The Efficiency of Teaching Listening and Speaking Skills to Develop Students' Communicative Competences

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Abstract This research aims at discovering the teaching method, by which students' communicative competencies can be developed. The detailed objectives of the study are: designing a communicative method for teaching listening and speaking at Syekh Nurjati Islamic state university -Cirebon-. In addition, the research also endeavors to determine methods of application, its constituents, obstacles, range of effectivity, advantages and disadvantages. To achieve such objectives, the researcher used the mixed methods on the concurrent embedded design, which combines quantitative and qualitative research. The research is founded on three basic theories, among which are: teaching motor performance, teaching skills and language as a means of communication. The findings revealed that designing the communicative teaching method correlates with the interactive-constructive approach. In applying the method, several teaching techniques, such as: dialogue, information exchange, role play, lecturing, debating, and discussion, were used. The pillars of this teaching method are: using a book based on the communicative approach and creating a positive impression in the students with regard to teaching. Among the obstacles are: introversion of some students: enabling communicative teaching of developing students' communicative competence in the skill of listening and speaking in order to perfect comprehensive competence by securing extra time.

Keywords Teaching Listening and Speaking, Communicative Approach, Communicative Competences

1. Introduction

Teaching a second language is not an essay task as all believe. It is full of obstacles that pop up from time to time (1-5).

In light of the comprehensive vision and the development of Arabic, the major goal of teaching Arabic is not only confined to understand verses of the Quran and books of heritage, but also to be a means of communication as well. Thus, to deal with other nations, Moslems need language skills rather than: contrastive [6]. They need it to communicate with others in order to carry their ideas, feelings and ideology to them, whether verbally or in writing [7]. Arabic, being the language of the Quran and Hadith, acts as a means of communicative performance and information exchange among Moslems throughout the world [8].

Arabic is the language of teaching, social interaction, economic transaction and culture for the majority of people in this world [9]. In 1973 it was chosen to be one of the official languages used in the United Nations besides English, French, German and Chinese. Such kind of things improved its status worldwide and prompted creating educational formal and non-formal institutions to teach Arabic and to develop communicative competencies to cope with modernization and globalization which dictate learning Arabic for the sake of professionalism and practicality [10]. Thus, learning Arabic enables learners to orally communicate with others abroad and help them pursue their studies in the Middle East. After graduation, those learners will eventually be qualified to teach in Indonesian Universities. It thus became part of language union between Arabism and Islam.

Therefore, learning Arabic for the sake of communication is very essential for personal social life. Schramm [11] pointed out that the two words communication and society are identical and inseparable without which the society can't be formed. In fact, the

society can't develop without communication.

The basic biological theory emphasized that there are two needs which urge humans to communicate with others: the need to survive and the need to adapt themselves to their environment.

Harold D. Lasswell concentrated on three fundamental duties which motivated people's communication: The desire to control environment and to keep away from whatever endangers it. Second, the attempt to adapt themselves to nature which implies communication that helps the society to live happily in peace. Third, through communication the society can protect and exchange morals [12].

In short, communication acts as a social interactive tool that helps in having a harmonious balanced society [13].

In addition to the theoretical approach the previous scholars presented regarding the benefits of communication, it also helps global interaction in non-matching societies of this world. Allah in the Quran says:

Mankind ! we created you
From a single (pair) of a male
And female, and made you
Into nations and tribes, that
Ye may know each other.
Verily, the most honored of you
For Allah is he who is
The most Righteous of you
And God has full knowledge
And is well acquainted
(Al-Hujurat, verse 13, p. 1407)

The previous Ayas (verses) reveal that Allah wants nations to get to know and communicate with each other.

In order to support students to verbally communicate in a successful manner, they need an integrated teaching system which uses the comprehensive communicative approach in teaching the skills of listening and speaking. This course is one of the courses taught by the Arabic Department at Syekh Nurjati State Islamic University, Cirebon. The goal behind this is to implement a teaching method based on a special pattern known as qualification framework for Indonesia KKNT and the national criterion for college teaching SNPT.

The researchers believe that using the communicative approach in teaching is an integrative, comprehensive, and humane one [14]. This approach also focuses on teaching objectives in order to achieve communicative competence that includes the linguistic, social, strategic and discourse analysis. The method is also one of the substantial forms of teaching Arabic that secures opportunities for students to develop their communicative competence to the best.

Teaching listening and speaking skills is one form of the education systems known in English as the integrated system or the one - whole system which considers language as one integrated whole, not disintegrated parts [15]. Therefore, there is only one course, one session, one book, one assessment, with one outcome.

This oneness incorporates the skills of listening and speaking which are integrated and considers the means of communication which attracts people and make them affect one another. Jing yapping through her experience in teaching found that listening and speaking are important for learning any language well and shouldn't be separated through the process of teaching [16]. Based on the introductory material presented, the researchers found that teaching listening and speaking skills in Arabic department at Syeikh Nurjati State Islamic University was actually applied through focusing on one of the approaches, the structural behavioral approach, that was based on the KKNT method. Consequently, the researcher still thinks that teaching the two skills via the guided communicative approach to perfect communicative competencies hasn't been comprehensively applied yet.

In addition, students control over this competence hasn't been achieved into. Even the competence that was achieved by some was just a linguistic one, but never covered the other comprehensive competencies.

1.1. Objectives of the Study

This study investigates the achievement of university teaching program being implemented via communicative approach to develop oral communicative competencies of students. In addition, it investigates how that program helps students to produce expressions which reflect their ideas. The research also attempts to identify how to design a teaching integrated system using the communicative approach in this university, in addition to the obstacles it might encounter, its effectivity, merits and demerits of this type of teaching.

2. Theoretical Framework of the Study

In this part of the study the researchers review some issues relevant to their interest. In an attempt to achieve an active method of teaching, the instructor uses a variety of methods to provide students with good opportunities to learn. Thus, they work hard to develop the quality implied in this research that is founded on basic theories among which is the theory of Motor Learning [16-18].

Listening skill is one of the major skills of language which implies understanding the linguistic message of the speaker. It is regarded the first step in children's language acquisition [19].

The child, few days after birth, starts to identify the sounds surrounding him. At the end of the first year, he utters his first words and at kindergarten or school, he begins to use the sounds he heard and identify written words, thus reads and writes [20]. Through listening, he understands the individual meanings and ideas of what he hears from the speaker [21].

As for speech, it is the skill by which one verbally

conveys his ideas to others. This skill is essential for language learners because, in origin, communication starts verbally. It is very important because it is the means by which the individual can convince others with what he wants and gives them what they want as well. The skill can't be effective unless the speech is correct and precise [22].

In the last few years, an interest in the skill of listening and how to develop it in learners increased, priority was given to speech as well because of intercolleration between the two skills. Speech is the means of communication that consists of two parts; sender and receiver [23].

No message can be sent without a receiver to get it. That is why the two skills are inseparable and should be taught together. As a result, the theory of language unity which considers the two skills one appeared. Therefore, these two skills in Arabic should be taught together.

To develop the quality of the teaching process of what the student earned, the communicative approach needs to be adopted in teaching. It is the means by which people get in touch with each other. In this case communication acts as the sender and people are the receiver [24].

Language, according to (Musa), should be viewed from a social perspective considering it as a social kind of behavior. He also considers the major function of language to be communication and sharing with others their ideas and knowledge which lead to cooperation [25].

Supporters of this communicative approach see that language should be detached from its social role as the individual needs it in school and outside school [26]. Successful teacher is the one who opts for the style that best serves his purpose. The foremost of these styles are: interview, information exchange, role play, description, and lecturing.

The interview of the dialogue style depends on carrying and exchanging ideas to reach the set goals. According to this style, students are divided into two groups that exchange questions and answers. Role play is implemented by a student who plays a certain role with another in a certain situation. The description style depends on student's description of a certain thing by presenting a group of pictures through a slideshow device. Students here describe the pictures they see on screen.

Discussion focuses on a critical situation one might encounter in his life and how to act to solve it out.

The dialogue style depends on a conversation between two persons or two groups that try to disprove the point of view of the other through logical evidences.

Contrary to the preceding styles, the communicative approach depends solely on the educational program, its goals, teaching material, and a form of plan correction. The program is part of a set of linguistic points which the instructor teaches and the student learns; the program that suits this kind of teaching is the operational one which includes linguistic activities, that concern the learners [27].

Special teaching refers to the will to perfect students'

communicative competences because the communicative approach focuses on the competencies and aims to make the learner have a control over his skills [28]. The actual teaching materials are viewed as an attempt to influence the quality of interaction and to use language in class [29].

As for correction plan, it should include the points in the verbal performance of the learner that needs correction, i.e parts of the comprehensive communicative approach which make correction analytical with regard to communicative competencies which become the major goal of teaching the integrated skills of listening and speaking using the communicative approach. Canale and Swain [30] and Hymes [30] distinguished four major types: syntactic competence as Chomsky perceives it competence and performance; social linguistic competence which implies individual's ability to understand the social context through which communication occurs including relation that correlate different social roles and the ability to exchange information between the individual and others. Regarding competency of discourse analysis, it refers to individual's ability to analyze types of speech and talk through comprehending speech structure and the relation between its elements and methods of expression. Finally, the strategic competence refers to individual's ability to choose suitable methods and strategies to start and end a speech.

Based on the preceding data, the researchers might elicit the alternative hypothesis (Hi) in this research that the mean of competency of listening and speaking skills in the experimental group wasn't equal to the scores of those skills in the control group.

3. Research Methodology

The researcher used the mixed methods which is one of the procedures to collect and analyze data. The qualitative and quantitative approaches were combined in one study or in a series of researches in an attempt to comprehend the problems. The hypothesis is that the combined qualitative and quantitative methods help to better understand problems of the research [32].

The mixed method is a way of merging the qualitative and quantitative methods in one research in order to get more comprehensive and more accurate data. Abbas Tashakkori and Charles Teddlie confirmed that the mixed methods refer to the way of collecting and analyzing data which should always cope with the used type of analysis [33]; more specifically, with what is called dual method which combines the following three constituents: design, measurement (qualitative or quantitative data), and analysis (content or statistical). This research used concurrent embedded design which is a method that blends the qualitative and quantitative methods by merging the two in an imbalanced way (30%) for the qualitative and (70%) for the quantitative [34].

By using this method, the researchers attempted to use

the merging non-balanced qualitative and quantitative method giving more weight to the quantitative than the qualitative that functions complementarily. The quantitative method used in this research is an experimental one because the research aims at unveiling the effect of a certain solution like the independent variable over the dependent one [35]. This necessitates that the researcher conducts an experiment to improve teaching the skills of listening and speaking through the adoption of the communicative approach for a certain period to develop students' communicative competence using verbal classical Arabic.

The researchers used true experimental designs by which he could control extraneous variables that affect the experiment. It is expected that the internal validity will be high [36] and Emzir [37]. In the meanwhile the experimental design used was the first one, the pre-test design which includes two groups randomly selected (R). Using t-test, and pre-test were then given to find out if there was a difference between the experimental and control groups.

Pre–test results revealed that the value of the experimental group didn't differ that much. One group was given treatment (X) and named experimental group and the one that was not given the treatment was named control group. The effect of the treatment was (04) − (01-02-03). The effect of the treatment was analyzed via different tests using statistics and t-test [38]. For example, if there was a big difference between the experimental and control groups, then the treatment was very effective.

4. Research Results and Discussion

In compliance with Ralph Taylor's model that incorporates teaching goals and tests for developing curriculum [39], the theory of both Richards and Rodgers [40] that consists of three parts: introduction, design, and procedures, the teaching method was designed as follows:

First, teaching objective is to develop students' competence in Arabic verbal skills, listening and speaking in accordance with the communicative approach and to unveil to what extent students understand the essence of syntax and social linguistics which help them comprehend talks, speeches, debates and dialogues easy with other.

Second, teaching experience comprises five major activities: dialogue, information exchange, role play, description, lecturing, debate, and conversation. These need to be practiced for they are the objectives of teaching the listening and reading skills.

Third, teaching experience is based on three criteria, continuity, content organizing, and integration. The researcher should consider two aspects of the educational program, teaching methods and teaching materials. The teaching method used in this course is the communicative method based on the psychological structural method and the interactive linguistic one which needs to be implemented in a continuous manner.

Fourth, the test refers to evaluating changes in manner and students' abilities to listen and speak classical Arabic. The test activity should be oral because the core of teaching listening and speaking is verbal.

Fifth, one of the linguistic theories on which the communicative approach has been founded is the interactive theory, illustrated by Richard and Rodgers, which stipulates that language is the tool to establish social relations through interaction, meaning exchange, and retaining it. Using the communicative approach in teaching relates to Rivers theory which stresses that students should orchestrate their efforts to produce genuine messages and receive them simultaneously. The psychological factor for teaching listening and speaking skills of the integrative complementary level is the cognitive approach which argues that success of the teaching has process is determined by internal factors because when any human being is born, he has the intrinsic ability to learn. Thus, the role of the instructor is to discover students' potentials to improve their communicative competence in listening and speaking activities by which they will be able to produce sentences and speeches of different varieties and meanings in Arabic [41].

Sixth: the teaching program model applied in teaching is the semantic educational approach which blends attitudinal teaching program with the functional situational one. The researcher, specifically, used the functional educational program in teaching listening and speaking skills to achieve the complementary level, i.e., the program of teaching Arabic that relies on language function rather than structural units and situations.

Seventh: types of teaching and training activities should be oriented toward achieving communicative competencies by allowing students to actively participate in actual communicative situations [42]. They can be achieved through information given to some for the sake of dialogue, role play, discussion, debate, etc. Students' activities should focus on speech content, not form, and encouraged to use various lexemes so as to avoid being bound to use one single structure. The instructor, in this case, will play the role of analyzer, counselor, etc.

Eighth: procedures of teaching listening and speaking through the communicative approach passes through several stages which are realized through two activities: preliminary communication and actual communication activities. As for the preliminary activity, it focuses on linguistic forms such as: grammar, pronunciation, sentences, phrases and diction. The function of such an activity is to help students acquire the knowledge needed to produce correct acceptable sentences, secure exercises for practice, and create courses that support such activities which might be social or functional.

The program for applying the method of teaching listening and speaking was assigned 150 minutes divided as follows:

First: thirty minutes are assigned to consolidate students

language competence regarding vocabulary, grammar and practice.

Second: thirty minutes are given to reinforce social language, discourse analysis, and strategic competence via students' participation in conversation, dialogue or exchange of information through grouping them into senders and receivers.

Third: sixty minutes are to be utilized in consolidating Arabic listening and speaking skills absorbed through various communicative activities like role play, description, debate, etc.

Fourth: the last thirty minutes are used to ensure students' awareness of the message or information related to Arabic skills of listening and speaking. They are also set to check students' understanding and actual application of communicative competence using dialogue between instructor and students.

This application comprises several procedures among which are the following:

1- The first time, the lecturer introduces the teaching material on what will be taught in listening and speaking to the sending and receiving groups whose members are specified a week before. Every week members of committees are formed alternatively.

2- Members of the committees are requested to sit in couples.

3- The lecturer during the first thirty minutes, calls every member of the senders and receivers to evaluate language competence in words, structure and application, using the textbook set for teaching listening and speaking of the complementary level prepared by the lecturer.

4- Through the process of activities for reinforcing language competence, the lecturer provides certain remarks and directions to solve out linguistic problems encountered by students.

5- During the following 30 minutes one member of each group, the sender and the receiver, were called by lecturer to develop competencies of social language, discourse analysis, and the strategic one. To facilitate conversation and information exchange between the two groups, the lecturer asked the sending group to be the source of information and receiving group to be questioners on the topic related to the lecture and given to the senders one week before. A list of questions was also prepared by the lecturer to be used by the receivers in order to collect a variety of them to make use of actual functions of language during conversation.

6- During the performance of activities of social language reinforcement, the lecturer puts down notes and regulations to ensure solutions for a variety of social problems, discourse analysis and strategies from which students suffer during the process of teaching.

7- During the following sixty minutes, the lecturer endeavors to reinforce the listening and speaking competence in a comprehensive manner that covers various selected methods of communication relevant to the topic. Here, he uses methods like: role play, description and lecturing even debate.

8- During implementing activities to reinforce listening and speaking skills, and comprehensive integrative communicative competencies, the lecturer puts down some notes and regulations to secure solutions for problems of listening and speaking in Arabic. In addition, communicative competencies discovered by students will be implemented.

9- The penultimate twenty minutes, the lecturer gave the students some time to ensure the students' understanding of material relevant to listening and speaking skills of the complementary level which was taught.

10- During the last ten minutes the lecturer evaluates the process of teaching the listening speaking skills via an oral comprehensive exam by addressing certain questions related to the topic of the lecture.

5. Conclusions

The researcher concluded that teaching listening and speaking skills of complementary integrative level via communicative approach included several components the foremost of which are communicative approach book, suitable learning infrastructure facilities, internet – based mobile, positive outlook for teaching, etc. The negative influences of traditional method of teaching are: absence of satisfactory internet in classroom, non-existence of television channels in classes in Middle East, some students' introversion and traditional classroom design. It was found that the score average of influence of the teaching communicative approach for students of experimental group was 92.70, while the control group result was 81.90. The researcher in applying the (t) test at paired-samples and other independent-samples [24-44], the value he gained was 13.696, the degree of freedom 58, probability value 2/0,000 equals 0,000 less than the significance level 0,05.

The outcomes of the alternative hypothesis (H1) which show that the mean score of communicative competencies in listening and speaking skills of complementary integrative level of experimental group didn't match with the mean score of the control group was acceptable, but the nil hypothesis (H0) was rejected. This is what the researcher came up to at the end, the difference are meaningful. As a result, the adopted the communicative approach in teaching listening and speaking in Arabic in the university, as this approach proved to be more effective than the traditional one. This method of teaching is distinguished for certain qualities among which are the following: tendency to perfect comprehensive communicative competencies, teaching actual meaningful Arabic, decentralization of roles and sources of teaching,

activating students latent potentials in Arabic, integrating teaching Arabic with communicative sciences, etc.

But this method has certain flaws which are: need for extra time, difficulty in procuring original teaching materials, grammatical errors, and difficulty in minimizing students' dialects.

6. Inferences and Suggestions

Based on the results outlined in the previous pages, the researchers elicited that designing a method of teaching listening and speaking skills via integrative communicative approach depended on the interactive constructive communicative approaches together with a semantic teaching program. The goal afterwards switched to perfection of comprehensive communicative competencies through the use of oral classical Arabic the way native speakers do.

Teaching begins with preliminary activities then actual communicative interaction. The role of the teacher in this case will be a coordinator for students who will apply several basic teaching methods, the foremost of which are: dialogue, information exchange, role play, lecturing, debate, and discussion.

The correction plan implies the level of oral linguistic performance that includes comprehensive analytical communicative competencies with a tool propitious for it.

The researcher also concluded that teaching listening and speaking could be taught through the integrative communicative approach which would improve communicative competencies.

7. Recommendations

Based on what the researcher found out with regard to the skills of teaching listening and speaking through the communicative approach, he recommends the following:

First, lecturers of Arabic language, especially those who teach listening and speaking, should use the communicative approach to improve the quality of the teaching process. This can be achieved through using original texts and teaching methods. They should also use the analytical correction plan to measure students' level in the skill of listening and speaking.

Second, future researchers need to conduct more studies on the problems related to teaching listening and speaking because this doctoral dissertation just highlighted few of them. They can focus more on students motives and desires to learn which will for sure produce better outcomes in teaching the aforementioned skills.

Third, people in charge of teaching Arabic at the university level should provide opportunity for the two skills to be taught inseparably. To the researcher's knowledge, they are taught separately. Teaching listening and speaking should use the communicative approach and

focus on communicative competencies in classical verbal Arabic which is the final objective of the whole process.

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