

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.

Advisors: (1)Dr. Tanzil Huda, M.Pd (2) Indri Astutik, M.Pd

Key words: Communicative grammar, English speaking.

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 succes 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' speaking at the eighth grade of SMPN 02 Tempurejo in the academic year 2016-2017.