

USING COMMUNICATIVE LANGUAGE TEACHING APPROACH TO IMPROVE STUDENTS' SPEAKING ABILITY

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ABSTRACT

This research aimed at finding out whether or not the implementation Communicative Language Teaching Approach improve the students' ability in speaking terms of Accuracy and fluency at the Seventh Grade Students of SMP N 2 Baranti. This research involved one class of the Seventh Grade students of SMP N 2 Baranti. The instrument to collect the data was speaking test. In this research, the researcher analyzed the data based analysis on the accuracy and fluency in students' speaking. In collecting data, the researcher gave a speaking test, the speaking test held into two steps, there were pre-test and post-test. The researcher used (t) test to analyze the data. The result of this research showed that the means score in pre-test in term of pronunciation was (3.69) and post-test was (6.89). The mean score in pre-test in term of smoothness was (4.43) and post-test was (5.83). And the total result of pronunciation and smoothness or X_1 was (4.06) and the post-test was or X_2 was (6.31). So, this is showed students got improvement in their speaking skill after being taught through Communicative Language Teaching Approach, the students' ability in speaking English became better than before.
Keywords : *Communicative Language Teaching, Speaking ability, accuracy and fluency*

ABSTRAK

Penelitian ini bertujuan untuk mengetahui apakah penerapan Communicative Language Teaching Approach meningkatkan kemampuan berbicara siswa dalam hal Akurasi dan kelancaran berbicara pada Siswa Kelas VII SMP N 2 Baranti. Penelitian ini melibatkan satu kelas siswa kelas VII SMP N2 Baranti. Instrumen untuk mengumpulkan data adalah tes berbicara. Dalam penelitian ini, peneliti menganalisis data berdasarkan analisis akurasi dan kelancaran dalam berbicara siswa. Dalam pengumpulan data, peneliti memberikan tes berbicara, tes berbicara dilakukan dalam dua tahap, yaitu pre-test dan post-test. Peneliti menggunakan uji (t) untuk menganalisis data. Hasil penelitian menunjukkan bahwa nilai rata-rata pre-test dalam hal pengucapan adalah (3,69) dan post-test adalah (6,89). Nilai rata-rata dalam pre-test dalam hal kelancaran adalah (4,43) dan post-test adalah (5,83). Dan hasil total pengucapan dan kehalusan atau X_1 adalah (4,06) dan post-test adalah atau X_2 adalah (6,31). Jadi, hal ini menunjukkan siswa mengalami peningkatan dalam keterampilan berbicara mereka setelah diajarkan melalui Pendekatan Pengajaran Bahasa Komunikatif, kemampuan siswa dalam berbicara bahasa Inggris menjadi lebih baik dari sebelumnya.

Kata Kunci : *Pengajaran Bahasa Komunikatif, Kemampuan Berbicara, accuracy dan fluency*

INTRODUCTION

English is an international tool of communication. It is used to communicate with each other by people from different countries all over the world (Amin, 2004:1). English plays an important role because it is a tool communication in all aspects in most of the world, whether in social interaction, science technology, politics, economics, cultural and education.

English consisted of four language skills: they are reading, listening, writing and speaking. Harmer (1991:16) states that the reading and listening are receptive skills, while speaking and writing are productive skills. These skills always the target of the final learning objectives. In other words, the four language skills are the result of a long process in of learning; they are the application of the knowledge of language that the learners get during process.

Speaking is identified to be difficult to learn, whereas speaking is very important in human life. By speaking, people can communicate with others. Someone usually faces some troubles in social interactions like he or she cannot produce his ideas, arguments, and feeling communicatively. One sometimes can understand what others say but he or she is not able to communicate it. This may happen because of low practice, low motivation, less of communicative competence, and no self confidence. Ideally, If one could understand an expression, he should be able to produce it.

In fact, when the students encounter and use a foreign language, they are restricted in time to use it individually, topic-based on theme, and subsequently the complex learning circumstance. That is to say to perform a practical speaking the students need to learn who they are talking to, where they are, and what they are talking about (Green and Hilton, 1984:40). In addition, the students need to know how many times to they talk, how much they talk and how they talk. Therefore, focusing on their accuracy fluency is the main learning process to get the students to improve their speaking performance. The most important thing is they can do the conversation and communication well by focusing on some elements above.

Based on information from the several teachers at SMP Negeri 2 Baranti, the students' ability to speak English is low. Several factors that cause are the

students tended to be silent in the classroom because they are lack of self confidence and students also need more practice since through practice students could learn to express their feeling, emotion, thought, and their intention. Besides, the teacher is not able to realize the students problem in speaking and could not create a good situation in teaching learning process in the classroom

From the explanation above, the researcher decides to conduct a research entitled “Using Communicative Language Teaching Approach to improve students’ Speaking Ability”.

MATERIALS AND METHOD

1. Definition of Speaking

Speaking is a skill which is often used for interaction with other. Majority of the people assess English through a speaking ability. However people fell worried to practice speaking ability because an internal factors like motivation, lack of confidence and a low ability.

Harmer (1991:46) states that communication between human is an extremely complex and ever changing phenomenon and it is my attention to examine all.

According to Widdowson (1985: 10) states that speaking is a means of oral communication that gives information involves two elements, namely the speaker who gives the message and the listener who receptive the message.

Another definition from Harmer(1991: 57) states that when two people talked to each other, it means that the speaker makes a define decision to address someone. Speaking forced on him in some way probably but still can say that they want or intend to speak or he will keep silent. He has some communicative purpose namely speaker say things because they what something to happen of what they say. He select from his language store. The teacher has an alternative capacity to create new sentences if he is a native speaker.

According to Brawn in (Awalia Reski, 2009:2) speaking is an interactive process of constructing meaning that involves producing and receiving a

processing information. Speakers require that speakers not know how to produce specific point of language such as grammar, pronunciation, but also that understand when, why, and what ways to produce language.

From the explanation above, the researcher concludes that Speaking is a way of conveying message from one person to others. It was the most essential way in which the speaker can express himself through language.

2. Definition of Accuracy and Fluency

1) Accuracy

Accuracy in speaking performance deals with pronunciation, grammar and vocabulary. Marcel (1978:15) states that accuracy is a manner of people in using appropriate word and pattern of sentences.

2) Fluency

Fluency refer to able to speak to write smoothly, easy reading , to an easy flow is word or able communication with base is suggested the flow an accomplished speaker and writer, it is usually a tern of commendation.

According to Hornby (1995:122) states that fluency is the quality or condition of being fluent. Fluency is highly complex notion relate mainly to smoothness of continuity in discourse. It includes a consideration of how sentence are connected, how sentence patterns vary in word- order and omit elements of structure and also certain aspects of the prosody of discourse.

3. The definition of Communicative Language Teaching (CLT)

Communicative language teaching began in Britain in the 1960s as a replacement to the earlier structural approach, called Situational Language Teaching. This was partly in response to Chomsky's criticisms of structural theories of language and partly based on the theories of British functional linguistics, such as Firth and Halliday, as well as American sociolinguists, such as Hymes , Gumperz and Labov and the writings of Austin and Searle on speech acts. Communicative Language Teaching is a one of the english language approach that is a developing from previous approach like

situational language teaching and audio lingual approach, in this there is a combine between english aspects as structural and funtional. As structural CLT emphasize in grammar but as funtional it's emphasize in usage that language.

METHOD

The method applied pre experimental research; it aimed to know students' speaking ability of SMPN 2 Baranti through Communicative Language Teaching Approach

RESULT AND DISCUSSION

1. The Students' Mean Score of Pronunciation and Smoothness in Pre Test and Post-Test

Tabel 1. The Students' Mean Score of Pronunciation and Smoothness in Pre Test and Post-Test

Variable	Score		Improvement
	Pre-Test (X¹)	Post-Test (X²)	
Pronunciation	3.69	6.89	86.7%
Smoothness	4.43	5.83	31.6%

The table 4.1 above shows that, the students' mean score of the pronunciation in pre-test was 3.69 and the students' mean score of smoothness in pre-test was 4.43. While the students' mean score of pronunciation in post-test was 6.89 and the students' mean score of smoothness in post-test was 5.83. So, the the improvement of the students' pronunciation in pre-test was 86.7% and the students' improvement of the smoothness was 31.6%. it means that, the mean score of post-test was higher than pre-test.

2. The Mean Score of Pre-Test and Post-Test in Term Pronunciation and Smoothness.

Total Mean Score Between Pre-test and Post-Test in term of Pronunciation and Smoothness.

Tabel 2 Total Mean Score Between Pre-test and Post-Test in term of Pronunciation and Smoothness.

	Score	
	Pre-Test (X^1)	Post-Test (X^2)
Total	89	145.2
Average	4.06	6.31

The table 2 above shows that there was an improvement of students' speaking in term of pronunciation and smoothness before and after treatment was given. The total mean score of pre-test (X_1) was 4.06 and post-test (X_2) was 6.31

3. The Comparison of the Test Result.

The comparison of Mean score and Standard deviation of both data between Pre-Test and Post-Test can be seen in the following the table below

Tabel 3. Mean Score and Standard deviation of Students' Pre-test and Post- Test

Data	Mean Score	Standard Deviation
Pre-Test	4.06	0.66
Post-Test	6.31	0.82

Based on the table above, the mean score of Pre-Test is 4.06 and Standard Deviation is 0.66. The mean score of Post-Test is 6.31 and the Standard Deviation is 0.82.

Then , the last calculation is calculating the t-test to find out significant different between pre-test and post-test of the students by using t-test and the result of t-test below :

Tabel 4. Distribution the Value of T-test and T-table.

T-Test Value	T-Table Value
14.70	2.074

The result 14.70 indicated that there was a difference of degree as much as 18.060. Regardless the minus, it doesn't indicate negative score. Then, to complete the result of the research, the researcher found out the degree of freedom (df) with the formula :

$$\begin{aligned}df &= N-1 \\ &= 23-1 \\ &= 22\end{aligned}$$

$$df = 22 \text{ (See table of "t" value at the degree of significance of 5\%)}$$

At the degree of significance 5% = 2.074

The result is $14.70 > 2.074$

The of analyzing the data by using the above formula shows that the coefficient is 14.70. It means that there is significance increase after application Communicative Language approach in teaching speaking.

DISCUSSION

The research findings indicates that students' speaking achievement using Communicative Language Teaching Approach shows the improvement of students' speaking skill in dialogue text in terms of fluency and accuracy. From the improvement shows the process in pre-test and post-test. The result of the students' speaking dialogue text in pre-test is very low before the application of Communicative Language Teaching Approach in the fluency and accuracy.

Based on the problem above, the researcher gives the treatment Communicative Language Teaching Approach so that students could the improvement in post-test. In pre-test the researcher only gave example dialogue text to know their knowledge before application Communicative Language Teaching Approach. At the beginning, the students didn't understand how to create a dialogue and their spelling also had many mistakes but the researcher gave the treatment using Communicative Language Teaching Approach to the students. As the result become active and enjoy in speaking activity.

The description the analysis of the data from speaking test as explain in the previous section shows that the students' speaking skill in fluency in term of the students smoothness and accuracy in term of students pronunciation. It examines

the result of treatment teaching and learning process toward the effectiveness of communicative language teaching to improve of speaking skill dealing with fluency and accuracy at the Seventh Grade student of SMP 2 Baranti which is conducted with pre-test, treatment and post-test during 6 meetings.

Having analyzed the data of pre-test and post-test by using t-test formula, the result shows that the coefficient is 14.70. it means that there is a significance increase in teaching speaking by the application Communicative Language Teaching Approach

Based on the result of data analysis, it is proven that the students' achievement in accuracy and fluency taught by the application Communicative Language Teaching Approach is better. It means that the application of Communicative Language Teaching Approach in teaching speaking is quite effective. Another reason based on the students' responses is because most of students find that more close with the teacher is enjoyable in studying english. This reason leads to better attention in learning and stimulate them to speak English well.

CONCLUSION

Based on the result of data analysis and the discussion of the result in the previous chapter, the researcher concludes that:

The researcher that the application of Communicative Language Teaching Approach in speaking skill at the seventh grade of SMP Negeri 2 Baranti is effective to improve after the treatment by applying application Comunicative Language Teaching Approach in speaking skill. It was prove by the significance difference between the students' achievement before and after the application of application Comunicative Language Teaching Approach in speaking skill especially in terms of accuracy and fluency.

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