

The Application of Communicative Language Teaching (CLT) to Improve the Grammar Ability

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Abstract

This research presented the Application of Communicative Language Teaching (CLT) Method through Grammar Practice Activities to Improve the Grammar Ability of the Fifth Semester Students of Informatic Study Program, Faculty of Computer Engineering, Cokroaminoto Palopo University. The objective of this research was to find out the effectiveness of grammar practice activities in CLT method in improving the grammar ability of the the Fifth Semester Students of Informatic Study Program, Faculty of Computer Engineering, Cokroaminoto Palopo University. The instruments of the research were test and questionnaire. The result of the research shows that the highest percentage was 56.8% of samples got good in grammar comprehension. The analysis of the test showed that the application of grammar practice activities in CLT method is effective based on the coefficient level $\alpha = 0.05 / 5\% = 2.045$, the researcher found that the significance test of the pre-test and post-test result was 14.522. And based on the questionnaire, this application was effective with the calculation of percentage was 33.3% strongly agree, 6.7% was strongly disagree.

Keywords: Communicative Language Teaching, Grammar Practice, Grammar Ability

Introduction

English as the one of languages that is taught in many educational institutes (formal and non formal) has many problems in teaching it. One of them is about the method of teaching. The problems which come in the teaching process are caused of many factors, especially from the students' interest toward English as their subject. The interest of ones can appear when they are given an interesting thing. When the students are given an interesting method which can involve them in learning process, of course, they will be enthusiastic to accept the material.

English Grammar material is one of the difficult points in English teaching and learning. This material often makes the climate of teaching and learning process be boring for the students. It can be seen in conventional method that has been applied for long time. The application of this method in EFL class just around in explaining, showing, giving, and practicing; explaining the material, showing the formula, giving the examples, and practicing the exercises, without involving the students to be more active in their learning.

The origin of Communicative Language Teaching (CLT) is to be found in the changes in the British language teaching tradition dating from the late 1960s. Until then, situational language teaching represented the major British method to teaching English as a foreign language. In situational language teaching, language was taught by practicing basic structures in meaningful situation-based activities. But just as the linguistic theory underlying audiolingualism was rejected in the U.S.A. in the mid -

1960s, British applied linguists began to call into question the theoretical assumptions underlying CLT (Richard and Rodgers, 1986).

Grammar may be defined as the way a language manipulates and combines words (or bits of words) in order to form longer units of meaning. There is a set of rules which govern how units of meaning may be contracted in any language. We may say that a learner who “knows grammar” is one who has mastered and acceptable language forms. (Penny Ur: 2003: 4)

Involving the students in teaching and learning process is the main important matter. Based on that assumption, the writer puts Communicative Language Teaching (CLT) method as the exact method which involves the learner in their learning. So the interaction or communication among the students and the teacher can appear. This method will be developed by using the practice activities of grammar material that can stimulate students' idea, share information to one another, and know the main problem and solve it easily.

Therefore, based on the explanation the research question can be formulated as the following “to what extent is the effectiveness of Grammar Practice Activities in CLT method in improving the grammar ability of the fifth semester students of Informatic Study Program, Faculty of Computer Engineering, Cokroaminoto Palopo University.

Method

The design of the research was a classroom action research. It means that, when doing the research, the researcher taught grammar material by using Communicative Language Teaching Method through Grammar Practice Activities. This research was conducted in the fifth semester students of Informatic Study Program, Faculty of Computer Engineering, Cokroaminoto Palopo University. The researcher used random sampling by taking one class which consists of 30 students.

In this research, the researcher used quantitative data. The instruments used in this research were: test for doing pre-test and post-test, and questionnaire. The researcher gave first test as pre-test to the class, then the class was taught with the grammar materials by using Grammar Practice Activities. These activities called treatment were done for 5 times of meeting. Then the researcher gave post-test to the class. Finally, the researcher gave the questionnaire to the students to know how they felt about grammar practice activities.

The data collected through the test is analyzed quantitatively:

1. Finding the students' answer of pre-test and post-test
2. Using the classification of the students' score to indicate the level of the students
3. Percentage of the students' score
4. Standard deviation
5. Finding out the significant difference between the pretest and posttest by calculating the value of the test.

Results

1. The data percentage of the students' score before and after treatment.

Table 1

The rate percentage of the students' score before giving treatment

<i>No.</i>	<i>Classification</i>	<i>Score</i>	<i>Frequency</i>	<i>Percentage</i>
1	Very good	9.0 to 10.0	-	-
2	Good	7.5 to 8.5	1	3.3%
3	Fair	6.0 to 7.4	14	46.7%
4	Poor	5.0 to 5.9	8	26.7%
5	Very poor	0 to 4.9	7	23.3%
	Total		30	100%

The data of the table 1 indicates that there were 7 (23.3%) students got very poor score, 8 (26.7%) students got poor, 14 (46.7%) students got fair score, 1 (3.3%) students got good score, and none of students got very good score.

Table 2

The rate percentage of the students' score after giving treatment

<i>No.</i>	<i>Classification</i>	<i>Score</i>	<i>Frequency</i>	<i>Percentage</i>
1	Very good	9.0 to 10.0	-	-
2	Good	7.5 to 8.5	17	56.7%
3	Fair	6.0 to 7.4	9	30%
4	Poor	5.0 to 5.9	4	13.3%
5	Very poor	0 to 4.9	-	-
	Total		30	100%

The table above indicates that there was different percentage from the tables, where the table 2 showed that 9 (30%) students got fair score. It declined about 16.7% from table 1. The students who got poor score decreased about 13.4% from 26.7%. And there was none of students got very poor score so does the students who got very good score. In the table 1 there was only one student who got good score, but in the table 2 there were 17 students who got good score. It means that there was an increasing about 53.4% from table 1.

2. The mean score and the standard deviation of pre-test and post-test.

After calculating the result of the students' pre-test and post-test, the mean score and standard deviation is presented in the following table.

Table 3
The mean score and the standard deviation of the students' pre-test and post-test

<i>Types</i>	<i>Mean Score</i>	<i>Standard Deviation</i>
Pre-test (X1)	5.45	0.22
Post-test (X2)	7.08	0.18

The table above shows that the mean score of the students' pre-test was 5.45, and the standard deviation was 0.22, while the mean score of students' post-test was 7.08 and the standard deviation was 0.18. It revealed that the mean score and standard deviation of the pre-test and the post-test obtained by the students were different.

The score of the students pre-test was 163.5, while the score of the students' post test was 212.5. From this result, the writer has considered that the use of grammar practice activities is effective to improve the grammar ability of the fifth semester students of Informatic Study Program, Faculty of Computer Engineering, Cokroaminoto Palopo University. It was proved from the result of the students' mean score, that the mean score of post-test was higher than the mean score of pre-test.

3. Test of significant of t-test value

To know whether there were the mean different or not between pre-test and post-test statistically at the level of significance 0.5 with degrees of freedom (df) = n-1, where n = number of students (30), t-test statistical analysis for non independent sample was applied.

The following table shows the result of the analysis of t-test and t-table of the students in learning grammar.

Table 4
Test of significant of t-test value

<i>Variable</i>	<i>T-Test</i>	<i>T-Table</i>
X1 - X2	14.522	2.045

The table above indicates that the value of t-test was greater than the value of t-table ($14.522 > 2.045$) that means the difference between pre-test and post-test was significant.

Based on the findings, it can be concluded that there was a significant difference between students' pre-test and post-test.

4. Data analysis through questionnaire

The attitude scale questionnaire consisted of 10 items, each item was provided with 5 alternatives of attitude scale categories: strongly disagree, agree, average, disagree, and strongly disagree. The questionnaire was successfully answered by 30 respondents.

Discussion

The description of the data collected through the test as explained in the previous section shows that the students' ability in grammar especially, basic tenses, question tag, conditional sentences, and passive voice was good, it was supported by the rate percentage of the result students after the treatment. There were 17 (56.6%) students got good score, 9 (30%) students got fair score 4 (13.3%) students got poor score, and none of the students got very good and very poor score. Even though none of the students got very good, but the percentage of the students who got good score was higher than the result of the rate percentage of pre-test or before treatment was applied.

Based on the result of the t-test and observation in teaching (treatment) the researcher found that there is significant difference between the result of the pre-test and post-test. It means that using grammar practice activities was effective to improve the grammar ability of the fifth semester students of Informatic Study Program, Faculty of Computer Engineering, Cokroaminoto Palopo University

In addition, based on the researcher's observation through questionnaire, it is found that the students' motivation also can get more increasing in learning and teaching process, especially for students' activeness in the classroom, but the condition of the classroom is still low arrangement. So, the lecturer should give more control to the students in keeping the process of grammar practice activities more effective.

Conclusion

Based on the result of the data analysis and the discussion of the result, it can be concluded that:

1. The students' achievement before the treatment was very poor. Because most of them got fair score (43%).
2. The students' achievement after treatment was good because about 56.8% students got good score. It means, the treatment which was given to the students was going on well and it was accepted in their learning process.
3. The Grammar Practice Activities as one of the applications of CLT method was effective to improve the grammar ability of the fifth semester students of Informatic Study Program, Faculty of Computer Engineering, Cokroaminoto Palopo University. It has been proven by the data collected, before and after the treatment.

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