

## The Effectiveness of Communicative Approach in Enhancing Students' Speech at SMA Negeri 1 Sukahaji Majalengka

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### Abstract

The purpose of this research in general is to improve the quality of learning practices by using a communicative approach to teaching speech. The specific objectives to be achieved from the results of this study are 1). To obtain data on the ability of class X students of SMA Negeri 1 Sukahaji, Majalengka Regency in making speeches before learning by communicative approach. 2) To obtain data on the ability of Class X students of SMA Negeri 1 Sukahaji, Majalengka Regency in making speeches after learning by using a communicative approach. 3). To obtain data on the effectiveness of the use of a communicative approach in teaching speech to Class X students of SMA Negeri 1 Sukahaji, Majalengka Regency. The population in this study was class X SMA Negeri 1 Sukahaji Majalengka Regency with a total sample of 192. Data collection techniques were carried out through library research, pretest, and posttest. Students speaking ability before learning using a communicative approach is low. 61.0 % or more half of them do not yet have the ability to make speeches. The students speaking ability after learning by using a communicative approach there was increased the percentage reaching 72.6% or almost all of them had speeches. The use of an effective communicative approach can improve students' abilities in teaching speech. The results of the calculation of the product-moment correlation test are known to have  $r = 0.884$  or 88,4 % and based on the interpretation table, the correlation is very strong.

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### INTRODUCTION

Humans in their lives interact with one another. In this interaction, oral and written communication skills are needed. Interaction between humans is supported and supported by a vital communication tool that they have and

understand together, namely language.

Language is a means to communicate between humans. In line with the development of science and technology, humans are required to have good language skills. Someone who has adequate language skills will more easily

absorb and convey information both orally and in writing. Thus, learning language skills that are applied in schools does not only emphasize theory, but students are also required to be able to use language as its function, namely as a tool to communicate. One aspect of language that must be mastered by students is speaking. Because speaking skills support other language skills. Speaking skills require intensive practice and direction. Because this skill is important to be mastered by students in order to be able to develop the ability to think, read, write, and listen. Their thinking skills will be trained when they organize, conceptualize, clarify, and simplify thoughts, feelings, and ideas to others orally.

Suryaman (2009: 26), classifies language activities into: listening activities, speaking activities, reading activities, and writing activities. Reading and listening skills are receptive skills, where a person only receives information in written form from reading and oral speech from listening, while writing and speaking skills are productive skills, namely students are required to produce something based on their abilities, in the form of ideas, ideas, or his opinion to be known by others in written and spoken

form.

Learning a language is different from studying linguistics. Studying language as an object of science aims to acquire theoretical knowledge about language. While learning a language is learning to use language. Learning to speak is essentially learning to communicate. Therefore, language learning is directed at improving students' ability to communicate both orally and in writing.

Nurgiyantoro (2001: 278), there are several forms of speaking activities that can be trained to develop students' speaking skills. The forms of these activities are picture-based talks, interviews, speeches, storytelling, and discussions.

Speech is a form of one-way speaking activity. Speech skills are one of the aspects that need to be developed in learning language skills. Through speech learning, students are expected to be able to convey ideas, ideas, and thoughts to teachers, friends, or other people.

Speech is the presentation of a problem orally to a group of people and the content of the conversation is directed to many people. Speech learning is a learning that requires planned actions or activities. As an activity that is planned,

of course it has a goal to be achieved. The deepening and understanding of these objectives will also determine whether or not the teaching of speech in schools is good. Having speech skills for students is not easy because the ability to make speeches is not an ability that is passed down from generation to generation, although humans can naturally speak.

Speech etiquette does not only pay attention to what will be discussed, but also how to express opinions. Speech skills are very much needed by students to support career success, besides that, speech skills are also beneficial for social life because speech activities are able to foster feelings of confidence and dare to appear in public.

For students, speech is a difficult skill to master. Because, apart from having to master knowledge of linguistic rules or rules, giving a speech also requires mental courage to appear confident in public. Teachers have an important role in improving students' speaking skills, because teachers are directly involved in fostering students in schools through the learning process of speaking competency standards. Guidance during the learning process, the teacher's function is as a companion, director and provide more assistance and

not as a learning center. Thus, the ideal learning is learning that is more student-centered. In teaching speech the teacher must be able to choose the right and effective method. There are many methods that teachers can use as an alternative to teaching speech skills. Students' speaking skills will increase if the speech learning uses appropriate learning methods. One of them is by using a communicative approach. The communicative approach can be interpreted as an approach that leads to communication learning whose goal is that the goals of language can be achieved in learning. Especially in learning speeches. This communicative approach is expected to increase students' speaking ability. For example, you can use good and correct Indonesian, be able to use standard words in every conversation, and be able to express the language well, so that what you want to convey from the conversation can be understood by listeners.

Based on the results of interviews with Indonesian language teachers at SMA Negeri 1 Sukahaji, Majalengka Regency, it turns out that the students' speaking ability is still low and unsatisfactory. The reason is that students do not have enough courage,

lack of confidence, and are not able to convey their ideas smoothly and systematically. These problems prompted the authors to conduct research on the topic, Effectiveness of Using a Communicative Approach in Speech Learning in Class X SMA Negeri 1 Sukahaji, Majalengka Regency with the hope of being able to become a solution and alternative, so as to improve students' abilities in learning speech.

#### **METHOD**

This study uses a descriptive method, which is an investigation aimed at solving problems that exist in the present which aims to systematically describe the facts. By conducting research in class X SMA Negeri 1 Sukahaji as many as 8 (eight) classes with a total population of 192 students. The sampling technique used in this study was random sampling, so that 27 students were selected, consisting of 10 boys and 17 girls.

The data needed in this study are the initial test scores and the final test scores for speech learning outcomes using a communicative approach in class X SMA Negeri 1 Sukahaji. To obtain the two data used learning library techniques and test techniques,

namely the initial test and the final test. The data collected from the pretest and posttest scores were then analyzed quantitatively with the aim of knowing the effectiveness of the use of a communicative approach in teaching speech in class X SMA Negeri 1 Sukahaji.

#### **RESULTS AND DISCUSSIONS**

The author collects this data by conducting the learning process in class X SMA Negeri 1 Sukahaji Majalengka Regency starting from the process of trial learning before using the method (pretest) to testing after learning using the method (posttest) to obtain research data. The data from the pretest and posttest will then be processed to obtain data about learning to speak using a communicative approach.

Based on the results of the pretest, the author can explain that the initial test scores for the results of learning to speak before using a communicative approach in class X-2 SMA Negeri 1 Sukahaji, Majalengka Regency, obtained the following data. The total number of test scores is 1672; the average test score is 62; the Highest score 73; and the lowest value is 53.

Meanwhile, the final test scores for the results of speech learning after using a

communicative approach in class X-2 SMA Negeri 1 Sukahaji, Majalengka Regency, obtained the following data. a. The total number of test scores is 1959; b. The average test score is 73; c. Highest score 80; and d. The lowest value is 67.

Based on the results of the calculation of the product moment correlation test, the effectiveness of the use of a communicative approach in speech learning is known to be  $r = 0.884$  or 88.4% ( $0.884 \times 100\%$ ). Based on the interpretation table, the correlation is very strong. So the degree of influence of the use of a communicative approach in speech learning is 88.4%, this shows that the communicative approach is very effective in teaching speech.

Based on the percentage calculation above, it is known that the ability of students to make speeches before participating in learning using a communicative approach only reached 61.9% or more, half of them already had the ability to make speeches, but when compared with the minimum completeness criteria (KKM) that was set, it was 75%, the ability of students to make speeches before taking part in learning using a communicative approach is low and still far below the minimum learning completeness value.

Based on the calculation of the percentage above, it is known that the ability of students to make speeches after participating in learning using a communicative approach reaches 72.6% or almost all of them have the ability to make speeches and on average have reached the minimum completeness criteria value. Thus, the ability of students to make speeches after participating in learning using a communicative approach has increased.

Based on the calculation results of the product moment correlation test, the effectiveness of the use of a communicative approach in speech learning is known to be  $r = 0.884$  or 88.4% and based on the interpretation table, the correlation is very strong. This means that the effectiveness of the use of a communicative approach in teaching speech in Class X-2 SMA Negeri 1 Sukahaji Majalengka Regency is 88.4%, almost all students master the speech material.

#### **CONCLUSION**

Based on the discussion of research results, data interpretation, and hypothesis testing. The author will develop the conclusions of the research results as follows.

1. The ability of Class X students of SMA Negeri 1 Sukahaji, Majalengka Regency in making speeches before learning using a communicative approach is relatively low. This means that there are still errors in almost half of the mastery of the material. Weaknesses in almost all aspects, especially in the use of language and non-linguistic rules. Based on the percentage calculation, it is known that the students' ability to make speeches before using the communicative approach only reached 61.9%.

2. The ability of class X students of SMA Negeri 1 Sukahaji, Majalengka Regency in making speeches after learning using a communicative approach has increased. Based on the percentage calculation, it is known that the students' ability to make speeches using a communicative approach reaches 72.6% or almost all of them have the ability to make speeches. Thus, the ability of students to make speeches after taking lessons using a communicative

approach has increased even though it is still below the minimum completeness score (KKM) that is set at 75.

3. Teaching speech in Class X SMA Negeri 1 Sukahaji Majalengka Regency using a communicative approach becomes more effective. Based on the calculation results of the product-moment correlation test, the effectiveness of the use of a communicative approach in speech learning is known to have  $r = 0.884$  or 88.4%, and based on the interpretation table, the correlation is very strong. As for the degree of influence of the use of a communicative approach in speech learning, it was obtained 88.4%. Thus, a very effective communicative approach is used.

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