THE EFFECTIVNESS OF COMMUNICATIVE LANGUAGE TEACHING IN LEARNING SPEAKING TO THE EIGHT GRADE STUDENTS OF SMPN 1 SEMEN KEDIRI IN ACADEMIC YEAR 2014/2015

PUBLICATION ARTICLE

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NPM 10.1.01.08.0070

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UNIVERSITY OF NUSANTARA PGRI KEDIRI
2015

APPROVAL PAGE

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The English Education Department Examination Committee of
University of Nusantara PGRI Kediri

Kediri, 25 Mei 2015

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ABSTRACT

DINA ROHMA SAFITRI:*The Effectiveness of Communicative Language Teaching in Learning Speaking to the Eighth Grade Students of SMPN 1 Semen Kediri in Academic Year 2014/2015, Skripsi, English Department, Teacher Training and Education faculty, University of Nusantara PGRI Kediri, 2014.*
Key Words : Communicative Language Teaching, Learning Process, Speaking Ability

Speaking is a productive oral skill whose purpose is to achieve a particular end. There are two ways (the teacher's role and the students' role) to encourage students to overcome those problems. One of them is Communicative Language Teaching (CLT). Communicative Language Teaching focuses on the interdependence of language communication and communicative competence of a language.The aims of this research are to describe the students' speaking ability of the eighth grade of SMPN 1 Semen Kediri in academic year 2014/2015 before and after being taught using CLT and to find out whether the teaching speaking using CLT effective or not.

In this research, the independent variable is Communicative Language Teaching method and the dependent variable is the students' mastery of speaking.The subjects of the study were 38 students of class VIII-Gof SMPN 1 Semen Kediri in academic year 2014/2015.The design of this research was quantitative design and the method used in this research was experimental research. The experimental design applied in this study is pre-experimental design with one group pretest-posttest design. The instrument of the research is pre-test and post-test.

The result of the research showed that there was a difference between pre-test and post-test score of the students. The average score of pre-test was 68,81 and the average score of post-test was 76,14. The score of t-test is 5,75 and the t-table is 2,431 in the level of significant 1% and 1,687 in the level of significance 5%. Based on the result above can be seen that the result of t-test was higher that t- table.

Related to the result of the research, it showed that CLT has very significant effect in learning speaking process to the eighth grade students of SMPN 1 Semen Kediri.CLT was statistically significant to the student's speaking ability.The student's score was increasing after they are taught using CLT. The writer concluded that there is significant effect of CLTto the eighth grade students of SMPN 1 Semen Kediri. The writer also suggests the reader to the use CLT in teaching learning process especially for speaking. Meanwhile, the teacher should prepare vocabulary related to materials, teach how to pronounce and ask students to practice. For the students, they have to be more active and interested in role play activities. And the last suggesstion is for the other researcher to make other practice of role play for teaching speaking using other topics, make big play.

I. INTRODUCTION

Speaking is a productive oral skill which its purpose is to achieve a particular end. However, speaking is the most difficult part of the four skills. Speaking skill somehow creates some problems among the learners. The learners encounter problem in speaking in term of the environment and the grammar of their speaking. There are two ways (the teacher's role and the students' role) to encourage students to overcome those problems. Those two solutions can be done by the teacher using some approaches. One of them is Communicative Language Teaching (CLT). Communicative Language Teaching focuses on the interdependence of language communication and communicative competence of a language.

The origins of Communicative Language Teaching (CLT) are to be found in the changes in the British language teaching tradition dating from the late 1960s. Until then, Situational Language represented the major British approach to teach English as a foreign language. Although the movement began as a largely British innovation, focusing on alternative conceptions of a syllabus, since the mid-1970s the scope of Communicative Language Teaching has expanded. Both American and British proponents now see it as an approach (and not a method) that aims to make communicative competence the goal of language teaching and develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication.

The researchhas broader scope and it is impossible for the writer to handle all problems. Therefore, the writer limits the scope of the study. The writer just wants to know whether Communicative Language Teaching has the effect in learning speaking to the eight grade students of SMPN 1 Semen Kediri or not.

Speaking skill somehow creates some problems among the learners. According to Munjayanah in Ariffansyah (2013) there are four problems of speaking skill. They are inhibition, nothing to say, low or uneven participation, and mother tongue use. *The first* problem is that the learners are often *inhibited* about trying to say thing in foreign language in the classroom. The learners or students sometimes worried about mistakes or simply shy of the attention that their speech attract. Secondly, it is that the learners sometimes have *nothing to say*. Unlike reading, writing or listening activities, speaking requires some degree of real-time exposure to an audience. Even they are not inhibited, you often hear learners complain that they cannot think of anything to say. That is because only

one participant can talk at a time if he or she is to be heard. In large group this means the each one will have only very little talking time. And because of that, there comes *the third* problem which is *law or uneven participation*. This problem is compounded of some learners to dominate, while other speaks very little or not a tall. Therefore it is easier for the student to use their *mother tongue* in their class because it looks naturally. That is *the fourth* problem. That is why most of the students are not disciplined in using the target language in the learning process. In reference to Ariffansyah's idea, Hetrakul (1995) spites that learners' problems in speaking are the environment and the grammar. The *first* cause that makes the students difficult in speaking English is that the *environment* does not support the students to speak English frequently. It causes them loose their self confidence. They use their native language in daily conversation and only use English when they have to do it in the class because the students do not want to be rejected by the people around them. That makes the students unable to communicate in English fluently outside the class. *Secondly*, it is the problem with *grammar*. Most students are very easy to get confused with English grammar, while grammar is very needed to form a right sentence. If the students do not have grammar mastery, of course they will not be able to produce sentences that grammatically right. Because of this, the students feel embarrassed when they want to produce English sentences orally. In brief, the learners encounter problem in speaking in term of the environment and the grammar of their speaking.

II. RESEARCH METHOD

In this research, the independent variable is Communicative Language Teaching method and the dependent variable is the students' mastery of speaking.

This research used quantitative method because in collecting the data, this research is using numerical statistic. The writer uses pre experimental design with one group pretest-posttest design that usually involves three steps. The *first* step is administering a pretest measuring the dependent variable. *Secondly*, it is applying the experimental treatment to the subject. The *third* step is administering a posttest, again measuring the dependent variable. Differences attributed to application of the experimental treatment are then evaluated by comparing the pretest and posttest scores. The research started on May 2014 until January 2015.

In thisresearch, the population of the research is the Eighth Grade Students of SMPN 1 SEMEN Kediri. There are eight classes of the eighth grade in this

school, start from class VIII-A until VIII-G. Each class consists of of 36-40 students. The t\total students of whole eight grade start from class VIII-A until VIII-G is 306 students. In this research the writer takes class VIII G which consists of 38 students of SMPN 1 SEMEN Kediri.

III. RESEARCH FINDING AND DISCUSSION

In this part, the writer will discuss about two elements of research finding. They are the description of data variables and the data analysis. The first meeting was conducted by giving pre-test to the learners to know the learners' ability before giving the treatment then explain about the material given. The second meeting was conducted by giving CLT approach for teaching speaking skill and giving the post-test to know the learners' progress after giving the treatment. The details explanation of those phases as follow:

The Result of Pre-test

No	Name	Pre-test Score
1	AM	66.33
2	AS	66.33
3	AEK	66.33
4	AIL	78.33
5	CRS	66.33
6	DR	62.00
7	DM	66.33
8	DR	78.33
9	DKN	78.33
10	EPR	75.00
11	FN	78.33
12	FK	75.00
13	HUM	90.00
14	IS	66.33
15	KAES	78.33
16	MS	75.00
17	MN	81.67
18	MFF	78.33
19	MFR	81.67
20	MHF	46.67
21	NA	51.33
22	NBP	66.67
23	NH	78.33
24	RP	78.33
25	RGS	73.33
26	RA	51.33
27	RP	61.67

28	SBN	85.00
29	SFZ	73.33
30	SM	68.33
31	SLM	60.00
32	SMK	76.67
33	SAES	66.67
34	TY	50.33
35	WWEP	61.67
36	WA	56.67
37	YPI	50.00
38	BP	50.00
	Total	2614.63

The researcher also manifests those pre-test scores in the form of chart as follows:
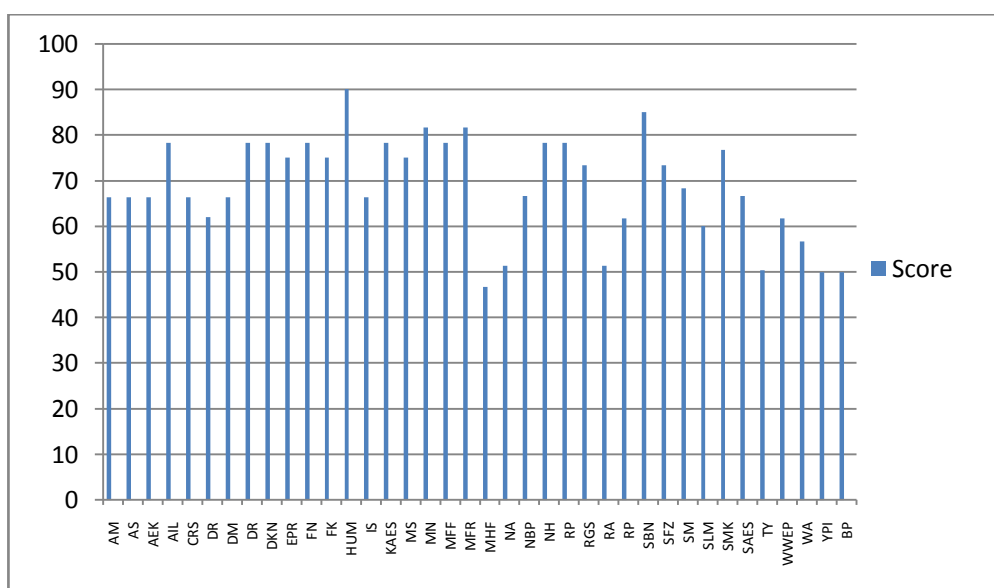
Table Score Frequency of Pre-test

No	Class Limited	Class Boundaries	Mid Point	f	P
1	45-52	44.5-52.5	48.5	6	16%
2	53-60	52.5-60.5	56.5	2	5%
3	61-68	60.5-68.5	64.5	11	29%
4	69-76	68.5-76.5	72.5	6	16%
5	77-84	76.5-84.5	80.5	11	29%
6	85-92	84.5-92.5	88.5	2	5%
	Total			38	100%

From the table and diagram above the total score of pre-test is 2614,63. The minimum standard score of English subject in junior high school is 70. If the students get the score less from 75 it means that they failed the test. According to the result of pre test above, the students who passed the test just 18 students and the other could not pass it. It is less that 50% of the total students. On pre-test

most of the students made mistakes on grammar and pronunciation. They seemed lack of them, only few students that had good ability on grammar and pronunciation. From the table and definition above, it can be concluded that the eight grade students of SMPN 1 Semen Kediri had poor speaking ability.

The Result of Post-test

No	Name	Post-Test Score
1	AM	75.00
2	AS	76.67
3	AEK	80.00
4	AIL	86.67
5	CRS	76.67
6	DR	85.00
7	DM	75.00
8	DR	81.67
9	DKN	88.33
10	EPR	76.67
11	FN	61.67
12	FK	85.00
13	HUM	76.67
14	IS	86.67
15	KAES	81.67
16	MS	76.67
17	MN	88.33
18	MFF	81.67
19	MFR	88.33
20	MHF	61.67
21	NA	51.33
22	NBP	68.67
23	NH	83.33
24	RP	81.67
25	RGS	85.00
26	RA	64.33
27	RP	71.33
28	SBN	90.00
29	SFZ	73.33
30	SM	80.00
31	SLM	60.00
32	SMK	85.00
33	SAES	71.33
34	TY	66.67
35	WWEP	71.33
36	WA	66.67
37	YPI	66.67
38	BP	66.67
	Total	2893.36

The Result of Post-test
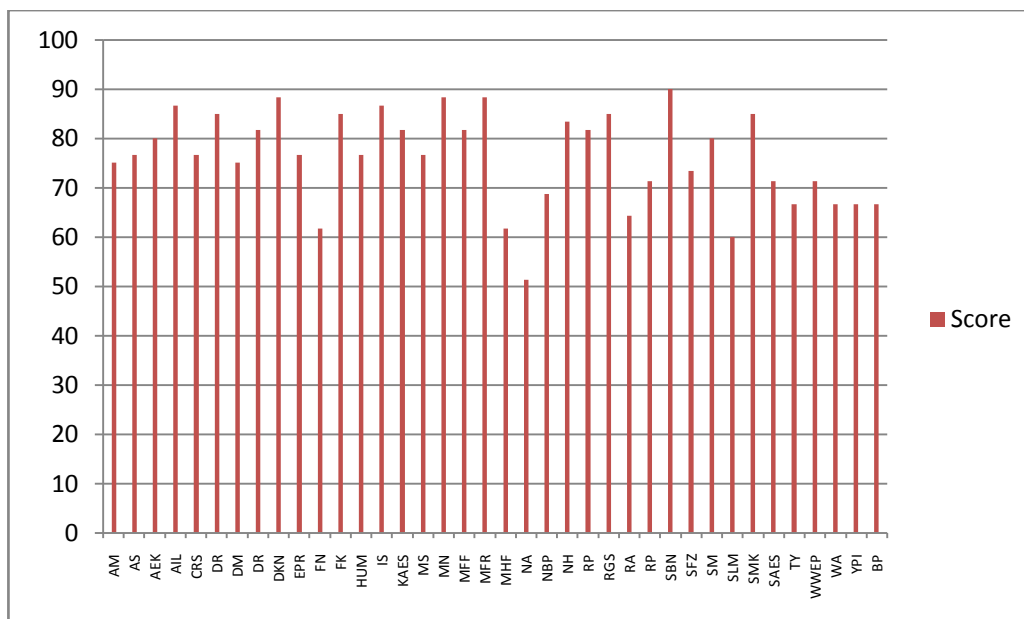
Table Score Frequency of Post-test

No	Class Limited	Class Boundaries	Mid Point	f	P
1	50-56	49.5-56.5	53	1	3%
2	57-63	56.5-63.5	60	3	8%
3	64-70	63.5-70.5	67	6	16%
4	71-77	70.5-77.5	74	11	29%
5	78-84	77.5-84.5	81	7	18%
6	85-91	84.5-91.5	88	10	26%
	Total			38	100%

Post-test is conducted to measure how far the effect of CLT to the student's speaking ability. Based on the table and diagram above, the post test total score is 2893,36. In post-test the total students who could pass the test are 28 students while 10 students could not pass it. The total score of pre-test is 2614,63 and the total score of post-test is 2893,36. Based on thus measurement, it can be said that the score of post-test is higher than pre-test.

Based on the table and the description above, it can be said that there are many students who can pass the speaking test and have increasing score of speaking test. It means that the eight grade student's speaking ability in SMPN 1 Semen Kediri was increasing.

Score Different of Pre-test and Post-test

No	Name	Pre-Test Score	Post-Test Score	D	D^2
1	AM	66.33	75.00	8.67	75.17
2	AS	66.33	76.67	10.34	106.92
3	AEK	66.33	80.00	13.67	186.87
4	AIL	78.33	86.67	8.34	69.56
5	CRS	66.33	76.67	10.34	106,92
6	DR	62.00	85.00	23.00	529.00
7	DM	66.33	75.00	8.67	75.17
8	DR	78.33	81.67	3.34	11.16
9	DKN	78.33	88.33	10.00	100.00
10	EPR	75.00	76.67	1.67	2.79
11	FN	78.33	61.67	-16.66	277.56
12	FK	75.00	85.00	10.00	100.00
13	HUM	90.00	76.67	-13.33	177.69
14	IS	66.33	86.67	20.34	413.72
15	KAES	78.33	81.67	3.34	11.16
16	MS	75.00	76.67	1.67	2.79
17	MN	81.67	88.33	6.66	44.36
18	MFF	78.33	81.67	3.34	11.16
19	MFR	81.67	88.33	6.66	44.36
20	MHF	46.67	61.67	15.00	225.00
21	NA	51.33	51.33	0.00	0.00
22	NBP	66.67	68.67	2.00	4.00
23	NH	78.33	83.33	5.00	25.00
24	RP	78.33	81.67	3.34	11.16
25	RGS	73.33	85.00	11.67	136.19
26	RA	51.33	64.33	13.00	169.00
27	RP	61.67	71.33	9.66	93.32
28	SBN	85.00	90.00	5.00	25.00
29	SFZ	73.33	73.33	0.00	0.00
30	SM	68.33	80.00	11.67	136.19
31	SLM	60.00	60.00	0.00	0.00
32	SMK	76.67	85.00	8.33	69.39
33	SAES	66.67	71.33	4.66	21.72
34	TY	50.33	66.67	16.34	267.00
35	WWEP	61.67	71.33	9.66	93.32
36	WA	56.67	66.67	10.00	100.00
37	YPI	50.00	66.67	16.67	277.89
38	BP	50.00	66.67	16.67	277.89
	Total	2614.63	2893.36	278.73	4278.35

Score Difference of Pre-test and Post-test
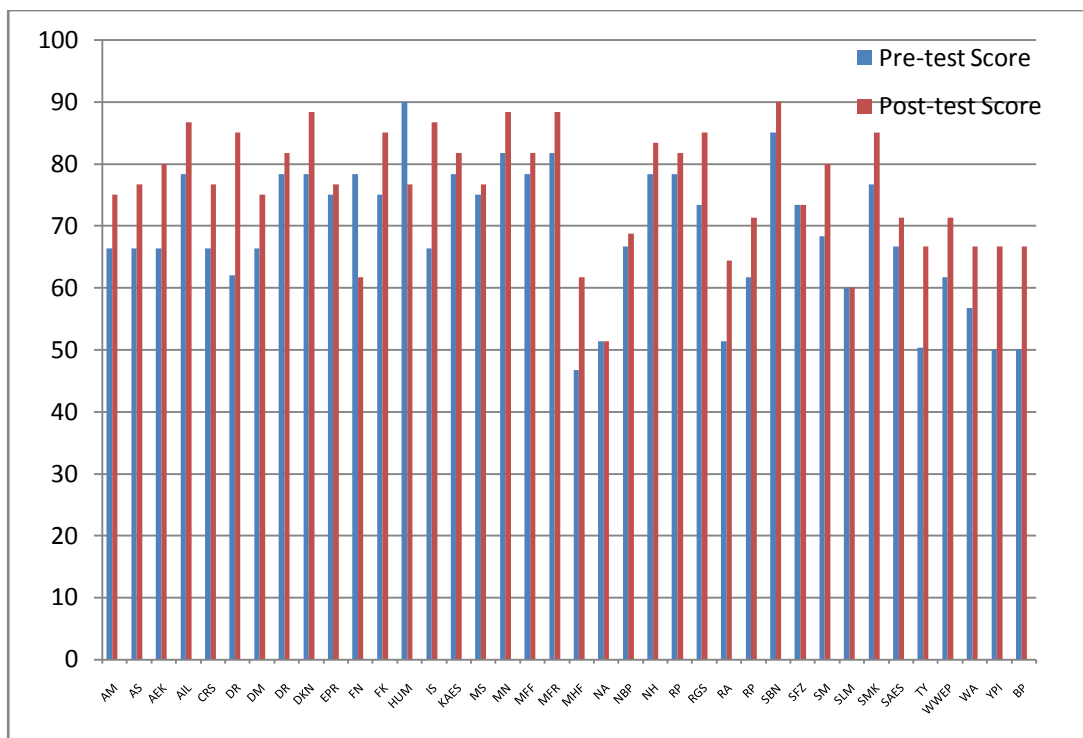
The Difference Level of Significant from t-table and t-score

Db	t-score	t-table 5%	t-table 1%	Significant Ha	H$_O$
37	5,75	1,687	2,431	Significant	Rejected

Based on the table above, the result of this research shows that t-score is 5,75 at degree of freedom 37, t-table is 1,687 at the level of significance of 1% and 2,431 at the level of 5%. It means that t-score > t-table at the level of significance 1% and 5%.

From the table above, the reader can see that there is difference between pre-test and post-test score. The frequency of post-test score increase than the frequency of pre-test. The data shows that t-score is higher than t-table in both significance 1% and 5%.

IV. CONCLUSION

Here conclusion that founded by the writer, the objective of the research was to know the effectiveness of using Communicative Language Teaching in learning speaking to the eight grade students of SMPN 1 Semen Kediri. The writer conducted experimental research in order to reach the objective of the study

and as the sample the writer took VIII-G class. The process of the research is firstly the writer gave pre-test to the students to know the ability and score of speaking of the students. After that, the writer gave some treatments using CLT method; in this research it used role-play tasks. In the end of the research, the writer took a post-test to the students to get the final score and then analyzed it using statistical analysis.

Based on the statistical analysis, the writer found that there was different score between pre-test and post-test. The mean score of post-test is higher than the mean score of pre-test. Therefore, the teacher measured the significance of the mean difference of pre-test and post-test using t-test.

The result calculation of t-test was t-table for the level significant 1% and 5 % showed that there is a significant different between pre-test and post-test. The score of t-test is 5,75 and the t-table is 2,431 in the level of significant 1% and 1,687 in the level of significance 5%. Based on the result above can be seen that the result of t-test was higher that t- table. It can be said that CLT was statistically significant to the student's speaking ability. The writer concluded that there is significant effect of CLT to the eighth grade students of SMPN 1 Semen Kediri. The student's score was increasing after they are taught using CLT.

From the explanation and analysis above, it can be known that before taught using CLT, the eighth grade students of SMPN 1 Semen Kediri have quite low score. Before the students are taught using CLT, their total score of speaking test is 2614,63 and the mean of their pre-test is 68,81.On pre-test most of the students made mistakes on grammar and pronunciation. They seemed lack of them, only few students that had good ability on grammar and pronunciation.

After the students were taught using CLT, their total score of reading test is 2893,36 and the mean of their post-test is 76,14.It means that the mean of post-test is higher than the mean of pre-test.It can be said that the students' score is increasing after they are taught using CLT.

Meanwhile,the analysis of t-test showed that t-score is higher than t-table. The score of t-test is 5,75 and the t-table is 2,431 in the level of significant 1% and 1,687 in the level of significance 5%. Based on the t-test result which is obtained, CLT has very significant effect in learning speaking process to the eighth grade students of SMPN 1 Semen Kediri. Therefore, the alternative hypothesis Ha (Communicative Language Teaching has the effectiveness to the learning speaking of eight grade students of junior high school Semen 1 Kediri in

academic year 2013-2014) is accepted and Ho (Communicative Language Teaching does not have effectiveness to the learning speaking of eighth grade students of junior high school Semen 1 Kediri in academic year 2013-2014) is rejected. According to the differential frequency of pre-test and post-test above, the writer concludes that there is a research result: there is an effectiveness of using CLT in learning speaking to the eighth grade students of SMPN 1 Semen Kediri.

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