

**THE EFFECT OF USING COMMUNICATIVE LANGUAGE
TEACHING METHOD ON THE SEVENTH GRADE STUDENTS'
SPEAKING ABILITY AT SMPN 2 YOSOWILANGUN
IN THE ACADEMIC YEAR 2015/2016**

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ABSTRACT

Key words: *Communicative Language Teaching Method, Speaking Ability*

Communicative Language Teaching is one of the methods that has an aim to develop communicative competence as the goal of language teaching. It was defines as what a speaker needs to know in order to be communicatively competent in a speech community. This method is appropriate to be implemented on the seventh grade students at SMPN 2 Yosowilangun which has some difficulties in their speaking.

In this research, the problem “Is there any significant effect of using Communicative Language Teaching Method on the seventh grade students’ speaking ability at at SMPN 2 Yosowilangun in the academic year 2015/2016”. The objective of the research is to know effect of using Communicative Language Teaching Method on the seventh grade students’ speaking ability at at SMPN 2 Yosowilangun in the academic year 2015/2016. Type of this research is experimental with nonrandomized control group pretest posttest design. Class VII A as experimental group and VII B as control group. Each group consists of 22 students. Subjective test is used to collect the data where the material to test is taken from the curriculum of the school. The data is analyzed by using *t*-test in SPSS version 16.

Based on the result of data analysis, the *p*-value was 0.016. It is less than 0.05. So, it can be said that the null hypothesis (*H*₀) which stated that there was no significance effect of using Communicative Language Teaching Method on the seventh grade students’ speaking ability at SMPN 2 Yosowilangun in the academic year 2015/2016 was rejected.”

ABSTRAK

Kata Kunci: *Metode Communicative Language Teaching, Kemampuan berbicara*

Communicative Language Teaching adalah salah satu metode yang bertujuan untuk meningkatkan kemampuan berkomunikasi sebagai tujuan mempelajari bahasa. Hal itu didefinisikan sebagai apa yang harus diketahui oleh seorang pembicara untuk berkomunikasi dengan baik dalam sebuah komunitas pembicara. Metode ini sesuai untuk diterapkan pada siswa kelas tujuh di SMPN 2 Yosowilangun yang memiliki beberapa kesulitan dalam berbicara.

Di dalam penelitian ini, permasalahannya adalah “adakah dampak dari penggunaan metode Communicative Language Teaching pada kemampuan berbicara siswa kelas tujuh di SMPN 2 Yosowilangun tahun 2015/2016”. Tujuan penelitian ini adalah untuk mengetahui dampak dari penggunaan metode Communicative Language Teaching pada kemampuan berbicara siswa kelas tujuh di SMPN 2 Yosowilangun tahun 2015/2016”. Jenis penelitian ini adalah eksperimen dengan desain peneliti *nonrandomized control group pretest posttest*. Kelas VII A sebagai kelompok eksperimen dan VII B sebagai kelompok control. Masing-masing kelompok terdiri dari 22 siswa. Tes subjektif digunakan untuk mengumpulkan data dimana materi untuk tes diambil dari kurikulum yang digunakan oleh sekolah. Data dianalisis menggunakan *t*-tes di SPSS versi 16.

Berdasarkan hasil dari analisis, *p*-value adalah 0.016. Itu lebih kecil dari 0.05. Jadi dapat dikatakan bahwa hipotesis nol (*H*₀) yang mengatakan bahwa tidak ada dampak dari penggunaan metode Communicative Language Teaching pada kemampuan berbicara siswa kelas tujuh di SMPN 2 Yosowilangun tahun 2015/2016 ditolak. .

INTRODUCTION

The communicative approach in language teaching starts from a theory of language as communication. The goal of language teaching is to develop what Hymes (in Richard 2001:159) referred to as “communicative competence”. It was definition of what a speaker need to know in order to be communicatively competent in a speech community. Communicative Language Teaching is ones of the methods which suites with the goal of language teaching especially in teaching speaking. According to Harmer (2002:84) Communicative Language Teaching (CLT) is the name which was

given to a set of beliefs which included not only about what aspects of language to teach, but also a shift in emphasis in how to teach”.

Speaking is a crucial part of second language learning and teaching. Today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules. According to Harmer (2002:269) “speaking is the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language ‘on the spot’.

The activities in CLT typically involve students in real or realistic communication, where the accuracy of language they use is less important than successful achievement of the communicative task they are performing. Students should have a desire to communicate something. They should be focused on the content of what they are saying rather than on a particular language form.

RESEARCH METHOD

Respondent

The population of this research was all of the seventh grade students at SMPN 2 Yosowilangun in the academic year 2015/2016. It consists of seven classes with 172 students, start from VII A to VII G. This sample of this research was VII A as experimental group consists of 22 students, and VII B as control group consists of 22 students.

Instrument

The instrument used in this research was subjective test. Regarding with the validity, the researcher used content validity which meant that the researcher made the test based on the curriculum of the school. While the reliability of the test analyzed by using alpha cronbach in SPSS version 16 and the result was 0.720.

Procedures

Two classes were taken to conduct this research. One group was treated as experimental group and the other was treated as control group. Before the treatment was given, a pretest was established to both of the groups. In the end, the posttest was given after 2 meetings of teaching and learning process. Each meeting done in 80 minutes. The experimental group was taught by Communicative Language Teaching

method, and the control group was taught by conventional method. The teaching procedures for experimental group are explained as follow:

1. The teacher shows a picture to the students.
2. The teacher leads the students to describe about the picture.
3. The teacher gives an example of descriptive text in the form of dialogue.
4. The teacher and the students model the dialogue in the form of role play.
5. The teacher asked the students perform the dialogue in the form of role play without bringing any text.
6. The teacher and the students' discusses about the performance.

RESULT AND DISCUSSION

In data collecting method, pretest and posttest were given to both experimental and control group. The result of pretest and posttest of both groups can be described with the table below. The table can be seen clearly as follow:

Table 4.2 Speaking Score of Experimental and Control Group

Aspect	Experimental Group	Control Group
Higher score of pretest	75	75
Lower score of pretest	65	60
Higher score of posttest	85	80
Lower score of posttest	70	60
Mean score pretest	69.32	70.45
Mean score posttest	75.23	71.82
Number of students	22	22

Concerning with the description above, the data were calculated by using *t*-test in SPSS version 16 showed that the *p*-value (sig. (2-tailed)) of posttest score from both of the groups was 0.016. The *p*-value has been compare with the significance level that used by the researcher and the result was the *p*-value $0.016 < 0.05$. So, it can be said that the null hypothesis (*H*₀) which stated that there was no significance effect of using Communicative Language Teaching Method on the seventh grade students' speaking ability at SMPN 2 Yosowilangun in the academic year 2015/2016 was rejected. In other word, "there is significant effect of using Communicative Language Teaching Method on the seventh grade students' speaking ability at SMPN 2 Yosowilangun in the academic year 2015/2016.

Wu (2008:50), he stated that CLT emphasizes the speaking skill in order to improve their communicative ability by focusing on meaning, and refuses error correction for maintaining the conversation.

From the discussion above it can be concluded that experimental group got better in speaking rather than control group. It meant, teaching speaking using Communicative Language Teaching method was more effective to develop students' speaking ability.

CONCLUSION AND SUGGESTIONS

Conclusion

Based on the result of data analysis, the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. The conclusion is that "there is significant effect of using Communicative Language Teaching Method on the seventh grade students' speaking ability at SMPN 2 Yosowilangun in the academic year 2015/2016".

Suggestion

In order to develop the students' speaking ability, it is better for the English teacher to use Communicative Language Teaching Method as an alternative way to teach speaking to the students. This research suggests to students to have more motivation in learning English and have more desire to communicate or interact with others by using the target language in classroom activities. For other researchers are suggested to use the result of this research as a consideration for other researcher to conduct further research dealing with the application of other method in different language skill and components. The researcher should do collaboration with the English teacher to assess students speaking skill.

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