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ABSTRACT

This study aimed to determine how the approach of teaching speaking was done with the sophomore class students taking English as major subject in the University of Southern Mindanao, Kidapawan Campus, Kidapawan City. Specifically, it sought to answer how the approach was done; how the approach helped students enhance their speaking competency; and what suggestions they could shed to improve the approach. Narratological approach was used through Focus Group Discussion (FGD). Results revealed that teachers used Communicative Language Teaching (CLT) in teaching speaking and that they used authentic tasks and activities for students to practice proper speech fluency and accuracy. These activities are usually done in real life like interview, simple conversation, online conversation, reading passages, and reading speeches. The researchers found that communicative language teaching would have favorable results if contextualization and first hand experiences of learners are considered.

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INTRODUCTION

Top Ten Languages (2016) reported that English is the second or third most popular mother tongue in the world, with an estimated 350-400 million native speakers. It is also the common tongue for many non-English speakers and almost a quarter of the globe's population - maybe 1½-2 billion people - can understand it and have at least some basic competence in its use, whether written or spoken. English however is incontrovertible that it has become the lingua franca of the world in the fields of business, science, aviation, computing, education, politics and entertainment and many others. Over 90% of international airlines use English as their language of choice (known as "Airspeak"). The same applies in international maritime communications ("Seaspeak"). Two-thirds of all scientific papers are published in English, and the Science Citation Index reports that as many as 95% of its articles were written in English, even though only half of them came from authors in English-speaking countries. Up to half of all business deals throughout the world are conducted in English. Popular music worldwide is overwhelmingly dominated by English (estimates of up to 95% have been suggested), and American television is available almost everywhere. Half of the world newspapers are in English, and some 75% of the world mail correspondence is in English (the USA alone accounts for 50%). At least 35% of Internet users

are English speakers, and estimated 70-80% of the content on the Internet is in English (although reliable figures on this are hard to establish). Many international joint business ventures use English as their working language and wherever one travels; one sees English signs and advertisements.

With these, speaking clearly and proposing efficiently ideas is a must in a modern society. We would be lost in society if we could not speak English clearly. However, to many, speaking in English seems to be a very challenging task. Hetrakul (1995) states that since English is a foreign language in their country most students especially senior high schools are not familiar with it. He also said that they use English more frequent only inside the class and less frequent outside. Whereas, students' have limited time to learn English in class, and they still do not have enough encouragement to practice English outside the class in order to get familiar with it.

Speaking difficulty also holds true when one is anxious about social situations, one usually finds himself not being able to pay attention to the conversation because his/her mind is constantly reverting back to all the dumb things s/he said one, two or five minutes previously. One can't think clearly and appear to be either uninterested in the person s/he is talking with or just an air head. In other countries, using English in discussion and conversation is a difficulty, same scenario also in the Philippines, in which, speaking difficulty is dubbed as a

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major problem when it comes to conversing ideas. Students tend to bluff in airing their ideas especially that when they respond to teacher's question, answer on stage in a beauty contest, converse with intellectual people and do actual tasks such as telephoning, etc which require speaking as communicative skill. Indeed, this case brings a problem that makes students to have difficulties to communicate in English. Being a teacher now plays vital role in enhancing students' communicative competence which requires a hundred percent of patience and strategic schemes to make learning speaking fun and not insulting. Therefore, ESL teachers are teaching speaking and other macro skills in a communicative rather than traditional way of just knowing the principles and basic terms. They prefer the use rather than usage. However, despite the widespread adoption of communicative language teaching (CLT) in ESL countries, research suggests that it is used and implemented in varied and different ways like CLT using online, task authenticity like telephoning for business correspondence courses, interview, etc.

It is in this sense that this action research is brought to investigate how communicative language teaching in teaching speaking is used and implemented inside the classroom.

Statement of the Problem

This study aimed to determine how communicative language teaching is employed with the sophomore class students taking English as major subject at the University of Southern Mindanao, Kidapawan Campus, Kidapawan City.

Specifically, it sought to answer the following questions:

1. How the approach was done?
2. How the approach helped enhance students' speaking competency?
3. What suggestions students can shed to improve the approach?

METHOD

Presented in this chapter are the methods and procedures used in this study. The presentation includes the research design, research participants, research instruments used, and gathering of information.

Research Design

This study used narratological approach of qualitative research. It was used to determine how communicative language teaching in teaching speaking was done by the teacher with the students. It seeks verification of the respondents not through the subjective decision of the researcher (Onwuegbuzie and Leech, 2005). Specifically, the narratological approach was considered in getting the information from the two (2) Focus Group Discussion (FGD).

Research Participants

The respondents of this study were the sophomore students who were taking English as their major subject on the second Semester of School Year 2014-2015 with the course Bachelor of Secondary Education. These students had already taken Speech and Oral Communication course before they were made participants in this study.

Research Instruments

Questionnaire with main and probe questions and recorder were used as instruments in this study. Statements from the Focus Group Discussion in where researcher interviewed the participants were laid down for discussion.

Research Procedure

The data were collected through a face-to-face interview and focused-group discussion of two groups which consist of seven students per group. The discussion was done one group after the other. These fourteen students were randomly chosen through stratified random sampling procedure- a lottery sampling in which each name was written in a small sheet of paper and picked randomly. Participants were the 2nd year BSE English major students of 2nd semester of school year 2014-2015.

RESULTS AND DISCUSSIONS

Based on Focus Group Discussions (FGD) with fourteen participants, it turned to be that the teacher used Communicative Language Teaching in teaching speaking to sophomore students and that they used authentic tasks and activities for students to practice proper speech fluency and accuracy. The teachers conducted activities that were usually done in real life like interview, simple conversation, online conversation, reading passages, and reading speeches.

This chapter presented the discussion of the study. It also presented the data gathered from the two (2) Focus Group Discussions. For coding purposes fourteen participants were coded as S, for student with a numeric and alphabetic codes like 1, 2, 3, 4, 5, 6, and 7 and A,B,C,D, up to Z. Parentheses inside some statements of the participants mean that the statements were translated into English from a vernacular sentence structure.

Focus Group Discussion 1 had seven students. They revealed that their teachers employed communicative language in teaching speaking (FGD1AS1) and that they employed activities like conversation drill (FGD1AS1), recorded speech reading (FGD1BS3), and oral reading (FGDCS4). While in FGD 2, Participants divulged that their teachers in speech and oral communication employed communicative strategies or communicative language teaching in teaching speaking (FGD2AS1) and that,

"She employed authentic tasks like using social media..." (FGD2BS1). She also employed reading passage and statements (FGD2CS2), interview (FGD2DS4), asking basic questions (FGDES5) and lecture (FGD2FS6).

As to how the teachers employed their approach in teaching speaking, participants in FGD1 divulged that their teacher required them to watch English films (FGDES7). Other participants revealed,

"We recorded the conversation and noted the characters' dialogues and listened to it repeatedly."(FGD1GS4).

One participant said that for a conversation drill,

"We were grouped according to the number of characters talking in a conversation scene."(FGD1HS4).

Other participants said for a conversation drill,

"...we are required to imitate the accent in the film and then present in front of the class as if we were the characters in the film."(FGDIS7).

Other participants told,

"We did it for three times listening to English films, copy and imitate the dialogue and after that we were required to have our own conversation..."(FGD1JS5) and she added that they must retain the accent and that activity is just a practice activity to make their speech proper (FGD1JS5).

Another participant told that,

"Every session, there is one group to present a conversation drill and closely listened to every speech aspects about speech like the segmentals and suprasegmental features,"(FGDKS6) and "she evaluated the outcome incorporating all speech principles" (FGDLS1).

On the recorded speech reading as one of the activities employed the teacher in teaching speaking, participant told that they recorded their voice while reading speech and presented it in class one every session (FGDMS1). They said that they use their recorded speech as a springboard (FGDNS2).

"Our teacher got her example from our recorded speech, instead her giving and forming her own examples, she got examples from recorded speech."(FGDOS3).

Given an example making the recorded speech as a spring board, other participant in the focus group discussion mentioned suprasegmental feature of speech like pitch with the WH question, you have to make it standard in terms of intonation pattern, and so their teacher was taking WH statements in which they are to apply the proper intonation pattern instead of the teacher forming example from her own, instead was taking it from the recorded talk (FGD1PS2). Other participants explained that their teacher corrected what is not-so proper in the recorded talk making it better and proper with the use of principles and other aspects of speech (FGD1QS6).

As to how oral reading was done in teaching speaking, participant in focus group discussion has this to say,

"...it was our final exam as a substitute of written final exam."(FGD1RS1) they read orally applying all principles of fluency and accuracy of speech, she added (FGD1RS1). "Our teacher required us to adopt famous speeches." (FGD1SS7), "Then, she required us to read it orally with a certain distance from her. So we were required to have audible voice."(FGD1TS6), other participants added.

In addition, FGD2 participants revealed that in teaching speaking through the activities mentioned earlier in the first paragraph with codes FGD2BS1 that says,

"She employed authentic tasks like using social media..."(FGD2CS2) reading passage and statements (FGD2DS4) interview, (FGDES5) and FGD2FS6 asking basic questions and lecture.

With the activities employed in the classroom by the teacher in teaching speaking like interview, conversation drill, recorded speech, oral reading, reading passage and statements, asking basic questions, dialogue, and using o social media, these all run parallel with HayriyeKayi on her Teaching Speaking:

Activities to Promote Speaking in a Second Language which states that rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired.

As to how these activities were employed in teaching speaking, one participant has this to say, "First she (the teacher) required us to have a fb account, then added each other, her and our classmates." (FGD2IS3). One has mentioned,

"At first months, we never knew what was her purpose with us opening an fb account. But later we realize we have been using the language in commenting and communicating on fb."(FGDJS4).

Other participants said,

"Our teacher was posting statements and ideas on her wall and we comment. She was actually having a conversation with us online."(FGD2KS4).

One participant added,

"She also made a closed group account on fb. In there, she was posting announcements and everything using English."(FGD2LS7). "Without us knowing that she was teaching us to use the English language naturally." (FGD2MS3) one has also told.

As to how strategies are done, participants from focus group discussion have this to say,

"In social media, fb, she (the teacher) was calling us not by our real names but she was calling us, dear, sweetie, honey, (such) sweet endearments." (FGD2NS1).

One participant added,

"Only then we realize that she was urging us to use the language naturally fluent. She was setting a positive mood for us to talk and had an actual conversation with her. She never posted statements and shout outs in vernacular. It was always in English."(FGD2OS5). "Also, the shout outs were very interesting that we as students can't help but comment and respond using the same language."(FGD2PS3) one added. "We actually had a conversation on important announcements, instructions and just about anything." (FGD2QS4), another one also added. "She also can relate love feelings, so was posting varied genres on her wall and we as students, we comment(ed) and respond(ed)." (FGD2RS7). Another one has said, "She was always online and was not only using fb but at times, she calls on skype for further instruction, since many in our class were using gadgets and pocket wifi." (FGD2SS2). "It was in the final month of the semester that she told us about the purpose of our fb account. She screened shot our conversation and assessed and evaluated as to grammar, word structure and content and its logical arrangement..." (FGD2TS4).

As to how the interview was done, participants revealed that

"..... she had the class grouped in(to) 4, some (were) five and six. We were grouped in an implied manner, (in a way that students did not know it was actually an activity)." (FGD2US7).

One also added,

"(Yes), she did it like almost every session that she talked to us in a very normal setting."(FGD2VS1).

And that the teacher,

".....was asking common questions, current events or topics we can relate. She even asked sometimes about love feeling, how sweet and painful it is. It seemed she can relate so well. She knows the feelings and she talks much about it, with her pieces of advice."(FGD2WS1).

One participant added that *"She talks in normal tone, kinda setting the positive mood. She laugh(ed) with us. She (didn't) mind how we talk(ed) at first."*, FGD2XS2. One participant also mentioned that,

"When we commit (ted) mistakes, grievous like grammar and mispronounced words, we usually caught her repeating the words we have mistakenly pronounced. She made it to better one..." (FGD2YS6)

One has added that,

"She (the teacher) did the interview session usually before the formal session begins but she ate like 5-15 minutes of our time schedule just to have a chit-chat with us. With that 15 minutes, she was able to talk to all of us by group. She talked and asked just about anything."(FGD2ZS1) and that it made them feel so at ease talking, (FGD2AAS6) and *"....without worrying about speech principles, fluency and accuracy..."* students did talk just normal (FGD2BBS4).

As to how reading passage has been done, participants have this say that, *"First thing, she had us look for literary piece or speech from any reading material."* (FGD2CCS1) *"... had written it on manila paper and posted) it on the board"*, FGD2DDS3 in which speech principles (were) applied (FGD2FFS2). As an example, one has mentioned that,

"...suprasegmental features of speech like juncture or stop or blending, example, d plus y is equal to /j/. to apply that blending, she used our written material instead of having her own example."(FGD2FFS2).

One has added,

"It was grouping. We were grouped together in looking for speech or any paragraph statements to be written on Manila paper."(FGD2EES1).

One also explained that *"... after her lecture, she let us read the passage with proper juncture and stops."*(FGD2HHS7). One further explained that *"She let us read the passage and statements with proper stops like, phrasing. (For example), have a pause (in) noun phrase (not the continuous reading)."*(FGD2IIS7).

As to how the strategies and activities help participants overcome their speaking difficulty, they have this to say,

"Using the social media, it erased my being conscious talking to my teacher and classmates."(FGD2JJS1). *"Yes because, it is not face to face, at least, and we can think of proper answer. I mean, we have much time to think for our comments and responses."*, FGD2KKS3, *"... in that way, we can say, we can train our minds to think and what to say because we know that our teacher is reading it."*(FGD2LLS4), another two added.

In addition, reading passage as a communicative language teaching activity, participants have this to say in making their speech better. *"...we learn how to speak properly with clear intonation pattern and proper phrasing of sentence."* (FGD2MMS6). One also added, *"It boosts our confidence and fluency because (you should not really catch your breath: it should be just average.) It helps us form and practice our speech organs to produce proper speech production (it is because it should not really be fast when you read you should have) proper phrasing so students as your listeners can understand you clearly."*(FGD2NNS4). Also one has mentioned, *"As our teacher talked to us in a very usual manner, like using simple terms and casual questions and statements, it eased us in talking. (We are not intimidated: Only to find out; it was her strategy to erase our speaking anxiety."*(FGDOOS1).

".... she talked in a very normal pattern but with accent, fluency and accuracy that we were able to imitate..." (FGD2PPS4).

Other participant added that,

"The interview was very normal, it was not an interview like employer employee interview. It was just casual interview, but we did not know, it was an activity. It was her way of making us comfortable in speaking particularly, speaking with the language, English."(FGD2RRS1).

Other one added that because of the interview activity,

"...I was able to overcome my speaking anxiety (and even I am nervous at first) but with the activity, with mam talking to us like she's like (only) a student, it eased me up and made me comfortable in speaking, (for) a conversational (talk)."(FGDRRS1). With lecture as a strategy, *"... it gives us much knowledge about speech and oral communication..."* (FGD2SSS7). *"Yeah, it helped us a lot."*(FGD2TTS3).

FGD1 participants have this to say on how the approach helped them enhance their speaking competency. With the recorded speech,

"...I am able to correct my own speech difficulty like my pitch. In there, I can listen to my own speech faults and immediately I can apply the proper pitch pattern that mam has lectured."(FGD1US1). *"Yes, we can correct our own speech faults because we listen to it. Before we pass it to mam and let our classmates hear it in the class, we get to listen off course, and we try so hard to make our speech better. In that way, it helped us make our speech proper and fluent."*(FGD1VS2). *"...with the conversation drill, I can agree, you can really imitate American accent or any accent for that matter, and you can apply it, making your speech proper. Not necessarily you speak like an American, (but) at least, (you can imitate and apply (what is) proper (and even apply fluency in own speech with your conversation.)"*(FGD1WS4).

One has also added that,

"With the activities we had (with oral reading as our final exam, we were not that very conscious anymore and we feel not anxious) because we already had series of activities that really had taken our guilt (in) speech. It has really taken our nervousness and the being conscious."(FGD1XS5).

"Yes, (with the activities alone) we (were) already corrected on speech faults, we (were) reminded how to apply speech principles making our speech better.",(FGD1YS3).

"(It makes us aware also) not to repeat same mistake in speech as to proper speech production (of) vowels and consonants (is concern)."(FGD1ZS1).

With the communicative activities in teaching speaking by the teacher inside the classroom, these run parallel with (Yule 1997: 30-31) which states that communicative tasks are goal-directed, extended, structured and controlled. Goal-directed which means that the speaker and the listener communicate in order to accomplish a specific goal like that of a conversation goal employed in the classroom by the teacher in teaching speaking; extended discourse which requires multiple turns-at-talk between the speakers who control the floor and negotiate aspects of the interaction; structured discourse results from a task designed to provide both speaker and listener with an easy-to-follow structure as well as an all-important completion point; and controlled discourse which means that the topic (e.g., vacations, job, food, etc.) and the task type (e.g., descriptive, procedural, narrative, etc.) are controlled by the task and not negotiable.

As to how the approach be improved, the participants from FGD2 have this to say,

"Honestly, how the teacher carried on with the approach, I have no suggestion with that especially the using of social media because she used it well. But maybe, even though she did not misuse it, she should be very careful in using it."(FGD2UUS1). "I mean, careful on maybe on posting her comments, though her intention is just to comment, but maybe, it would turn out to be unsolicited...", (FGD2VVS1), she added.

For the interview as an activity, one said,

"...maybe instead of just being an interview using causal conversation which was best though, maybe, it can be formal). The teacher can employ formal interview, face to face like employer-employee interview."(FGD2WWS4). "Yes, (it could be) so the students will have the experience being interviewed like they are applying for a job."(FGD2XXS4). "And, in doing that, maybe, the teacher will set the positive mood first for the students to manage their fear, in that way, they can express their answer and feelings."(FGD2YYS1), other student explained. For the reading passage, one has said,

"...no suggestion for that for me. It was best. With us look for speeches and any statements, (wrote it) on manila paper and post(ed), and use(d) while the lecture (was) on-going, it was the best. And afterwards, she let us read our own work applying the lectured principle. It was less hassle."(FGD2ZZS3).

For asking questions,

".... maybe instead of just simple ones, maybe the teacher can deal somewhat serious issues like current events and day to day happening in the society in the environment ... students can be more participative and will talk more and be knowledgeable if

we carry on to somewhat higher level talking issues."(FGD2AAAS5).

For lectures,

"...maybe, the teacher should encourage oral recitation or participation from the students."(FGD2BBBS6).

Participants from FGD1 have this to say on how the approach be improved.

"for a conversation drill, maybe instead of listening to English films, maybe we can shift to a conversation like telephoning? (like) business correspondence..."(FGD1AAS7)

"For recorded speech reading, (maybe) instead of reading the whole long speech by one student alone, I can suggest that it will be chunked into paragraph and have a paragraph or two read by students."(FGD1BBS6)

One added,

"Yes, in that way, we can minimize time, and for the teacher, it is not tiresome to check because she has to listen one speech and have two or more students to be evaluated (already) unlike (on reading long speech and) is read by one student only."(FGD1CCS1)

Another one has agreed saying,

"Yes, the teacher will listen up to the end of the speech but he has only evaluated one student. (it would) tiresome on her part..."(FGD1DDS3).

One added and explained,

"... (maybe) have the oral reading (with) microphone than mere voice alone. (Because it is not authentic using your mere voice alone in reading famous speeches – even in real life, we really use)microphone so maybe, the teacher must shift to letting the students use microphone in reading speeches orally..."(FGD1EES4).

CONCLUSION

Based on the foregoing results and discussions, it can be concluded that speaking is taught with communicative language teaching approach with authentic tasks and activities carried out by the teacher with the students. Everyday situations, vocational or professional situations are the communicative events that the students participate were employed inside the classroom. Included also were the academic situations and engaging in casual conversations. The teacher has conducted activities that are usually done in real life like interview, simple conversation, online conversation, reading passages, and reading speeches. By this, students will appreciate the significance of learning speaking and that they will not take it for granted. It is however suggested that all strategies though effective or the students must be enhanced to achieve desired learning outcomes among the learners.

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