

THE COMMUNICATIVE APPROACH TOWARD STUDENTS SPEAKING ABILITY OF THE SEVENTH GRADE STUDENTS AT SMP NEGERI 1 LICIN BANYUWANGI

Wageyono

**English Educational Department, Faculty of Language and Art, PGRI University of
Banyuwangi.**

wageyono252gmail.com

Abstract

Speaking ability in the foreign language teaching is not enough merely to provide students with opportunities to speak in conversation or class discussion. The various approach which can applied by teacher or source of information in the classroom activities to support the students to be for familiar to the target language as the objective of learning. This all intended to modify the students in order to be able to communicative approach. This approach used to help the teacher in interesting the students achievement in order become to communicatively competence. Therefore, this study tried to discover students' speaking ability in communication for the first year students of SMP N 1 Licin in the school year 2019/2020. There were two research questions formulated as follow: (1). To what extent is the level of students' speaking ability in English for beginning level of the first year students' of SMP N 1 Licin in the school year 2019/2020? (2). To what extent is the effectiveness of communicative approach toward speaking ability for beginning level of the first year students of SMP N 1 Licin in the school year 2019/2020? This study was experimental research ; the target population of this study was all the first year students of SMP N 1 Licin in the school year 2019/2020. The researcher took 50 students as the sample of the study, 24 students as the experimental group and 26 students as the control group. To collect the data, the researcher used speaking test in oral term which refers to the retelling picture and tape recorder. In analyzing the data, the researcher used the comprehensive description of FSI procedure and then compared with the criteria of the weighting table of the comprehensive description of FSI procedure. After collecting and calculating the data, the researcher found that the mean score for the experimental group was 60, and for the control group was 41.5. while, in testing the hypothesis, the researcher used t-test formula. The researcher found that t-test was 1.77, and t table in significant rank 5% was 2.02 ($1.77 < 2.02$). so, the alternative hypothesis was rejected and the null hypothesis could be accepted. It means that there is no significant effect of communicative approach toward students speaking ability.

Keywords : communicative approach, speaking ability

INTRODUCTION

English has become an international language, more and more people learn English. The importance of English as a world language has made people to learn English as early as possible. People who use English as language find difficulties because they do not use it for daily activities. On the contrary, some people who speak English as a foreign language still consider that English is the most difficult to practice. Language is system of sound symbol used by humans to communicate. Finnonchiaro and Brumfit (in Richard and Rodger, 2001 : 65) said that language as means of communication in which there are many language which can be used in doing interaction with the other people. English in Indonesia is taught as a foreign language in all school levels (from elementary school up the university).

In English curriculum, students speaking ability is very hoped in teaching and learning process especially in teaching English because English is compulsory subject must be known for all of students to develop through four skills, listening, speaking, reading and writing. A language learner will not be able to convey or interpret messages spoken or written with the other people without mastering communicative aspect, such as : grammatical, discourse, sociolinguistics, pragmatics and etc. in other word, successful speaker/ reader is able to convey, interpret, negotiate meaning. The aspects of communicative competence have some categories. Brown (2001:66) divides communicative competence into grammatical, discourse, sociolinguistics, pragmatics, and strategies. The components of communicative competence it self can be acquired by the four skills namely listening, speaking, reading and writing. But in this case, the researcher emphasized those four skills on speaking ability, but it is not enough to provide students with opportunities to speak in English.

The teacher needs to help students to speak. Help them when participating in class discussion or conversation, because the students need time to plan and organize their message while they are speaking. Many Indonesian students in an level find a lot of difficulties in mastering the four language skills. In this study, the researcher focused on observing students' problem in speaking ability, because speaking seem to be the most difficult and also many students interest spontaneously and enthusiasm to learn it. That is why, caused by the English teacher is not yet be able in using approach method.

The most often become to complain is the teachers ability in applying appropriate approaches, methods, strategies or techniques in teaching or learning. So, many students is not interest in learning English. Therefore, the English teacher suggested in order to be able mastering of method, such as, Nababan (2001:40) notices that a qualified teacher is the teacher who is able to suit best method or technique to the material that is being taught. To encounter the situation a language teacher needs to acquire a set of skill beside of developing his/her attitudes towards peers, and also language teacher must understand some theoretical knowledge about how human learns.

In the language classroom, for instance, there were various techniques, as well as method, strategies, and approaches and also time allotment „bargained“ by the educator or the source of information (especially English Teacher) to the students to be more familiar to the target language as the objective of learning Ryan and Cooper in Brown (2001). This all intended to modify the students in order to be able to communicate by using the target language effectively.

From the outline above, we can conclude that the teaching technique enable the English teacher can teach the students to communicate in target language as the objective learning. In the sense, the writer often hear beyond the drilling technique, grammar translation method, audio lingual method, and direct approach which were demand the student the focus of learning and also the teacher suggested in presented the materials must suitable by what learner needed.

Beside the phenomenon described above, the writing was describing one approach method which can be used in this study was communicative approach, this approach can be used to help the teacher in motivating in students achievement in the communicative approach toward students speaking ability for beginning level of the seven grade students at SMP N 1 Licin in the school year 2019-2020.

RESEARCH METHOD

Research design

This research was intended to the communicative approach toward students speaking ability of

the seven grade students at SMP Negeri 1 LicinBanyuwangi in the 2019/2020 Academic year.

The study was ansince it described the quantitative degree to which variables were related. It was also reasonable that the writer intended to exsamine the cause and effect between two variables, communicative approach and students" speaking ability. According to Hadi (2003:56) that is an experimental design is one of the precise methods to examine the cause and effect. In this study, the writer prepared or set up communicative approach toward students" speaking ability. For the students who was exsamed to answer speaking test. The idea concerned with the statements of Arikunto (2001:67) that by using experimental design, the examiner intentionally revised appreance of the difference and then it was exsamed how the result was. The study tried to describe the effect of treatment of two distinct, communicative approach towards students" speaking ability. Thus, the research design was pre-test and post-test group. Therefore, design was call a pre-test and post-test control group design. This design was adopted from Ary,et al. (2002:163).

RESULTS AND DISCUSSION

Related to the research problems, the writer used speaking test as an instrument.Ary (2002:216) states that a test is a set of stimuli present to an individual in order to elicit responses on the basic of wich a numeral score can be designed. Moreover, Heaton, (2001:89) states that the test used must be appropriate in term of our object, the dependable in the evidence provides, and applicable to our particular situation. In this case, the researcher gave the students speaking test in using communicative approach. This study aimed at knowing the students achievement in speaking, where the students was asked to tell by using communicative approach was used to make the students achievement in speaking achievement in a language (Nurgiantoro, 2001:229)

In order to avoid misunderstanding in readers mind, the writer informed the kind of test that used in this research was speaking test as an instrument. In this case, the reteling pictures. The aimed of this method to measure the skill, knowledge,ability,etc. the picture used to stimulate the subject to build their opinion. The pest reinforcement of comprehension test using picture in which

- a) The picture comprehension test spread out the subject to analysis the picture about 10 minute.
- b) After the subjects have finished to analysis the picture, the written asked the subject to retell about the picture comprehension test.

The researcher used orally test in this study. The form of the oral test employed isverbal essay. Based on the topics were taught in oral test or speaking, the respondents was asked to speak for the at least five minutes. The researcher grade that the grammar scale receives the heaviest weighting, followed by vocabulary comprehension, fluency, accent, which receives the lowest weighting. The oral interview always refers to the picture. In scoring value to each subject, the whole kind above test was evaluated by reseacherv as the following comprehension of FSI procedure (oller,2002:292).

The above comprehensive description of FSI procedure is conversed and evaluated .the writer used weighting table. The above table in horizontal line number 1 to 6 at top row is the ability level scale or description of fluency. The speaking test consist of three question where the subject were asked to explain the three questions orally, if the students were able to give correct answer, they got mark as mentioned in weighting table of FSI procedure and it was also done for thwwrong answer. The above weighting table is conversed as the following comprehensive description of the FSI procedure (oller, 2001:321).

c) Technique of Data Collection

The data of this study was obtained by using a type of test, test was speaking test. In order to get data, the writer administrated the way of collecting data as follows;

1. The writer presented an interesting topic followed by comprehension test to each object
2. Asking each students about the topic on the best to know their speaking achievement.
3. While the students were answering the test , their answering the test, their answer was

recorder.

The writer interrupted or asked the subject if their answer were not related in the test given. Before answering the questions, the subjects were given 15 minutes to study the topic and answering in 10 minutes.

CONCLUSION

Based on the discussion in the previous chapter, the writer finally comes toward the conclusion:

1. The speaking ability of both groups of the average and low category is and however, the speaking ability of the students who belong to experimental group was included in the average category in which the mean score was 60. While, the speaking ability of the students who belong to the control group was included in low category in which the mean score was 41.5.
2. All of the above data was also found out that the highest students score on the speaking test through reteling picture was 70 in experimental group and 68 control group, and then the lowest score was 13 in experimental and control group. It means that the students of SMP N 1 Licin were average and low category.
3. There is no effect of communicative approach towards students" speaking ability in this research, so, the hypothesis stated is not accepted.

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