THE EFFECT OF COMMUNICATIVE LANGUAGE TEACHING (CLT) ON STUDENTS' SPEAKING ABILITY AT SMPN 1 BENGKALIS

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Abstract

The main aim of this research is to investigate the useful strategy in teaching and learning process to improve Speaking Ability at SMPN 1 Bengkalis at the seventh year. In this research, a researcher tries to modify Communicative Language Teaching (CLT) Using Video Technique into English material. The researcher uses Quasi-exprimental design which a data is taken from pre-test and post-test after giving a treatment for expriment group and non treatment for control group. The population and the sample of this research are the seventh grade of SMPN 1 Bengkalis in Bengkalis subdistric, the research is held for 6 (Six) meetings or 3 (Three) weeks. The research is quantitative, the data analysis of students' performance in a pre and post-test, the result findings showed that students showed some improvement in Speaking Ability. It can be seen from the test scores after intervention compared to the control group. It means that there is significant effect of Communicative Language Teaching (CLT) Technique on Students' Speaking Ability .

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Keywords: Communicative Language Teaching, Speaking ability.

INTRODUCTION

In this global era, many people use English as a media of communication and it makes people who come from different countries to be easier in making interaction and communication. As one of international languages, English is also being taught in Indonesia both in religious or non-religious institutions. We should master English for some reasons such as to get a job and to continue our study. There are four skills in English like listening, speaking, reading and writing. We must have the skills when we want to compete in this era. We have learned English since elementary school level. In elementary school the teacher teaches four skills in English but specifically in understanding vocabulary and speaking ability.

Based on the first observation on May 12th, 2017 in teaching English at SMPN 1 Bengkalis level in Bengkalis subdistrict, it was discovered that many strategies and methods have been implemented in teaching and learning process such as asking and answering method to make the students communicate each other and express their ideas and the second method was discussion. These

methods allowed the students to give some comments, suggestions and also criticisms. Finally the teacher uses Communicative language Teaching Method in teaching and learning process. Communicative Language Teaching (CLT) is an Approach to language teaching that emphasizes learning a language first and foremost for the purpose of communicating with others (Patricia A. Duff,2012: 2). The activities in Communicative Language Teaching (CLT) bring the students in real communication.

Based on the second observation on June 4th, 2017 to the teachers, they have changed some methods and strategies in their teaching and learning process but the students ability in speaking is a still poor English and a still far from their hope. It can be seen from some phenomena such as the students still use their own mother tongue to communicate, the students do not pay attention to the material or topic, the students can not express their idea orally, the students are not able to understand their teacher instruction, the students are not confidence to practice in front of the class, the students are passive and bored while teaching and learning process and sometimes some of them just keep silent without any response.

Based on the phenomenon above, it can be referred that the students are not able to speak English. It also happens at several schools in Bengkalis subdistrict. It is not a good phenomena that's why the teacher should solve these problems soon. Especially, as we know that listening and speaking are important skills to be mastered by the students.

Teacher should respond the problem above by implementing the suitable method. Based on the theory, Communicative Language Teaching (CLT) is a good method in improving students ability in speaking For that reason, it is necessary to use Communicative Language Teaching (CLT) using video to improve students' speaking ability. The Activities in Communicative Language Teaching involve students in realistic communication.

Based on the explanation above, it is necessary to carry out a research entitled: The Effect of Communicative Language Teaching (CLT) on Students' Speaking Ability At SMP Negeri I Bengkalis Subdistrict. This research was aim to find out how is the effect Communicative Language Teaching (CLT) toward speaking ability and affective factors at the SMPN 1 Bengkalis. To find out how is the significance Communicative Language Teaching (CLT) toward Speaking Abiity and affective factors at the SMPN 1 Bengkalis.

TEORETICAL FRAMEWORK
A. The Nature of Communicative Language Teaching (CLT)

Communicative Language Teaching (CLT) starts from a theory of communcative language use to extended into a design for instruction, materials, classroom technique, teacher and learner. The goal is to develop

learner's communicative competence (Richard and Rodger, 1986). Brown, 2007 assumes that language technique are designed to engage learners in the pragmatic, aunthentic, functional use of language for meaningful purposes. [1] Fluency and accuracy are seen as complementary principles underlying communicative techniques. At the time fluency may have take on more importance than accuracy in order to keep learners' meaningful engage in language use.

Communicative language teaching (CLT) refers to both processes and goals in classroom learning. The central theorical concept in communicative competence a term introduced into discussion of language use and second or foreign language learning in the early 1970 has become the dynamic power that shapes the planning, implementation, and evaluation of English language teaching (ELT) programmers nearly in all parts of the world. The popularity of the CLT method is due to several reasons Mitchell (1994).

B. The Principle of Communicative Language Teaching

As well as rethinking the nature of a syllabus, the new communicative approach to teaching prompted a rethinking of classroom teaching methodology. It is argued that learners learn a language through the process of communication in it, and it is meaningful to the learner that provides a better opportunity for learning than through a grammar-based approach. There are some principles of communicative language teaching methodology that can be summarized as follows:

1. Make a real communication that focuses on language learning.
2. Provide opportunities for learners to experiment and try out what they know.
3. Be tolerant of learners' errors as they indicate that the learner is building up his or her communicative competence.
4. Provide opportunities for learners to develop both accuracy and fluency.
5. Link the different skills such as speaking, reading, and listening together, since they usually occur in the real world.
6. Let students induce or discover grammar rules.

Larsen Freeman (2001) in Applebaum jurnal also mentions some principles of CLT as follows:

1. Students should have knowledge of linguistic forms, function and meaning so they can communicate in the target language.
2. Teacher facilitates communication so the students can manage their own learning

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[1] Brown,Douglas.2010. *Language Assesment.* United States of America: Pearson Education.

3. Students interact with each other in a variety of configurations
4. Function over form
5. Students interact at the discourse level utilizing all four skills
6. Emphasize on pair and group work activities
7. Everything is done with communicative intent
8. Language used in activities is authentic and meaningfull
9. Error as seen as part of the learning process and necessary as students manage their own learning
10. By learning true communication students will be more motivated to learn and use the target language
11. Teacher evaluate students accuracy and fluency
12. Theacher can evaluate while facilitating and participating in activities with students

As a teacher before going to make a lesson plan about materials or topic, He or She should know the procedure in using Communicative Language Teaaching as a method in teaching activities. In choosing and creating the activity we should know three main points of the method . the first is using authentic language, materials and language situation, the second is to have a purpose that the teacher can state and be achievable and the last is to allow for freedom and unpredictability (Xioaju: 1990).

In using authentic language and material is that the teacher must consider the students how the students use English. The teacher incorporate activity using students situation to find themselves in completing their English. The teaching must be purposeful to indicate that the students must be in a situation in their learning, the activities to communicate which each other as a resource mean that in real life they will learn through practice in using the language in a purposeful way. The students have also freedom to make their own choice in using the target language so the teacher should bring the students into interesting and challenging situation (Bruce Applebaum,2007: 267).[2]

C. Teachers' Role

The teacher has three main roles: the first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning teaching group. These roles imply a set of secondary roles for teacher; first, as an organizer of resources and a second as a guide within the classroom procedure and activities. The third role for teacher is that, a researcher and learner contribute in terms of

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[2] Applebaum,Bruce. 2007. Communicative Language Teaching: Theory, Practice and Personal Experience

appropriate knowledge and abilities, actual and observed experience of the nature of learning and organizational capacities (Jack C. Richard,1999: 77).[3]

Based on the explanation above there are three main roles in Communicative language teaching (CLT). The roles are very important to understand by the teacher who implement the approach in the classroom activities.

D. Technologies To Support Oral Skills

According to Tatiana Gordon (2007: 186) For younger learners effective classroom strategies have traditionally involved use of songs, rhymes and traditional stories with repeated language structures.[4] The internet can be a rich source of authentic oral models via recorded songs, talking electronic books, podcasts and video clips that help learners with pronunciation as well as acquisition and reinforcement of new vocabulary. These tools can also help to support teachers who don't feel as confident with their own language skills

Technology has the potential to overcome this limitation and provide learners with the opportunity to communicate with others, who often communicate to the language, they are learning, or other learners,who study the same language, but who do not share the similiar language, so they are forced to use English for communication. Technology also affords children the opportunity to record themselves for playback at a later time.

Technology can enhance second language teaching by providing more resources, increasing motivation adding interactivity and variety to classroom procedure and offer students a greater opportunities to practice the language. The advantage of using media is portrayal of concepts involving motion, the alteration of space and time, the observation of dangerous process in a safe environment, dramatization of historical and complex events, demonstration of sequential process the viewer can review and the promotion of affective, social and cultural ideas with powerful visual treatments (Reggie Kwan, 2008: 39).[5]

The Nature of Speaking

There are many definitions of speaking that have been proposed by some experts in language learning. Brown (2001: 267) cites that when someone can speak a language it means that he can carry on a conversation reasonably

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[3] Richards and Jack C.1999. *Approaches and Method in Language Teaching.* United Kingdom: Cambridge University Press.

[4] Gordon,Tatiana.2007.*Teaching Young Children a Second Language.*United State of America: Praeger Publisher.

[5]Kwan,Reggie dkk.2008.*Enhanching Learning Through Technology.* Singapore: World Scientific Publishing Co.Pte.Ltd.

competently.[6] In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.

Richards and Renandya (2002: 204) state that effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. Moreover, nonlinguistic elements such as gestures, body language, and expressions are needed in conveying messages directly without any accompanying speech. Brown (2007: 237) states that social contact in interactive language functions is a key importance and in which it is not what you say that counts but how you say it what you convey with body language, gestures, eye contact, physical distance and other nonverbal messages. In their discussion on the nature of spoken language, Brown and Yule in Nunan (1989: 26) distinguish spoken language from written language. They point out that for most of its history.

Moreover, the teacher can apply the bottom-up-top-down approach to speaking. The bottom-up approach to speaking means that the learners begin with the smallest units of language, i.e. individual sounds, and move through the mastery of words and sentences to discourse. The top-down view, on the other hand, proposes that the learners start with the larger chunks of language, which are embedded in meaningful contexts, and use their knowledge of the contexts to comprehend and use the smaller language elements correctly.

From some definitions above it can be concluded that speaking skill is always related to communication. Speaking skill itself can be stated as the skill to use the language accurately to express meanings in order to transfer or to get knowledge and information from other people in the whole life situation.

The Population and The Sample of The Research

The population of this research was the second semester students of the sevent grade at SMPN 1 in Bengkalis subdistric in academic year of 2016 – 2017. The grade seventh of SMPN 1 consist of nine classes as that had the same capability, the researcher chose two classes in cluster sampling. Two classes were chosen. Grade VII B was as Control group and VII C was an Experiment group. The table of the sample can be seen as follows:

Sample of the students At

Class	Male	Female	Total
VII B	11	15	26
VII C	13	13	26
Total	24	28	54

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[6] _____.2001. *Teaching by Principles*. United States of America: Pearson Education.

Research Instrument

There are some instruments that will be used to collect the data as follows:

1. Test

   To collect the data on students' speaking ability in speaking, the researcher uses oral test.

   The instrument of oral test or speaking ability based on four aspects. The assessment of speaking ability and its calculation were based on Siti Wachidah (2014 : 16), there were pronunciation, intonation, fluency, and accuracy.[7] The score were taken from documented data of teachers' assessment at the grade seventh of SMPN/MTs 20.

RESULT AND DISCUSSION

Description of the research

This research was held at SMPN 1 . The total of participants from SMPN 1 were 52 students, 26 for an exprimental class and 26 for a control class.

The data were obtain from difference pre-test and post-test . Before the researcher gave the treatment to the exprimental class,the researcher gave both of them pre-test. After that the researcher gave the treatment for the exprimental class. The last step the researcher administered post-test to see the effect of Communicative Language Teaching (CLT) on students' speaking ability and their affective factors. The tests consisted of :

- Asking for Giving Something
- Asking Like and Dislike
- Procedure Text

The test was constructed based on the seventh grade syllabus of the second semester of SMPN 1 Bengkalis. The presentation of the material, the researcher used ICT through power point and variation of video related to the topic. All of the topics were set in the lesson plan.

The data presentation before treatment

The data presentation of the students before treatment of Commmunicative Language Teaching (CLT) for exprimental class of the seventh grade of SMPN 1 in Bengkalis subdistrict. The data were for pre-test in the exprimental class before they got treatment and pre-test for control class as non-treatment. The descriptions of the pre-test were as follows:

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[7] Wachidah, Siti, *Teacher's book when English Ring a Bell grade VIII SMP/MTs,* Kementrian Pendidikan dan kebudayaan Republik Indonesia, 2014.

Students' English Pre-test Scores for
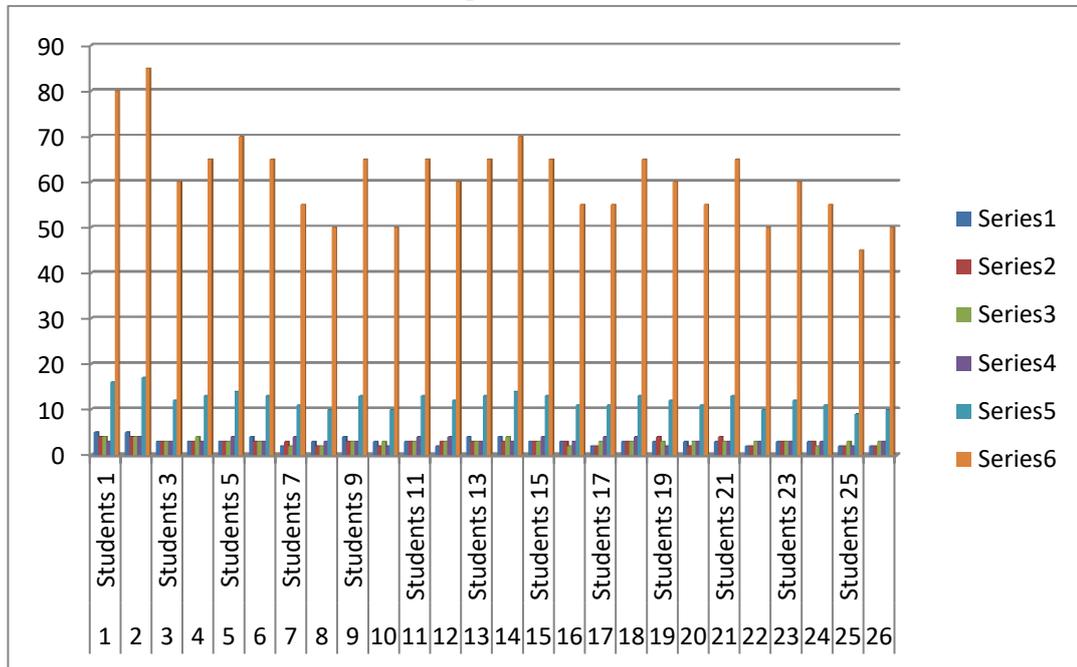
From the data above that there were 52 participants from that consisted of 26 participants for exprimental class and 26 participants for the control class. The mean of pre-test score from SMPN 1 of the experimental class was 60.96 and the mean of pre-test score control class was 60.19. From the pre-test scores from SMPN 1 of the experimental class, the highest score was 85 and the lowest score was 45. Meanwhile for the control class, the highest score was 80 and the lowest score was 45. Based on the mean scores of both groups, they had the same capability before doing the treatment.

The Classification of Students ability Pre-test Score of the First Year Students at SMP N 1 Bengkalis Experimental Class

No	Categories	Score	Frequency	Percentage (%)
1	Very Good	80-100	2	8%
2	Good	66-79	2	8%
3	Sufficient	56-65	12	46%
4	Less	40-55	10	38%
5	Fail	0-39	0	0%
Total			26	100%

Based on the table 4.2, the data above the percentage showed the students capability for pre-test score of the experimental class. The frequency of Very good category was 2 students (8%), the frequency of good category was 2

students (8%), the frequency of sufficient category was 12 students (46%), the frequency of less category was 10 students (38%), and there were 0 student categorized into fail (0%). The table showed that the highest percentage of students' classification of student ability in speaking pre-test score of the experimental class was 46%. Thus, the majority of the students in the experimental class before being taught by using CLT were classified as Sufficient.

The Classification of Students ability Pre-test Score of the First Year Students at SMP N 1 Bengkalis for Control Class

No	Categories	Score	Frequency	Percentage (%)
1	Very Good	80-100	2	8%
2	Good	66-79	2	8%
3	Sufficient	56-65	14	54%
4	Less	40-55	8	30%
5	Fail	0-39	0	0%
Total			26	100%

Based on the table 4.3, the data above the percentage showed the students capability for pre-test score of the control class. The frequency of very good category was 2 student (8%), the frequency of good category was 2 students (8%). the frequency of sufficient category was 14 students (54%), the frequency of less category was 8 students (30%), and there were 0 student categorized into fail (0%). The table showed that the highest percentage of students' classification of student ability in speaking pre-test score of the control class was 54%. Thus, the majority of the students in the control class before being taught by using CLT were classified as Sufficient.

The data presentation after treatment

The data presentation of the students after giving the treatment by using Communicative Language Teaching (CLT) toward speaking Ability and their Affective Factor for exprimental class in the seventh grade of SMPN 1 in Bengkalis subdistric. The post-test in the exprimental class gave after they got treatment and post-test for the control class as non-treatment. The descriptions of the data were as follows:

Students' English Post-test Scores for
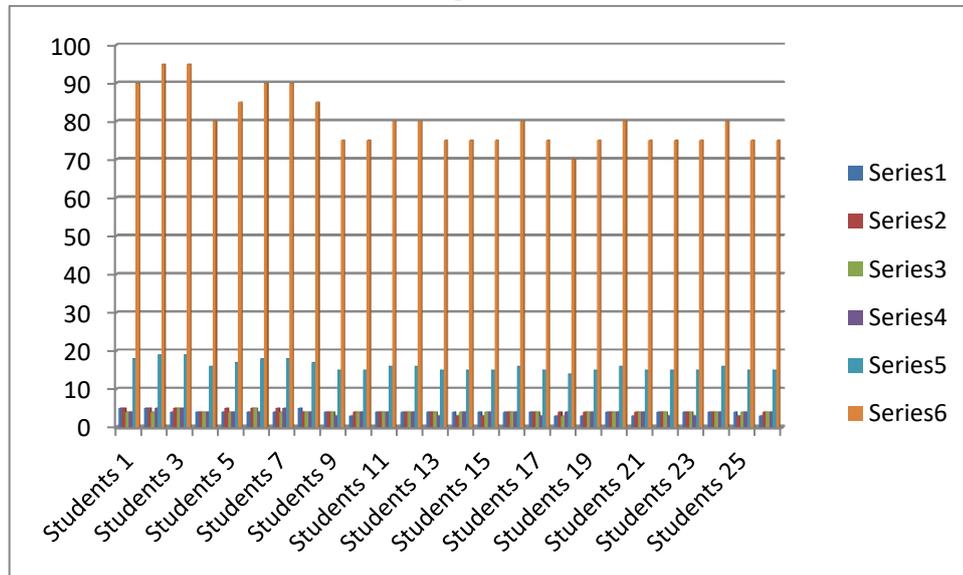
The mean of post-test score from SMPN 1 of the experimental class was 78.08 and the mean of post-test score control class was 69.81. From the post-test scores from SMPN 1 of the experimental class, the highest score was 95 and the lowest score was 60. Meanwhile for the control class, the highest score was 80 and the lowest score was 55. Based on the mean scores of both groups, they had the different capability after doing the treatment.

The Classification of Students ability Post-test Score of the First Year Students at SMP N 1 Bengkalis for Experimental Class

No	Categories	Score	Frequency	Percentage (%)
1	Very Good	80-100	13	50%
2	Good	66-79	10	38%
3	Sufficient	56-65	3	12%
4	Less	40-55	0	0%
5	Fail	0-39	0	0%
Total			26	100%

Based on the table above the percentage showed the students capability for post-test score of the experimental class. The frequency of very good category was 13 students (50%), the frequency of good category was 10 students (38%), the frequency of sufficient category was 3 students (12%), the frequency of less category was 0 student (0%), and none was categorized into fail (0%). The table showed that the highest percentage of students' classification of students' ability in speaking post-test score of the experimental class was 50%. Thus, the majority of the students in the experimental class after being taught by using CLT were classified as Very good.

The Classification of Students ability Post-test Score of the First Year Students at SMP N 1 Bengkalis for Control Class

No	Categories	Score	Frequency	Percentage (%)
1	Very Good	80-100	4	15%
2	Good	66-79	14	54%
3	Sufficient	56-65	6	23%
4	Less	40-55	2	8%
5	Fail	0-39	0	0%
Total			26	100%

Based on the table 4.6, the data above the percentage showed the students capability for post-test score of the control class. The frequency of very good category was 4 students (15%), the frequency of good category was 14 students (54%). the frequency of sufficient category was 6 students (23%), the frequency of less category was 2 students (8%), and none was categorized into fail (0%). The table showed that the highest percentage of students' classification of students' ability in speaking post-test score of the control class was 54%. Thus, the class didn't get the material by using CLT just got a little point higher than before.

The Data of Homogenity

In continuing the data, the researcher tried to find the homogeneity to obtain from the result of standard deviation of pre-test in both exprimental and control classes in . The data of mean and deviation for both classes were obtained by using SPSS 20 software. The Mean and standard deviation of both classes can be seen as follows:

The Mean and Standard Deviation
of Pre-test Score of Experimental and Control Class in SMPN 1

Group	Mean	Standart Deviation
Experimental Class	60.96	78.07
Control Class	60.19	69.80

Then, the researcher took the square value of standard deviation (SD^2) into the formula as follows:

$$\text{Fo} = \frac{Sb^2}{Su^2} \qquad \text{Fo} = \frac{78.07^2}{69.80^2} = \frac{6094.9}{4243.8} = 1.43$$

Based on the statistic above, it can be seen that F obtained was 1.68. Then, to determine the homogenity of the test Fo < F table, so the variance was homogenity. The researcher compared to the degree of freedom (df). Getting "df". the researcher used the following formula:

Df= (N1+N2) -2

= (26+26) -2

= 50

The Mean and Standard Deviation of Post-test Score of Experimental and Control Class in SMPN 1

Group	Mean	Standart Deviation
Experimental class	75.35	11.008
Control class	67	9.223

Then, the researcher took the square value of standard deviation (SD^2) into the formula as follows:

$$\text{Fo} = \frac{Sb^2}{Su^2} \qquad \text{Fo} = \frac{11.008^2}{9.223^2} = \frac{121.17}{85.06} = 1.42$$

Based on the statistics above, it can be seen that F obtained was 1.68. Then, to determine the homogeneity of the test Fo < F table. so the variance was homogenity. The researcher compared to the degree of freedom (df). Getting "df". the researcher used the following formula:

Df= (N1+N2) -2

= (26+26) -2

= 5

CONCLUSION

Based on the result of research, the researcher gives some conclusions related to the result of data in chapter IV as follows :

1. From the data of the first hypothesis, there was no significant difference of the Students' ability before giving the treatment for the experimental group and non communicative language teaching using video technique of the control group of the first year students at SMP N 1 Bengkalis. It can be seen from the result of data calculation. The mean of the experimental group pre-test score at SMPN 1 was 60.96 and categorized sufficient while the mean of the control group pre-test score at SMPN 1 was 60.19 also categorized as sufficient. Furthermore, t_o obtained was 0,906 for SMPN 1 and t_o obtained was 1,488 compared with t-table of df=50 in significance at SMPN 1 was **0,37 < 1,68** and the number of significance was **0,013 > 0,05.**

2. The data seemed both the experiment and control groups were equivalent before having the treatment. It means that the score of each other had sufficient level that we could see SMPN 1 of the exprimental class was 67,67 and the control was 64,99.

Based on the results of this research, the researcher tries to give some suggestions related to the study :

1. The teachers in SMPN 1 Bengkalis expecially for the seventh grade should implement Communicative Language Teaching (CLT) with other technique or strategies to make the students able to communicate.

2. This research can be used as a model in the teaching and learning process to make the teacher easies to teach the students with an interesting program to make them active in the classroom.

3. The researcher hopes the result of research is useful for the teacher and improve the students' knowledge in English. So the researcher tries to manage interesting program for the students.

4. The researcher hopes that the teacher should improve their ability and capability to change their argumentation about English. The teacher can use many kinds of media around their environment to make teaching and learning process more comfortable.

5. In using this strategy, the students can express their feeling to communicate, to share their idea and they will be easy to appreciate their knowledge.

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