



# Communicating Technique in Teaching Speaking: Learning Opportunity and Students' Perceptions

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## Abstract

This research was carried out with the aim of expressing perceptions and improving students' English-speaking skills to be more intense and active by using the communicating technique method. This study used an experimental method and an analysis of student cognition integrated with the quantitative and qualitative research methods using oral trials. The research questions that will be explored in this study are: was there any effectiveness of Communicating Technique in teaching speaking? To what extent was the effectiveness of Communicating Technique in Teaching Speaking? How were the students' Perceptions on implementation of communicating technique in teaching speaking?. The objectives to be achieved in this research are to determine whether speaking techniques were useful, to find out the extent of the effectiveness of communicating Technique in teaching speaking and to interpret students' perceptions of the use of communicating strategies in speaking instruction. The means of this study are pre-testing, treatment, post-testing, interviews, and observations. Analytical techniques used when processing data in Statistical Package for Social Sciences 22.0 for Windows. The test results before applying the communicating techniques were only 60% of students had the ability to speak English but after the application of the communicating technique. It increased to 90% of students' ability to speak English. In analyzing student perceptions, the research result showed that the communicating techniques were effective in improving students' ability in English. The application of the communicating techniques in learning English, especially in speaking skills, is the right strategy to improve students' abilities because these techniques can turn abstract concepts into reality in the classroom.

**Keywords:** Communicating Technique, Learning Opportunity, Students' Perception

## Introduction

Interactive communication strategies specifically target the communication skills in language learning, developing English, facilitating learning strategies, and approaching the learning process of language education to develop English skills.

The impact of communicative approaches was on thinking and strategy in today's language education. As a result, the current potential in the development of language teaching methods did not have enough space to offer the potential of all communicative components, both in terms of empirical and participatory areas.

In this global era and today's advanced technology, English is essential for communicating with everyone in the world. As an international language, it is a must-have for anyone who wants to go abroad for business, education, vacation, visits, etc. Today, the need for English proficiency is increasing as English's current position as a language of international communication in this world is strengthened Akhter et al., (2020).

According to the English proficiency index (2015), Indonesia is 32nd ranked in the world. This means that the level of English in Indonesia is still relatively moderate. So far, skills depend on other Asian countries. In Indonesia, English is taught from elementary school until university. But actually, only a few students can speak fluently. The students in their class just listen to the teacher explain the lesson. Because the learning system is tied to the existing curriculum, the curriculum does not have continuity between one material and the next. There is no emphasis on certain skills that must be achieved by students as a benchmark for achieving a lesson that has been learned and there is no opportunity to improve their speaking skills. So, the teacher must find a good technique to improve students' speaking skills.

Researchers provide innovation through communicating technique as a solution to improving students' speaking skills by expressing ideas that can provide flexibility for students to express their ideas or ideas to be presented with friends. Because the current condition of students cannot be forced to do everything they want, there needs to be a good approach and good communication so that they can convince students that the method of implementation communicating technique in teaching speaking is very supportive in improving English speaking skills. Therefore, this study aims to identify the effects of communication skill methods taught to students on improving English proficiency, fluency, and students' perceptions on implementation of the communicating technique. The aim of this study was to determine if it will be effective to use communication skills to improve students' speaking skills.

There are some research questions that will be explored in this study. They are: (1) was there any effectiveness of Communicating Technique in teaching speaking? (2) To what extent was the effectiveness of Communicating Technique in Teaching Speaking? (3) How were the students' Perceptions on implementation of

communicating technique in teaching speaking? The objectives to be achieved in this research are. (1) To determine whether speaking techniques were useful (2) To find out the extent of the effectiveness of communicating Technique in teaching speaking. (3) To interpret students' perceptions of the use of communicating strategies in speaking instruction.

This study was intended to give theoretical and practical contributions to the teaching of speaking in 11th grades level. Theoretically, the result of this study was expected to give valuable knowledge in teaching speaking through Communicating Technique. While practically, The results of this study should help solve the lack of language learning. All participants improved their speaking skills during the communicating technique process through new learning strategies that motivate and improve speaking performance.

Communication is the exchange of ideas, concepts, and pieces of information between two speakers. In Communication, there are two people, a speaker, and a listener. Ahmed & Pawar (2018, p. 167) define communication as the exchange and negotiation of information between least two speakers using verbal and non-verbal symbols, oral and written/visual modes, and production and comprehension processes.

Based on Schachter (2012, p. 4), the following features of communication are listed as follows: 1. something that is a form of social interaction; 2. high level of anxiety and creativity; 3. included in the direct context of discourse and socio-cultural by limiting the use of appropriate languages; 4. limited due to psychological restrictions; 5. have a goal; 6. attractive native language; 7. evaluate the success or failure of your communication goals.

For those limitations and explanations about language before, it is much clear that knowledge and communication skill are absolutely important in life. Communication strategy is a way to express a meaning, in a second language or foreign language, the students who have limited mastery of the language.

According to Syahidi et al., (2018, p. 2), language is a means of communication between members of the community in the form of sound symbols produced by the organs of speech. Many believe that language is not the only means of communication. They claim that the two people or parts are communicating in a particular agreed manner. B. Painting, smoking, the sound of drums and barrels, etc. However, they also need to be aware that all previous means of communication have many weaknesses compared to language. In theory, linguistic functions can be divided into two categories: macro functions and micro functions, Dipta (2019, p. 1). Language macro functions can be declared as follows, and micro functions are already included: a). information function containing information; b). Transaction functions are used to talk about something between two people; c). Interaction function is used for interaction; d). That is the communication function is used to express ability or rejection; e). The recommendation function is used to send facilities, special products, etc; f). Expressive features are used to express emotions; g). Attitude function is used to control the soul; h). Orchid's function is to gain

knowledge and learn about the environment; i) The instrumental function is to manipulate the environment to trigger a specific event; j). The imaginary function is to create imaginary ideas, including beauty; k). Foreign Language Education Strategy.

Igboamalu et al., (2022) states that teaching ability is to select, organize, package, and present teaching materials to convey educational messages in specific areas of science and technology or the arts, according to curriculum requirements. It states that there is. Education program. In summary, this means two major skills that must be acquired in order to be able to teach, especially when teaching English, what to teach and how to teach. When we talk about teaching English, it is inseparable from the educational strategies that need to be applied to achieve our learning goals.

After knowing the theory, nature, function, and basics of developing a language strategy in interactive communication, it can explain it. The teaching of communicative languages first appeared in Wilkins' paper titled Grammar Situations and the National Rao (2019, p 7). Since then, communication skills have increased and spread all over the world and can shake the concept of language teaching developed by Structural. The power of this strategy can turn language teaching into grammatical rules. This is able to provide new strategies in the language learning process, especially in English. Able to provide answers some main questions in language teaching.

It was Suitable for the purposes of language instruction, especially English, to enable learners to use English for communication purposes and interact with these activities in a broader medium of instruction. Fazio & Cremasco (2021, p. 72) suggest that language teaching develops how to make transitions or conversations and how to communicate.

After observing the opinions of some experts, researchers can conclude that educational strategies that emphasize the development of communication skills were very effective in teaching English, especially in high school learning, where it is impossible to emphasize the teaching of sentence construction.

### **Method**

This research is a mixture of quantitative and qualitative research which was the aim of developing students' English skills using the communicating technique and also knowing the effectiveness of the communicating technique by giving students an assessment or opinion on what they feel from the communicating technique that was taught.

This study was conducted to test the theory or method by collecting data in the form of numbers to find the conclusions of the study. This qualitative study used the design of experiments by measuring variables before and after application. There are three methods when using the design of experiments. That is pretest, treatment, and posttest. The pre-test was conducted to determine the student's basic skills before using communication technology. Therapeutic researchers provided students

with two weeks to learn using communication techniques (Zhao et al., 2021). Post-test After treatment, researchers use communication techniques and then perform tests to get results

Collecting data in qualitative data, on the other hand, was in the form of an explanation of the information drawn from the conclusions of the observation, interviews, and questionnaire. Observations were made to determine the object of research, then an interview was conducted to find out the students' views on the methods that have been used, while questionnaires were conducted to provide answers to questions to find out what the most dominant difficulties faced by students in learning English.

## Results

This section describes the research results in terms of observation, interviews, questionnaires, and oral tests. Researchers have roles as teachers and observers. This study provides actual facts to write down both pre-test, treatment, and post-test data.

### A. Finding

From the questionnaire, the finding showed that the most dominant problem is speaking skills improved after learning communicative Technique (27.27%), and the least problem is vocabulary mastery (4.28%). The other problems are difficulty speaking English while studying (20.45%), speaking is one of the skills difficult (10.71%), the 4 English skills (9.35%), understanding the speaking learning material with the teaching method (8.31%), like English lesson (5,84%), motivated to speak English (5.71%), Communicative Technique to improve speaking skills (5.19%), and vocabulary mastery (4.28%).

*Table 1. Student Difficulties*

No	Causes of Students' Difficulties	Total	Percent
1	like English lessons	180	5.84%
2	like the 4 English skills	288	9.35%
3	like to speak in English	88	2.85%
4	speaking is one of the skills difficult	330	10.71%
5	understand the speaking learning material with the teaching method	256	8.31%
6	communicative techniqueto improve speaking skills	160	5.19%
7	motivated to speak English	176	5.71%
8	difficulty speaking English while studying	630	20.45%
9	vocabulary mastery	132	4.28%
10	speaking skills improve after learning communicative techniques	840	27.27%
<b>TOTAL</b>			
3.080			

From the questionnaire data above, it shows that the communicative technique has effectiveness in improving students' speaking skills in terms of the magnitude of the influence on students' understanding through this technique. In addition, there are some problems in vocabulary and there are also some students who still have difficulty in speaking English during the teaching and learning process because speaking skills are a little difficult in the habituation process. Then from the percentage of understanding, students can understand easily through the communicative technique used so that you can improve students' skills and vocabulary.

On the other hand, after collecting and calculating the data in the pretest, the researchers found that the lowest score was 6 and the highest score was 13, therefore the mean score got 9.80 with a standard deviation was 1.897. During the post-test, the lowest score was 10 and the highest score was 18, and then the average score was 2.052, and the standard deviation was 2.052.

Table 2. Quantitative and Qualitative research

Descriptive Statistic					
Test	N	Minimum	Maximum	mean	Standard deviation
Pre-Test	15	6	13	9.80	1.897
Post-Test	15	10	18	12.73	2.052
Valid N	15				
Students' Perceptions					
No	Strongly disagree	Disagree	Doubt	Agree	Strongly Agree
Total	5%	12%	12%	44%	27%

Based on the above data, students' speaking ability showed a higher tendency for average scores after treatment than before treatment. The average score after the test was higher than the average score before the test. Based on students' perceptions data showed that students express their agreement more by using the communicating technique.

**Discussion**

The researchers provided an explanation of the use of communicating techniques in teaching speaking during this discussion section. The results of the pre-test and post-test, observations, questionnaires, and interviews, show that the communicating strategy used has the potential to improve students' English skills. Communicating teaching was carried out in three stages. The activities are as follows: pre-test activities, treatment activities, and post-test activities.

The novelty of this research is that researchers offer something new and interesting as an innovation in pedagogical foreign language education as a material to improve effective learning methods to be taught at the high school level(Neff &

Dewaele, 2022). This communication technique, when referring to the results of research that has been carried out by researchers, shows that the satisfaction of students is above average and is also effective to use.

According to (Rao, 2019a) The improvement of students' foreign language skills today should come from the methods of explaining and writing. With the development of learning methods so rapidly that ultimately the teacher makers must be ready to face the challenges of using new methods in teaching foreign languages, especially English. Because we all know that speaking skill is very important in this era. According to Diana & Mansur (2018, p. 16) In addition, these language skills are the most necessary and urgent for students, both in their current situation and in their future careers.

### **Conclusion**

Communication strategies are recognized as a technique that helps students improve their speaking skills, and keep their communication channels open when engaging in verbal communication. Studies show that this strategy is very effective. This strategy can provide flexibility for students to interact and communicate, both with teachers and fellow classmates.

This study shows that students felt happy without pressure when expressing their ideas using English because the technique used was fun based on the perceptions of students who have been taught using this communicative technique.

Baugh (2021, p. 2) Previously English proficiency was quite low, most students tended to avoid communication or switch to their native language. It was not about using effective compensatory communication strategies that help improve linguistic communication and fluency. Learning shows that most students (students with little language knowledge) usually avoid topics. Few students (skilled students) try to use some effective strategies, such as paraphrasing meaning, asking interlocutors for help or using nonverbal signals to convey a message. The main reason was that students are not well trained to use such communication strategies and do not force teachers to use English in their classes.

Therefore, this study recommends teaching and training students to use communication skills and forcing them to speak in English to find ways to use these strategies in communication. This ultimately leads to the development of general communication skills, especially strategic skills.

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