

ABSTRACT

Y. F. DESSY HARTANTI (2004) *The Use of Communicative Activities in Teaching Speaking to the First Grade of Junior High School Students to Improve Fluency*. Yogyakarta: Sanata Dharma University

This research aimed at finding out the effect of using communicative activities in teaching speaking to the first grade of Junior High School students to improve speaking fluency. There were two problems in this research. 1) How are communicative activities applied in teaching speaking to the first grade students of Junior High School? 2) Does the use of communicative activities in teaching speaking to the first grade students of Junior High School improve their speaking fluency?

The hypothesis for the first problem depended completely on the implementation of the communicative activities in teaching speaking to the first grade students of Junior High School. Based on the implementation, there were four stages in teaching speaking using communicative activities for the first grade students of Junior High School. The stages were structural activities, quasi-communicative activities, functional communication activities and social interaction activities. Each stage supported the stage following it in sequential order. These stages involved teaching speaking, using communicative activities, to improve students' speaking fluency.

The hypothesis for the second problem was that the use of communicative activities improved speaking fluency of the first grade students of the Junior High School. The students' fluency improvement in speaking was measured by pre-tests and post-tests using interviews given before and after the treatment. The scoring of the tests used the Schulz Communicative Competence Scale. The data from the tests was mainly used to test the hypothesis. The hypothesis was tested with t-test for independent samples. To reduce any factors that might decrease the level of the research validity, there were two groups involved in this research. Both groups, the experimental and the control, were the same, except for the treatment given to each group. The observed treatment was applied to the experimental group only. Research subjects were 80 first grade students of a Junior High School, namely SLTP N 2 Banguntapan.

Through the hypothesis testing ($t = 8.46$ with $p \leq .05$) the null hypothesis in this research was rejected. This rejection was based on the fact that the t-score of computation ($t = 8.46$) was greater than the t-score in the table (between 1.671 and 1.658). So, the use of communicative activities, significantly, improves the speaking fluency ability of the first grade students of the Junior High School.

ABSTRAK

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Riset ini bertujuan untuk menemukan efek dari pemakaian *communicative activities* dalam pengajaran berbicara pada murid-murid kelas satu Sekolah Lanjutan Tingkat Pertama untuk meningkatkan kefasihan berbicara. Ada dua masalah yang dibahas dalam riset ini. Yang pertama adalah bagaimana *communicative activities* diaplikasikan dalam pengajaran berbicara pada murid-murid kelas 1 SLTP. Yang kedua adalah apakah penggunaan *communicative activities* dalam pengajaran berbicara dapat meningkatkan kefasihan berbicara murid-murid kelas 1 SLTP.

Hipotesis dari permasalahan pertama sangat bergantung pada implementasi penggunaan *communicative activities* dalam pengajaran berbicara pada murid-murid kelas 1 SLTP. Berdasarkan implementasinya, ada 4 tahap dalam pengajaran berbicara yang menggunakan *communicative activities*. Tahap-tahap tersebut adalah: *structural activities*, *quasi-communicative activities*, *functional communication activities* dan *social interaction activities*. Setiap tahap mendukung tahap yang mengikutinya secara berurutan. Tahap-tahap ini adalah aktifitas-aktifitas dalam pengajaran berbicara menggunakan *communicative activities* yang dapat meningkatkan kefasihan berbicara murid.

Hipotesis permasalahan kedua adalah penggunaan *communicative activities* meningkatkan kefasihan berbicara murid-murid kelas 1 SLTP. Peningkatan kefasihan berbicara murid diukur dengan tes interview yang diadakan sebelum dan sesudah percobaan. Penilaian dari tes tersebut diukur dengan menggunakan *The Schulz Communicative Competence Scale*. Data yang didapat dari tes tersebut digunakan untuk menguji hipotesis. Hipotesis diuji dengan menggunakan *t test for independent samples*. Sebelum menggunakan *t test for independent sample*, penulis menghitung perbedaan antar grup dengan formula *standard error of difference between two means*. Untuk mengurangi factor-faktor yang mungkin menurunkan kadar validitas penelitian, ada 2 kelompok yang terlibat dalam penelitian ini. Kedua kelompok ini, kelompok percobaan dan kelompok pembandingan, berada dalam kondisi yang sama, kecuali pada pemberian perlakuan. Perlakuan yang menjadi obyek penelitian hanya diterapkan pada kelompok percobaan. Subyek penelitian ini berjumlah 80 murid kelas 1 SLTP, yaitu SLTP Negeri 2 Banguntapan.

Melalui pengujian hipotesis ($t = 8.46$ dengan $\rho \leq .05$), hipotesis nol dalam penelitian ini ditolak. Penolakan ini didasarkan pada kenyataan bahwa nilai t dari perhitungan ($t = 8.46$) lebih besar daripada nilai t pada table (t antara 1.671 dan 1.658). Jadi, penggunaan *communicative activities* secara signifikan meningkatkan kefasihan berbicara murid-murid kelas 1 SLTP.