Improving the Speaking Skill of English Department Students through Communicative Approach

Oleh:

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Abstract

Keterampilan berbicara adalah salah satu aspek penting yang harus dikuasai oleh setiap penutur dalam berbahasa Inggris. Kemampuan interaksi sosial (soft skills) ternyata lebih penting dari semua factor untuk menentukan keberhasilan seseorang di dunia nyata. Penelitian ini dilakukan untuk mengetahui: 1)apakah penggunaan model pendekatan komunikasi dapat meningkatkan keterampilan berbicara mahasiwa bahasa Inggris. 2)apakah ada perbedaan yang significan model pembelajaran komunikasi dengan tradisional. Data penelitian ini diperoleh dari 60 orang sampel kelas intermediate. Penelitian ini merupakan penelitian eksperimen dengan menggunakan metode kuantitatif dan kualitatif. Instrumen yang digunakan adalah tesmelalui pretest dan posttest.Semua data dianalisis dengan menggunakan uji-t. Hasil penelitian menunjukkan bahwa pendekatan model komunikasi dapat meningkatkan keterampilan berbicara. Hal ini dapat dibuktikan bahwa hasil t-test dan posttest kedua kelompok menunjukkan hasil t-test (7.15) lebih besar dari t-tabel (1.67). Dengan demikian penggunaan model pendekatan komunikasi dapat meningkatkan keterampilan berbicara (Nickolson, 2015). Berdasasrkan hasil penelitian, disarankan agar setiap penutur menggunakan teknik pendekatan komunikasi yang lebih aktif dan kreatif dalam mengekspresikan ide-ide mereka sehingga lebih percaya diri dalam berkomunikasi.

Keywords: soft skill, communicative, approach.

Background of Research.

Speaking means the way to say word, to use voice and to share the information with someone else, As Nickolson (2015:75) stressed that speaking is a two way communication the informal exchange of information and opinion. We could not interact with other people without having communication. To make us easy to speak English the speaker should do the practice English most of the time as well. One key element to success speaking, learners enjoy and like to practice with their friends and other people. Consequently, the speaking in learning English is a priority for many second or foreign language learners.

Additionally, speaking is a vehicle to link individuals to society.The speakers who practice speaking with their peers and friends can help them come to know the world in more personal and socially responsibleway automatically.When they talk about their ideas they clarify their thinking.Ofcourse,they can figure out what they believeand where they stand on issues.Next,it is generally known that,for the certain purposesof speaking the communicative approach make us aware of what has happened orwhat is happening or even what will happen in the future. Then,speaking materials can be absorbed from the speaking materials generally read by people including newspaper,textbooks,novels of all kinds,short stories and the like.

Based on the definition above,the researcher would like to use communicativeapproach in improving the speakers'ability in mastering speaking skill.Hopefully by applying this model,speakers can speak directly. Therefore, the researcher conducted a research entitled"Improving speaking skill through communicative Approach".

Research Problem

In accordance with the background above, the researcher formulated the problems of this research as follows: a) Can the use of communicative approach improve the speaking skill of learners? b) Is there any difference between improving speaking skill through communicative approach and common ways?

The Purpose of Research

In writing this research, the researcher has some purposes which were used as consideration that is as follows: **a)** To find out if the use of communicative approach can improve speaking skill of learners. **b)** To find out if there is a positive difference between improving speaking skill through communicative approach and common ways.

The Scope of Study

There are many techniques to be used in teaching speaking skill. Even though, in this study the researcher only focuses tobe used on the communicative approach model.

The Significance of Research

Theoretically, the communicative approach is a good model in improving speaking skill. The researcher hopes that through conducting this model, the result of study will be additional source about the teaching and learning of speaking skill, particularly in expressing ideas and feeling, etc.

Population and Sample

The population of this research is the whole learners of intermediate level of English department of FKIP SerambiMekkahuniversity. There were 60 learners of intermediate level and those students were tobe used as the sample of this important research.

The Hypothesis

Based on the problems of this research, there is a positive difference between improving speaking skill through communicative approach and common ways.

Review of Literature

Anderson (2015:75) mentions that speaking is a vital component of the English language to stimulate other skills. Thus, it is an essential element in communicating ideas, concept, knowledge and information to others. Despite its importance speaking has also been considered to be a medium to talk or express ideas so that it can be a good communication.

Also, in speaking the speakers must find a topic on which they can relate to in some senses. Johnson (2014:86) notes that speaking involves multi sensory communication hearing, sight, touch, and the like. So, speaking is an activity which are involving two or more people in sending and receiving the information or the messages in oral form.

Learners regard speaking as the measure of knowing a language for daily spoken communication. They also regard speaking as the most important skill that they have to acquire and the progress in terms of their accomplishment in spoken communication. According to Nunan (1998:45) most people mastering the art of speaking is the most single important aspects of learning a second orforeign language. He further said that success is measured in terms of the ability to carry out a conversation in the language.

Research Methodology

Each research activity required techniques to collect data concerning certain problems that are being investigated. In collecting data for this research, the researcher conducted it for three weeks field research. In responding this research, the researcher needed to collect data by carrying out a field research. In this case, it was focused on teaching speaking skill. The researcher decided to use two techniques of collecting data that were considered suitable to the research, in order to obtain complete data and information.

In conducting experimental teaching the researcher taught speaking skill by using communicative approach to the experimental group but he did not teach the control group by using communicative approach model. In applying communicative approach, he has four meetings with the allocated time of 100 minutes for each meeting. At the first meeting he conducted pretest. It was done to know the students ability of both groups in mastering the speaking skill. At the second and third meeting, he applied communicative approach in the teaching speaking skill.

The test is used in order to know the learners achievement in speaking skill and to measure the influence of communicative approach. In this case, the researcher conducted two kinds of tests. That is, pretest to know general ability of learners before giving the treatments. And the posttest was given after teaching and learning process. It is useful to know the learners speaking skill improvement after the teaching and learning activities.

Furthermore, data were analyzed by using t- score formula. The t- score is one of the statistic tests that is used to compare the t- score and t- table that has the significant differences. If the t- score is smaller than t- table, it means the experiment is denied. But if the t-score is bigger than t- table, it means the experiment is accepted. In this research, experimental group is the learners who are taught by using communicative approach

meanwhile control group is the learners who are taught without communicative approach. To determine the t- score, the formula stated by Sudjana (2002:239) was used and it was as follows:

$$\text{t-score} = t = \frac{X_1 - x_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Remarks:

X_1 = The mean of experiment group

X_2 = The mean of control group

S = Standard deviation of both groups

n_1 = Number of students of experiment group

n_2 = Number of students of control group

Research Finding

Data Analyzing

The data analysis used in this research was statistical analysis, because it was quantitative approach.

Data Analyzing of Pretest

The scores of experimental group and the control group are arranged infrequency distribution tables. It is necessary to do, so in order to find out therange of the data (RS), interval (I), and class interval of data (K). According toSudjana (2001:91) the range of data can be obtained by applying the formula.

RS = HS - LS

Where :

RS = Refers to the range of scores or data

HS = Refers to highest scores

LS = Refers to the lowest score

The range of the pre-test of the experimental group:

RS = HS - LS = 58-17= 42

The amount of the interval class of the pre-test of the experimental group is:

K = 1 (3.3) log n=1 + (3.3) Log 30 = 1 + (3.3) (1.477) =1 + 4.874 = 5.876 (K-5 or 6) = 6

To determine the group frequency distribution of the test result, it is neededto count on interval class first by utilizing the formula:

$$I = \frac{R}{K}$$

The interval of the pre-test of the experimental group is:

$$I = \frac{R}{K}I = \frac{42}{7} = 6{,}833 \quad P = 7$$

Table 1 Distribution of Pretest Scores of Experimental Group

Data Fi Xi FiXiFiXi²

Experimental Group				
Data	**Fi**	**Xi**	**FiXi**	**FiXi²**
17 – 23	7	20	140	2800
24 – 30	3	27	81	2187
31 – 37	5	34	170	5780
38 – 44	5	41	205	8405
45 – 51	5	48	240	11520
52 – 58	5	55	275	15125
	30	-	1111	45817

Table 2 Distribution of Pretest Scores of Control Group

Data Fi Xi FiXiFiXi²

Control Group				
Data	**Fi**	**Xi**	**FiXi**	**FiXi²**
17 – 23	13	20	260	5200
24 – 30	2	27	54	1458
31 – 37	2	34	68	3212
38 – 44	3	41	123	5043
45 – 51	3	48	144	6912
52 – 58	7	55	385	21175
	30	-	1034	42100

Since the purpose of the students to compare the mean of each group it isimportant to find out the mean (x) and standard deviation of the score (S) and stated at the following formula is

$$X = \frac{\sum fixi}{\sum fi}$$ (Sudjana, 2001:70).

$$X_1 = \frac{\sum f1\,x1}{xfi} = \frac{1111}{30} = 37.03$$

$$X_2 = \frac{\sum f2\,x2}{\sum x2} = \frac{1034}{30} = 34.46$$

$n_1 = 30$ and $n_2 = 30$

$$S_1{}^2 = \frac{n\sum fixi^2}{n(n-1)} = \frac{30(45817)-(1111)^2}{30(30-1)} = \frac{1374510-1234321}{870} = \frac{140189}{870}$$

$$S_1{}^2 = 161.136$$

$$S_1{}^2 = \sqrt{161.136}$$

$$S_1{}^2 = 12.693$$

$$S_2{}^2 = \frac{n\sum f2x2-(\sum f2x2)^2}{n2\,(n2-1)} = \frac{30(42100)-(1034)^2}{30(30-1)} = \frac{1263000-10699156}{870} = \frac{193844}{870}$$

$$S_2{}^2 = 222.809$$

$$S_2 = \sqrt{222.809}$$

$$S_2 = 14.926$$

$$S^2 = \frac{(n-1)S^2+(n2-1)S2^2}{n1+n2-2} = \frac{(30-1)\,161.136 + (30-1)\,222.809}{30+30-2} = \frac{(30-1)\,161.136 + (29)\,222.809}{30+30-2}$$

$$= \frac{4672.944 + 6461.461}{58} = \frac{11134.405}{58}$$

$$S^2 = \sqrt{222.809}$$

$S_c = 13.855$

      After getting standard deviation of both groups, it is needed to calculate test as follow.

$$t = \frac{\overline{X1} - \overline{X2}}{s\sqrt{\frac{1}{n1} + \frac{1}{n2}}} = \frac{376.03 - 34.46}{13.855 \sqrt{\frac{1}{30} + \frac{1}{30}}} = \frac{2.57}{13.855 \sqrt{0.06}} = \frac{2.57}{13.855\,(0.24)} = \frac{2.57}{3.325}$$

t = 0.77

      The t-score of pretest of experimental and control group is 0.77. It meansthat there is not difference between control group and experimental group because t-table (1.67) is higher then t-test (0.77). It is normal because the experimental group is not given treatment yet.

Data Analyzing of Posttest

      The scores of experimental group and the control group are arranged infrequency distribution tables. It is necessary to do, so in order to find out the range of the data (RS), interval (I), and class interval of data (K). According to Sudjana (2001:91) the range of data can be obtained by applying the formula.

    RS = HS - LS

Where:

    RS = Refers to the range of scores or data

    HS = Refers to highest scores

    LS = Refers to the lowest score

The range of the pre-test of the experimental group:

    RS = HS - LS

        = 94 - 41

        = 53

The amount of the interval class of the post-test of the experimental group is:

K = 1 (3.3) log n=1 + (3.3) Log 30 = 1 + (3.3) (1.477) =1 + 4.874 = 5.876 (K-5 or 6) = 6

To determine the group frequency distribution of the test result, it is needed to count on interval class first by utilizing the formula:

$$I = \frac{R}{K}$$

The range of the pre-test of the experimental group:

RS = HS - LS

= 94 - 41

= 53

The interval of the post-test of the experimental group is:

$$I = \frac{R}{K}$$

$$I = \frac{53}{6}$$

$$I = 8.53$$

$$I = 9$$

Table 3 Distribution of Posttest Scores of Experimental Group

Data Fi Xi FiXiFiXi²

Experimental Group				
Data	**Fi**	**Xi**	**FiXi**	**FiXi²**
41-49	5	45	225	10125
50-58	2	54	108	5832
59-67	2	63	126	7938
68-76	5	72	360	25920
77-85	6	81	486	39366
86-94	10	90	9,00	81000
	30	-	2205	17017

The amount of the interval class of the post-test of the control group is:

K = 1 (3.3) log n=1 + (3.3) Log 30 = 1 + (3.3) (1.477) =1 + 4.874 = 5.876 (K-5 or 6) = 6

The interval of the post-test of the control group is:

$$I = \frac{\square}{\square}$$

$$I = \frac{64}{6}$$

$$I = 10.66$$

$$I = 11$$

Table 4 Distribution of Posttest Scores of Control Group

Data Fi Xi FiXiFiXi²

Control Group				
Data	**Fi**	**Xi**	**FiXi**	**FiXi²**
19 - 29	4	24	96	2304
30 - 40	6	35	210	7350
41- 51	4	46	184	8464
52 - 62	7	57	399	22743
63 - 73	3	68	204	13872
74 - 84	6	79	474	37446
	30	-	1567	92179

Since the purpose of the students to compare the mean of each group it is important to find out the mean (x) and standard deviation of the score (S) and stated at the following formula is

$$X = \frac{\sum \square\square\square\square}{\sum \square\square} \text{(Sudjana, 2001:70).}$$

$$X_1 = \frac{\sum \square 1 \square 1}{\sum \square\square} = \frac{2205}{30} = 73.5$$

$$X_2 = \frac{\sum \square 2 \square 2}{\sum \square 2} = \frac{1567}{30} = 52.23$$

$$S_1{}^2 = \frac{\square \sum \square 1 \square 1^2 - (\sum \square 1 \square 1)}{\square(\square - 1)} = \frac{30\,(170181) - (2262025)}{870} = \frac{243405}{870}$$

$$S_1{}^2 = 278.775$$

$$S_1 = \sqrt{279.775}$$

$$= 16.726$$

$$S_1{}^2 = \frac{\square 2 \sum \square 2 \square 2 - (\sum \square 2 \square 2)^2}{\square(\square - 1)} = \frac{30(92179) - (1567)^2}{\square(\square - 1)} = \frac{2765370 - 2455489}{870} = \frac{243405}{870}$$

$$S_2{}^2 = 365.185$$

$S_2 = \sqrt{365.185} = 18.972$

$S^2 = \frac{(\square-1)\square 1^2 + (\square 2 - 1)\square 2^2}{\square 1 + \square 2 - 2} = \frac{(30-1)279.775 + (30-1)356.185}{30 + 30 - 2} = \frac{8113.475 + 1032.365}{58} = \frac{9145.84}{58}$

$S^2 = 157.686$

$S^2 = \sqrt{157.686}$

$S_c = 12.557$

$t = \frac{\square 1 - \square 2}{\square \sqrt{\frac{1}{\square 1} + \frac{1}{\square 2}}} = \frac{73.5 - 52.23}{12.557 \sqrt{\frac{1}{30} + \frac{1}{30}}} = \frac{21.27}{12.557 \sqrt{0.06}} = \frac{21.57}{12.557(0.24)}$

$t = \frac{21.57}{3.013} = 7.15$

The t-score of two means between post-test of experimental and control group is 7.15, the t-test is higher then critical value of t-test for the degree freedom of 60-2 = 58 sample which is 1.67 at the level of significant 0.05 between two group are significant.

Therefore, the alternative hypothesis (Hi) is accepted and the null hypothesis (Ho) is rejected. It means there is a positive difference between improving the students' speaking skill of intermediate levelthrough communicative approach and through common ways.

Discussion

After processing all the data by using statically analysis, it is needed to discuss some findings. The students still get problem in learning speakingbecause they are still shy and anxiety. But this problem can be overcome by motivating them and by using appropriate methods or ways in teaching and learning process of speaking. In this case, using communicative approach can motivate them in learning speaking.

The t-score of the two between pretest of Experimental and control groupis 0.07, it shows that there is not difference between control group because t-table (1.67) is higher then t-test (0.77). It is normal because experimental is not given treatment yet. Meanwhile the t-score of two means between post-test of Experimental and control group is 7.15, so the t -test is higher than critical value of t-test for the degree freedom of 58 (1.67). It means there is a positivedifference between improving the students' speaking skill of Intermediete level through communicative approach and common ways.

Conclusion and Recommendation

Conclusion.

Based on the explanation and data analysis of the research, it can be concluded as follows:

Applying communicative approach in teaching speaking skill is more effective than without applying communicative approach or common ways. It is supported by the significance result of speaking skill through communicative approach is greater than teaching speaking without using communicative approach. The t-score of two means between posttest of experimental and control group is 7.15. While the t-test is higher than critical value of t-test for the degree freedom of 60-2=58 sample which is 1.67 at level ofsignificant 0,05 between two groups. It means there is a positive difference between improving the second or foreign language of the learners.

There is a significant difference between experimental group and control group. From statistical analysis, it is found that the result of experimental group which learners were taught the speaking skill by using communicative approach has better result than the control group which learners were taught without using the communicative approach.

If not all but majority of learners are motivated to study the speaking skill when the lecturers of English apply communicative approach in teaching and learning process.

Recommendation

The researcher recommends that lecturers of English should solve the learners' problems in speaking skill such as the lecturers should ask them to practice their speaking skill as well as to have extra time to improve their ability. From the conclusion above, the researcher would like to recommend the lecturers of English to improve the learners'ability using communicative approach model in order to get better result. The use of this model of the teaching of English is very appropriate one to develop the certain language. So that learners could obtain optimal result in their learning activities for the years ahead.

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