

THE INFLUENCE OF COMMUNICATIVE LANGUAGE TEACHING APPROACH AND SPEAKING HABIT TOWARDS THE EIGHTH GRADE STUDENT'S SPEAKING ABILITY

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Abstract

The aim of this study was to know whether or not a significant influence in speaking ability after the students with positive and negative speaking habit being taught by Communicative Language Teaching Approach, identifying the significant interaction effect of Communicative Language Teaching Approach and speaking habits on student's speaking ability. In this study, the writer used two stage random sampling. The data were collected by using pretest and posttest. The data were analyzed by using Paired Sample t-test, Independent Sample t-test and Two-Way Anova. The finding of this study is the results of speaking ability between students with positive is higher than students with negative speaking habit being taught by Communicative Language Teaching Approach. It can be concluded that Communicative Language Teaching Approach can improve student's speaking Ability.

Keywords: *speaking ability, communicative language teaching approach, speaking habit*

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Introduction

Today we are in the globalization era where the communication is very important. In this era the progress of science and technology is very rapid, thus providing opportunities for us to communicate both in national and international area. In the process of communicating we need a tool one of the main tools is language. Language than can be used in national and international area is English language. According to Crystal (1997) English is a global language it's mean that English is a language that is widely used by the world community.

Likewise in the educational, English language learning continues to grow becomes one of determines of student graduation, this is become a challenge for our government. To answer all of that, in our country English language has been introduced early starting the high school to the university level. Based on government regulation number 32 of 2013 English language is compulsory subject in junior and senior high school.

On studying English, there are four skills for the students to master English such as listening, writing, reading, and speaking. And one of skill that supporting communication is speaking. Speaking is known as productive skill, because students doing this need to produce language. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown: 1994).

Good speaking skill requires expression, stressing, pronunciation. But this skill is not easy because in the process of speaking there are many difficulties are faced by the students. Some of difficulties are (1) lack of vocabulary mastery, (2) lack of confidence, (3) miss of pronunciation, and (4) speaking habits. And one of the most difficulties is speaking habits.

From the writer's observation during teaching speaking in class VIII 1 (21 students) at MTs Al Ikhlas Pemetung Basuki, it is found out that students' speaking ability in class VIII 1 is very low. This fact can be seen from the average score of their speaking test result

which is only 52, below the KKM or the passing score. From the total of 21 students, there are only 4 students who can get higher score than the passing score. Meanwhile the KKM score on that basic competence or KD is 60.

To overcome student's difficulty, so we need approaches. There are many approaches in learning English such as The Natural Approach, The Silent Way, The Total Physical Response, Communicative Language Teaching Approach (CLT), the writer needs approach to improve students' speaking ability. And the right approach to student's difficulty is CLT, because CLT asking the students to actively speak in the process of communicating, so we can achieve the goal of communication itself.

The problem above encouraged the writer to conduct an education research focusing on using communicative language teaching approach to develop students' speaking habit and make good speaking's ability. Thus the title that the writer has decided to do this research entitled "The Influence of Communicative Language Teaching Approach and Speaking Habit towards the Eighth Grade Student's Speaking Ability at MTs Al Ikhlas Pemetung Basuki OKU Timur".

Methodology

The research was conducted at MTs Al Ikhlas Pemetung Basuki OKU Timur. It is located at Desa Pemetung Basuki Kecamatan Buay Pemuka Peliung Kabupaten Ogan Komering Ulu Timur. The population of the research is all of students in eighth grade of MTs Al Ikhlas and the sample is 60 students. This research was conducted at August 2020.

This research was experimental research, which factorial design will be employed; an experimental design that involves two or more independent variables (at least one of which is manipulated) in order to study the effects

of the variables individually, and in interaction with each other, upon a dependent variable (Fraenkel, et. al., 2012).

In this study, the independent variable is Communicative Language Teaching Approach, the dependent variable is the student's speaking ability and the moderator variable is speaking habit with two type, positive speaking habit and negative speaking habit. There were two groups, the first was experimental group and the second was control group. After the pretest, the experimental group that is Communicative Language Teaching Approach istreated. Then, after the treatment, posttests was conducted to both groups. The experimental class uses communicative language teaching approach in teaching speaking and then the control group uses conventional technique to influence their speaking ability.

Firstly, the writer analysed the student pre-test and post-test scores was in descriptive statistics. The dissemination of student pre-test, post-test and questionnaire scores is done in experimental and control groups, including median scores, mode, standard error of mean, standard deviation, minimum and maximum score.

Second, the writer used normality test to find out whether or not samples taken from the same population is normal. The normality test based on pre-test and posttest score in experimental and control group by using Kolmogorov Smimov.

Third, the writer used homogeneity test to determine the students' pretest scores are homogeneous or not. The students' scores are considered homogeneous whenever the p-output is higher than mean significant difference at the 0.05 level.

Fourth, the writer used paired sample t-test to see whether or not there

is significant influence of the using communicative language teaching approach towards students' speaking ability and significant influence of the using traditional teaching method towards students' speaking ability of the eighth grade student at MTs School Al Ikhlas Pemetung Basuki OKU Timur. In order for result to be significant, the significant level must be lower than the significant $\alpha = 0.05$. The writer also used independent sample t-Test to find out the significance difference score between experimental group and control group.

And the last, the writer used Two-way ANOVA to find out whether or not there are significant interaction effects of communicative language teaching approach and students' speaking habit towards students' speaking ability.

Results and Discussion

Findings in this study referred to the hypothesis testing of four problems. All problems showed significance influence.

First, The score of post-test in the student's speaking ability for positive speaking habit in experimental group, it shows that the mean was 78.60, standard deviation was 6.812, and standard error was 1.759 while the score of post-test in the student's speaking ability for negative speaking habit in experimental group, it shows that the mean was 60.73, standard deviation was 5.021, and standard error mean was 1.296. Independent sample t-test, it shows that the mean difference was 17.867, t-value was 8.177, f-value was 6.013 and the p-output was 0.000 lower than $\alpha(0,05)$, it could be said that there was a significant influence in student's speaking ability between students who have positive and negative speaking habit taught by communicative language teaching approach in experimental group. The result **shows** that mean score positive speaking habit in experimental group was higher than the

mean for negative speaking habit in experimental group ($78.60 > 60.73$).

Second, The score of post-test in the student's speaking ability for positive speaking habit in control group, it shows that the mean was 63.80, standard deviation was 5.583, and standard error was 1.442 while the score of post-test in the student's speaking ability for negative speaking habit in control group, it shows that the mean was 55.20, standard deviation was 5.401, and standard error mean was 1.395. Independent sample t-test, it shows that the mean difference score was 8.600, t-value was 4.288, f-value was 0.013 and p-output was 0.000. When p-output was lower than $\alpha(0,05)$, it could be said that there was a significant influence in student's speaking ability between students who have positive and negative speaking habit taught using conventional technique in control group. The result shows that mean score negative speaking habit in control group was higher than the mean for negative speaking habit in control group ($63.80 > 55.20$).

Third, the score of post-test in the student's speaking ability for positive speaking habit in experimental group, it shows that the mean was 78.53, standard deviation was 7.110, and standard error was 1.836 while the score of post-test in the student's speaking ability for negative speaking habit in experimental group, it shows that the mean was 60.40, standard deviation was 4.997, and standard error mean was 1.290. From the statistical calculation by using paired sample t-test, it was found that p-output was 0.000. The mean scores of posttest in student's speaking ability for negative speaking habit in experimental group was 60.40, standard deviation was 4.997, and standard error mean was 1.290 while in posttest score for negative speaking habit in control group, the mean score was 45.87, standard deviation was 1.125, and standard error mean was 0.291. From the

statistical calculation by using paired sample t-test, it was found that p-output was 0.000. When p-output was lower than 0.05.

Forth, the calculation analysis by using Two Way Anova was used to measure interaction effects of communicative teaching approach and speaking habit towards student's speaking ability. It was found p-output (0.003) was lower than the mean significant influence at 0.05, it means that there were significant interaction effects of communicative language teaching approach and speaking habit towards student's speaking ability.

Not only communicative language teaching approach could influence the student's speaking ability but also speaking habit could influence student's speaking ability. It can be said that communicative language teaching approach effectively influenced speaking ability scores of student who have positive speaking habit. So, the students who have positive speaking habit will have good speaking ability.

Conclusion

Based on the findings and interpretations, the writer intends to conclude 1) There was a significant difference in speaking ability between the students who have positive speaking habit and those have negative speaking habit taught using communicative language teaching approach of the eighth grade students at MTs Al Ikhlas Pemetung Basuki OKU Timur. 2) There was a significant difference in speaking ability between the students who have positive and those have negative speaking habit taught using conventional technique of the eighth grade students at MTs Al Ikhlas Pemetung Basuki OKU Timur. 3) There was a significant difference in speaking ability between the students who have positive speaking habit and those have negative speaking habit taught

using communicative language teaching and conventional technique of the eighth grade students at MTs Al Ikhlas Pemetung Basuki OKU Timur. 4) There were significant interaction effects of communicative language teaching approach and speaking habit towards the students' speaking ability of the eighth grade students at MTs Al Ikhlas Pemetung Basuki OKU Timur.

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