

THE EFFECT OF COMMUNICATIVE TECHNIQUES ON STUDENTS' SPEAKING SKILL

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ENGLISH LANGUAGE STUDIES
POSTGRADUATE PROGRAM
HASANUDDIN UNIVERSITY
MAKASSAR
2019



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THE EFFECT OF COMMUNICATIVE TECHNIQUES ON STUDENTS' SPEAKING SKILL

Thesis

As a partial fulfillment to achieve Master Degree

Program English Language Studies
Cultural Sciences Faculty

Written and Submitted by

AROYAN

to

**POSTGRADUATE PROGRAM
HASANUDDIN UNIVERSITY
MAKASSAR
2019**



THESIS

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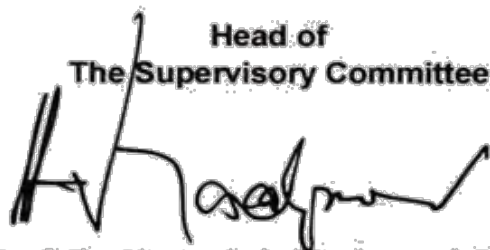
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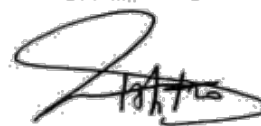
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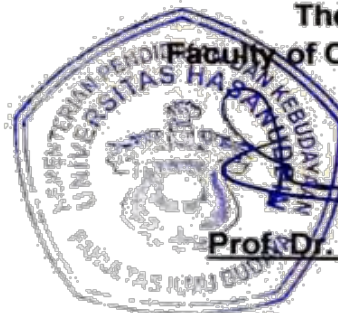
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States truthfully that this thesis was the result of my own work, and it is not the work of others. If it is proven later that either some or entire part of this thesis is the work of others, I am willing to accept any sanctions for my dishonesty

Makassar, November 2019

Aroyan



ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah I express to Allah SWT who has given His blessings that allowed me in finishing this study and for His guidance and mercy that let me through the obstacles during the process of this thesis writing. Peace and Blessing of Allah be upon the noblest Prophet and Messenger Muhammad SAW.

I would like to thanks for the guidance of my committee members and helps from friends in accomplishing this thesis. Frist, I would express my gratitude to my first consultant Prof. Dr. H. Hamzah A. Machmoed, M.A and my second consultant Dr. Dra. Ria Rosdiana Jubhari, M.A, Ph.D who gave their valuable inputs, comments, corrections, and suggestions throughout writing this thesis. Second, I would also express my gratitude for my examiners: Dr. Abidin Pammu, M.A, Dr Sukmawati, M.Hum and Dr. A. Kaharuddin Bahar, M.Hum who gave their valuable input to me. My sincere also goes to all my lecturers of English Language Study who gave me the knowledge and advice during the teaching and learning process.



would like to express my gratitude to the head master and all the of SMPN 3 Wangi-Wangi Kabupaten Wakatobi who allowed and

helped me in doing this research. Most definitely to the students of first grade at that school academic year 2019-2020.

My foremost thanks goes to my beloved family. For my lovely parents, H. Mansyur B. and H. Mania who are totally supported my study and always gave positive advice, suggestion and encouraging me to raise my energy when I was down. Thanks for all your pray and hope to my best. To my beloved siblings, Samsul Basni, Nurhasana, Jannah Mansyur and Mahaludin thanks for your supporting, loving, and praying to me. I do love you all.

My deepest sincere thanks for my S1 lecture La umbu Zahadi, S.Pd, M.Hum who guided and share his knowledge in accomplishing this thesis and also goes to the students of ELS 2017 especially my friends in Education class: Fikra, Dea, who were care and helped me to accomplish this thesis too and thanks for share your knowledge and suggestion to me.

Makassar, November 2019

The Writer



ABSTRACT

Aroyan. The Effect of Communicative Techniques on Students' Speaking Skill. (Supervised by Hamzah A. Machmoed and Ria Rosdiana Jubhari)

The aims of the current research were (1) to find out whether communicative techniques is effective in improving students' speaking skill, (2) to find out and analyze whether utilizing communicative techniques will affect students' speaking skill, and (3) to investigate and analyze students' perception on the use of communicative techniques toward students' speaking skill. The research design was a pre-experimental study using a sample of 26 students of the first grade at SMPN 3 Wangi-Wangi Selatan Kabupaten Wakatobi. A pre-test and post-test were conducted to know students' prior knowledge in their speaking skill regarding their pronunciation, fluency, vocabulary, grammar, and comprehensibility. The results showed that communicative techniques contributed to the students' speaking skill. It was proved by the improvement of students' score in speaking skill from pre-test to post-test. Regarding to students' perception, it was found that the students had positive responses to the application of communicative techniques; drill, pair work and role play because they could give students a lot of opportunities to practice their English during learning process. This concluded that the applying of communicative techniques could create a good atmosphere during the students' learning process in the class.

Keywords: Communicative Techniques, Drill, Pair work, Role play, Speaking Skill.



ABSTRAK

Aroyan. Pengaruh teknik komunikatif pada keterampilan berbicara siswa (dibimbing oleh Hamzah A. Machmoed and Ria Rosdiana Jubhari)

Tujuan dari penelitian ini adalah untuk (1) mengetahui apakah teknik komunikatif efektif dalam meningkatkan keterampilan berbicara siswa, (2) mengetahui dan menganalisis apakah penggunaan teknik komunikatif mempengaruhi keterampilan berbicara siswa, dan (3) menginvestigasi dan menganalisis persepsi siswa terhadap penggunaan teknik komunikatif terhadap keterampilan berbicara siswa. Penelitian ini merupakan penelitian pre-experimental dengan sampel sebanyak 26 siswa kelas satu di SMPN 3 Wangi-Wangi Selatan Kabupaten Wakatobi. Pre-test dan post-test diberikan kepada siswa untuk mengetahui pengetahuan siswa sebelumnya dalam kemampuan berbicara terkait pelafalan, kelancaran, kosa kata, tata bahasa dan pemahaman. Hasil penelitian menunjukkan bahwa nilai kemampuan berbicara siswa meningkat dari pre-test ke post-test. Terkait dengan persepsi siswa, siswa menunjukkan respon positif terhadap penerapan teknik komunikatif; latihan, bekerja berpasangan, bermain peran karena dapat memberikan kesempatan kepada siswa untuk mempraktikkan Bahasa Inggris dalam proses pembelajaran. Ini menyimpulkan bahwa penerapan teknik komunikatif dapat menciptakan sebuah suasana yang baik selama proses belajar mengajar siswa di dalam kelas.

Kata Kunci: Teknik Komunikatif, Latihan, bekerja berpasangan, bermain peran, Keterampilan berbicara



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CHAPTER I

INTRODUCTION

This chapter comprises with of research background, research questions, research objectives, research significance, and scope of the research.

A. Background

Speaking is a primary medium of communication. Speaking ability aims at making students able to communicate in English accurately, fluently and appropriately. In fact, speaking skills are more difficult than other skills. Nunan (2005) agrees that speaking is more difficult than other skills because it occurs in real time and the speaker cannot revise or change what the speaker says at that time. Students need to know what to prepare and consider before they want to say at that particular time. They have to practice in order to use them.

To facilitate students to practice, students need to have opportunities to speak since speaking is productive oral skill, which means that speaking focuses more on producing language than receiving it. The teacher holds a prominent role in the classroom to teach speaking. Thus, the English teacher needs to provide preparations, opportunities and activities related to speaking skills for students to speak or communicate effectively.

Communicating effectively in a language requires the speaker's good understanding of linguistic, sociolinguistic and socio-cultural aspects of



that language (Saleh, 2013). This understanding would enable him to use the right language in the right context for the right purpose and then he can be referred to as communicatively competent. Hymes (in Richards, 2001) referred this as 'communicative competence which is the goal of language teaching. Communicative Language Teaching (CLT) is one of the methods which suites with the goal of language teaching especially in teaching speaking.

Communicative Language Teaching has as its goal communicative competence as proposed by Littlewood (1981). The argument is that learners learn a language through the process of interaction and communication in it. Richards (2001) outlined the major principles underlying the CLT approach as that it makes use of real communication in teaching language, provides opportunity for learners to experiment and try out what they know, and makes them learn language in a more meaningful way.

The communicative practices in the CLT are characterized by some principles. Richards and Rogers (2001) formulate some underpinning principles in the CLT in practice. First of all, the teacher will create activities that facilitate real communication motivating students to learn. For example, the well-informed teacher can create a classroom setting in which interaction between one student and another happens. Gass &

(2007) argue that interactions will enable learners to negotiate the input. Next, the teacher will hold task principle, which implies



that he will encourage learning by creating classroom activities in which language is used to conduct meaningful task (Johnson, 1984) suggests that with particular task conditions learners would not merely reveal their language hypotheses, but think seriously about them and use the language as well. The next principle the teacher should apply in communicative classroom is the meaningfulness. Learners will be encouraged if they use language that is meaningful to them. In contrast, learners will be discouraged if they merely learn language patterns that do not make meaning for them. Storch and Aldosari (2012) suggest that in the classroom setting students are on a language task which is meaning-focused and when they find a linguistic problem, they negotiate the problem to find a solution and share their linguistic information. Therefore, language learning activities should be managed in a way that enables learners to engage in language use which is meaningful and authentic. In brief, the given principles are expected to facilitate second language learning, rather than the language acquisition processes (Richards and Rogers, 1986).

Considering the importance of implementing Communicative Language Teaching in language classroom, the researcher is interested to investigate the implementation of communicative technique in language classroom and its effect on students' speaking skill. Hence, this research

"The Effect of Communicative Technique on Students' Speaking



B. Research questions

According to the background as described previously, the research questions of this research are “

1. Is communicative technique effective in improving students' speaking skill?
2. To what extent does communicative technique affect students' speaking skill?
3. What are students' perceptions on the use of communicative technique toward students' speaking skill?

C. The Objectives of the Research

The objectives of the research are as follows:

1. To find out whether communicative technique is effective in improving students' speaking skill or not
2. To find out and analyze whether utilizing communicative technique affects students' speaking skill or not.
3. To investigate and analyze students' perception on the use of Communicative technique toward students' speaking skill.

D. Significance of the Research

The significant of the research will be divided into pedagogically and practically. First is pedagogically, this research will provide teachers an understanding about the use of communicative language teaching method

which specifically narrowed into communicative technique, and



what kinds of techniques from CLT that can be applied in the class in order to affect students' speaking skill.

Next is practically, for students, by applying communicative language teaching and its techniques will help them to practice speaking English. Students will get a motivation how to speak in English through CLT method and its techniques. Some techniques of CLT can be believed to give ample opportunities for students to practice their English in the class because the learning process in CLT highly emphasized by students-centered not teachers-centered.

E. Scope of the Research

Richards (2006) stated that some techniques that best facilitate learning in the classroom such as memorization of dialogs and drills, pair work activities, role play, and group work activities. In line with Richards (2006), littlewood (1981) stated also some of techniques that can be applied in learning process such as drill, role play, pair work and dialog practice.

In this research, the researcher focused on the implementation of communicative technique by using drill, pair work and role play as technique that will affect students' speaking sill. This research was conducted at SMPN 3 Wangi-Wangi Selatan Kabupaten Wakatobi.



CHAPTER II

LITERATURE REVIEW

This chapter comprises with two sections. The first section focuses on the previous related research findings which is intended to know whether the current study is worthy of investigation. The second section deals with pertinent ideas which are intended to guide the researcher in carrying out the research.

A. Previous Related Research

Several related studies in the area of CLT have been conducted which is relevant to this research. Sarfraz et.al (2015), Farooq (2015), Abdullah and Shah (2015) conducted a research about the perception of using CLT in learning process. The result showed that the overall perceptions was positive toward CLT in affecting students' communicative competence and their performance in their English. By providing a communicative learning it can guided them to perform in interactive learning. Similarity, Christianto (2019) and Wong (2012)) showed that the teachers had positive responses towards the use of the CLT approach. All of the teachers conveyed that the approach was useful and helpful to be used in the current century since the communicative competence is viewed as the primary need in learning language, particularly English. Wong (2012),

showed that the majority of the participating teachers admitted they did not understand what exactly CLT meant, but agreed that a



communicative approach could facilitate students' learning. Another research found also by Sutiah (2011) and Rusnawati (2015) in implementing CLT in learning process, where Rusnawati (2015) found that the implementation of CLT method can contribute a lot in increasing students' speaking skill through recount text and Sutiah (2011) found that students had positive perceptions of CLT through grouping activities. Another research conducted by Mustapha and Yahaya (2012) where the result showed that The successful implementation of CLT in English language teaching depends the understanding and beliefs on CLT which is reflected through their actual teaching practices in the classroom and also from methods and techniques applied in the classroom, the way they design the activities for the learners, and the materials used in the activities will support the communicative situation for learners in learning process.

Ratih and Hanafi (2016) and Aalaei (2016) conducted a research about the effect of using CLT method and found that CLT can make learners enjoy the classroom activity and give them more desire to communicate with other using the target language. Students seem to enjoy communication activities because they can engage in conversation to practice their English and improve the communication skill. CLT can also make them have good selves-confidence to express their ideas in

g activity inside classroom. CLT method could motivate the to be active and had a great participation in speaking activity



during teaching and learning process in classroom. It also minimizes students' problems in lack vocabularies to express their ideas. It can be concluded that CLT method is one of method to stimulate students for learning English in order to achieve the target language.

Chang (2011) conducted a research about teachers' attitude which showed that the teachers support CLT because it is helpful to develop the students' communicative competence as well as linguistic knowledge. The teachers also believe that CLT can improve students' ability to use the target language and also teachers believe that it is very important to come up the learners to the target language. CLT also has a good impact in improving the learners' language skill because CLT creates a better learning environment. It means that CLT does not only improve the students' English proficiency but also creates the cooperative relationship in a group. Teachers also believe that CLT can make students becoming independent learners in learning process because they take charge of their own learning. It can be concluded that teachers have a good attitude toward CLT, as the result in applying CLT method can create English teaching meaningful and interesting in learning process.

From the information above, it can be conveyed that CLT has a significant role in the learning activity of students in the classroom, not only it can stimulate the students' desire in learning but also it can improve

' language skill. Besides that, CLT also let them take a part a lot in process so that the target of communicative competence will be



achieved. in this case the researcher tries to explore new things that has not been done in the previous study. In the previous study the instruments are limited by observation, interview and questionnaire. Therefore, this research integrates Drill, pair work and role play. (Littlewood, 1981) and Richards and Rogers (2001).

The researcher believes that the three of them have the goal to make students communicating a lot in the classroom. As the goal of CLT method is to make students having an opportunity to practice their English in learning process.

B. Some Pertinent Ideas

This section discusses three aspects namely communicative language teaching, kinds of techniques in CLT and the last deals with speaking.

1. Communicative Language Teaching

It has been clearly noticed that the most important goal of method in learning process is to make students able to communicate in the target language. It has been observed that the students are able to write and read the sentence in the target language correctly but when it related with communicating in the target language they fail to do so. This problem proved that to make the students able to communicate in the target language is required more than mastery only the linguistic structure. It has been received by the educators that to be able to

communicate in the target language, communicative competence is required with linguistic competence. Hence, many researchers start to



find out the possibility to improve the language teaching which emphasize on the use of communication principles as the main goal in language teaching. Littlewood (1981), Savignon (1972) Widdowson (1978) are the three of them that have contributed toward the theories and opinions communicative in language teaching.

a. Definition of CLT

Littlewood (1981) stated that Communicative language teaching (CLT) is one of ways that can be used by the teacher in gaining communicative competence. Richard (2006) explained also that Communicative language teaching is the goals of language teaching, how learners learn a language, the kinds of classroom activities and the roles of teachers and learners in the classroom. In relation to this, Larsen-Freeman (2000) claimed that CLT has a broadly purpose at the perspective of theoretical of a communicative approach in order to enable communication. This information also supported by the other researcher such as Ying (2010) who stated that CLT is an approach of teaching of second language which emphasizes as both the means and the main goal of learning a language in interaction.

It means that Communicative language teaching has an important role in improving student's language skill because

Communicative language teaching gives learners an opportunity to



practice their English in order to make them independent students later on.

b. Characteristics and Principles in CLT

Brown (1994) stated that in foreign language teaching CLT has become known or popular. Opposite to the teacher-centered approach, in which teachers are regarded as knowledge-givers and learners as receivers. a more social relationship between the teacher and learner is focused on CLT. The superiority of CLT is focused on its communication so that the learners' fluency in using the target language will be achieved and it can make them becoming independent students later on. The learning activity is not teachers-centered but learners-centered who make them actively involved in various problem solving which can be done in pair, small group and others activities that can motivate them and give them a greater sense of "ownership" in learning English (Brown, 1994). Teachers still have an important role in case of learning process like facilitator who encourage communicative activities of students (Larsen-Freeman, 2000). It means that teacher helps to make learning activity easier.

Littlewood (1981) explained some of the characteristic of CLT as follows: 1) Language is a system for the expression of meaning, 2)

The main function of language is to allow interaction and communication, 3) The structure of language reflects its functional



and communicative use, 4) The main units of language are not only its grammatical and structural feature, but categories of functional and communicate meaning as give an example of dialog.

Larsen-Freeman (2000) claimed that the communicative approach' principles as follows: 1)The using of English in lesson materials should be authentic,2).Understanding the meaning of speakers is a part of communication ability, 3) The target language has a function as a tool for communicating in the class not to be an lesson object, 4) The communicative approach emphasize to the process of path communication not being master the grammar (language form), 5) The utilizing of games are assumed important because it can involve learners in the real communication,6) There is a tolerance toward the mistakes made by learners because making mistake is natural in order to improve communication skill. 7) The teachers' responsibility is keeping the learning process of communication situation created, 8) The role of the teachers are facilitator in arranging the communication activities and also as advisor as long as the activity is conducted, 9) Speakers have a choice about what they want to say and how to say it, 10) The grammar and vocabulary learned by learners are most from the

using of language function that they learn and the situation context of interlocutor.



In line with the others, Chastain (1976) stated also that Communicative approach has five characteristics as follow:

- 1) The main role of cognitive learning is to enhance the ability types, which is similar with native speaker' ability. It can be done by helping learners to get the maximum control toward the language rules which is learned so that they are able to produce the language that they need.
- 2) The instructors have to be able to change something from unknown to be known situation, from the basic of learner's knowledge that must be decided (cognitive structure) to the level of understanding the new language. Not only the knowledge structure that they have understanding now but also their understanding about how the original language works. The learners need to know the rules of new language before asked to apply it for producing the word, phrase or even new sentence. So, it can be concluded that the basic knowledge (competence) become the primer requirement, the ability and performance is becoming secondary problem in language learning.
- 3) Materials and teacher have to drive learners to creative situation. This situation is expected to encourage learners to express or utterance what on their mind about its language and use it in actual communication.



- 4) Because of the characteristic of language is dynamic, develop and diverse, the learners should be taught to understand the regulation or rule itself.
- 5) Studying have to be done in meaningful ways, it means that students should grasp correctly what they expected. The new materials must be relevant with the ability of learners.

It can be said that CLT highly emphasize to the process of communication where the role of the teachers is facilitator in arranging the communication, providing a variety of games or activities are very important in order to achieve the target language. The learning process should be attractive, the tolerance toward a mistake is needed because making mistake is natural in order to keep the learning process of communication situation.

c. Types of CLT teaching activities

Richards and Rodgers (2001) state that the type of exercise and activities in CLT is unlimited, providing students such exercise in order to attain the communicative objective in learning process. Stimulate learners in communication by creating such information sharing situation, negotiation of meaning and interaction. The activities of classroom are often arranged to focus on completing task that are mediated through language or involve negotiation of

information and sharing information. Eight activities that provide by Richards and Rodgers (2001) in CLT as follows: 1) Providing a



brief dialog or mini-dialog, giving them motivation related the dialog situation, 2) Practicing the segment of dialog in that time by half class, groups or individually, 3) Question and answer based on the students' experience but still related to the topic, 4) Giving learners one of the basic communicative expression in the dialog by providing some example communicative expression or structure with familiar vocabulary in mini-dialog using picture or simple real object, 5) Learner discovery of generalization or rules underlying the functional expression and structure.6). Oral recognition, interpretative activities, consist of two to five depending on the learners, 7) Oral production activities, 8) coping of the dialog or mini-dialog if they are not in the class text.

Larsen-freeman (2000) also stated that CLT is how the students learn to communicate, by giving them a chance to practice will make them more motivated to study English. Eight activities also explained by Larsen-freeman (2000) that can be apply in CLT as follows: 1) The teacher distribute a handout that has a copy of sport column from recent newspaper, 2) The teacher tells the learners to underline the reporters' prediction and to say which one they think the reporter feels most certain of and which he feels least certain, 3) The teacher provides them the activity directions in the target language, 4) The learners try to state reporter's prediction in different word, 5) The students unscramble the



sentence of the newspaper article, 6) The students play language game, 7). The students are asked how they feel prediction, 8) A student makes an error. The teacher and other students ignore it.

Littlewood (1981) also provided activities in CLT which is divided into two kinds: they are pre-communicative activities and communicative activities.

1) Pre-communicative activities

The teacher isolates specific elements of knowledge or skills that compose communicative ability and provides the learners with opportunity to practice the separately such as different types of drill or question-and-answer practice. It aims to provide learners with linguistic knowledge for communicative purposes. Accordingly, the main purpose is that the learners can produce language which is acceptable.

In pre-communicative activities it is divided also into two kinds of activities. They are structural activities and quasi communicative activities where the two of them are the next activities done after pre-communicative activities. In the simple explanation pre-communicative activity is basically the procedure to give an input to students by specific elements of knowledge or topic that they are going to learn and after giving input about them, the procedure

will continue by structural activity where its function is to give an input about vocabulary, pronunciation and grammar that the



learners learn based on the topics which have taught. After structural activity, the activity will continue by quasi communicative activity where it will continue by giving a chance for learners to practice vocabulary, pronunciation and grammar that they have learned before.

2) Communicative activities

The learners have to activate and integrate their pre-communicative knowledge and skills in order to use them for communication of meanings. Therefore, they are engaged in practicing the total skill of communication. In communicative activities it is also divided into two activities, they are functional activity and social interaction where functional activity is an activity which is done after quasi communicative activity. In functional activity, the learners are taught how the vocabulary, pronunciation and grammar used in daily life. And the last is social interaction where in this activity the learners given a chance to practice what they have learnt.

From the information above, four activities can be applied in CLT based on activities stated by Littlewood (1981) as follow:

- 1) The first thing done by researcher is giving them input about vocabulary, pronunciation and grammar that they need through drill.



- 2) The researcher will give an opportunity for students to practice vocabulary, pronunciation and grammar through pair practice/work.
- 3) The researcher shows how to use vocabulary, pronunciation and grammar used in daily life through dialogue text.
- 4) The researcher will give students an opportunity to practice in front of class through role play activity.

Those teaching activities above basically have the distinction one another in case of steps activities, in the teaching activities stated by Richard and Rogers (2001) stated clearly the steps of activities but the lack of these activities is the students directly practicing the topic without giving them an input about vocabulary, pronunciation and grammar before. Larsen-freeman (2000) clearly stated about the steps of teaching activities but the teaching activities is for upper lever, it will be difficult to apply for the lower lever that want to learn the second language. Littlewood (1981) also clearly stated about the teaching activities steps started by giving students about vocabulary, pronunciation and grammar knowledge, giving them a time to practice in pair, the researcher shows how to use vocabulary, pronunciation and grammar in daily life and role play to make them act like unreal identity. But in these

activities, it is not clearly stated about how to give a motivation



related to the topics where this activity clearly stated in the first point by Richard and Rogers (2001).

Therefore, the researcher here deals with teaching activities that state by Littlewood (1981) and Richard and Rogers (2001). In this case the researcher will combine the teaching activities between them but the researcher here just takes the first step point from Richard and Rogers (2001) and the next will continue by teaching activities from Littlewood (1981). Writer believes by providing the two of them will be appropriate with lower levels in learning process of English.

As the result from the procedure above, the students are expected to know what to say and how to say in real of English context and the learning process in the class will be more active and students centered rather than teachers centered. In addition, Harmer (2002) claimed also that activities in CLT also make students involve learners in real communication, where the objective is the achievement of the communicative task they are performing at least as important of accuracy of their language use. It can be seen that the language teacher in CLT uses communication as a teaching approach to increase students' communicative competence. Ellis (1997) also said that the

pedagogical of communicative approach in teaching of language class depends in part on state that they will help increase the



communication skill of students and also will contribute to their linguistic development. Hence, it can be said that in relation to be able to communicate, not only teaching of language needs the linguistic knowledge but also needs communicative competence. Gonzales (1995) supports this by claiming that communicative competence also includes mastery of language which is needed to handle various situations and activities. Those statements also supported by Littlewood (1981) who stated that the goal of CLT method is communicative competence.

It can be concluded that communicative language teaching (CLT) actually focuses on how to make the learners communicate in learning process. By giving them an opportunity a lot to practice in the class, it is expected that the communicative competence will be achieved.

d. The role of Teachers and students in Communicative Language Teaching

Littlewood (1981) stated that in communicative language teaching, teacher becomes less dominant than before. When teacher gives unnecessary interventions, it will prevent learners to involve in the activity and prevent the development of their communicative skills. However, it does not mean that teacher

becomes passive in the class. Teacher still has several roles as follow:



- 1) Teacher can be a source of guidance and help when the learners cannot deal with situation.
- 2) While learners are performing, teacher can monitor their strengths and weaknesses. This weakness can be used as learning needs for later.
- 3) There may be occasions when the teacher decides to exercise a more immediate influence over the language used. Most obviously, he may need to discourage learners from resorting to their mother tongue in moments of difficulty. He may also decide that a particular error is so important that he must correct it a t once, to prevent it from becoming fixed in the learners' speech.

Richards (2006) also stated that learners now have to participate in classroom activities that are based on a cooperative rather than individualistic approach to learning. Students have to habit themselves by listening to their peers in group work or pair work tasks, rather than relying on the teacher for a model. They are expected to be independent for their own learning and teachers now have to assume the role of facilitator and monitor. Rather than being a model for correct speech and writing and one with the primary responsibility of making students produce plenty of error-free sentences, the teacher ha to develop a different view of learners' errors and of her/his own role in facilitating language learning.



Larsen-freeman and Anderson (2011) claimed that the role of the teacher is facilitating the students' communication in the classroom. In this role, one of his main responsibilities is to establish situations likely to create communication. During the activities he acts as an advisor, answering students' questions and monitoring their performance. He might make a note of their errors to be worked on at a later time during more accuracy-based activities. Students are actively engaged in negotiating meaning in trying to make themselves understood in learning process even when their knowledge of the target language is incomplete. Also, since the teacher's role is less dominant than in a teacher-centered method, students are seen as more responsible for their own learning.

It can be said that the role of teachers in CLT is as a facilitator where their responsibility is to make the learning process of learners easier. CLT creates an attractive class atmosphere in order to encourage learner motivation to study, instead of taking an apart a lot in learning process. (Richards, 2006). In addition, three major roles of CLT teachers in utilizing CLT method as follows: the first role is being as a facilitator, being a guider in the students learning activity and communicator and providing an ample opportunity for students to have a lot of interaction by creating



meaningful activities. (Larsen-Freeman, 1986; Richards & Rodgers; 2001).

Hence, the main role of students in learning process is as a communicator because they take a part a lot effectively in communication whether there is a teacher participation or not in studying. They are also active in negotiation of meaning where the learners try to make their interlocutor grasp what they say and on the contrary.

2. Kinds of Techniques in CLT

Littlewood (1981) stated that some of techniques that can be applied in learning process such as drill, role play, pair work and dialog practice. In line with Littlewood (1981), Richards (2006) also stated that some techniques that best facilitate learning in the classroom such as memorization of dialogs and drills, pair work activities, role play, and group work activities. From the information above, the researcher will just take three techniques from them they are drill, pair work and role play as the technique that will used.

a. Drill

1) Definition of drill

A drill is also called as a classroom technique which is used to practice a new language. It involves the teacher modeling a word or a sentence and the learners repeating it. Hornby (1995) states that drill is trained or trains somebody thoroughly by



means of regularly repeated exercises. Matthews, Spratt, and Dangerfield (1991) said also that a drill is a type of highly controlled oral practice in which the students respond to given cue.

It can be concluded that drill has a role to help students notice the correct form or pronunciation of a word or phrase. Noticing or consciousness rising of language is an important stage in developing language competence and also Help memorization and automation of common language patterns and language chunks might be good for oral communication learners.

b. Types of Drill

Richards, J. C (1986) say that dialogues and drills form are the basis of audiolingual classroom practices. In addition, Brooks in Richards and Rodgers (1986) states that the use of drills and pattern practice is a distinctive feature of the audiolingual method. Various kinds of drills used include the following:

- a) Repetition: The student repeats an utterance aloud as soon as he has heard it. He does this without looking at a printed text. The utterance must be brief enough to be retained by the ear.



- b) Inflection: One word in an utterance appears in another form when repeated.
- c) Replacement: One word in an utterance is replaced by another.
- d) Restatement: The student rephrases an utterance and addresses it to someone else, according to instructions.
- e) Completion: The student hears an utterance that is complete except for one word, then repeats the utterance in complete form.
- f) Transposition: A change in word order is necessary when a word is added.
- g) Expansion: When a word is added it takes a certain place in the sequence.
- h) Contraction: A single word stands for a phrase or clause.
- i) Transformation: A sentence is transformed by being made negative or interrogative or through changes in tense, mood, voice, aspect, or modality.
- j) Integration: Two separate utterances are integrated into one.
- k) Rejoinder: The student makes an appropriate rejoinder to a given utterance.



- l) Restoration: The student is given a sequence of words that have been culled from a sentence but still bear its basic meaning

From all types of drill that explained above, the researcher here will take repetition drill to use. Doff (1990: 71). Claimed that Repetition drill is the simplest drill used in learning language patterns. Language learners merely repeat what the teacher says. Repetition drills are used for familiarizing students quickly with a specific structure formulaic expression.

c. Pair work

1) Definition of pair work

Pair work is a type of classroom interaction when students are working with another student. Moon (2000: 53) explains that pair work as a strategy to organize those (students) in ways that will maximize opportunities for learning.

Watcyn-Jones (2002) suggests several types of activities for working in pairs, e.g. ice-breaker/warm-up activities. Using warm-up activities for fun and “breaking the ice” and for students to get know more about one another. In role plays and simulations students play simple roles or act out situations they could find themselves in, such as ordering meal at a restaurant and etc. Harmer (1998) asserts that group work and pair work these have become increasingly popular in language teaching



since they are seen to have many advantages. He also believes that pair work has many of the same advantages, it is mathematically attractive if nothing else; the moment students get into pairs and start working on a problem or talking about something, many more of them will be doing the activity than if the teacher was working with the whole class, where only one student talks at a time. This strategy, it will be many students who will try to argue and solve problems together.

It can be said that actually pair-work activities are students-centered rather than teacher centered. The students also work independently of the teacher and at their own pace. This means the students really have an opportunity to see how well they can communicate in English.

2) Purposes of Pair work

Harmer (1998: 21) explain the purposes of pair work are make students tend to participate more equally, and they are also more able to experiment and use the language than they are in a whole class arrangement. Beside that he also argues with pair work the students change for greater independence. Because they are working together without the teacher controlling every move, they take some of their own learning decision, they decide what language to use to complete a



certain task, and they can work without the pressure of the whole class listening to what they are doing.

It can be concluded that the purpose of pair work is actually how to make learners have a practicing time in teaching activities. Providing such as a conversation situation in order to practice their English will be suitable because they will do negotiation meaning sharing information and the other activities related by interaction. as the result it can make them to be independence learners later on.

d. Role Play

1) Definition of role play

Brown (2004) stated that one of favorite activities in communicative learning process is role play because it lets the students to act like different person or free for being what they want based on their activity that they do. It also claimed by Nunan (2005) that the activities in role play are very necessary in learning process especially speaking activity because it can encourage or stimulate the students to communicate in certain social context by using the target language. Thornbury (2005) also stated that the activities of speaking include role play activities is providing a useful practice such as real-life language use.



Those arguments also supported by Littlewood (1981)) argued that role play also involves in learning process of communication activity, in which students learn to communicate outside the confines of the classroom, provide the useful knowledge for the language use of their real life.

Therefore, it can be concluded that role play has a significant communicative active in students learning process because it gives a great chance for students to improve their ability to speak. Moreover, role play takes an activity situation based on real life, in which learners speak through unreal identity depend on the context they act.

2) Types of Role Play Activities

By applying role play activities, the teacher can stimulate their students to experience a new activity situation and to innovate with the target language, based on learners' imagination and creativity. It directly come up with the attractive atmosphere to them for speaking without fear of making mistake. As the result, it will make them more confident to speak English.

Ladousse (1987) stated that there are several types of role play activities. The first is a role play activity based on the students' lives and real situation that they need. For example: a practice class activity made by students and teacher in learning



process of classroom. The second is a role play activity which create by the teacher in the various of situations that happen in their daily life but the students may or may not have experience it. The last is a fantasy role play activity such as fictitious, imaginary and possible even absurd.

3) The Kinds of Role Play Forms

Byrne (1986). Claimed that role play has two kinds of form, those are scripted and unscripted forms of role play where Scripted role play is type include interpreting whether the textbook dialogue or reading text in the form of speech. The text has the main function which is to deliver the meaning of language items in order to make it easy to remember Byrne (1986). In line with Byrne, Harmer (2001) states that the leaner should better perform the role activity based on the dialogue in the script.

For example: the script role plays dialog between waiter and guest at the wakatobi restaurant.

Waiter : Good evening sir, welcome to Wakatobi restaurant.

Guest : Good evening

Waiter : How may I help you, Sir?

Guest : I want to have my dinner. Can I have a table for one
please?

Waiter : Yes sir. Please come this way.



Guest : Alright, thank you.

Waiter : Please be seated Sir. Here is the menu. I will return
in a moment to take your order.

Guest : Oh, okay.

From the script dialog above, it can be seen that the learning process in the classroom will create a communicative activity because learners are given a chance a lot to practice and to act like different person in doing communication. Hence, it can affect students' English ability.

There is a difference between scripted and unscripted role play. In the unscripted role play, the learners do not utilize the script. It means that the students should decide the language which they are going to use and how they improve the conversation by themselves in this activity. from this information, the first thing the teacher should do is discussing to the class and separating the class into group-work (in pairs or in groups). The teacher creates some situations and she/he give a role to each of the students. Then the learners play the role based on their part.

From the explanation above, the researcher can choose one of the forms of role play. The writer can utilize one of them, scripted or unscripted forms which are appropriate with students' requirement. Scripted role play usually used by the



learners in the beginner levels, because it is more easily to do than the one. As well as unscripted forms used by the upper level students, because this one is more complex and difficult in applying it.

The three of techniques above basically can complete one another in conducting learning activities of students in the class. For example: drill/repetition in case vocabulary, pronunciation, and grammar should be taught to learners before discussing about the certain topics that have been chosen by the teacher. Pair work/practice is used after drill/repetition activity where here learners are given a chance to practice vocabulary, pronunciation, and grammar that they have learned. To practice how the vocabulary, pronunciation, and grammar used in daily life, teachers can give conversation text and the last is using role play in order to practice the topic they have learned before.

The techniques above are known as a part of CLT method which have the goals to make the learning process of students more attractive in the class. The techniques can also make students to have more opportunity to practice their English because they will have negotiation meaning, sharing information with their interlocutor. Therefore, the researcher



here will apply three of them in conducting the learning process of students in classroom activity.

3. Speaking

a. The Definition of Speaking

Speaking is one of the skills that has to be mastered by students in learning English. Some experts have various definitions about speaking. According to Richards and Rodgers stated in Jo McDonough"s book, Speaking is a form of communication, so it is very important to know that what you say is expressed in the effective way because speaking is the combination between general knowledge and the formulation between structure form and function. Louma (2009:10) stated also that speaking is a person who uses their voice to speech in the process of meaningfully.

In the same point, Kayi (2006) stated that speaking is the process of how to build, to share meaning, to express ideas through the utilizing of the symbols of verbal and non-verbal, in a variety of contexts. In line with the statement above, Thornbury (2005) claimed that the important thing to underline is that production of speech takes place in real time. Words follow words and phrases follow phrases. Similarly, at the level of utterance, speech is produced utterances by utterances. Nunan (1989) stated

also that spoken language is consists of short, often fragmentally



utterances in a range of pronunciation. It is connected to an ability to express meaning through words pronounced by a speaker.

In addition, this is a skill which generally has to be learned and practiced. There are two functions in speaking, transactional and interpersonal function. According to Thornburry (2005), the purpose of a transactional function is to deliver certain information and to facilitate the exchange of goods or services. The example of the transactional function is handling a traveler in travel agency. Additionally, the purpose of an interpersonal function is to establish and to maintain social relation.

it can be said that speaking is intended to speakers how to communicate or express speakers' utterance based on the situation that they deal with and also the important things is how the speakers speak in the right of production speech take place in real time. By knowing it, it will create a good understanding between interlocutor when they make a communication.

b. Aspects of teaching speaking

Brown (2001) state that teaching is a part of important thing in learning, because it is guiding and facilitating of learning, stimulating the students to learn and setting the condition for learning. Speaking is a skill requiring the simultaneous use of

member of different abilities. There are five components in speaking skill:



1) Pronunciation

Brown (2005) stated that Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that determine how sounds vary and pattern in a language

2) Grammar

Heaton (1987) stated that Grammar refers to a set of rules for forming words and making sentences. It is needed for students to arrange a correct sentence in conversation, or the students' ability to manipulate structure and to distinguish appropriate grammatical for in appropriate ones. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

3) Vocabulary

Syakur (1987) claimed that One cannot communicate effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. So, vocabulary means the appropriate diction which is used in communication. Vocabulary is the total number of words that make up a language.

4) Fluency

Harris (1977) stated that Fluency deals with the ability to speak communicatively, fluency and accurately, fluently usually



refers to express oral language freely without interruption or in simple terms, fluency is the ability to talk freely without too much stopping or hesitating.

5) Comprehension

Syakur (1987) defines Comprehension deals with both speakers because comprehension can make people getting the information they want. Comprehension is defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what situation is real like.

Based on the explanation above, when the students speaking in English, they should be able to pronounce correctly. Another aspect of speaking is grammar. Grammar refers to the rules of language structure. Then, vocabulary, it refers to the total number of words that make up a language. Then, fluency, it refers to how well the speaker articulate the words; clear and understandable. The last is comprehension. It is defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what a situation is really like.

c. Characters of Successful Speaking

When the students choose to learn a language, they are interested in learning to speak that language as fluently as possible. There are the characteristics of successful speaking:



- 1) Learners can talk as much as possible of the period of time allocated to the activity is a fact occupied by learners talk.
- 2) Participation in the Classroom discussion is not dominated by a minority of talk active participants. It means that all students get a chance to speak and participate in class.
- 3) Students should have high motivation and enthusiasm to speak in class. As Nunan (1991) states that the successful in speaking is measured through someone ability to carry out a conversation in the language.

d. The Goal of Teaching Speaking

Harmer (2007) stated that the goal of teaching speaking skills is the efficiency of communicative". It means that the students should be able to make themselves understood, utilizing their current proficiency maximally. They have to try avoiding confusion in the message so that the mistake of pronunciation, grammar, vocabulary, and to observe the social and cultural rules that apply in their communication situation. Learner often asses that speaking more than the other skills of reading, writing and listening is not always as big of an issue, but what often happens is students feel more anxiety related to their oral production.

Speaking has relation an important with the other skills, its development results in the development of the others. One of the main benefits of increased communicative competency is the



resulting job, education and travel opportunities; it is always an asset to be able to communicate with other people.

It can be concluded that speaking is very necessary to practice especially for everyone who learn the second language. By providing them a chance to train their ability to speak it can build their confident, motivation in learning English. it can also help learners to reduce their mistake in speech production.

C. Conceptual Framework

The teaching and learning process was conducted in Class of VII SMPN 3 Wangi-Wangi Selatan. The students were firstly given pre-test in order to measure their speaking skill before they were treated by using communicative technique, which in this case was drill, pair work and role play techniques. After they were taught by using communicative technique, they were given posttest in order to know their skill in speaking after the treatment. Following the posttest, questionnaire is distributed in order to know the students' perception about communicative technique where drill, pair work, and role play as technique used.



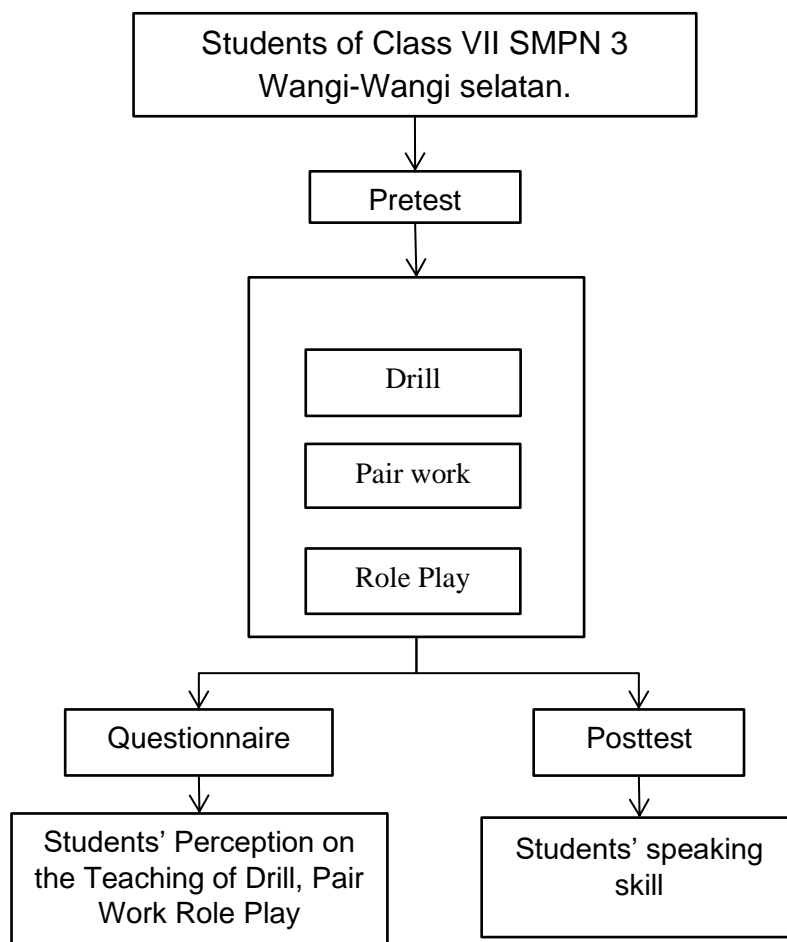


Figure 1. Conceptual Framework



D. Hypothesis

Based on the conceptual framework, the hypotheses of this study are:

1. The alternative hypothesis (H_1): there is a significant difference between students' speaking skill in the pretest and posttest by applying communicative technique in this case drill, pair work and role play techniques
2. The null hypothesis (H_0): there is a significant difference between students' speaking skill in the pretest and posttest by applying communicative technique in this case drill, pair work and role play techniques.

