



Overcoming Student's Speaking Skills Through Communicative Language Method for Junior High School Students

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Abstract

This study aims to determine the effect on vocabulary errors and correct English pronunciation using the Communicative Language Teaching Approach method. Researchers use a test result by teaching all students to be skilled in speaking English correctly and in accordance with existing rules. Data were taken from all students in the class and taught students to speak English correctly. The results showed that the students' ability to use the Communicative Language Teaching Approach method was very effective and easy to understand. All students really understand how to pronounce English properly and correctly. Therefore, it can be concluded that the students' skills in pronouncing English are very good, but some students do not understand how to pronounce English correctly according to the rules.

Keywords: *Ability to speak English, Understanding of correct English vocabulary, pronunciation*

A. Introduction

It has been a phenomenon where most EFL (English as a Foreign Language) students, especially Indonesian students, experience many problems in learning English, this situation leads teachers to identify the problems faced by students in learning English. Some of ways like strategic technical, approach and methods have been developed to overcome the problems faced by students in learning English which are expected to be able to improve students' learning abilities in learning English. then EFL students have problems in English to achieve a good target language such as the problem of lack of mastery of English vocabulary, pronunciation and writing problems in English.

Hadijah (2014) reported that pronunciation, grammar, vocabulary, fluency, and comprehension are the main problems for 130 college students in Samarinda Indonesia, in enhancing the speaking skill. he also stated that the most common problems faced by students were pronunciation, vocabulary and grammar.

in other words, personal reasons also affect the students' skill (Tokoz-Goktepe, 2014) which means that personality also affects students in learning, such as shyness, lack of confidence, fear of making mistakes and that is the problem in learning English, and One of the

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problems is the lack of learning motivation which makes it difficult for students to learn, especially in learning English.

In response to the above explanation, this research was conducted in speaking class at junior high school smp n 7 Pematang Siantar. population In the school there are 768 people with a total of 24 classes, but we took a sample of 1 class, namely class VII with 32 students. they learn English with the k13 curriculum, the 2013 curriculum is implemented in a limited way in pioneer schools, namely in grades I and IV for elementary school level, grade VII for junior high school. teaching and learning through this subject which consists of structure, reading, speaking, and writing are expected to lead them to have good skills In Language. however, the most difficult spoken English performance was the hardest for students to face.

To find ways to improve students' speaking skills, therefore, this study was conducted to find out students' errors in speaking skills including pronunciation, structure, vocabulary, and fluency errors. In addition, students are expected to be able to express their opinions on learning abilities, especially in learning to speak English. It is hoped that the results of this study can be a guide for teachers in schools to find better strategies in teaching speaking to their students in the context of EFL. identify errors and make students able to find their mistakes for improvement, therefore communication and involvement in this language process can help students to get better EFL.

LITERATURE REVIEW

Defenition of Problems

According to Vangundy (2005; 21), "Problems as goals, one general definition describes a problem in terms of some difficult obstacle or goal. In other words, anything difficult to overcome is a problem. He implies that every difficulty is a problem and to overcome the problem is the way to achieve the goal. According to Walter (2008), "Problem is a situation, person or thing that needs attention and needs to be dealt with or solved". which is where he states that the problem must be solved.

Definition of Speaking

Speaking is one of English skills which is used to communicate with other people, which aims to reveal, convey or provide information to someone in conveying purpose that we will convey to other people.

According to Ladouse (1991) speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently.

To know and understand what is speaking, there are some definitions of speaking as the following: According to Walter and Woodford (In Cambridge school dictionary,2008), "Speaking is to say something using your voice or to make a speech to a large group people". According to Walter (In Cambridge advanced learner"s dictionary, 2008), "speaking is.

1. To say words, to use the voice, or to have a conversation with someone
2. To (be able to) talk in language
3. To give a formal talk to a group of people
4. To show or express something without using words

When we speak we can convey our goals , what we feel and our opinion to others and last one is we transfer by speaking. According to Grognet A.G (1997:136) speaking is one of the skills that have to be mastered by students in learning English. Hornby (1995:37)

defined that speaking is the skill that the students will be judge upon most in real-life situation which means that speaking is one of the skill in english that we learn to reach the level of students' ability in English well . speaking is a part of productive skill , The term of productive skills according to Harmer (2007) is the language skills where the students produce the language themselves.

Components of Speaking

in speaking there are several components that can help us to achieve the target language well, how is our grammar, how is it pronounced and the structure of the sentence structure or what is called grammar.

Speaking has several components that should understand on speaking ability. According to Harris (1977:81), there are some components of speaking:

- a. Pronunciation like vowels, consonants, stress, and intonation. Saragih, Saragih, Butarbutar, Panjaitan
- b. grammar; the ability to use sentences in general and structural.
- c. Vocabulary relines to right and appropriate use of the words.
- d. Fluency is the case and speed of the flow of speech.
- e. Comprehension is a subject to respond to speech as well as to initiate

Success on Speaking

In addition, Ur (1996: 120) explains that there are several characteristics to make successful speaking activity:

1. From Students Talking Loud As much as possible, students use English during the learning process
2. Participation is Even Discussions in class are not dominated by minorities who only understand English, but all participants are active in speaking and all students have the opportunity to speak
3. High Motivation Then students are very excited to speak because they are interested in the lesson and have a very high intention to achieve the target language well
4. Language is an Acceptable Level and lastly, students express themselves in speech that is relevant, easy, understandable, to teach others, and with an acceptable level of language accuracy.

Definition of Communicative Language Teaching

Richards (2006, p. 2) has explained that the goal of CLT is achieving communicative competence as proposed by Dell Hymes (1972) in Pride and Holmes (1972), who has stated that a speaker needs to know how to speak in order to be communicatively competent in a speech community.

Applying the theoretical perspective of the communicative approach, communicative language teaching (CLT) aims broadly to make communicative competence the goal of language teaching.

Therefore, as language is acquired through communication (Richards & Rodgers, 2001, p. 67-68), there are many positive impacts that are believed to be obtained by using CLT in teaching-learning

speaking compared to other approaches. They further state that through this approach, a teacher helps to motivate her learners to work with the language through trial and error. They are expected to interact with each other, individually or in pairs or in group work.

The purpose of communicative language teaching is to enable students to communicate in the target language, so the students need to understanding of the linguistics forms, meanings, and function.

So the use of the CLT method is expected that students are able to improve or correct speaking errors through this method and can improve speaking skills well, so this CLT method is a method that is expected to be able to improve speaking problems faced by students, especially in junior high school.

B. Methods

According to McMillan and Schumacher, research is a process of finding and analyzing data systematically and logically to achieve certain goals. This research is directed to explore the inquiry ability of students in junior high school. Therefore, the method used in this research is the

Communicative Language Teaching Method. This research was conducted at the 7th State Junior High School located in the city of Pematangsiantar. This research takes place from November 2021 to December 2021. The instruments used in this research are: This is an activity sheet that guides students to conduct an investigation. The activity sheet contains four stages of activities that are tailored to the abilities that will be measured by the researcher. The inquiry activity sheet was done by class VII students to be precise in class VII 5. The total number of students who worked on the inquiry activity sheet in this study were 30 people. The activities on the activity sheet have the topic of Self Introduction. The procedure taken in the research process, namely: (a) literature study to study the theoretical basis of the topics and subjects to be researched; (b) Develop a grid of research instruments and instruments in the form of an inquiry activity sheet containing the inquiry abilities of junior high school students; (c) Administering a permit to conduct research; (d) Arranging the schedule for the provision of activities in Class VII; (d) Collecting data on students' inquiry abilities by carrying out activities that expect the emergence of students' inquiry abilities. The activity is carried out 1 time; (e) Processing research data by analyzing students' inquiry abilities based on the activity instruments that have been given and the results of interviews.

C. Findings and Discussion

In the results of this study showed the results of all students on the use of wrong vocabulary and wrong pronunciation of teaching Communicative language teaching method. Where students who use the wrong vocabulary often find the use of wrong vocabulary in English pronunciation and students do not understand speaking English word for word in accordance with the correct language rules. In the wrong pronunciation of English, sometimes students think it is easy and very easy at night to pronounce the correct English vocabulary. But after going straight into the classroom, we observed some students and asked students to do a short self-introduction in front of their classmates. Where after all the students did their self-introductions in front of the class, there were some students who mispronounced English and some students were skilled in pronouncing English correctly. Thus, the researchers explained slowly how to pronounce English correctly in front of the class to tell students how to pronounce English correctly. First, the teacher teaches students who are taught in class by making English skills as interesting as possible and the rest also understands what the teacher teaches well. Then, after understanding the students better understand how to pronounce correctly, the teacher gives a pretest and posttest about correct English language skills to students. After doing the pretest and posttest results, it can be seen from the average score of students in speaking English, the results of the students' pretest are 64,4. And make the average posttest result for students is 76,3. It can be said that the results of using the Communicative Language Teaching technique are very

influential on students, especially by understanding students how to pronounce English vocabulary correctly and can also increase students' knowledge of good English and have a good effect on student's enthusiasm for learning.

Example of pronunciation error:

False pronunciation	True Pronunciation
1. Day (dai)	Dei
2. Sit (siit)	sIt
3. high (hig)	Hai
4. now (now)	Nau
5. mat (meet)	Mæt

Examples of how to read English consonants and vowels correctly:

code / cod /

nose / nɔuz /

laid / leid /

base / beis /

sail / seil /

late / leit /

cord / cod /

The research findings on the results of students' achievement in speaking using the Communicative Language Teaching Approach showed very good results and some students were deficient in pronunciation. From the improvement, it shows that the pretest and posttest results are very good in the pronunciation of all students with good and skilled speaking fluency. The results of students speaking English towards their pretest results were very low before the implementation of the Communicative Language Teaching Approach in vocabulary and pronunciation. Based on the problems above, the researcher provides an approach using the Communicative Language Teaching method to students in order to get improvements in the posttest test. Basically, students do not know how to pronounce correct English vocabulary and find it difficult to pronounce after the teacher explains speaking correct English according to the correct rules. The description of the analysis shows the results of students' speaking skills are very good after using the communicative language teaching method. Based on the results of the analysis, it is proven that the students are fluent in speaking English well with the communicative language teaching approach method is quite effective. Student responses also to this approach, students are more active and can blend in and are very pleasant to the teacher. These reasons lead to more attention in learning and stimulate students to speak English well. Actually, the problem that students often face with English is a lack of self-confidence due to lack of practice in speaking English. However, because the Communicative Language Teaching Approach is applied in learning vocabulary and pronunciation, students are very happy to speak English easily. In the end, their shyness disappeared and they started to feel confident about speaking English to each other.

D. Conclusion

From the result and discussion, it can be concluded that based on these results, students experience problems in speaking. Problems consist of grammar, pronunciation, vocabulary.

Grammar Although grammar is not the main goal, grammar is very important in strengthening structure and increasing fluency. Almost all students are in low mastery of

English grammar. Sometimes some people think that when it comes to speaking, one will not think much about what they will say Pronunciation.

Pronunciation is important in English practice. Some students mentioned that they had problems pronouncing some English words. Sometimes they make mistakes, even when they have to repeat what the teacher said before, they are still in the wrong pronunciation and they still have dormitory intonation or their style of speaking English still uses Indonesian style.

Vocabulary In this pattern the problem is that students lack vocabulary, so they cannot practice English with their friends. They memorize vocabulary that only relates to their lessons at school. They still do not have the enthusiasm and a strong effort to master English independently.

To see which CLT technique gives the best effect for students in terms of quality of speaking skills and quantity of interaction. From the quality of speaking skills, it can be seen that the acquisition of each score technique in both pretest and posttest. Therefore, we can see that the suggested technique of CLT can be used develop their speaking skills.

Based on the conclusions above, it is recommended that students be more confident again in speaking. Then, students join English club so that practice keeps them regular and makes them speak fluently as one of the students is pronunciation. There must be a lot of students practice speaking because it is the key to be able to communicate in English, students should not be ashamed to express their ideas, and students should not afraid to make mistakes.

Then a teacher must provide motivation and Stimulating students' opinions is very important to increase students' attention in learning learn English especially speaking. Teachers must be able to make teaching and the learning process becomes fun and not monotonous and students can enjoy it in learn English.

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