A microscope is used by .....
- 10 A stethoscope is used by .....
- 11 A rifle is used by .....
- 12 A till is used by .....
- 13 An anvil is used by .....
- 14 Handcuffs are used by .....
- 15 A sleeping bag is used by .....
- 16 A tee is used by .....
- 17 A wheelbarrow is used by .....
- 18 A music stand is used by .....
- 19 A ladder is used by .....
- 20 A briefcase is used by .....

- e a businessman
- e a motorcyclist
- e a referee
- e a policeman
- e a doctor
- e a conductor
- e an artist
- e a dressmaker
- e a scientist
- e a soldier
- e a secretary
- e a fireman
- e a blacksmith
- e a photographer
- e a gardener
- e a carpenter

b. Discuss one of the professions you like very much

Write the number of each drawing to the correct word

- Bits and Pieces
- Rubber band
- Biro ballpoint pen
- Lighter
- Hook
- Plug
- Tap
- Penknife
- Electric torch
- Date stamp
- Paper-fastener
- Envelope
- Toothbrush
- Dice
- Button
- Funnel

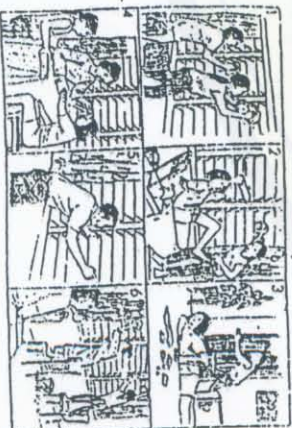


*Textbook Sprint Ahead 1*  
E Speaking Conversation

Talking about A Hobby

John: Good morning, Jim  
 Jim: Morning  
 John: How are you today?  
 Jim: Very well, thanks, and you?  
 John: Just fine, thanks. It's nice to meet you  
 Jim: Nice to meet you, too  
 John: By the way, what's your hobby, Jim?  
 Jim: My hobby is going to beach.  
 John: Why do you like going there?  
 Jim: Because I like the beauty of the beach scenery  
 John: How often do you go to the beach a month?  
 Jim: Once a month  
 John: Can you swim at the sea?  
 Jim: Yes, but a little  
 John: Besides, do you like fishing?  
 Jim: Yes, but I hardly get some fish  
 John: Don't you give up fishing, Jim?  
 Jim: No, because fishing is just a fun for me  
 John: Well, I am sorry for I must be off now, good bye  
 Jim: It's okay, John. Bye bye

- 02 Practise the conversation above and make a short conversation about your own hobby freely
- 03 Telling a Story in Pictures 1



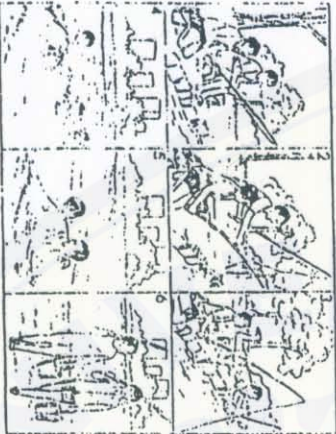
Key words:

- Verbs: clean, fall down, break, cut, repair, change, hurt, bleed, bandage, slip, take a rest  
 Adjectives: worried, careless  
 Adverbs: slowly, carefully  
 Nouns: the glass of the window, hand, accident, floor, activity, medicines, parents

**04 Telling a Story in Pictures 2**

The six pictures below tell a story of what happened to two boys, Ali and Adi, who went fishing

- (i) Tell a story about these pictures. You may begin your story like this: "Last Saturday, Ali and Adi decided to go fishing ..... (Please continue)"  
 (ii) Give your story a suitable title



Key words:

- Verbs: fish, fall down into, help, carry, slip, catch  
 Adjectives: careful, restless, worried, shallow, rural  
 Adverbs: carelessly, side by side, fortunately  
 Nouns: fish, hook, bank of the river, village, stream of the river

LESSON VI

A. Structure

a. Question Tag: Pernyataan Penakukuh (...kan/bukan?)

Rule: (+), (-) ? Contoh:

- \* He is happy, isn't he?
  - \* She was sick yesterday, wasn't she?
  - \* The people are listening to music, aren't they?
  - \* They play football, don't they?
  - \* The boys killed a dog, didn't they?
  - \* She can speak Japanese, can't she?
  - \* We have submitted our tasks, haven't we?
- Pengecualian: I am capable to do it, aren't I ?

Rule: (-), (+) ? Contoh:

- \* I am not interested in Badminton, am I?
- \* It is not a very big house, is it?
- \* We are not late, are we?
- \* They were not angry, were they?
- \* She does not play golf, does she?
- \* He did not sing a song, did he?
- \* They could not answer the questions, could they?
- \* We have not come very far, have we?

b. Question Tag in Imperative Sentences. Contoh:

- \* Drink your coffee up, will you?
- \* Let's work hard, shall we?
- \* Let her increase her career, will you?

c. Exercise 1: Read the following, and add a question tag!

- 01 He is French 11 You've torn your dress
- 02 We are late 12 You came by tram
- 03 They were angry 13 I was so long
- 04 They have two children 14 She has just come
- 05 You understand it 15 They could do it
- 06 You'll tell us 16 Dinner's ready



## Appendix 07

Fieldnotes from Speaking teaching learning process/ Observation findings

Date : October 11, 2000

Mr Bekti

Time : 15.30 – 17.00

Classroom : English Class

### 1. Portraits of the subjects

All students consisted of 37 students, 29 boys and 8 girls. Students did not wear uniform.

### 2. Depiction of activities

They had to pray first and the teacher called their names according to their attendance list. After five minutes, the teacher asked the students to examine the difficult vocabularies. Some students work in pairs but other did not do that, they translate every word into mother tongue (Indonesian). After 10 minutes, the teacher asked the meaning of every words in the text.

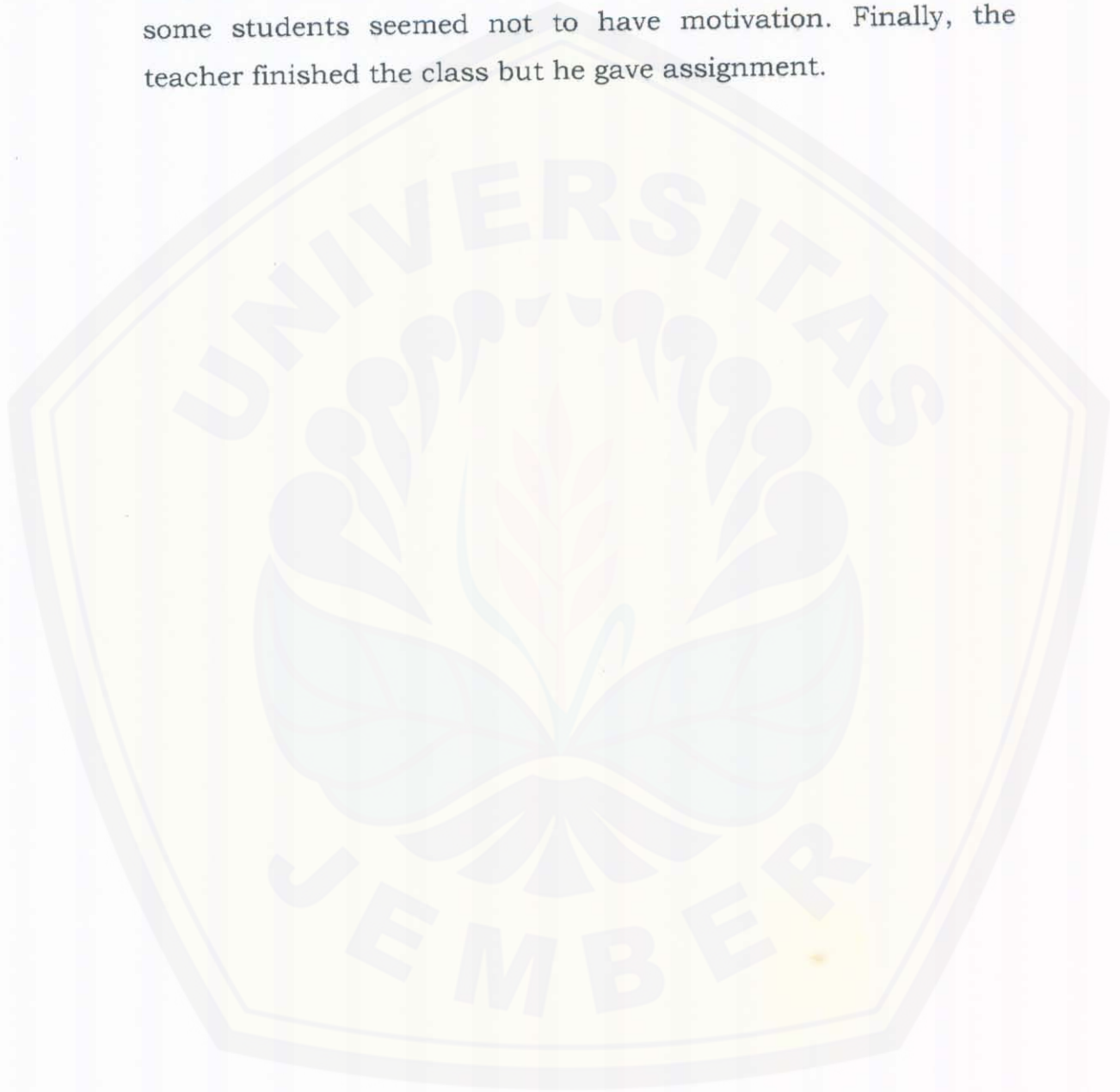
### 3. Reconstruction of dialogues

The teacher asked the kinds of professions

The teacher explained twice. First, he used English and second, he used Indonesian. There was a gap between the teacher and students about the meaning of a businessman because there was unavailable background knowledge of students. When the teacher asked "any question?" for the time being there was no response and then one boy asked the teacher about a carpenter (one kind of profession). The teacher asked the students to read the text around 10 minutes. Some students were reading and others were doing in their own business.

4. Account of particular events

The teacher made some jokes in order to make the students stay awake and tried to break down the monotony. He asked one of the students to answer all the questions in a group but they faced difficulties. They did not bring the materials and some students seemed not to have motivation. Finally, the teacher finished the class but he gave assignment.





Appendix 08

Interview Transcript with the Teacher

Date : October 10, 2000

Time : 15.15 – 15.40

Q 1 : Could you explain to me about objectives that you used in teaching Speaking?

T :The objective of teaching Speaking is to enable the students to communicate verbally in English in their job prospects or particular needs

Q2 : Could you explain to me about the materials that you used in teaching Speaking?

T :The Speaking teaching materials are used from a dictate textbook created by the authority of BTC. So, we have special English Speaking teaching materials and the teaching learning process

Q3 :Could you explain to me about the syllabi that you used in teaching Speaking?

T :I do not know the exact syllabus that is used in teaching Speaking

Q4 :Could you explain to me about the teaching activities that you have conducted in teaching Speaking?

T :Most activities are in the form of class discussion. Then we explain the materials in order the students are able to comprehend the materials. Thus, we teach using communicative approach.

## Appendix 09.

### The Students' Questionnaire Results

Table 2.1 The formulation of teaching objective

| No.   | Variable      | f  | (%)    |
|-------|---------------|----|--------|
| 1.    | has objective | 60 | 96,7 % |
| 2.    | no objective  | 2  | 3,2 %  |
| Total |               |    |        |

Table 2.2 The suitability of objective with the Speaking teaching learning process

| No.   | Variable     | f  | (%)    |
|-------|--------------|----|--------|
| 1.    | Suitable     | 57 | 91,8 % |
| 2.    | Not suitable | -  | -      |
| 3.    | Do not know  | 5  | 8,03%  |
| Total |              |    |        |

Table 2.3 The main objective of teaching

| No.   | Variable                 | f  | (%)     |
|-------|--------------------------|----|---------|
| 1.    | Communicate in English   | 27 | 43,4 %  |
| 2.    | Comprehension in English | 7  | 11,22 % |
| 3.    | Translation              | 8  | 12,8 %  |
| 4.    | Other Objectives         | 20 | 32,2 %  |
| Total |                          |    |         |

Table 2.4 The materials presented in the teaching Speaking

| No.   | Variable       | f  | (%)     |
|-------|----------------|----|---------|
| 1.    | Very easy      | 0  | 0       |
| 2.    | Easy           | 13 | 20,96 % |
| 3.    | Enough         | 0  | 0       |
| 4.    | Difficult      | 48 | 77,40 % |
| 5.    | Very difficult | 1  | 1,61 %  |
| Total |                |    |         |



Table 2.5 The technique of teaching

| No.   | Variable  | f  | (%)     |
|-------|---|----|---------|
| 1.    | Teaching conversation                                   | 7  | 11,22 % |
| 2.    | Teaching conversation and grammar                       | 5  | 8 %     |
| 3.    | Teaching conversation difficult vocabulary              | 28 | 45,0 %  |
| 4.    | Teaching conversation, difficult vocabulary and grammar | 14 | 22,5 %  |
| 5.    | Other method  | 8  | 12,8 %  |
| Total |   |    |         |

Table 2.6 The frequency of teaching variation

| No.   | Variable  | f  | (%)    |
|-------|-----------|----|--------|
| 1.    | Always    | 10 | 16 %   |
| 2.    | Often     | 32 | 51,8 % |
| 3.    | Sometimes | 15 | 24 %   |
| 4.    | Rarely    | 4  | 6,4 %  |
| 5.    | Never     | 1  | 1,6 %  |
| Total |           |    |        |

Table 2.7 The frequency of motivated or comfortable situation for learning

| No.   | Variable  | f  | (%)    |
|-------|-----------|----|--------|
| 1.    | Always    | 7  | 11,2 % |
| 2.    | Often     | 20 | 32,2 % |
| 3.    | Sometimes | 22 | 35,4 % |
| 4.    | Rarely    | 13 | 24,2 % |
| 5.    | Never     | 0  | 0      |
| Total |           |    |        |

Table 2.8 The frequency of using media

| No.   | Variable  | f  | (%)     |
|-------|-----------|----|---------|
| 1.    | Always    | 0  | 0       |
| 2.    | Often     | 4  | 6,40 %  |
| 3.    | Sometimes | 34 | 54,70 % |
| 4.    | Rarely    | 17 | 27,30 % |
| 5.    | Never     | 7  | 11,20 % |
| Total |           |    |         |

Table 2.9 The most frequently used type of media

| No. | Variable            | f  | (%)    |
|-----|---------------------|----|--------|
| 1.  | Black board         | 38 | 61,2 % |
| 2.  | Pictures and photos | 6  | 9,6 %  |
| 3.  | OHP                 | 4  | 6,40   |
| 4.  | Tape recorder       | 14 | 22,5 % |

|       |                     |   |   |
|-------|---------------------|---|---|
| 5.    | Language laboratory | 0 | 0 |
| 6.    | Other media         | 0 | 0 |
| Total |                     |   |   |

Table 2.10 The language used in teaching Speaking

| No.   | Variable               | f  | (%)    |
|-------|------------------------|----|--------|
| 1.    | English                | 37 | 59,6 % |
| 2.    | Indonesian             | 0  | 0      |
| 3.    | English and Indonesian | 25 | 40,3 % |
| Total |                        |    |        |

Table 2.11 The type of learner's difficulty

| No.   | Variable                 | f  | (%)    |
|-------|--------------------------|----|--------|
| 1.    | Pronunciation            | 0  | 0      |
| 2.    | Understanding vocabulary | 60 | 96,7 % |
| 3.    | Understanding grammar    | 2  | 3,2 %  |
| Total |                          |    |        |

Table 2.12 The factor of difficulties during teaching and learning process

| No.   | Variable                      | f  | (%)    |
|-------|-------------------------------|----|--------|
| 1.    | Big number of students        | 60 | 96,7 % |
| 2.    | Limited time allotment        | 2  | 3,2 %  |
| 3.    | Unsuitable teaching materials |    |        |
| 4.    | Limited lecturer ability      |    |        |
| 5.    | Lecturer doesn't come often   |    |        |
| 6.    | Learners are not interested   |    |        |
| 7.    | English is too difficult      |    |        |
| 8.    | Other factors                 |    |        |
| Total |                               |    |        |

Table 2.13 The benefit of the course for the students

| No.   | Variable    | f  | (%)   |
|-------|-------------|----|-------|
| 1.    | Useful      | 62 | 100 % |
| 2.    | Less useful | 0  | 0     |
| 3.    | Not useful  | 0  | 0     |
| 4.    | Do not know | 0  | 0     |
| Total |             |    |       |



## Angket

### **PETUNJUK PENGISIAN:**

1. Baca dan isilah dengan melingkari alternatif jawaban yang menurut pendapat dan penilaian anda paling sesuai dengan keadaan yang sebenarnya.
2. Isilah tempat-tempat kosong yang disediakan menurut keperluan.

### **TUJUAN DAN MATERI PERKULIAHAN**

1. Menurut pengamatan anda, apakah pada awal perkuliahan, instruktur bahasa Inggris anda menyampaikan tujuan dari perkuliahan Speaking yang sedang anda ikuti ?
    1. Ya
    2. Tidak
  2. Kalau ya, apakah tujuan yang disampaikan tersebut sudah sesuai dengan pengajaran Speaking ?
    1. Ya
    2. Tidak
    3. Tidak tahu
  3. Menurut pendapat dan penilaian anda, kemampuan bahasa Inggris manakah yang merupakan tujuan pokok dari perkuliahan Speaking yang anda ikuti?
    1. Berbicara dalam bahasa Inggris
    2. Menangkap isi pembicaraan yang dilakukan dalam bahasa Inggris
    3. Menerjemahkan pembicaraan bahasa Inggris ke dalam bahasa Indonesia
    4. Bukan itu semua melainkan
-

4. Menurut pendapat dan penilaian anda, bahasa dalam materi perkuliahan bahasa Inggris yang anda ikuti saat ini adalah:
1. Bahasa yang digunakan sangat mudah
  2. Bahasa yang digunakan mudah
  3. Bahasa yang digunakan sedang-sedang saja
  4. Bahasa yang digunakan sulit
  5. Bahasa yang digunakan sangat sulit

### **TEKNIK MENGAJAR DAN MEDIA PENGAJARAN**

5. Menurut pengamatan anda, teknik apakah yang digunakan oleh instruktur bahasa Inggris anda dalam menyampaikan materi perkuliahan Speaking ?
1. Mengajarkan percakapan (conversation)
  2. Mengajarkan percakapan (conversation) sekaligus tata bahasanya (grammar)
  3. Mengajarkan percakapan (conversation) dan kosakata sulit
  4. Mengajarkan percakapan (conversation), tata bahasa (grammar) dan kosakata sulit
  5. Bukan itu semua, melainkan
- 
6. Dalam proses belajar mengajar untuk mata pelajaran Speaking, apakah instruktur bahasa Inggris anda menggunakan teknik yang berbeda ? (misalnya bermain drama/peran, diskusi, permainan dll)
1. Selalu
  2. Sering
  3. Jarang
  4. Kadang-kadang
  5. Tidak pernah



7. Apakah suasana kelas anda dalam perkuliahan Speaking santai dan menyenangkan, sehingga anda merasa tidak takut dan termotivasi untuk mempraktekkan pelajaran Speaking yang diberikan ?

1. Selalu
2. Sering
3. Jarang
4. Kadang-kadang
5. Tidak pernah

8. Dalam proses belajar mengajar, apakah instruktur bahasa Inggris anda menggunakan media pengajaran (misalnya: alat peraga, gambar-gambar, benda-benda lain) ?

1. Sering
2. Jarang
3. Kadang-kadang
4. Tidak pernah

9. Menurut pengamatan dan pengalaman anda selama ini, selain buku teks/modul, media pengajaran apakah yang sering digunakan dalam proses belajar mengajar mata kuliah Speaking oleh instruktur bahasa Inggris ? (bisa lebih dari satu)

1. Papan tulis
2. Gambar dan foto
3. OHP
4. Tape recorder
5. Laboratorium bahasa
6. Bukan itu semua, melainkan

---

10. Bahasa apakah yang digunakan oleh instruktur bahasa Inggris anda dalam pengajaran Speaking ?

1. Bahasa Inggris

2. Bahasa Indonesia
- ③. Campuran bahasa Inggris dan bahasa Indonesia

**RESPON/TANGGAPAN SECARA UMUM**

11. Kalau mempelajari Speaking , menurut pendapat dan penilaian anda, kesukaran apakah yang anda alami:
  1. Menirukan pengucapannya (pronunciation )
  2. Memahami kosa katanya (vocabulary)
  - ③. Memahami tata bahasanya (grammar)
12. Menurut pendapat dan penilaian anda, kendala apakah yang anda alami selama mengikuti perkuliahan Speaking ?
  1. Jumlah siswa yang terlalu besar
  - ②. Waktunya kurang
  3. Bahan pengajarannya tidak sesuai
  4. Dosen kurang cakap dalam mengajar
  5. Dosen terlalu sering tidak masuk
  6. Siswa kurang berminat
  7. Speaking dalam bahasa Inggris terlalu sulit
  8. Bukan itu semua melainkan

---

13. Menurut pendapat dan penilaian anda, perkuliahan Speaking yang anda ikuti di BTC Jember ini:
  - ①. Telah banyak meningkatkan kemampuan Speaking saya
  2. Cukup banyak meningkatkan kemampuan Speaking saya
  3. Sedikit meningkatkan kemampuan Speaking saya
  4. Tidak meningkatkan kemampuan Speaking saya



DEPARTEMEN PENDIDIKAN NASIONAL  
UNIVERSITAS JEMBER  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Alamat Jl Kalimantan III/3 Kampus Tegal Boto Kotak Pos 162 Telp (0331)334988

Nomor : /125.1.5/PL5/2000  
Lampiran : Proposal  
Perihal : **Ijin Penelitian**

Kepada : Yth. Bapak Pimpinan  
Business Training Center (BTC)  
Di  
Jember

Dengan ini saya mahasiswa fakultas Keguruan dan Ilmu Pendidikan Universitas Jember, dengan identitas sebagai berikut:

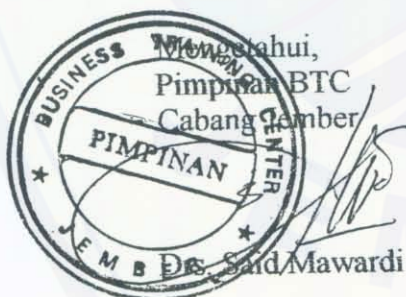
Nama : Salehfudin  
NIM : 960210401250  
Program/Jurusan : PBS/ Pendidikan Bahasa Inggris

Bermaksud mengadakan penelitian di Business Training Center (BTC) Jember.

Sehubungan dengan hal tersebut di atas saya mohon dengan hormat Bapak berkenan dan sekaligus saya mohon bantuan informasinya.

Atas perkenan dan perhatiannya kami mengucapkan terima kasih.

Jember, 13 September 2000



Mahasiswa Peneliti

Salehfudin



Digital Business Universitas Jember  
**BUSINESS TRAINING CENTER**  
**J E M B E R**

Kampus : Jl. Bedadung No. 1 Jember (Depan Jember Klinik )  
Telp. 0331 - 421631

**SURAT KETERANGAN**

No. 136/BTC/XI/2000

Yang bertanda tangan di bawah ini :

Nama : Said Mawardi  
Jabatan : Pimpinan Cabang Business Training Center Jember  
Alamat : Jl. Bedadung No. 01 Jember ☎ 0331 – 421631

Menerangkan dengan sesungguhnya bahwa :

Nama : Salehfudin  
NIM : 960210401250  
Jurusan : Pendidikan Bahasa dan Sastra  
Program : Pendidikan Bahasa Inggris

tersebut diatas adalah benar – benar telah melakukan penelitian di **Business Training Center (BTC)** Jember dengan Judul Penelitian “ The Implementation of Communicative Approach in Teaching Speaking in English Classes at Business Training Center (BTC) Jember in the 2000/2001 Academic Year “.

Demikian surat keterangan ini dibuat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Jember, 01 Nopember 2000  
Business Training Center



Program Pelatihan : - Keuangan dan Perbankan  
- Pariwisata dan Perhotelan  
- Sekretari dan Manajemen

- Komputer for Windows  
- Bahasa Inggris





DEPARTEMEN PENDIDIKAN NASIONAL  
UNIVERSITAS JEMBER  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Alamat : Jl. Kalimantan III/3 Kampus Tegalboto Kotak Pos 162 Telp. (0331) 334988

Nomor : /J25.L.5/PL5/2000

Lampiran : Proposal

Perihal : Ijin Penelitian

Kepada : Yth. Sdr. Pimpinan BTC.....

Cabang Jember.....

di.

T e m p a t.....

Dengan ini Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember menerangkan bahwa Mahasiswa yang tersebut dibawah ini :

Nama : SALEHFUDIN.....

Nim : 960210401250.....

Program/Jurusan : Pendidikan Bahasa Inggris / PBS.....

Berknaan dengan penyelesaian studinya, maka mahasiswa tersebut bermaksud melaksanakan penelitian dengan Judul :

THE IMPLEMENTATION OF COMMUNICATIVE APPROACH IN  
TEACHING SPEAKING IN ENGLISH CLASSES AT BUSINESS  
TRAINING CENTER (BTC) JEMBER IN ACADEMIC YEAR 2000 / 2001

Pada lembaga yang saudara pimpin.

Selubungan dengan hal tersebut diatas kami mohon dengan hormat saudara berkenan dan sekaligus kami mohon bantuan informasinya.

Atas perkenan dan perhatiannya kami mengucapkan terima kasih.

a.n. Dekan  
Pembantu Dekan I,

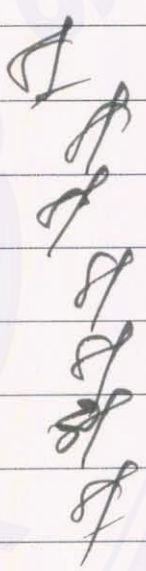
Drs. DJOKO SUHUD  
NIP. 130 355 407

DEPARTEMEN PENDIDIKAN DAN KEBUDAYAAN RI  
UNIVERSITAS JEMBER  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

**LEMBAR KONSULTASI PENYUSUNAN SKRIPSI**

Nama : SALEHFUDIN  
Nim / Jurusan/Angkatan :  
Judul Skripsi :  
THE IMPLEMENTATION OF  
COMMUNICATIVE APPROACH IN  
TEACHING SPEAKING IN ENGLISH CLASS  
AT BUSINESS TRAINING CENTER (BTC)  
JEMBER IN THE 2000/2001 ACADEMIC YEAR  
Pembimbing I : **Drs. M. Shulton, M.Pd.**  
Pembimbing II :

KEGIATAN KONSULTASI :

| NO | Tanggal      | Materi Konsultasi  | Tt. Pembimbing   |
|----|--------------|--------------------|--|
| 1. | 21- 11- 1999 | Judul / Title      |  |
| 2. | 13- 12- 1999 | Matrix             |  |
| 3. | 27- 12- 1999 | Chapter I          |  |
| 4. | 14- 1- 2000  | Chapter II         |  |
| 5. | 16- 5- 2000  | Chapter III        |  |
| 6. | 9- 8- 2000   | Chapter I, II, III |  |
| 7. | 11- 9- 2000  | Chapter IV, V      |  |
|    |              |                    |  |
|    |              |                    |  |

CATATAN :

1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
2. Lembar ini harus dibawa sewaktu ujian PRA SKRIPSI dan UJIAN SKRIPSI



DEPARTEMEN PENDIDIKAN DAN KEBUDAYAAN RI  
UNIVERSITAS JEMBER  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

---

**LEMBAR KONSULTASI PENYUSUNAN SKRIPSI**

Nama : SALEHFUDIN

Nim / Jurusan/Angkatan :









Judul Skripsi :

THE IMPLEMENTATION OF  
COMMUNICATIVE APPROACH IN  
TEACHING SPEAKING IN ENGLISH CLASS  
AT BUSINESS TRAINING CENTER (BTC)  
JEMBER IN THE 2000/2001 ACADEMIC YEAR

Pembimbing I : **Drs. Budi Setyono, MA.**

Pembimbing II :

KEGIATAN KONSULTASI :

| NO | Tanggal      | Materi Konsultasi | Tt. Pembimbing  |
|----|--------------|-------------------|---|
| 1. | 23- 11- 1999 | Judul / Title     |   |
| 2. | 11- 12- 1999 | Matrix            |  |
| 3. | 29- 12- 1999 | Chapter I         |  |
| 4. | 10- 1- 2000  | Chapter II        |  |
| 5. | 16- 5- 2000  | Chapter III       |  |
| 6. | 9- 8- 2000   | Refisi I, II, III |  |
| 7. | 11- 9- 2000  | Chapter IV, V     |  |
| 8. | 18- 9- 2000  | Refisi IV, V      |  |
|    |              |                   |   |

CATATAN :

1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
2. Lembar ini harus dibawa sewaktu ujian PRA SKRIPSI dan UJIAN SKRIPSI

**CURRICULUM VITAE**

Name : **Salehfuldin**  
Place of Birth : Tegal  
Date of Birth : May 5<sup>th</sup> , 1978  
Address : Jl Waringin Gg 17/2 Tegal 52121  
Education :

1. SD Ihsaniyah I Tegal 1989
2. MTS (Islamic Boarding School )Assalam Surakarta 1990
3. MAPK (Islamic Programmed of Senior High School) Surakarta 1993
4. English Department, Faculty of Teacher Training and Education Jember University

Experiences and Organizations:

1. Dewan Eksekutif IMT (Ikatan Mahasiswa Tegal ) wilayah C (Jember, Malang, Surabaya) 1996
2. MAPABA PMII Rayon FKIP UNEJ 1996
3. Pelatihan Teknik Penulisan Karya Ilmiah, ESA FKIP UNEJ 1996
4. Pelatihan Enterprenurship UNEJ 1996
5. Pendidikan Kader Dasar (PKD) PMII Rayon FKIP UNEJ 1997
6. The Secretary of First Chairperson of PMII Rayon FKIP UNEJ 1998-1999
7. Language Division of Land Reform Agrarian (LSM Konsorsium Pembaharuan Agraria) 1998
8. The fourth Chairperson of English Students Association (ESA) 1998-1999
9. The Leader of Research and Development (Balitbang) of PMII Rayon FKIP UNEJ 1999-2000
10. The Secretary of Language and Art Education (HMJ PBS) FKIP UNEJ 1999-2000