

# THE EFFECT OF COMMUNICATIVE ACTIVITIES ON THE SPEAKING ABILITY OF 8<sup>th</sup> GRADE STUDENTS OF SMP N 23 PEKANBARU

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**Abstract:** *This was an experimental research. This research was about the effect of communicative activities on the students speaking ability. The objective was to see the effect of communicative activities on the speaking ability of the 8<sup>th</sup> grade students of SMP N 23 Pekanbaru. It was conducted to the 8<sup>th</sup> grade students of SMP N 23 Pekanbaru especially VIII G as the subject of research. There are two communicative activities applied, they are information gap and scramble sentence. Speaking test as used as the tools of collecting the data. Pre-test are conducted to know students speaking ability before the treatment and post-test to know the students' speaking ability after the treatment. They need to retell a fable. The data was analyzed by using SPSS. The result of this research showed that communicative activities have significant effect and positive impact to the students' speaking ability. It indicates the improving of students speaking ability aspects in the result of pre-test and post-test.*

**Key Words:** *Communicative activities, speaking ability, information gap, scramble sentence, fable*

# **EFEK DARI AKTIVITAS KOMUNIKATIF PADA KEMAMPUAN BERBICARA SISWA TINGKAT 8 SMP N 23 PEKANBARU**

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**Abstrak:** Ini adalah sebuah penelitian eksperimen. Penelitian ini tentang efek aktivitas komunikatif terhadap kemampuan berbicara siswa. Tujuan dari penelitian ini adalah untuk melihat efek dari aktivitas komunikatif terhadap kemampuan berbicara siswa kelas VIII. Penelitian ini dilakukan dikelas VIII SMP N 23 Pekanbaru khususnya kelas VIII G sebagai sampel dari penelitian. Ada dua aktivitas komunikatif yang diterapkan, yaitu information gap dan scramble sentence. Tes berbicara digunakan sebagai alat untuk mengumpulkan data. Pre-test dilakukan untuk mengetahui kemampuan berbicara siswa sebelum perlakuan dan post-test untuk mengetahui kemampuan berbicara siswa setelah perlakuan. Mereka harus menceritakan kembali sebuah cerita hewan. Data dianalisis menggunakan SPSS. Hasil dari penelitian menunjukkan bahwa aktivitas komunikatif memiliki efek yang signifikan dan menunjukkan pengaruh positif terhadap kemampuan berbicara siswa jika dibandingkan hasil pre-test dan post-test

**Kata Kunci:** aktivitas komunikatif, kemampuan berbicara, *information gap*, *scramble sentence*, *fable*

## INTRODUCTION

Speaking is one of important skills in learning English. Speaking is a productive skill, because students have to produce language themselves (Harmer, 2001). Speaking is used to communicate or interact with other people. They try to convey the message, their thinking or idea, information through sound and oral speech that called speaking. Lawtie's (2004) who asserts that the success in learning language is measured in terms of the ability to carry out a conversation in the target language. Byrne (1998) also says that speaking is a two way process between speaker and listener and involves the productive skill of speaking and the receptive skill of understanding. Because speaking is oral interaction, it has speaker and listener. Speaker try to convey the message and listener try to receive the information or message.

Speaking needs to be practiced, but students seem difficult to speak, it is notice when they have opportunity to speak in the classroom. There are some problems that they face. The problems can cause by the students, teachers, activities or method and so on. The teacher role is needed here. He or she need to create the situation that make the students want to speak and choose the appropriate activities. The aim of teaching speaking is to make students want to speak as line with Nunan(1989) that states the goal of teaching speaking is to develop the students' competence in communication by using English. There are some components that should get focus in mastering speaking. They are fluency, grammar, comprehension, vocabulary and pronunciation.

The researcher has observed some problems appeared in SMP N 23 Pekanbaru when she had practice teaching in that school. The problems could cause by the teacher, students, method, activities and so on. From data gained from the teacher showed that students' speaking skill was poor because only 26 % of them could achieve the *Minimum Passing Criteria* (KKM) and there were 74 % of students who had problems in speaking because their scores were lower than the KKM which was 28. In this case, the role of teacher is needed. He/she needs to motivate students to learn and choose appropriate activities in speaking class. One of the activities that the teacher can apply to minimize the problems is communicative activities.

Moss and Ross Feldman (2003) state communicative activities are any activities that support, encourage and require a learner to speak with and listen to other learners in the classroom. It provokes students to practice speaking in the classroom through communication. There are some kinds of communicative activities. Larsen – Freeman (2000) said two kinds of communicative activities : information gap and scramble sentence. Because of that the research is conducted to know how is the effect of communicative activities on the speaking ability of 8<sup>th</sup> grade students of SMP N 23 Pekanbaru which is the aim of the research is to find out the effect of communicative activities on the speaking ability of 8<sup>th</sup> grade students of SMP N 23 Pekanbaru.

## RESEARCH METHODOLOGY

This was an experimental research which one group pre-test post-test is applied. It was conducted from May to June 2015, in academic year 2014/2015. A pre-experimental research test is conducted by using a pre-test – treatment- post-test design. The research tried to see whether the treatment has an intended effect on the students' speaking ability. There are many types of pre-experimental designs. In this research, One Group Pretest-Posttest design was used. According to Gay and Airasian (2000), one Group Pretest-Posttest design involves a single group that is pretested ( $O_1$ ), exposed to a treatment (X), and post-tested ( $O_2$ ). The population of this research was 8<sup>th</sup> grade of SMP N 23 Pekanbaru where VIII G was chosen as the sample.

In one group pre-test post-test there are some steps to do to collect the data. To see the effect of communicative activities on the students speaking ability, oral test is applied. In collecting the data, the research procedures can be described as follows:

### 1. Pre-test

Pre test was the test before the treatment to see the understanding of the students. It was the first step to find out the students' speaking ability before the treatment is applied. The pre-test was conducted in the form of an oral test. Pre test was performed by asking the students to retell the short narrative text that the teacher gave. The students were given one topic of narrative text. This was the instrument to obtain data concerning the students' speaking ability.

### 2. Treatment

The treatment was given by explaining the material of the communicative activities. Researcher became a teacher and taught the students. The researcher applied information gap and scramble sentence in teaching speaking. In Information gap, the students worked in pair which is each student will get an incomplete story. They had to ask each other to collect the information. In scramble sentence, the students worked in group. Each group got some scramble sentences. In group, they had to put the sentences into the correct order. The researcher conducted the treatment six times with those two communicative activities.

### 3. Post-test

After the activity of teaching by using communicative activities, a post-test was administered to measure how successful the treatment applied in developing students' speaking ability. The post test was the test after the treatment to see the students understanding and also to see the differences before and after activities was applied. The post-test was conducted in the same way as the pre-test.

The data was analyzed by using statistical analysis. In order to compare the results of students' speaking test through the pre-test and post-test, the t-test was used by employing SPSS 17.0. The researcher discovered the complete results in SPSS including the mean, the variance and how the accuracy of the data of the test. The researcher chose t –test to compare the differences of students' scores in the pre-test and the post-test.

In this research, “t” test formula was used to compare pre-test and post-test results in determining whether the hypothesis could be accepted and also measuring whether the instruments in treatment could give an effect on students’ speaking ability or not. In SPSS if the t test is bigger than t table  $H_0$  is rejected and  $H_a$  is accepted. In this research the t- test is 16,71 meanwhile the t-table is 2.026. it shows  $16.71 > 2.026$ . Therefore, it could be concluded that there was a significant difference between pre-test and post-test. In other words, the alternative hypothesis of this research is accepted and null hypothesis was rejected.

Table 1 The Level of Ability

| No | Test Score | Level of Ability |
|----|------------|------------------|
| 1. | 85–100     | Excellent        |
| 2. | 70– 84     | Good             |
| 3. | 55–69      | Average          |
| 4. | 40–54      | Poor             |
| 5  | 0 – 39     | Very poor        |

(Modify from Harris, 1974)

## FINDINGS AND DISCUSSION

### Presentation of Research Findings

In this part, the writer presents the findings of the research to find out the effect of communicative activities on the students’ speaking ability.

Table 1 The result in each aspect in the Pre-test

| No | Aspects of Speaking | Average<br>(R1+R2+R3) |
|----|---------------------|-----------------------|
| 1  | Fluency             | 45.40                 |
| 2  | Grammar             | 41.00                 |
| 3  | Comprehension       | 40.00                 |
| 4  | Vocabulary          | 44.20                 |
| 5  | Pronunciation       | 35.30                 |
|    | <b>Total Score</b>  | 41.18                 |

Table 2 The result in each aspect in the Post-test

| No                 | Aspects of Speaking | Average<br>(R1+R2+R3) |
|--------------------|---------------------|-----------------------|
| 1                  | Fluency             | 59.40                 |
| 2                  | Grammar             | 62.00                 |
| 3                  | Comprehension       | 58.06                 |
| 4                  | Vocabulary          | 60.00                 |
| 5                  | Pronunciation       | 50.00                 |
| <b>Total score</b> |                     | <b>57.89</b>          |

Based on the both Table , we can see the improvement increase significantly from pre test to post test. There are differences in each aspect of students speaking. In this research, “t” test formula was used to compare the pre-test and post-test results in determining whether the hypothesis could be accepted and also measuring whether the instruments in treatment could give an effect on students’ speaking ability or not.

Table 4.3 T-Test Table

|        | Mean     | N       | Std. Deviation | Std. Error Mean |         |
|--------|----------|---------|----------------|-----------------|---------|
| Pair 1 | Posttest | 57.8947 | 38             | 5.25058         | .85176  |
|        | Pretest  | 41.1827 | 38             | 10.18606        | 1.65240 |

Paired Samples Correlations

|                               | N  | Correlation | Sig. |
|-------------------------------|----|-------------|------|
| Pair 1 The Pretest & Posttest | 38 | .768        | .000 |

Paired Samples Test

| Paired Samples Test |                                |                    |                |                 |   |          |        |    |                 |
|---------------------|--------------------------------|--------------------|----------------|-----------------|---|----------|--------|----|-----------------|
|                     |                                | Paired Differences |                |                 |   |          | T      | df | Sig. (2-tailed) |
|                     |                                | Mean               | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |          |        |    |                 |
|                     |                                |                    |                |                 | Lower                                     | Upper    |        |    |                 |
| Pair 1              | The pre- test<br>the post-test | 16.71202           | 7.00963        | 1.13711         | 14.40801                                  | 19.01603 | 14.697 | 37 | .000            |

Based on the table above, they show that the improvement is happened. It could be seen in their mean score as shown in posttest results (Y), 57.89 as we see the score of pre-test was 41.18. The margin of pretest and posttest achieved was 16.71. The above table shows that the results of the t-test is 16.71,

meanwhile the t-table is 2.026 . it shows  $16.71 > 2.026$  .Therefore, it concludes that there is a significant difference between the pre-test and post-test. In other words the alternative hypothesis of this research, “There is a significant effect of using communicative activities technique toward 8<sup>th</sup> grade students’ speaking ability of SMP N 23 Pekanbaru” is accepted and null hypothesis is rejected. Based on the result of the research, it can be concluded that communicative activities have significant effect on the students’ speaking ability.

## **CONCLUSIONS AND RECOMMENDATIONS**

### **Conclusions**

In this research, researcher used two communicative activities, they are information gap and scramble sentence. They were applied to make students usual to use English for communication with other students and enhance their speaking ability. The significant effect occurred in their speaking. It showed from the result of their pre-test and post-test which is the pre-test was 41.18 and post-test was 57.89. it also showed from the result of t-test (16.99) was higher than the t-table (2.026). It means there was a significant difference between the result of pretest and posttest. It means the alternative hypothesis was accepted and the null hypothesis is rejected.

For those reasons, it could be concluded that overall implementation of the communicative activities has beneficial effect in teaching speaking. So, the research question is answered that the communicative activities is good in teaching speaking and give a good effect for students’ speaking ability. Further research is needed to be conducted and recommendation is recommended to make this research to be better.

### **Recommendation**

Based on the results of this research, the writer would like to offer some recommendations. The recommendations might be helpful and useful for the teacher and students in teaching and learning English especially in teaching speaking. They are as follows:

1. There are many ways to develop students’ speaking ability. The teacher needs to apply the appropriate activities to make lesson more interesting, enjoyable and understandable for the students. Communicative activities is the activities that the teacher can apply in teaching and learning process, because according to the result communicative activities (information gap and scramble sentence) have significant effect on the students speaking ability and also affective to make students communicate in the classroom.

2. It is important that the teacher gives chance to the students to express their mind and produce language in their own. In communicative activities, the students try to produce the language on their own in their communication with others. In addition, it's better for the teacher to make sure their students have understood the lesson well because the ability of the students is different.
3. It would be a great idea if the teacher gives motivation to the students in order to make the students interested to the lesson and make the students want to practice speaking English.
4. Because the lowest score is in pronunciation aspect, it is recommended that the teacher must also concern how to pronounce words in English while teaching speaking.

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