

ARTICLE

**THE EFFECTIVENESS OF COMMUNICATIVE LANGUAGE
TEACHING IN TEACHING SPEAKING TO EIGHTH
GRADE OF SMPN 1 KARANGREJO IN
ACADEMIC YEAR 2015/2016**

By:

RIZKI INTAN SUGIANI¹⁾, Umdatul Khoirot²⁾, Supriadi³⁾

STKIP PGRI Tulungagung

ABSTRACT: Speaking is one of the four language skills (listening, speaking, reading, and writing). It means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. In addition, people who know a language are referred to as ‘speakers’ of that language. There are many kinds of method for teaching speaking, one of them is communicative language teaching method. The research problem is there any significant effect of communicative Language Teaching in teaching speaking to the eighth grade students of SMPN 1 Karangrejo in academic year 2015/2016. The objectives of the study is to find out significant effect of communicative language teaching in teaching speaking to the eighth grade students of SMPN 1 Karangrejo in academic year 2015/2016.

In research the researcher used a quantitative research. The population of this research was the eighth grade students at SMPN 1 Karangrejo. It consisted of 350 students. The researcher used a purposive sampling. There were 64 students as sample of this research. There were 32 students as experimental group and 32 students as control group. The instrument used in this research is a test. The test is speaking test especially in descriptive text. The study used technique of t-test based on Winarsunu to analyze the data. Then the data is analyzed by using quantitative analysis with the Paired Sample T-Test stated by SPSS 21.0.

The finding of effectiveness coefficient of communicative language teaching in teaching speaking, mean score and standard deviation of experimental group were 73.47 and 5.704, while the mean score of control group was 58.40 and the standard deviation was 6.936. There was a significant effect in teaching speaking by using communicative language teaching to the eighth grade students of SMPN 1 Karangrejo in academic year 2015/2016.

Finally, it could be concluded that there was significant correlation between the students' mastery of generic structure and their achievement of reading narrative text. The category of the correlation was enough. The researcher hopes that the result of this research will give advantages, and the student will be able to arrange the narrative text to the right order, and get much information.

Key Words: Effectiveness, Communicative Language Teaching Method, Teaching Speaking

Language is a means of thinking and transferring culture from one generation to another as well as from one nation to another. It is also a means of communication among people. Hence, many countries emphasize teaching foreign languages other than the native language to its citizens.

Over the last three decades, English has become the most important foreign language in the world. At present, English is the language for international communication, science, commerce, advertising, diplomacy and transmitting advanced technology. It has also become a "lingua franca" among speakers of languages that are not mutually intelligible (Willis, 1996; and Coury & Carlos, 2001). Furthermore, in the age of "globalism" we live nowadays, the interdependence of nations and countries creates a need for a global language and no language qualifies for this better than English (Abousenna , 1995: xv).

The status of English on the international level is a major factor that contributes to the increase in the importance of English. As a matter of fact, English has become an important asset for anyone seeking employment in business, industry or technology. Accordingly, the main aim of teaching English in our secondary schools is to enable students to communicate in English so that they become able to enroll in the labor market and to cope with the challenges of

higher education as well. Thus, eventually the need for secondary stage students with effective speaking skills, as the most important means of communication, has arisen and more focus is given to spoken English at the secondary stage (Directives for General Secondary School, 2005 - 2006).

Speaking is one of the four language skills (listening, speaking, reading, and writing). It means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. In addition, people who know a language are referred to as 'speakers' of that language. Furthermore, in almost any setting, speaking is the most frequently used language skill. As Rivers (1981) argues, speaking is used twice as much as reading and writing in our communication. Speaking has usually been compared to writing, both being considered productive skills, as opposed to the receptive skills of reading and listening. Speaking also is closely related to listening as two interrelated ways of accomplishing communication. Every speaker is simultaneously a listener and every listener is at least potentially a speaker (Oprandy, 1994: 153 & EL Menoufy, 1997: 9).

Speaking has been classified to monologue and dialogue. The former focuses on giving an interrupted oral presentation and the latter on interacting with other speakers (Nunan, 1989: 27). Speaking can also serve one of two main functions: transactional (transfer of information) and interactional (maintenance of social relationships) function (Brown and Yule, 1983: 3). From the fact above, the researcher is interested in analyzing some problems that make students seldom speak English in their daily conversation and implement Communicative

Language Teaching (CLT) method to know students' achievement in speaking ability. CLT is the name which was given to a set of beliefs which is included not only a re-examination of what aspect of language to teach, but also in a shift in emphasis in how to teach. The 'what to teach' aspect of the communicative approach stresses the significance of language function rather than focusing solely on grammar and vocabulary. A guiding principle was to train students to use these language forms appropriately in variety of context and for a variety of purposes. The 'how to teach aspect' of communicative approach is closely related to the idea that language learning will take care of itself and that plentiful exposure to language in use and plenty of opportunities to use it are vitally important for students' development and skill (Harmer, 1998: 84)

CLT aims to make communicative competence as the goal of language teaching and to develop techniques and procedures for teaching language skills that are based on interdependent aspects of language and communication. Communicative competence includes grammatical competence, sociolinguistic, and strategies. Communicative language abilities include knowledge or competence and proficiency in the application of these competencies in the communicative use of language, contextual, and appropriate.

2.1 Communicative Learning Teaching (CLT)

Communicative language teaching began in Britain in the 1960s as a replacement to the earlier structural method, called Situational Language Teaching. Communicative Language Teaching (CLT) is an approach to the

teaching second and foreign language that emphasizes interaction as both the means and the ultimate goal of learning a language. It is also referred to as “communicative approach to the teaching of foreign languages” or simply the “Communicative Approach

Communicative Language Teaching (CLT) is a language teaching tradition which has been developed in the United Kingdom in 1970s. Different from the other teaching methods that have been discussed, CLT is seen as an approach instead of a method. CLT is regarded more as an approach since the aim is to make the communicative competence the goal of language teaching and to develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication (Richards and Rodgers, 1986: 66).

The emphasis on the communication makes the proponents of this approach pay attention to functional as well as structural aspect of language. It is believed that no single set of procedures or texts that is accepted as typical procedures of CLT. Different people have interpreted the concept of the combination of functional and structural aspects of language in different ways (Richards and Rodgers, 1986: 66). For some, CLT means an integration of grammatical and functional teaching while for others, the approach means using procedures where learners work in groups employing available language resources in problem-solving tasks.

The concept suggest that language items are presented in situations in the classroom to ensure that their meaning is clear, and then practiced as formal structures by means of exercises of sufficient variety to sustain the interest of the learner and in sufficient numbers to establish the structures in the learner's memory (Widdowson, 1983: 117-8). This concept of CLT is not regarded as the right assumption of CLT since the aim of communicative teaching is not only the ability to compose correct sentences but also the ability to communicate. Language learners should do more than working in-groups to learn to use the language in communication.

The concept of CLT can be traced back by looking at the concept of communication itself. Widdowson (1983: 118) states that communication in only takes place when we make use sentences to perform a variety of different acts of an essentially social nature and we use sentences to make statements of different kinds, to describe, to record, to classify and so on, or to ask questions, make requests, and give orders. It implies that language teaching should be contextualized by presenting language items in situational setting in the classroom.

To develop the procedures of teaching, language teachers may consider the underlying, principles of CLT developed by different authors. These principles are worth considering not only for preparing what learning-teaching activities are expected but the whole processes that cover the preparation of language materials, the squence of the materials, the presentation, and the output. Howatt (cited in Richards and Rodgers, 1986: 66) states that there are a strong version and a weak version of CLT:

The weak version of CLT stresses the importance of providing learners with opportunities to use their English for communicative purposes and characteristically, attempts to integrate such activities into a wider program of language teaching. The strong version of CLT, on the other hand, advances the claim that language is acquired through communication. If the former could be described as learning to use English, the latter entails using English to learn it

The two different versions need not be contrasted. CLT principles may be continued. One side of the interval of CLT is the weak version and the other side of the interval is the strong version. The procedure developed based on the principle of the weak version of CLT may be the starting point of teaching a foreign language communicatively. Then, the procedure of CLT ends with the activities developed based on the strong version of CLT. It seems impossible to teach English by using the target language to learn it in a setting where English is really a foreign language, such as in Indonesia. Probably, the procedure of the strong version of CLT may be introduced without considering the weak version in countries where the target language is the second language.

Since the emphasis of teaching is the use of the language for communication, language errors are tolerated and seen as a natural outcome of the development of communication skills (Larsen-Freeman, 1986; 129). Language teachers are not suggested to correct all of student's errors. Corrections are done when the errors may hinder the understanding of the communication. Language teachers should be selective in correcting errors. They should provide their students opportunities to express their ideas in the target language and the target language is used as a vehicle for communication in the classroom.

The principle of CLT will be more easily understood by contrasting CLT with another method. Finacchiaro and Brumfit contrast the major distinctive features of CLT with those of the Audio-Lingual Method (ALM). (cited in Richards and Rodgers, 1986: 67).

Based on the explanation above, the writer is interested in finding out the effects of Communicative Learning Teaching (CLT) in teaching speaking. It can be used to help the teacher in motivating the students achievement in the effectiveness of communicative learning teaching in teaching speaking of the eighth grade students of SMPN 1 Karangrejo in academic year 2015/2016.

The design of this research is quantitative approach. In this research, the samples are taken from two classes and they will be determined to be the experimental group and the control group. The experimental group was given treatment that is teaching speaking by using communicative language teaching and the control group is taught by conventional way of teaching speaking. Post test is given to both of experimental group and the control group to find out mean difference. The design of the research could be illustrated as follow.

Figure of design research:

Group	Treatment	Post test
A	X	Y ²
B	-	Y ₂

Note :

A : experimental group

B : control group

X : Treatment (Teaching speaking by using CLT in experimental group)

Y₂ : Post-test of control group and experimental group.

This design controls for the main effects of history, maturation, regression, and pretesting: because no pretest is used, there can be no interaction effect of pretest and X. Thus, this design is especially recommended for research on changing attitudes (Ary, 2010: 306). It is also useful in studies in which a pretest is not available or not appropriate, such as in studies with kindergarten or primary grades, where it is impossible to administer a pretest because the learning is not yet manifest.

The procedure of the research is as follow. First, researcher teaches about speaking by using communicative language teaching, which is conducted to experimental group, whereas the control is taught by using conventional method that is teaching the students like what the teacher usually teaches at the school. In this case, the teacher taught speaking without using communicative language teaching. Second, researcher gives the post-test to both of the class to know differences result between experimental group and control group. Fourth, analyze the data from post-test scores by using t-test.

In doing the research, the researcher has to know the population and the sample. Because the researcher can collect the data from the sample and the sample can be taken from population. The definition of population and sample as follows:

Population

According to Arikunto (2006: 130), population is all of the subject that will be investigated in the research. Another opinion says that population is a group of individuals who have the same characteristic (Cresswell, 2008: 15).

The population of this research is all the eighth grade students of SMPN 1 Karangrejo in academic year 2015/2016. The population of this research are 350 students. In this case, the population will be chosen 30 students as the experimental and 30 students as control groups.

Sample

Sample is a part of representative of population the researcher wants to observe (Arikunto, 2006: 31). According to Cresswell (2008: 152), sample is subgroup of the target population that the researcher plans to study for generalizing about target population. The samples of this research are VIII C consisting of 30 students and VIII D consisting of 30 students.

Sampling

Sampling technique is a means used by a researcher to take the sample of the research. Therefore, the writer can make a generalization of the sample must be able to represent the population. There are eight basic techniques, namely: random sampling, stratified sampling, area probability sampling, proportional sampling, purposive sampling, quota sampling, cluster sampling, and double sampling (Arikunto, 1996: 120). In this study, the writer used the purposive sampling to take the sample, which means the process of selecting a sample by taking

elements in a sample purposely. In purposive sampling the sample must be representative the population.

According to Arikunto (2006: 118) variable is object of research or that become point of research and Ary (1974: 34) said that a variable is a construct or characteristic that can take on different values or score.

The title of this research is “The Effectiveness of Communicative Language Teaching in Teaching Speaking to the Eighth Grade Students of SMPN 1 Karangrejo in academic year 2015/2016”. In this title there are two variables namely:

Arikunto (1998: 97) says “Variable that regard to be called cause, free variable or independent variable (X). So, independent variable is variable that is free. It means that it can stand itself. It influence dependent variable. The independent variable in this research is communicative language teaching method.

3.3.1 Dependent Variable

Arikunto (1998: 97) says that “effect variable called by variable not free, pending variable, bonded variable or dependent variable (Y)”. Dependent variable is influenced by independent variable. It cannot stand by itself if there is not an independent variable. The dependent variable in this research is speaking.

3.4 Data Collecting Method

In this research, the researcher gets main data by doing post-test to experimental class and control class. The main data is concerned with the

students' score in post-test. Test is the research instrument to collect the main data. According to Arikunto (2006:150), test is a series of questions or exercise as well as other tools used to measure the skills knowledge. Test is used to obtain the main data. It is intended to measure the students speaking achievement. In this research, an achievement in order to establish how successful individual student, group of student or the courses themselves have been achieved objective.

The content of the test in this research is speaking test. The test is make short dialogue and practice in front of the class. The test is given to the respondents after the students were taught by using communicative language teaching in teaching speaking for experimental group and teaching speaking without using communicative language teaching for control group.

Before concluding the result of the study, this part discusses about the final result of the study. There was a big different gained between the speaking ability of students in experimental group than those who were in control group. It can be seen on their mean score. The mean score of the students in experimental group were higher than in control group. It is clearly indicated that communicative language teaching has significant effect in teaching speaking to the eight grade students of SMPN 1 Karangrejo in academic year 2015/2016.

This stage will discussion about all of the process had been done in this research. It is discussion about the summary of the finding.

In SMPN 1 Karangrejo, especially in eighth grade students' in academic year 2015/2016, communicative language teaching method confirmed have significant effect in teaching speaking.

Students can develop their ideas in speaking especially in descriptive text easily. There are many factors that make students able to speak well such as students are rich of vocabulary, they have good pronunciation, and grammar.

In addition, descriptive text is instrument in teaching speaking by using communicative language teaching method. To speak well, students should have good background knowledge; rich of vocabulary; have good ability in grammar, have good in pronunciation.

This chapter deals with the result of research and discussion based on the data analysis to the effect of communicative language teaching in teaching speaking to the eight year students of SMPN 1 Karangrejo in academic year 2015/2016.

5.1 Conclusion

Based on the data analysis and the discussion in the previous chapter, the writer finally comes toward the conclusion.

Theoretical Conclusion

The conclusion of this study is that Communicative Language Teaching can be used in teaching speaking to the eighth grade of SMPN 1 Karangrejo in academic year 2015/2016. Most the students said that use of CLT can help them achieve communicative competence and make them to be more active in the class.

Based on Hossen (2008), he said that Communicative Language Teaching (CLT) is one of the teaching approaches which emphasizes on language use rather than on language as structure. In other words, CLT concerns more on how language is produced correctly. Finocchiaro and Brumfit (1983) also said that communicative language teaching is taught in communicative way. It means that the learners learn language through communication. In communicative language teaching, learners learn language by using it in real communication.

Empirical Conclusion

From the statistical analysis it is found that the mean score and the standard deviation of experimental groups were higher than control groups. Mean score and standard deviation of experimental group were 73.47 and 5.704, while the mean score of control group was 58.40 and the standard deviation was 6.936. However, the speaking ability of the students for both groups were included in the average category.

5.2 Suggestion

Based on the conclusion above, the writer puts forward the following suggestions :

1. For the teachers

The English speaking teachers should develop the ability of the students in speaking by giving the students more chance to practice English and to speak their opinion freely, so that their ability will be

improved. It is suggested that the English teacher should use communicative language teaching as the teaching method especially in teaching speaking.

2. For other researchers

Finally, the researcher hopes other researcher to be more motivated in conducting further investigation to find the main factors which can effect the positive instructional activity.

3. For the Students

It will be very useful for the students to improve their speaking ability, especially descriptive text by using this method.