Application of A Communicative Approach in Learning Speaking Skills in Class XI Students of SMA Jaya Negara Makassar

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ABSTRACT

This research aims to determine speaking skills by applying a communicative approach to class XI students at SMA Jaya Negara Makassar. This research is experimental research that uses a comparison between two groups, namely the experimental group and the control group.

The results of this research indicate that the learning outcomes in learning speaking skills for class Among the 21 experimental class students, there were 19 students who scored>75. In contrast to the learning outcomes in control class learning, it is categorized as inadequate because the scores obtained by students have not reached the set criteria, namely 85% of the total number of students who obtained scores <75. Meanwhile, the students' score only reached 4.8% or 1 person. Thus, it can be said that the learning outcomes in teaching speaking skills for class XI students at SMA Jaya Negara Makassar by applying a communicative approach are very effective.

Keywords: Communicative Approach, Speaking

INTRODUCTION

The role of communication is becoming increasingly vital in the current era of growing globalization. Increasingly rapid technology and science are opening up opportunities to communicate regionally. The main means of communication throughout Indonesia is the national or official language, namely Indonesian. Likewise, in the world of education in Indonesia, the language of communication used is Indonesian. In the educational curriculum, students are required to

master four aspects, namely listening skills, speaking skills, reading skills and writing skills. These four skills students are able to demonstrate their competence if the skills are carried out effectively.

One of the skills that is difficult for students to master is speaking skills. In fact, speaking skills are a communication activity that influences individual lives and also acts as a medium for uniting one another. Speaking competence in learning Indonesian is an effort to improve one's identity as a person who is able to express the desired ideas, opinions or notions. Tarigan (2015) said that speaking is a language skill that develops in a child's life which is only preceded by listening skills and it is during this period that the ability to speak or speak is learned. In the school environment, there are still many students who are less able to express ideas fully through speaking activities. Students are not confident when asked to speak or tell stories in front of classmates. This is possible because students have low mastery of the topics discussed so they are unable to master the things they want to say. As a result, the direction of the student's conversation is unclear and the discussion is not conveyed well.

The teacher's task is not just to present knowledge but to prepare situations that lead students to ask, do, observe, experiment, and discover facts or concepts for themselves. In this case, students must play an active role. If the teacher's role is more dominant, students will become passive so they will not develop motivation. Students should always be stimulated to always ask questions, think critically, and put forward convincing arguments in defending their opinions. The application of various methods in the teaching and learning process also requires a lot of speaking skills. The application of a communicative approach through the discussion method is an example of how to deliver lessons through exchanging ideas or solving a problem.

The application of a communicative approach in learning Indonesian is an approach that aims to create communicative competence that is based on the nature of language as a communication tool. According to Sukirman (2018), the communicative approach in learning Indonesian aims to create competence as a learning objective which is directed at language skill procedures consisting of listening, speaking, reading and writing. The communicative approach is a comprehensive design to systematically present language material so that there are no conflicting parts because all designs are based on a certain approach (Anthony, 1963).

RESEARCH METHODS
Types of research

The type of research in this research is experimental research. This is based on the opinion of Sugiyono (2016) that the experimental method is a research method used to find the effect of certain treatments on others under controlled conditions.

Research variable

This research variable consists of two, namely the independent variable and the dependent variable. The

independent variable of this research is the application of a communicative approach. The dependent variable is learning speaking skills.

Population and Sample

The population in this study were class XI students at SMA Jaya Negara Makassar with a total of 42 students. Meanwhile, in this study, the researcher determined sampling by total sampling, namely all class

Table 1. Sample Class XI SMA Jaya Negara Makassar

No.	Class XI Students	The number of students	Total
1	Experimental class	21 people	42 people
2	Control class	21 people	

Data analysis technique

This research uses qualitative descriptive data analysis techniques supported by quantitative data, namely describing speaking skills, reporting before and after the implementation of the action. The qualitative analysis used is in the form of observation results, field notes, and the results of assessing students' speaking skills before and after being given action.

RESEARCH RESULTS AND DISCUSSION

Research result

The research began with a pre-action test carried out by the researcher before giving the action to get an initial picture of the basic knowledge that students had in retelling the short story text they had read. The data obtained from the results of students' abilities in learning speaking skills (short stories) was then evaluated. After carrying out the evaluation, the researcher gave a score for each student's work to obtain figures which were then calculated using statistical calculations. Based on the evaluation scores for learning speaking skills (short stories), a data tabulation was made. Next, the data is processed using descriptive statistical calculations and parametric inferential statistics.

1. **Descriptive Statistical Data Analysis of Pretest Speaking Skills in Control Class**

This research began with a pretest carried out by the teacher. The raw score results of students' abilities in learning speaking skills are shown in the following table:

Table 2. Pretest Evaluation Results of the Ability of Class XI SMA Jaya Negara Makassar Students in Learning Speaking Skills in the Control Class

No.	Sample Code	Rated aspect					Mark
		Word Accuracy (20)	Fluency (10)	Intonation (20)	Expressions (30)	Conformity of the story with the content of the short story (20)	
1	01	10	5	15	20	10	60
2	02	15	5	10	20	15	70
3	03	10	5	15	20	20	70
4	04	5	5	10	20	10	50
5	05	10	5	15	20	10	60
6	06	10	5	15	20	20	75
7	07	5	5	20	20	15	65
8	08	5	5	20	20	15	65
9	09	10	5	10	20	20	70
10	010	10	5	10	20	20	70
11	011	10	5	15	20	10	60
12	012	10	5	15	20	15	65
13	013	10	5	15	20	20	70
14	014	10	5	10	20	10	55
15	015	10	5	15	20	10	60
16	016	10	5	15	20	10	60
17	017	5	5	15	15	10	50
18	018	10	5	15	15	10	55
19	019	10	5	15	20	10	60
20	020	10	5	15	20	10	60
21	021	10	5	15	20	15	65
Amount							1,315
Average							62.61

XI Students of SMA Jaya Negara Makassar in the Control Group Pretest

Based on this table, it can be seen that the level of ability of class

The classification table for the level of mastery of speaking skills for class XI SMA Jaya Negara Makassar students can be seen in the table below:

Table 3. Classification of the Level of Completeness of Speaking Skills for Class

Mark	Frequency	Percentage (%)	Category
Value <75	3	14.3%	Complete
Value >75	18	85.7%	Not finished
Amount	21	100%	

Based on this table, it can be concluded that the criteria for complete speaking ability of class XI students at

SMA Jaya Negara Makassar in the control class pretest have not reached the sufficient category. This is proven by the scores obtained by students that have not reached the criteria for student ability level, namely 85%.

Table 4. Posttest Evaluation Results of Class XI Students' Ability at SMA Jaya Negara Makassar in Control Class Speaking Skills

No.	Sample Code	Rated aspect					Mark
		Word Accuracy (20)	Fluency (10)	Intonation (20)	Expressions (30)	Conformity of the story with the content of the short story (20)	
1	01	10	5	20	20	20	75
2	02	10	5	20	20	15	70
3	03	10	5	15	20	20	70
4	04	10	5	15	20	20	70
5	05	10	5	15	15	20	65
6	06	10	5	15	15	20	65
7	07	10	5	15	15	20	65
8	08	10	5	15	20	10	60
9	09	10	5	15	20	20	70
10	010	10	5	15	20	20	70
11	011	10	5	15	15	15	60
12	012	10	5	15	20	20	70
13	013	10	5	15	20	20	70
14	014	10	5	15	10	10	60
15	015	5	5	15	20	15	60
16	016	10	5	15	20	15	65
17	017	10	5	15	20	10	60
18	018	10	5	15	20	15	65
19	019	10	5	20	20	15	70
20	020	10	5	20	15	15	65
21	021	10	5	15	20	20	70
Amount							1,395
Average							66.42

Based on this table, it can be seen that the level of ability of class The classification table for the level of mastery of posttest speaking skills for class XI SMA Jaya Negara students

without applying the control group's communicative approach is as follows:

Table 5. Classification of posttest speaking skill mastery level scores for class XI SMA Jaya Negara students without applying a communicative approach to the control group

Mark	Frequency	Percentage (%)	Category
Value <75	1	4.8%	Complete
Value >75	20	95.2%	Not finished
Amount	21	100%	

Thus, it can be said that the criteria for completing the speaking skills of class XI students at SMA Jaya Negara Makassar without implementing a control group are not adequate. This is proven by the results obtained by students, namely that a score of 75 and above has not yet reached the criteria for student ability level, namely 85%.

2. Descriptive Statistical Analysis of Students' Pretest Scores on Experimental Class Speaking Skills

This research began with a pretest carried out by the teacher. The initial test is intended to get an initial picture of students' knowledge in speaking skills (short stories) as shown in the following table:

Table 6. Pretest evaluation results of the abilities of Class XI SMA Jaya Negara Makassar students in speaking skills (short stories) in the experimental group

No.	Sample Code	Rated aspect					Mark
		Word Accuracy (20)	Fluency (10)	Intonation (20)	Expressions (30)	Conformity of the story with the content of the short story (20)	
1	01	10	10	15	20	15	70
2	02	15	10	10	20	15	70
3	03	10	10	15	20	10	65
4	04	10	10	15	15	20	70
5	05	10	10	20	15	10	65
6	06	10	10	15	20	10	65
7	07	10	5	20	20	15	70
8	08	10	5	15	20	20	70
9	09	10	10	10	15	20	65
10	010	10	10	15	20	15	70
11	011	10	10	20	20	10	70
12	012	10	10	20	20	10	70
13	013	5	5	15	20	155	50
14	014	15	10	10	20	10	65
15	015	10	5	20	20	15	70
16	016	10	10	20	20	15	75
17	017	10	5	20	10	10	55
18	018	10	10	20	20	10	70
19	019	10	5	10	25	10	60
20	020	10	5	15	20	20	70
21	021	10	10	15	20	20	75
Amount							1,410
Average							67.14

Based on this table, it can be seen that the level of ability of class. The following is a classification table for the level of speaking skills of class XI SMA

Jaya Negara Makassar students in the experimental pretest.

Table 7. Classification of the level of speaking skills of class XI SMA Jaya Negara Makassar students in the experimental pretest

Mark	Frequency	Percentage (%)	Category
Value <75	3	14.3%	Complete
Value >75	18	85.7%	Not finished
Amount	21	100%	

From this table it can be concluded that the criteria for mastery of speaking skills in retelling short story texts for class XI students at SMA Jaya Negara Makassar in the experimental class pretest were inadequate. This is proven by students who get a score of 75 and above who have not yet reached the student ability level of 85%.

3. **Descriptive Statistical Analysis of Students' Posttest Scores on Experimental Class Speaking Skills**

Table 8. Posttest Evaluation Results of Class XI Students' Ability at SMA Jaya Negara Makassar in Experimental Class Speaking Skills

No.	Sample Code	Rated aspect					Mark
		Word Accuracy (20)	Fluency (10)	Intonation (20)	Expressions (30)	Conformity of the story with the content of the short story (20)	
1	01	15	10	20	30	20	95
2	02	15	10	10	20	20	75
3	03	10	10	20	20	20	80
4	04	10	5	20	25	20	80
5	05	15	10	10	20	20	75
6	06	10	10	20	20	20	80
7	07	15	10	10	20	20	75
8	08	10	10	20	25	20	85
9	09	10	10	15	20	20	75
10	010	10	10	20	20	20	80
11	011	15	10	15	20	20	80
12	012	10	10	20	20	20	80
13	013	10	5	15	15	20	65
14	014	10	10	20	20	20	80
15	015	15	10	15	20	15	75
16	016	10	10	20	20	20	80
17	017	20	10	15	20	20	85
18	018	20	10	10	20	15	75
19	019	10	10	20	20	20	80
20	020	10	10	10	20	20	70
21	021	10	10	20	20	15	75
Amount							1,645
Average							78.33

Based on the description of the table, it can be seen that the level of ability of class.

This can be observed in table 8 below:

Table 9. Classification of the Level of Completeness of Speaking Skills of Class XU Students at SMA Jaya Negara Makassar by applying the experimental class communicative approach

Mark	Frequency	Percentage (%)	Category
Value <75	19	90.5%	Complete
Value >75	2	9.5%	Not finished
Amount	21	100%	

Based on this table, it can be seen that the completeness of the speaking skills of class

4. Inferential Test of the Effectiveness of Implementing a Communicative Approach in Learning Speaking Skills for Class XI Students of SMA Jaya Negara Makassar Experimental Class.

a. Normality test

The normality test used in this research is the Sminorf colmogoroph test with the criteria that if the significant value is p>0.05, then the data is declared to be normally distributed, but if the significant value is p<0.05 then the data is declared not to be normally distributed (Priyatno, 2008). The normality test results obtained a value of p=0.200 for the experimental group and p=0.002 for the control group. This shows that p>α=0.05. This means that the data on student learning outcomes scores from both groups (experimental and control groups) in analyzing speaking skills in class XI SMA Jaya Negara Makassar comes from a normally distributed population.

b. Homogeneity Test

The criterion for the homogeneity test is that if the significant value is >0.05, then the data is declared not homogeneous. Test the homogeneity of variance of the population of data on speaking learning outcomes in interviews for this research population using the Text of Homogeneity of Variances. Calculating the homogeneity of population variance, the value of p=0.883 is obtained, where p>α, α=0.05. The results of these calculations concluded that the population variances were the same (homogeneous).

c. Hypothesis Test (t) s

The gain score obtained was then analyzed using an independent t test so that the data analysis results showed that the t value = 2.134 with a significance (p) of 0.039. Hypothesis testing rules are used if p>0.05. The conclusion is that the hypothesis is accepted so that there is a significant difference between classes that use a communicative approach and those without a communicative approach. Thus, an effective communicative approach is applied in learning speaking skills for class XI students at SMA Jaya Negara Makassar.

Discussion

The phenomena experienced by students in speaking skills have an impact on the evaluation of learning outcomes. It is known that the frequency

and percentage of students' ability to analyze speaking skills is 1 student (4.8%) who obtained a score of 75 and above. Thus, it can be stated that the speaking skills of the control group students (without applying a communicative approach were not adequate).

This is different from the phenomenon that occurs in learning speaking skills using a communicative approach. It seems that all students are active in this learning process. The ability to understand the material is considered very good. The teacher as director and instructor has explained in more detail the implementation of the communicative approach in learning. This has a positive impact on the grades obtained by students. Likewise with learning completeness with an average score reaching the criteria for completeness of students' speaking skills by applying a communicative approach. This is proven by the scores obtained by students who got a score of 75 and above reaching the criteria for student ability level, namely (95.7%).

Table 10. Comparison of Learning Results for Speaking Skills in Classes That Do Not Apply the Communicative Approach and Those That Use the Communicative Approach

Comparing Aspects	Not Using a Communicative Approach	Applying a Communicative Approach
Mean (average value)	65	65
Minimum lowest value	60	75
Maximum	75	95
Completeness with a score of 70	60-75	75-95

Based on the results of the analysis of speaking skills test data for class XI SMA Jaya Negara Makassar, it was concluded that the Communicative Approach was effectively used. This is stated based on research results which show that speaking skills increase. This statement is supported and strengthened based on the results of test calculations. Comparison of the results of the abilities of the control and experimental groups shows that the tcount value > ttable value. This shows that the proposed research hypothesis is accepted.

CONCLUSION

The results of learning speaking skills without applying the communicative approach learning model have not reached the criteria for completeness applied, namely only 4.8% who obtained a score of 75 and above. The results of learning speaking skills for class This is stated because the scores obtained by students reach the criteria applied, namely reaching 90.5% who get a score of 75 and above. Comparison of the results of the abilities of the control class and the experimental class shows that the tcount value > ttable value. This shows that the proposed research hypothesis is accepted.

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