

CHAPTER I

INTRODUCTION

1.1 Background of the Study

The ability to communicate effectively in English is an important skill for students in the English Education Study Program (EESP). In modern times, English is the language used in the world as a means of communication. English is now used both in the world of education and work. It is important for today's students to learn English both from the aspects of reading, writing, listening and speaking. However, until now English is still difficult to use in the middle of education because they still feel that English is not the main language used every day. In learning English, there are four language skills that must be learned, namely speaking, listening, reading and writing. These four skills are always the final target in learning English.

Communicative approach in teaching language is based on language as a means of communication, the function of language teaching is to provide the learner to use language communicatively. Language is used to accomplish some function, such as arguing, persuading, or promising. Moreover, we carry out these functions in teaching and learning process. A teacher will choose a particular way to express a language to facilitate the students to understand the target language.

In the context of the English Language Education Study Program (EESP), developing speaking skills is very important for future educators. Harmer (2007) emphasizes the role of communicative activities in providing meaningful practice, which is essential for language acquisition. Traditional teaching methods often emphasize grammar and writing, ignoring the important skills of oral communication. This proposal aims to explore the effectiveness of communicative activities in improving students' speaking abilities in EESP.

Speaking is one of the skills that teachers consider to be an important skill in communication and language. So many teachers prioritize skills in oral form

using a foreign language, in this case English. In this case the language teacher acts as a communication teacher to facilitate students. Speaking is a kind of either productive or active skill. Though the four skills are equally important, speaking becomes the most important tool to communicate that needs to be accomplished. In other words, the goal of language is communication and the aim of speaking in a language context is to promote communicative efficiency. In addition, speaking is a method of communicating with other people, sharing ideas and opinions, providing information or desires. Talking also occurs when there is a speaker and a listener. According to Gert and Hans (2008:207), speaking is speech or speech that has the intention of being recognized by the speaker, and the recipient processes it. A statement to acknowledge their intentions. Unlike teaching writing, reading and listening skills, English teachers have their own challenges in teaching speaking skills. Teachers must be able to motivate and stimulate students so that they can excel and be confident enough to start speaking. However, sometimes students find it difficult to express their ideas verbally. According to Brown and Yule (1999:14), speaking depends on the complexity of the information to be communicated; however, the speaker sometimes has difficulty explaining what he wants to convey. Teachers play an important role in the development of students' speaking abilities. Teachers must motivate their students to speak in public because, as Rivers (1968) stated, teachers need to provide ample opportunities for students to do so to practice their speaking skills. That means a lot of practice is needed because it can help students overcome speaking problems that students learning a foreign language face.

Communicative language teaching begins with the theory of language as communication. The aim of language teaching is to develop communicative competence (Richard and Rodger, 1999: 69). The aim of using communicative competence is to make language use contextual and appropriate. Larsen-Freeman (2000) states "Communicative language teaching aims broadly to apply the theoretical perspective of the communicative approach with making communicative competence the goal of language teaching and with recognizing the interdependence of language and communication."

Currently, students are not yet able to express ideas, arguments or feelings communicatively. In fact, even though they have studied English several times, many students still feel nervous when they have to prepare to speak in public.

Communicative Language Teaching (CLT) focuses on interaction and practical use of language, which is in line with the goals of EESP. These programs prepare students to become proficient English speakers and effective teachers. Implementing communicative activities can bridge the gap between theoretical knowledge and practical language use, thereby better preparing students for their future roles as educators.

The purpose of this writing is for students to get English language learning activities which aim to actively improve speaking English so that they are more effective in good communication skills.

1.2 Research Problem

The researcher would like to formulate the researcher problem as follow;

Does communicative activities are effective to improve the English speaking skills of English Education Study Program?

1.3 Aims of the Study

1. The project aims to create a dynamic and interactive learning environment that fosters effective oral communication, a crucial skill for academic and professional success for students' basic especially in English Education Study Program.
2. The aim of the study is to investigate and demonstrate the effectiveness of incorporating communicative activities settings with the specific goal of improving students' speaking skills.

1.4 Significance of the Study

The results of this research can contribute to the development of educational policies, especially in English language learning. These findings can be used by policy makers to integrate communication activities as part of the national English curriculum. In addition, this research can encourage training programs for teachers to master effective communication techniques in teaching English. This research will result in

increasing students' English speaking skills, which will open up more opportunities for them in a global context. Students who are able to communicate well in English will have an advantage in continuing their education to a higher level, finding work, and participating in international activities. In addition, this research can also contribute to improving intercultural communication, which is important in building a more inclusive and tolerant society.

1.4.1 Implication

As students' English speaking skills improve, they will be better prepared to face global challenges in the future. These skills are not only important for continuing education to a higher level but are also very valuable in the world of work. Improving English language skills can also broaden students' insight into other cultures and increase tolerance and international cooperation. And with better English speaking skills, students can participate more actively in various international activities, such as student exchanges, conferences and competitions. This not only expands their social network but also gives them the confidence to interact with people from different cultural backgrounds. Over time, this can help create a more inclusive and global society.

1.4.2 Application

1. Use of Communicative Methods: English teachers can integrate communication activities such as group discussions, role-plays, debates, and presentations in their curriculum to improve students' speaking skills. This method can be adopted routinely in every learning session to give students more opportunities to practice speaking.
2. Project-Based Learning: Communication activities can be combined with project-based learning, where students work in groups to complete specific assignments or projects that require communication in English.