

**THE APPLICATION OF COMMUNICATIVE LANGUAGE TEACHING
APPROACH VIA SHORT MOVIES IN THE SPEAKING PRACTICE
AT THE ELEVENTH GRADE STUDENTS OF SMKN 2 PACITAN
IN THE ACADEMIC YEAR OF 2018/2019**

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Abstract: This research was intended to prove the effectiveness of communicative language teaching approach via short movies to improve speaking practice at the eleventh grade students of SMKN 2 Pacitan in the academic year of 2018/2019. This research aimed to find out whether communicative language teaching approach via short movies can improve speaking practice and revealing the responses in studying English speaking practice. This research was conducted by using Classroom Action Research (CAR). The researcher took two cycles. In each cycles consisted of two meetings. Each cycle had four steps: Planning, Acting, Observing, and Reflecting. The researcher used quantitative and qualitative method. The subject of this research was the eleventh grade students of SMKN 2 Pacitan in XI PM 1 class which consisted of 31 students. They were 11 boys and 20 girls. The research instruments, the researcher used observation, documentation, interview sheet, and test. The result of the research showed that there was increased in their speaking skill. The used of communicative language teaching approach via short movies aids improved the students speaking interest. In analyzing data, the mean of students' score of Pre – test was 66,29%, it improved to 75,94% in cycle I and improved to 83,32 in cycle II. The response of the students, they were active and had participation in speaking practice during teaching and learning process. The students were happy and enthusiastic in joining the speaking practice in the classroom.

Keywords: *Communicative Language Teaching, Speaking Practice, CAR*

INTRODUCTION

Speaking is one way to communicate which ideas and though a message orally. To enable students to communicate teacher need to apply the language in real communication. According to Gert and Hans (2008:207) said that speaking is speech or utterance with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions.

Meanwhile, according to Harmer (2007) speaking is a skill which becomes the important part of daily life that it is way for people to create social relationship as human being. It means, Speaking is important for them to practice their capability and their understanding, how to send idea and how to spell word well. In this case the students' motivation and interest were very needed to make the process of their understanding more easily.

Based on the observation was done in SMKN 2 Pacitan, the researcher found the students difficulty in speaking production. Student was difficulties in speaking like students difficulty in pronunciation English words by making some errors. The limited vocabulary then students do not have ideas to talk. The limited ability of grammar then the students was difficult to speak with the correct grammar. Student was less fluent in speaking English and it is less content.

Thus, to solve this problem the researcher used an approach to teaching speaking. One of approach was used to communicative language teaching approach can help improve students' ability to speak. According to Harmer (1998:85) communicative language teaching approach is focuses on real oral communication with variety of language without too focus on form of grammatical patterns if distinguished with non – communicative activities which only focus on how to construct the sentences that based on terms of grammatical during learning process of English. Meanwhile, Richard and Rodger (1999:69) said the goal of language teaching is to develop communicative competence. Communicative language teaching approach gives students chance to speak more and makes the situation become interactive.

The advantages communicative language teaching approach is develop students speaking skill. Students more active to express the most appropriate functions to communicate. Brown (2001:43) stated that CLT could improve communicative competence which included grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. So that, communicative language teaching approach gives the students opportunities to participate actively in teaching learning process. To support communicative language teaching approach the researcher was used short movies in teaching learning activity.

Short movie is kind of media that will make students interested. From the short movie the students automatically learn about the foreigner culture and know how the foreigners pronounce the words. By using short movie as media, English was not considered as difficult and boring knowledge. The students have more opportunity to practice and develop their speaking.

The researcher aims to improve speaking practice by using communicative language teaching approach via short movies at the eleventh grade students of SMKN 2 Pacitan in the academic year of 2018/2019. Teaching speaking was need interesting

approach to apply in the classroom. According to Daisy (2015) communicative language teaching is an approach to the teaching of second and foreign languages that emphasizes interaction as both the means and the ultimate goal of learning a language. It can support their teaching and learning process of speaking practice. This approach was makes the students' more active, easily in understand of the material, and gave opportunities to practice speaking frequently.

RESEARCH METHOD

Research Design

The method which used in this research was Classroom Action Research (CAR). Mills (2003:5) stated that action research is a systematic inquiry conducted by the teacher or researcher to gather information about how well their particular school operates, how well they teach and how well their students learn. It means, the purpose of action research is to improve the quality teaching and learning process. The data which was collected by the researcher used quantitative and qualitative method. Quantitative data analysis used mean as a technique to describe of speaking skill based on average score of students. While qualitative data analysis used data from observation the observation in teaching and learning process.

Place of the Research

The setting of the research was at SMKN 2 Pacitan. It was located on Walanda Maramis Street 47, Banean, Sidoharjo, Pacitan Subdistrict, Pacitan Regency, East Java.

Time of the Research

The research was conducted on 11th March until 8th April 2019.

Subject of the Research

The subject of the research was the eleventh grade students of SMKN 2 Pacitan in the academic year 2018/2019. The total of the students' were 31 students'. They are 11 boys and 20 girls.

Research Instrument

The research instruments, the researcher used observation, documentation, interview sheet and test.

Technique of Collecting Data

The collected data was analyzed by using observation, documentation, test, and interview transcript.

Technique of Analyzing Data

In technique of analyzing data, the researcher employ technique of data analysis adapted from Miles and Huberman (1994:10). The analysis technique data was data reduction, data display, and conclusion drawing or verification.

RESULT AND DISCUSSION

This research focus on the application of communicative language teaching approach via short movies in the speaking practice at the eleventh grade students' of SMKN 2 Pacitan. The researcher used mean formula to know the students ability based on the average score. According to Mills (2000:107) said that mean is calculated by adding together all of the scores observations and dividing by the number of scores. The formula as follow:

$$M = \frac{\sum x}{N}$$

Where:

M = Mean Score

$\sum x$ = The sum of total score

N = The number of students

The researcher also tried to get the class percentages which pass the KKM 78. The score will be analyzed using formula:

$$P = \frac{F}{N}$$

Where:

P = The class percentage

F = Total percentage

N = Number of students

The result of the test in previous research, pre – test, cycle I, and cycle II can be seen in the following table:

Table 1. The result of pre – test, cycle I, and cycle II

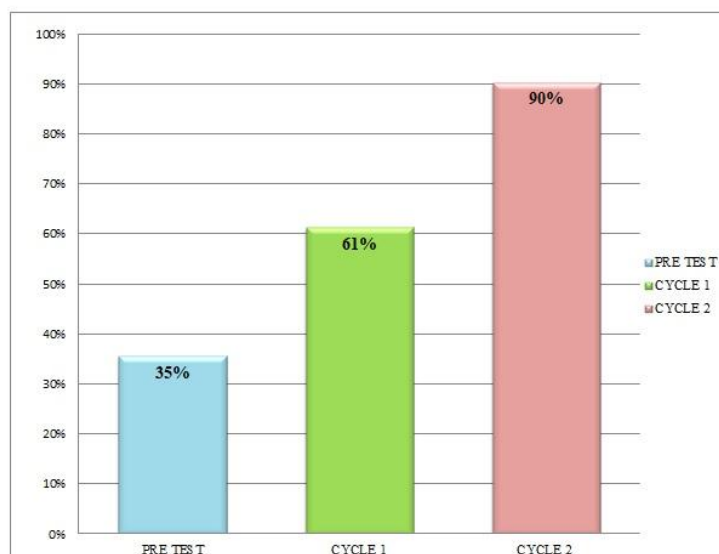
	Pre – Test	Cycle I	Cycle II
Total	2055	2354	2583
Average Score	66,29	75,94	83,32

From the table above, in the pre – test, there were 31 students mean score of pre – test was 66, 29 before implementing the action research. The class percentage that passed the minimum criterion was 35%. Clearly, this score showed that the pre – test speaking skill

of the subject under study was still very low. From the cycle I, the researcher found the mean score was 75, 94. The obtained score by the subject under study for the test cycle I was obviously higher than score in pre – test. It mean, that there was the increase of cycle I and showed that speaking skill of the students under study got improvement after they had been taught using communicative language teaching (CLT) approach via short movies. The percentage of cycle I was 61%, it meant this cycle had not achieved the success indicator. In the cycle II, the mean score was 83, 32 and class percentage 90%. From the result of cycle II, the researcher stopped the research. Based on the findings of the cycle II, the students speaking skill were improved significantly. It showed by the students score of cycle II was higher than pre – test and cycle I.

To make understandable, the percentage findings of subject progressing ability in speaking skill by using communicative language teaching (CLT) approach via short movies could be graphically presented as follow:

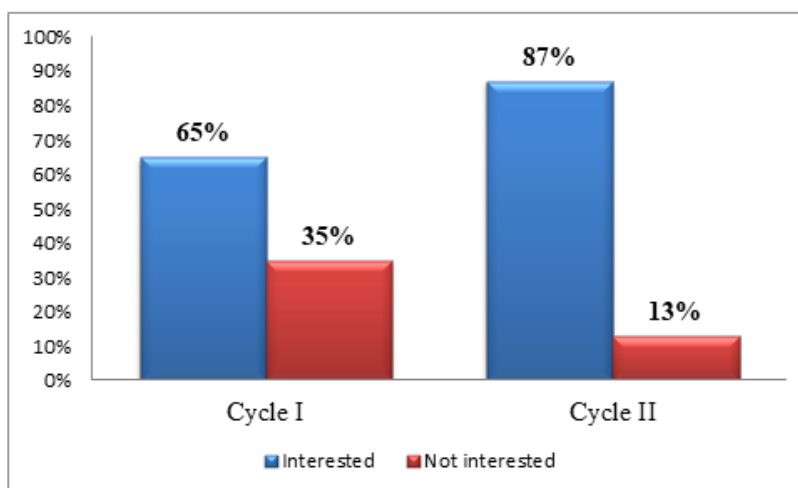
Graph1. Subject Progressing ability in speaking skill by using communicative language teaching (CLT) approach via short movies



Based on graphic above, the improvement of the students speaking practice was increase significantly. The percentages of students' speaking practice were increased well in each cycle. This is one of approach learning that can be used to learn in the speaking practice. Not only to train concentration, but also to train students' activeness in the classroom. The application of communicative language teaching approach via short movies were believed to improve aspect of speaking such as content, expression, fluency, grammar,

vocabulary, and pronunciation. Various speaking activities gave opportunities for students to practice speaking frequently.

The percentage findings of the present classroom action study that showed the comparison students' interest in speaking practice by using communicative language teaching approach via short movies from cycle I and cycle II, could be graphically presented as following:



Based on graphic above, it was concluded that the students' interest was 65% in cycle 1 and 87% in cycle II. It meant that it increased 22%. The students not interest was 35% in cycle I and 13% in cycle II. Through communicative language teaching approach via short movies success as facilitated students for having opportunities practice and to encourage their motivation in speaking. They were selves – confidence to express their ideas in speaking activity in the classroom. The students were happy and enthusiastic in joining the speaking practice in the classroom. Communicative language teaching via short movies provided fun learning activities. The fun learning activities in this research successfully encouraged students to participate and also attracted their attention and interest to interact. Those improved skills were content, expression, fluency, grammar, vocabulary, and pronunciation.

CONCLUSION AND SUGGESTION

Conclusion

In conclusion, communicative language teaching approach via short movies was successful in improving students' speaking learning. Based on calculation result after getting all of used communicative language teaching approach via short movies the students' mean score increased significantly. The speaking score was increases every

cycle. The students mean score from pre – test 66, 29, in the cycle I was 75, 94, and the cycle II was 83, 32. It showed that the use of communicative language teaching approach via short movies could improve students' speaking skill. Based on the student response, communicative language teaching approach via short movies as a teaching approach could improve the speaking practice. The students gave good responses to the researcher, they was felt enjoy in speaking class, and they did the pre – test, cycle I, and cycle II after the speaking learning activities very well. They were selves – confidence to express their ideas in speaking activity in the classroom. Communicative language teaching via short movies could to be active and had participation in speaking practice during teaching and learning process. Those improvements in some aspect of speaking skill were content, expression, fluency, grammar, vocabulary, and pronunciation.

Suggestions

Based on the result of the research about improving speaking skill by using communicative language teaching approach via short movies, the researcher provides some suggestions as follow: (1) For the English Teachers, the English Teacher should be consider the students' needs and interest before make designing speaking materials. It was very important for the teacher to use various activities that was appropriate to the student needs, because it could be reduced the students' boredom during teaching and learning process. The English teacher, especially teaching speaking skill should make the students more active in the class which could be applied by using communicative language approach via short movies. (2) For the Students by using communicative language teaching approach via short movies in the class, the students were expected to be more active and practice in speaking class. (3) For the Other Researcher, this study could be used as the reference for other researchers who were interested to conduct the same study.

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