The Implementation of the English Areas to Improve Students' Communicative Competence

Nandika Pratama Putra[1] (✉), Refi Ranto Rozak[2], Fitri Nurdianingsih[3]
[1,2,3]Pendidikan Bahasa Inggris, IKIP PGRI Bojonegoro, Indonesia
nandikaputra35@gmail.com

abstrak— Program pembelajaran merupakan salah satu aspek yang dapat mendukung keberhasilan dalam proses pembelajaran. Namun, untuk menciptakan pembelajaran yang baik dan menyenangkan, guru harus menggunakan suatu teknik atau strategi yang sesuai, salah satunya adalah dengan menerapkan program english area di sekolah. Penelitian ini bertujuan untuk mendeskripsikan penerapan english area di sekolah dalam meningkatkan kompetensi komunikasi siswa yang dilakukan di SMK GUS DUR soko tuban. Untuk menjelaskan sejauh mana penerapan english area dalam meningkatkan kompetensi komunikasi siswa. english area adalah suatu program yang dilakukan oleh sekelompok orang untuk menggunakan bahasa Inggris sebagai alat atau media komunikasi pada waktu dan tempat tertentu, sedangkan kompetensi komunikasi adalah pengetahuan tentang bahasa dan kemampuan untuk memahami dan menggunakan bahasa secara efektif untuk tujuan komunikasi. peneliti menggunakan metode kualitatif. Data dikumpulkan melalui observasi, interview, dan dokumentasi. Populasi penelitian ini adalah siswa kelas 10 SMK GUS DUR Soko Tuban pada tahun akademik 2023/2024. Hasil penelitian menunjukkan bahwa penerapan englisg area efektif untuk meningkatkan kompetensi komunikasi siswa.

Kata Kunci — Area Bahasa Inggris, Kompetensi Komunikatif, Siswa SMA

Abstract — Learning programs are one aspect that can support success in the learning process. However, to create good and enjoyable learning, teachers must use appropriate techniques or strategies, one of which is implementing an English area program at school. This research aims to describe the application of the English area in schools in improving students' communicative competence which was carried out at SMK GUS DUR Soko Tuban. To explain the extent to which the English area is applied in improving students' communicative competence. English area is a program carried out by a group of people to use English as a tool or medium of communication at a certain time and place, while communication competency is knowledge of language and the ability to understand and use language effectively for communication purposes. Researchers used qualitative methods. Data was collected through observation, interviews and documentation. The population of this research is class 10 students at SMK GUS DUR Soko Tuban in the 2023/2024 academic year. The research results show that the application of area English is effective in improving students' communicative competence.

Keyword— English Area, Communicative Competence, High School Students

INTRODUCTION

Communicative competence is one of the skills that must be mastered in this digital era. This is very important because almost all technological languages use English, and the era of openness that we call the era of globalization is also another reason that strengthens the role of English. It cannot be denied that English, which is an international language, is the language most widely used as a language of instruction in many things, such as in the fields of science, business and culture (Muliadi, 2021)

A communicative language teaching approach can be effective in improving students' speaking skills, especially in terms of accuracy and fluency. This is considered relevant because students rarely communicate using English independently. Communicative language teaching begins with the theory of language as communication. The use of communicative competence is to improve students' speaking ability and make language use contextualized and appropriate. Prabhu (2016) says that communication competence in English is important for building a career.

One of the innovative approaches or ways to develop students' communication competence is by implementing English area at school. Wibowo (2015) explains that English area is a special space or area where English is required to be used in the area and involves a series of agreed schedules and rules for learning English. By implementing English area, students can practice their communication competence and can speak in English without any pressure from inside or outside. In practicing speaking English, daring to express oneself is the key to developing communicative competence in English. Communication competence is one of the important skills that students must master, especially at the secondary school level. Using fun methods in learning a foreign language is very important. Through these fun activities, students can increase their motivation to learn, especially in learning English which for Indonesian children is considered a foreign and sometimes scary language.

In an effort to develop students' communication competence, especially at the senior high school level, students must be able to carry out communicative activities using one of the languages, namely English. Communication skills must be integrated into the learning process with a focus on the targeted ability, namely communication competence. Many efforts can be made to develop students' communication competence, one of which is by implementing English area in the school environment, by communicating directly both with fellow students and with teachers in the environment, students will be able to develop their communication competence and this is done repeatedly during the English area. Communication competence is needed for students to support their abilities both in the world of work and education. Along with the development of technology and times, today's generation must also adapt by having good communication skills and competencies

to be able to face the industrial era 4.0 and society 5.0 professionally Astuti and (Muflikhah, 2019).

METHOD

In this study, the researcher used a descriptive analysis research design with a qualitative approach because the researcher wanted to obtain a deeper understanding and detailed information about the phenomena that occurred in class X of Gus Dur Soko Tuban vocational high school, especially those related to the application of English area to improve students' communicative competence. In this case, the researcher tried to analyze the extent of the influence of the application of the English area in an effort to improve students' communicative competence.

The data used in this study were collected through observation and interview. Observation was used to find out how the communicative competence of class X students of Gus Dur vocational high school soko tuban. While interviews are used to find out how the English area program is implemented at school. The procedure used to analyze the collected data is by reducing the data, explaining the data, and concluding.

FINDING AND DISCUSSION

The Tenth Grade Vocational High School Students' Communicative Competence.

The first research problem is about student's communication competence. to answer the first research problem, researchers conducted observations to collect data. And the data obtained is as follows**:**

a. Students' activeness in communicating using English during learning

During English learning, students are required to speak English in the designated areas and limits. From there it can be seen how far the students' ability to communicate in English. During the learning process, it can be seen that students are very active in communicating with their classmates using English even though there are many pronunciations and grammar that are not correct, but they are able to communicate well and can understand each other's words spoken between one student and another.

b. Communication between teachers and students during English learning.

Communication between teachers and students is also an observation material in this study because during English learning takes place communication between teachers who teach English and students who are in the classroom is required to use English. During the learning process, students are very active in communicating with the teacher and the teacher is also very active in guiding students to be able to communicate well using English, here students are also not shy to ask the teacher even the communication between students and teachers looks fun because there are

still many students who do not know English vocabulary and the teacher guides these students very slowly and in a fun way.

c. The atmosphere inside and outside the classroom during learning and implementation of English area.

The atmosphere during the learning process can be said to be conducive because students who are in the classroom are very active in participating in learning and also students who are outside the classroom no one disturbs or bersik outside the classroom because in the classroom environment it has been agreed to apply the English area program during English learning takes place so anyone who is in the environment and the agreed boundaries must speak English if they violate they will get punished. From there it can be seen that during English learning takes place unconsciously students' communicative competence will be more improved either from class x students or other students and the students follow it well. So far, students' communicative competence in speaking English has been good as seen from the way they communicate during the learning process.

d. Efforts made by teachers in guarding the improvement of students' communicative competence

In an effort to improve students' communicative competence here the teacher is very visible to play an active role because one of the programs implemented is the English area in its application the teachers are very careful and thorough with students who violate the rules of the application of the English area. Students who violate the rules will be punished and the type of punishment depends on the rules that are violated such as if there are students using only 1 word in Indonesian they must replace it by memorizing 10 vocabulary in English. In carrying out the punishment the teacher has prepared the vocabulary that must be memorized in a piece of paper. With such punishment, students are more familiar with English vocabulary and they seem to be able to apply it in their communicative competence skills.

e. Students' level of communicative competence or ability to communicate in English.

To find out the level of communicative competence of students here, researchers see how they communicate in class with teachers or classmates and also other students who are outside the classroom from there it can be seen that students can communicate well using English even though there are still pronunciation, intonation and pronounciation that are less precise but they look enjoy and pd in communicating. Teachers also play an active role in guiding and giving examples so that students are better at communicating using English.

The Implementation of English Area at School.

To answer the second problem formulation regarding the implementation of the English area program, researchers conducted observations during the learning process. Then, to strengthen the results of the observation, the researcher conducted direct interviews with the teacher and the person concerned to avoid the subjective

views of the researcher. In presenting the interview results, the researcher used the code X to represent the interviewer (researcher) and Y to represent the interviewee (teacher). The results of field notes on the implementation of the English area program are as follows:

a. Teachers choose an adequate location and area for the implementation of English Arae.

In this case, the teacher chooses to implement an English area that combines indoor and outdoor settings, which means inside and outside the classroom. For the outdoor part, teachers create boundaries that do not allow students to communicate or speak using Indonesian, so that teachers can still easily supervise and control students.

X : "*how important is it to choose a place or area to implement an English area? And what things need to be considered in determining the location that will be used as an English area?*"

Y : "*So the selection of locations to apply this english area we have determined before the english area program begins because this is very important to limit and appeal to students which limits are allowed to use Indonesian and which limits require students to speak English and also to control students during this english area program. As for the selection of places, things to consider include places that are within the range of supervision such as classrooms and in front of the class that are still within the range of supervision.*"

b. The teacher explains about the implementation of the English area

Before the implementation of the English area program, the teacher has first explained what the English area is and how it is implemented and the students have understood it well.

X : "*Before the english area program starts, do you first explain the scavenger hunt game to the students and do the students already understand about this english area program*"

Y : "*Yes. This is very important, because before implementing the english area program we have to make sure that students really understand about this program, the purpose of implementing the english area is to improve students' communicative competence, and the rules of the game. So students can still be controlled and not just play by themselves.*"]

c. The teacher explained how the English area can improve students' communicative competence, especially in class X.

X : "*Okay sir, next, how does this English area program improve students' communicative competence?*"

X   : *"With the implementation of this English area program, students' speaking ability will unconsciously improve because they are required to always use English in the designated area, actually the communicative competence of the students is already good, they can communicate well but using Indonesian, therefore with the implementation of the English area they will be able to master communicative competence in English well by training and accustoming them to speak English."*

d. objectives to be achieved in the implementation of the English area

After the English area program has been running and students also understand about this program, then there are several goals that teachers and students want to achieve by implementing the English area program.

X   : *"So then after this English area program runs, what goals do the teachers and students want to achieve with the implementation of the English area?"*

Y   : *"The purpose of the implementation of this English area itself is to improve students' English skills, especially in their communicative competence and also train students to get used to communicating using English because we also know that in this day and age the competition in the world of education and work is very tight and English is needed in that case for that we try to equip students by improving their communicative competence so that after graduation they can compete in the world of education and the world of work the game goes on."*

Based on the data exposure above, it can be said that the application of the English area in schools is effective in improving students' communication competence. By following the rules that have been determined and in accordance with the direction of the teacher concerned, the application of the English area program will be able to run with discipline and effectively to achieve the desired goal of improving students' communication competence.

CONCLUSION

Based on the findings and discussion above, it can be concluded that the implementation of the English area program is very effective in improving students' communication competence in English. The atmosphere in the classroom becomes more conducive and fun during the implementation of the English area program. With this program, students' motivation and willingness to learn also increased. However, there are still many students who lack discipline in implementing the English area program. Therefore, teachers must be more careful and careful in controlling students and overseeing the running of the English area program.

In addition to improving communicative competence, students also get many benefits from the application of this English area, including students will add more vocabulary in English, they also learn to be disciplined and also increase confidence in expressing opinions because here students are required to speak and express their opinions using a foreign language, namely English.

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