

ABSTRACT

Ismail, Arif, January 2017, *The Effect of Communicative Grammar on eighth grade students' speaking skill in SMPN 01 Tempurejo In The 2016/2017 Academic Year*. Thesis. The English Language Education, Faculty of Teacher Training and Education, Muhammadiyah University of Jember.

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Language as a means of communication plays an important role in every aspect of human being. Without having language, people will get difficulty in delivering their mind or expressing their idea. It implies that learning English covers communicative skill in both oral and written to communicate each other. As a matter of fact, English skill is divided into four skills. They are listening, speaking, reading, and writing. These skills are important in English language teaching. However, among those four English skills, speaking ability is the most important that the student should have (Brumfit, 1984, p.103). Mastering speaking skill is a priority for many second language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they have improved in their spoken language proficiency (Richard, 2008:19).

In this research, the problem is, "Does communicative grammar has a significant effect on the speaking of the eighth grade students in SMPN 01 Tempurejo in the academic year 2016-2017?". The aim of the research is to find out if using communicative grammar has significant effect on the eighth grade students' speaking skill in SMPN 02 Tempurejo in the academic year 2016-2017.

Based on the theory, the writer hypothesize that using communicative grammar has significant effect on the eighth grade students' speaking skill in SMPN 02 Tempurejo in the academic year 2016-2017.

This research is experimental research with randomized control group pre-test and post-test design. The control group consists of 25 students and the experimental group consists of 24 students. Both of experimental and control group got three meetings in this research. To obtain the data, the researcher uses pronunciation test and t-test formula to find out the significance of the difference between the experimental and the control group.

Based on the result, it was found that t-test was 3.6, t-table was 2.02 with the degree of freedom of 47. It shows that t-test is higher than t-table or $t\text{-test} > t\text{-table}$. So the hypothesis of this research that there is a significance effect of using drilling technique on students' pronunciation is accepted. It means that using drilling technique has a significant effect on the students' pronunciation at the eleventh grade of SMK dr. Soebandi Jember in the 2014-2015 academic year.

INTRODUCTION

1.1 Background of the Research

Language is the basic skill that is needed for real communication among people. By using language, we are able to express our ideas and feeling. In Indonesia, English learned by the students as a foreign language. English must be taught as early as possible because it is a compulsory subject from kindergarten up to university. According to Harmer (2011: 60), there are several elements of English language, they are grammar, vocabulary and pronunciation. English is very important to be learnt. Especially with pronunciation, the students are expected to be able to master in speaking, reading and listening. Pronunciation, which refers to the way how words are articulated into speech-sounds, is important, because it is the most significant aspect in oral communication without which speaking would be very unlikely. As Gilakjani (2012: 96) stated that pronunciation is a prominent factor in foreign language teaching since sounds play an important role in communication. In the context of foreign language learning, learning pronunciation is even more demanding because once we mispronounce words it may also create miscommunication since different pronunciation may signify difference in meaning.

Yet, many learners find pronunciation as the most difficult aspects of English to acquire and need explicit help from the teacher. Most of the students admit that English is difficult because it is not their own language. The difference between the writing and pronunciation of the words make the students are confused. They are afraid of making mistakes and feel ashamed because their friends sometimes laugh at them when they try to practice it. In Indonesia there are many problems that learners have when they deal with the pronunciation. Most of the learners have problems when they learn oral skill. Furthermore, he also state that it is very common that many foreign language learners have problems in teaching and learning process.

In relation to the language teaching, there are some ways that can be used to motivated students in learning English. English teacher can use some possible media, strategies, approach, methods or technique for the classroom activities. In this case, drilling technique is regarded as one of techniques that can be used in teaching pronunciation. In this research, drilling technique suggests the students to be used to the foreign language the students are learning. Senel (in Riswanto, 2012: 83) stated that drilling technique is very useful in teaching pronunciation since it can create correct and accurate pronunciation. According to Riswanto (2012: 83), there are two crucial elements of learning in behaviorist, they are

repetition and reinforcement. Therefore, it is appropriate to conduct a research in English subject titled “The Effectiveness of Using Drilling Technique on the Pronunciation of the Eleventh Grade Students in SMK dr. Soebandi in the Academic Year 2014-2015”

1.2 Problem of the Research

“Does communicative grammar has a significant effect on the speaking of the eighth grade students in SMPN 01 Tempurejo in the academic year 2016-2017?”

1.3 Operational Definition of the Variables

1.3.1 Communicative Grammar

Grammatical patterns must not be learned at the utterance level but at the discourse level. The main objective focuses on the development of communicative grammatical competence which is understood as the ability to use and understand a structure in a variety of situations spontaneously, especially in speaking. The approach calls for a certain balance between pre-communicative and communicative activities. The first prepare the learner to handle the language rules for actual communication, and the second is enable them to use the structures in real communication. The student must not do drills and pre-communicative exercises in the class, but they must interact and communicate with other speakers when they use the patterns they are studying.

1.3.2 Speaking

Speaking is the ability of participants to communicate and express their idea, thoughts, feelings, and need in order to make sense of them. In this case, the skills of speaking are needed namely accuracy, fluency, and comprehensibility. Further, the accuracy concerns on grammar, vocabulary, and pronunciation where participants can express and use the right words in the correct sequence of utterance and produce clear pronunciation.

LITERATURE REVIEW AND HYPOTHESIS

2.1 Review of Related Literature

2.1.1 Speaking and It's aspect

English speaking ability is very important for people interaction where people almost speak everywhere and every day through English. In this global era, many people used English as a media of communication and it makes people who come from different countries to be easier in making interaction and communication.

In addition, speaking can be also defined as productive skill. It is the ability of participants to communicate and express their idea, thoughts, feelings, and need in order to make sense of them. In this case, the skills of speaking are needed namely accuracy, fluency, and comprehensibility. Further, the accuracy concerns on grammar, vocabulary, and pronunciation where participants can express and use the right words in the correct sequence of utterance and produce clear pronunciation.

2.1.5 Communicative Grammar in Teaching Speaking

Communicative grammar is new kind of grammar which is focussed more on grammar in uses rather than to grammatical structure (Leech, 2002). Communicative grammar is based on communicative approach to the teaching of second or foreign language. Language structures must not be taught in isolation but integrated to the four skill of language: listening, speaking, reading, and writing. In this way astructure is practiced orally and in written form.

2.2 Hypothesis

Based on the research problem and the literature review above, the research hypothesis can be formulated as follows: using Communicative grammar has a significant effect on the eighth year students' speaking in SMPN 01 Tempurejo in the 2016/2017 academic year.

RESULT OF THE RESEARCH

The result of the pronunciation test showed as follows:

If $t\text{-test} < \text{critical value}$, means that H_0 is accepted. If $t\text{-test} > \text{critical value}$ means H_1 is accepted.

It was found that the value of t-test was 3.36, while the critical value of t-test with significance level of 5% and the degree of freedom of 60 was 2.02. It means that the null hypothesis (H_0) which said that using drilling technique in teaching pronunciation had no significant effect on the eighth year students' speaking in SMPN 01 Tempurejo in the 2016-2017 academic year, is rejected and the alternative hypothesis (H_1) which said that using communicative grammar method in teaching speaking had significant effect on the the eighth year students' speaking in SMPN 01 Tempurejo in the 2016-2017 academic year, is accepted with significance level of 5% and degree of freedom of 47.

Based on the above data statistical analysis, the summary of the t-test result can be seen as follows:

Table 4.2 Summary of the t-test result

Note		Experimental	Control
The Analysis	M	8.12	6.60
	N	24	25
	The deviation	9.625	14.56

	t-test	3.36	
With	Df	60	
	t-table	2.02	

Note :

M : Mean

N : Number of the students

CONCLUSION

Based on the result of the data analysis, the discussion and the hypothesis verification above, it can be concluded that: The use of communicative grammar method has a significant effect to increase the speaking skill of the eighth grade students in SMPN 01 Tempurejo in the 2016-2017 academic year.

Considering the result above, it was clear that the communicative grammar method in English learning process gave great contributions to the students' speaking. It was prove by the students' score of post-test.

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