


INTEGRATING COMMUNICATIVE TASKS AND COGNITIVE APPROACH IN ENGLISH LANGUAGE SPEAKING SKILLS AT SMPN 3 BAJENG

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: June 21, 2023 Revised: August 10, 2023 Accepted: November 30, 2023 Published: December 31, 2024</p> <p>Keywords: Communicative Tasks Cognitive Approach Speaking Skills Pronunciation Fluency</p>	<p>This thesis aims to find out the effect of Integrating Communicative tasks and Cognitive Approaches on students' English Language Speaking skills in terms of pronunciation and fluency for the first grade of SMPN 3 Bajeng. Pre-test and post-test were employed in this pre-experimental study. The kids at SMP Negeri 3 Bajeng VII grade make up the population of this study, and the researcher employed random cluster sampling to create the sample. The study's sample consisted of 27 pupils. A speaking test with 4 questions served as the research tool. The analysis of the data reveals that before the treatment, there was a difference in the scores of the students taking the pre-test and post-tests. The fact that the post-test score of 57.40 is greater than the pre-test average of 35.18 indicates that pupils have improved their pronunciation skills. Pre-test 34.25 and post-test 64.81 together demonstrate the student's fluency's mean score. Additionally, it was determined through the t-test analysis that the t-test value was higher than the t-table; the value was $11.83 > 2.05$. Hypothesis (H0) is rejected and the Alternative Hypothesis (H1) is accepted as the result of this study's hypothesis. It means that integrating communicative tasks and cognitive approach has an effect on the pronunciation and fluency of students in speaking skills.</p> <p><i>This is an open access article under the CC BY-SA license.</i></p> 
<p>How to cite: Surahmi Sabar, Syamsiarna Nappu, & Junaid. (2023). Integrating Communicative Tasks and Cognitive Approach in English Language Speaking Skills at SMPN 3 Bajeng. English Language Teaching Methodology, Vol (No), xx-yy. doi: https://doi.org/10.22219/jpbi.vxiv.xxyy</p>	
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INTRODUCTION

Over the last few decades, the entire English language has reached the top of the world's language standings, declaring a great global language title. English has an important function as an international language because English is used in many disciplines such as science, technology, commerce, and education. English is now a required subject in schools and higher education in the majority of nations. We must study English and teach it to the younger generation as much as we can in order to produce quality human resources in the future since it is necessary to be able to communicate in it.

Speaking is an important aspect of learning English. According to Rao (2019), The four language skills are crucial for efficient communication in the current global world, but speaking is the most crucial. Without even being conscious of it, everyone in the cosmos communicates every day. Millions of thousands of words are spoken by each individual. A basic understanding of English communication is the main objective of speaking. According to Graves (2008) and Nazara (2011), language is fundamentally spoken, and for many people, mastering the ability to speak is the ultimate goal of learning a foreign or second language. However, there are a variety of factors that make speaking English challenging. Some of these traits are related to the students themselves, as well as teaching strategies, curriculum, and surroundings.

The researcher is interested to provide communicative material according to the needs of students and it is also recommended to use it in language teaching. Communicative material can involve students to be active in class activities. In this case, the communicative task as a form of communicative material plays an important role in the teaching and learning process. For example, communicative materials provide more opportunities for students to practice and use English. They stimulate students to be active in class activities. Therefore, communicative tasks are needed to help class VIII students of SMP Negeri 3 Bajeng in practicing and use English in class activities.

The importance of this research is the effort to bring integration between communicative tasks and cognitive approach which aims to develop the speaking skills of junior high school students. In addition, it emphasizes the importance of increasing students' awareness of basic speaking skills with the main problems that students often experience such as low self-confidence, limited vocabulary, mispronunciations, or unstructured structures that prevent students from practicing English well.

Based on the reasons above, this research is interested in trying to develop students' speaking skills through integration between communicative tasks and cognitive approaches under the title "Integrating Communicative Tasks and the Cognitive Approach in English Language Speaking Skills at SMPN 3 Bajeng".

RESEARCH METHOD

Research design

The research employs a pre-experimental research method with a one-group pre-test and post-test design. The treatment was carried out after the pre-test and before the post-test. This study kind uses this design (Sugiyono, 2012). A sample size of 27 students from class VII B at SMPN 3 Bajeng participated in this investigation. The sample was chosen using cluster random sampling.

Research procedure

There are various steps used in this investigation. First, the pre-test was utilized to gauge and test the pupils' prior proficiency in English pronunciation. Second, by integrating the Communicative Task and the cognitive approach as a method, this research offers treatment. The following is the procedure for administering treatment: The teacher introduces students to pronunciation and fluency in speaking, provides examples of brief descriptive texts, provides several images as learning aids and explains their meaning, and then assigns pairs of students as a communicative task that involves practicing short descriptive sentences of five sentences based on the provided images. Students write the material, then practice memorization in couples before recording and delivering it. The presentation's outcomes are discussed with a cognitive approach by the teacher and the students. In order to determine whether the integration of communicative tasks and cognitive approach had any effect on the students' speaking skills, a post-test was given to the students after the intervention.

Data acquisition

How to get information about the pre-test and post-test using hand calculations based on six formulas. The researcher then contrasted the t-test results with the t-table results. When communicative tasks and a cognitive approach are integrated, it is thought that this has an effect on students' speaking abilities if the value of the t-test is higher than the value of the t-table.

RESULT AND DISCUSSION

Research Findings

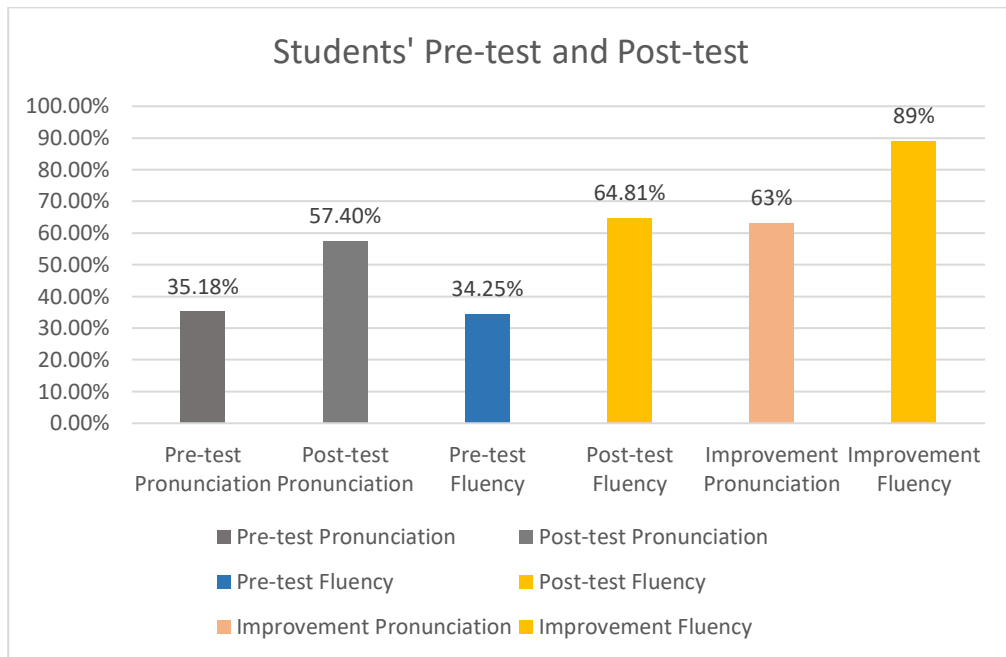
In terms of students' pronunciation and fluency, the speaking test results in this study demonstrated the integration of communicative tasks and cognitive approach with first-grade students at VII B SMPN 3 Bajeng. The effect of integrating communicative tasks and cognitive strategies on first-graders at SMPN 3 Bajeng pupils' speaking abilities in pronunciation and fluency is shown in the following table:

The improvement of students in terms of pronunciation and fluency

Table 4.1: mean score of pronunciation and fluency

Indicator	Mean Score		Improvement
	Pre-test	Post-test	
Pronunciation	35.18%	57.40%	63%
Fluency	34.25%	64.81%	89%

Chart 4.1 Mean scores of pronunciation and fluency



On the pre-test before receiving treatment and on the post-test following treatment, the mean score for pronunciation was 35.18% and 57.40%, respectively. The mean fluency score ranged from 34.25% in the pre-test, taken before treatments, to 64.81% in the post-test, taken after treatments. Thus, it can be said that pupils' pronunciation and fluency both increased by 63% and 89%, respectively.

Hypothesis testing

Table 2 Result of Hypothesis

Result of Comparison	hypothesis	
	H0	Ha
t-test > t-table	2.05	11.83

The total t-test value for the study was 11.83, with 26 degrees of freedom (df) and a significance threshold of 0.05, yielding a t-table value of 2.05, indicating that the t-test value was more than the t-table value ($11.83 > 2.05$).

H0 is rejected using the best criteria when the t-test value is more than or equal to the t-table ($t\text{-test} \geq t\text{-table}$) and Ha is allowed when the t-test value is less than the t-table ($t\text{-test} < t\text{-table}$). The computations show that the difference between the t-test and t-table values is higher. This shows that using a teaching strategy that integrates communicative tasks and a cognitive approach has an effect on students' speaking ability, as demonstrated by Ha acceptance.

DISCUSSION

According to the descriptive results of the recapitulation of speaking skills of class VII B students of SMPN 3 Bajeng using communicative tasks and cognitive approaches, which were the results of the research described in the data analysis, the maximum pronunciation score was 50 in the pre-test (prior to treatment), along with the maximum fluency value of 50 and the minimum fluency score of 25, and the maximum pronunciation was seen to be 75 in the post-test. The overall fluency score is 75, with a minimum score of 25. The average value of students' speaking ability before integrating communicative activities with a cognitive approach (pre-test) is calculated from the data analysis findings outlined above and was 34.72. While the data analysis reveals that the mean (average) speaking skill score (post-test) after combining the communicative task and cognitive method is 61.11. The post-test score is higher than the pre-test value, as can be seen from the data above.

It is known that the t-test value is 11.83 with a frequency (df) of $27-1 = 26$, at the level of a significance of 0.05 obtaining a t-table of 2.05. The results of the research described above are descriptive statistical analysis, while the research hypothesis can be explained through the results of inferential data analysis using the t-test formula. Because the significance level for the t-test > t table is 0.05, H₀ is rejected and H_a is accepted, indicating that integrating communicative tasks and cognitive approach has an effect on the speaking abilities of class VII B students at SMPN 3 Bajeng.

CONCLUSION

The average value of pronunciation before and after treatment, which ranged from 35.18 to 57.40, led the researcher to the conclusion that integrating communicative tasks and cognitive approach had an effect on students' pronunciation and fluency. The average score of 34.25 to 64.81 shows the fluency of pupils both before and after treatment. This suggests that the relevance before and after treatment differs.

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