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THE EFFECT OF USING COMMUNICATIVE APPROACH INTO STUDENT SPEAKING MASTERY AT SMP GAJAH MADA MEDAN

Abstrak

Penelitian ini bertujuan untuk mengetahui hasil dari penggunaan pendekatan komunikatif untuk meningkatkan penguasaan berbicara siswa. Peneliti melakukan penelitian di Sekolah Menengah Pertama Gajah Mada Medan. Penelitian ini dilakukan dengan penelitian kuantitatif eksperimental. Sampel dari penelitian ini adalah kelas IX-A (sebagai kelas eksperimen) dan kelas IX-B (sebagai kelas kontrol), dengan jumlah siswa 20 orang untuk masing-masing kelompok. Peneliti melakukan pengajaran eksperimental dan tes berbicara dengan menceritakan pengalaman pribadi untuk mengumpulkan data. Setelah mengumpulkan data, penulis melakukan analisis data. Hasil dari penelitian ini dapat dilihat sebagai berikut: $t\text{-hitung} > t\text{-tabel}$ ($p = 0.1$) dengan derajat kebebasan (df) = 38. Hal ini berarti $9,179 > 1,21$ ($p=0,1$) dengan df 38. Hal ini berarti bahwa penggunaan pendekatan komunikatif berpengaruh secara signifikan terhadap penguasaan berbicara siswa. Berdasarkan hasil analisis data, siswa kelas eksperimen mencapai skor peningkatan nilai (dari 52,75 menjadi 85,25) sedangkan hasil kelas kontrol hanya mengalami sedikit peningkatan (dari 52 menjadi 74,1). Jadi, para guru di sekolah dapat menggunakan metode pengajaran ini dalam meningkatkan penguasaan berbicara siswa.

Kata Kunci: Pendekatan Komunikatif, Penguasaan Berbicara, Bahasa Inggris

Abstract

This study aims to determine the results of using a communicative approach to improve students' speaking mastery. The researcher conducted the research at Gajah Mada Junior High School Medan. This study was carried out by Experimental quantitative research. The samples of this study were class IX-A (as the experimental class) and class IX-B (as the control class), with a total of 20 students for each group. The researcher conducted experimental teaching and speaking test with story telling personal experience to collect data. After collecting the data, the author conducted data analysis. The result from this research is can be seen as follows: $t\text{-count} > t\text{-table}$ ($p = 0.1$) with degree of freedom (df) = 38. This means $9.179 > 1.21$ ($p=0.1$) with df 38. This means that the use of communicative approach has a significant effect on students' speaking mastery. Based on the results of data analysis, the experimental class students achieved an improved score (from 52.75 to 85.25) while the control class results showed only a slight improvement (from 52 to 74.1). So, teachers in schools can use this teaching method in improving students' speaking mastery.

KeyWords: Communicative Approach, Speaking Mastery, English Language.

INTRODUCTION

Speaking is an important part of human life, but it is considered difficult to learn. Speaking is how one can interact with others. One usually faces a number of problems when interacting with others, such as not being able to communicatively convey their ideas, arguments and feelings. Sometimes, one can understand what others are saying, but they cannot communicate it. This can happen due to lack of practice, lack of motivation, lack of ability to communicate, and lack of confidence. Ideally, one should be able to produce expressions if they can understand them. Speaking is expressing language through the mouth. In order to speak, we need to make or create sound using many parts of our body, including the lungs, vocal tract, vocal cords, tongue, teeth, and lips. Speaking is one of the four basic skills in learning a foreign language besides listening, reading and writing.

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According to (Khan, I., Saleem, Z. & Ara, 2022:63) Speaking is one of the skills or abilities in the English language to express opinions, comment, and reject the opinions of others if it does not match our opinion, as well as the ability to ask and answer questions. answer the question. Furthermore, speaking is a term that researchers usually use for verbal communication between humans. When two people engage in conversation with each other, the researcher believes that they are communicating. Communication between humans is a very ordinary or frequent phenomenon and always changes. (Haslinda et al., 2021:31) stated that in speaking, there are 5 types of speaking namely: imitative, intensive, responsive, interactive, extensive and the type of speaking that must be owned by high school students is responsive.

Communicative approach has become one of the most widely used by teachers. As a communicative approach, communicative language can boost confidence and increase students' active motivation. Teachers should create a real atmosphere where students can participate. Students can develop their own ideas with communicative approach. In reality, most educators remain focused on learning objectives, which limits students' ability to convey their ideas. Communicative approach not only helps students understand different points of view, but also encourages them to think critically. However, (Teshebaeva, 2022:109) state that this approach does not have a clear and defined class record. Therefore, the English teaching method is based on communicative means and original data sources. So, the goal of teaching English and the ultimate goal of using this approach is for students to be able to communicate fluently in English, regardless of their form of pronunciation. The goal of any learning is for speakers to be able to reproduce the language without referring to their mother tongue mentally and culturally.

Language teaching known as the communicative approach emphasizes natural active interaction between speakers and listeners or researchers and readers. The principle of communication is when people speak with the aim of communicating something to others. In the prioritized communicative approach, it can be said that it is important for both parties involved in communication to relate according to the context, situation, and feelings they experience during the communication process. If feelings arise during the communication process, it will be difficult to expect normal communication interaction. According to (Kartini, 2010) The term communicative approach first appeared in England under the name Communicative Approach. The aim of this approach is to create competence as the goal of language learning and develop language skills procedures, namely listening, speaking, reading, and writing.

RESEARCH METHOD

This study used an experimental quantitative design in the form of a one-group pretest-posttest design with a quantitative approach. (Yolanda & Hadi, 2019:4-5) stated "The design of experimental research is to enable researchers to calculate or measure the effect of an experimental treatment". Experimental research can be carried out in class as well as in the field. In this study, experimental research was carried out in the classroom by taking students as the population. A researcher chooses a design in order to be able to determine the validity of the conclusions that can be drawn from the research. In this research, the method used experimental quantitative. (Bohari, 2020:74) states that the population is a generalization area consisting of objects or subjects that the researcher chooses to study and then draws conclusions. The population in this study were ninth grade students of Gajah Mada Junior High School in the 2022/2023 school year.

(Andriani Putri et al., 2020:119) states that the sample is a representation of the composition and size of the population. According to (Sari, 2018:80), the simple random sampling technique is a simple technique because it takes sample members from the population randomly without seeing or paying attention to similarities or strata in the population and suitable to be researched and observed. The researcher used simple random sampling technique to select the research sample, choosing 40 students as respondents. The sample of this study consisted of two classes: class IX-A, consisting of twenty students as the experimental class, and class IX-B, consisting of twenty students as the control class.

(Kusmaryono et al., 2019:346) states that an instrument is a tool or source used by the researcher to facilitate data collection and provide better, accurate, thorough, and systematic results so that it is easier to process. In this study, the researcher collected the necessary information data, the researchers used oral tests which gave twice, the first in the pre-test and the second in the post-test. The instrument

of this research was Test (speaking test) to find out the difference in students' speaking mastery. When collecting data, the researcher uses techniques, namely pre-test, treatment and post-test.

RESULT AND DISSCUSSIONS

Table 1. The Result of the Score

Group	N	Mean Pre-test	Mean Post-test	Deviation	Std. Deviation
Experimental Group	20	52,75	85,25	649	21.447
Control Group	20	52	74,1	432	9.476

$$t = \frac{M_X - M_Y}{\sqrt{\left[\frac{dx^2 + dy^2}{(N_x + N_y) - 2} \right] \left[\frac{1}{N_x} + \frac{1}{N_y} \right]}}$$

$$t = \frac{32,45 - 21,6}{\sqrt{\left[\frac{386,95 + 144,8}{(20 + 20) - 2} \right] \left[\frac{1}{20} + \frac{1}{20} \right]}}$$

$$t = \frac{10,85}{\sqrt{\left(\frac{531,85}{38} \right) \left(\frac{2}{20} \right)}}$$

$$t = \frac{10,85}{\sqrt{(13,99)(0,1)}}$$

$$t = \frac{10,85}{\sqrt{1,399}}$$

$$t = \frac{10,85}{1,182}$$

$$t = 9,179$$

Based on the calculation results, the results showed that the mean scores of the experimental group pre-test and post-test were 52.75 and 85.25 and the mean scores of the control group pre-test and post-test were 52 and 74.1. This can be seen as follows: t-count > t-table (p = 0.1) with degree of freedom (df) = 38. It can be 9.179 > 1.21 (p=0.1) with df 38. This means that the use of communicative approach has a significant effect on students' speaking mastery. The calculation results show that the final test value is higher than the initial test value. This means that learning with a communicative approach has a significant effect on students' mastery to speak. Therefore, the results showed that the experimental group was higher than the control group. It can be concluded that the students who were taught by using Communicative Approach significantly influenced the students' mastery in speaking at Gajah Mada Junior High School Medan.

In this section, a discussion of the use of the communicative approach in improving students' speaking mastery is presented and combined with related research. The research question is "What are the results of using the communicative approach to improve students' speaking mastery?". Referring to the above findings, it can be seen that the use of communicative approach as a teaching method can improve students' speaking mastery in the aspects of fluency and accuracy. According to (Wahyuningsi, 2019:181) Communicative approach is one of the approaches in language learning that prioritizes communicative skills mastered by students, both oral and written competence. writing. This research focuses on improving speaking through a communicative approach. Process concern to the interdependence of language and communicative. In class, the researcher asked the students to tell their experiences during the semester break in front of the class one by one. But there are still many students who have difficulty in speaking English because of their lack of learning and hearing English, especially in communication, so the author helps students improve their speaking mastery through a communicative approach where students will be taught more English, especially in communication in order to make students more active and more accustomed to learning English. After learning by using the communicative approach, there is a significant development in students' speaking mastery.

CONCLUSION

Based on the research findings, it can be concluded that the mean scores of the experimental group pre-test and post-test were 52.75 and 85.25 and the mean scores of the control group pre-test and post-test were 52 and 74.1. This can be seen as follows: t-count > t-table (p = 0.1) with degree of freedom

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