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THE CORRELATION BETWEEN THE APPLICATION OF COMMUNICATIVE LANGUAGE TEACHING METHOD AND THE STUDENTS' SPEAKING COMPETENCE AT THE SECOND GRADE STUDENTS OF *SMA 1 CIREBON*

A THESIS

Submitted to English Education Department of Tarbiyah and Teaching Science of Syekh Nurjati State Institute for Islamic Studies in Partial Fulfillment of the Requirements of Islamic Scholar Degree in English Education

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2014

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ABSTRACT

AHMAD SETIO WIDODO :THE CORRELATION BETWEEN THE APPLICATION OF COMMUNICATIVE LANGUAGE TEACHING METHOD AND THE STUDENTS' SPEAKING COMPETENCE AT THE SECOND GRADE STUDENTS OF *SMA 1 CIREBON*

English as a foreign language in Indonesia has been taught as a school subject in education level, beginning from the elementary school until university. Students need to master on English. It is not an easy thing to do because students still have difficulties in learning English. In this thesis, the writer focuses on the students' speaking competence that relates to the lack of students in doing English discussion.

Looking forward the problem, the writer focuses on the Communicative Language Teaching method as a problem solving. Communicative Language Teaching involves being able to use the language appropriately in different circumstance. It can define as a communicative teaching methods which helping the students' out in speaking competence when they encounter real-life communication.

The aims of this research are to know the students' responses of the application of Communicative Language Teaching method, to know the students' speaking competence, and to know if there any significant correlation between the application of Communicative Language Teaching method and the students' speaking competence. The techniques of collecting data are observation, interview, test and questionnaire. The students' responses of the application of Communicative Language teaching method as X variable using questionnaire and the test of the students' speaking competence as Y variable is students' performance in English interaction by using Communicative Language Teaching method. The approach of the research is quantitative approach, the data is analyzed statistically by using Product Moment Correlation by Pearson and t observation (t_0).

The calculation shows that the result of X Variable is 40,56 and Y Variable is 79. The result of coefficient correlation (r_{xy}) is 0.44 means that is a high enough correlation. The value of r_{xy} is bigger than r_{table}. The result of t observation (t_0) is 2,69. The value of t_0 is bigger than t_{table} ($t_0 > t_{table}$), so the correlation between X and Y variable has a significant correlation.

The conclusion is that the research hypothesis of this thesis is received and the alternate hypothesis is refused. It means that there is a significant correlation between the application of Communicative Language Teaching method and the students' speaking competence. Accordingly, Communicative Language Teaching method can

be applied as one of teaching methods to improve students' speaking competence in *SMA 1 Cirebon*

Keywords: correlation, speaking competence, Communicative Language Teaching method

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CHAPTER I

INTRODUCTION

A. The Background of The Problem

Every language has two kinds of skills. The first one is the receptive skill which involves two aspects: understanding and reading; and the second one are the productive skill, which involves writing and speaking. The existence of language as one of tools to communicate is very essential. Language plays important roles in life to show and express what human think about and work with. Language can help human to have better social interaction between one and another. Accordingly, it is one of assignments for human to master in language. It is not only to have good understanding about the language theory itself, but also should master in the application in a real life.

Language is the institution whereby humans communicate and interact with each other by means of habitually used oral-auditory arbitrary symbol. According to in their linguistic analysis Bloch and Trager wrote (1942: 5) " A language is system of arbitrary vocal symbol by means of which a social group cooperates. " According to Longman Dictionary "The system of Human expression by means of words" According to Oxford Advance Learner's Dictionary of Current "The system of sounds and words used by human to express their thought and feelings"

Cora Lindsay with Pau Knight (2006: 27) defined language is a tool we use to communicate with other people. In addition, when a speaker conveys their idea, it's really means that listener should get what it meant. Krashen (Kotltler, 2002: 50) states "there is a difference between learning a language and acquiring one".

The latter occurs informally as children subconsciously develop language skills by listening to others and becoming aware of language in their surroundings. There are four areas of language proficiency. The two related to oral performance are listening and speaking, with the component parts of pronunciation, grammar, and vocabulary. It is in these areas that students first develop mastery. There is ready stimulation and much social motivation to understand speech, to carry on a conversation, and to be able to ask questions. However, it must be noted that for most people who are learning a second language, there is a silent period that takes place.

The two areas related to written performance include the ability to read and write. The corresponding component parts are spelling, grammar, and vocabulary. These areas take longer to develop. Students who lack proficiency in these areas have trouble in classes that focus on reading, such as history and literature courses.

When a person is learning English, he or she is learning not only the sounds of the language (phonology), how words are built (morphology), the meanings of the sounds (semantics), and the rules that govern the structure of the language (syntax), but also the particular situations in which these words would be used. The person also needs to know the social context –when and how to use it. Distinguishing when to use formal and informal expressions is as important as knowing grammatical rules and vocabulary words.

Students will acquire the language systems by listening to and observing other people, as well as by explanations. It is important to carefully plan lessons

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that involve students in speaking and writing activities with one another so they will have opportunities to develop purposeful expressions and increase their language ability.

As stated by Brooks (in Tarigan, 2008: 4) that speaking and listening are two-ways communication activity directly and face-to-face communication. Speaking is not only about the sounds or the words but also it is a tool to communicate the designed ideas. The main goal of it is for communication. So that is why speaking skill becomes one of important skills that should be mastered by students in the school. Students need to be able to interact with other people communicatively. Actually, Teachers also have important roles in a class. Teachers take role not only a master one who are able to convey all material to students but teachers are friends, Mather, Father, moreover complaining place for students so that they will easier to understand and to practice all materials. Honestly, the main point of studying is not merely to add the knowledge but the biggest goal is to change the student's behavior. In gaining that goal the teachers should have exact method. Method is a way. An example is in a war. When it happens, we need to prepare way or strategy and enough army and weapon to face it. To conquer enemy we need precise way or strategy, strong experienced army and enough weapon. All mean that victory is ours. That is an illustration that teaching, learning and goal are not allowed to neglect.

Teachers should create appropriate teaching method to gain the goal and to solve all obstacles. By having appropriate method it is super easy for teachers to guide students in gaining goal. Surely, they will be easier to improve their

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speaking competence and become communicative students. One of appropriate teaching methods or strategies to improve speaking competences is CLT method. Communicative activities that involve spontaneous speech in scenarios and situations that the learners are likely to find themselves in are frequently used to encourage authentic (or realistic) communication. Dialogues, if used, are not usually memorized but are allowed to occur more naturally and spontaneously.

The communicative language teaching (CLT) approach is currently one of the most popular in the field. It is an approach in which the focus is on communication and developing students' ability to communicate. In order to achieve this goal, CLT places great emphasis on helping students use the target language in a variety of contexts and situations. Its primary focus is on helping learners create meaningful communication rather than helping them develop perfect grammatical abilities or achieve native-like pronunciation. Successfully learning a foreign language is determined by how well learners have developed communicative competence. This term refers to a learner's ability to apply his or her knowledge of the language to communicate effectively. One example of communicative competences is to know how to use language for different purposes, such as apologizing or asking for permission. Another is to know how to use appropriate language in different settings, such as using formal or informal language. Another is to know how to continue communication despite limited communication ability. This can be achieved through the use of communication strategies such as asking someone to repeat or explain what they said and also, as the speaker, learning how to make better explanations. One other way of getting

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students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and…" (Harmer, 1984: 23)

For instance, the researcher thinks that SMA 1 Cirebon is the most appropriate place because it is the only state school which has international standard so the students will be more familiar with English. In addition, English is language which is used for communication in any subject. For the second reason, it because the English teacher are qualified in teaching English so the researcher thinks that it will help researcher to use CLT method there. Thus, the teachers can help in the research such as giving helpful recommendation and suggestion. The last reason is because of located of SMA 1 Cirebon is nearby researcher's home so it will be much easier to get it.

Dealing with the description above, the writer is interested to describe the correlation about the CLT method and the students' speaking competences clearly. This description is arranged into the research form under the title *"How are The Correlation between the Application of Communicative Language Teaching Method and the Student's Speaking Competences?"*

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B. The Identification of The Problem

The problem in this research is classified into the following sections:

1. The Field of The Research

   The field of the research from this thesis is speaking skill. It focuses on students' speaking competences in real life interaction

2. The Kinds of Problem

   The kinds of the problem are about the correlation between the application of CLT method and the students' speaking competences. The kinds of the problem are such as: students do not speak and practice English maximally in the classroom. This condition signalizes that students still doubt to speak up. They cannot express their ideas because they do not know how to say it grammatically. Lack of vocabulary also becomes one of problem. Another one is about students' confidence. Teaching learning process more focuses on the teacher means that teacher just gives students opportunity minimally to speak up and express their opinion. Indirectly, this condition also made teacher does not stimulate students' speaking competences.

3. The Main Problem

   The main problem of this thesis is to describe in detail how the correlation between the application of CLT method and the students' speaking competences.

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C. The Limitation of The Problem

The main problem of this thesis is the lack of students' competences in speaking. Therefore, the writer tries to apply CLT to help solving this problem.

D. The Questions of The Research

1. How are the students' responses towards the application of CLT method?
2. How are the students' speaking competences?
3. Is there any positive and significant the correlation between the application of CLT method and the students' speaking competences?

E. The Aims of The Research

The aims of the research are as follows:

1. To find out the students' responses of the application CLT method.
2. To find out the students' speaking competences.
3. To find out the positive and significant the correlation between the application of CLT method and the students' speaking competences

F. The Use of The Research

The research product hoped to be able to increase developing of language learning, especially in increasing the students' speaking competences through the application of CLT method.

The research is really expected usefully for

1. Teachers

   By using CLT is really expected can help many English teachers in teaching their students and make teaching process more interactive, innovative and communicative

2. Students

   By using CLT is really expected can help students to be able to study and to speak English much easily

3. Other researchers

   By using CLT is really expected can help other researchers for an useful reference in holding on further research

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