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Workshop On Teaching English Using The Communicative Approach For Teachers At The Elementary, Junior High, And High School Levels In Kiara Pandak Village

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Abstract

Education provides an essential role in societal progress, and better teaching methods are required to pique students' interest in the learning process. This essay seeks to act as a type of community service on learning innovation by assisting students in Indonesia, particularly at Kiara Pandak Village School, in becoming more engaged in English courses through communicative approach methods. The communicative approach method is actively used in the classroom to require students to think critically, train their abilities, and be creative. This strategy can be applied to all subjects in school. Activities are organized to pique students' interest in learning English as a foreign language. Based on the results of the classroom assessment of effective learning methods, it is recommended that these strategies be used on a regular basis in English learning activities because they have been shown to boost students' interest and passion for learning. The article was produced based on the outcomes of workshop activities that assisted teachers in discovering the most successful and enjoyable style to teach English in Kiara Pandak Village, Bogor, West Java.

Keywords: *communicative approach methods; English language; teaching English*

Abstrak

Pendidikan memiliki peran penting dalam kemajuan masyarakat, dan metode pengajaran yang lebih baik diperlukan untuk menarik minat siswa dalam proses pembelajaran. Tulisan ini berusaha untuk bertindak sebagai bentuk pengabdian masyarakat dalam inovasi pembelajaran dengan membantu para siswa di Indonesia, khususnya di Sekolah Desa Kiara Pandak, untuk lebih terlibat dalam pelajaran bahasa Inggris melalui metode pendekatan komunikatif. Metode pendekatan komunikatif digunakan secara aktif di dalam kelas untuk menuntut siswa berpikir kritis, melatih kemampuan mereka, dan kreatif. Strategi ini dapat diterapkan pada semua mata pelajaran di sekolah. Kegiatan-kegiatan diselenggarakan untuk menarik minat siswa dalam mempelajari bahasa Inggris sebagai bahasa asing. Berdasarkan hasil penilaian kelas terhadap metode pembelajaran yang efektif, disarankan agar strategi ini digunakan secara teratur dalam kegiatan pembelajaran bahasa Inggris karena telah terbukti dapat meningkatkan minat dan semangat belajar siswa. Artikel ini dibuat berdasarkan hasil dari kegiatan lokakarya yang membantu para guru dalam menemukan cara yang paling berhasil dan menyenangkan untuk mengajar bahasa Inggris di Desa Kiara Pandak, Bogor, Jawa Barat.

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Kata kunci: metode pendekatan komunikatif; bahasa Inggris; pengajaran bahasa Inggris

INTRODUCTION

Education is extremely important to Indonesian society. Study creates chances for society, such as employment, broadening knowledge, and the potential of continuing study overseas. Furthermore, education can help society deal with problems more precisely by developing critical thinking and reasoning skills. Education includes a variety of components, including students, teachers, and the atmosphere that facilitates learning. The outcomes of student-teacher interactions during the learning process have a substantial impact on societal transformation. An effective learning approach will increase students' enthusiasm in learning (Diva, Firdaus, & Hilaliyah, 2024). The classroom learning process requires students to memorise diverse topics, which forces their brains to recall and store a large amount of information without initially offering understanding (Mubayyinah & Ashari, 2017). As a result, students have difficulty understanding all of the lessons being taught. This restricts learning in schools, affecting the learning process. As a result, the government is expected to work to develop schools by enhancing the education system through effective learning procedures, particularly in today's world. If the obstacles of the learning process are not addressed, it might result in a low level of education, indirectly affecting a country's disadvantage (Kingdom & J, 2013).

Overcoming the learning process, technology can be used to support classroom activities. Information from numerous sources and media enhances students' knowledge, allowing teachers to use media as a helpful tool for effective learning. Learning training influences student academic performance (Agustang, Mutiara, & Asrifan, 2021). According to Hudoyono Herman (2005), teachers' teaching processes are essential for students' learning. The teacher implements skills and mastery of the content to facilitate learning. (Hartono, 2022). Subsequently it will have an impact on quality; high-quality education can influence societal professionalism in terms of development such as attitudes, aspirations, and skills, so that an educated society turns into a representative for the country in the view of other nations when showing the world of education.

However, growing Indonesia in the contemporary day necessitates superior English language skills.

English is an international language that is widely spoken in many countries. (Apriana, 2019). Topics and information are shared in English on a global scale, so English abilities are required. Interacting in English allows students to acquire confidence in utilizing English for communication (Haryadi, Utarinda, & Sunarsi, 2023). Students' skills will serve as a foundation for adapting to changing times; in order to accept various events, they must broaden their linguistic talents. Furthermore, high-quality education in the learning curriculum uses English, therefore English benefits indirectly the education sector, which influences the country's progress (Madhakomala, Hakim, & Syifauzzuhrah, 2022). In English learning, the majority of general students have been studying English since elementary school. However, students' interest in English remains poor. As a result, Indonesian residents continue to lack mastery and fluency in English, both in terms of content and practice, such as writing and speaking. This reveals that Indonesia is still categorized as having low English proficiency according to the EF (Education First) rating, ranking 81st out of 111 nations assessed in 2022 (CNN, 2022). Thus, the findings reveal that English in Indonesia remains dispersed inconsistently, necessitating changes in learning methods or other activities. As a result, Indonesia requires residents with high levels of English language proficiency, which may be used to promote the country through education.

In terms of learning approaches, the communicative approach is more appropriate in schools, where students are expected to participate more actively in the learning process. (Dewi, Aminah, & Dermawan, 2023). The communicative approach method also emphasizes practice, which helps students enjoy learning English. Indirectly, the conversational technique can help reduce boredom throughout the learning process (Kariadi & Suprapto, 2018). As a result, English language learning activities can still be considered insufficient, providing a significant challenge for educational methods. As a result, teaching kids the Communicative Approach could increase their interest in English. The Communicative Approach program aims to increase student involvement, sharpen their skills, and develop critical thinking. The Communicative Approach is ideal for

English learning activities because it allows students to practice speaking fluently, broaden their vocabulary, and acquire other abilities. The strategy can be used with learners in elementary, middle, and high school to establish the groundwork for developing a generation capable of competing on a global basis. Padjadjaran Vocational School in West Java Province provides English language training as part of a similar community service program. The ability to speak English is one of the aspects that influence the job search process (Dauyah & Yulinar, 2018).

This community service activity will be carried out through a workshop in partnership with the Ummulquro Al-Islami Institute's KKM (Student Work Lecture) for the academic year 2023/2024. Community service employing the communicative approach as training in the teaching of English language subjects at schools in Kiara Pandak society. The goal of this community activity is to observe the effect of communicative approach on students' interest in the English language. The researchers expect that the outcomes of this research will provide readers with a new perspective on the communicative approach method. This is visual documentary of the English teaching workshop in Kiara Pandak Village:



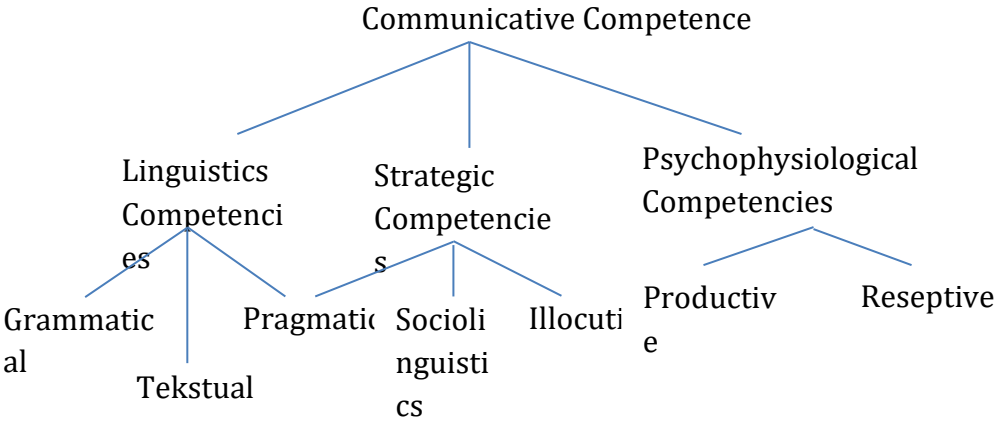
Picture 1: Implementation of the English language teaching workshop

The communicative approach is a learning strategy focused on the process of communication, which is influenced by aspects such as the speaker, conversation partner, setting, medium, topic, and purpose of the discourse. In the communicative approach, relevant and correct methods are used. Good language is defined as the use of language that is appropriate for the situational, social, and cultural context of the language users. At this point, accurate language refers to the use of language that follows established linguistic principles.

Brown (1994:79) highlights the principles of the communicative approach to learning, which are: (1) meaning is the top of learning; (2) dialogue, if required, as the center of the communication range and not memorized formally; (3) contextual is the foundation of thought; (4) Learning a language teaches you how to communicate; (5) The goal is good communication; (6) Drills may occur, but only in restricted quantities; (7) The referred-to comprehension is comprehending pronunciation; (8) Some linguistic characteristics recognized by learners do not need clarification or explanation; (9) Communication attempts can be supported at an early stage; (10) The wise usage of the native language is permissible if appropriate; (11) Translation may be used if students require it and it is beneficial; (12) Reading and writing can begin on the first day, if desired; (13) The language system is acquired through communication; (14) Communication skills are the most desirable goal; (15) Materials and procedures concentrate heavily on language variations; (16) The sequence of instructional materials is determined by numerous factors of function, substance, or significance in the context of student interests; (17) Teachers help learners in a variety of ways that encourage them to work with the language; (18) Language is a product of someone's imagination, which sometimes arises from "trial and error"; (19) Fluency and acceptability of language are major goals; accuracy is assessed not abstractly, but within context; (20) Students are expected to communicate with people, peers, or via writing; (21) Intrinsic motivation will manifest as an interest in sharing something; and (22) Teachers have not predicted what language their students will use.

The communicative approach necessitates the presence of communicative competence as a learning result, which includes linguistic, strategic, and psychophysiological competencies. The diagram is as follows.

Diagram 3.5: Communicative Competence



Linguistic competence is the knowledge that underpins students capacity to create and understand language rules. This competency requires students to practice good language use. Strategic competency refers to students' capacity to use language in illocution and social interaction, which includes both productive language skills (speaking-writing) and (interpersonal) receptive language abilities (listening-reading), as a medium of communication.

The communicative approach is based on three principles: (1) the principle of communication, which refers to learning that involves real communication, based on the idea that language's primary function is as a tool for communication; (2) the principle of tasking, which refers to learning as an activity in which language is used to perform meaningful tasks; and (3) the principle of meaningfulness, which refers to learning that involves the meaningful use of language.

Based on these three principles, communicative learning (a) must treat students as individuals who need and are interested in the language, (b) expose students to communicative and sociocultural data of the language, (c) provide opportunities for students to participate in using the language, (d) focus students on practicing the language, (e) make students aware of the role and nature of the language, (f) provide feedback on students' language progress, and The paperwork after the demonstration of English language learning applying the communicative approach is provided below.



Picture 2. English Teaching Workshop

DEDICATION METHOD

The service method employed is Educational Action Research (EAR), a category of Participatory Action Research (PAR) that focuses on studying the dialogue between research and practice in educational contexts. In recent years, there has been a significant increase in interest in action research, which has led to the development of a variety of approaches, including those aimed at promoting reflective practice, professional development, empowerment, understanding professional knowledge, curriculum development, individual, institutional, and community change, and democratic management and administration. All of these supporters share the same goal: to abolish the separation between research and practice, which ties them to those engaging in participatory research and action inquiry. Educational action research is also founded on the teachings of John Dewey, the most influential American educational philosophy of the 1920s and 1930s, who felt that professional educators should be involved in society issue solving. They typically concentrate on curriculum development, professional development, and the implementation of teaching in a social setting. Higher education

schools founded on action research frequently engage primary and secondary school instructors in community projects.

The service was provided through a workshop program titled "Teaching English is Easy," which was aided by numerous students at least in their sixth semester and targeted teachers at the elementary, middle, and high school levels. The teachers attending the workshop are from SDN Kiara Pandak 02, SDN Cipatat, MI Sirojul Atfal, SMPN Kiara Pandak 02, SMK Insan Madani, and MTs Al Mujahiddin. The program is designed to assist schools in becoming more familiar with English in the classroom setting. The service was conducted at MTs Al Mujahiddin in Kiara Pandak Village, Sukajaya-Bogor. There were 11 participants from six schools:

School Name	Participant
SMK INSAN MADANI	• Rian Suryana • Alda Ayu Fajriani
MTS AL-MUJAHIDIN	• Imam Gumelar Romadona • Iik Karliah
SDN KIARAPANDAK 02	• Dziban Mulyadi Kara • Nurul Azizah
SDN CIPATAT	• Nurrohatun • Yoyoh Saci
MI SUROJUL ATFAL	• Indah Khoirunisa
SMPN KIARA PANDAK 02	• Rifa Mufliha • Mulyani

Table 1. Workshop Participant Data

Community service activities might take place in person or offline. The community service activities lasted around two weeks, and the instructors who attended the training were monitored once a week. During the learning process, the communicative approach method is applied. This strategy is expected to assist learners develop an interest in English, allowing them to learn in an engaging manner. The communicative approach to the study is used in classroom activities to encourage students to participate more actively in the learning process. This strategy is used to train students to acquire English

through active two-way interaction between the teacher and the students. As a result, the teacher assists pupils in developing a deeper understanding of English, which influences their desire to learn the language.

RESULTS AND DISCUSSION

This paper is one of the outcomes of a teaching session hosted by the Ummul Quro Al-Islami Institute. The researcher and their students implemented the program, which looked to assist teachers in developing human resources in many schools in Kiara Pandak Village, Sukajaya District, Bogor. This workshop was place at MTs Al Mujahiddin Pa, where the researcher exhibited communicative methods of learning.

The difficulties teachers face in teaching English before the workshop

English is a foreign language that many students are already familiar with. However, students frequently struggle to understand a foreign language since it is not used in their daily lives, and the distribution of material through ineffective teaching techniques has an impact on students' interest in English. Interest is a powerful motivator that energizes students' learning processes and can help them achieve academic achievement. Furthermore, interest is a psychological drive in youngsters that is influenced by a certain topic and increases their engagement, increasing their tendency to pay attention to the subject for a longer period of time. As a result, students' motivation in studying English is vital since it allows them to pay attentive attention during the learning process (Harackiewicz & Smith, 2016). Speaking about English interest at the workshop's six participating schools.

Teachers are having considerable issues delivering material in the classroom due to students' lack of enthusiasm in learning English, which makes it difficult for them to comprehend the stuff offered during class time. The teachers initially perform observations by teaching in each educational unit, and the students' attention is almost universally poor due to the limited usage of English in the classroom and a lack of motivation to engage with the language. Several issues have been identified as contributing to their lack of interest, including inadequate student learning techniques, a

lack of awareness of the importance of the English language, and the difficulty of understanding foreign languages. Thus, in order for kids to acquire English, a teacher must be able to establish a sense of awareness in them. This becomes one of the keys to instilling a desire to learn in pupils, resulting in more enthusiasm for school-related teaching and learning activities. Because using traditional learning methods can make it harder for pupils to understand and express themselves in English. Furthermore, high levels of interest can lead to more effective learning.

Workshop on Teaching English with a Communicative Approach

The activity of teaching English in six schools during the community service allowed the author to understand the concerns experienced by the teachers in Kiara Pandak Village.

Interviews with teachers were done utilizing an unstructured interview style to discuss the learning that occurs there. The interview results were largely comparable, indicating that the average material supplied does not grab the students' attention because the teaching approach utilized is deemed improper, specifically the lecture method. pupils are asked to answer questions independently without the teacher clarifying why the offered answers are correct or incorrect, making it harder for students to understand the underlying reasoning, resulting in a less successful class.

That type of lecturing approach is less appropriate for students of today, who are more active. These tactics soon fatigue students in class. This can lead to less effective learning because of their increased engagement with their phones, consequently teachers must adapt to the changing circumstances, particularly in the digital world. To grab students' attention in this age of smart technology, teachers must package their curriculum more imaginatively (Nikmawati, Bintoro, & Santoso, 2021). This has influenced students' interest, making them more likely to be disinterested in the methods taught by teachers, which they find tedious in class. It is critical for teachers to adopt more innovative approaches for kids, even if it is difficult to prepare for (Syafroni, 2023).

During her community service at the workshop, the writer taught in the classroom utilizing the communicative approach method. Today, teachers are encouraged to employ

communicative approaches in teaching and learning activities to assist redirect attention away from gadgets. The method is an active learning approach that combines knowledge and emotions, resulting in skills, insights, confidence, and attitudes. The author's purpose in employing this method is to encourage students to think critically, stay engaged, explore knowledge through discussion, and always retain the material delivered, making it easier to recall. Furthermore, the communicative approach provides a lively classroom environment by including additional instruments like as paper, projectors, speakers, and others, allowing all students to participate in the learning process. In the English language learning exercise, the author gave a demonstration of teaching that primarily employed English. At the start of the lesson, the writer engaged in activities like as asking how the students were doing and waiting for them to respond in English so they could acquire adjusted to and understand it better. Then provide the content that will be discussed. If there are students in the class who do not comprehend the English vocabulary, the writer instructs them to raise their hands first and then ask questions without waiting for the teacher to prompt them. This allows the teaching process to flow smoothly as the debate proceeds. The author then gives pupils an activity in which they must translate sentences from Indonesian into English, while many teachers simply ask students to translate lines from English into Indonesian. As a result, learners are unable to construct words together to form sentences or paragraphs. The author proposes that teachers write a few short lines in Indonesian that will be translated subsequently into English. This will increase kids' enthusiasm in learning English.

The author also argues that teachers should be able to narrate a story in front of a class without having to refer to a book, such as when explaining a recount or narrative literature. Of course, this can be more taxing for teachers, but it allows pupils to participate actively. The teacher is asked to use instruments such as a speaker so that they do not become too weary while instructing.



Picture 3. Speaker (teaching aids)

This tool will certainly be very useful for learning English by training students' hearing power so that they are more acclimated to hear conversations in English. The speaker tests students' knowledge and comprehension of what is being discussed, whether directly or indirectly, and their ability to answer or respond in English. This prepares students to communicate with participants who speak English. Furthermore, using paper is essential for children to understand how to write and speak English effectively. This produces a variety of outputs in English learning activities, including improving students' speaking, writing, and listening skills.

Students can indirectly improve their speaking, writing, and listening skills. Speaking in class discussions, listening to audio with speakers provided by the tutor so that students can listen to foreigners when they talk, and ultimately creating homework in notebooks by translating texts from Indonesian into English. This undoubtedly improves the effectiveness of the material delivered and allows for greater communication.

Students' English-language activities outside of the classroom suggest that the teacher's excitement for adopting the communicative approach has been translated into the English topic. Following the workshop exercises, the teacher's teaching style became more adaptable. Initially, motivating the students was challenging, but with the communicative approach in the classroom, the students grew fascinated and recognized that English is critical for their future professions in the workplace. In other words, the importance of English proficiency has a big impact on students' ability to acquire the content presented, and the fact that students are constantly asking questions about

English to their individual teachers indicates that the communicative approach method is very relevant to be used in schools. This is supported by the comments from the interviews with the teachers.

CONCLUSION

The communicative approach is an excellent way for modern learning, with the potential to make teaching and learning activities more engaging. As a result, students are needed to actively participate in learning activities in addition to filling out answers to questions. The game encourages creativity and requires pupils to express their thoughts in English. An intriguing presentation will boost students' excitement and pique their interest in studying.

The communicative approach is ideal for English language subjects since it emphasizes practice, allowing for faster comprehension and mastery of the terminology being studied. The communicative approach allows students to flourish in writing, speaking, and listening by having them watch, speak, and write, so honing their cognitive talents quickly and making the class more efficient and lively. English language learning in all educational institutions becomes more engaging with communicative approach training, consequently the author wishes to see this method used at every schools.

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