Improving Students' Speaking Ability through Communicative Language Learning Approach

Gitit I.P. Wacana[1]
Ika Paramitha Lantu[1]
[1]*Faculty of Teacher Training and Education, Sintuwu Maroso University Poso*
email: gititwacana@gmail.com
email : ikaparamithalantu@gmail.com

Abstract

This study aims to find out how students' speaking skills are developed through the Communicative Language Teaching approach. The significance of this research is to provide information for readers, especially for Pamona people as native speakers of the language, about the tenses in the Pamona language. Researchers used the Communicative Language Teaching (CLT) theory by Richard and Rodgers to develop students' speaking skills. The results of this study indicate that the objectives of this study have been achieved. The ability to speak English students successfully developed through the application of communicative language teaching approaches, through learning that triggers students to speak actively in the classroom through conversations as an exercise. In the first cycle all students attend the test. The results of the test in the first cycle were 12 students failed (33.3%) and 24 students (66.7%) passed. Achievement of the average grade of the class is also still low with a score of 65.8 grades C. Researchers then reflect on the learning process in this first cycle to be applied in the second cycle. In the second cycle, all students attend the test. The results of this test were 33 students (91.6%) successfully passed the test and 3 students (8.4%) failed. From the explanation of the results of the second cycle above, it appears that in this cycle the completeness criteria for class has been reached, in which 80% of the total number of students must achieve grades A, B or C or a value of more than 65. Students succeed in developing their English speaking skills because supported by teaching approaches that trigger students to speak and practice the functions of the language being learned.

Keywords: *Student learning ability, Communicative language learning*

Abstrak

Penelitian ini bertujuan untuk mengetahui bagaimana keterampilan berbicara siswa dikembangkan melalui pendekatan Pengajaran Bahasa Komunikatif. Peneliti menggunakan teori Communicative Language Teaching (CLT) oleh Richard dan Rodgers untuk mengembangkan keterampilan berbicara siswa. Penelitian ini merupakan penelitian kualitatif dan data-data yang terkumpul akan di elaborasi menggunakan kata-kata. Penelitian ini merupakan Penelitian Tindakan Kelas (PTK), dimana peneliti bukan hanya menjadi pengamat tetapi langsung sebagai tim pengajar yang melaksanakan proses belajar-mengajar di kelas. Subjek penelitian ini ialah mahasiswa kelas Speaking II, semester kedua tahun ajaran 2018-2019. Hasil penelitian ini menunjukkan bahwa tujuan dari penelitian ini telah

tercapai. Kemampuan berbicara bahasa Inggris siswa berhasil dikembangkan melalui penerapan metode pendekatan pengajaran bahasa komunikatif, melalui pembelajaran yang memicu siswa untuk berbicara secara aktif didalam kelas melalui percakapan-percakapan sebagai latihan. dari 65. Siswa berhasil mengembangkan kemampuan berbicara berbahasa Inggris mereka karena didukung oleh metode pendekatan pengajaran yang memicu siswa untuk berbicara dan mempraktekkan fungsi bahasa yang dipelajari.

Keywords: *Student learning ability, communicative language learning*

1 INTRODUCTION

One of the goals of learning English is that students are able to speak English well in their conversations. Speaking will be difficult if we do not know how to start and to find the right expression for a certain situation. English learners sometimes face problems in speaking when they do not know the correct expression. Students may be able to read and write because they form passive activities, but things are different when they have to speak. They need to make and produce sentences in the conversation, to make the listener understand what they are saying. This includes many factors, namely students' self-confidence, their knowledge of the target language and the ability to put knowledge in the communication process. The students must know the function of language as the purpose of speaking. For example, when we speak, we must have a goal in our minds whether asking questions, answering questions, making others understand our thoughts and arguing.

Instead of confident students, here, we will try to solve the problem of speaking students, namely to find out the expression of the function of language as the purpose of speaking. The function of language, stated by Blundell, Higgens and Middlemiss (1982) forms the purpose for which we speak and there are many expressions that people use to express

various functions in English. As in the example function 'Greetings people', this has several expressions such as' good morning ', good afternoon', 'hello' and 'hi'. By understanding the function of language, students will know the right expression for a particular situation, because one of the expressions may not be appropriate for others who are related to the language used. In speaking classes, only a few of them can speak their minds and can choose the correct words. Researchers found this situation in the English speaking class at Sintuwu Maroso University, especially for the speaking class II. Based on the researcher's observation of the students at Sintuwu Maroso University who took Speaking II subject, there were several conditions that might be the cause of problem in speaking English. First, students sometimes feel desperate to speak for fear of making mistakes and feel embarrassed, especially in choosing the correct words and tenses that can convey their expressions and ideas. Second, students may have less vocabulary in the target language that can be used when speaking to convey their ideas. Third, they feel reluctant to talk because they are afraid that their ideas are not accepted to the topic being discussed in class or even worst is when they think that the class will laugh at when they talk. As a result, students appear to have low ability to speak.

Related to the above problems, researchers were interested to implement the Communicative Language Teaching approach in teaching speaking. The Communicative Language Teaching Approach is good for letting students improve their speaking skills because it can create an environment where students can express their ideas freely and easily (Littlewood, 1981). Furthermore, the Communicative Language Teaching approach has its purpose which is to increase communicative competence. This means students must be able to understand and interpret messages, and to understand the social context in which language is used. Students learn to produce the target language expression function in certain situations and they can practice it in class with their friends.

The idea of communicative competence was first introduced by Dell Hymes in 1967. This was a reaction to Chomsky's idea of linguistic competence, where Chomsky considered linguistic competence only in grammatical terms. Hymes considers that communicative competence includes all forms of knowledge where all students must have the ability to communicate effectively. As a sociolinguist, Hymes is concerned with social and cultural knowledge that the speaker needs to understand when speaking. He assumes that students need not only knowledge, but also the ability to place the knowledge used in communication.

Communicative Language Teaching Approach or with the term Communicative Language Teaching is closely related to students' ability to use their linguistic knowledge in conversation. This approach is used to see students' abilities in using their linguistic knowledge. This means that CLT (Communicative Language Teaching) is used to hone students' ability to use their English knowledge in expressing meaning when they speak.

According to Richard and Rodgers (Richards and Rogers, 2001) writes that CLT is seen more as an approach than a method. This theory is based on the explanation that the method is used for a fixed teaching system with prescribed techniques and practices while the approach is a philosophy of language teaching that can be interpreted and applied in a variety of different ways in the classroom. Furthermore, the objectives of this communicative language teaching approach are as follows: a. To make communicative competence the goal of language teaching. b. To develop procedures for teaching the four language skills that link language and communication are interrelated.

Littlewood (1998) states one of the characteristics of communicative language teaching is this approach pays attention to aspects of the function and structure of a language. This means that CLT allows the teaching and learning process to be carried out by procedures in which students work in pairs or groups using available language knowledge in completing the given task, for example making conversation or drama. Students' language skills and functions are developed together with their communication skills and social interaction abilities.

2. METHODOLOGY

Design, Subject and Place of Research

This research would be a qualitative study and the data collected will be elaborated using words. This research was a Classroom Action Research (CAR), where the researcher was not only an observer but directly as a teaching team

implementing the teaching-learning process in the classroom. In this study, researchers would use observations, questionnaires, tests and field notes as data collection tools. Data collected from observations, questionnaires and field notes were analyzed qualitatively, and data obtained through tests were analyzed quantitatively. This research was held at Sintuwu Maroso University, Poso in an English education study program. The subjects of this study were 36 students in the Speaking II class, the second semester of the 2018-2019 academic year.

Figur 1: Figure Action Research Spiral.
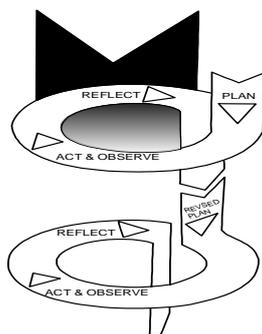
(adapted from Kemmis and McTaggart, 1988:11).

3. RESULTS AND DISCUSSIONS

CYCLE 1
Planning

Before applying this communicative language teaching approach, the researcher made preparations such as preparing a learning process plan, learning material and preparing data collection tools. The learning plan was prepared for two meetings and the learning objectives that might be achieved were to enable students to speak using English by using expressions and choosing the right words to express their ideas. A learning process plan was made for each meeting. Teaching

material was in the form of learning learning material with the topic 'Asking for something'.

Researchers used the communicative language teaching approach method. The researcher used this technique because the researcher found that the second semester students, this speaking II subject, need to develop their speaking skills using English. Therefore, before starting teaching, the researcher would explain this teaching technique to students. The application of communicative language teaching methods in the first cycle was held from 7-21 April 2019. In this cycle, there were three meetings, the first two meetings for the learning process and the third meeting for evaluation. Each meeting took 90 minutes or two hours of study. The researcher only evaluated at the third meeting and not at each meeting.

Student Achievement

After the teaching and learning process of speaking using the method of teaching communicative language teaching approaches in two meetings, it was the time for students to take the test at the third meeting. All students attended this test and the test material including material that had been taught at the first meeting and the second meeting. This test was used to see whether students' listening abilities have improved after the teaching process using a communicative language teaching approach. In this test, researchers assessed students' ability to speak using English by following the assessment of speaking components namely fluency, accuracy and comprehension. The results of student achievement could be seen from the table below.

Table 4.3 : Student's Achievement in the First Cycle.

No.	Initials	Components of the Speaking Assessment			Final Result		Qualification	Category
		Fluency	Accuracy	Understanding	Number	Achievement		
1	AI	4.5	4.5	4.5	90.0	A	Excellent	Success
2	AF	3.8	3.5	4.0	55.0	D	Poor	Fail
3	NM	4.5	4.2	4.5	88.0	A	Excellent	Success
4	WG	3.3	3.5	3.5	50.0	D	Poor	Fail
5	SP	3.5	3.5	3.5	60.0	C	Good	Fail
6	SK	4.0	4.0	4.0	80.0	A	Excellent	Success
7	YM	4.5	4.0	4.5	86.6	A	Excellent	Success
8	RA	3.5	3.3	3.8	70.0	B	Very good	Success
9	ZN	3.8	4.0	4.0	78.6	B	Very good	Success
10	MR	3.5	4.0	3.5	73.3	B	Very good	Success
11	RB	4.5	4.0	4.0	83.3	A	Excellent	Success
12	FK	3.5	3.2	3.5	52.0	D	Poor	Fail
13	IT	3.0	3.0	3.5	52.5	D	Poor	Fail
14	RI	4.3	4.0	4.0	82.0	A	Excellent	Success
15	AR	3.5	3.2	3.5	56.0	C	Good	Fail
16	MG	3.5	3.5	4.0	73.3	B	Very good	Success
17	FA	4.0	3.8	4.0	78.6	B	Very good	Success
18	IP	3.3	3.5	3.5	50.0	D	Poor	Fail

19	NU	3.5	3.5	3.5	70.0	B	Very good	Success
20	EB	3.5	3.5	3.5	70.0	B	Very good	Success
21	DF	2.0	2.0	2.0	40.0	D	Very Poor	Fail
22	MAP	3.7	3.5	3.5	71.3	B	Very good	Success
23	NR	3.5	3.3	3.5	50.0	D	Poor	Fail
24	ML	3.8	3.5	3.5	72.0	B	Very good	Success
25	UD	3.5	3.7	3.5	71.3	B	Very good	Success
26	SR	2.0	2.0	2.0	40.0	D	Very poor	Fail
27	RA	3.5	3.5	3.5	70.0	B	Very good	Success
28	UI	3.5	3.5	3.5	70.0	B	Very good	Success
29	MN	4.0	3.5	4.0	76.6	B	Very good	Success
30	YL	4.0	3.5	4.0	76.6	B	Very good	Success
31	EL	2.0	2.0	2.0	40.0	D	Very poor	Fail
32	AH	2.5	2.5	3.0	53.3	D	Poor	Fail
33	RTD	4.0	4.5	4.5	86.6	A	Excellent	Success
34	HYD	3.5	3.5	3.5	70.0	B	Very good	Success
35	SWT	4.3	4.5	4.5	88.6	A	Excellent	Success
36	SEB	3.5	3.5	4.0	73.3	B	Very good	Success
	Total				2371,2			
	Mean score				65,8	C	Good	Success
	Success				66.7%			

Fail				33.3%		

From the 36 students who took this test, there were 24 students who successfully passed with a presentation of 66.7% of the total number of students and there are 12 students who failed with a 33.3% presentation.

Based on the student achievement data table above, there are 8 students who received an achievement number of more than 80 and categorized as HOT. There are 16 students who get an A with an achievement score of 70 to 79.9 in the excellent category. There are also 4 students with C grades with achievement rates between 56 and 60 with less categories. But there are also 8 students with 50 to 55.3 achievement scores with a D grade qualification. Based on the completeness criteria applied by the researchers in this researcher, then based on the results of the student achievement above, the qualifications C and D are categorized FAIL in participating in the Speaking class with teaching methods communicative language. So that in the first cycle of this class action research there are 12 students who are categorized as failures with a presentation of 33.3% of the total number of students.

Meanwhile, the grade point average in this test is 65.8, meaning that this class gets a C grade with a good grade qualification from all students taking the test. This assessment was based on a description of student assessments that apply to Sintuwu Maroso University. Based on the results of the students above, it can be categorized that the value of student achievement in this cycle is very low and there are many students who do not make it past the minimum grade completeness criterion which requires 80% of the number of

students to be able to pass the assessment criteria with grades above 65.

Reflection

From the 36 students who took this test, there were 24 students who were successfully passed about 66.7% of the total number of students and there were 12 students who failed about 33.3%.

Based on the students' achievement data table above, there were 8 students who received "A" grade with an achievement number of more than 80 and categorized as HOT. There were 16 students who got "A" grade with an achievement score of 70 to 79.9 in the excellent category. There were also 4 students with C grades with achievement rates between 56 and 60 were in less categories. But there were also 8 students with 50 to 55.3 achievement scores with "D" grade qualification. Based on the completeness criteria applied by the researchers in this researcher, then based on the results of the student achievement above, the qualifications C and D were categorized FAIL in participating in the Speaking class with communicative language teaching method. So that in the first cycle of this class action research there were 12 students who were categorized as failures or about 33.3% of the total number of students.

Meanwhile, the grade point average in this test was 65.8, meaning that this class got "C" grade with a good grade qualification from all students taking the test. This assessment was based on a description of student assessments applied to Sintuwu Maroso University. Based on the results of the students above, it could be categorized that the value of student achievement in this cycle was very low and there were many students who did not make it past the minimum grade passing

grade criteria which requires 80% of the number of students to be able to pass the assessment criteria with a value above 65. The reflexion stage was the stage where researchers look back at every thing that happened and was done in the teaching and learning process in this cycle. Researchers saw things that have been done in the teaching and learning process that were seen to influence the development of students' speaking abilities based on results from tests, field notes and observation sheets.

A colleague observed the researcher and he found that the researcher was less able to use time well at the first meeting. The researcher used the excess time at the beginning of the meeting to introduce learning techniques used in the teaching and learning process and also the researcher spent time by giving students more examples of each expression so that learning activities were dominated by researchers' explanations. This results were in less time for core activities, namely student activities for speaking.

In this first cycle, it could be seen from the student achievement table that there were 66.7% of the number of students, 24 students who successfully did the test well but there were also 33.3% of the number of students, 12 students who did not succeed through this test. These students were considered unable to develop their ability to speak in English. This could occur in every teaching and learning process that applies a teaching approach as in this study. The researcher reflected on every teaching and learning process in this cycle and found several things that caused the lack of student achievement in this test.

First, researchers explained the material rather quickly and it was difficult for students to understand the material even though the teacher provided examples but students found it difficult to understand. Second, the teacher used time inefficiently at the first meeting for the initial activities in explaining teaching methods in this Speaking class research. These results were in students lacking time in core activities, namely student activities to speak in English by making conversation. Third, the researcher gave an example of each of the expressions that existed in the initial activity so that it reduced students' time in making conversation and the researcher dominated the teaching and learning process or the process of speaking in the classroom so that the class became a student-centered learning center rather than a student. Fourth, researchers did not pay attention to students who had a low grasp in learning and researchers did not realize that not all students had the same ability in learning to speak English. In addition to the factors above, there were also several factors that influenced students in learning English, especially in speaking skills; among other things students felt ashamed to practice the material or felt afraid of making mistakes and other students would laugh at conversations in their English.

Based on the explanation above, the researcher and the collaborator teacher decide to continue this class action research into the second cycle based on reflection in the first cycle where the teaching and learning process must focus on the improvement of the problems in the first cycle.

Cycle 2

This cycle was carried out to implement the revision of the problems in cycle one above. This cycle consisted of two discussion meetings and one test meeting. The researcher followed the steps of the Classroom Action Research as contained in

cycle one namely planning, implementing, observing and reflecting.

Planning

The teaching process in this cycle was based on reflection in the first cycle with a focus on factors that slowed the development of students' speaking abilities. In this cycle, researchers focused more on students who had a low level of comprehension in receiving teaching and more detail in explaining the material and giving examples but still with student-centered learning. Researchers also motivated students that there would be no assessment at the discussion meeting other than at the third meeting, which was the test so students did not need to feel embarrassed to answer and other students would not laugh at their answers.

Table 4.4: Teaching Process in the First Cycle and Planning Revision.

No.	Researchers Activity	Students Activity	Revised
1.	Researchers spend a lot of time on initial activities	Some students do not pay attention and they lack time for core activities.	Researchers limit time on initial activities and focus on students' understanding of the material being taught.
2.	Researchers explain the material quickly	Students have difficulty understanding the material being taught.	Researchers explain slowly and give meaning to difficult words contained in the material.
3.	Researchers do not pay attention to students who are slow to understand the material.	Students who are slow to understand teaching material are lagging behind their friends who are quick to understand the material.	Researchers focus more on students who are slow in understanding the material.
4.	Researchers dominate the learning process by giving more examples for each expression	Students lose time to practice and expect examples from researchers	The researcher gives examples of each expression by paying attention to the use of time and by limiting giving examples for each expression that has the same usage.
5.	Researchers do not provide motivation for students to ask or answer.	Students feel ashamed to ask or answer and are only dominated by active students.	Researchers motivate students to ask questions or answer and other students will not laugh at their answers.

Students Achievements

After the teaching and learning process in two meetings for the Speaking lesson, the students currently took the test given by the researcher. The researcher gave a test to evaluate whether this communicative language teaching approach had a good influence on the development of students' English speaking abilities. The evaluation material included material from two teaching and learning meetings in this second cycle. In this second cycle test, all students were present namely 17 students. Students worked on this evaluation with their partners, their classmates. Data on student achievement outcomes were summarized in the following page.

Table 4.5: Achievement of Student Value in the Second Cycle.

No.	Initials	Components of the Speaking Assessment			Final Result		Qualification	Category
		Fluency	Accuracy	Understanding	Number	Achievement		
1	AI	4.5	4.5	4.5	90.0	A	Excellent	Success
2	AF	3.8	3.5	4.0	75.3	B	Very good	Success
3	NM	4.5	4.2	4.5	88.0	A	Excellent	Success
4	WG	3.3	3.5	3.5	68.6	B	Very good	Success
5	SP	3.5	3.5	3.5	70.0	B	Very good	Success
6	SK	4.0	4.0	4.0	80.0	A	Excellent	Success
7	YM	4.5	4.0	4.5	86.6	A	Excellent	Success
8	RA	3.5	3.3	3.8	70.6	B	Very good	Success
9	ZN	3.8	4.0	4.0	78.6	B	Very good	Success
10	MR	3.5	4.0	3.5	73.3	B	Very good	Success
11	RB	4.5	4.0	4.0	83.3	A	Excellent	Success
12	FK	3.5	3.2	3.5	68.0	B	Very good	Success
13	IT	3.0	3.0	3.5	66.6	C	Good	Success
14	RI	4.3	4.0	4.0	82.0	A	Excellent	Success
15	AR	3.5	3.2	3.5	68.0	B	Very good	Success
16	MG	3.5	3.5	4.0	73.3	B	Very good	Success
17	FA	4.0	3.8	4.0	78.6	B	Very good	Success
18	IP	3.3	3.5	3.5	68.6	B	Very good	Success

19	NU	3.5	3.5	3.5	70.0	B	Very good	Success
20	EB	3.5	3.5	3.5	70.0	B	Very good	Success
21	DF	3.0	3.0	3.0	60.0	C	Good	Fail
22	MAP	3.7	3.5	3.5	71.3	B	Very good	Success
23	NR	3.5	3.3	3.5	68.6	B	Very good	Success
24	ML	3.8	3.5	3.5	72.0	B	Very good	Success
25	UD	3.5	3.7	3.5	71.3	B	Very good	Success
26	SR	3.5	3.3	3.5	68.6	B	Very good	Success
27	RA	3.5	3.5	3.5	70.0	B	Very good	Success
28	UI	3.5	3.5	3.5	70.0	B	Very good	Success
29	MN	4.0	3.5	4.0	76.6	B	Very good	Success
30	YL	4.0	3.5	4.0	76.6	B	Very good	Success
31	EL	3.0	2.5	3.0	56.6	C	Good	Fail
32	AH	2.5	2.5	3.0	53.3	D	Poor	Fail
33	RTD	4.0	4.5	4.5	86.6	A	Excellent	Success
34	HYD	3.5	3.5	3.5	70.0	B	Very good	Success
35	SWT	4.3	4.5	4.5	88.6	A	Excellent	Success
36	SEB	3.5	3.5	4.0	73.3	B	Very good	Success
	Total				2.642.8			
	Mean score				73.4	B	Very good	Success
	Success				91.6%			

	Fail			8.4%			

The table above is a table of students' grades obtained through evaluation tests at the third meeting. From the table above, there are three students who failed the English speaking ability test. The three students are DF, EL and AH. DF and EL students scored 60 and 56.6, with the achievement of C. Students with the initial AH obtained a score of 53.3 with the achievement of D and low qualifications. These three students are categorized as failures because they get a number below the number 65 which is the minimum completeness criteria in this study. These students still have problems in learning English, especially in developing speaking skills. The researcher decides to give more teaching to this student.

There are also some students in the table above who have significant progress from the tests in the first cycle. Like AF students, who get a D in the first cycle and have an increase in the second cycle with a score of 75.3 B grades with great qualifications. In this second cycle, there is also an increase in the grade point average. The average value of the class in the first cycle is C with a number 65.8 and in the second cycle has progress with a value of B and a value of 73.4. The grade point average is very well qualified.

The explanation above is made based on the KKM value of this study which is 65, and for the average grade made based on the class completeness provisions where 80% of all students must pass the test in each cycle with a value above 65. Based on the achievement table above, it appears that 33 students or 91.6% of the total number of students successfully took the test in this second cycle. According to this explanation, the researchers concluded that in this second cycle there were more than 80% of students namely 91.6% considered complete and researchers no longer continued this study for the next cycle. This Classroom Action Research only lasts for two cycles.

Reflection

The reflection stage was the stage where the researcher looks back at everything that happened and was done in the teaching and learning process in this cycle. Researchers looked at things that have been done in the teaching and learning process that were seen to influence the development of students' listening skills based on data from the results of tests, field notes and observation sheets.

Peers observe the researcher and find that the researcher had been able to use the time well at the first and second meetings of this cycle. Researchers did not spend more time on initial activities and did not dominate the learning process of speaking in the classroom.

In this second cycle, the researcher corrected the factors that hindered the development of students' English listening abilities that occur in the first cycle. The researcher corrected and revised the steps of teaching to students, such as explaining in more detail, giving clearer examples, paying more attention to students who are slow in understanding the material and asking students who were smart to help their friends. Researchers also used time well in this cycle so students did not lose time on the core activity of speaking English.

4. CONCLUSIONS

Based on the results and discussion of this study, it can be concluded that the objectives of this study have been achieved. The students'ability to speak English successfully developed through the application of communicative language teaching approach, it triggered students to speak actively in the classroom through conversations as an exercise.

In the first cycle all students attend the test. The results of the test in the first cycle were 12 students failed (33.3%) and 24 students (66.7%) passed. Achievement of the average grade of the class was also still low with a score 65.8 or C grade. In the second cycle, all students attend the test. The results of this test were 33 students (91.6%) successfully passed the test and 3 students (8.4%) failed.

From the explanation of the results of the second cycle above, it appears that in this cycle the completeness criteria for class has been reached, in which 80% of the total number of students must achieve grades A, B or C or a value of more than 65. Students succeed in developing their English speaking skills because supported by teaching approaches that trigger students to speak and practice the functions of the language being learned.

REFERENCES

Blundell, J. Higgens, J. and Middlemiss, N. 1982. *Function in English*. Oxford: Oxford University Press.

Finochiaro, M., and C. Brumfit. 1983. *The Functional-Notional Approach: From Theory to Practice.* New York: Oxford University Press.

Halliday, M. A. K. 1975. *Learning How to Mean: Explorations in the Development of Language.* London: Edward Arnold.

Harmer, Jeremy. 2007. *How to Teach English*. England: Pearson Education Limited.

Kemmis, E. and McTaggart, R. 1988. *The Action Research Planner. Third Edition.* Victoria: Deakin University.

Littlewood, W. 1981. *Communicative Language Teaching*. Cambridge: Cambridge University Press.

Richards, J. C. And Rodgers, T. S. 2001. *Approaches and Methods in Language Teaching*. New York: Cambridge University Press.

Savignon, S. 1997. *Communicative Competence: Theory and Classroom Practice*. New York: McGraw-Hill.