

## CHAPTER I

### INTRODUCTION

This chapter presents an overview of the research that consists of research background, research questions, research purposes, research significances, rationale, hypothesis, methodology, and data analysis.

#### **A. Background of the Study**

In a foreign language learning including English, four language skills are introduced and they should be mastered. However, among the four language skills (reading, listening, writing and speaking) speaking skills is given more emphasis. According to O'Malley and Pierce (1996), speaking is an important skill that a learner should acquire. The student-failure to master speaking skill may prevent them from a successful communication. They can not express their ideas even in a simple form of conversation.

Based on the preliminary observation in SMP Muhammadiyah 10 Bandung, some speaking skill problems were identified. For example, the students are difficult to understand what the teacher says. Besides, their pronunciation is poor. Consequently, they are difficult to communicate in English.

Hedge (2008) states that the language activities are important factors in teaching language for communication. The activities help create interactions in the language classroom. According to Phisutthangkoon (2012), speaking skill can be taught to learners through communicative activities. Therefore, this research aims

to improve students' speaking skill in junior high school level at students' of Junior High School Muhammadiyah 10 Bandung by using communicative activities.

There are some previous researches conducting the same topic as this research. Effendi (2016) conducted research regarding communicative activities to improve students' speaking skill. The problem of study is to find out the students' communicative competence as the goal of learning English in Junior High School. The method used in the study is mix method and the result of this research showed that there were some improvements of students' speaking skills. Meanwhile, another research conducting by Hidayat (2009) the research regarding improving students' speaking ability through communicative activities. The problem of the study is to find out the students' speaking ability and the students' motivation in learning speaking. The method used in the study is quantitative method and the result showed that the students' speaking ability improved.

The present research takes the similarities and differences with the previous studies. Eventhough, the method used are similar with others, this research takes a different in regarding to the case that correlated between communicative activities and speaking skills, and how the impact communicative activities to improve student speaking skills. Therefore, the research is entitled **The Use of Communicative Activities to Improve Students' Speaking Skill.**

## **B. Research Questions**

According to the background above, this research frames the following research questions to be investigated:

1. What is the result of students' speaking skill before using communicative activities ?
2. What is the result of students' speaking skill after using communicative activities ?
3. How significant is the difference of speaking skill between before and after being exposed with communicative activities ?

## **C. Research Purposes**

This study of the research is intended to explore students enhancement regarding to the research, as follows:

1. To find out the students' speaking skill before using communicative activities.
2. To find out the students' speaking skill after using communicative activities.
3. To reveal the significances of using communicative activities.

## **D. Significances of Reasearch**

This research is formulated as an effort of finding some uses. The use of this research are :

1. Theoretically, the result of the research can contribute useful information for the future classroom action research with the similar problem of speaking ability and also it assists them to solve their problem in speaking ability.
2. Practically, the result of this reseach can be as information to the teacher that communicative activities can be applied in improving the students' speaking ability.

### **E. Rationale**

Speaking skill is one of the basic language skills that play an important role for communication rather than other skills due to its significance. It is a form of communication. It is important that what a speaker says is conveyed in the most effective way (Jones, 1989). So, based on that opinion, speaking is realized as communication. Therefore speakers are required to be able to express what they want to say as effectively as possible in order to convey the message.

Communicative activities are any activities that support and require a learner to speak and listen to other learners in the classroom (Moss & Ross-Feldman, 2003). Characteristics of the activities may have encouraged interaction among the students in the language classroom. This could afford opportunity for language practice.

According to Morrow (1981), there are three elements in communicative activities: information gap, choice, and feedback. First, information gap encourage exchanging of information and negotiation of meaning between the speaker and the listener. Second, choice points to how speakers can use language

in a variety of ways. The last is feedback which refers to the response from interlocutors which can determine the success of language use.

Communicative activities can motivate the classroom and prepare the learners for real life interaction ( Gower, Philips & Walters, 2005). According to Thornbury (2008) characterizes the communicative activities motivate students to complete specific outcome and express language without any restriction. It requires the interaction between the participants in order to achieve the task.

Communicative activities are the last stage and are important in the teaching of speaking because when the teacher uses communicative activities, the learners can do their best to use the language as individuals because Harmer (1985) states that teaching speaking can be divided into three major stages, introducing new language, practice and communicative activities.

According to Liao (2000), communicative activities refer to the classroom activities that provide a genuine information gap and make it possible for language learners to communicate with target language in communicative language teaching approach. This is supported by Harmer (2007) statement that in conducting a communicative activity, the context should be focused on meaning not the form. While the students are involved in an activity, there should be no teacher intervention. Students can practice using the language among their group members.

## F. Research Methodology

### 1. Research Method

This research uses quantitative method. Quantitative research involves the collection of data so that information can be quantified and subjected to statistical treatment in order to support or refute alternate knowledge claims (Cresswell,2003). This research uses quantitative method because the researcher wants to know the influence of communicative activities, which is the researcher doing an experiment and apply the communicative activities in teaching speaking to find out the data. This study has one class for collecting data. There are pre-test and post-test to collect the data. Treatments are conducted in the process of collecting data in the class.

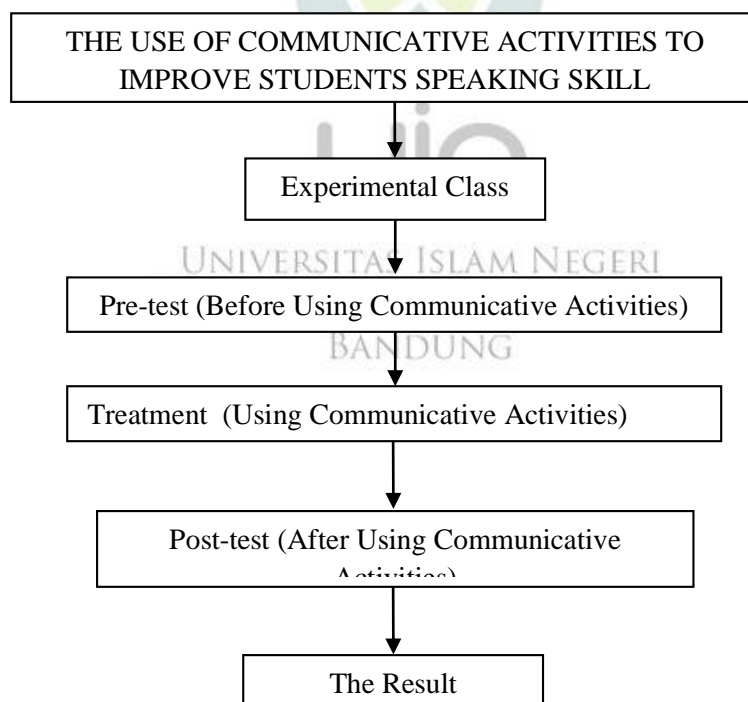


Figure 1.1 Research Scheme

The scheme above is as guideline in doing the research. Firstly, students are given a pre-test before they are given a treatment. Secondly, students are given treatments by using communicative activities, the treatments is four meetings. Thirdly, after students given treatments, they do the post test. The last, comparing the result of pre-test and post-test.

## **2. Research Site**

This research was conducted at Junior High School Muhammadiyah 10 Bandung. The researcher chooses the school because it is appropriate with research background. Most students are lack of speaking skill in English.

### **a. Population**

A population is grup of individuals who have the same characteristic According to Fraenkel and Wallen (1990) the population refers to all the members of particular group. It is a group of interest to the researcher, the group of whom the researcher would like to generalize the result of a study. The population of the research is the ninth grade student of Junior High School Muhammadiyah 10 Bandung. There are 130 students from 4 classes where each class consists of 30-33 students.

### **b. Sample**

Sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population (Cresswell, 2012). Probability sampling is used by the researcher as a sample before this research is going to decide the technique of sample. This researcher selects individuals

from the population who are representative of that population. Moreover, the researcher chooses one class that will be used to observe. It supported by Arikunto (2010, 131), suggested that if population is less than 100 we can take all, but if population is more than 100 the sample in between 10%-15% or 20%-25%. Thus, for this research there is only 1 class (10%) from 4 classes which the class consists of 30 students that will be used as the sample.

### **3. Sampling Techniques**

In choosing the sample for the study, the research used nonprobability sampling that the participants are available to be studied (Creswell, 2012). Meanwhile, according to Sugiyono (2009) in the nonprobability sampling has six types, one of them is purposive sampling that based on the consideration. Then the researcher choose purposive as a sampling technique.

### **4. Technique of Collecting Data**

This research will use test to collect the data. There are pre-test and post-test to study the improving students' speaking skill before and after they studied with communicative activities.

### **G. Research Prosedure**

There are several steps to conduct the quantitative data collection. The data are collected by validity, pre-test, post-test instrument.

#### **1. Validity of Test**



Instrument is considered valid if it is measure to test what should be tested. It is a measure that indicates level test. The instrument whose valid refers to the extent to which an instrument measures what is supposed to measure (Wiersma and Jurs, 2009).

**a. Validity**

Validity is the extent to which any measuring instrument measures what it is intended to measure (Thatcher, 2010) It explained that before the instruments tested to the object of observation, it should be measure that the instrument is measure through tested it to the other object. Three types of validity was described in the table 1.1 (Heale et al, 2015).

**Table 1.1 Types of Validity**

Type of Validity	Description
Content Validity	The extent to which a research instrument accurately measures all aspects of a construct.
Construct Validity	The extent to which a research instrument (or tool) measures the intended construct.
Criterion Validity	The extent to which a research instruments that measure the same variables.

**Table 1.2 Correlation Coefficient Criterion of Validity Instrument**

<b>Correlation Coefficient</b>	<b>Correlation</b>	<b>Validity Interpretation</b>
$0.90 \leq r_{xy} \leq 1.00$	Very High	Very Accurate/Very Good
$0.70 \leq r_{xy} \leq 0.90$	High	Accurate/Good
$0.40 \leq r_{xy} \leq 0.70$	Medium	Fair Accurate/Fair Good
$0.20 \leq r_{xy} \leq 0.40$	Low	Not Accurate/Bad
$r_{xy} \leq 0.20$	Very Low	Very not Accurate/Very Bad

**b. Realibity**

According to Twycross and Shields (2004) the instrument is called reliable if consistent results have been obtained in identical situations but different circumstances. Besides, According to Lestari and Yudhanegara (2015) reliability of an instrument means the constancy of the instrument which will give the same result or if it is not significant different although it was given to the same subject but for different sample which in different time, or in the different place. The reliability degree was showed in the table

1.3 (Guilford, 1956) as follows:

**Table 1.3 Correlation Coefficient Criterion of Reliability Instrument**

<b>Correlation Coefficient</b>	<b>Correlation</b>	<b>Reliability Interpretation</b>
$0.90 \leq r \leq 1.00$	Very High	Very Accurate/Very Good

$0.70 \leq r \leq 0.90$	High	Accurate/Good
$0.40 \leq r \leq 0.70$	Medium	Fair Accurate/Fair Good
$0.20 \leq r \leq 0.40$	Low	Not Accurate/Bad
$r \leq 0.20$	Very Low	Very not Accurate/Very Bad

**c. Pre-test**

Cresswell (2012) stated that pretest provides a measure on some attribute or characteristics that you assess for participants in an experiment before they receive a treatment. This is the first measure of the condition students at ninth grade student of Junior High School Muhammadiyah 10 Bandung in speaking skill. The researcher will ask student to retell a story of narrative text.

**d. Treatment**

In this process the researcher physically intervenes to alter the conditions experienced (Cresswell, 2012). In this case, the experimental class is given a treatment, in this process the researcher will teach by using communicative activities in the experimental class in several times but in the same material.

The treatment were divided into four meetings. The first meeting will use communicative activities. Communicative activities in the form of pre-communicative activities that use games to conduct the material. The second meeting will use giving feedback to and appreciation for students' performance. The third meeting will conduct reading aloud, and the last meeting will conduct acting from a script.

#### **e. Post-test**

According to Creswell (2012) posttest is a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment. It would be assessing students' speaking skill using three communicative activities at the end after the experimental treatment. But it also will be seen before taught using three communicative activities.

#### **H. Hypothesis**

Hypotheses are statements in quantitative research in which the investigator makes a prediction or a conjecture about the outcome of a relationship among attributes or characteristics (Creswell, 2012).

This research has two variables, the speaking skills as the variabel X and communicative activities as variabel Y. The hypotheses of the study are proposed in terms of null hypotheses ( $H_0$ ) and alternative hypotheses ( $H_a$ ). They are follows:

1. Null Hypothesis ( $H_0$ ); There is no significant improvement of the student speaking ability after using communicative activities.
2. Alternative Hypothesis ( $H_a$ ); There is significant improvement of the student speaking ability after using communicative activities.

#### **I. Data Analysis**

Data analysis in research is an important part in the research process, because with this analysis, the existing data would seem useful, especially in solving

problems and achieve the objectives of the research study. (Suryana and Priatna, 2009).

### **1. Mean Analysis**

Mean is obtained by summing the data of all individuals in the group and then divided by numbers of the group (Sugiono, 2007). It used to get the average between pretest and posttest.

#### **a. Before**

After the pre-test data collected, the next step is to find the mean of the data. This research used the Microsoft Excel program to find the mean of the pretest data.

#### **b. After**

The next step is to find the mean of the post-test data. This data also used Microsoft Excel program to find its mean. After the two means of each pre-test and post-test data were found, the writer compared them to find the significance of student ability before and after they learn speaking skill with communicative activities.

#### **c. Significance**

After collecting the data from the pre-test and the post-test, the data can be analysed to know the development of students' speaking skill after the implementation of communicative activities. To know the improvement of the students' speaking skill, normal gain ( $d$ ) is used with the formula:

$$\text{Gain} = \frac{(\text{score of post-test}) - (\text{score of pre-test})}{n(100) - \text{score of Pre-test}}$$

**Table 1.4 Determining Gain**

Percentage	Degree
0 – 0.3	Low
0.3 – 0.7	Medium
0.7 – 1	High

### 1. Normality

According to Santoso (2010), Normality test is a test which conducted to discover whether the data is normal or not. The data should form a bell-shaped. This discovery is important because it determined the statistics test method to calculate the research data.

Then, if the data is distributed normally, this study will use  $t_{\text{test}}$  to test the hypothesis. The formula is:

$$t = \frac{Md}{\sqrt{\frac{\sum d^2 - \frac{(\sum d)^2}{n}}{n(n-1)}}$$

(Subana & Sudrajat, 2005)

Explanation:

$M_d$  = the average from the gain between the pre-test and the post-test

$d$  = score gain of the post-test toward the pre-test of each object

$n$  = number of subjects

To calculate the  $t_{\text{table}}$ , first determine the degree of freedom:

df = n-1 (the significancies  $\alpha = 0.05$ )

The testing criteria are:

- a. If  $t_{test} > t_{table}$ ,  $H_a$  is accepted and  $H_0$  is rejected, it means that there is a significant improvements of communicative activities to improve students' speaking skill.
- b. If  $t_{test} < t_{table}$ ,  $H_a$  is rejected and  $H_0$  is accepted, it means that there is no significant improvement of communicative activities to improve students' speaking skill.

Whereas, if the data distribution is abnormal. This study will use Wilcoxon test. The formula is:

$$W = \frac{n(n+1).(2n+1)}{4} X \sqrt{\frac{n(n+1).(2n+1)}{24}}$$

(Kariadinata & Abdurahman, 2012)

Explanation:

N = number of subjects

X = 2.5758 for the significancies 1%

X = 1.96 for the significancies 5%

The criteria are:

- a. If  $W_{count} < W_{table}$ , it means  $H_a$  is accepted and  $H_0$  is rejected, it means that there is a significant improvements of communicative activities to improve students' speaking skill.
- b. If  $W_{count} > W_{table}$ , it means  $H_a$  is rejected and  $H_0$  is accepted, it means that there is no significant improvements of communicative activities

to improve students' speaking skill. Moreover, to test the normality this study will use Chi square formula.

To calculate whether the data distribution is normal or not, the formula is:

$$X^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

Notes:

$X^2$  = Chi square

$O_i$  = Observation Frequency

$E_i$  = Expectation Frequency

Calculating  $X^2_{tabel}$ , and also determining the degree of freedom.

Df = k - 3, with significancies  $\alpha = 0.01$

Explanation:

K = the amount of interval class

The criteria of the data distribution normality are:

- a. If  $X^2_{Count} < X^2_{Table}$ , it means the data distribution is normal
- b. If  $X^2_{Count} > X^2_{Table}$ , it means the data distribution is abnormal

Then, to find  $O_i$  and  $E_i$ , for both pre-test and post-test score. This study will use several steps as follows:

1. Calculating the range of the data

R = the highest score - the lowest score + 1

Calculating the class interval

$K = 1 + (3.3) \log n$

2. Calculating the length



$$P = \frac{R}{K}$$

3. Calculating the mean

It used to know the average of the data between pretest and posttest

$$\bar{x} = \frac{\sum f_i x_i}{\sum f_i}$$

4. Calculating standard deviation

It used to reveal the amount of sample variety that researcher get. If the researcher get higher the standard deviation value it means the variety of sample is higher too, and if the standard deviation value is lower it means the variety of sample also low.

$$S = \sqrt{\frac{\sum f_i (X_i - \bar{X})^2}{(n - 1)}}$$

5. Calculating Z score

It used to know for more detail the position skor in a distribution.

$$Z = \frac{bk + \bar{x}}{SD}$$

(Sugiyono, 2011)

**Table 1.5**

**Table of The Normality Test**

Interval	B <sub>k</sub>	Z <sub>count</sub>	Z <sub>table</sub>	Li	Ei	Oi	Oi-Ei	$x^2 = \frac{(O_i - E_i)^2}{E_i}$

In summary, the formula above is to find the normality of the data, and then it will be used to test the hypothesis as stated before, if the data is normal, the  $t_{\text{test}}$  will be used. Moreover, if the data distribution is abnormal, the  $wilcoxon_{\text{test}}$  will be used.

