THE IMPROVEMENT OF BASIC ENGLISH SPEAKING SKILL THROUGH COMMUNICATIVE APPROACH ON THE PRIMARY SCHOOL TEACHER PROGRAM COLLABORATION STUDENTS OF MEMBRAMO

Dr. Herlina, M.Pd
herlinanoldy@yahoo.com
Education Faculty State University of Jakarta

Abstract

The purpose of this study is to improve the ability of basic english speaking skill on the PGSD collaboration students of membramo class through the use of communicative approach. There are various obstacles faced in the process of developing english speaking activities on the students, one of them is the students have no confidence in using english on their daily conversations in which make them having lack of english speaking practice. Thus, a learning strategy which can persuade the students to practice speaking with their friends is needed. This study is conducted at the PGSD College of State University of Jakarta, South Jakarta. The method of this research is action research with the use of Stephen Kemmis and MC.Taggart models of action research. This study is conducted through the stages of planning, implementation, observation and reflection. The data is collected through the use of speaking ability instrument tests and communicative approach monitoring instrument. The results of this study showed that by using the strategy of communicative learning, the students speaking skill has improved from the first cycle to the second cycle. The students learning implementation is improved about 23.43% while their speaking skills is improved 60.88%. Thus, it can be said that the strategy of learning through communicative approach could significantly improve the PGSD students collaboration students of membramo class in speaking skills.

Key words: Speaking Skills, Communicative Approach, membramo class

INTRODUCTION

Background

One purpose of English teaching and learning processes done in the classroom is helping the students speak the language since language is always meant to be used to communicate with other people. In fact, one of the language skills, in this case speaking skill, is not often mastered by the students because they seldom or rarely use the language daily lives. Besides, there are many students in a speaking class, especially in Indonesia, so the students get a very few chances to practice speaking in English. Therefore, a teacher should be able to teach speaking as interesting as possible so that the students get motivated to practice communicating in the language learnt.

Language is one of the means of communication used in international relations both in oral and written form, given the importance of the language then almost every school in Indonesia starting from elementary school through college has taught the language. English is one of the many popular target language for students as there are plenty of government and private institutions use the language as one of their job requirement. Language has a central role in the intellectual, social, and emotional development of the students and also one of the key for studying all subjects.

Speaking skills are needed to interact and to socialize in community. Anyone with good speaking skills has the intelligence to deliver a variety of life problems to anyone and
would be understood by everyone who heard. He/she also has the ability to use the appropriate language within the rules applied in the community. This means that when someone is talking to someone else, he/she should pay attention to the background or context of the conversation that includes, for example, by whom, when, and where he spoke. Verbal communication has a target of how the speakers are able to understand the culture of the people they are talking specifically, in terms thinking, work ethic, lifestyle, and beliefs held by someone.

Based on the explanations in the background, then this study, How to Improve Basic English Speaking Skills by Using Communicative Approach? (Action Research in the Students of Elementary School Teacher Education Program (bachelor degree) Membramo Class Cooperation, State University of Jakarta) is made.

**LITERATURE**

**The Essence of Speaking Skills**

In teaching speaking there must be some problems encountered by the teacher and the students. These what inhibit them to be actively speaking in the classroom. Especially different level different problem. That’s why the goals and the techniques for teaching speaking are extremely diverse, depending on the students, teacher and overall context of the class. Brown, (2001:267) Tring several techniques is a wise solution in finding the most appropriate activity fits to the students' condition.

Relating to the problems of speaking activities. Penny Ur, (1996:121) classifies them as; a) inhibition, b) nothing to say, c) low or uneven participation, and d) mother-tongue used.

Speaking skills is a condition in which a person can take advantage of the information, or the technique of experience of obtaining something new. According to Richards (1991); Speaking skill is the style or behavior in which the language is used. The more complex processes of relating and judging; since it is almost impossible to present an individual with a knowledge problem, which include exactly the same stimuli, signals, or cues as were present in the original learning situation. Knowledge is more than remembering idea or a phenomenon in a form very similar to that ever happened to the limits of knowledge

Bygate (1998); stated that to be able to use the language well, there are two basic things which become the essential element of skills such as: motor-perceptive skills and interaction skills. The motor-perceptive skills are to understand, remember, and saying the sounds and grammar correctly while interaction skills is how to make the right decisions in communication, including what to speak, when to speak and how to pronounce the words, whether to proceed appropriate with the evolving situation between the narrator and the listener. Language is a means of human communication, on each occasion humans use language, both receptively and productively. By using language, humans can express feelings, ideas, imagination and can express something to others. Variety language used to express something which might be oral or written. In a more complete range, language consists of four capabilities: the ability to listen, to speak, to read, and to write.

Those skills are basically interrelated and are a unity, or called single chess (Zulhasril Nasir, 2008: 7). Metighe and Schollenberger (in Purwadi, 2000: 20-22) argues there are three reasons why it thinks needs to be done. First, currently in the community and the future is marked very high acceleration in knowledge and technology. Information demands will affect the purpose and practice of education. Second, the students capability of thinking. Students who have thinking skills may have low level of presentation function. Third is in respect of teaching methods. Classroom teaching process is dominated by the lecturer with verbal information. This indicates that most of the teachers do not use methods that can develop students' critical thinking skills.
The development of science and technology as well as the spread of information on this era of globalization can not be separated from foreign language skills in order to be able to communicate well. One foreign language which is learned and taught from elementary school to college in Indonesia is English. The goal is to develop language skills that include: listening, speaking, reading, and writing. As a world language, English is used as a means of communication between nations. It requires one to communicate verbally therefore it is demanded to master the English vocabulary in order to communicate fluently.

Pudentia (1998: 186) states that generally oral communication have special properties, namely: (1) production using speech synthesizers, while the recipient uses the sense of hearing; (2) except in telephone communication or verbal communication in the darkness, the sender and receiver see each other's face and body respectively; (3) except in receiving communications through the recording, basically there is no time gap between production and reception. Thus, in speaking skills, there are two fundamental characteristics that must be considered, namely: (1) to be said and to be heard, and (2) the face to face situation. Therefore, in order to be able to say the language and understand what other people say, it is required to master the various aspects of the language and use it constantly. Moreover, in order that oral communication can proceed smoothly, the speakers have to pay attention to face-to-face situations (when, where, and by whom).

When we see two people confront and engage in dialogue or conversation, it would seem that they are doing the speaking skills. In connection with these activities, listening and speaking skills are actually inseparable. However, the actual speaking skills is much more complex than listening skills. Why? The reason is in speech, in addition to speakers must master the sound, structure, vocabulary system, he/she also had to use the ideas to be expressed, either at the time of speaking alone (monologue), during the conversation (dialogue), or when responding to a statement or questions.

In order to overcome the constraints experienced by learners of English as aforesaid, then the things that need to be pursued is the creation of the English-speaking environment (English Speech Community). That is, individuals who are in the community as much as possible could communicate in English.

**Speaking Skills Competence**

Selection of one's language is generally determined by intralinguistic and extralinguistic factors. One of many intralinguistic factor is communicative competence. Chomsky (1965: 15) break the rules of language assessment system of social norms that define the study of language use in context. Communicative competence involves not only knowledge of the language code, but also what to say to whom, and how to say it correctly in certain situations. Communicative competence with regard to social knowledge and cultural owned speakers to be rich to help them use and interpret the linguistic forms. Simply put communicative competence is everything that involves the use of language and communicative dimensions in certain social settings.

Based on the explanation above, there is the question "How can actually communicate meaning and can be understood in a conversation? and "How can speech acts presented and interpreted?" The things in question are things that are very complex. Therefore, the theory discourse analysis related to how speakers utterance process that gave birth to the acceptable speaks any skills need to be assessed. W.F Mackey say that,"Oral expression involves not only the use of the right sounds in the right patterns of rhythm and intonation, but also the choice of words and inflections in the right order to convey the right meaning. "(Oral expression requires not only proper use of sound in the correct form in the rhythm and intonation, but also the choice of words and word shape changes in the correct order to be able to convey the message properly).
Talking is one that is productive language skills, and activities that are important in our daily activities. According Iuoma (2004); Talking is meaningful human interaction. In speaking activities, one more to communicate verbally than by other means (for example: write). By talking someone trying to express thoughts and feelings to others verbally. According to Luria, (2006); We use language as a speaker, thinker, reader, and writer. Language can make people come together. Language is also used to assess the ability, friendliness, a person's potential, and so on. Thus speak is to speak, by talking means we do communicate with language activities.

One's knowledge of a language can be indicated on the skill to speak in a language (Penny Ur, 1996) A person is said to dominate a particular language is not a result of mastery of grammar and vocabulary, but rather on the ability to use a particular language with its purpose as a means of communication. Furthermore Lyle Bachman (Brown 2007); modifying the communicative competence. Canale and Swain into a scheme called language competence. Batchman put grammar and discourse competence under one branch called organisational competence, ie all rules and systems that determine what can be done with the forms of language, whether it is the rules of grammar or rules that govern how the sentences into one (discourse).

To be able to establish good communicative competence Canale and Swain initiated and language competence Bachman, Littlewood said there are four domains of skills one should have: a) Skills using linguistic system can use up to the level of spontaneous and flexible for the express purpose of the message, b) Skills distinguish shapes he controlled as part of linguistic competence, the communicative functions they use. c) Skills and strategies in the use of language to communicate meaning in the real situation as effectively as possible, d) awareness of the social significance of forms language that can use the forms acceptable.

Implementation of the above aspects that language requires more than just a set of linguistic forms corresponding to the communicative functions. During the relationship between forms and functions change and can not be predicted with certainty outside of a certain situation, students should be given the opportunity to develop strategies to interpret
the language in real use. Thus, students or language learners need to acquire not only a set of linguistic meaning, but also a set of strategies to use the linguistic meaning in real situations.

Based on these explanations, it can be concluded that speaking skills is the ability to reproduce the speech sound to convey the will, feelings, ideas and needs to others accurately and fluently obtained through control of the components of linguistic and non-linguistic.

**Process Speaking**

Thornbury (2006) stated that the process of talking consists several stages, namely: conceptualization, formulation, and articulation of which are followed by self-observation and improvement. Conceptualization is the stage when a speaker conceptualize the kind of discourse, and the purpose of the ideas in one's mind. After a successful speaker conceptualize what he had to say, he must formulate the idea. At the stage of formulating, speaker must make strategic choices at the level of discourse, syntax, and vocabulary. For example, when the his discourse is the "story", there must be a beginning, middle, and end of story. After the speaker managed to formulate his ideas, he reached the final stages, namely articulate ideas.

To be able to understand the message conveyed by the speaker, the listener is assisted by prosodic features delivered by the speaker, such as: stress, intonation, and gestures. Thus the listener will avoid the error perception in understanding the message of the speaker.

**Teaching Speaking Skills**

Teach speaking skills different from other language skills (listening, reading, and writing). Kang Shumin (2003) asserts that aspects of teaching speaking skills require attention and special instructions. In order to teach effectively. A particularly language teachers should provide opportunities for learners to use the language after looking at the factors and underlying components of effective teaching.

An important component in language learning to improve speaking skills is to conduct classroom activities provide learners or students the opportunity to express themselves through speaking activities. The opportunity to express themselves is very important, because not like the other speaking skills are should not be done the other parties. Speaking requires the opportunity of speaking directly with partners, so many obstacles that arise in the process of learning. Another important thing to note is that many language learners assume is not realistic to be able to master the complete system of linguistic a target language by learners. Therefore, the teaching of speaking should be promoting fluency than accuracy. This done in order to achieve acceptable communication skills across the region genre, context, and the topic is limited.

Teacher should be able to be a good animator when asked students to produce speech. Sometimes this can be achieved by setting the activity of speaking clearly and with enthusiasm. At another time, teachers must participate in role playing. This will help the students to launch its activities by introducing new information, ensuring the involvement of students, and in general will maintain the atmosphere of creative learning. In addition, classroom management also contribute greatly to the success of learning to speak. Woolfolk and Brooks (2007) states that the location of the seat at the front of the class will not increase the participation of students who already have a tendency to speak in class, while the seat in the back would make it difficult to participate in the activities of students in the classroom.

Therefore, according to Woolfolk (2007) seating arrangement in the form of small groups, or a circular seating arrangement is best for student interaction. Another important thing is the opinion Woofolk Schon in saying that the mark of a good teacher is not the mere application of theory, but lies in its ability to reflect on their own teaching.

Based on the description above, it can be concluded that, teaching speaking skills should begin by identifying and eliminating the factors inhibiting learning and classroom activities that give learners the opportunity to express themselves through speech, which put
the fluency rather than accuracy, and put the teachers in its role as a prompter participants, and feed behind, by considering the management class to increase student interaction.

**Action Research**

Action research is a systematic approach to effective methods of finding solutions to the problems faced daily by professionals, especially the educators. Accordingly, the action is slightly different from the prevailing scientific research where research goal is to find a common explanation that can be applied in all contexts. The purpose of action research is to study a particular problem in the context and solutions that appear generally also only applies in the context described in the action research. (Ernest T.Stringer, 2007: 1-2).

Stinger formulate a research framework acts as a cycle of three activities: Seeing, Thinking and Acting (Look, Think, Act). Activity "see" involves a lot of activities related to the collection of information to build an understanding of the situation at hand, a definition and describe things that exist and events that are taking place. Activity "thinking" involves many activities associated with the exploration, analysis, and interpretation. The purpose of this activity is to find an explanation of the events that are happening. Activity "action" involves a lot of activities related to the preparation of structured activities, the implementation of research results, and the evaluation of the results of the implementation. The whole of these activities need to be carried out as a cycle, to be repeated and the results can be improved continuously. (Ernest T Stringer, 2007: 9).

Model of Stringer above does not imply that in the necessary research framework for planning the actions to be taken and in which the phase of the evaluation of such action needs to be done. Developed model by Mertler, otherwise focus on aspects of the action plan. For Mertler, a research action begins with a planning phase, followed by the action stages, stages of development, and concludes with a reflection, and then the cycle repeats (Craig A. Mertler, 2009: 72). The most influence Model of in the field of action research (and used as a basis in this study) is developed by Stephen Kemmis and Robert McTaggart. According to Hopkins, Kemmis and Taggart proposed phases of planning, action, observation and reflection, and they imply that each of these phases are repeated in cycles, these phases do not match exactly. Each phase of reflection to different conclusions so that each phase of the plan will be the adjusted (Kemmis and Taggart in David Hopkins, 1993: 48). Since the model Kemmis and Taggart is published, many variations of its application have emerged.

**RESEARCH METHODOLOGY**

This research aimed to gather data relating to the improvement of basic English speaking skills through communicative approach to student primary school teaching classes S1 program Membramo State University of Jakarta. In this study the use of is the communicative method in improving basic English speaking skills. This research was conducted at the Department of Primary School Teacher Education Faculty of Education, University of Jakarta. The timing of the study for one semester. The subjects of this study were students of class collaboration Membramo fourth semester, the course Basic English for Elementary School Teacher.

**Methods and Design Intervention Measures / Design Cycle**

The method of used in this action research, used a model Kemmis and Taggart (Stephen Chemish, 1997: 27). Kemmis and Taggart describe action research as a spiral steps consisting of four phases; Planning, action, Observasi, and reflection, while Kemmis refine it into a spiral of self-reflection of planning, acting, observing, reflecting and replaning. As a basis for the strategy diagrams created. Kemmis shows the motion of a phase to the next phase, also how measures can be taken through the system (Alexander, 2009: 28-29). Based on work procedures designated by Kemmis and Taggart this action research using design as below
Classroom action research is research that aims to improve the effectiveness and efficiency of educational practices. Elliot in Hopkins research suggests that action can be defined as a study of the social situation with a view to improving quality through action. Thus, in education, action research is a way to make improvements in the classroom or practices in school education. In action research, there are two activities that are carried out simultaneously, namely the activity of the action (action) and research activities (research). Both of these activities are carried out by two people who work together collaboratively. Methods used in this research is the method of classroom action research (Classroom Action Research).

Design intervention action / design cycle of this study using the model Kemmis and Taggart. The working procedures in action research by Kemmis and Taggart in Hopkins, basically a cycle which includes the steps of: (a) planning (b) action (c) observation and (d) reflection followed by re-planning (replanning), action, observation, and reflection for the next cycle, and so on to form a spiral.

**The Intervention Action**

1. **Action Planning**

At this stage the teacher and lecturer action plan that includes: designing plan learning activities, learning strategies, selecting and preparing media / materials, as well as data collection instruments that will be filled by the observer during the process of learning activities.
2. Implementation

Stages of implementation of the action (acting) is a realization of the plan that had been developed by the research team before. At this stage of the implementation of the action (acting), the researchers conducted the study conducted by the communicative approach. Implementation of the actions performed during two meetings in each cycle. Each meeting was conducted for 2 hours lesson. The implementation of the action taken in accordance with the allocation.

3. Observation Measures

Observations action is an activity performed to identify and evaluate developments occurring after the action. In this activity was analyzed whether the implementation is done in accordance with the plan of action and whether there was an increase in the form of positive change toward mastery of vocabulary to students. Observation approach the actions taken by the research team is peer observation, peer observation is an observation made by a collaborator on the study. Peer observations made for being able to lighten the load in problem analysis, in addition to the data collected could be objective.

In observation of activities, observers have noted all events or things that happen in the research process. The thing that is observed is the suitability of the actions performed with an action plan that had been developed previously. At the time of the observation, the observer tried to listen carefully variety of things and activities carried out by research subjects so that lecturers and teachers can know the complete focus of the investigation. In this observation during the observation process running observers make field notes. As for making field notes This is so that the data obtained through observation process can be well documented by observers complete

4. Reflection Action

Reflection action is critically review the activities of the changes that occur. The changes observed by the research team that is going on (a) the student (b) classroom atmosphere. As at this stage lecturers, and collaborators in collaborative discussions on the issues raised in classroom research. Discussion done raises questions such as (a) why (b) how, and (c) how much. Results of reflection actions taken are used to determine planning (replanning) at the stage of the cycle to be performed next.

The intervention Action Expected Results

The success of learning to use the communicative approach aimed at aspects of the process and the evaluation of actions by students through vocabulary tests. The process of implementation of a conducive learning characterized by active learning can be achieved, the program can be implemented as planned, according to the shape of activities that have been made, the media and materials in accordance with what is given and can carry out activities in accordance with the applicable rules, the learning objectives can be is reached.

Sources of the data Data

Data monitoring the actions of the data used to control the suitability of implementing the actions taken by the research team with the plan (planning) that have been made and planned by the lecturer. The research data is the data results of action taken by the research team in the form of increased yield learning speaking skills in teaching English to students Membramo. The subjects involved in this study were students of primary school teaching classes S1 Membramo cooperation State University of Jakarta.

Data Analysis Techniques

The data obtained in the study were analyzed using qualitative data analysis model offered by Miles and Huber-man (1992; 8) the data analysis begins by reviewing from data collection to all data collected through three stages: data reduction, data presentation , and inference data.
RESULTS AND DISCUSSION

Analysis of the data described in chapter IV, is classified in the analysis of qualitative and quantitative data. Qualitative data analysis explains the description of the process of learning conducted in order to improve English speaking skills by using the communicative method. It contains a description of planning, action, observation, and reflection, which is conducted by researchers helped collaborators. In addition, qualitative data analysis to describe the activities of the students as well as their responses to any given action. Analysis of qualitative data was obtained from observation sheets researchers, the results of interviews with collaborators, test items and sheet checklist.

Analysis of qualitative data obtained also strengthened by quantitative data analysis. Analysis of the quantitative data was obtained from the pre-test, cycle 1 and cycle 2 test, and the value of the post-test. Quantitative analysis will show an increase in the value of the pre-test of each cycle.

Qualitative Data Analysis

Because of its qualitative, data are described in the form of descriptions of data or description of research data in detail and depth. Every stage of the research described in the description that clearly. This is done so that the overall activities, events, and things that happened at the time of the study can be recorded and summarized well the sake of the validity of this study.

Action Cycle 1

To improve the quality of learning is based on the identification of the initial conditions of the problem, it is necessary action program of action in this study. Action action program includes aspects:

Action Planning

The learning strategy is based on the learning needs of exploration, improvisation innovative, and creative. Learning theme is also in accordance with the syllabus and curriculum used in accordance with the type of scene conditions siswa. Menentukan Learning To conduct a comprehensive study theme, the theme of which is required in accordance with the syllabus and curriculum used by the schools concerned. To fit the needs of the learning process of exploration, improvisation, innovative and creative. Develop test, to determine students' speaking skills in English by using the technique of non-examples examples then conducted a test of skill.

Implementation Action

Implementation of the First cycle action performed five times meeting. Observations the First cycle performed by one collaborator. Collaborators task is to record all the events that happen or take place from the field notes and recommending improvements to the holding of the next cycle. Setting the class is created in groups according to their respective members. The first meeting to explain about the learning program that will be provided for one semester.

Observation

The results of pre observations indicate that learning is done not 100% success is still need for improvement in the learning process. lecturers still dominates to describe the direction to mahaisiswa and many questions raised by participants indicating the ineffectiveness of this theory in the first cycle. Entering the act of learning is the teacher must improve and enhance the learning process or method that uses this communicative method. In addition, participants still felt foreign to this game that may be new to be found by them individually. Therefore, it must be planned carefully and be ready in the next cycle in accordance with the stages of the cycle and teaching methods mainly refers to the syllabus.
In the next learning between lecturers and participants have seen a significant interaction. Is caused the learning process has been using methods and techniques that have been improved from deficiencies in the previous process. Who was a lecturer still dominate the class in the next period has been student center. And participants have been increased from the previous learning process, which initially they lacked the courage to speak in English, next to their own direct use good English and more vocabulary.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Pre-Test</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very Satisfactory</td>
<td>27.77%</td>
<td>10</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>30.55%</td>
<td>11</td>
</tr>
<tr>
<td>Less Satisfactory</td>
<td>41.66%</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>36</td>
</tr>
</tbody>
</table>

From this research it can be seen from the following data: This test is done during the pre-observation. These tests were performed to know students' skills in speaking English if it is competent or not, it can be seen from the number of percentage of the beginning test and the percentage of the final test. This test data was obtained 27.77% of the students are very satisfactory, satisfactory 30.55%, 41.66% students are less satisfactory in English speaking skills.

This initial test data as a reference for subsequent learning process improvement. In addition, based on these initial tests researchers also want to know the amount of the increase in the students' speaking skills in English language fluently and correctly. Thus, the improvement of each cycle can be closely monitored and valid.

**Cycle 2**

**Action Cycle 2**

**Revised Action Plan**

Revised plan of action that is is done in the second cycle is set based on on the end of the first cycle to see the results of the monitoring for action on the first cycle. Thus, the determination of the action in the second cycle revision was based on the evaluation / reflection is. This activity begins with the discussion of the results of the first cycle test, the results of interviews and observations during the learning process and discussions with collaborators until the revision of the action in the cycle.

**Action Planning**

In the second cycle of this research provide a more varied material from the previous cycle and expect students are also more interested in the teaching and learning process to improve English language skills in the classroom. Here researchers also explain the learning objectives to be achieved, as already stated in the first cycle.

**The implementation of Action**

This activity is carried out activities learning process a way that is more friendly to enjoyable so that students can come in to speak in English without re instructed but naturally come out by itself, by itself without in order already made formations in each group were already The previous form. They also have to understand what they need to do on the experience of previous learning process.

**Observation**
Researchers have carried out to the second cycle is in accordance with a predetermined plan, actively provide motivation, directives to the students to work on a given task, and monitor all the events that take place in the classroom. In the process of learning activities and understand all the details of the implementation of the research carried out in the classroom and can provide conclusions from the evaluation of the activities carried out in the learning process.

Quantitative Data Analysis

Analysis of quantitative data here to find out the results speak English skills improvement using the techniques of non examples. Researchers using only a simple matter even tend to be as research reports that this study is valid. As only provide tables the beginning test and final test as a starting point to determine the success of this study. This data was taken from the results of the beginning test and final test, which received an increase in

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Final Tes</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentasion</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Very satisfaction</td>
<td>63,88</td>
<td>23</td>
</tr>
<tr>
<td>Satisfaction</td>
<td>22,22</td>
<td>8</td>
</tr>
<tr>
<td>Less satisfying</td>
<td>13,88</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>36</td>
</tr>
</tbody>
</table>

The results speak English skills in students by using the communicative method based on the results of early test and final test gained increasing skills speaking English with communicative method in class PGSD SI students Membramo cooperation, so that the use of this technique has been successfully expressed, it can be useful even for candidates for other teachers to try and develop this technique in order to increase the speaking skills English language students can be increased.

CONCLUSION

Conclusion reached in the study can describe what has been investigated and may also describe the results of a study along with a study and analysis. Through readable conclusions expressed a core problem in the study. Based on data from studies conducted in cooperation Membramo graduate student class shows that by using the communicative method can improve the understanding of basic English language skills with a communicative approach and also can improve student understanding by making students active in learning, namely listening, reading, writing and speaking. Students active questioning in English about what they learned. In addition it also feels good communicative approach to students so that more optimal to absorb the learning material.

In this study, to improve speaking skills by using the communicative method includes educational messages that are useful for improving speaking skills. Masiswa asked to understand what is given by the researchers in the form of messages in the form of images or text and explain again what has been understood that. This ability can to improve English speaking skills. Based on the findings and results of action research on conversational skills using communicative methods, can be implied as he following:

To improve speaking skills of students, researchers should excite / motivation to advance in improving the skills of speaking English. Attitude speaking students can be generated with the use of learning techniques in the classroom with the communicative method. This is done so that the student can think of creative, innovative, and other ideas that
are to promote / improve English speaking skills. In addition, continuously providing guidance and direction of motivation in improving speaking skills both orally and in writing.

The implementation of communicative method, the resulted increase in students speaking skills in the classroom and provide a positive influence for the students themselves. Communicative method is an effective technique for use in classroom teaching. In order to reach and fulfillment aspects speaking skills as a reference for the expected valuation. The aspects to be improved is the accent, grammar, vocabulary, fluency and comprehension.

REFERENCES

David Kember, 2000 *Action Learning and Action Research. Improving the Quality of Teaching and Learning*, London: Biddles Ltd,
Morrow, Lesley Mandel; 1996. *Literacy The Development in The Early Years*, Boston
Suharsimi, Arikunto dkk. 2008 *Penelitian Tindakan Kelas*, Jakarta: Bumi Aksara: Jakarta,
Tarigan, Henry Guntur; 2008. *Berbicara Sebagai Suatu Keterampilan Berbahasa*, Bandung; Angkasa
Woolfolk, Anita. 2000. *Educational Psychology Active Learning*, Yogyakarta, Pustaka Pelajar,