

**COMMUNICATIVE ACTIVITY IN TEACHING ENGLISH BY
USING DISCUSSION TO IMPROVE SPEAKING ABILITY AT
MAN KAMPONG TENGOH LANGSA**

THESIS

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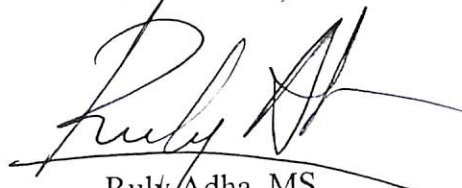
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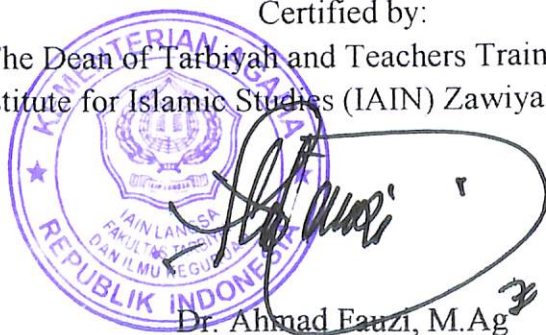
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TABLE OF CONTENTS

ACKNOWLEDGEMENT	i
TABLE OF CONTENTS	iii
LIST OF TABLE	v
ABSTRACT	vi
CHAPTER I: INTRODUCTION	1
A. The Background of The Study	1
B. The Research Question	5
C. The Purpose of The Study	5
D. The Significant of The Study	5
E. Hypothesis.....	6
F. Terminology	6
CHAPTER II: LITERATURE OF REVIEW	9
A. Speaking.....	10
B. Speaking Ability	11
C. Communicative Activity	18
D. Discussion	23
CHAPTER III: RESEARCH METHOD	28
A. Location of Research.....	28
B. Time of Research	29
C. Setting of Research	29
D. Research Design.....	30
E. Research Variable	31
F. Data Collection Technique.....	31
G. Validity and Realibility	35
H. Technique of Data Analysis	37

CHAPTER IV: FINDING AND DISCUSSION	43
A. Research Finding.....	43
B. Discussion	64
CHAPTER V: CONCLUSION AND DSUGGESTION.....	66
A. Conclusion	66
B. Suggestion	66
BIBLIOGRAPHY	68

LIST OF TABLES

Table 3.1	Time of Research	29
Table 3.2	The Classes of Populations	30
Table 3.3	Scoring of Speaking Test	33
Table 3.4	Rubric of Speaking Assesment	41
Table 4.1	List Score of Pre-test In Experimental Class	45
Table 4.2	List Score of Post-test In Experimental Class	46
Table 4.3	List Score of Pre-test In Control Class	48
Table 4.4	List Score of Post-test In Control Class	49
Table 4.5	Frequency distribution of Students Pre-test	53
Table 4.6	Frequency distribution of Students Post-test	55
Table 4.7	Frequency distribution of Students Pre-test	58
Table 4.8	Frequency distribution of Students Post-test	60
Table 4.9	Average Score, Variance Score and Standart Deviation	66
Table 4.10	Result of Experimental Group	64
Table 4.11	Result of Control Group	64
Table 4.12	The Percentage of Observation Sheet	65

ABSTRACT

The thesis entitle: “*Communicative Activity in Teaching English By Using Discussion To Improve Speaking Ability at MAN Kampong Teungoh Langsa*”

The purpose of study in this research is to find out the impact of communicative activity in teaching English by using discussion can improve students' speaking ability at Man Kampong Teungoh Langsa. The samples group consisted of 55 students at a secondary school MAN Kampong Tengoh Langsa. Classified by high, medium, and low according to their abilities of English Speaking proficiency level. This study is about Communicative activity in teaching English by using Discussion to improve speaking ability, The statement of the problem in this study is Does communicative activity in teaching English by using discussion can improve students' speaking ability at Man Kampong Teungoh Langsa?. This is an experimental study by using quantitative approach. The population of this research was the secondary students of MAN Kampong Teungoh Langsa. As a sample were the experimental class (XI IPA 1) and control class (XI IPA 2). The instruments used to collect the data were test and observation. The test had been tried out by expert judgment. The formula that was used to analyze the data was t-test. After the data had been collected by using test, it was found that the pre- test mean score of the experimental group was 56,53 and control group was 53,96. While, the post-test mean score of the experimental group was 75,86 and control group was 66,72. The obtained t-test was 8,11, t-test score 8,11 was higher than critical value which was used at level of significant 5% ($\alpha = 0,05$) for educational level. Critical value was 2,000 for degree of freedom from 55 students. It means that the differences between two groups were significant. It meant that (H_a) was accepted, while (H_o) was rejected. So, communicative activity in teaching English by using discussion were effective in improving speaking ability. Finally the writer suggests to the teachers use Communicative activity in teaching English by using discussion to improve students speaking ability.

Key words: **Communicative Activity, Discussion Method, Teaching English, Speaking Ability.**

CHAPTER I

INTRODUCTION

A. Background of Study

In process of teaching and learning of English, there are four skills that should be mastered, they are: listening, speaking, reading, and writing. Student should be able to use the skills weather in oral or written ones. To achieve the goals, the teacher have to teach the language skill and improve their English students' abilities. In other word, mastering speaking skill is very important in learning a language. It means that speaking is one of the basic abilities which should importantly be mastered by english learner. Speaking is the ability to express opinion, ideas, or thought orally; it consists of producing systematic verbal, utterances to convey meaning in order to be understood by the people we are speaking with.¹ Yet, "Marianne stated that speaking is considered the most difficult skill to acquire since it requires command of both listening comprehension and speech production."² So, it proves that English is really difficult for student. Speaking is important because people know a language is referred "the speakers" of the language.

Communicate is an interaction from of people to other people and producing the language. Language is one of the most important things in communication and it is used as a tool of communication among the nations in all

¹ David nunan, *Pratical English Language teaching* (New York: McGraw Hill,2003),40.

² Marianne Celce-Elite Olshtain, *Discourse and Context in Language Teaching* (United kingdom: Cambridge University Press,2000),165.

over the world. By language, we can interact and express our feeling, idea, etc to others. Language can be used as a means to control people and to influence what they think and do. Someone can develop his or her knowledge by communicating to others through social environment, such as: family, school, peer, community, mass media and etc. Language teaching is one of education program. It means that language is very important in society.

English language as an international language which used by other countries in the world to communicate. English is an introduction language spoken in international event and use as the medium of information flow on science, technology, and culture as well. Indonesia as developing country, the people try to be able to speak English to make relationship with other countries in the world so that they can master science, technology, and culture in the world. Therefore, each students must be able to speak English. Since, one of the main purpose in studying English is able to speak and communicate English fluently. Through speaking, student can express ideas or feelings and maintain social relationship. They can also convey information and receive information that is happening in their lives.

In foreign language teaching and learning, ability to speak is the most essential skill since it is the basic for communication and it is the most difficult skill. Speaking is a skill and as such needs to be developed and practised independently.³ It's means that student should practise their English in side the class or outside in order to improve their spaking ability could be minimized their

³ Scott Thornbury, *How to Teach Speaking*, (Pearson Education Limited, 2005), p. iv

difficulty. According Hedge, speaking skill can be develop through communicative activities which include discussion, problem solving, and role-playing.⁴ Three characteristics of the activities may have encouraged interaction among the students in the language classroom. There are some problem of students were having difficulty in speaking in communicative activity. The factors are: Less vocabulary to increas idea, Less motivated to increase speaking ability, Less in strategy and technique or method in speaking ability. An English students must be able to communication with others to increas their speaking ability. However, in fact, there are some English students who have a great difficulty in speaking. It is caused that they have problem in language activity at classroom to encourage speaking ability to express their ideas, feeling freely and fluently.

To minimize the problems above, There are several good strategies or techniques can be done to solve speaking problem . According Harmer stated that the communicative activities by using discussion in teaching English are important factors in teaching language for communication.⁵ So that, writer using communicative activities by discussion in this research. Because, discussion activities help students to create interaction in the language classroom, effective way to facilitate learning and can provide the instructor with an opportunity to assess student understanding of course material.

The discussion method is an alternative method for teaching English speaking to help the teacher to reach the goal of teaching, especially to improve

⁴ T. Hedge, *Teaching and Learning in the Language Classroom*, (Oxford: Oxford University Press, 2008)

⁵ Jeremy Harmer, *How to Teach English* (England:Longman person,1998).

the students' speaking ability.⁶ Student-centered learning is a way of thinking about student learning. It requires that the planning, teaching, and assessment focused on the needs and abilities of the students (how they learn, what they experience, and how they engage with their learning). It is a shared knowledge and shared authority between the students and teacher where the teacher shares control of the classroom and students are allowed to experiment their own learning. Teacher becomes facilitator, helping students access the information, interpret, organize and use knowledge to solve problems and also as the motivator, helping the students to arouse their willing to study actively. Most importantly, discussions allow students to actively participate in the learning process. Learning is more interesting and students are often more motivated when they are actively involved in using the course material.

The writer decides to choose discussion method since this method will give good challenge to the teachers in applying an appropriate method in teaching and learning process and also can encourage students to be good speakers and enhance their comprehension. In this case, the writer concerns to improve students' speaking ability by using discussion in communicative activity.

In this research, the aim of researcher is to improve speaking ability in the communicative activity. So, regarding to the explanation above, the writer interested to do research with the title about: ***“COMMUNICATIVE ACTIVITY IN TEACHING ENGLISH BY USING DISCUSSION TO IMPROVE SPEAKING ABILITY AT MAN KAMPONG TEUNGOH LANGSA”***.

⁶Sri Endang Kusmaryati, *improving english speaking ability through classroom discussion for students* (ma nu banat kudas in the academic year 2008/2009), p.7.

B. Research Question

Based on the above problem, the research question in this research is:

“Can communicative activity in teaching English by using discussion improve students’ speaking ability at Man Kampong Teungoh Langsa?”

C. Purpose of Study

The purpose of study in this research is to find out the impact of communicative activity in teaching English by using discussion can improve students’ speaking ability at Man Kampong Teungoh Langsa.

D. Significant of Study

1. Theoretically

This research is expected to enrich knowledge for the reader and give contribution in science, especially for English Department in developing the science in its field of education.

2. Practically

There are three significants of the study in practically. Those are: 1.) To the teacher: to give for teacher to use one of appropriate strategy in teaching speaking, so it can improve students’ speaking ability; 2.) To the students: it can improve students’ speaking ability; and 3.) To the researcher: it gives new information and add researcher’s knowledge about speaking, so the researcher can also improve her/his speaking ability.

E. Hypothesis

There are hypothesis used in this research, those are:

Ho : There is no any effect to communicative activity in teaching English by using discussion to improve students' speaking ability at Man Kampong Teungoh Langsa?

Ha : There is any effect to communicative activity in teaching English by using discussion to improve students' speaking ability at Man Kampong Teungoh Langsa?

F. Terminology

1. Speaking Ability

Theoretically, according to O'Grady, it is a mental process. This means that it is a psychological process by which a speaker puts a mental concept into some linguistic form, such as word, phrases, and sentences used to convey a message to a listener. Speaking ability is a skill to communicate a speech articulation or to speak a talk for expressing an idea and a message⁷. Speaking ability consists of two words are speaking and ability. To avoid misunderstanding about the meaning of speaking ability, it will clarify one by one. According of expert, that ability's potential capacity of power to do something physically or mentally. Those description may concluded that ability is capability of human which identical

⁷ Henry Guntur Tarigan, *Prinsip-Prinsip Dasar Sastra*, (Bandung:PT Aksara, 1990). P.15.

with ability.⁸ And speaking is the activity to express thought and feeling orally.⁹ points out that speaking ability is described as the ability to report acts or situation, in precise words, or the ability to converse or to express a sequence of ideas fluently.¹⁰ It can be concluded that speaking ability is a skill, which is communicating the speech sound for expressing and conveying a messages or ideas.

In addition, related to speaking ability, Speaking is an articulation of sound to express thought. Speaking is the capability in pronouncing sound or word to express or convey though, idea or feeling” opinion and wish.¹¹ Another expert says that speaking is talk or speaks.¹² If both speaking and ability are combined, so it means a capability to utter the articulation of sound to express or to deliver thought, opinion and wish to the other person.

So the speech production is the process by which the speakers turn their mental concept into their spoken utterances to convey a message to their listeners in the communicative interaction.¹³

2. Communicative Activity

Communicative activity refers to the classroom activity that provide a genuine information gap and make it possible for language learners to

⁸ WJS Poerwadarminta, *Kamus Umum Bahasa Indonesia*.

⁹ Munir, Ahmad, *Communication Strategies Toward Students' Speaking Ability: A Classroom Study of Speakin*, (Selong STKIP Hamzanw, 2005). p.12.

¹⁰ Robina Sharna, *Macro Skill of Speaking online*, (accessded february 13th,2016) <http://w.w.w. Ehow. Com>.

¹¹ Henry Guntur Tarigan, *Prinsip-Prinsip Dasar Sastra...* p.15.

¹² Sunardi, *Productive Vocabulary Mastery and Speaking Ability of The Second Year Students of MA Mu'allimin NW Pancor 2003/2004*. P.13.

¹³ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (San Fransisco State University: Pearson Education, 2007)

communicate with target language in Communicative Language Teaching Approaches.¹⁴ In other words, communicative activity are activities that give students both a desire to communicate and a purpose which involve them in a varied use of language.

Communicative activity include any activities that encourage and require a learner to speak with and listen to other learners, as well as with people in the program and community. Communicative activity have real purposes: to find information, break down barriers, talk about self, and learn about the culture. Even when a lesson is focused on developing reading or writing skills, communicative activities should be integrated into the lesson.¹⁵

Communicative activity are fluency-based activities.¹⁶ While such activities may involve students to practice a particular grammatical form, they are likely to do more than this. The key element is that the activity is based on a realistic situation. This could be anything from an encounter in a department store, to a group of friends discussing holiday plans, etc. Within this kind of context, students should be required to negotiate for meaning. This is likely to require multiple turn taking.

¹⁴ Liao, X. *Communicative Language Teaching: Approach, Design and Procedure*. (Retrieved ERIC database 2000)

¹⁵ [educ.ualberta.ca/staff/olenka.bilash/best.communicativeactivities.\(online\)](http://www.educ.ualberta.ca/staff/olenka.bilash/best.communicativeactivities.(online)), (http://www.educ.ualberta.ca, accessed february 27th, 2016)

¹⁶ Tait, S. (2001), *Ingredients for Successful Communicative Tasks*. TEFL.net. Retrieved from <http://www.tefl.net/esl-articles/esl-communicative-tasks.htm> on January 31, 2016