

**THE APPLICATION OF COMMUNICATIVE APPROACH  
IN IMPROVING THE STUDENTS SPEAKING ABILITY  
(A Classroom Action Research at SMA Negeri 1 Bontonompo Selatan Gowa)**

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**ABSTRACT**

*Saiful 2014. "The Application Of Communicative Approach In Improving The Students Speaking Ability" This research aimed to find out the improvment of the students' speaking ability through Communicative Approach at the eleventh grade students of SMA Negeri 1 Bontonompo Selatan Gowa.*

*The researcher used Classroom Action Research (CAR). The researcher was conducted two cycles, where each cycle consists of four meetings. The number of subjects of the research were 14 students in class 1B. The researcher got the information from the students' answers on Speaking text in the form of d-test, test of cycle I and test of cycle II. The application of communicative approach in improving the students' speaking ability covers speaking accuracy dealing with vocabulary and pronunciation and speaking fluency dealing with smoothness and self-confidence. The mean score of the students vocabulary in d-test was 5.84, and in cycle I got 7.72 and in cycle 2 got 8.22 it idicates that the students pronunciation improved significantly. In pronunciation test the d-test (Non CA ), the mean score is 5.18, in cycle I the mean score is 6.74 and in the cycle II, the mean score is 7.38. It indicated that the students' pronunciation in speaking improved significantly through the application of communicative approach. the mean score of the students' smoothness in speaking d-test (Non CA ) is 5.18 in the cycle I, the mean score is 6.98 and the cycle II, the mean score is 7.58, It indicates that the students' smoothness in speaking improved significantly through the application of communicative approach. In speaking fluency dealing with self confidence the result of the students' speaking d-test (Non CA ) the mean score is 5.72, in the cycle I the mean score is 7.37 and in the cycle II the mean score is 7.92. It indicated that the students' self confidence in speaking fluency dealing with smoothness was improved significantly through the application of communicative approach. The students' speaking ability in terms of accuracy and fluency indicates that The mean score of d-test is 5.49, the mean score of cycle I is 7.2 and the mean score of cycle II is 7.77, It proved that the students' speaking ability in terms of accuracy dealing with vocabulary and pronunciation and fluency dealing with smoothness and self-confidence improved significantly through the application of communicative approach. The students' attitude toward the application of communicative approach could make the students have strongly positive attitude in improving their speaking ability in terms of accuracy dealing with vocabulary and pronunciation and fluency dealing with smoothness and self confidence by seeing the mean score of the students' attitude : 42.86 from 14 responds. It means that this method could bring the students to the situation of effective learning in improving the speaking accuracy dealing with vocabulary and pronunciation and speaking fluency dealing with smoothness and self confidence. Having analyzed the data, it can be stated that the students' reading comprehension at eleventh grade students of SMA Neg. 1 Bontonompo Selatan Gowa is low level before the test in the first cycle and in high level after the test in the second cycle.*

**Introduction**

Teaching English as a tool of communication has become and accepted as

aim of the foreign language teaching in Indonesia. It must be thought to students in order to speak English fluently.

As English learners, most of Indonesian students at school find many problems to master English communicatively. One of the significant problems often appearing for them is the lack of practice in daily conversation. Sometimes they feel that they do not have enough ability to use the language as a medium of communication. They may also be able to understand English when other people speak or write and read but it is sometimes hard for them to express an idea appearing in their mind especially in oral communication. Here it needs a certain method or approach to change the passive competency into the active one.

Based on the observation and the teacher's information which is required that such problem above is also faced by the second year students of SMA Neg 1 Bontonompo Selatan. They are very difficult to communicate their mind in oral communication (speaking). It is also indicated from the result of the students' speaking pre-test that the mean score is 5.49 (Five Point forty nine) from 14 students. Thus, we draw conclusion that it is low category from the minimum target which will be achieved is 7.6 (Seven Point Six).

We realize that mastering English as a foreign language to be communicative competency through teaching is not an easy job. Because it needs some skills and capabilities in doing teaching process. according to Widdowson, (1985:49) that students' success in foreign language depends on how and what is done by the teacher in the class with students.

In English teaching there are many methods or approaches which can be used to improve the speaking ability. One of them is communicative approach. This approach is considered effective for the learners in improving their speaking ability. Because the main goal of this approach is to develop communicative ability in English.

Communicative approach has inputs for the English learners how to make good speaking, how to use suitable vocabularies for expressing ideas in mind through communicative activities such as Interview technique, games, role play, information gap, pair work, etc. these activities can help the students express their ideas, feelings and thoughts in oral communication. Based on the description above. It is necessary to conduct a field research in order to get factual information about "the application of communicative approach in improving the students speaking ability".

The writer is interested in investigating this research because it is considered effective to make the students speak English communicatively by applying the communicative activities in the class with whom the communicative ability can be acquired by learners. To detail this research, the writer formulates the research question based on background above in order to acquire the exact information as follows:

1. How is the improvement of the students' speaking accuracy through the application of communicative approach?
2. How is the improvement of the students' speaking fluency through the application of communicative approach?
3. How is the students' attitude toward the application of communicative approach in improving the students' speaking ability?

### **Literature Review**

The Communicative Approach was founded by Robert Lung in 1960's and develops in 1970's. The communicative approach usually we call Communicative Language Teaching (CLT). This highlights the two most distinctive features of the communicative approach; firstly, that is a new way to understand human emotionally laden communication. Secondly, it has shown that

the primary function of the emotional processing mind is to cope with adapt to immediate emotionally charged triggering events. On the other hand, the communicative approach is a new theory of paradigm of emotional life and psychoanalysis that is centered on human adaptations to emotionally charged events with full appreciation that such adaptations take place both within awareness (consciously) and outside of awareness (unconsciously). Based on the description before, the writer assumes that communicative approach is a way of teaching English to get the students to be communicatively.

In the view of CLT, when people communicate, the language is used to accomplish some functions, such as arguing, persuading or promising. Moreover, the functions are used within a social context. A speaker will choose a particular way to express his argument not only based upon his intent and his level of his emotion but also to whom he is addressing and what is relationship with that person is.

In particular, communicative approach makes us consider the English not only in terms of its structure but also in terms of its communicative function that it performs. Otherwise, people begin to look not only at English forms, but also what people do.

Language teaching is often defined with reference to the four language skills namely: listening, speaking, reading and writing. Listening and reading are receptive skill, while speaking and writing are productive ones (Harmer, 1991:28).

Among the four language skills above the writer focuses his attention on speaking since it has important role in communication. Gronbeck, (1992: 2) states that speaking is information by giving ideas, asking question and giving responses which have correlation with opinions, or arguments that can stimulate students to support their opinion. It is

expected that through the speaking activities, the students can apply their speaking.

Speaking however particularly in English is not easy to do. Chastain, (1976: 334) states that learning to speak is obviously more difficult than learning to understand the spoken language, because it concerns with sequential arrangement of activities that requires on the part of the teacher and the learners. So it is enough for the students to hear or to listen the speech only. Therefore, as students, they have to practice their English anywhere. A teacher should give more attention and give various activities in teaching speaking skill to increase the student ability to use the language because this case is one of the ways to increase students' English speaking.

Encouraging the students to learn English is not an easy job. The teacher must be patient to build up the students' motivation. It is not enough only asking them to study hard but the teacher should be a good model in showing their positive attitude toward English, besides they must present the material in teaching process by using some appropriate methods which are suitable with students' condition and interest.

Widdowson, (1985: 57) states that speaking means of oral communication in giving information which involves two elements, namely the speaker is someone who gives the message and the listener is someone who receives the message. In other word, the communication involves the productive skill of listening.

It is commonly known that listening (understanding speech) speaking, reading and writing are the four language skills. In term of medium, speaking and listening relate to language expressed through the aural medium, reading and writing relate to language expressed through the visual medium. In terms of activity of the user, speaking and writing are said to be productive

skills whereas listening and reading are said to be receptive skills. This can be expressive in a simple diagrams as follows:

	Productive	Receptive
Aural Medium	Speaking	Listening
Visual Medium	Writing	Reading

Diagram of language in term of medium  
(Widdowson, 1985: 57).

The terms aural, visual, productive and receptive refer to the way of language manifest. Widdowson, (1985: 58) states that an act of communication through speaking is commonly performed in face to face interaction and occurs as part of dialogue or rather from or verbal exchange. Therefore it is depends on an understanding of what else has been said in the interaction.

Furthermore, Byrne, (1976: 8) states that speaking is a means of oral communication in giving ideas or information to others. It is the most essential way in which the speaker can express himself through the language. An act of communication through speaking is commonly performed in face to face interaction and happens as part of dialogue or rather form or verbal exchange. The act of speaking involves not only the production of the sound but also the use of gesture, the movement of the muscles of face, and indeed of the whole body. All of these non vocal of speaking as a communication activity are transmitted through the visual medium.

In relating to the explanation above, the writer concludes that speaking of oral communication in giving information each other. It is the most essential way in which the speaker can express himself through the language.

## Research Method

This research used a classroom action research (CAR). It covered research location,

research time and classroom action research cycles The location of this research was conducted at SMA Neg 1 Bontonompo Selatan for English subject. This Researcher was conducted on November-January 2013-2014 academic year. Classroom Action Research Cycles This classroom action research was conducted in two cycles, and it will be continued in the cycle 3 if the result of cycle 2 is not significant. It aims at observing the application of communicative approach in improving the students' speaking ability. In this research, the researcher used three instruments for collecting data, as follows: Observation is used to find out the students' data about their presence and activeness in teaching and learning process. Test is used to acquire detail information about the students' prior ability and the students' achievement after the teaching and learning process ends. Questionnaire is used to know the students' interest toward the application of communicative approach in improving the students' speaking ability.

## Findings

1. The result of the students' activeness observation

The result of observation of the students' activeness in teaching and learning process toward the application of communicative approach in improving the students' speaking ability at the second students of SMA Neg. 1 Bontonompo Selatan Gowa which was conducted in 2 cycles during 8 meetings was taken by the observer through observation sheet. it can be seen clearly through Table 1.

Table 1 explains that the average of the students' activeness in teaching and learning process is 72% at cycle I and 77% at cycle II. It indicates that there is an improvement of the students' activeness in applying communicative approach in teaching and learning process.

Table 1:

The observation result of the students' activeness in teaching and learning process.

Cycles	Meetings	Percentages	Averages
I	I	69.64 %	73.69%
	II	73.21 %	
	III	75.00 %	
	IV	76.92 %	

Cycles	Meetings	Percentages	Averages
II	I	76.78 %	79.13 %
	II	77.27%	
	III	80.35%	
	IV	82.14%	

## 2. The improvement of the students' speaking ability

The application of communicative approach in improving the students' speaking ability covers speaking accuracy dealing with vocabulary and pronunciation and speaking fluency dealing with smoothness and self-confidence.

### a. The improvement of the students' speaking accuracy dealing with vocabulary and pronunciation

#### 1) Vocabulary

The application of communicative approach in improving the students' ability in terms of vocabulary can be seen the difference by considering the result of the students' pre test (Non CA) and the students' achievement after taking action in cycle (The Application of CA)

Table 2:

The percentage of the students' vocabulary in speaking.

No	Classification	Range	Non CA		The Application of CA			
			Pre-test		Cycle I		Cycle II	
			Freq	%	Freq	%	Freq	%
1	Excellent	9.6 – 10						
2	Very good	8.6 – 9.5					4	28.58
3	Good	7.6 – 8.5			9	64.28	8	57.14
4	Fairly good	6.6 – 7.5	3	21.42	3	21.42	2	14.28
5	Fair	5.6 – 6.5	5	35.72	2	14.28		
6	Poor	3.6 – 5.5	6	42.86				
7	Very poor	0 – 3.5						
	Total		14	100	14	100	14	100

The table above shows that the percentage of the students' vocabulary in

speaking pre-test (Non CA) indicates that 3 students (21.42 % ) got fairly good, 5 Students (35.71% ) got pair, 6 students (42.85 % ) got poor and none of students for the other classification.

And after taking action in cycle I by using communicative approach, the percentage of the students vocabulary was 9 students (64.28%) got good, 3 students (21.42%) got fairly good, 2 students (14.28%) got fair and none of the students for the other classification.

And the cycle II, the percentage of the students' vocabulary in speaking was 4 students (28.57%) got very good, 8 students (57.14%) got good, 2 students (14,28%) got fairly good and none of the students for the other classification.

Based on the result beside the mean score of the students' vocabulary in speaking accuracy at the second students of SMA Neg. 1 Bontonompo Selatan Gowa is presented in the following table:

Table 3:

The mean score of the students' vocabulary in speaking accuracy

Mean score of the Students' Vocabulary		
Non CA	The Application of CA	
Pre test	Cycle I	Cycle II
5.84	7.72	8.22

The table above shows that the mean score of the students' vocabulary in speaking. In the students' speaking pre-test (Non CA ), the mean score is 5.84 (five Point Eighty four), in the cycle I, the mean score is 7.72 (Seven Point Seventy two ) and the cycle II, the mean score is 8.22 (Eight Point twenty two). It indicates that the students' vocabulary in speaking improved significantly through the application of communicative approach.

#### 2) Pronunciation

The application of communicative approach in improving the students' ability in

terms of pronunciation can be seen the difference by considering the result of the students' pre test ( Non CA ) and the students' achievement after taking action in cycles (The Application of CA

Table 4: the percentage of the students' pronunciation in speaking.

No	Classification	Range	Non CA		The Application of CA			
			Observation Data		Cycle I		Cycle II	
			Freq	%	Freq	%	freq	%
1	Excellent	9.6 – 10						
2	Very good	8.6 – 9.5						
3	Good	7.6 – 8.5			3	21.42	5	35.72
4	Fairy good	6.6 – 7.5	2	14.28	6	42.86	7	50
5	Fair	5.6 – 6.5	3	21.42	3	21.42	2	14.28
6	Poor	3.6 – 5.5	9	64.28	2	14.28		
7	Very poor	0 – 3.5						
Total			14	100	14	100	14	100

The table above shows that the percentage of the students' pronunciation in pre-test (Non CA) indicates that 2 students (14.28% ) got fair good, 3 Students (21.42% ) got fair, 9 students (64.28 % ) got poor and none of students for the other classification.

And after taking action in cycle I by using communicative approach, the percentage of the students pronunciation was 3 students (21.42%) got good, 6 students (42.85%) got fairy good, 3 students (21.42%) got fair, 2 students (14.28%) got poor and none of the students for the other classification.

And the cycle II, the percentage of the students' pronunciation in speaking was 5 students (35.71%) got good, 7 students (50%) got fairy good, 2 students (14,28%) got fair and none of the students for the other classification.

Table 5:

The mean score of the students' pronunciation in speaking accuracy

Mean score of the Students' pronunciation		
Non CA	The Application of CA	
Pre test	Cycle I	Cycle II
5.18	6.74	7.38

The table above shows that the mean score of the students' pronunciation in speaking. In the students' speaking pre-test (Non CA ), the mean score is 5.18 (five Point Eighteen), in the cycle I, the mean score is 6.74 (Six Point Seventy Four ) and in the cycle II, the mean score is 7.38 (Seven Point Thirty Eight). It indicates that the students' pronunciation in speaking improved significantly through the application of communicative approach.

b. The improvement of the students' speaking fluency dealing with smoothness and self – confidence

1) Smoothness

The application of communicative approach in improving the students' ability in terms of smoothness can be seen the difference clearly by considering the result of the students' observation data (Non CA) and the students' knowledge after taking action in cycle (The Application of CA)

Table 6:

The percentage of the students' smoothness in speaking.

No	Classification	Range	Non CA		The Application of CA			
			Observation Data		Cycle I		Cycle II	
			Freq	%	Freq	%	freq	%
1	Excellent	9.6 – 10						
2	Very good	8.6 – 9.5						
3	Good	7.6 – 8.5			3	21.42	7	50.00
4	Fairy good	6.6 – 7.5	2	14.28	7	50.00	5	35.72
5	Fair	5.6 – 6.5	5	35.72	2	14.28	2	14.28
6	Poor	3.6 – 5.5	7	50.00	2	14.28		
7	Very poor	0 – 3.5						
Total			14	100	14	100	14	100

The table above shows that the percentage of the students' smoothness in pre-test of speaking (Non CA) indicates that 2 students (14.28 % ) got fairly good, 5 Students (35.71% ) got pair, 7 students (50.00 % ) got poor and none of students for the other classification.

And after taking action in cycle I by using communicative approach, the percentage of the students' speaking test in smoothness was 3 students (21.42%) got good, 7 students (50.00%) got fairy good, 2

students (14.28%) got fair, 2 students (14.28%) got poor and none of the students for the other classification.

And in the cycle II, the percentage of the students' speaking test in smoothness was 7 students (50.00%) got good, 5 students (35.71%) got fairly good, 2 students (14.28%) got fair and none of the students for the other classification.

#### 1) Self-Confidence

The application of communicative approach in improving the students' ability in terms of self-confidence can be seen the difference clearly by considering the result of the students' pre-test ( Non CA ) and result of the students' test in cycle I and II ( After the Application of CA )

Table 7:  
The percentage of the students' self-confidence in speaking.

No	Classification	Range	Non CA		The Application of CA				
			Pre test		Cycle I		Cycle II		
			Freq	%	Freq	%	freq	%	
1	Excellent	9.6 – 10							
2	Very good	8.6 – 9.5							
3	Good	7.6 – 8.5			7	50.00	3	21.42	
4	Fairly good	6.6 – 7.5	3	21.42	4	28.58	9	64.28	
5	Fair	5.6 – 6.5	5	35.72	2	14.28	2	14.28	
6	Poor	3.6 – 5.5	6	42.86	1	7.14			
7	Very poor	0 – 3.5							
Total			14	100	14	100	14	100	

The table above shows that the percentage of the students' self-confidence in pre-test (Non CA) indicates that 3 students (21.42 % ) got fairly good, 5 Students (35.71% ) got pair, 6 students (42.85 %) got poor and none of students for the other classification

And after taking action in cycle I by using communicative approach, the percentage of the students speaking test in self-confidence was 7 students (50.00%) got good, 4 students (28.57%) got fairly good, 2 students (14.28%) got fair, 1 students (7.14%) got poor and none of the students for the other classification.

And the cycle II, the percentage of the students' speaking test in self-confidence was 3 students (21.42%) got very good, 9 students

(64,28%) got good, 2 students (14,28%) got fairly good and none of the students for the other classification.

Based on the result above the mean score of the students' self-confidence in speaking accuracy at the second students of SMA Neg. 1 Bontonompo Selatan Gowa is presented in the following table:

Table 8:

The mean score of the students' self-confidence in speaking fluency

Mean score of the Students' self-confidence		
Non CA	The Application of CA	
Pre-test	Cycle I	Cycle II
5.72	7.37	7.92

The table above shows that the mean score of the students' self-confidence in speaking. In the students' speaking pre-test (Non CA ), the mean score is 5.72 (Five Point Seventy Two), in the cycle I, the mean score is 7.37 (Seven Point Thirty Seven) and the cycle II, the mean score is 7.92 (Seven Point Ninety two). It indicates that the students' self confidence in speaking fluency improved significantly through the application of communicative approach.

Based on the data of the students' speaking ability above in terms of accuracy dealing with vocabulary and pronunciation and fluency dealing with smoothness and self-confidence are presented in the following table of mean score:

Table 9:

The mean score of the students' speaking ability in terms of accuracy and fluency

Subject	The mean score of the students' speaking ability		
	Non CA	The Application of CA	
	Pre-test	Test of Cycle I	Test of Cycle II
14 students	5.49	7.2	7.77

The table above shows that the mean score of the students' speaking ability in terms of accuracy and fluency indicates that the mean score of pre-test is 5.49 (five point forty nine), the mean score of cycle I is 7.2 (seven



point two) and the mean score of cycle II is 7.77 (seven point seventy seven), It proves that the students' speaking ability in terms of accuracy dealing with vocabulary and pronunciation and fluency dealing with smoothness and self-confidence improved significantly through the application of communicative approach.

3. The Students' Attitude toward the application of Communicative Approach

The analysis of findings shows that the application of communicative approach made the students have strongly positive attitude in improving their speaking ability in terms of accuracy dealing with vocabulary, pronunciation and grammar. It proves that this kind of method had brought a good improvement in teaching speaking ability in terms of speaking accuracy.

The students' attitude toward the application of communicative approach for each item can be seen clearly in the following table:

Table 10: Item 1.  
Communicative approach is effective in English learning

No	Classification	Frequency	Percentage (%)
1	Strongly agree	6	42.86
2	Agree	6	42.86
3	Undecided	2	14.28
4	Disagree	-	-
5	Strongly disagree	-	-
		14	100

Based on the table above, it shows that 6 students (42.86%) strongly agree, 6 students (42.86%) agree, 2 student (14.28%) undecided and none of the students disagree and strongly disagree.

Table 11: Item 2.  
the students can speak English communicatively through communi-cative approach

No	Classification	Frequency	Percentage (%)
1	Strongly agree	1	7.14
2	Agree	11	78.58
3	Undecided	2	14.28
4	Disagree	-	-
5	Strongly disagree	-	-
		14	100

Based on the table above, it shows that 1 student (7.14%) strongly agree, 11 students (78.58%) agree, 2 student (14.28%) undecided and none of the students disagree and strongly disagree.

Table12: Item 3.

The students are interested in studying English through the learning method of communicative approach.

No	Classification	Frequency	Percentage (%)
1	Strongly agree	7	50
2	Agree	5	35.72
3	Undecided	2	14.28
4	Disagree	-	-
5	Strongly disagree	-	-
		14	100

The table above shows that 15 students (60%) strongly agree, 9 students (36%) agree, 1 student (4%) undecided and none of the students disagree and strongly disagree.

Table13: Item 4.

Communicative approach can improve the students' vocabulary in speaking

No	Classification	Frequency	Percentage (%)
1	Strongly agree	8	57.14
2	Agree	6	42.86
3	Undecided	-	-
4	Disagree	-	-
5	Strongly disagree	-	-
		14	100

the table above shows that 8 students (57.14%) strongly agree, 6 students (42.86%) agree, and none of the students disagree and strongly disagree.

Table 21: Item5.

Communicative approach can improve the students' pronunciation in speaking

No	Classification	Frequency	Percentage (%)
1	Strongly agree	6	42.86
2	Agree	7	50.00
3	Undecided	1	7.14
4	Disagree	-	-
5	Strongly disagree	-	-
		14	100

Based on the table 21, it shows that 6 students (42.86%) strongly agree, 9 students (50.00%) agree, 1 student (7.14%) undecided



and none of the students disagree and strongly disagree.

Table14: Item 6.

Communicative can improve the students' self-confidence in speaking

No	Classification	Frequency	Percentage (%)
1	Strongly agree	6	42.86
2	Agree	4	28.58
3	Undecided	4	28.58
4	Disagree	-	-
5	Strongly disagree	-	-
		14	100

Based on the table above, it shows that 6 students (42.86%) strongly agree, 4 students (28.58%) agree, 4 student (28.58%) undecided and none of the students disagree and strongly disagree.

Table15: Item 7.

Communicative approach can improve the students' smoothness in speaking

No	Classification	Frequency	Percentage (%)
1	Strongly agree	4	28.57
2	Agree	8	57.15
3	Undecided	2	14.28
4	Disagree	-	-
5	Strongly disagree	-	-
		14	100

Based on the table above, it shows that 4 students (28.57%) strongly agree, 8 students (57.15%) agree, 2 student (14.28%) undecided and none of the students disagree and strongly disagree.

Table16: Item8.

Communicative approach through interview technique makes the students active in speaking English.

No	Classification	Frequency	Percentage (%)
1	Strongly agree	8	57.15
2	Agree	4	28.57
3	Undecided	2	14.28
4	Disagree	-	-
5	Strongly disagree	-	-
		14	100

Based on the table above, it shows that 8 students (57.15%) strongly agree, 4 students (28.57%) agree, 2 student (14.28%) undecided and none of the students disagree and strongly disagree.

Table17: Item 9.

Communicative approach makes the students easy in understanding English

No	Classification	Frequency	Percentage (%)
1	Strongly agree	7	50.00
2	Agree	5	35.72
3	Undecided	2	14.28
4	Disagree	-	-
5	Strongly disagree	-	-
		14	100

Based on the table above, it shows that 7 students (50%) strongly agree, 5 students (35.72%) agree, 2 student (14.28%) undecided and none of the students disagree and strongly disagree.

Table 18: Item 10.

Communicative approach is a suitable method in improving the students' communicative ability

No	Classification	Frequency	Percentage (%)
1	Strongly agree	7	50.00
2	Agree	4	28.57
3	Undecided	3	21.43
4	Disagree	-	-
5	Strongly disagree	-	-
		14	100

Based on the table above, it shows that 7 students (50.00%) strongly agree, 4 students (28.57%) agree, 3 student (21.43%) undecided and none of the students disagree and strongly disagree.

Table 19: Item 11

communicative approach is not effective in English learning

No	Classification	Frequency	Percentage (%)
1	Strongly agree	-	-
2	Agree	-	-
3	Undecided	2	14.28
4	Disagree	6	42.86
5	Strongly disagree	6	42.86
		14	100

Based on the table above, it shows that 6 students (42.86%) strongly disagree, 6 students (42.86%) disagree, 2 student (14.28%) undecided and none of the students agree and strongly agree.

Table 20: Item 12

The students cannot speak English communicatively through communicative approach

No	Classification	Frequency	Percentage (%)
1	Strongly agree	-	-
2	Agree	-	-
3	Undecided	2	7.14
4	Disagree	11	78.58
5	Strongly disagree	1	14.28
		14	100

Based on the table above, it shows that 1 student (7.14%) strongly disagree, 11 students (78.58%) disagree, 2 students (14.28%) undecided and none of the students agree and strongly agree.

Table 21: Item 13

The students are not interested in studying English through the learning method of communicative approach.

No	Classification	Frequency	Percentage (%)
1	Strongly agree	-	-
2	Agree	-	-
3	Undecided	2	50.00
4	Disagree	5	35.72
5	Strongly disagree	7	14.28
		14	100

Based on the table above, it shows that 15 students (60%) strongly disagree, 9 students (36%) disagree, 1 student (4%) undecided and none of the students agree and strongly agree.

Table 22: Item 14

Communicative approach cannot improve the students' vocabulary in speaking

No	Classification	Frequency	Percentage (%)
1	Strongly agree	-	-
2	Agree	-	-
3	Undecided	-	-
4	Disagree	6	42.86
5	Strongly disagree	8	57.14
		14	100

Based on the table 30, it shows that 8 students (57.14%) strongly disagree, 6 students (42.86%) disagree, and none of the students agree and strongly agree.

Table 23: Item 15.

Communicative approach can not improve the students' pronunciation in speaking

No	Classification	Frequency	Percentage (%)
1	Strongly agree	-	-
2	Agree	-	-
3	Undecided	1	07.14
4	Disagree	7	50.00
5	Strongly disagree	6	42.86
		14	100

Based on the table above, it shows that 6 students (42.86%) strongly disagree, 7 students (50.00%) disagree, 1 student (07.14%) undecided and none of the students agree and strongly agree.

Table 24: Item 16.

Communicative cannot improve the students' grammar in speaking

No	Classification	Frequency	Percentage (%)
1	Strongly agree	-	-
2	Agree	-	-
3	Undecided	4	28.58
4	Disagree	4	28.58
5	Strongly disagree	6	42.86
		14	100

Based on the table above, it shows that 6 students (42.86%) strongly disagree, 4 students (28.58%) disagree, 4 students (28.58%) undecided and none of the students agree and strongly agree.

Table 25: Item 17.

Communicative cannot improve the students' smoothness in speaking

No	Classification	Frequency	Percentage (%)
1	Strongly agree	-	60
2	Agree	-	36
3	Undecided	2	14.28
4	Disagree	8	57.14
5	Strongly disagree	4	28.58
		14	100

Based on the table above, it shows that 4 students (28.58%) strongly disagree, 8 students (57.14%) disagree, 2 students (14.28%) undecided and none of the students agree and strongly agree.

Table 26: Item 18.

Communicative approach through interview technique doesn't make the students active in speaking English.

No	Classification	Frequency	Percentage (%)
1	Strongly agree	-	-
2	Agree	-	-
3	Undecided	2	14.28
4	Disagree	4	28.58
5	Strongly disagree	8	57.14
		14	100

Based on the table above, it shows that 8 students (57.14%) strongly disagree, 4 students (28.58%) disagree, 2 student (14.28%) undecided and none of the students agree and strongly agree.

Table 27: Item 19.

Communicative approach makes the students difficult in understanding English

No	Classification	Frequency	Percentage (%)
1	Strongly agree	-	-
2	Agree	-	-
3	Undecided	2	14.28
4	Disagree	5	35.72
5	Strongly disagree	7	50.00
		14	100

Based on the table above, it shows that 7 students (50%) strongly disagree, 5 students (35.72%) disagree, 2 student (14.28%) undecided and none of the students agree and strongly agree.

Table 28: Item 20.

Communicative approach is not a suitable method in improving the students' communicative ability

No	Classification	Frequency	Percentage (%)
1	Strongly agree	-	-
2	Agree	-	-
3	Undecided	3	21.42
4	Disagree	4	28.58
5	Strongly disagree	7	50.00
		14	100

Based on the table above, it shows that 7 students (50%) strongly disagree, 4 students (28.58%) disagree, 3 student (21.42%) undecided and none of the students agree and strongly agree.

The mean score of the students' attitude toward the application of communicative approach in improving the students speaking ability in terms of accuracy dealing with vocabulary, pronunciation and grammar is described in the following table:

Table 29:

The students' attitude toward the application of communicative approach

Responds	Total score	Mean score	Category
14	1200	42.86	Strongly positive

The table above shows that the application of communicative approach through interview technique could make the students have strongly positive attitude in improving their speaking ability in terms of accuracy dealing with vocabulary and pronunciation and fluency dealing with smoothness and self confidence by seeing the mean score of the students' attitude: 42.86 from 14 responds. It means that this method could bring the students to the situation of effective learning in improving the speaking accuracy dealing with vocabulary and pronunciation and speaking fluency dealing with smoothness and self confidence.

**Conclusion And Suggestion** Based on the research findings and discussion in the previous chapter, the writer draw conclusion that:

1. The result of the students' activeness observation

The observation result of the students' activeness in teaching and learning process was 73.69% (seventy three point sixty nine) at cycle I and improved significantly to be 79.13 % (seventy nine point thirteen) at cycle II. It means that the application of communicative in teaching speaking could make the students active in learning process so the application of this method is suitable especially for the improvement of the students' speaking ability in terms of accuracy dealing with vocabulary

and pronunciation and fluency dealing with smoothness and self Confidence.

## 2. The students' speaking ability in terms of accuracy and fluency

The mean score of the students' speaking pre test was 5.49 ( Five Point forty nine). It is categorized as poor classification (low ability). While the mean score of the students' speaking test in cycle I was 7.20 (Seven Point Twenty). It is higher than the mean score of the students' pre test. But the result is not significant from the result which is expected according to the background namely 7.6 (seven point six). So we continued to the cycle II and the mean score of the students' speaking test was 7.77 (seven point seventy seven). It indicates the significant score from the result expected in the background namely 7.6 (seven point six). The result above is acquired from the students' speaking ability in terms of speaking accuracy and speaking fluency.

### a. The student's Speaking accuracy

#### 1) Vocabulary

- The mean score of the students' pre test = 5.84
- The mean score of the students' speaking test in cycle I = 7.72
- The mean score of the students' speaking test in cycle II = 8.22

#### 2) Pronunciation

- The mean score of the students' pre test = 5.18
- The mean score of the students' speaking test in cycle I = 6.74
- The mean score of the students' speaking test in cycle II = 7.38

### b. The students' Speaking fluency

#### 1) Smoothness

- The mean score of the students' pre test = 5.18
- The mean score of the students' speaking test in cycle I = 6.98
- The mean score of the students' speaking test in cycle II = 7.58

#### 2) Self confidence

- The mean score of the students' pre test = 5.72
- The mean score of the students' speaking test in cycle I = 7.37
- The mean score of the students' speaking test in cycle II = 7.92

It proves that the application of communicative approach could significantly improve the students' speaking ability in terms of accuracy dealing with vocabulary and pronunciation and fluency dealing with smoothness and self confidence at the second students of SMA Neg. 1 Bontonompo Selatan Gowa The students' attitudes toward communicative approach

Based on the students' attitudes through questionnaire, the application of communicative approach made the students have strongly positive attitudes in improving their speaking ability in terms of accuracy dealing with vocabulary, pronunciation and fluency dealing with smoothness and self confidence. It is proved by the mean score of the students' attitudes was 42.86 (forty two point eight) from 14 (fourteen) respondents. It means that this method is suitable and effective in improving the students' speaking ability in terms of accuracy which deals with vocabulary and pronunciation and fluency which deals with smoothness and self confidence at the second students of o SMA Neg. 1 Bontonompo Selatan Gowa in academic year 2013/2014.

In relation to the speaking ability in terms of accuracy in this thesis. The writer would like to give some suggestions to students (learners), the teachers of English and the next researchers as follows:

#### 1. For students

- a. In relation to this method, to get communicative ability, the students should practice their English more by applying communicative approach in daily activities like interview because it

can stimulate them to speak up more and to get natural communication.

- b. The students should make English as daily conversation in their activities even though just speak little by little. And Don't forget to memorize many more English daily expression in order to make you speak easily in your activities
2. For teachers of English
    - a. The application of communicative approach could significantly improve the students' speaking ability in terms of accuracy dealing with vocabulary, pronunciation and grammar at the second students of SMA Neg. 1 Bontonompo Selatan Gowa So It is strongly suggested to be applied in teaching English speaking in the classroom in order to improve the students' achievement.
    - b. The teachers should be creative in teaching English especially speaking because to master it need more technique or method in improving it.
3. For the next researchers

To improve the students' speaking ability generally, there are many cases which must be improved such as: speaking accuracy, speaking fluency, how to delivery speaking etc. but in this research, the researcher focused attention on improving the students speaking accuracy and fluency. So for the next researcher, they can take the other abilities to be improved it neither they use this method nor other methods. But it is better to use this method in order to know the students' speaking ability improvement for the other abilities.

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