

**THE EFFECTIVENESS OF USING COMMUNICATIVE FEATURES IN TEACHING SPEAKING
TO THE EIGHTH GRADERS IN SMP N 1 SUKOREJO**

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Abstrak

Sari. M. V. (2008) berhasil meningkatkan kemampuan berbicara para siswa dengan menerapkan *information gap* dalam mengajar speaking. Tetapi tidak seperti penelitian yang sebelumnya, Peneliti ingin menggali lebih dalam tentang bagaimana meningkatkan kemampuan berbicara para siswa dengan menggunakan *Communicative Features*. Seperti yang dikatakan Morrow dalam Larsen-Freeman (2000) bahwa komunikasi yang sebenarnya memiliki tiga fitur: *information gap*, *choice*, dan *feedback*. Dengan demikian, ada satu pertanyaan inti dalam penelitian ini. "Sampai sejauh mana *communicative feature* efektif dalam meningkatkan kemampuan berbicara pada kelas delapan di SMP N Sukorejo? ". Penelitian ini termasuk dalam penelitian quantitative experimental karena ingin menguji teori dari Sari (2008). Ada dua kelas yang digunakan sebagai sampel dalam penelitian ini., VIII F sebagai kelompok eksperimen dan VIII D sebagai kelas kontrol. Kedua grup tersebut diberi *pre-test* dan *post-test*. Penelitian ini menggunakan tes lisan sebagai instrument. Tes oral ini ini digunakan untuk mendapatkan nilai dari para siswa. Hasil perhitungan dari t-test menunjukkan bahwa t-hasil 8.6 sementara t-tabel 2.042 dengan 58 (df). Hal tersebut menunjukkan bahwa ada perbedaan secara signifikan antara nilai *post-test* dari kelompok eksperimen dan kelompok kontrol. Dapat disimpulkan bahwa *communicative Features* adalah teknik yang efektif yang dapat digunakan untuk mengajar berbicara dikelas untuk kelas delapan. Peneliti menyarankan pada para guru untuk menggunakan *communicative features* untuk mengajar menulis karena besar kemungkinan untuk sukses karena *writing* adalah kemampuan produktif seperti berbicara.

Kata Kunci: *Berbicara, Communicative Features*

Abstract

Sari. M. V. (2008) successfully improves the students' speaking skill by implementing the *information gap* in teaching speaking. But unlike the previous study, the researcher would like to explore more about how to improve the students' speaking skill by using *Communicative Features*. As Morrow said in Larsen-Freeman (2000) that real communication has three features: *information gap*, *choice*, and *feedback*. Thus, there was one question as the basic of this research. "To what extent are *communicative features* effective in improving the speaking skill of the eighth graders in SMP N 1 Sukorejo?" This research is an experimental quantitative research because it is used to test the theory of Sari (2008). There are two classes as a sample in this research, VIII F as the experimental group and VIII D as the control group. Both groups were given *pre-test* and *post-test*. This researcher used oral speaking test as the instrument. The oral speaking test was used to gain the students' scores. The calculation result of the t-test showed that the t-value is 8.6 while the t-table is 2.042 with 58 degree of freedom (df). It means that there is significant difference between the *posttest* scores of experimental and control group. It can be said that *Communicative Features* is effective technique that could be used to teach speaking in the classroom for the eighth graders. The researcher suggests that the teachers use *Communicative Features* technique to teach writing because there is a big opportunity to be successful too since *writing* is a productive skill like speaking.

Keywords: Speaking, *communicative features*

INTRODUCTION

People can transfer information or messages and express their ideas and emotions with language. Language is also used to express everyone's hopes, ambitions, and thoughts. Moreover, language can serve the human needs in their communication in all sectors, such as industry, military, business, tourism, transportation, sports, international relations, and especially in education. English is spoken by millions of people all over the world. When we learn a language, there are four skills that we need for complete communication. When we learn our native language, we usually learn to listen first, then to speak, then to read, and finally to write. These are called the four "language skills". As any language, English consists of those four skills. Speaking is one of the basic skills that requires pronunciation, grammar, vocabulary, fluency, accuracy, comprehension and gesture improving, in order to build a good communication. These elements are needed to measure the capability of the students in speaking using appropriate technique. Nunan (2003, p. 48) said that speaking is the productive oral skill and it consists of producing systematic verbal utterances to convey meaning.

Many teachers teach student passively, they let the students only memorize the vocabulary, ask the students to open the exercise book, read the task, and then do the exercise. Then the teacher asks the students to write the words without asking the students to use it in real communication. Hence some students do not know the function of this language exercise. As a result, the students are not interested in the English learning process. They become passive in English learning and they are not able to speak. Therefore, this English teaching / learning process is not effective. The students need more opportunity to practice English and use it communicatively. Cook (1996, p. 90) suggests, such activities "force the students to use communication strategies whether they want to or not".

There are many methods that can be used to improve student's speaking skills. These methods should be interesting. One of them is by giving students information gap activity which might make the students interact easily in speaking activity. Based on the finding of previous study done by Sari (2008), implementing the information gap in teaching speaking, the students had a chance to be active and cooperative in learning speaking. The students' motivation to speak, to practice speaking, and students' achievement of speaking were improved. By providing information gap the teacher is able to improve the students speaking ability because it is an effective technique to apply in classroom. The students become comfortable to speak about everything. Teachers only give simple explanation about the activity and review the vocabulary needed for the activity. Students, on their turn, get an opportunity to develop their

communicative competence more freely. But unlike the previous study, the researcher would like to explore more about how to improve the students' speaking skill by using communicative features. As Morrow said in Larsen-Freeman (2000) that real communication has three features: information gap, choice, and feedback. Information gap is where two students or more work together where each has some parts of the answers to some kind of a problem or a question; they have to explain their part of the information to their partner so that they end up with all the information. Choice is where the students have an option in communication about what to say and how to say the sentences. While feedback is where the students give a response from a person they talk to. The researcher is sure enough that using communicative features can improve the students speaking skill. Based on this, the researcher will investigate the effectiveness of using communicative features in teaching speaking the eighth graders in SMP N 1 Sukorejo.

The objective of this study is to explore the effectiveness of using communicative features in improving speaking skill of the eight graders in SMP N 1 Sukorejo. This study will be useful for teachers who want to improve students' speaking skill. Beside it can be used as a variation in teaching speaking to the eight graders. The researcher hopes that this study will inspire every teacher of junior high school level to apply this technique to teach speaking at school.

METHODOLOGY

Research Design

This experimental study was conducted to find out the effectiveness of using communicative features in teaching speaking to the eighth graders in SMP N 1 Sukorejo. Before giving treatment to the experimental group, the researcher gave a pretest to the experiment and control groups to find out how the students' speaking skill was. Afterwards, the students were given a post test after the experimental group was given the treatment. So, it was clear that the experimental study is a scientific investigation in which a manipulation on independent variable is done (Ary, 1985:298).

The researcher of this study used two classrooms. One was the experimental group, and another one was the control group. The control group is the group who was taught without giving the treatment. While the experimental group is the group who was taught by giving the treatments which are communicative features. The researcher conducted the pretest to both groups to find out how their speaking skill was. Next, the researcher gave treatments to the experimental group. The experimental group was taught by using communicative features, while the control group was

taught by using the conventional procedure, that was, without using communicative features.

Population and Sample

Population is the generalization that consists of object or subject and has certain quality or characteristics which is determined by the researcher to learn and to make a conclusion. However, sample is only a part of the number of characteristics owned by the population. This is why the samples taken from the population has to be very representative because the conclusion made will be responsible for population as well.

The population of the study was the eighth grade students of SMPN 1 Sukorejo. The researcher chose the school because he is the alumnus in 2006 graduation. So, it is very necessary for the researcher to give a contribution or improvement to the school by conducting a research related to the English teaching at the school. The students of the eighth grade of SMPN 1 Sukorejo are the object of this study. In this study, there were two classes which were taken as the samples of the study. The classes were taken randomly. Before choosing the classes, the researcher asked the teacher about the average score of the classes. The teacher showed the researcher that the classes had average score that is almost similar.

Research Instruments

The instruments of this study were pre-test and post-test scores. The first instrument in this study was pre-test which was used to obtain the speaking scores from the students before the treatment. The students were asked to make a story based on the picture, what they do or everything in the picture. Then, they made a preparation about the story and tell to their friends in front of class or the other group. Second, there was post-test scores. The post-test scores were used to compare the significance different of students' ability after the treatment given. The topic was the same topic as the pre-test.

Data Collection Technique

The first data collection was started with a try-out test to examine the validity and reliability of the instruments. The data collection was started by a pre-test and ended by post-test. The pre-test was conducted to both experimental and control groups. The researcher did not give the test directly, but he gave the general explanation of the study at first, then, the test was done. The test was intended to know the students' ability in describing the story based on the picture and tell it to their friends in front of class or the other groups before treatments. The role of the researcher was the observer and investigator during the research.

The second phase was the implementation of treatments given to the experimental group. On the other hand, the control group was taught by the traditional procedure. The treatments were done three times to know their progress of speaking skill during treatments. Finally, the whole students from both groups were given post test which was held for both groups. The same with the pre-test, the students were asked to make a story based on the picture, what they do or everything in the picture. Then, they made a preparation about the story and tell to their friends in front of class or the other group.

Data Analysis Technique

The data in this research is analyzed in the quantitative way which means the data is described in the form of number. The data are analyzed based on the data collected from the instruments of the research. From the result of the pre test and post test that have been done by students, the researcher get the students' scores gained from the speaking test then the data analysis technique uses t-test formula.

RESULTS AND DISCUSSION

Results

The purpose of this experimental research was to find out whether Communicative Features are effective or not in teaching speaking to the eighth graders. The researcher took the data in SMPN 1 Sukorejo. The population in this research was the eighth graders, while from the random sampling had been found that VIII F class was the experimental group and VIII D class was the control group. In order to determine the students' speaking ability, a test was conducted. The test was subjective one in creating a story based on the picture, as it was noted that the most direct way to measure the students' speaking ability was to have them speak. This test was done in both of groups of sample in the population; experimental and control group.

The test itself was divided into two sections. They were pre-test and post-test. The researcher conducted pretest in order to get the students' scores that determine their speaking ability. This pre-test was done in both groups; experimental and control group. The post-test was held to know the improvements of the students' speaking ability after the treatments applied only to the experimental group, while the control group was taught by the traditional procedure. The post-test was also done in both groups of the students.

The data was in the form of the students' speaking scores. It gained from the experimental and control groups before and after the treatments. The different

scores can be positive (increase) or negative (decrease). The result of the calculation of the pre-test and post-test scores, the mean scores of the experimental and the control groups, and the t-value were presented in the following table

G	N	\bar{X}		d f	t-value		t
		Pre	Post		Pre	Post	
E	30	69.4	81.3	58	1.05 not significant	8.6 significant	2.0
C	30	67.6	69.5				

The table shows that the mean of the pre-test scores of the experimental group was 69.4 and the control group was 67.6. The mean of post-test scores gained from the experimental group was 81.3 and the control group was 69.5.

From the result of pre-test and post-test scores of the experimental group, we can see that the post-test scores were higher than the pre-test scores. It is 11.8 points higher. The table above shows us the students' overall scores between pre-test and post-test, that is the mean of post-test scores of the experimental groups was higher than that of the control group. In order to know whether there is a significant difference between the two groups, the researcher needs to calculate the standard deviation and the significance of the difference mean scores using t-test formula between the two groups.

The Calculation of T-test

After the researcher conducted the research which was giving the pre-test, treatments, and post-test, then the researcher calculated the difference means of pre-test and post-test scores between the experimental and control groups. To determine whether the result difference was significant or not between both groups, the researcher analyzed the data using t-test formula. Before it was done, the standard deviation of the two groups needs to be calculated first. From the result of the t-test calculation from the post-test from the experimental and the control group, the t-value was 8.6 with the 58 degree of freedom, while the t table was 2.042. In conclusion, the t-value was higher than the t-table. From the explanation above, it means that the difference of the post-test scores between the experimental and control groups was significant.

This study showed that there was a significant difference between the experimental group and control group. By using Communicative Features, the experimental group was easy to compose the recount text. It was true that Communicative Features could increase

the students' speaking ability of recount text. From the explanation above, it must be clear that Communicative Features is one of the effective technique that could be used to teach speaking in the classroom for the eighth graders.

Discussion

From the research, it was found that Communicative Features could increase the students' speaking skill. After conducting the research activity and analyze the data carefully, the result was done. The first result is about analyzing pre- test scores of experimental and control group. The pre- test scores of the two groups are different. After giving pre- test, the researcher gave treatment to the experimental group. For the experimental group, the researcher taught the students using Communicative Features, while for the control group, the researcher taught without using Communicative Features, it means that the researcher just gave the material as usual or using traditional way. Then, post- test were given to the students including experimental and control groups. The mean of post- test scores of experimental group is 81,3. The mean of experimental group is higher than the control one, which is 69,4.

For the experimental group, the mean of pre- test score was 69,4. It happened because the students had not been taught by using Communicative Features, while the mean of post- test score was 81,3. It happened because the researcher used Communicative Features in teaching speaking. So, it can be concluded that the null hypothesis which says that the use of Communicative Features is not effective to improve the speaking skill of the eighth graders in SMP N 1 Sukorejo is rejected, while the alternative hypothesis which stated that the use of Communicative Features is effective to improve the speaking skill of the students is accepted.

This result is in line with the previous study "Improving Students' Speaking Mastery Using Information Gap at The Second Year of SMP N 3 Kebakramat Karanganyar" which was conducted by Sari, M. V. (2008). By using Communicative Feature, the students became more active and cooperative in learning speaking. They have a chance to speak more and they seem speak freely because they don't have any anxiety or feel nervous having conversation and explaining the picture to their friends. That is why the students' achievement of speaking was improved.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the result of the study, it can be concluded that the scores of experimental group, who are taught by using Communicative Features are higher than those of the control group who are not taught by using Communicative Features. It is proven that the t- value of the post-test of the experimental group is higher than that of the control group. After the researcher calculates the post- test data, it was found that the value of t- test is higher than the t- table.

From those findings above, it can be said that the alternative hypothesis which stated that the use of communicative features is effective to improve the speaking skill of the eighth graders in SMP N 1 Sukorejo is accepted. If the researcher uses Communicative Features in teaching speaking, the students will have more chance to improve their speaking ability. In conclusion, it is clear that Communicative Features is one of the effective techniques that can be used to teach speaking in the classroom.

Suggestions

After doing the experiment, analyzing the data, and discussing the result of the data analysis, the researcher suggests that the teachers use Communicative Features as a technique to teach speaking because the result of this research shows that Communicative features is an appropriate technique to teach speaking.

Communicative Features technique gives a chance to the students to speak in front of their friends as much as possible in order to build the students' confidence in the use of target languages and to make the students easy to deliver their ideas. For the next, the researcher suggests that the teachers use Communicative Features technique to teach writing because there is a big opportunity to be successful too since writing is a productive skill like speaking.

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