SIGNIFICANCE OF IMPLEMENTING COMMUNICATIVE APPROACH IN TEACHING READING AND WRITING SKILLS

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Abstract.

This article is devoted to highlight the importance of teaching reading and writing skills through communicative approach. Its theoretical part contains important information on the use of this approach by students and the teacher during the lesson. The article also provides information about the methods that can be applied in the teaching process to improve students' reading and writing skills. In addition, the importance of communicative approach in improving students' reading comprehension and writing skills is revealed. The main goal of our research is to implement communicative approach in reading and writing classes. The results of the research will be a great foundation for effective teaching in the methodology.

Keywords.

methodology, communicative approach, techniques, communication-oriented teaching, reading comprehension, practical approach, writing skills.

ВАЖНОСТЬ РЕАЛИЗАЦИИ КОММУНИКАТИВНОГО ПОДХОДА В ОБУЧЕНИИ НАВЫКАМ ЧТЕНИЯ И ПИСЬМА

Аннотация.

Данная статья посвящена тому, чтобы подчеркнуть важность обучения навыкам чтения и письма через коммуникативный подход. Его теоретическая часть содержит важную информацию об использовании данного подхода учащимися и учителем в ходе урока. В статье также представлена информация о методах, которые можно применять в учебном процессе для улучшения навыков чтения и письма учащихся. Кроме того, раскрывается значение коммуникативного подхода в совершенствовании навыков чтения и письма у учащихся. Основной целью нашего исследования является реализация коммуникативного подхода на занятиях по чтению и

письму. Результаты исследования станут отличным фундаментом для эффективного обучения методике.

Ключевые слова.

методика, коммуникативный подход, приемы, коммуникативно-ориентированное обучение, понимание прочитанного, практический подход, навыки письма.

Introduction

Many pupils at school struggle to read and internalize the content. Teachers usually fail to inspire students to uncover amusing and intriguing content in the reading materials. Students frequently develop a negative mindset as a result, viewing the effort required to connect with reading materials as a boring activity when contrasted to the experience they may have with visual technological media. In addition to hearing, speaking, and writing, reading is a vital aspect of language development. The primary goal of any reading exercise is to become familiar with the language and concepts of science. Many definitions of reading have been offered by linguists.

According to the new national syllabus for English majors, English Reading class is intended to improve students' reading comprehension and speed. It also aims to help students expand their vocabulary, assimilate language and cultural background, and train their ability to carefully observe language and such logic reasoning abilities as assuming, judging, analyzing, and summarizing. It goes without saying that skill development has risen in importance. Incorporating communicative activities is one of the most efficient strategies to develop students' skills and information retention. If correctly implemented, communicative activities in the classroom are an excellent method for teaching reading to both students and instructors.

Materials And Methods

The natural and unconscious process that goes into creating meaning from text is better described by reading habits. According to Smith [203], reading is a more practical way to comprehend the material that is written down using both visual and non-visual information. In order to prevent awkward situations, it is important to teach reading properly and ensure that the content is fully understood by the students. This is because most students in traditional classrooms only retain the knowledge that the instructor has conveyed to them. According to Harmer[204],

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[203] Smith. 2002. Reading Skill And Technique. London: Longman.

[204] Harmer, J. (2007b). The practice of English language teaching (4th Ed.). New York: Longman.

reading is a very active activity, as stated in Parmawati and Yugafiati [205]. It implies that children may learn about something by reading.

Nonetheless, it can be challenging to implement a successful reading program, particularly in nations where English is regarded as a foreign language. The pupils' interest will determine how well reading programs are implemented. The National Education Department of the Republic of Indonesia's survey investigation revealed unexpected results about reading. It has been established that primary school kids' reading comprehension was low. Almost 76.9 percent of children couldn't use a dictionary. Just 5% of pupils who can use a dictionary can systematically seek up words in the Indonesian dictionary. As a result, it is essential that language teachers encourage reading among their pupils. That might be accomplished by choosing appropriate resources for the kids.

The instructor should learn how to adapt their style and habits when teaching English and create a positive learning environment so that the students look forward to their English classes. To raise students' reading proficiency and to pique their interest in the learning process, teachers must be innovative in the methods they employ.

One has to be able to read and understand material in order to communicate effectively. The emphasis on language usage through engagement and application of the various abilities within the environment improves students' capacity for effective language use in communication. The use of communicative language instruction is not a constraint; rather, it takes place in a non-methodological framework where students are given access to planned programs and resources. Every session may be customized by the teacher, who is free to focus on how the students will best master the skills needed to explore other linguistic domains like reading.

The capacity of the learner to understand the employment of literary techniques in written text and the situational mood of text are indications of more advanced reading comprehension abilities[206]. Using these abilities, the student may more fully comprehend the text and its references, statements, and inflections.

RESULTS AND DISCUSSION

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[205] Parmawati, A., & Yugafiati, R. (2017). Using Authentic Material To Improve Students'reading Interest (A Classroom Action Research In The Second Semester Students Of Stkip Siliwangi Bandung). *Eltin Journal, Journal Of English Language Teaching In Indonesia*, *5*(1), 1-8.
[206] Sato, K., & Kleinsasser, R. C. (1999). Communicative language teaching (CLT): Practical understandings. *The Modern Language Journal*, *83*(4), 494-517.

The reader's capacity to analyze material and determine the author's intent is the most important component of reading comprehension[207] . A pupil has showed high levels of communication comprehension abilities when they can identify the writer's purpose while creating a piece of text and determine the writer's point of view on a subject. Moreover, strong reading comprehension abilities are demonstrated by the capacity to infer information about the author.

Due to its success in helping students learn important language skills and languages, communicative language instruction has received praise from all around the world[208]. The goal of the article is to help Ecuador's reading comprehension rates rise. Given that communicative language instruction is acknowledged and valued as a crucial factor in effective language acquisition, constructive critique of the methodology is required to determine whether it can successfully teach students reading comprehension abilities.

Its practical approach to language acquisition makes communicative language learning popular. It is strongly advised that students interact with their lecturers and fellow students[209]. Language instructors that work with communicative language-based courses have a practical grasp of language acquisition and adopt the same methodology. Yet, linguists have produced a variety of ideas on language acquisition and the likelihood that children would pick up useful language abilities. Teachers that use communicative language instruction have a theoretical knowledge of language learning that is very different from their actual understanding. One of the flaws in communicative language instruction that these theories highlight is the assumption of non-language specific information, which may hinder the learner's ability to practice reading comprehension abilities.

The emphasis on language usage in communication has drawn criticism for how easily formal language learning gaps may be overlooked, such the crucial role that a particular language's grammar plays in communication among students. When instructors use communicative language teaching strategies, it is assumed that they neglect some grammatical rules. The assumption is wholly false. The interaction between teachers and students provides the opportunity for the guidance of students in their studies, with the teachers being aware of the formal aspects of a language and thus integrating them as part of the interaction that occurs in the context, even though the focus does not typically focus on the intricate

[207] Belchamber, R. (2007). The advantages of communicative language teaching. *The internet TESL journal*, *13*(2), 122-149.
[208] Galloway, A. (1993). Communicative Language Teaching: An Introduction and Sample Activities. ERIC Digest.
[209] Revell, J., & Flavell, R. H. (1979). *Teaching techniques for communicative English*. Macmillan.

aspects of drama[210]. Consequently, it is incorrect to think that a pragmatic approach to language acquisition that emphasizes the function of a language overlooks its structural components. Being able to read a text, infer meaning, and connect that meaning to the body of information already at one's disposal requires an understanding of how languages work and the ability to use them in any situation.

Reading comprehension and effective communication go hand in hand. The ability to communicate effectively demonstrates strong reading, comprehending, and text-related skills. Communication skills have come under fire for not being a direct indicator of a person's ability to grasp and comprehend a language. Such critique frequently disregards language's primary function as a tool for communication in favor of any other secondary goal or objective. Thus, teaching communication languages is the most effective strategy for raising students' levels of reading comprehension.

Language-specific grammatical principles necessitate well defined frameworks, prerequisites, and a curriculum in order to be properly taught[211]. The teaching of communicative languages is criticized for potentially diverting students' attention from grammar, which is a crucial component of the language. In the context of instruction, teachers are thought to accept any style of communication as long as it can be given significance.

Grammatical rules are frequently followed in written communication. Reading comprehension is the ability of the reader to understand what is written, interpret it, and apply it to their surroundings. According to Dörnyei[212], communicative language instruction appears to be beneficial for several aspects of reading comprehension. A person's ability to communicate makes it simpler to understand the meaning of words they encounter. Reading and understanding written content is therefore easy. The conversational nature of language instruction makes it easier to acquire meaning and make connections between the text and one's environment . Students grow to understand their own situations and those of others when they connect with one another. As a result, they find it simple to relate whatever knowledge they encounter to modern life, which is a crucial component of reading comprehension.

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[210] Holliday, A. (1997). Six lessons: Cultural continuity in communicative language teaching. *Language Teaching Research*, *1*(3), 212-238.
[211] Jacobs, G. M., & Farrell, T. S. (2003). Understanding and implementtng the CLT (Communicative Language Teaching) paradigm. *RELC journal*, *34*(1), 5-30.
[212] Dörnyei, Z. (2009). The 2010s Communicative language teaching in the 21st century: The 'principled communicative approach'. *Perspectives*, *36*(2), 33-43.

One of the things to bear in mind when lesson planning is that classroom reading is not the same as real reading. Classroom reading aims at helping students develop the skills they need to read more effectively in a variety of ways. To enable this we plan 'pre-reading', 'while-reading', and 'post-reading' communicative activities which can be helpful for improving reading skills. These stages can help us make reading more communicative.

As we know, lesson plan consists of pre, while and post activities. Thus, we divide communicative activities according to their stage. Pre-reading tasks often aim to raise the readers' knowledge of what they are about to read. In the pre-reading stage following activities can be accomplished by the students. In this stage they can work collaboratively. Because class discussions should be done in communicative way. Before reading the text students should:

- tell their partner what they know about the topic;
- do a quiz in pairs to find out what they know about the topic;
- look at some pictures related to the topic.

There is an example for an activity which can be applied in reading classes in order to improve communication and writing skills of students.

This is Nelly. She's a nurse. She's tall and thin. She works at the hospital. She looks after sick people. She gets up at six o'clock in the morning. She takes a shower and puts on her clothes. Then she eats breakfast at half past six. At seven o'clock, she drives her car to the hospital. Nelly starts work at eight o'clock. She cleans the rooms in the hospital. Then, she helps the doctors. At twelve o'clock, she has lunch. She goes home at five o'clock. At home, she takes a shower and she cooks dinner. She has dinner at half past six in the evening. Then, she watches TV. At ten o'clock, she goes to bed.

(Retrived from:https://en.islcollective.com/download/english-esl-worksheets/reading-comprehension/reading-for-detail-deep-reading/present-simple-tense/nelly-the-nurse-reading-comprehension/24434)

For the next stage, a teacher should give a questionnaire on this text. Learners should answer these questions whether orally or in a written form. Through this stage of the exercise learners experience their both communication and writing skills. There are some questions related to the given text:

1. What's her name? _____

2. What is she? _____

*3. **Where** does she work? _____*

4. **_Is she_** _fat?_ _____

5. **_Can she_** _drive a car?_ _____

6. **_Does she_** _get up at six o'clock?_ _____

7. **_Does she_** _eat breakfast at seven o'clock?_ _____

8. **_Does she_** _cook dinner at the hospital?_ _____

9. **_Does she_** _help the doctors?_ _____
_
10. **_Does she_** _go to bed at night?_ _____

11. **_What time_** _does she have lunch?_ _____

12. **_What time_** _does she have dinner?_ _____

13. **_What time_** _does she go to bed?_ _____

As it is clear, students easily can know what this reading text is about. Because there is a picture in the text. Before reading it, they can make some discussions and predictions orally. These action help them easily share their opinion and find suitable words to describe the text.

CONCLUSION

It takes committed and diligent teachers to instruct writing to students and professionals who study English for Particular Purposes. It is the teacher's duty to determine the exact writing requirements that the ESP student needs in order to succeed in class or on the job. The instructor will be aware of the resources to utilize in class by determining the requirements of the pupils. He will also be able to tailor the writing assignments to the students' level of language skill.

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