

IMPROVING STUDENT'S SPEAKING SKILL BY USING COMMUNICATIVE LANGUAGE TEACHING (CLT) METHOD AT TENTH GRADE OF SMA NEGERI 1 LAHUSA

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Abstract

Language is tool for human to share feeling and idea and when we building communication with other we need speaking where in Speaking is a activities that can do all human to interact for other people or transfer information by language, Speaking is one of the components in teaching English and make a connection between one person to another got information or share the idea and massage. This research aimed to Improving student's Speaking Skill by using Communicative Language Teaching (CLT) Method at Tenth Grade of SMA Negeri 1 Lahusa. The researcher used theory Richards and Rodgers, to Improving student's speaking because this method can devoted students to communication in english by carrying out actual social interactions, such as presentation and discussion. To find out the result of research used data analysis, the result is analyzed by assessing speaking they are accent, grammar, vocabulary, fluency and comprehension from CAR (classroom action research) (quantitative data) and data collection take from observation and documentation (qualitative data). The implementation communicative language teaching method involving students in the learning process. Communicative Language Teaching method is appropriate in teaching speaking skill. In teaching apply by researcher to solve the students problem in speaking ability. Communicative language teaching method in the learning teaching process can make the students active, involved and free and confidence-self when we try make interest in without puss down their motivate in the learning process.

Key Words : *Improving students; Speaking; Skill in cammunication.*

Abstrak

Bahasa merupakan alat bagi manusia untuk menyampaikan perasaan dan gagasan, ketika kita komunikasi dengan orang lain kita memerlukan process berbicara dimana dalam Berbicara merupakan suatu kegiatan yang dapat dilakukan oleh semua manusia untuk berinteraksi dengan orang lain atau menyampaikan informasi melalui bahasa, Berbicara merupakan salah satu komponen dalam pengajaran Bahasa Inggris dan membuat koneksi antara satu orang dengan orang lain mendapat informasi atau berbagi ide dan pesan. Penelitian ini bertujuan untuk Meningkatkan Keterampilan Berbicara siswa dengan menggunakan Metode Pengajaran Bahasa Komunikatif (CLT) di Kelas Sepuluh SMA Negeri 1 Lahusa. Peneliti menggunakan teori Richards dan Rodgers, untuk Meningkatkan

kemampuan berbicara siswa karena metode ini dapat mengabdikan siswa untuk berkomunikasi dalam bahasa Inggris dengan melakukan interaksi sosial yang sebenarnya, seperti presentasi dan diskusi. Untuk mengetahui hasil penelitian digunakan analisis data, hasilnya dianalisis dengan menilai berbicara yaitu aksen, tata bahasa, kosa kata, kefasihan dan pemahaman dari PTK (penelitian tindakan kelas) (data kuantitatif) dan pengumpulan data diambil dari observasi dan dokumentasi (kualitatif). data). Penerapan metode pengajaran bahasa komunikatif melibatkan siswa dalam proses pembelajaran. Metode Pengajaran Bahasa Komunikatif tepat dalam mengajarkan keterampilan berbicara. Dalam pengajaran diterapkan oleh peneliti untuk memecahkan masalah siswa dalam kemampuan berbicara. Metode pengajaran bahasa komunikatif dalam proses belajar mengajar dapat menjadikan siswa aktif, terlibat dan bebas serta percaya diri ketika berusaha membangkitkan minat tanpa mengurangi motivasi mereka dalam proses pembelajaran.

Kata Kunci : Meningkatkan; Keterampilan; Berbicara siswa dalam berkomunikasi.

A. Introduction

Language is tool for human to share feeling and idea. According to Shastri (2010:01), "Language is arbitrary and conventional". And Finegan, (2008:06) stated "language is often viewed as a vehicle of thought as a system expression that mediates the transfer of thought from one person to another".

Communication refers to two-way relationship to share or convey ideas, messages to each other. Shastri, (2010:01) stated "Communication is both verbal and non-verbal". communication is also one of important point method in English for teacher and student to ask and answer in teaching and learning activity. Communication one of opportunity to encourage and

influence student interest or other people in English skill.

English is the most popular language used by people around the world. It has been an International language that have to be learned as a second language. There are four basic skills in teaching and learning English, they are listening, speaking, reading, and writing. English has four basic skill's in general Brown (2003:8) states that "these components are: the skills of listening, speaking, reading, and writing". Gleason et al, (1998:02) "language is so basic to our existence that life, without word is difficult to envision because speaking, listening are such fundamental aspect of our daily lives, they seem seem to be ordinary skill reading and writing".

In four skills, the researcher focus on the speaking skill. Speaking is one the important skills in learning English which, we can express our feeling, ideas, opinions, insight, and other mean to other orally. There are several speaking components that has to be mastered by students. The components are pronunciation. Learning speaking ability is a neccessity for students especially for senior High School students.

Speaking is very important in human life. By speaking, we can communicate each other. Speaking is one of the components in teaching English. One of the major objectives of teaching oral communication in enchancing students' achievement to use oral language in context. Speaking is a process in which speaker expresses his/her though, ideas, experiences, opinions, perception, through spoken language. Using language by speaking, human are allowed to communication with other people to express ideas, to facilitate the thinking process and to recall the information.

Academically, speaking skill is the important component to support students

to be successful in language learning. To be succesful in the communication students' must be able to speak and utterance themselves Through classroom activities. Students should be able to comprehend and express their idea based onthe context of topics especially, to utterance the factual information in oral speech or, short dialogue, and to participate active in teaching learning process.

There are many methods that can be used to teach English one method that is often used by teacher to improve student's speaking skill is communicative language teaching (CLT) method. communicative language teaching (CLT) method Is a language teaching method that emphasizes communication as the main goal of learning. In the method students are focused on learning language and practicing students' ability in carrying out actual social interactions, such as conversations, presentations, and discussions. According to Savignon, (2002:01) "Communicative language teaching (CLT) refers to both processes and goals in classroom learning. The central theoretical concept in

communicative language teaching is “communicative competence,” a term introduced into discussions of language use and second or foreign language learning in the early 1970s. Competence is defined in terms of the expression, interpretation, and negotiation of meaning and looks to both psycholinguistic and sociocultural perspectives in second language acquisition (SLA).

Based on the preliminary study in SMA Negeri 1 Lahusa at the Tenth Grade the researcher found 81% students who face difficulties in learning English, especially speaking skill. Where among 100% of students in the classroom there are 30 students, those who have the ability to speak English are 6 students and less able 26 student in speaking English. Some of them are unable to pronounce the English words, for example the words “exactly /izakli /ig’zaek(t)li, actually / atcuali /aektcueli, rude /roud /ru:d, excuse me /ekskuismi /ekskiusmi, required /rekuaryer /ri’kwaier” and some don’t have enough vocabulary when they are trying to speak in English. For example they do not how

say that they want to square something such as “I want to eat, I have a question, He mocked at me mom, I really appreciate you”.

Therefore the researcher is interested to conduct an action classroom research that has a title *“Improving Student’s Speaking Skill By Using Communication Language Teaching (Clt) Method”*.

B. Research Method

The reseacher method designed by applying the Classroom Action Research (CAR) that is used to increase, develop and, applying CLT for teaching speaking skills by researcher. The subject of the research is Senior High School (SMA) Negeri 1 lahusa It is especially MIA 2 at tenth Grade. were used to collect of both quantitative and qualitative data. To implementation of classroom action research based on the theory McTaggart et al, (2014:19) says: planning, action, observation, and reflection.

1. Planning

Planning is arrangement for doing something. In planning the researcher

prepare everything that will be needed in learning process.

2. Action

Action is process doing things, it is implementation of planning. In this step, the students be taught how to improve their skill especially in speaking skill.

3. Observation

In this stage the researcher conduct several activities as follows: Observe during the process of learning about students speaking skill and learning process using observation that had been prepare.

4. Reflection

Reflection implement based on the analysis of data from observation activities. Reflections conduct to determine the extent to which media can enhance students speaking skills and to know the advantages and disadvantages of the implementation of learning process which has been implemented to avoid recurrence on the second cycle and overcome obstacles that may be encountered on the second cycle. C.

Research Finding and Discussion

Based on the data analysis, the result of observation paper and test in cycle 1.

Table 1. The Result of Observation Papers of Researcher's Activities in Cycle I

Aspect	First Meeting			
	Done	Percentage	Undone	Percentage
Researcher activities	10	66%	5	34%
	Second Meeting			
	Done	Percentage	Undone	Percentage
	11	78%	3	22%

Source: The observation paper of researcher's activities

Based on the data displayed on the table above, it showed that in cycle I of meeting I, the researcher did 10 (ten) activities or 66% and did not do 5 (five) activities or 34% from the total 15 (fifteen) activities observed. In the second meeting, the researcher did 11 (eleven) activities or 78% and did not do 3 (three) activities or 22% from the total 14 (fourteen) activities observed.

Table 2. The Result of Observation Paper of Students' Activities in Cycle I

Aspect	Cycle I			
	First Meeting		Second Meeting	
Students' Activities	Done	Undo	Done	Undo
	49	51%	61	39%
	%		%	

Source: The observation paper of students' activities

From the table above, it shows that in the first cycle of meeting I, the total average of done activities was 49% and

total of undone activities was 51%. Furthermore, in the second meeting cycle I, the students' observation paper result showed that there was 61% done activities and 39% undone activities.

Table 3. Test Result in cycle I

Passed /Not passed	Number of Students	Percentage	Average
Passed	13	43%	64,53
Not Passed	17	57%	

Source: Students' Achievement Score in cycle I

Based on the table displayed above, it showed that total of students who passed minimum competency criterion (MCC) was 13 students or 43% while other 17 students or 57% was failed. The total score gained in this cycle was 1963 with average score was 64, 53. It means that result of cycle I was not achieved the target and the teaching learning process was unseccessful. Therefore, the researcher conducted the cycle II

Table 4. Result of Observation Papers of Researcher's Activities in Cycle II

Aspect	First Meeting			
	Done	Percentage	Undone	Percentage

	12	80%	3	20%
Researcher's activities	Second Meeting			
	Done	Percentage	Undone	Percentage
	11	91%	1	9%

Source: The observation paper of researcher's activities

Based on the data displayed on the table above, it showed that in first meeting of cycle II, the researcher did 15 (fiveteen) activities or 80% and undone activities were 3 (three) activities or 20% from the total 15 (fifteen) activities observed in the first meeting. While In the second meeting, the researcher done all 12 (twelve) activities or 91% and undone 1(one) activities or 9%.

Table 5. Result of Observation Papers of Students' Activities in Cycle II

Aspect	Cycle II			
	First Meeting		Second Meeting	
	Done	Undone	Done	Undone
Students				
Activities	66%	34%	81%	19%

Source: The observation paper of students' activities

Based on the table above, showed that in the first meeting of cycle II, the total activities done was 66% and total of undone activities was 34%. Furthermore, in the second meeting of cycle II, the students' observation paper result showed that there was 81% done

activities while 19% was undone activities.

Table 6. Test Result in Cycle II

Passe/Not passed	Number of Stdudents	Percentage	Average
Passed	25	83%	70,5
Not Passed	5	17%	

Source: Students' Achievement Score in Cycle II

Based on students' test result, there were 25 students or 83% who passed the MCC and there were 5 students or 16% who did not pass the MCC and the average score was 70,5. In this cycle students score and the students speaking ability has been improved and finally researcher stopped to do the research.

After conducting the cycle II, the researcher reflected the student's speaking ability by evaluating the result of the test and observation papers. The result of cycle II showed that the teaching learning process was successful in conducting the Classroom Action Research (CAR). Based on students' test result, there were 25 (twenty five) students or 83,33% who passed the MCC and there were 5(five) students or 16,66% who were not passed the MCC and the

average score was 70,5. It means that the students got improvement.

In this second cycle, the students were the students were motivated to learn seriously whenever sometimes they get the difficult. The students pay attention and listen to the researcher explanatioan, the students wanted to try speak up by conveying their idea, come in front of class, ask question related to the material that they did not understand, the students wanted to answer some questions from their friend and the researcher, and the students try to do dialoq in front of class.

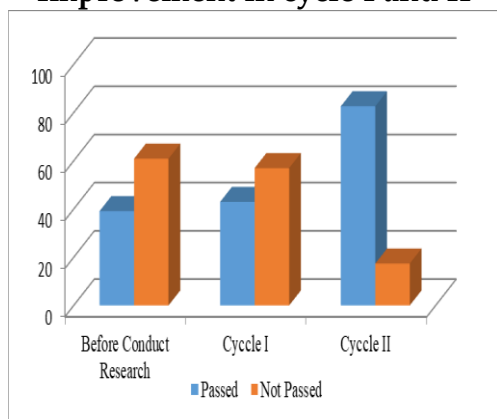
Based on the students' observation paper, mostly the students had done some activities in. From the first and the second meeting, all of the students paid attention and responsive to the researcher. During teaching and learning process in the classroom the students were active in their goup and in making dialogue when the researcher asked them to make a dialogue as their test.

Based on the explanation above, it can be concluded that the students ability in speaking skill was improved through Communicative Language Teaching, and

it also can be concluded that this method was applicable in improving the students speaking ability.

After conducting the research which consisted of two cycles and for each cycle consist of two meetings with the teaching materials were 'Asking and giving opinion' improving student speaking skill by using Communicative Language Teaching method at tenth grade SMA Negeri 1 Lahusa in which consisted of 30 students, based on the research finding, the students have improvement in their speaking ability. The students improvement can be seen in the following graphic.

Graphic 1. The result of the Students' Improvement in cycle I and II



Source : The students test result improvement before conducting the research, cycle I and cycle II

Based on the diagram displayed above, it showed that students get

improvement in their speaking ability by using communicative language teaching method. It display that in each cycle, students who passed MCC was improved. Based on the data, The average students' score before conducting research was 43% or there were only 13 (thirteen) students who passed or 56% or 17 (seventeen) students who not passed the MCC. After applying communicative language teaching method which conducting in cycle I, the students' total average score will become 64.53, there were 13(thirteen) students or 43% students who passed the MCC, and there were 17(seventeen) students or 56% who did not passed the MCC, but in the cycle I the target did not achieve and the teaching learning process was unsuccessful. For the cycle II, after conducting the cycle II, the students' average score got improvement was 70,5 there 25 students or 83% who passed the MCC and there were 5 students or 16% who did not passed the MCC.

On the other hand, final test result of research supported by 5 essential component of speaking there were : 20 (twenty) students with vocabulary level

20, proficiency description able to speak without better grammar and accurately vocabulary; There are 26 the students get pronunciation level 3 with proficiency description able to fulfill routine need for working with better pronounce than level 2; There are 18 students get grammar level 24 with proficiency description able to speak with good grammar and vocabulary to take role in informal and non formal general sentence in conversation; there are 20 students get fluency level 10 with proficiency description able to speak with fluency and accurately in the professional situation; And There 21 students with comprehension 19 level with good and responsibility.

Based on the description before, it can be concluded that during researcher doing research the students more improved in vocabulary component and following by fluency, and The students speaking ability got improved by using communicative language teaching because this method. Apply communicative language teaching researcher emphasizes students to interact with the others.

D. Conclusion and Suggestion

Based on the result of the data analysis of research as already explained in the previous chapter, it can be concluded the result of students' speaking ability got improvement through Communicative Language Teaching Method. The implementation communicative language teaching method involving students in the learning process, and students also able to share knowledge with their friends and that method suitable to motivate and increase students activities in teaching learning English, through implementing communicative language teaching method. Communicative language teaching method is appropriate in teaching speaking skill. Communicative language teaching apply by researcher to solve the students problem in speaking ability that has been discussed in background of the problem.

It is suggested to the teacher and special for the English teacher to use Communicative language teaching method in the learning teaching process because this method suitable and can make the students active, involved and

free and confidence-self when we try make interest in without puss down their motivate in the learning process. On the other hand, Communicative language teaching method provided teacher roles to make class more responsibility were: as the manager, counselor, facilitators, analyst, motivator.

suggested to the students that stay active and creative in the learning teaching process important one to be maintained. Communicative language teaching also allow the students to be communicators, participant, negotiator.

Finally, these research findings are also expected to inspire the other : researchers to investigate students" difficulties in speaking English on the other skills in order to give meaningful inputs for responsibility of students and speaking English is more fun.

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