

## IMPROVING STUDENTS' ENGLISH COMMUNICATION CAPABILITY THROUGH HABITUAL SPOKEN AND WRITTEN

**SIHAR PARDEDE**

English Education Study Program, STKIP Kusumanegara Jakarta  
[e-mail :austrius7p@gmail.com](mailto:austrius7p@gmail.com)

### ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan komunikasi dalam kegiatan pembiasaan meningkatkan kemampuan berbicara siswa untuk melakukan interaksi dalam bahasa Inggris lisan dan tulisan, Penelitian ini terdiri dari dua siklus dimana terdapat empat langkah dalam setiap siklusnya, yaitu perencanaan, pelaksanaan, observasi, dan refleksi. Peneliti mengumpulkan data kuantitatif tes berbicara dan menulis dan data kualitatif situasi kelas, catatan lapangan, foto, wawancara, dan angket. Hasilnya adalah (1) keterampilan berbicara siswa meningkat, peningkatan nilai berbicara dari 3,86 menjadi 5,95 (2) Wawancara langsung dan tulisan membentuk aktivitas komunikasi yang baik antara guru dan siswa serta pengelolaan kelas yang lebih baik. Di sisi lain kelemahan dari wawancara langsung dan tertulis adalah kesulitan dalam manajemen waktu untuk melakukan wawancara satu lawan satu dengan siswa di kelas berbicara dan menulis yang besar. Oleh karena itu, guru harus mengatur alokasi waktu yang baik di kelas besar untuk mencapai hasil yang terbaik.

**Kata kunci:** kemampuan berbicara dan menulis, kebiasaan tindakan, dan penelitian tindakan.

### ABSTRACT

The objectives of this research are to find out whether the use of communication in habitual activities improves the students' speaking capability to do interaction in English spoken and written, the This research consisted of two cycles in which there were four steps in each cycle, namely planning, implementing, observation, and reflection. The researcher collected quantitative data of speaking and writing tests and qualitative data of classroom situation, field note, photograph, interview, and questionnaires. The results are (1) the students' speaking skill improved, the improvement of speaking score from 3. 86 up to 5.95 (2) Direct interview and written type established good communication activity between the teacher and the student and improved classroom management. On the other hand the disadvantage of direct interview and written type was difficulty in time management to conduct one to one interview with students in a big speaking and writing class. Therefore, the teacher should arrange good time allocation in large class to achieve the best outcome.

**Keywords:** speaking and writing capability, habitual action, and action research.

### INTRODUCTION

Education of Indonesia such as English courses or training centers have purposes to be able to create the students who are able to speak and also to write in English . Through English the students are expected to be able to apply for the jobs which require English moreover if they are able to work abroad. One of the jobs is international seafarer, where English is a very essential element in spoken and written in communicating with each other because most of the passengers are foreign people who are expert to speak English. Non formal institutions also have kinds of teaching method to improve English as the major asset to work in the international cruise ship where the students are expected to reach four skills of language and two of them speaking and writing.

Widdowson (1996: 59) states that speaking as an example of use is a part of reciprocal exchange in which both reception and production play a part where in this perspective; the skill

Copyright (c) 2023 TEACHING : Jurnal Inovasi Keguruan dan Ilmu Pendidikan

of speaking involves both receptive and productive participation. Meanwhile Bygate (in Vilimec, 2006: 11) views that speaking is the skill as comprising two components: production skills and interaction skills, both of which can be affected by two conditions: firstly, processing conditions, taking into consideration the fact that 'a speech takes place under the pressure of time'; secondly, reciprocity conditions connected with a mutual relationship between the interlocutors. According to Thornbury (2005: 10), speaking is an ability to manage turn – taking on the use of production strategies such as the filling pauses also contribute to fluency at the same time as they are speaking as well as take the contribution others speakers are making to talk both linguistic and paralinguistic. Theories show that speaking is a reciprocal exchange to manage turn – taking that involves production skill and interaction skill to talk both linguistic and paralinguistic. Thus speaking and writing is used to express their ideas and to communicate with other people, when people can do reading skill; listening skill and writing skill by themselves without somebody joining with them then however in speaking skill people need interlocutor to do this activity.

The students are demanded to more proactive and responsive with the change of the industrial society in national, regional, and international. Therefore the students should have a standard competence of learning English that is oriented toward with the international and regional level of standard competence. Competency – Based Curriculum for General English (2009: 1 – 2) states that the standard competence is arranged in an effort to improve the students' quality of their skill experience and the English skill that can communicate with the people orally and in written. Essentially learning English is carried out by integrating system of four language skills that is elaborated by the condition of the real lives where in the end of the learning process can create the students' competence that can conduct good communicative activity in oral and written forms with other people successfully.

Based on the pre – research done in Pacific Cruiser Training Center; the researcher found out problems related to the low level of students' speaking skill. The problems were divided into two indicators; they were the language speaking and the learning environment. The first indicator came from the language speaking such as mispronunciation, showed by such word as “*Wait*” when they said “*White*”. The students were difficult in understanding grammar. It was showed when they wrote the dialogue on the paper. They could not control their grammar when they tried to make some interrogative sentences such as “*Where are you come from?* “. The other difficulty was the students' lack of vocabularies so the learners got difficulty to speak well. It was showed when they made dialogue they would repeat one word in many times such as “*tell*” they did not change into other words such as “*say, explain, talk*”.

The second indicator came from the learning environment. They felt ashamed and afraid to speak English. It was showed when the teacher pointed them to read the text, they were nervous. Next, they never practiced and used English and also they always used mother tongue during teaching learning process. They always said that it was difficult to speak English. The last indicator in speaking class some of them were in passive students. They would be silent when the teacher asked them to give some questions in discussion section.

The sources of problems also came from three parts. They came from the students, the teacher, the material. From the students, most of them were not interested in joining English lesson because they thought English was one of the most difficult lessons. It was showed when the teacher gave them assignment they would tell that it was difficult and they could not do it. Secondly, the teacher did not use variety of teaching method then the students felt bored and not interested in joining the lesson. It was showed by the result of pre – observation. During teaching learning process the students seemed bored because the teacher did not communicate with the students well. There was no joke during teaching learning process and make the classroom situation was boring. Last, from the material, the teaching material that was provided

by the teacher was monotonous then the students felt bored in and also the teaching method was teacher – centered created the passive students.

Having observed on that condition, the researcher was interested in changing the condition by conducting action research concern on implementing direct interview type to solve the problems of students' speaking skill in Pacific Cruiser Training Center.

The purposes of the research are: first, the use of direct interview type to improve the students' speaking skill, and second, the strength and weaknesses of direct interview type when it is implemented in the speaking class.

Widdowson (1996: 58 – 59) defines the term of speaking in two ways according its sense which in the usage sense, involves the manifestation of the phonological system or of the grammatical system of the language or both. With the reference to usage, it is perfectly true that speaking is active, or productive, and makes use of the aural medium. In other words he explains that speaking as an instance of use is a part of reciprocal exchange in which both reception and production play a part where in this perspective, the skill of speaking involves both receptive and productive participation. On the other hand Briendley (1995: 19), oral skill can be identified with speaking skill through the points of view about oral skill is to express one of intelligibility, to convey intended meaning accurately with sufficient command of vocabulary, to use language appropriate to context and to interact with other speakers fluently. Moreover Widdowson (1996: 64) states that speaking is a kind of tactical maneuvering that can be characterized as an overtly interactive manner of communicating that means that talking is reciprocal because it takes the form of an exchange between two or more participant with each participant taking turns to say something. Any misunderstandings which arise can be cleared up in the process of the interactions of the other interlocutors that means that they can afford to be imprecise and explicit and clarify then modify their meanings as they go along according to how what they say is received.

From the theories above it can be concluded that speaking is the kind of tactical maneuvering of oral interaction to express one of intelligibility which can either focus on information or interaction involving both receptive and productive participation in interactive communicative through components of speaking such the manifestation of phonological and grammatical system of language then accurately with sufficient vocabulary.

Dale (1998: 9) defines that direct interview type is a means of gathering data from one person by another or others that allows the individual to express views and opinion to others in structured ways. Meanwhile, Steward (2006: 7) explains that direct interview type is a one in which interviewer establish the purposes of interviewing and at least at the outset, control the pacing of the communication situation. Typical direct interview type includes information giving, information gathering, and employment selection. On the other hand the Saked mentions that direct interview type is a good way to gain information and provide the participants with practice in improving speaking and listening skills. Results of interviews can be prepared for publication in reports or in the school newspaper, thus supporting the writing component of the language arts program. To sum up all of the theories above it can be taken a conclusion that direct interview type is a means of gathering data to establish specific purposes through express views and opinion that can improve speaking and listening skill.

Mc Groarty (in Kessler, 1992: 2) identifies six primary benefits of direct interview type as one technique of cooperative learning. They are 1) increased frequency and variety of second language practice through different types of interaction. 2) Possibility for development or use of the first language in ways that support cognitive development and increased second language skill. 3) The opportunities to integrate language with content – based instruction. 4) The opportunities to include a greater variety of curricular material to stimulate language as well as concept learning. 5) Freedom for teachers to master new professional skills, particularly those

emphasizing communication. 6) The opportunities for students act as resources for each other, thus assuming a more active role in their learning.

On the other hand, Bassano and Christison (in Kessler, 1992: 3) identify four kinds of associated with direct interview type in cooperative learning classroom management. They are 1) to assist with classroom environment and social task. 2) To be useful in selecting content and setting goals. 3) To help in developing materials such as flash card and posters. 4) To assist in monitoring progress and evaluating tasks.

Steward (2006: 13 – 14) adds the advantages of applying direct interview type in teaching language skill. It is divided into three aspects, they are 1) interviewing are more useful in discovering attitudes, feelings, thought, beliefs, and what binds them together. 2) Interviewing encourages the use of all kinds and type of questions. 3) The nature of interviewing generally does not permit kind of selectivity except in phrasing some question.

## **RESEARCH METHODS**

The method of this research is a classroom action research. The researcher passed some procedures during conducting this research. It is as stated by Kemmis and Mc Taggart, (in Burns, 1999: 32) that the procedure of each step in this research is as follows:

1. Identify a problem area

In this research, the problems were identified by using four techniques; they were a) pre observation, to know the model of classroom management and students' behavior.

b) Interviewing the teacher and the students, to know problems faced by the teacher and the students. c) Questionnaire to know problem of English in teaching learning process faced by the students. d) Pre test, to know how far their speaking skill

2. Planning the actions

The researcher made some plans before conducting this research, they were a) choosing the topic or the material, the researcher chose descriptive text as the topic of the research.

b) Designing lesson plan in every meeting. c) Preparing for teaching – aids. d) Preparing for students' worksheet. e) Preparing for worksheets observation. f) Preparing for post – test. g) Preparing for camera.

3. Implementation the action

There were two cycles and every cycle consisted of two meetings. Every meeting there were three types of activities; opening, main activities and closing.

4. Observing / monitoring the action

The researcher did pre – research observation before implementing the research in class that used as consideration to design the next activity.

5. Reflecting the result of the observation

The researcher evaluated the process and the result of implementation of the direct interview type and sentence writing. This evaluation was evaluated after finishing first cycle that purposed to know the strength and the weakness.

6. Revising the plan

After conducting cycle 1 the researcher revised this research that focused on managing students to be more active on speaking class.

In this classroom action research, the researcher collected the data using qualitative and quantitative method. The quantitative data are collected from the students' speaking test. Meanwhile, qualitative is used to describe data which are not amenable to being counted to measure in an objective way, and are therefore 'subjective'. Qualitative techniques consist of observations, interview, and document analysis. The processes of data analysis were conducted by the researcher using qualitative and quantitative. The qualitative data were analyzed by observational techniques while the quantitative data were analyzed by comparing the result of the test.

## RESULT AND DISCUSSION

This research consisted of two cycles, and every cycle consisted of three meeting; two meetings for implementing the actions and one meeting for assessing the students' speaking skill. On first meeting in cycle 1, the researcher introduced descriptive text then followed by explaining simple present tense after that the students asked to do independent tasks and continued by students' presentation in pairs. Meanwhile on second meeting the researcher asked the students to proofreading text after that explained interrogative sentences and followed by reporting back back's students through set a question. Then on third meeting the researcher conducted post – test 1 to asses the students' speaking skill to describe direct interview type. During cycle 1 there were significant improvement on classroom management and students speaking performance. Meanwhile the negative result came up such the students' problem in grammatical error, mispronunciation, lack of vocabularies. Therefore the researcher revised by conducting cycle 2.

The implementation of cycle 2 the researcher concerned on refining the students' problems of English. It was started from first meeting the researcher asked the students one by one to share their problems of English then explained word order then on joint construction focused on direct interview type in groups. Next meeting the researcher reviewed all the materials to make sure that the students could describe interest place correctly and fluently. Last meeting third meeting the researcher conducted post – test 2. The positive result showed that there were the improvement of students' speaking skill and cognitive strategies.

The researcher assessed the students' speaking skill used the scoring rubric from Penny Ur. She scales the criteria of speaking testing into two categories; accuracy and fluency and more detail information is presented below:

**Table 1 The Speaking Scoring Rubric**

ACCURACY		FLUENCY	
Little or no language produced all mistakes in pronunciation.	1	Little or no communication	1
Poor vocabulary, mistakes in basic grammar, many mistakes in pronunciation.	2	Very hesitant and brief utterances, sometimes difficult to understand	2
Adequate but not rich vocabulary, occasional grammar slips, few mistakes in pronunciation.	3	Get ideas across, but hesitantly and briefly	3
Good range of vocabulary, good grammar, good pronunciation	4	Effective communication and natural	4



The result of the research could be as a real evidence of implementing the research. Primarily it could be seen that the students' speaking skill improved by using direct interview type. It could be shown as follows:

**Table 2 The Result of Mean Score**

Pre – test mean score	Post – test 1 mean score	Post – test 2 mean score
3.86	4.81	5.95

The table above presented that there was the improvement of students' speaking skill in increasing mean score, therefore the researcher decided to stop this research. In summary the researcher concluded that direct interview type improved the students' speaking skill.

After using direct interview type to teach speaking there were some significant improvements of students speaking skill.

1. Direct interview type can improve students' speaking skill.

Madsen (1983: 166) tells that the level of difficulty on any given interview should vary both to maintain student confidence and the flow of the interview and also to provide an opportunity for teacher to see how competent the student really is. Kessler (1:1992) states that interview is offer ways to enhance learning and to increase academic Achievement. It was proven step by step during implementing the action that could be seen the improvement of the higher score students speaking skill from pre test to post test that was 3.86 up to 5.95. It meant that the students absorbed the teacher explanation well and then the students conveyed meaning when they presented to describe something in speaking class.

Kessler (6: 1992) states that interview increases linguistic complexity of communication. According to Bailey (2005: 191) explain that linguistic complexity means the ability to understand the use of grammar, to choose the sufficient words (vocabulary) and to produce sounds of language (pronunciation) clearly and correctly. During speaking the students tendency repeated the same word for many times when they spoke English and it was caused the students' lack of vocabularies and also the students described something very shortly description. After the researcher applied direct interview type the researcher saw the students' speaking improvement that proven from the students' performance to describe place correctly with using sufficient vocabulary.

The researcher saw that the students got difficulty to understand grammar when the first meeting the researcher explained simple present tense. The researcher found out that some students did mistakes in making sentences when the students wrote down the sentences in front of the class. Most of the students also got confused to differentiate the use of simple present tense, for example the students usually talked double verb like “I am forget”. Then the researcher overcame it by asking the students to redraft before presenting their discussion result in front of the class and though this activity the researcher proposed to develop the student understanding in English grammar.

Other improvement was from the students' pronunciation. At the first the students did many mistakes in pronouncing the words and the students thought that it was very difficult to speak English. It was caused that they felt unfamiliar with English in their daily life. Then through direct interview type the researcher concerned on speaking improvement by applying interview activity in implementing research on every meeting to encourage the students' awareness to speak English for better English pronunciation.

2. Direct interview type can improve the classroom management.

Through implementing this action gave feedback beneficial to the students to convey

meaning when they conducted speaking through direct interview type. In the end of the lesson the students gave peer feedback / peer assessment on each other to assess how well the students performance really are. Therefore the researcher assume that a progress achievement in speaking English after implementing this action research and knowledge acquisition also consciously help the students to develop language skill that proposed to get the students stimulate interest in teaching learning process then through those activity helped the researcher to asses informal assessment of what they say and what the language they use then how they performance.

### 3. Advantages and disadvantages of direct interview type

Direct interview type also gave some advantages such the improvement of the students speaking skill not only from the students' performance but also from the students cognitive that encouraged the students to speak English continually. On the other hand there were some disadvantages of applying direct interview type to improve students' speaking skill.

The first was when the researcher conducted one to one interview that focused on the student to interview one by one while the other students waited their turn. The second was ineffective timing on big class because of direct interview type needed extra time to enquire and to encourage the students to speak English because of interviewing one student the researcher needed about 5 – 10 minutes.

## CONCLUSION

The researcher draws a conclusion that teaching speaking by using direct interview type can improve the students' speaking skill, such as:

1. Direct interview type improved students speaking skill that could be seen from mean score that was form 3.86 on pre test to 5.95 on post test and also improved students' linguistic competence such to understand grammar correctly, to pronounce words clearly and to choose vocabularies accurately.
2. Direct interview type established good communicate activity between the teacher and the student and improved classroom management.

On the contrary the researcher also found the disadvantages of applying direct interview type in teaching speaking, such as: the first that one to one interview focused on the student one by one and the second that was ineffective timing on big class of speaking.

## BIBLIOGRAPHY

- Baddeley, A. (2003). *Working memory and language: An overview*. Journal of communication disorders, 36(3), 189-208.
- Bailey, M. Kathleen. (2005). *Practical English Language Teaching Speaking*. New York: McGraw Hill Education.
- Brindley, Geoff. (1995). *Language Assessment in Action*. Sydney: Macquarie University.
- Burns, Anne. (2001). *Collaborative Action Research for English Language Teachers*. Cambridge: Cambridge University Press.
- Dale, Margareth. (1998). *How to be a Better Interviewer*. London: Clays Ltd, St Lves plc
- Kementrian Pendidikan Nasional. (2009). *KBK Bahasa Inggris Umum (Competency – Based Curriculum for General English)*. Jakarta: Direktorat Jendral Pendidikan Non Formal dan Informal Direktorat Pembinaan Kursus dan Kelembagaan.
- Kessler, Carolyn. (1992). *Cooperative Learning*. New Jersey: Prentice – Hill.
- Madsen, Harold. S. (1983). *Techniques in Testing*. London: Oxford University Press.
- Steward, Charles J. (2006). *Interviewing: Principles and Practice*. New York: McGraw Hill Education.
- Thorbury, Scott. (2005). *How to Teach Speaking*. London: Longman.

Villemic, Erik. (2006). *Speaking and Speaking Skill*. Pardubice: University of Pardubice  
Widdowson, H.G. (1996). *Teaching Language as Communications*. Hongkong: Oxford University Press.