

Article

# Teaching Speaking Skills Communicatively to Promote Education 4.0: Review

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**Abstract:** Education 4.0 is a new notion in the educational field which contributes to the development technology to support teaching and learning process. Referring to its trend, many English teachers employ different approaches and methods to make teaching and learning process successfully delivered to students, especially in teaching speaking, as what is demanded in education 4.0. The approaches which is effective and frequently used is Communicative Language Teaching Approach emphasizing on its principles. Communicative Language Teaching is an approach which mainly focuses on improving the communicative competence in order to develop good communication and the use of effective language. This qualitative research is intended to discuss how to teach speaking communicatively by implementing the principles of CLT to promote Education 4.0. The writer found that by applying five principles of CLT in the form of role-play activity could effectively promote Education 4.0.

**Keywords:** Education 4.0; Communicative Approach; the Principles of Communicative Methodology; Speaking

## 1. Introduction

The development of Industry Revolution 4.0 gives contributions to the educational field. Fisk in Sadiyoko (2017) reveals that there is a term or platform for following the development in the Industry Revolution, especially for educational context which is well known as Education 4.0. Education 4.0 is a new notion in educational context, focusing on maximizing the use of information, internet, and technology to upgrade the quality of teaching and learning activity. One of the objectives of education 4.0 is how the teachers make students acquire communicative competence which means that students are supposed to be able to communicate with people from different countries and different cultures. Referring to this, one of the most crucial factors to run the promotion of the notion is the teachers' way in teaching speaking.

Unfortunately, there are still misconceptions understood by the teachers about the implementation of education 4.0. The first one is how the teachers assume that they must use technology in promoting education 4.0. The following one is how they interpret an autonomous learning that becomes one of the characteristics of education 4.0.

Regarding the explanation above, teachers need a certain teaching approach to meet the characteristics of education 4.0. Communicative Language Teaching (CLT) is one of the teaching approaches which mainly focuses on improving the communicative competence to develop good communication and effective language use. Similarly, Richards and Schmidt (2010) also state that it is an approach to teach a foreign or second language emphasizing on the goal of language learning which is a communicative competence.

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Moreover, Morrow (1981) states that there are five principles should be understood by the teachers in teaching a language by implementing Communicative Approach. They are 1) knowing what you are doing, 2) the whole is more than the parts sum, 3) the processes are as important as the forms, 4) to learn to do it, and 5) mistakes are not always a mistake. In this case, the students will perform a role play in line with the material taught by considering those five principles. Furthermore, this teaching and learning process encourages the students' activeness since the activities reflect student-centered learning. Thus, this paper reviews education 4.0 complete with its characteristics, speaking, and communicative language teaching as well as its principles. Finally, this paper will present on how communicative language teaching promotes education 4.0 in the form of role-play to teach speaking skills.

## 2. Education 4.0

In relation to education 4.0, 21st-century skills come first. It becomes one of the most crucial issues in the field of teaching and learning especially teaching youth. This notion demands teachers challenges and novelties. Rich (2010, as cited in education week) explains 21st-century skills as certain main competencies like collaboration, digital literacy, critical thinking, and problem-solving that can encourage the students in facing today's world. Referring to this, Quieng et al (2015) state that the core of 21st-century skills is to prepare individuals in the future to solve real life problems to be able to stay in the development of the world and make it as an improved situation to be alive. They also explained that the aim of educating and acquiring in the 21st-century is to create students competent in content knowledge, specific abilities, literacy, numeracy, and technology uses (p.72). Besides, Farisi (2016) states that there are three crucial skills in 21st-century skills that must be explored into the instructional organization. They are: 1) learning and innovation skills, 2) Information, media, and technology skills, and 3) life and career skills. From those three vital skills, the writer in this paper will focus on the first one that then is related to the promotion of education 4.0.

Nowadays, the term of education 4.0 is becoming a trend. As cited in the journal article by Aggraeni (2018), she states that education 4.0 is about learning innovation and the use of information and technology in learning. In promoting education 4.0 in the classroom, both teachers and students need to consider several characteristics of education 4.0 concept. According to Sadiyoko (2017), there are nine characteristics of education 4.0. They are as follows:

1. The learning activity can be conducted anywhere and anytime;
2. Learning activity and material are based on students' needs;
3. Learning activity easy to access;
4. Learning activity reflects peers and mentors;
5. Learning activity is about exchanging information to answer "why" and "where";
6. Learning activity should be a practical implementation;
7. Learning activity must be standardized and integrated.
8. Learning activity engages students to participate a lot;
9. Learning activity must have an evaluation process.

Autonomous learning is also proposed in promoting education 4.0. Bekleyen and Selimoghu (2016) share autonomous learning helps the learners to have a positive attitude about learning processes and make the students responsible for their learning. Still rele-

vant to the theory, Orariwiwatnakul and Wichadee (2017) point out autonomous language learning students need to know the way to improve the learning environments in which they have their self-organized language learning. Benson and Voller in Thanassoulas (2000) explain that learning autonomously derived from four ideas as follows:

1. It is for a situation that the students learn independently.
2. It is for a set of proficiencies that can be learned and implemented in self-directed learning.
3. It is for the students' responsibility practice.
4. It is for the students' right to decide how they learn.

### 3. Speaking

In mastering English, Scrivener (2005) states that basic skills are divided into two skills; productive skill and receptive skill. In productive skills, there are speaking and writing, while receptive skill consists of listening and reading. Speaking is an extremely important part of a second or foreign teaching and learning. Speaking is usually the second language skill that should be learned and mastered by language learners (Kayi, 2006). Moreover, speaking is the indicator that someone can be considered knowing a language that is important to be learned as important as listening, reading, and writing (Nunan, 1989).

Anggraeni (2018) notes his study that there are several aspects need to highlight in teaching speaking, such as the teaching approach, students' need, media, and materials (Okpala, 2006; Kusumaningrum, 2018).

Hussain (2017) states in his paper that there are several principles of teaching speaking skills according to Anuradha et al (2014) to be considered. They are as follows:

- a. Support students to speak exactly on the first day of the meeting. Teachers should not wait until they have a stock of words, phrases or sentences.
- b. Allow the students when they repeat what they have said.
- c. If a student states one-word answer to any question, bear it for certain times.
- d. Allow the students to speak actively about English knowledge they know.
- e. Give structures/phrases/words, and let the students use it in a different context, and drill for many times.
- f. Employ back-chaining or tail-forwarding technique to make long sentences.
- g. Conduct role-play and pair-work, and control the students to know the active ones and motivate the passive ones.
- h. Prepare lesson planning, activities, and tasks well.
- i. Allow the students to make errors and mistakes at the primary level. Interruption and correction may hamper students' fluency and activeness.
- j. Students' weaknesses should be considered, and the teacher should pay attention to individuals' outlook.

Many teaching approaches can be implemented in speaking. The different teaching approach reveals the students' need, students' level of proficiency, and learning objectives. Murcia (2001) proposes that teachers have to follow new development in teaching

speaking to provide the best possible instruction for students. In this case, the teachers employ communicative language teaching in the form of role-play to activate students' speaking skills and acquire their communicative competence.

#### **4. Communicative Language Teaching Approach**

The aim of Communicative Approach to language teaching is mainly to promote learners' communicative proficiency that grants one's own successful language knowledge and skills. The Communicative Approach serves the belief originated from a theory of language using the assumption that language is used for communication (Thompson, 1996). This implies that learning a language is to communicate; the learner must be guided to learn the roles of communication. Based on the theory of the objective of language teaching is consequently to develop learners' communicative competence or their ability to use the language for communication to use the target language in the real context, which involves the four language skills, i.e. listening, speaking, reading and writing. In other words, language study has to look at the use of functions of language in the context. However, the emphasis must be on communication instead of structure.

Communicative Language teaching aims broadly to apply the theoretical perspective of the Communicative Approach by making communicative competence the goal of language teaching and by acknowledging language and communication (Diane, 2000). In the 1980s, there were researchers viewed that Communicative Approach is an innovative way to teach the second language to the students, and this approach integrated into the classroom (Brown, 2001). In the 1990s, Communicative Approach was broadened and well-increased by introducing authentic communication, real-world simulation and effective task (Brown, 2001).

Cited in the journal article by Manalullaili (2015) that a crucial key of CLT is promoting the fluent use of English for students learning the language through tasks. According to Bygate (2001), the communicative approach aims to provide tasks to allow students to use language to communicate meaningfully without looking at accuracy. This activity starts from the oral task.

##### **4.1. Principles of Communicative Methodology**

Morrow (1981) describes several Communicative Approach principles in teaching English. They are as follows:

- 1) *Know what you are doing.* In this case, teaching and learning activities are likely to be more efficient and effective if both the teacher and the students are aware of what they are doing. The teacher and the students should also cooperate to achieve the instructional objectives. Moreover, every lesson should end with a clear understanding for the learners so they can do something that they cannot do at the beginning.
- 2) *The whole is more than the sum parts.* This statement holds the assumption that Communicative Language Teaching is not the ability to handle language elements in isolation. Meaning can be better understood and expressed in the whole context.
- 3) *The processes reflect the forms.* In this short, the quality of the language learning process will improve if both the communication process and the language form

receive equal attention. Therefore, practices of forms of the target language can take place within a communicative framework.

- 4) *To learn to do it.* This means that only by practicing communicative activities can the learners help, advice, and teach themselves.
- 5) *Mistakes are not always a mistake.* This means it is natural that the learners make mistake in the learning process because the learners are trying to do something that they have not been told or shown how to do before, or which they have not mastered. It is not making a mistake but it is more on the result of the learning process to the target language. Consequently, the teacher should not correct the students' mistakes in an abrupt manner and offend the students' feeling which makes them embarrassed. Instead, they should handle it so wisely that students are encouraged to start using the language.

All of the principles inferred behind the Communicative Approach mentioned above and how these principles are implemented in the classroom should be understood by English teachers

#### **4.2. Role of Teachers**

Beside classroom management skills, a good teacher should also know how to play his or her roles in teaching English as a second or a foreign language. A teacher must employ more creative types of activities without giving intervention that may prevent the learners from becoming genuinely involved in the activities and those hinder the development of their communicative skills. Nevertheless, this does not mean that when this activity is conducted, the teacher is only a passive observer. Teachers and learners work together as live actors in pedagogic instructional classrooms. In the absence of these characters, the activities in the classrooms are completely inoperative and meaningless. The two characters here have certain roles to play. In the conventional language teaching methods, where the language forms mastery is a major concern, teachers were signed as an independent source of wisdom, and rulers of the teaching-learning activities (Seanboon, 2006) & (Nunan, 1999). It causes the traditional approach to decrease learners' roles and assumed them as if they contribute nothing to the teaching-learning process. This notion has been strongly agreed even by old philosophers like Plato and Socrates, and modern scholars like Legutke & Thomas, that students cannot join language classes with blank paper but given too many instructional, experiential and learning potentials.

However, as cited from Abate (2014) states that recently teachers' roles have changed from wisdom provider and dictator to students' facilitator, participant, group organizer and so forth. Students in CLT classrooms learn the target language through interaction and eventually develop their language skills with teacher guidance. Referring to this, students in CLT classroom play the role of meaning negotiators; communicators; discoverers; contributors of knowledge, skills, and experiences; and they amuse learning from a pair or peer work than to relay on teachers as the

main model of language skills (Hu, 2002, p. 95). Thus, to reach the objectives of Communicative Approach is the function of integrated efforts of teachers, students, and the classroom environment. It means that all parts are expected to play their roles as effectively as possible to be able to achieve learners' communicative competence and proficiency

### **5. Classroom Practices**

There are several approaches that teachers should do in the implementation of education 4.0 (Purnomo, 2017). They are:

a. Student-centered

A student-centered learning approach must be implemented in the development of learning in which the teacher stands as a learning facilitator in class. Students are allowed to actively develop their interests and potential. Further, students are not only required to listen and memorize the subject provided by the teachers but also encouraged to construct their knowledge and skills.

b. Contextual learning

Teachers should be able to link both learning methods and materials to the students' daily life or the real world. The teacher helps students find values, meaning, and confidence in what they are learning and can apply in their daily life. Teachers conduct students' performance appraisals that are associated with the real world.

c. Community integrated learning

Teacher must be able to prepare students to be responsible citizens. Therefore, learning should be able to facilitate students to be involved in their social environment.

d. Collaborative learning

In this activity, students must be taught to be able to collaborate with people who differ in their cultural settings and values. To explore information and build meaning, students to be supported to be able to collaborate with their friends in the classrooms. In working on a project, students need to be taught how to appreciate the strengths and talents of each person and how to take roles and adapt themselves appropriately.

e. Technology-based learning

The characteristic of Industry Revolution 4.0 is closely related to the internet of things, the internet of people, icloud, big data, connectivity, and digitalization. However, this paper is only going to show how to promote education 4.0 without the use of the internet. It emphasizes more on students' activeness.

In this paper, the teachers conduct a role-play under the theme of the material taught in order to reach the promotion of education 4.0. Role-play is taking the role to play in a comfortable environment where students express themselves to become individual variation, initiative, and imagination (Ladousse, 1987). Role-play works well in the implementation of social interaction. Ladousse (1987) states that crucial reasons to use role-play; students experiences can be brought into the classroom, students are able to develop their form of language, students learn how to interact in several situations, students are encouraged their self-confidence, students feel fun and are able to develop

their language fluency. Referring to those, it shows how role play is effectively improving students' language proficiency even for those who are shy and silent.

Moreover, Ladousse (1987) adds that there are several points to consider when the teacher uses role play in the classroom:

- 1) Avoiding noise because it makes the teacher next door complain.
- 2) Keeping the activity from short until students get ready to do a long activity.
- 3) Giving a clear explanation before starting the lesson since it eases the students to understand the situation and the role cards.
- 4) Using an easy role play. It is to avoid students get difficulties that can cause them to speak with their native language.
- 5) Setting up the task more progressively when the students use their native language.
- 6) Following up on the role-play activity for the students who finish the role-play before others.
- 7) Setting a strict time limitation and giving positive feedback to the student.

Referring to those points, here is the activity employed by the teacher in applying role-play to develop students speaking skill so that the students are able to speak communicatively:

- 1) Teacher divides students into groups
- 2) Teacher gives certain themes related to the material taught
- 3) The themes consist of several occupations; doctor, nurse, nutritionist, patient, and parents
- 4) Students discuss the themes and make a short conversation related to the theme given
- 5) While students are discussing, the teacher goes around to make sure that all students are actively participating in the discussion.
- 6) Teacher helps students when they find difficulties in their discussion.
- 7) Students decide their own roles to perform.
- 8) Students perform a role play based on the theme by considering several differences among characters; job, culture, and context of place.
- 9) Teacher gives appreciation and feedback towards students' performance.

Those activities represent those four elements. The teacher becomes a facilitator in running the teaching and learning process. It shows how a student-centered activity is done for the students are allowed to be active and creative in discussing the theme given, and exploring their ideas without feeling doubtful. Moreover, students are supposed to learn contextually seen from how they are acting their role given by the teacher. From that, the teacher tries to link the material with the students' real life. Furthermore, community-integrated learning and collaborative learning are associated with the implementation of this activity

## 6. Conclusion

This paper aims to present on how communicative language teaching in the form of role-play is able to teach speaking communicatively to promote education 4.0. There are five principles of the approach becoming the basic theory in succeeding the writer to reach the objective of this paper. They are; know what you are doing, the whole is more than the sum of the part, the processes are as important as the forms, to learn to do it, and mistakes are not always a mistake. It results in how those five are able to improve students' communicative competence especially speaking skill which is becoming one of the most crucial characteristics in education 4.0. Further, there are 4 of 5 learning activities that must be considered to promote education 4.0 in this paper. They are student-centered, contextual learning, community-integrated learning, and collaborative learning. In this case, the teacher applies role-play to realizes those four activities linked with five principles of communicative language teaching.

In conclusion, promoting education 4.0 is not always about the usage of technology. Without using technology, communicative language teaching is proven effective to teach speaking communicatively to promote education 4.0.

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