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IMPROVING STUDENTS' SPEAKING SKILL BY APPLYING COMMUNICATIVE LANGUAGE TEACHING (CLT)

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui sejauh mana Pendidikan Bahasa Komunikatif (CLT) meningkatkan dan faktor-faktor yang memengaruhi perubahan keterampilan berbicara siswa. Oleh karena itu, para peneliti melakukan penelitian dengan menerapkan CLT untuk memecahkan masalah tersebut. Ini adalah penelitian tindakan kelas yang dilakukan dalam dua siklus dengan 15 peserta. Para peneliti dibantu oleh seorang kolaborator dalam melaksanakan prosedur penelitian. Tes, tugas, observasi, catatan lapangan, dan wawancara adalah instrumen-instrumen dalam penelitian ini. Data penelitian ini dianalisis menggunakan dua teknik. Data kuantitatif dianalisis menggunakan skor rata-rata untuk melihat skor rata-rata yang diperoleh oleh tes keterampilan berbicara individu siswa. Hal ini dapat dilihat dari skornya. Pada siklus 1, siswa mendapatkan skor 65,43 dan pada siklus 2, siswa mendapatkan skor 71,03. Ini berarti bahwa metode CLT dapat meningkatkan keterampilan berbicara siswa. Beberapa faktor yang memengaruhi peningkatan keterampilan berbicara siswa dengan menerapkan metode CLT adalah materi, media, kegiatan kelas, manajemen kelas, pendekatan guru, dan strategi guru.

Kata kunci: Pendidikan Bahasa Komunikatif (CLT), penerapan, peningkatan pendekatan guru, Kolaborator

Abstract

The purpose of this research was to find out the extent of Communicative Language Teaching (CLT) improve and the factors influence the change of students' speaking skill. Therefore, the researchers conducted research by applying CLT to solve the problem. It was classroom action research done in two cycles with 15 paricipants. The researchers were helped by a collaborator in doing procedures of the research. Test, task, observation; field notes and interview were the instruments in this research. The data of this research were analyzed by using two techniques. The quantitative data was analyzed by using mean score to see the average score gained by the students' individual speaking skill test. It could be seen from the score. In cycle 1 the students got 65,43 and in cycle 2 the students got 71,03. It means that CLT method could improve the students' speaking skill. There were some factors influenced the improvement of students' speaking skill by applying CLT method were material, media, classroom activities, classroom management, teacher approach and teacher strategy.

Keywords : Communicative Language Teaching (CLT), Applying, Improvement, Teacher Approach, Collaborator

INTRODUCTION

Speaking is significant to an individual's living processes and experiences as the ability of seeing and walking. When we speak, a great deal more than just mouth is involved such as nose, pharynx, epiglotis, trachea, lungs and more. Sandra Combleet and Ronald Carter (2001) mentioned that speaking is not just making sound. Birds, animals, babies make sound and though it may be communication of sorts, it is not speaking. Speaking is an interaction between two people or more, there are feedback.

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The world speaking has many different meanings on linguistics' views. Jo McDonough and Christopher Shaw (2003) said that Speaking is not the oral production of written language, but includes learners in the mastery of a wide range sub skill which added together then it supports speaking skill. As the result, the mouth is delivering those skills orally. Another expert, Hayriye Kayi (2006) states that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. From the statement, it can be inferred that speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade and to entertain that can be learnt by using some teaching-learning methodologies.

MTs Madani is an Islamic Boarding School which implements English and arabic speaking in a week. Which is learned by delivering vocabularies every morning after subuh prayer. Then it is repeated at night after isya prayer. Speaking is one of priority skill that the students have to master. In this case, the researchers found some problem from students when they did the observation of MTs Madani bintan, such as most of them were still shy to practice it even though they master the vocabularies and a little curiousity to learn english specially in speaking and had low level of speaking english and afraid of making mistake in language use. Besides that, the teacher had been using the old technique of teaching english and teaching-learning in classroom still passive. Therefore the teacher needs to be more creative in teaching, including the use of the technique.

So, in presenting this paper the researchers decided to apply approach method in teaching speaking skill by using Communicative Language Teaching (CLT) and to measure the success of this method in speaking class. Therefore the researchers did a research under the tilte : "Improving students' speaking skill by applying Communicative Language Teaching (CLT) method at the third grade of MTs Madani Bintan".   Based on the background above, the researchers identified several problems as follows : a) Students had low level of speaking skills. b) Students had problem in mastering speaking skills. **c)** They were afraid of making mistake about language use. 4) The teacher had been using the old technique of teaching english

Based on the identification of the problem, the Limitation of the Problem the reserchers limited the problem on students' problem in mastering speaking which solved by using Communicative Language Teaching (CLT) method. The researchers Formulated the Problem as follows : a) To what extent can Communicative Language Teaching (CLT) method improve the students' speaking at the third grade of MTs Madani Bintan? b) What are the factors influence change of students' speaking skill in Communicative Language Teaching (CLT) method at the third grade of MTs Madani Bintan ?

After getting the formulation of the problem the researchers tried to   find out the Objectives as mentioned belows: **a)** To find out the extent Communicative Language Teaching (CLT) method can improve students' speaking skill at the third grade of MTs Madani Bintan. **b)** To find out the factors improve students' speaking skill in Communicative Language Teaching (CLT) method the third grade of MTs Madani Bintan. as mentioned by AS Hornby (1987), Improve is to become better than before or to make something or somebody better than before. He added that Skill is the ability to do something well or we can say having enough ability, experience to be able to something well. Jack C. Richards (2006) explained that Communicative Language Teaching Communicative language teaching is a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom**.**

There are some Indicators of variables that can be concluded in teaching Speaking: 1) Pronunciation**,** 2) Grammar, 3) Vocabulary, 4) Fluency, 5) Comprehension.   While CLT Method has : 1) Presentation of a brief dialog or several mini-dialogs. 2) Oral practice of each utterance of the dialog segment to be presented that day.3) Questions and answers based on the dialog topic(s) and situation itself. 4) Questions and answers related to the students' personal experiences but centered around the dialog theme. 5) Presentation of a brief dialog or several mini-dialogs.6) Oral practice of each utterance of the dialog segment to be presented that day.7) Questions and answers based on the dialog topic(s) and situation itself. 8) Questions and answers related to the students' personal experiences but centered around the dialog theme. 9) Study one of the basic communicative expressions in the dialog or one of the structures which exemplify the function. 10) Learner discovery of generalizations or rules underlying the

functional expression or structure. 11) Oral recognition, interpretative activities 12) Oral production activities-proceeding from guided to free communication activities.13) Evaluation of learning.

METHOD

1. Reserach Design

This research was a Classroom Action Research. There were two cycles, each of them consist of four meetings. Before the researchers did the cycles in action, they did initial observation at first. Research designed with some steps as follows:

1. Collected data such as documentation includes the number of the students, students' name list, and pre-test. After the researchers collected the data, they did a pre-test. Its purpose was to know the score mean of students' speaking before using CLT method. Jack C. Richards and Theodore S. Rodgers (1986) stated that Method is a particular way of doing something.

2. The reseachers assessesed the result of students' writing in pre-test.There were two cycles in this study. There were four components in one cycle for doing classroom action research, they were:

   a. Planning

   Planning was a plane to conduct treatments or after making sure about the problem of the research, researchers needed to make a preparation before doing an action research. Researchers prepared some materials that used in the research process. Such as pictures with words, song to stimulate students in order that they were interested in the lessons conveyed mainly in writing and spelling word, some written games, field note to take note about students activities and responses.

   b. Acting

   This section discussesed about the steps and activities that would be taken by the researchers. they tried to know the extent of students' abilities in understanding in writing descriptive text, gave students treatment ways to remember every word in spelling and writing, provided them assignments bots in individual or group, evaluated their mistakes and summarized about materials.

   c. Observing

   In this step, the researchers had to observe all events or activities during the research. They observed the situation in class during lesson given: responses and attitude of students when they were given explanation, doing task, and to know their difficulties.

   d. Reflecting

   Reflecting is the inspection effort on the success or the failure in reaching the temporary purposes in order to determine the alternative steps that are probably made to gate the final goals of the research. Suharsimi Arikunto (2006)

2. Research Setting

The researchers conducted the classroom action research at MTs Madani Ceruk Ijuk Bintan. They chose this setting because the geographical location is easy to reach by the researchers.

3. Participants of The Research

The participants of the research were 3rd Grade Students of MTs Madani Ceruk Ijuk Bintan total numbers were 15 girls students. This research was done at second semester. The researchers had time schedule for doing the research and used the time to do observation and getting familiar with school condition, doing the research, and analyzed the result.

4. Techniques of Collecting the Data

Technique of collecting data the most important step in the research because the main purpose of the research is to obtain data. Technique of collecting the data is used to acquire specific standards of data. In this reserarch, the researcherd used quantitative and qualitative data, namely:

a. Quantitative Data

   1. Test

   Test is an instrument to collect the data that gives response about the question in the instrument, and the students have to show their abilityby Arthur Hughes (2005) In this

research, the researchers used an oral test for the students. The test used in this study was pre-test and post-test.

2. Task

Task is a piece of work that has to be done stated by A.Hornby The instruments in this research was an essay. The researchers gave the students task to measured their knowledge and ability after she explained the material in every meeting.

b. Qualitative Data

1. Observation

Observasi adalah kegiatan pemuatan perhatian terhadap suatu objek dengan menggunakan seluruh alat indera. Apa yang dikatakan ini sebenarnya adalah pengamatan langsung. Observation is pay attention to activity toward an object by using all of the senses. That is said direct observation. The type observation in the research used checklist observation. In this research, observation divided two types, namely :

a. Student's activity observation

The observation used an observation sheet to check the students' class activities included the observation about students' activities at classroom group activities and individual activities. The researchers as the teacher did this observation during the teaching and learning process.

b. Teacher's activity observation

The collaborator did this observation. The function was to see the teacher's activities at classroom whether they did implementation of CLT method or not during the teaching and learning process. In observing the teacher's and the students' activity at a classroom, collaborator made some field notes about something that he found in teaching and learning process at classroom. The researchers also used interview as collection technique if researchers wanted to conduct a preliminary study to find a problem that must be studied and also if researchers wanted to know the things of respondents deeper and a little or small number respondents.

2. Field Note

The collaborator used field notes to make some notes about students' and teachers' activity in teaching and learning process. The collaborator was English teacher.

3. Interview

Interview adalah sebuah dialog yang dilakukan oleh pewawancara untuk memperoleh informasi dari terwawancara. Interview is dialogs that do by interviewer to get information from responder. The researchers used unstructured interview to collect the data.

5. Techniques of Analyzing the Data

The collected data found in this research analyzed qualitatively and quantitatively.

1. Quantitative Data

In completing the numerical data, the researchers tried to get the average of students' speaking score within before the the implementation and every cycle in order to know the extent of using CTL in the classroom.

Maximum score

2. Qualitative Data

The qualitative data in this research applied the instrument of observation checklist , field notes and interview. The researchers asked the students to observe the process of teaching and learning by giving checklist observation form into meeting.

FINDING AND DISCUSSION

1. Findings

The Data of Cycle 1

In cycle 1, the research was conducted 4 meetings: 3 meetings for teaching learning process and ended with speaking task and 1 meeting for final test. After finishing the third meeting, the researchers gave the test in cycle 1. All of students followed it. The test was creating conversation about hobby and presenting it in front of the class with their partners.

Table 1 The total of students' score of oral test in cycle 1

Domain	Pronunciation		Grammar		Vocabulary		Fluency		Comprehension	
Score	F	P	F	P	F	P	F	P	F	P
5	2	13,33%	2	13,33%	5	33,33%	4	26,67%	2	13,33%
4	3	20%	2	13,33%	4	26,67%	4	26,67%	2	13,33%
3	5	33,33%	4	26,67%	3	20%	5	33,33%	2	13,33%
2	2	13,33%	5	33,33%	1	6,67%	1	6,67%	5	33,33%
1	3	20%	2	13,33%	2	13,33%	1	6,67%	4	26,67%
Total	15	100%	15	100%	15	100%	15	100%	15	100%
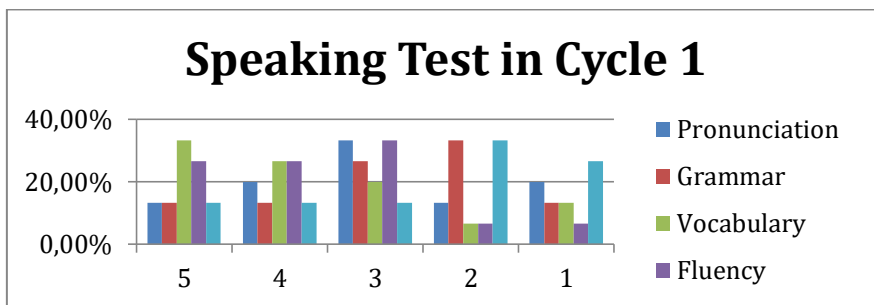
Gambar Speaking test in cycle 1

From the table and chart above, could be seen that based on it. In the point 5 for pronunciation, grammar and comprehension students got 13,33%, for vocabulary students got 33,33%, for fluency students got 26,67%. In the point 4 for pronunciation students got 20%, for grammar and comprehension students got 13,33%, for vocabulary and fluency students got 26,67%. In the point 3 for pronunciation and fluency students got 33,33%, for grammar students got 26,67%, for vocabulary students got 20%, for comprehension students got 13,33%. In the point 2 for pronunciation students got 13,33%, grammar and comprehension students got 33,33%, for vocabulary and fluency students got 6,67%. In the point 1 for pronunciation students got 20%, for grammar and vocabulary students got 13,33%, for fluency students got 6,67%, for comprehension students got 26,67%.

The researchers calculated the mean score of the students. hey used formula below :

$$\mu = \frac{\sum X}{N}$$

μ : Mean

$\sum X$: Individual score

N : Number of students

The calculation of the mean of the students' scores in speaking in cycle 1. It was derived from:

$$\mu = \frac{\sum XN}{N}$$

Pronunciation = $\frac{44}{15}$ = 2.93

Grammar = $\frac{42}{15}$ = 2.8

Vocabulary = $\frac{48}{15}$ = 3.2

Fluency = $\frac{54}{15}$ = 3.6

Comprehension = $\frac{38}{15}$ = 2.53

The Mean of The Result = 3,01

Based on the result of students' speaking test, the mean of category score in pronunciation was 2.93, grammar 2.8, vocabulary 3.2, fluency 3.6 and comprehension 2.53. The mean of whole categories was 3.01. The highest category was 5 and the lowest catebory was 1. From the sepaking test in cycle 1, there were 9 students that passed minimum mastery criteria in speaking.

2. Observing

The collaborator used observation checklist, field note and interview to make a note about something that she found during teaching and learning process. Related to the students' respons in the cycle 1, some of students did not confidents when they spoke english.

3. Reflecting

The last phase in the cycle 1 is reflection, the researchers and the teacher discussed about whether the researchers would be continued to the next cycle or not. From the reflecting phase, there were some progress of students' speaking skill by using CLT method. It need to be improved to the next cycle.

The Data of Cycle 2

In this cycle 2, the research was conducted 4 meetings which is 3 meetings of teaching learning process and ended with speaking task and 1 meeting for final test.

The researchers gave Post Test for the final result. All of students followed it. The test was creating conversation about picture which contained activities between 2 people then they had to work in pair in practiced it in front of the class.

Table 2. The total of students' score of oral test in Post Test

Domain	Pronunciation		Grammar		Vocabulary		Fluency		Comprehension	
Score	F	P	F	P	F	P	F	P	F	P
5	3	20%	2	13,33%	5	33,33%	5	33,33%	2	13,33%
4	4	26,67%	5	33,33%	4	26,67%	4	26,67%	3	20%
3	5	33,33%	4	26,67%	3	20%	4	26,67%	3	20%
2	2	13,33%	2	13,33%	1	6,67%	1	6,67%	3	20%
1	1	6,67%	2	13,33%	2	13,33%	1	6,67%	4	26,67%
Total	15	100%	15	100%	15	100%	15	100%	15	100%
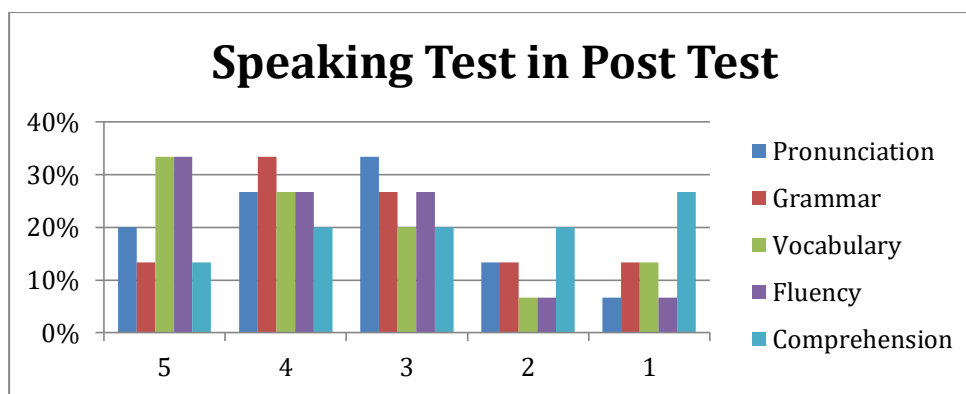
Gambar 2. Speaking test in Post Test

From the table and chart above, we can be seen that based on it. In the point 5 for pronunciation students got 20%, for grammar and comprehension students got 13,33%, for vocabulary and fluency students got 33,33%. In the point 4 for pronunciation, vocabulary and fluency students got 26,67%, for grammar students got 33,33%, for comprehension students got 20%. In the point 3 for pronunciation students got 33,33%, for grammar and fluency students got 26,67%, for vocabulary and comprehension students got students got 20%. In the point 2 for pronunciation and grammar students got 13,33%, for vocabulary and fluency students got 6,67% and comprehension students got 20%. In the point 1 for pronunciation fluency students got 6,67%, for grammar and vocabulary students got 13,33%, for, for comprehension students got 26,67%.

The researchers calculated the mean score of the students. They used formula below :

$$\mu = \frac{\sum X}{N}$$

μ : Mean
$\sum X$: Individual score
N : Number of students

The calculation of the mean of the students' scores in speaking in Post Test It was derived from :

$$\mu = \frac{\sum XN}{N}$$

Pronunciation = $\frac{51}{15}$ = 3.4
Grammar = $\frac{48}{15}$ = 3.2
Vocabulary = $\frac{54}{15}$ = 3.6
Fluency = $\frac{56}{15}$ = 3.73
Comprehension = $\frac{41}{15}$ = 2.73
Mean of the result = 3,33

Based on the result of students' speaking test, the mean of category score in pronunciation was 3.4, grammar 3.2, vocabulary 3.6, fluency 3.73 and comprehension 2.73. The mean of whole categories was 3.33. The highest category was 5 and the lowest catebory was 1. From the sepaking test in cycle 2, there were 13 students that passed minimum mastery criteria in speaking.

DISCUSSION

The result of analyzing data

Table 3. Comparison data speaking skill test in Pre Test and PostTest

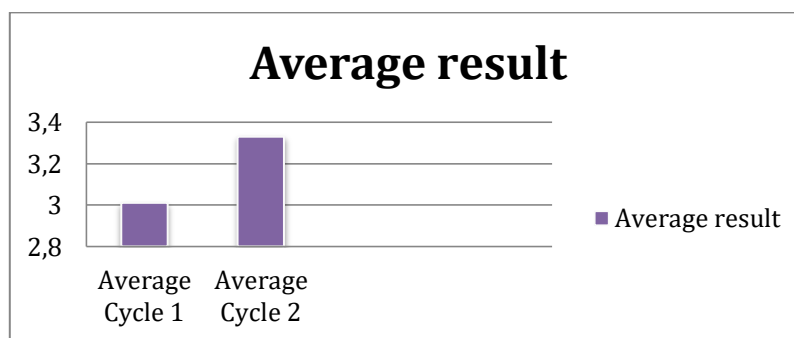| Average Pre Test	Average PostTest
3,01	3,33

Diagram 3 Average result of speaking test

The result of the test above showed some significant improvements in the student's speaking skill. In cycle 1 the students got 3,01 and in cycle 2 the students got 3,33. And it was mean of the students in higher point.

Resume of Observation

Observation made by the researchers to the sixth factors that effect changes in students in two cycles, could be summarized as bellow :

1. Material
   The material was about speaking classroom activities which consist of role play, conversation and information-gap activities.
2. Media
   The researchers used video and audio contained some native speakers explain their hobies and pictures about various activities which was correlated in interesting hobbies specially in nowadays trending such as making vlog, travelling and others. It persuaded students to speak English and described picture that the researchers gave.
3. Classroom activity
   In cycle 1, the students were not able to speak fluently and unconfident to spell word by word. They were shy to speak while mastering a lot of vocabularies in their mind.
   In cycle 2, the students were more focus to join the lesson. They were active and more confident to speak.
4. Classroom management
   Classroom management could manage well. The researchers made the situation and condition in the class was confortable.
5. Teacher approach

The researchers developed approach to the students. They gave game, motivation and good explanation in order the students were able to understand.

6. Teacher strategy

The researcher made some steps of teaching to give treatments by using CLT method :

a. The teacher presented to students a brief dialog or kind of conversation which related in their daily life.

b. The teacher explained about some expressions from the following conversation which can be used in speaking practice.

c. The teacher did oral practice of each utterance of the dialog segment to be presented that day.

d. The teacher did questions and answers activities based on the dialog topic(s) and situation itself.

Evaluation of learning by repetition of oral practice based on conversation and modified some sentences by their own.

The most influenced factors that affected students' speaking skill.

In this case some that affected changed students' speaking skill the researchers chose one of them was media. The reason of choosing media because teaching-learning process would be more interesting and the students understood the materials easily.

The resume of interview

The researchers used to gather information from the students in order the researchers could find out the solutions of the difficulties in speaking. The interviews for students as the respondents in this research were talking about :

1. The students like learned speaking with CLT method.
2. CLT method is one of interested technique for students.
3. The classroom activities were enjoy.
4. The classroom could manage well and the students had paid attention to the teachers' explanation.
5. They got new thing from this technique, they could improve their speaking skill.

CONCLUSION

Speaking is significant to an individual's living processes and experiences as are the ability of seeing and walking. Speaking is also the most natural way to communicate. Without speaking, people must remain in almost total isolation from any kind of society. For most people, the ability to speak a language is the same with knowing a language since the speech is the most basic means of human communication. When we speak, a great deal more than just mouth is involved such as nose, pharynx, epiglottis, trachea, lungs and more. But, acording to Sandra Cornbleet and Ronald Carter(2001), speaking is not just making sound. Birds, animals, babies make sound and though it may be communication of sorts, it is not speaking.

Related to the experts above, it can be concluded that students's speaking skill is effective through CLT method. The researchers used this method to improve the students' speaking skill at the ninth grade of MTs Madani Ceruk Ijuk Bintan. It could help the students solved their problem in mastering speaking skill.

After analyzing data in, the researchers found some improvements of the students' speaking skill. In cycle 1 the students got 65,43 and in cycle 2 the students got 71,03. And it was mean of the students in higher point. It means that CLT method could improve the students' speaking skill. There were some factors influenced to improvement speaking in CLT method were material, media, classroom activities, classroom management, teacher approach and teacher strate.

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