

**THE EFFECT OF COMMUNICATIVE LANGUAGE TEACHING  
(CLT) METHOD ON STUDENTS' SPEAKING ABILITY  
AT GRADE XI SMA N 5 PADANGSIDIMPUAN**



**A Thesis**

*Submitted to the State Islamic University of Syekh Ali Hasan Ahmad  
Addary Padangsidimpuan as a Partial Fullfillment of the Requirement  
of the Graduate Degree of Education (S.Pd) in English*

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**2025**

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## LETTER OF AGREEMENT

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To:  
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*Assalamu'alaikum Wr. Wb.*

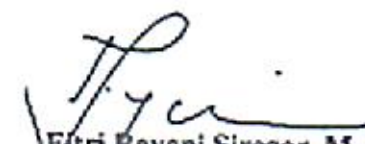
After reading, studying and giving advices for necessary revision on thesis belongs to Tasliah Alblna Nasution, entitled "The Effect of Communicative Language Teaching (CLT) Method On Students' Speaking Ability at Grade XI SMA N 5 Padangsidempuan ". We approved that the thesis has been acceptable to complete the requirement to fulfill for the graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

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Thank you

*Wassalamu'alaikum Wr. Wb.*

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## ABSTRACT

Name : Tasliah Albina Nasution

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Title of Thesis : The Effect of Communicative Language Teaching (CLT) Method on Students' Speaking Ability at Grade XI SMA N 5 Padangsidimpuan

This study applies the Communicative Language Teaching (CLT) method with the information transfer technique to enhance students' speaking ability. The aim of this study is to determine whether there is a significant effect of implementing the CLT method on students' speaking ability or not. This research was a quantitative research with a pre-test post-test control group design. The population consisted of all eleventh-grade students at SMA N 5 Padangsidimpuan, with a sample of 70 students divided into an experimental group (class XI-1,  $n = 35$ ) and a control group (class XI-2,  $n = 35$ ). Data collection was conducted using speaking tests and audio recordings to assess students' speaking ability before and after the implementation of the Communicative Language Teaching (CLT) method. Data analysis was performed using the paired sample t-test with the assistance of SPSS version 26 software. The result of this research shows that mean score of experimental group was higher than mean score of control group after implementing the CLT method. The mean score before using Communicative Language Teaching (CLT) Method was 68.80, the students' speaking ability was in enough category. While after using Communicative Language Teaching (CLT) Method increasing became better than before. It can be seen from the mean score of post-test in experimental class was 77.31, the category was very good. Moreover, After calculating the t-test, the researcher found the result  $t_{count} > t_{table}$  ( $10.945 > 1.995$ ), which means that  $H_a$  is accepted and  $H_o$  is rejected. Thus, this study concludes that there is a significant effect of Communicative Language Teaching (CLT) method on students' speaking ability at grade XI SMA N 5 Padangsidimpuan.

**Keywords:** *Communicative Language Teaching (CLT) method, speaking ability, English learning.*

## ABSTRAK

Nama : Tasliah Albina Nasution  
NIM : 2120300025  
Judul Skripsi : Pengaruh Metode Communicative Language Teaching (CLT) terhadap Kemampuan Berbicara Siswa Kelas XI SMA N 5 Padangsidempuan

Penelitian ini menerapkan metode Communicative Language Teaching (CLT) dengan teknik information transfer guna meningkatkan kemampuan berbicara siswa. Tujuan dari penelitian ini adalah untuk mengetahui apakah terdapat pengaruh yang signifikan dari penerapan metode CLT terhadap kemampuan berbicara siswa atau tidak. Penelitian ini merupakan penelitian kuantitatif dengan desain pre-test post-test control group. Populasi dalam penelitian ini adalah seluruh siswa kelas XI di SMA N 5 Padangsidempuan, dengan sampel sebanyak 70 siswa yang dibagi menjadi dua kelompok, yaitu kelompok eksperimen (kelas XI-1,  $n = 35$ ) dan kelompok kontrol (kelas XI-2,  $n = 35$ ). Pengumpulan data dilakukan dengan menggunakan tes berbicara dan rekaman audio untuk menilai kemampuan berbicara siswa sebelum dan sesudah penerapan metode CLT. Analisis data dilakukan dengan menggunakan uji paired sample t-test dengan bantuan software SPSS versi 26. Hasil penelitian menunjukkan bahwa nilai rata-rata kelompok eksperimen lebih tinggi dibandingkan dengan kelompok kontrol setelah penerapan metode CLT. Nilai rata-rata sebelum menggunakan metode CLT adalah 68.80, yang termasuk dalam kategori cukup. Setelah menggunakan metode CLT, nilai tersebut meningkat menjadi 77.31, yang termasuk dalam kategori sangat baik. Selain itu, hasil perhitungan uji t menunjukkan bahwa  $t_{hitung} > t_{tabel}$  ( $10,945 > 1,995$ ), yang berarti bahwa  $H_a$  diterima dan  $H_o$  ditolak. Dengan demikian, dapat disimpulkan bahwa terdapat pengaruh yang signifikan dari metode Communicative Language Teaching (CLT) terhadap kemampuan berbicara siswa kelas XI SMA N 5 Padangsidempuan.

**Kata Kunci:** *Metode Communicative Language Teaching (CLT), keterampilan berbicara, pembelajaran bahasa Inggris.*

## الملخص

الاسم : تسليمة البينا نصوتيون  
رقم التسجيل : ٢١٢٠٣٠٠٠٢٥  
عنوان الرسالة : أثر طريقة التدريس التواصلي للغة) التعليم التواصلي للغة (على قدرة الطلاب في التحدث في الصف الحادي عشر في المدرسة الثانوية العامة  
رقم ٥ بادانغ سيديمبوان

تستند هذه الدراسة إلى الملاحظات في الصف الحادي عشر في مدرسة إس إم إيه ن ٥ بادانغ سيديمبوان، حيث أظهرت بعض الطلاب صعوبة في تعلم اللغة الإنجليزية، خصوصاً في مهارات التحدث. لمعالجة هذه المشكلة، تستخدم هذه الدراسة طريقة التدريس اللغوي التواصلي (التعليم اللغوي التواصلي) (مع تقنية نقل المعلومات لتعزيز قدرة الطلاب على التحدث. هدف هذه الدراسة هو تحديد ما إذا كان هناك تأثير كبير لتطبيق طريقة التعليم اللغوي التواصلي على قدرة الطلاب في التحدث أم لا. كانت هذه الدراسة بحثاً كمياً باستخدام تصميم مجموعة ضابطة واختبار ما قبل وما بعد. شملت العينة ٧٠ طالباً من جميع طلاب الصف الحادي عشر في إس إم إيه ن ٥ بادانغ سيديمبوان، تم تقسيمهم إلى مجموعة تجريبية (الصف الحادي عشر-١، ن = ٣٥) ومجموعة ضابطة (الصف الحادي عشر-٢، ن = ٣٥). (تم جمع البيانات باستخدام اختبارات التحدث والتسجيلات الصوتية لتقييم قدرة الطلاب في التحدث قبل وبعد تطبيق طريقة التدريس اللغوي التواصلي). (تم تحليل البيانات باستخدام اختبارات لعينات مترابطة بمساعدة برنامج إس بي إس إس النسخة ٢٦. أظهرت نتائج هذه الدراسة أن متوسط درجة المجموعة التجريبية كان أعلى من متوسط درجة المجموعة الضابطة بعد تطبيق طريقة التعليم اللغوي التواصلي. كان متوسط الدرجة قبل استخدام طريقة التعليم اللغوي التواصلي هو ٦٨.٨٠، وكانت قدرة الطلاب على التحدث في فئة "مقبول". بينما بعد استخدام طريقة التعليم اللغوي التواصلي، تحسن الأداء حيث كان متوسط درجة ما بعد الاختبار في المجموعة التجريبية هو ٣١.٧٧، وكانت الفئة "ممتازة". علاوة على ذلك، بعد حساب اختبار ت، وجد الباحث أن النتيجة كانت التعدادات < الجدول ت > ١٠.٩٤٥ > ١.٩٩٥)، مما يعني أن الفرضية البديلة (الفرضية أ) (تم قبولها والفرضية الصفرية) الفرضية صفر (تم رفضها. وبالتالي، تخلص هذه الدراسة إلى أن هناك تأثيراً كبيراً لطريقة التدريس اللغوي التواصلي) التعليم اللغوي التواصلي (على قدرة الطلاب في التحدث في الصف الحادي عشر في إس إم إيه ن ٥ بادانغ سيديمبوان.

**الكلمات المفتاحية:** طريقة التعليم التواصلي للغة، قدرة التحدث، تعلم اللغة الإنجليزية.



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I realize that there are still many shortcomings in this thesis. Therefore, I would be very grateful for correction to improve this thesis. It is such a pleasure for me to get critiques and suggestion to make this thesis better.

Padangsidempuan, 5 March 2025  
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## **CHAPTER I INTRODUCTION**

### **A. The Background of the Problem**

One of the important skills that students master in English is speaking. Speaking is hard to master for some learners. Especially in English, learners often think about grammar when speaking whereas it is not important. Because the aim of speaking is communication, the speaker and listener can understand each other. Then, most teachers have already used some methods to present their middle school speaking activity, but students are still failing. It was known from the observation when the researcher communicated with the learners. The result was that learners did not answer what the researcher said.

Conveying meaning from the speaker to the listener is the purpose of speaking. Speaking has become an important part of the language because it is the basic term to communicate. When the students can speak, it means that students understand the language. Speaking happens between two or more people called listeners and speakers. From the speaking activity, it has been known whether the students understand or not by looking at the feedback from both. Teacher has a lot of involvement in the classroom when teaching speaking. Beside that, teacher have to prepare the appropriate media for speaking as well, such as teaching materials, to achieve educational goals. The purpose of this effort is to improve curriculum outcomes.

Since English is not the native language in Indonesia, there are so many problems in teaching and learning English. English become a second language for most countries in the world including Indonesia. The government in each country

inserts English into the curriculum. The purpose of this is for students to hope to understand English to face global competition. Learning words, phrases, and grammatical functions needs to make speaking fluent and students have lots of words. So, there will be various sentences when speaking. Brown & Lee also said that Learning a second language is a long and complex undertaking. Your whole person is affected as you struggle to reach beyond the confines of your first language and into a new language, a new culture, and a new way of thinking and acting.<sup>1</sup> In other words, it is difficult for students to master English as a new language for them. In mastering English, they should have good proficiency.

Focusing on English Foreign Language (EFL) issues, the problems were observed by researcher at SMA N 5 Padangsidimpuan in teaching and learning English, especially in teaching speaking. Dealing with expectations of goals in speaking skills is not easy and simple, either for teacher or students. Based on the preliminary interview and observation regarding skills conducted in June at SMA N 5 Padangsidimpuan. The researcher attempted to figure out several problems. The researcher went to one class and looked at the students, when they were learning in the class, they looked so bored and there was no interest from the students who were needed to get the lessons by the teacher.<sup>2</sup> In the same case, the researcher finally did a private interview with the English Teacher of SMA N 5 Padangsidimpuan. The teacher said that the most common problems with low

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<sup>1</sup> H. Douglas Brown & Heekyeong Lee, *Teaching by Principles: an Interactive Approach to Language Pedagogy*. (San Francisco: Pearson Education, 2015), p. 1-2. Retrieved from <https://thuvienso.hoasen.edu.vn/bitstream/handle/123456789/11518/Contents.pdf?sequence=1&isAllowed=y>

<sup>2</sup> Roslina Hasibuan, Teacher of SMA Negeri 5 Padangsidimpuan, *Private Interview*, (Jl. Melati No. 90, 14<sup>th</sup> June 2024, at: 10.40 WIB).



speaking skills especially for XI-grade students where can be seen from several sides.

First, the students are not confident in their ability to speak English in the learning process which causes feelings afraid and nervousness when they want to speak or communicate using English in front of their classmates and a lack of practicing English speaking at home. Second, students are not able to get the meaning delivered by the teacher caused of a lack of vocabulary and grammatical patterns and they don't comprehend the meaning. This may happen because students feel so stressed while learning English. Third, the students are not able to express their ideas by using English when talking with other people cause still frequently make mistakes in pronouncing the English word. Fourth, students always feel doubt and think about how to use tenses correctly rather than speak English spontaneously when interacting in the learning process. Fifth, teacher do not use specific strategies in teaching speaking and seem to be monotonous when teaching, so students' speaking ability is still lacking.<sup>3</sup> It is the problem that was researcher found in this school.

In addition, the teacher needed to apply a method in the learning process to identify the students' specific problems in speaking. By doing so, the teacher could find out how to solve those problems effectively. One of the appropriate methods that was considered effective to improve students' speaking ability in language classrooms was Communicative Language Teaching (CLT). Communicative Language Teaching (CLT) was one of the methods used in

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<sup>3</sup> Roslina Hasibuan, Teacher of SMA Negeri 5 Padangsidempuan, *Private Interview*, (Jl. Melati No. 90, 14<sup>th</sup> June 2024, at: 10.40 WIB).

teaching English. This method aimed to develop students' speaking ability through various classroom activities.

The researcher chose to use the CLT method in this research because CLT emphasized students' ability to communicate effectively in real-life situations, which was considered crucial for successful language acquisition. By using authentic and relevant situations, students were more likely to understand and apply the language in their daily lives. As stated by Richards and Rodgers<sup>4</sup>, CLT placed learners at the center of the learning process, encouraging them to engage actively and take responsibility for their own learning.

In the context of the problems found at SMA N 5 Padangsidempuan, the CLT method offered several potential solutions:

1. For students who lacked confidence, CLT provided supportive and interactive activities such as pair work and group discussions, which helped reduce anxiety and gradually build speaking fluency.
2. For those who struggled with vocabulary and comprehension, CLT encouraged learning through context, making it easier for students to acquire new words and phrases naturally.
3. For students with pronunciation problems, frequent communicative practice enabled them to self-correct and improve through exposure and interaction.

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<sup>4</sup> Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching Third Edition*, (Cambridge: Cambridge University Press, 2014), p. 83. Retrieved from <https://books.google.co.id/books?id=HrhkAwAAQBAJ&lpg=PP1&hl=id&pg=PP1#v=onepage&q&f=false>

4. For students who focused too much on grammar, CLT shifted the focus from accuracy to fluency, allowing them to speak more freely without fear of making mistakes.
5. For monotonous teaching approaches, CLT offered a variety of engaging activities that made learning more enjoyable and motivating.

In this study, the researcher applied CLT-based procedures such as role-playing, drama, and singing activities, which encouraged students to use English creatively and communicatively. These activities not only improved their speaking skills but also created a more enjoyable learning environment. In line with Richards and Rodgers <sup>5</sup>, the CLT method aimed to develop students' communicative competence, which included both grammatical knowledge and the ability to use the language appropriately in various contexts.

In conclusion, CLT method was considered a relevant and effective solution to the speaking problems found in the classroom. Through this method, the teacher could transform the teaching approach, while the students became more confident and active in using English communicatively in real-life situations. Therefore, the researcher conducted this study entitled **“The Effect of Communicative Language Teaching (CLT) Method on Students’ Speaking Ability at Grade XI SMA N 5 Padangsidempuan.”**

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<sup>5</sup> Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching Third Edition*, (Cambridge: Cambridge University Press, 2014), p. 83. Retrieved from <https://books.google.co.id/books?id=HrhkAwAAQBAJ&lpg=PP1&hl=id&pg=PP1#v=onepage&q&f=false>

## **B. The Identification of the Problems**

Based on the background of the problem above, the identification of the problems in this research are as follows:

1. Lack of Confidence in Speaking. Students felt anxious and hesitant to speak English in front of their classmates.
2. Vocabulary and Grammar Difficulties. Students struggled with understanding vocabulary and forming correct sentences.
3. Pronunciation Issues. Students had difficulty pronouncing English words accurately.
4. Over-Focus on Grammar. Students focused too much on grammatical accuracy, which hindered fluent speech.
5. Monotonous Teaching Methods. The teaching methods used were repetitive, making speaking activities unengaging.
6. Limited Teaching Strategies. Teachers did not apply varied or effective strategies to improve speaking ability.

## **C. The Limitation of the Problem**

Based on the identified problems in students' speaking ability, the researcher limited the scope of the study to Opinion and Thoughts activities within Information Transfer Activities. This focus aligned with the syllabus requirement for students to express meaning in oral texts, particularly in giving and requesting information related to opinions and thoughts. By implementing Information Transfer Activities within the Communicative Language Teaching (CLT) framework, the researcher addressed key challenges such as lack of

confidence, vocabulary and comprehension difficulties, pronunciation issues, over-focus on grammar, monotonous teaching methods, and limited teaching strategies. This method allowed for interactive, context-driven language use that promoted fluency and confidence, which were essential for improving students' speaking abilities in real-life communication.

#### **D. The Definitions of Operational Variables**

The researcher has conveyed some theories of each variable. Therefore, the writer can conclude both variables as follows:

##### **1. Communicative Language Teaching (CLT)**

CLT is a method that can communicate effectively. CLT aims to develop students' ability to speak the language with the aim of using the language effectively for communication purposes.

##### **2. Speaking Ability**

Speaking ability is the competence of students to communicate orally between a speaker and a listener, to exchange information, feelings, and ideas, and to understand the meaning of verbal or non-verbal use in a variety of life situations.

#### **E. The Formulations of the Problems**

To clarify the problems of this study, the researcher formulates the the problems are as follows:

1. How is the students' speaking ability at grade XI SMA N 5 Padangsidimpuan before learning by using the Communicative Language Teaching (CLT) method?

2. How is the students' speaking ability at grade XI SMA N 5 Padangsidimpuan after learning by using the Communicative Language Teaching (CLT) method?
3. Is there any significant effect before and after learning by the implementing Communicative Language Teaching (CLT) method on students' speaking ability at grade XI SMA N 5 Padangsidimpuan?

#### **F. The Objectives of the Research**

From the above formulation, the objectives of this research are:

1. To describe the students' speaking skills at grade XI SMA N 5 Padangsidimpuan before learning using the implementation of Communicative Language Teaching (CLT) method.
2. To describe the students' speaking skills at grade XI SMA N 5 Padangsidimpuan after learning using the implementation of Communicative Language Teaching (CLT) method.
3. To examine whether there is or there is not a significant effect before and after learning by the implementing Communicative Language Teaching (CLT) method on students' speaking ability at grade XI SMA N 5 Padangsidimpuan.

#### **G. The Significances of the Research**

The researcher intended to be useful for:

1. For English teachers, as an alternative teaching resource provide us with more information about other techniques that can be applied to teaching speaking to improve their competence in teaching English.
2. For students, to help them solve the problems in learning English and improve their speaking skills.

3. For researchers, hopefully, it will be useful as a reference in the learning process in the future and for comparison.

## **H. The Outline of the Thesis**

The structure of this study is divided into five chapters. Each chapter consists of a number of sub-chapters with details on:

Chapter 1 is introduction, this chapter talks about the research background, identification of the problem, limitation of the problem, formulation of the problem (research question), aims of the research, significance of the research, and writing system of the research.

Chapter 2 is literature review, this chapter presents the theoretical such us; definition of Teaching Speaking, Communicative Language Teaching, including the form of Communicative Language Teaching and the use of Communicative Language Teaching, the procedures of Communicative Language Teaching. This chapter also explains the preview study of the research and frame of thought.

Chapter 3 is the method of the research, on this chapter the researcher would like to discuss the method of the research that based on research question and aims of the research, the objective of the research, research design, variable of the research, population and sample, technique of collecting the data, instrument of the research test, technique of data analysis, and statistic hypothesis.

Chapter 4 is the research findings and discussion, this chapter is aimed to answer the research questions in chapter I which consists of research findings



and discussion. In research findings, there are the data that show the learning result of Communicative language Teaching on Student's Speaking Ability.

Chapter 5 is conclusion, this chapter is presented to describe the last chapter of the research including conclusion and suggestion. Conclusion is sample statements and gives the answer to the research question directly. The simple statements can be formed as essay or number. The suggestion is interpreted as the submission and recommendation related to the research findings that needed to inform the reader.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Theoretical Description**

##### **1. Teaching Speaking**

###### **a. Definition of Teaching Speaking**

There are many theories pointed out by many linguistics about the results of speaking, the researcher tries to make some of them. People speak to express their ideas, or feelings, or respond to the other's talk, when the others can understand what has been said, it means that the speaker gets the meaning. Speaking ability is a skill needed in part of life, it is a means for someone to express their opinions, feelings, ideas, or information to a person orally either face to face or from a distance.

According to Brown & Lee Speaking is one of the essential skills in language learning that must be developed. It involves oral communication, where meaning is constructed and exchanged between two or more individuals—namely, the speaker and the listener.<sup>1</sup> Both are talking about the content that is related to their needs, situations, and purposes. The spoken contents or ideas contain information that we are expected to hold in memory, and all at once to give feedback to the interlocutor. According to Nunan states that speaking has been described as the ability to express oneself in life situations, to describe actions or situations in precise terms, or

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<sup>1</sup>H. Douglas Brown & Heekyeong Lee, *Teaching by Principles: an Interactive Approach to Language Pedagogy*.(San Francisco: Pearson Education, 2015), p. 26. Retrieved from <https://thuvienso.hoasen.edu.vn/bitstream/handle/123456789/11518/Contents.pdf?sequence=1&isAllowed=y>

to speak or express a train of thought fluently.<sup>2</sup> It means that speaking is a skill used in daily life communication.

Chaney and Burke in Siregar said speaking is productive auditory/verbal. It consists of generating systematic oral utterances to convey meaning. Language is essentially sound communication.<sup>3</sup> Speaking is meant to be a skill used in everyday communication, both at school and outside. Skills are learned by repeating them over and over again. It consists of the ability to send and receive messages. Moreover, when it comes to language teaching and learning, the ability to speak is the most important skill as it is the foundation of communication and the most difficult skill.

Burns & Joyce define speaking as an interactive process of meaning construction involving the generation, reception, and processing of information. It is form and meaning depend on the circumstances in which it occurs, such as the participants themselves, the physical environment, and the purpose of speaking.<sup>4</sup> It can be inferred that speaking enables speakers to communicate with others without appropriate grammar.

Speaking means to negotiate intended meanings and adjust a speech to produce the desired effect on the listener. Richards & Rodgers also said,

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<sup>2</sup> David Nunan, *Teaching English to Speakers of Other Languages: An Introduction (1st ed.)*. (Routledge, 2015), p. 48. Retrieved from <https://doi.org/10.4324/9781315740553>

<sup>3</sup> Fitri Rayani Siregar, "How to Enhance Lecturers' Speaking Skill ?" 07, no. 01 (2019): 15-28. Retrieved from <http://jurnal.iain.padangsidempuan.ac.id/index.php/EEJ>.

<sup>4</sup> Burns, Anne and Helen Joyce, *Teaching Speaking Skills* (Masaryk, American, 2011), p. 2. Retrieved from <https://media.neliti.com/media/publications/243865-teaching-speaking-as-a-productive-skill-c10d03ec.pdf>

that speaking is one of the elements of communication.<sup>5</sup> It means speaking is a communication skill that enables a person to verbalize thoughts and ideas. Speaking is the ability to communicate orally between a speaker and a listener, to exchange information, feelings, and ideas, and to understand the meaning of verbal or non-verbal use in a variety of life situations. This suggests that speaking is the most important skill when learning a foreign or second language.

Based on the above statement, the researcher concludes that the person speaking needs to understand what he or she is saying. You need to build some talking points that lead others to react to what you are saying. Therefore, from the definition above, it can be concluded that speaking ability is the ability of students to express their thoughts verbally, represented by speaking scores.

#### **b. The Difficulties of Speaking**

There are lots of factors that make students to speak, but, students and teachers should know what the factors to know the way to solve it. According to Brown & Lee<sup>6</sup>, there are some difficulties in speaking, it conclude on point below:

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<sup>5</sup> Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching Third Edition*, (Cambridge: Cambridge University Press, 2014), p. 83. Retrieved from <https://books.google.co.id/books?id=HrhkAwAAQBAJ&lpg=PP1&hl=id&pg=PP1#v=onepage&q&f=false>

<sup>6</sup> H. Douglas Brown & Heekyeong Lee, *Teaching by Principles: an Interactive Approach to Language Pedagogy*. (San Francisco: Pearson Education, 2015), p. 27. Retrieved from <https://thuvienso.hoasen.edu.vn/bitstream/handle/123456789/11518/Contents.pdf?sequence=1&isAllowed=y>

### 1) Clustering

Fluent speech is phrases, not word-by-word. Through such clustering, learners can cognitively and physically organize their outcomes (in breathing groups).

### 2) Redundancy

To make the sentence clearer, the speaker needs to repeat the sentence so the listener can be more understand what the speaker said.

### 3) Reduced Forms

Some words may exist in communication but not exist in English. Some use it when communicating. It needs to make the speaking or communication more natural.

### 4) Performance Variables

It was hard to understand when the natives spoke because natives often spoke fast and there was no hesitation in speaking. However, when non-natives speak, it is often seen as a delay in thinking and sometimes there is pause. So that, it was easier to understand the non-native than the native.

### 5) Colloquial Language

One of the benefits of spoken language is that the thought process manifests a certain number of performance delays, pauses, setbacks, and corrections.

#### 6) Rate of Delivery

Another important characteristic of fluency is the speed of transmission. One of the responsibilities of teaching spoken English is to ensure that learners achieve acceptable speed along with other attributes of fluency.

#### 7) Stress, Rhythm and Intonation

This is the most important feature of English pronunciation. The English rhythms and intonation patterns produced by stress explain the message.

#### 8) Interactions

It happened through speaking. Good interaction will be achieved by understanding which can be through speaking.

The conclusion there are eight factors that make speaking difficult, if we can master some of these eight factors, then speaking will be very enjoyable and easy to understand. Difficulties in speaking are not a reference for not being able to speak English fluently, with these difficulties we can learn to know what needs to be improved when we speak.

From these difficulties in speaking, the researcher knew what things were the source of being able to speak loudly and quickly. Understanding and mastering these factors can lead to enjoyable and easy-to-understand speaking fluency.

### **c. How to Teach Speaking**

There are three basic reasons why we recommend giving students assignments that encourage them to use all available languages. According to Harmer that there are how to teach speaking, it conclude on point below:

#### **1) Rehearsal**

Allowing students to have open-ended discussions allows them to rehearse their discussions outside the classroom. Participating in a role-playing game at an airport check-in counter allows you to rehearse such real life even in the safety of the classroom. This is not the same practice for which more in-depth studies are conducted. Instead, it is a way for students to get a feel for what communicating in a foreign language is really like.

#### **2) Feedback**

A speaking task that tries to use all the languages the student knows provides feedback to the teacher and the student. Teachers can check class grades and language problems. Students can also see how easy it is to find a particular style of speaking and what they need to do to improve.

#### **3) Engagement**

A good speaking activity can and should be very motivating. If all students practice well, teachers can set up activities well, and provide empathetic and helpful feedback, students will derive great satisfaction

from the activity.<sup>7</sup> Many speaking tasks (role-playing, problem-solving in discussions, etc.) are fun in and of themselves.

The researcher concludes from three basic categories, it will be easier for students to learn speaking and they will understand it very easily because they use all the languages they get from learning it. First, it allows students to rehearse their language skills in real-life scenarios. Second, it provides valuable feedback to both teachers and students on language proficiency. Lastly, such assignments can greatly motivate and engage students, leading to a more satisfying learning experience.

#### **d. The Materials for Teaching Speaking**

The materials for teaching speaking in this research focus on Opinions and Thoughts. Opinions and thoughts represent the way we feel or think about something. Our opinion on a topic is also referred to as a perspective or viewpoint. Being able to express opinions and thoughts in English is an essential skill for effective communication. Expressing opinions and thoughts typically follows a structure:

1. Subject (I, we, people, etc.)
2. Verb (agree, believe, doubt, reckon, assume, think, etc.)
3. Object (the point of view or opinion expressed).

Example Structure:

I + think + that + (opinion statement).

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<sup>7</sup> Jeremy Harmer, *The Practice of English Language Teaching (Fifth Ed.)*. (London: Longman, 2014), p. 34-35. Retrieved from <https://sl.papiruspub.com/files/demos/products/ebooks/academicbooks/applied-linguistics/Preview-The-Practice-of-English-Language-Teaching.pdf>



For example:

1. I think that the weather will improve tomorrow.
2. We believe that education is the key to success.

**Table II. 1 The Expressions of Opinions**

| <b>Expressions of Opinions</b>           |
|------------------------------------------|
| I agree.                                 |
| We believe...                            |
| I reckon...                              |
| I doubt...                               |
| I assume...                              |
| I don't agree...                         |
| I disagree...                            |
| I think...                               |
| I don't think...                         |
| What I mean is...                        |
| In my humble opinion...                  |
| In my opinion...                         |
| Personally, I think...                   |
| In my experience...                      |
| I would like to point out that...        |
| I strongly believe that...               |
| As far as I am concerned,...             |
| Some people believe...                   |
| The majority agree with...               |
| I am afraid I have to disagree with you. |
| It is not justified to say so.           |

Let's look at the sentence structure to express opinions.

| Subject | Verb        | Object                                                         |
|---------|-------------|----------------------------------------------------------------|
| I       | agree       | with what you are saying.                                      |
| We      | believe     | this is not the right way to handle things.                    |
| I       | reckon      | this could be right considering the reasons you have provided. |
| I       | agree       | that I didn't look at it from this perspective.                |
| I       | doubt       | that this is possible.                                         |
| We      | assume      | you are biased on this issue.                                  |
| I       | don't agree | with you.                                                      |
| I       | think       | you are mistaken.                                              |
| I       | think       | so too.                                                        |

Table 2.1 Sentence structure to express opinions

#### Expressions

Opinions can be expressed in the ways given below.

#### Personal Point of View

These expressions are used to show personal points of view.



Bahasa Inggris 21

**Figure II. 1 Material of Opinion and Thoughts**

Source: English Teachers Textbook for SMA/MA/SMK/MAK KELAS XI<sup>8</sup>

<sup>8</sup> Mahrukh Bashir, *Bahasa Inggris*, (Jakarta: Kementerian Pendidikan dan Kebudayaan, 2017), p. 18-24. Retrieved from [https://scholar.google.com/scholar?as\\_ylo=2024&q=Communicative+Language+Teaching+\(CLT\)+Approach:++Importance+in+Speaking+Skills&hl=id&as\\_sdt=0,5#d=gs\\_qabs&t=1728109164850&u=%23p%3DmRGmUwQre4gJ](https://scholar.google.com/scholar?as_ylo=2024&q=Communicative+Language+Teaching+(CLT)+Approach:++Importance+in+Speaking+Skills&hl=id&as_sdt=0,5#d=gs_qabs&t=1728109164850&u=%23p%3DmRGmUwQre4gJ)

**Agreeing with an Opinion**

These are some of the expressions used to express agreement with an opinion.



Of course.

This is absolutely right.

I agree, I never thought of that.

I agree with this opinion.

Neither do I.

I couldn't agree more.

That's a good point.

I agree with what you are saying but have you ever.....

I think so too.

**Disagreeing with an opinion**

These are the expressions used to express disagreement with an opinion.



I am sorry, I don't agree with you.

I disagree with you.

I am not sure I agree with you.

I think you are wrong.

I don't agree with you.

That's not the same thing at all.

I am afraid I have to disagree with you.

It is not justified to say so.

I do not believe that.

I am not convinced that ....

By this I mean.....

I can't say I agree with this, and here's why....

Opinions can be expressed using mental verbs like believe, think, doubt, assume, feel, etc.

Bahasa Inggris 23

**Figure II. 2 Material of Opinion and Thoughts**

Source: English Teachers Textbook for SMA/MA/SMK/MAK KELAS XI<sup>9</sup>

<sup>9</sup> Mahrukh Bashir, *Bahasa Inggris*, (Jakarta: Kementerian Pendidikan dan Kebudayaan, 2017), p. 18-24. Retrieved from [https://scholar.google.com/scholar?as\\_ylo=2024&q=Communicative+Language+Teaching+\(CLT\)](https://scholar.google.com/scholar?as_ylo=2024&q=Communicative+Language+Teaching+(CLT))



**Examples of Opinions:**

- I reckon he might have been bullied in school.
- To be honest, I never thought that bullying was so prevalent in most schools.
- I believe bullying is totally an unacceptable practice in our school.
- I am not convinced that the majority of the people are not aware of this issue.

**Examples of how to agree and disagree with an opinion**

| Statement                                                | Agree                                                                              | Disagree                                                                    |
|----------------------------------------------------------|------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| Smoking should be banned in public places.               | I totally agree that smoking should be banned in public places.                    | I am sorry but I tend to disagree with you on this.                         |
| Bullying is so prevalent in most schools.                | I couldn't agree more with you.                                                    | I think it would be wrong to generalize.                                    |
| Women should not work.                                   | I think so too. Women should stay at home and take care of their children.         | I am afraid I have to disagree with you on this.                            |
| Harry Potter series is much better than Twilight series. | Yes, I agree. Harry Potter series has a much better and well-developed story line. | It's not justified to say because both have different plots.                |
| Online gaming should be banned.                          | Absolutely right. It should be as it distracts students from studying.             | I don't agree with you. It is a venue for students to develop their skills. |

Table 2.2 Agreeing and disagreeing with opinions

Kelas XI SMA/MA/SMK/MAK

**Figure II. 3 Material of Opinion and Thoughts**

Source: English Teachers Textbook for SMA/MA/SMK/MAK KELAS XI<sup>10</sup>

+Approach:++Importance+in+Speaking+Skills&hl=id&as\_sdt=0,5#d=gs\_qabs&t=1728109164850&u=%23p%3DmRGmUwQre4gJ

<sup>10</sup> Mahrukh Bashir, *Bahasa Inggris*, (Jakarta: Kementerian Pendidikan dan Kebudayaan, 2017), p. 18-24. Retrieved from [https://scholar.google.com/scholar?as\\_ylo=2024&q=Communicative+Language+Teaching+\(CLT\)](https://scholar.google.com/scholar?as_ylo=2024&q=Communicative+Language+Teaching+(CLT))

### e. Speaking Assessment

Speaking is the most difficult skill to assess accurately. Assessing speaking is difficult because there are many factors that influence impressions of how well someone can speak a language, expecting an accurate score appropriate to the purpose of assessment. According to Luoma, she said that comprehensibility of pronunciation (sound of speech), spoken grammar, and vocabulary used as the consideration of designing speaking assessments.<sup>11</sup> Through assessing speaking has some difficulties, for instance in oral performance, it is necessary to assess students' communication skills in a foreign language. It implies teacher should able to apply an appropriate assessment method in assessing speaking. There are indicators of speaking: Pronunciation, Grammar, Vocabulary, Fluency and Comprehension.<sup>12</sup> It concludes the points below:

#### 1) Pronunciation

Pronunciation is the use of sound to communicate meaning.

Harmer says that language users must know how to pronounce a word which is how to pronounce.<sup>13</sup> This knowledge consists of three areas, voice, pressure, and intonation. Pronunciation is how languages and

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+Approach:++Importance+in+Speaking+Skills&hl=id&as\_sdt=0,5#d=gs\_qabs&t=1728109164850&u=%23p%3DmRGmUwQre4gJ

<sup>11</sup> Sari Luoma, *Assessing Speaking* (New York: Cambridge University Press, 2004), p. 9. Retrieved from <http://assets.cambridge.org/052180/0528/sample/0521800528WS.pdf>

<sup>12</sup> Nurhasanah, Mahrukh Bashir. *Buku Guru Bahasa Inggris*. (Jakarta: Kementerian Pendidikan dan Kebudayaan, 2017), p. 15. Retrieved from <https://static.buku.kemdikbud.go.id/content/pdf/bukuteks/k13/bukusiswa/B%20Inggris%20Kelas%20XI%20BG%20press.pdf>

<sup>13</sup> Jeremy Harmer, *The Practice of English Language Teaching (Fifth Ed.)*. (London: Longman, 2014), p. 277. Retrieved from <https://s1.papyruspub.com/files/demos/products/ebooks/academicbooks/applied-linguistics/Preview-The-Practice-of-English-Language-Teaching.pdf>

words are pronounced. Pronunciation is one of the five important factors when it comes to speaking ability, as it helps to produce the correct sound patterns. It is important to ensure that students can communicate with others effectively and be understood.

## 2) Grammar

Grammar includes lots of important areas for spoken language such as an understanding of tenses and the correct way to structure sentences. According to Harmer, Grammar of language is the description of the ways in which words can change their form and can be combined into sentence in the language.<sup>14</sup> To have effective communication, grammar is used both in spoken and written form.

## 3) Vocabulary

Vocabulary is where students understand the meanings and pronunciations of words necessary for communication. When they understand what a word means, they can check what the word or sentence means. This is so important so they can keep up a conversation.

## 4) Fluency

Fluency is the ability to hear words and understand them straight away. If they see a word written down, they can read it aloud and pronounce it properly. Ways to develop this include guiding your students to read passages out loud. You could also get your students to

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<sup>14</sup> Jeremy Harmer, *The Practice of English Language Teaching (Fifth Ed.)*. (London: Longman, 2014), p. 239. Retrieved from <https://sl.papiruspub.com/files/demos/products/ebooks/academicbooks/applied-linguistics/Preview-The-Practice-of-English-Language-Teaching.pdf>

read aloud in front of the class. This builds their confidence and also helps them to communicate better.

#### 5) Comprehension

Comprehension is the power of understanding and exercise aimed at improving or testing one's understanding of a language in written or spoken. In short, comprehension can be defined as the ability to understand spoken English. Comprehension in speaking is the aim of many language learners.

Assessment is one of the systematics for obtaining results in the teaching and learning process, the assessment will be a reference for knowing the development of students.<sup>15</sup> In conclusion the type of assessment used to evaluate speaking ability is criteria-based assessment, focusing on five main indicators: Pronunciation, Grammar, Vocabulary, Fluency, and Comprehension. Through these indicators, teachers can assess students' speaking abilities more objectively and systematically. This assessment allows teachers to categorize students according to their respective skill levels and provide appropriate feedback to help improve their speaking performance in a foreign language.

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<sup>15</sup> Nurhasanah, Mahrukh Bashir. *Buku Guru Bahasa Inggris*. (Jakarta : Kementerian Pendidikan dan Kebudayaan, 2017), p. 15. Retrieved from [https://scholar.google.com/scholar?as\\_ylo=2024&q=Communicative+Language+Teaching+\(CLT\)+Approach:++Importance+in+Speaking+Skills&hl=id&as\\_sdt=0,5#d=gs\\_qabs&t=1728109164850&u=%23p%3DmRGmUwQre4gJ](https://scholar.google.com/scholar?as_ylo=2024&q=Communicative+Language+Teaching+(CLT)+Approach:++Importance+in+Speaking+Skills&hl=id&as_sdt=0,5#d=gs_qabs&t=1728109164850&u=%23p%3DmRGmUwQre4gJ)

## 2. Communicative Language Teaching

### a. The Definition of Communicative Language Teaching

The method is a part of the learning process. The teacher will easier to achieve the goal of learning by using an method. Harmer said method describes how language is used and how it is interlocked.<sup>16</sup> It means that the method is offering a model of language competence. Communicative Language Teaching is one method to the teaching process. This method is used to measure the language Competence of students in English lessons. The core of CLT is developing learners' functional language abilities through participation in communicative events.

By using Communicative Language Teaching (CLT) method to help students get better at speaking. CLT strategies focus on communication skills in the context of social situations. This makes it easy for students to learn how to speak English as a foreign language.<sup>17</sup> Richards & Rodgers said that communicative Language Teaching is a method that aims to make communicative competence the goal of language teaching and to develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication.<sup>18</sup> CLT has the purpose of

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<sup>16</sup> Jeremy Harmer, *The Practice of English Language Teaching (Fifth Ed.)*. (London: Longman, 2014), p. 54, Retrieved from <https://sl.papyruspub.com/files/demos/products/ebooks/academicbooks/applied-linguistics/Preview-The-Practice-of-English-Language-Teaching.pdf>

<sup>17</sup> Noor Faridha, "The Impact of Communicative Language Teaching Approach on Students' Speaking Ability, *Al Qalam: Jurnal Ilmiah Keagamaan dan Kemasyarakatan*, vol. 18, no. 3 (2024), p. 2099. Retrieved from <https://jurnal.stiq-amuntai.ac.id/index.php/al-qalam/article/viewFile/3462/1543>

<sup>18</sup> Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching Third Edition*, (Cambridge: Cambridge University Press, 2014), p. 85-88. Retrieved from



forming and developing communicative competence and developing procedures for teaching four language skills.

Richards & Rodgers said that there are aspects of language knowledge, it conclude on point below:

- 1) Knowing how to use language for a variety of different purposes and functions.
- 2) Knowing how to use many languages according to the setting and the participants (e.g. knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication).
- 3) Knowing how to produce and understand different types of texts (e.g. narratives, reports, interviews, conversations).
- 4) Knowing how to keep communication besides there are limitations in one's language knowledge (e.g. through using different kinds of communication strategies).<sup>19</sup> This can be achieved by using various communication strategies to overcome those limitations.

In Conclusion, CLT is a method of language teaching that emphasizes the development of students' communicative competence, which refers to the ability to use language effectively and appropriately in various social contexts. The goal of CLT is for students to not only

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<https://books.google.co.id/books?id=HrhkAwAAQBAJ&lpg=PP1&hl=id&pg=PP1#v=onepage&q&f=false>

<sup>19</sup> Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching Third Edition*, (Cambridge: Cambridge University Press, 2014), p. 83. Retrieved from <https://books.google.co.id/books?id=HrhkAwAAQBAJ&lpg=PP1&hl=id&pg=PP1#v=onepage&q&f=false>

understand the structure of the language but also to be able to use the language for real communication in daily life. This method focuses on using language in meaningful situations and integrates the four language skills (listening, speaking, reading, and writing) in a balanced way.

#### **b. The Characteristics of Communicative Language Teaching**

A Characteristic is a specific form that is owned by something where it becomes unique or a strength that can influence it's user. Generally, every method has its characteristics, and it includes CLT. Based on Richards & Rodgers said that there are characteristics of CLT, it conclude on point below:

- 1) Language is a tool to express the meaning of communication.
- 2) The main function of language is to interact and communicate.
- 3) The structure of language is reflected, which means this occurs depending on the situation (functional) and communicatively.
- 4) Grammatical and structural features are not the main unit of language merely.<sup>20</sup> It means that effective communication involves a broader understanding of how language functions in context.

In conclusion, while CLT offered a dynamic and interactive method that emphasized communication and real-world language use, there were several challenges in its implementation. These included balancing the teaching of grammar with communicative skills, difficulty in replicating real-world

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<sup>20</sup> Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching Third Edition*, (Cambridge: Cambridge University Press, 2014), p. 83-84, Retrieved from <https://books.google.co.id/books?id=HrhkAwAAQBAJ&lpg=PP1&hl=id&pg=PP1#v=onepage&q&f=false>

contexts in the classroom, and the need for teachers to be more flexible and creative in their teaching methods. Additionally, assessing students' progress in CLT was more subjective, making it harder to rely on traditional assessment tools. Despite these challenges, with the right training and approach, CLT proved to be a highly effective method for language learning.

### c. The Roles of the Teacher in Communicative Language Teaching

Communicative Language Teaching (CLT) requires an understanding of sociocultural differences in styles of learning. Curricular innovation is best advanced by the development of local materials, which rests on the involvement of teachers. Freeman said that there are roles of the teacher in using this method, it conclude on point below:

- 1) The role of the teacher is to achieve the goal, where the goal is to enable students to communicate in the target language. Then, make students knowing the knowledge of the linguistic forms, meanings, and functions.
- 2) The teacher must be able to manage the students in the process of communicating and can get the meaning with their interlocutors.
- 3) The teacher facilitates communication in the classroom to establish situations likely to promote communication.<sup>21</sup> So, because of this, the teacher's role as teacher-centered is less dominant because the students are seen as more responsible for their learning.

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<sup>21</sup> Diane Larsen-Freeman and Marti Anderson, *Technique and Principle in Language Teaching*, (New York: Oxford University Express, 2011), p. 161. Retrieved from <https://books.google.co.id/books?id=pO2dBgAAQBAJ&lpg=PT6&lr&hl=id&pg=PT6#v=onepage&q&f=false>

In conclusion, the teacher's role in this method is to guide students towards achieving communication skills in the target language. This includes helping students understand linguistic forms, meanings, and functions, managing communication interactions, and creating a classroom environment that promotes communication. As a result, the teacher becomes less of a dominant figure, while students take on more responsibility for their own learning.

#### **d. The Procedures of Communicative Language Teaching**

Communicative Language Teaching (CLT) requires a structured and methodical through series of procedures design to encourage real communication. Newton and Nation said the procedure of using a communicative language teaching method, specifically Information-Transfer activities are:

- 1) The students may read instructions on how to get from A to B.
- 2) The students draw a map showing the sequence, or they may read information about a subject.
- 3) Then the students represent it as a graph.<sup>22</sup> It means, these activities involve students reading instructions or information, then translating that information into a visual representation, such as drawing a map or creating a graph. This helps students practice processing and communicating information in different formats.

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<sup>22</sup> Jonathan M. Newton and I.S.P. Nation, *Teaching ESL/EFL Listening and Speaking* (Second Ed.). (New York: Routledge, 2020), p. 19. Retrieved from <https://doi.org/10.4324/9780429203114>

In Communicative Language teaching (CLT), the procedures applied are designed to improve student's ability to use language communicatively. Richards & Rodgers also said that there are procedure of using a communicative language teaching method, specifically Information-Transfer activities are:

- 1) The teacher talks about the topic that will be taught to the students in each meeting.
- 2) The teacher gives directions about how to transfer information.
- 3) The teacher gives material by using pictures, maps, etc. as a visual matter based on the topic that will be taught and shown in front of the class.
- 4) The teacher gives an example to the students on how to transfer the information.
- 5) The teacher asks students to give another example.
- 6) The students were asked to describe in front of the class to speak based on the topic.
- 7) The teacher gives some of the ways and tips in developing their speaking by using information transfer.
- 8) The teacher asks the students to conclude what they have learned.<sup>23</sup>

In conclusion, the implementation of CLT method through Information-Transfer activities aimed to enhance students' communication skills by processing and conveying information in a practical and visual

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<sup>23</sup> Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching Third Edition*, (Cambridge: Cambridge University Press, 2014), p. 87-88. Retrieved from <https://books.google.co.id/books?id=HrhkAwAAQBAJ&lpg=PP1&hl=id&pg=PP1#v=onepage&q&f=false>

manner. Based on the two theories presented, the researcher chose to use Richards & Rodgers's theory in this study because its procedures were more systematic and focused on developing students' speaking skills through visual materials, while also encouraging direct interaction in real communication situations. This method was considered more effective for achieving the communicative learning objectives of the research.

#### **e. The Advantages of Communicative Language Teaching**

Since CLT developed, it has had a major influence on teaching and learning in many parts of the world. According to Richards & Rodgers, CLT development has been praised and criticized. In general, CLT seems to have its strengths as follows:

- 1) It aims to develop the four kinds of communicative competencies (grammatical competence, sociolinguistic competence, and strategic competence).
- 2) It has a relevant role in English language learning since it offers the learners the opportunity to use the language.
- 3) It is likely to promote learning since students are demanding to be engaged in communicative activities.
- 4) Ultimately, it provides the students with skills, on how to use the language in real situations.<sup>24</sup> Meanwhile, Nunan said that the weak version of CLT has become less standard practice in the last ten years,

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<sup>24</sup> Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching Third Edition*, (Cambridge: Cambridge University Press, 2014), p. 89-90. Retrieved from <https://books.google.co.id/books?id=HrhkAwAAQBAJ&lpg=PP1&hl=id&pg=PP1#v=onepage&q&f=false>

which is the importance of providing learners with opportunities to use their English for communicative purposes, attempts to integrate the activities into a wider program of language teaching.<sup>25</sup> However, whether it is a weak or strong version, it depends on the teacher how to use this method for students of English second language.

In addition, According to Richards & Rodgers, CLT offers flexibility for teachers to adapt techniques and strategies that encourage real communication through interactive tasks such as role-plays and problem-solving activities.<sup>26</sup> Thus, CLT not only focused on mastering language structures but also emphasized the meaningful use of language in real social contexts. This flexibility made CLT an effective method to creating an interactive, enjoyable, and student-centered learning environment.

#### **f. Teaching Speaking by Using Communicative Language Teaching**

The use of Communicative Language Teaching (CLT) method in speaking is one of consideration. In language learning and inactivating speaking ability of students, the use of CLT becomes necessity and it is intended to promote students speaking ability competence. The following is procedure in teaching speaking (Opinion and Thoughts) by using

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<sup>25</sup> David Nunan, *Teaching English to Speakers of Other Languages: An Introduction* (1st ed.). (Routledge, 2015), p. 152. (Routledge). Retrieved from <https://doi.org/10.4324/9781315740553>

<sup>26</sup> Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching Third Edition*, (Cambridge: Cambridge University Press, 2014), p. 89-90. Retrieved from <https://books.google.co.id/books?id=HrhkAwAAQBAJ&lpg=PP1&hl=id&pg=PP1#v=onepage&q&f=false>

Communicative Language Teaching method.

**Table II. 2**  
**The Procedures Teaching Speaking by Using Communicative Language Teaching (CLT) Method**

| <b>Procedures of using Communicative Language Teaching (CLT) Method</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Teacher Activities</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Students Activities</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>A. Pre-Teaching</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <ol style="list-style-type: none"> <li>1. The teacher opened with greetings and prayed for start the lesson.</li> <li>2. The teacher checks the students' attendance.</li> <li>3. The teacher checks the readiness/completeness of student learning.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <ol style="list-style-type: none"> <li>1. The students give greeting and pray before learning.</li> <li>2. The students listen to the teacher while take attendance list.</li> <li>3. The students prepare themselves.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>B. While-Teaching</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <ol style="list-style-type: none"> <li>1. The teacher explains the topic that will be taught to students at the beginning of the meeting.</li> <li>2. The teacher gives instructions on how to transfer information.</li> <li>3. The teacher provides material in the form of pictures, maps, etc. as material visual. In accordance with the topic that will be taught and presented at the front class.</li> <li>4. The teacher gives students examples of how to move verbal information based on the images displayed.</li> <li>5. The teacher asks one of the students to give another example.</li> <li>6. The teacher asks students to describe the information in the picture orally in front of the class.</li> <li>7. The teacher provides several practical ways and suggestions for improvement the ability to speak using the exchange of information.</li> </ol> | <ol style="list-style-type: none"> <li>1. The students listen to teacher's explanations.</li> <li>2. The students listen to instructions on how to transfer activities.</li> <li>3. The students understand the material in the form of pictures, maps, etc.</li> <li>4. The students understand example of how to move verbal information</li> <li>5. One of the students answer the question and give another example.</li> <li>6. The students describe the information in the picture orally in front of the class.</li> <li>7. The students understand several practical ways and suggestions for improvement the ability to speak using the exchange of</li> </ol> |



| <b>Procedures of using Communicative Language Teaching (CLT) Method</b>                                                                                                                                                                            |                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Teacher Activities</b>                                                                                                                                                                                                                          | <b>Students Activities</b>                                                                                                                                               |
|                                                                                                                                                                                                                                                    | information.<br>8. The students give conclusions regarding the material has been studied.                                                                                |
| <b>C. Post-Teaching</b>                                                                                                                                                                                                                            |                                                                                                                                                                          |
| 1. The teacher asks students to provide conclusions regarding the material has been studied.<br>2. The teacher gives awards to students for performance results and cooperation.<br>3. The teacher close the meeting by praying with all students. | 1. The students give conclusions regarding the material has been studied.<br>2. The students take awards from the teacher.<br>3. The students pray to close the meeting. |

## **B. The Review of Related Findings**

In writing this research, which discussed learning by using Communicative Language Teaching (CLT) method, the researcher find some related research that uses Communicative Language Teaching (CLT) method in teaching speaking. As follows :

First, Faridha stated that this study aims to find out how the use of the Communicative Language Teaching (CLT) approach affects students' speaking skills. This research method used is a type of quasi-experimental research in which one group carries out tests before and after the research. After the implementation of this research, This shows that CLT learning improves students' English speaking skills. The paired sample t test shows sig. (2 tailed) of  $0.000 < 0.05$ , rejecting  $H_0$  and accepting  $H_a$ . Therefore, based on the research that has

been conducted, Teaching speaking using CLT approach improves students' speaking test performance.<sup>27</sup>

Second, Khan and Jamil stated that this study aims to discover the Effectiveness of the CLT Approach in Improving Speaking Ability. This research uses cluster random sampling with two group designs (experiment group and control group). After the implementation of this research, there was an improving in student's speaking. It can be seen from Data was broken down using a t-test, and the t-test score was 2.744. A score of the t-table is at a 5% level of importance, and on a level of 62, it is 1.670; the t-test result is higher than the t-table ( $2.744 > 1.670$ ). Therefore, based on the research that has been conducted, Teaching speaking using CLT approach improves students' speaking ability.<sup>28</sup>

Third, Nurdayani et al stated that this research aims to determine students' responses to CLT in teaching speaking, to find out the problems faced by teachers in using CLT in teaching speaking, and to explore how teachers solve the problems they face. This research method used is a descriptive qualitative research design was employed in this study with three data collection techniques, namely observation, questionnaire and interview. The participants involved were an English teacher and 27 students of the 7th grade of Binar Ilmu Junior High

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<sup>27</sup> Noor Faridha, The Impact of Communicative Language Teaching Approach On Students Speaking Ability, *Jurnal Ilmiah Keagamaan dan Kemasyarakatan*, Vol. 5, No. 3, 2024, p. 7. Retrieved from <https://jurnal.stiq-amuntai.ac.id/index.php/al-qalam/article/viewFile/3462/1543>

<sup>28</sup> Muhammad Khawer Mehmood Khan, Syed Akbar Jamil, "Communicative Language Teaching (CLT) Approach: Importance in Speaking Skills," *An International Peer Reviewed and referees Journal* 9, no. 1(2024): 18. Retrieved from [https://scholar.google.com/scholar?as\\_ylo=2024&q=Communicative+Language+Teaching+\(CLT\)+Approach:++Importance+in+Speaking+Skills&hl=id&as\\_sdt=0,5#d=gs\\_qabs&t=1728109164850&u=%23p%3DmRGmUwQre4gJ](https://scholar.google.com/scholar?as_ylo=2024&q=Communicative+Language+Teaching+(CLT)+Approach:++Importance+in+Speaking+Skills&hl=id&as_sdt=0,5#d=gs_qabs&t=1728109164850&u=%23p%3DmRGmUwQre4gJ)

School. The results show that the students responded positively to the use of CLT in teaching speaking skill.<sup>29</sup>

Fourth, Mislawiyadi stated that this research aims to examine the impact of CLT on students' speaking proficiency, explore students' engagement and motivation in speaking tasks, investigate instructors' experiences and strategies in implementing CLT, and identify the role of authentic materials, cultural awareness, and feedback in enhancing students' speaking skills. Data is collected from students and instructors through interviews and classroom observations to gain insights into their experiences and perceptions. The findings of this research contribute to the understanding of the practical implications of CLT in promoting speaking skills at Ibrahimy University.<sup>30</sup>

Fifth, Qurniati stated that this research aims to know whether or not a significant influence in speaking ability after the students with positive and negative speaking habit being taught by Communicative Language Teaching Approach, identifying the significant interaction effect of Communicative Language Teaching Approach and speaking habits on student's speaking ability. In this research, the researcher used quantitative design with two stage random sampling. After the implementation of this research, there was an improving in student's speaking ability. It can be seen from Data p-output (0.003) was lower than the mean significant influence at 0.05, it means that there were significant

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<sup>29</sup> Nurdyani et al, "The use of Communicative Language Teaching (CLT) Approach in Teaching Speaking Skill," *Jurnal Ilmiah Fakultas Keguruan dan Ilmu Pendidikan* 10, no. 1 (2024):43-58. Retrieved from <http://ejournal.unsub.ac.id/index.php/FKIP/article/view/1809>

<sup>30</sup> Mislawiyadi, M. "Using a Communicative Language Teaching Approach and Speaking Habit Towards the Eight Grade Student's Speaking Ability," *English Community Journal* 7, no. 1 (2023): 12-16. Retrieved from <https://journal.ibrahimy.ac.id/index.php/Jummy/article/view/3536>

interaction effects of communicative language teaching approach and speaking habit towards student's speaking ability. It can be concluded that Communicative Language Teaching Approach can improve student's speaking Ability.<sup>31</sup>

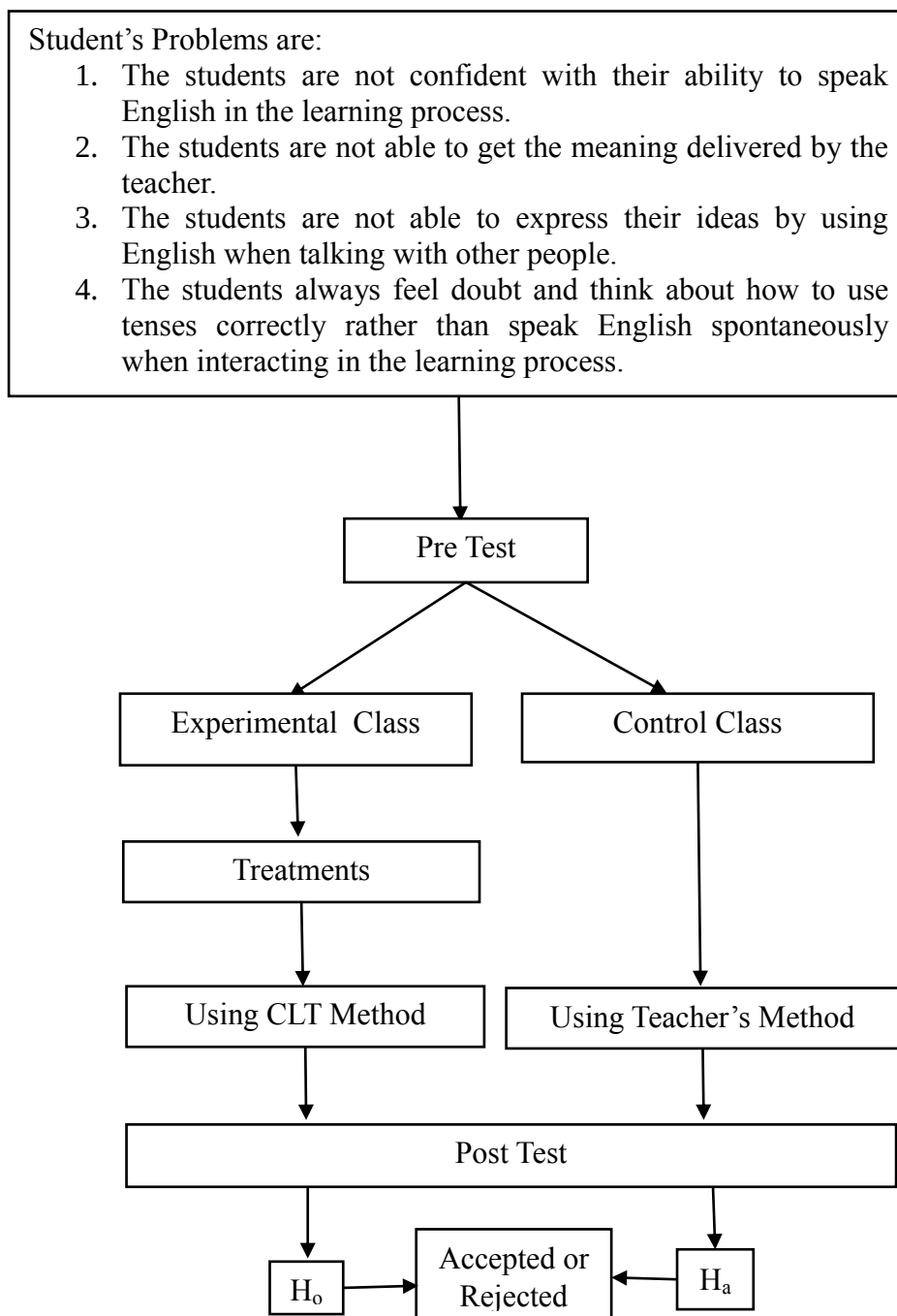
Based on five researches above, this research has similarity with all of (CLT) method on Students' Speaking Ability at XI grade of SMA N 5 Padangsidempuan. Hopefully this learning method can apply for teaching Speaking.

### C. The Conceptual Framework

Speaking to improve students' speaking skills and purpose to communicate well. Here, the researcher thinks that the CLT method will make the speaking activity joyful and attractive. Through the CLT method, the students will be more motivated to perform by speaking English freely because, at first, they have been stimulated to understand the opinion. It also makes the students enjoy the learning process. The effect of Communicative Language Teaching (CLT) method on students' speaking can be seen in the picture follow:

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<sup>31</sup> Titin Qurniati, "The Influence of Communicative Language Teaching Approach and Speaking Habit Towards the Eight Grade Student's Speaking Ability, *English Community Journal* 7, no. 1 (2023): 12-16, Retrieved from <https://jurnal.umpalembang.ac.id/englishcommunity/article/viewFile/5328/3606>



**Figure II. 1 The Conceptual Framework**

Based on the conceptual framework above, CLT is one of method that can ease the students and help students' problem in speaking English ability learning. First, the researcher gives a pre-test to the students before treatment. Then

Researcher gives the treatment by using CLT in the experimental class, and the teacher's method to control the class. Lastly, the researcher gave a post-test to find out the effect of Communicative Language Teaching (CLT) method on Students' Speaking Ability at Grade XI SMA N 5 Padangsidimpuan.

#### **D. The Hypothesis**

The researcher formulates the hypothesis of the research stated that:

Alternative hypothesis ( $H_a$ ) : There is a significant effect of Communicative Language Teaching (CLT) method on Students' Speaking Ability at Grade XI SMA N 5 Padangsidimpuan. Null hypothesis ( $H_0$ ): There is no a significant effect of Communicative Language Teaching (CLT) method on Students' Speaking Ability at Grade XI SMA N 5 Padangsidimpuan.

### CHAPTER III RESEARCH METHODOLOGY

#### A. The Place and Time of the Research

The research location is in SMA N 5 Padangsidimpuan. It is on Jalan Melati No. 90 Ujung Padang, Kec. Padangsidimpuan Sel., Kota Padangsidimpuan, North Sumatera. This research starts from June 2024 up to March 2025.

#### B. The Research Design

To examine the data in this study, this research utilized a quantitative research with experimental form. The kinds of this research is quantitative research with experimental method<sup>1</sup>. This research used two classes, which experimental class and a control class. The experimental class used by Communicative Language Teaching (CLT) Method as a treatment and control class with a teachers' method. This research use experimental design with pretest-posttest Control Group Design. That means there are two classes have been selected, then give pre-test to know the basic condition of the two classes. Next, the both of class give post -test. The result of the test compared to know the different effect of treatment to experimental class.

**Table III.1 Table of Collecting Data Design**

| <b>Group</b> | <b>Pre Test</b> | <b>Treatment</b> | <b>Post Test</b> |
|--------------|-----------------|------------------|------------------|
| Experiment   | O <sub>1</sub>  | X                | O <sub>1</sub>   |
| Control      | O <sub>2</sub>  | -                | O <sub>2</sub>   |

In which:

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<sup>1</sup> Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D*, (Bandung: Alfabeta, 2011) .P.76.

O1: Pre-test value of experiment and control class

O2: Post-test value of experiment and control class

X: Treatment<sup>2</sup>

## C. The Population and the Sample

### 1. Population

Population is the total number of individual units that are the characteristics or subjects of research. The population of this study are all XI class students of SMA N 5 Padangsidempuan. It consists of students 245 students in 7 classes. You can see it in the table below:

**Table III. 2**  
**The Population of Grade XI SMA N 5 Padangsidempuan**

| No.          | Class    | Total      |
|--------------|----------|------------|
| 1.           | XI IPA 1 | 35         |
| 2.           | XI IPA 2 | 35         |
| 3.           | XI IPA 3 | 35         |
| 4.           | XI IPA 4 | 35         |
| 5.           | XI IPA 5 | 35         |
| 6.           | XI IPS 1 | 35         |
| 7.           | XI IPS 2 | 35         |
| <b>Total</b> |          | <b>245</b> |

### 2. Sample

Sampling is the process of selecting a large number of people to be sampled research in order to represent a larger selected group. The population of this research is quite large and homogeneous so it must be divided into several classes or groups. In this research, researcher use cluster samples taken from the population without relying on graded random probability, but very close to assessment or school class grouping. So, based on initial observations

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<sup>2</sup> Suharsimi Arikunto, *Manajemen Penelitian*, (Jakarta: Rineka Cipta, 2003).Retreived from <https://jurnal.undhirabali.ac.id/index.php/litera/article/view/329/297>



researchers and private interview with the English teacher in the school, students XI IPA1 and XI IPA 2 have several abilities in speaking lesson. The source of this formation is student learning outcomes and English the teacher during the exam shows that all students passed the exam, which is the goal of Perfection 80. So, from the facts above, researcher find a homogeneous sample. There are XI IPA1 and XI IPA 2. XI IPA 1 as an experimental class consisting of 35 students and X IPA 2 the control class consisted of 35 students. Therefore, total samples are 70 students.

**Table III. 3**  
**The Sample of the Research**

| <b>No.</b>   | <b>Class</b>                | <b>Total</b> |
|--------------|-----------------------------|--------------|
| 1.           | Experimental Class/XI IPA 1 | 35           |
| 2.           | Control Class/XI IPA 2      | 35           |
| <b>Total</b> |                             | <b>70</b>    |

#### **D. The Instrument of Data Collection**

Data collection methods were very important in conducting research. In this research, the instruments for data collection were the speaking test and recording. The researcher administered a speaking test on the topic of Opinions and Thoughts. To determine the effectiveness of the speaking test, the researcher assessed the students' speaking ability, including pronunciation, grammar, vocabulary, fluency, and comprehension. Additionally, the use of recording allowed the researcher to capture and review the students' performance in detail, providing a more comprehensive evaluation of their speaking abilities over time.

**Table III. 4**  
**The Indicators of the Test for Speaking Ability Assessment**

| Aspects       | Score 4                                                                                                        | Score 3                                                                                                                   | Score 2                                                                                                            | Score 1                                                                     |
|---------------|----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| Pronunciation | Pronunciation is possible understood although with an accent certain.                                          | There are problems in pronunciation that make the listener have to be very focused and sometimes cause misunderstandings. | Difficult to understand because there are problems in pronunciation and frequency is frequent.                     | Almost always wrong in pronunciation so it can't be understood.             |
| Grammar       | Almost no grammar mistakes.                                                                                    | There are some grammatical errors but it does not affect the meaning.                                                     | There are many grammatical errors that affect the meaning and you often have to rephrase conversational sentences. | Grammar is really bad, so the conversation is very difficult to understand. |
| Vocabulary    | Sometimes the pronunciation is incorrect and requires further explanation because of inappropriate vocabulary. | Often uses inappropriate vocabulary so that dialogue becomes limited due to limited vocabulary.                           | Using the wrong vocabulary so that it cannot be understood Often.                                                  | Vocabulary is so limited that dialogue is not possible Often.               |
| Fluency       | Dialogue is smooth, there are very few difficulties.                                                           | Not very fluent due to language difficulties.                                                                             | Often hesitate and stop because of language limitations.                                                           | Often stop and be silent while talking, so that no dialogue is created.     |

| Aspects       | Score 4                                                                                                                 | Score 3                                                                                      | Score 2                                                                                                                   | Score 1                                                |
|---------------|-------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|
| Comprehension | The entire content of the conversation can be understood even though there are occasional repetitions in certain parts. | Most of the content of the conversation is understandable although there is some repetition. | Difficult to follow the dialogue except for the general dialogue sections with slow conversations and lots of repetition. | Incomprehensible even in the form of a short dialogue. |

Student score calculation formula is as follows:

$$\frac{\text{Total Score obtained by Student}}{\text{Maximum/Ideal Score}} \times 100$$

Description:

The total score obtained by students is the total score obtained by students from Aspects 1 to 5. The maximum/ideal score is the result of multiplying the highest score (4) by the number of criteria set (there are 5 criteria).<sup>3</sup> So the maximum/ideal score =  $4 \times 5 = 20$ .

## E. The Validity and Reliability of Instrument

### 1. Validity

Validity is important in all forms of research, in all kinds of tests and measurements, and is best considered in terms of degree. Very effective, moderately effective, and generally ineffective. Validation begins with understanding the interpretations made to the selected test or tool. Next, you need to collect evidence to support your preferred interpretation. A good test

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<sup>3</sup> Nurhasanah, Mahrukh Bashir, *Buku Guru Bahasa Inggris* (Jakarta: Kementrian Pendidikan dan Kebudayaan, 2017), p. 15-16. Retrieved from <https://static.buku.kemdikbud.go.id/content/pdf/bukuteks/k13/bukasiswa/B%20Inggris%20Kelas%20XI%20BG%20press.pdf>

must be valid. Test has to be valid in order to measure the sample ability accurately. Content validity was used in this research. Content validity used to validate the instrument. It seems to validate the content of the instrument. Indeed, researchers validate the test against English teachers. There are two validation of test in this research, there are pre-test and post-test. A test is run for each pre-test and post-test. Another important requirement for researchers is reliability.

## **2. Reliability**

Reliability means that the test results show similarity. A research tool has a high reliability score if the test produces measurably consistent results. Content validity and reliability are aspects of expert-based measures. Researchers will try to put forward perspectives on whether the device is usable, still needs improvement, or is not in use. Researchers used speech tests to test students' ability to speak. Then, assessment in speaking ability based on the indicators of speaking. The general indicators usually used when the teacher need to see the students' ability

## **F. The Research Procedures**

In collecting the data, the researcher used an oral test for students, which included a pre-test, treatment, and post-test. The procedures are described as follows:

### **1. Pre-Test**

The researcher distributed the pre-test in both of classes to find out the students' prior knowledge of speaking competence before conducting the

treatment. The data collector trained for data collection. Each data collector collected data from two classes which the same question test between control and experiment class.

a. Preparation:

The researcher enters the class and prepares the students for the speaking pre-test.

b. Explanation:

The researcher explains the purpose of the test and how it will be conducted.

c. Distribution:

The researcher distributes the speaking test sheet to each student.

d. Reading & Choosing Topic:

Students read the instructions and choose one topic from the four provided.

e. Preparation Time:

Students are given 5–10 minutes to prepare ideas (no full scripts allowed).

f. Speaking Performance:

One by one, students present their speech orally by:

1) Introducing themselves

2) Mentioning their chosen topic

3) Giving their opinion

4) During this, the teacher records the student's voice to collect data.

g. Assessment:

The researcher evaluates students using a speaking rubric (Pronunciation, grammar, vocabulary, fluency, and comprehension).

#### h. Completion:

After all students finish, the researcher thanks them and documents the scores and recordings for analysis.

### 2. Treatment

The experimental class and the control class was given same material which consist of communication aspect that will be taught by the teacher in different ways. The experimental class was given treatment, it was taught by using CLT method.

Here some activities was done in experimental class as follows:

- 1) The researcher explained the topic that would be taught to students at the beginning of the session.
- 2) The researcher gave instructions on how to transfer information.
- 3) The researcher provided materials in the form of pictures, maps, etc., as visual aids, in accordance with the topic that would be taught and presented at the front of the class.
- 4) The researcher gave students examples of how to transfer verbal information based on the displayed images.
- 5) The researcher asked one of the students to provide another example.
- 6) The researcher asked students to describe the information in the picture orally in front of the class.
- 7) The researcher provided several practical strategies and suggestions for improving speaking skills through information exchange.

- 8) The teacher asked students to summarize the material that had been studied.

## **G. The Technique of Data Analysis**

Data analysis was carried out with the help of SPSS V.26. It used independent sample t-test to analyze the data. There were two test that must be done before analyzing the data. They are normality test and homogeneity test.

### **1. Requirement Test**

#### **a. Normality Test**

The data that would be analysis in this normality test Post-Test value data in the experimental class and control class, the aims of Normality test was to determine whether the data of each class is normally distribute or not. In this research, the researcher use Chi Kuadrat, where  $H_0$  = normal distribution and  $H_i$  = not normal distribution.

- 1) If  $x^2 \text{ table} < x^2 \text{ count}$ , therefore  $H_0$  is accept and  $H_i$  is reject. So, the data is normal distribution
- 2) If  $x^2 \text{ count} \leq x^2 \text{ table}$  therefore  $H_i$  accept and  $H_0$  is reject. So the data is not normal distribution

#### **b. Homogeneity Test**

Homogeneity test is used to see if two or more classes of sample data that have been taken come from populations that have the same variance, it is calculated by using SPSS v.26. Hypothesis is rejected if  $F \leq F_{1-2, a(n1-1)}(1=n2-1)$ , while if  $F_{\text{count}} > F_{\text{table}}$  hypothesis was accepted. It determined with

significant level 5% (0.05) and dk numerator was (n1-1), while dk denominators is (n2-1).

### c. Mean Score

The result can be seen from the mean score. The mean score showed to measure the students's speaking ability. The mean score showed whether there was a difference between mean score of the control class and mean score of the experimental class, which means that the method was useful or not.

**Table III.5**  
**The Mean Score**

| <b>No</b> | <b>Mean Score of Post-Test in Control Class</b> | <b>Mean Score of Post-Test in Experimental Class</b> |
|-----------|-------------------------------------------------|------------------------------------------------------|
| <b>1.</b> | <b>61.40</b>                                    | <b>77.31</b>                                         |

According to Gay et al<sup>4</sup> the category interpreted of mean score can be seen in the table below:

**Table III.6**  
**The Criteria Score Interpretation of Mean Score**

| <b>Precentages</b> | <b>Criteria</b> |
|--------------------|-----------------|
| 90-100             | Very Good       |
| 70-89              | Good            |
| 50-69              | Enough          |
| 30-49              | Low             |
| 10-29              | Very Low        |

here are the steps to scoring<sup>5</sup> the students' answer;

$$\text{Score} = \frac{\text{Total Score obtained by Student}}{\text{Maximum/Ideal Score}} \times 100$$

<sup>4</sup> L R Gay, Geoffray E Mills, and Peteer Airasian, Educational Research, Tenth Edit (Pearson Education. InC, n.d), [https://yulielearning.com/pluginfile.php/4831/mod\\_resource/content/1/Gay-E\\_Book\\_Educational\\_Research\\_2012.pdf](https://yulielearning.com/pluginfile.php/4831/mod_resource/content/1/Gay-E_Book_Educational_Research_2012.pdf).

<sup>5</sup> Nurhasanah, Mahrukh Bashir, *Buku Guru Bahasa Inggris* (Jakarta: Kementrian Pendidikan dan Kebudayaan, 2017), p. 15-16. Retrieved from <https://static.buku.kemdikbud.go.id/content/pdf/bukuteks/k13/bukusiswa/B%20Inggris%20Kelas%20XI%20BG%20press.pdf>



$$\text{Score} = \frac{20}{20} \times 100 \% = 100$$

## 2. Hypothesis Test

The research use T-test to investigate the hypothesis. The researcher use Independent Sample T-test with using SPSS v.26. The result can be see from the mean of score. The mean score would be show whether there is the difference between mean score of control class and mean score of experimental class that means the technique useful or not.

The researcher should make the hypothesis from the data that have been analyzed by looking at the  $t_{\text{count}}$  and compare it to  $t_{\text{table}}$ . If  $t_{\text{count}} > t_{\text{table}}$  means the alternative hypothesis is accepted, null hypothesis is rejected (there is significant effect), meanwhile if  $t_{\text{count}} < t_{\text{table}}$  means alternative hypothesis is rejected, null hypothesis is accepted (there is no significant effect).

If  $t_{\text{count}} > t_{\text{table}}$  so this accept and  $H_0$  is reject which means there is significant effect of Communicative Language Teaching (CLT) Method on Students' Speaking ability at grade XI SMA N 5 Padangsidimpuan. If  $t_{\text{count}} \leq t_{\text{table}}$  so  $H_0$  is accept and  $H_1$  is reject which means there is no significant effect of Communicative Language Teaching (CLT) Method on Students' Speaking ability at grade XI SMA N 5 Padangsidimpuan.

## **CHAPTER IV THE RESULT OF RESEARCH**

This chapter presents the result of the research. It talks about the effect of Communicative Language Teaching (CLT) Method on students' speaking ability. The researcher has calculated the data using pre-test and post-test. This study applied quantitative research by using the formulation of t-test to test the hypothesis with using SPSS v.26.

### **A. The Description of Data**

#### **1. The Description of Data before using Communicative Language Teaching (CLT) Method**

##### **a. The Pre-Test Score of Experimental Class**

The researcher took class XI-1 as experimental class. Based on the students' performance in pre-test, the researcher has calculated the students' score as the table below:

**Table IV. 1  
The Score of Experimental Class in Pre-Test**

| <b>No.</b> | <b>Description</b> | <b>Pre-Test</b> |
|------------|--------------------|-----------------|
| 1          | Total Score        | 2408            |
| 2          | Highest Score      | 81              |
| 3          | Lowest Score       | 55              |
| 4          | Mean               | 68.80           |
| 5          | Median             | 68.80           |
| 6          | Mode               | 68              |
| 7          | Range              | 26              |
| 8          | Interval           | 4               |
| 9          | Standard deviation | 6.982           |
| 10         | Variance           | 48.753          |

Total score is the total points that got by students, it is 2408 total of score in pre-test experimental class. The researcher also got the highest score, the highest score is the largest value in the data. The highest score in

this experimental pre-test was 81. While the lowest score, the smallest value in a data sequence. For the lowest score in experimental pre-test was 55. Next, mean can be said to be representative of the data set. Mean in this data was 68.80.

Then, median is the middle of value after all data is sorted, the researcher got 68.80 of median after calculating using SPSS v.26. Next, mode is the value the appears most often in a statistical data, the mode in this pre-test was 68. Range is the difference between the minimum and maximum in the data, in this data it 26. Distance between classes is understanding of interval, it was 4 in this data.

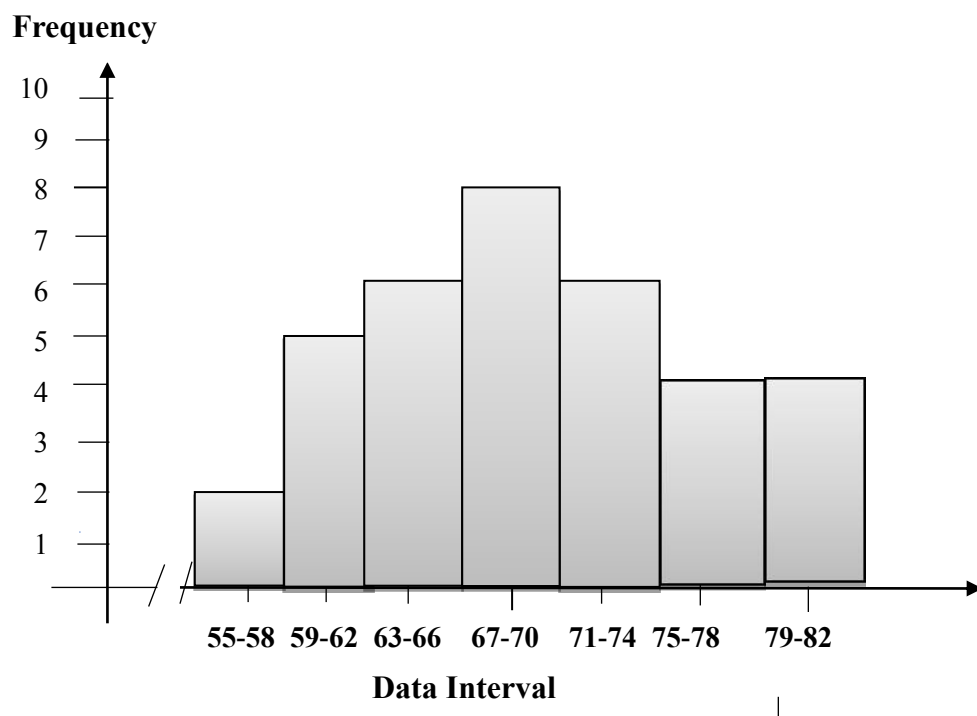
Next, standard deviation is a value used in determining the distribution of data in a sample and seeing how close the data is to the mean value, it was 6.982 Last, variant is the sum of the squares of all deviations of individual values to the group mean, it was 48.753. For frequency distribution of experimental class in the pre test can be seen in the table below.

**Table IV. 2**  
**Frequency Distribution of Experimental Class in Pre-test**

| No. | Interval Class      | Frequency | Mid-Points | Precentages  |
|-----|---------------------|-----------|------------|--------------|
| 1   | 55-58               | 2         | 56.5       | 5.8%         |
| 2   | 59-62               | 5         | 60.5       | 14.3%        |
| 3   | 63-66               | 6         | 64.5       | 17.2%        |
| 4   | 67-70               | 8         | 68.5       | 22.9%        |
| 5   | 71-74               | 6         | 72.5       | 17.2%        |
| 6   | 75-78               | 4         | 76.5       | 11.5%        |
| 7   | 79-82               | 4         | 80.5       | 9.5%         |
|     | <b><i>i</i> = 4</b> | <b>35</b> |            | <b>98.4%</b> |

From the table IV. 2, the students' score in class interval between 55-58 was 2 students (5.8%), class interval between 59-62 was 5 students (14.3%), class interval between 63-66 was 6 students (17.2%), class interval between 67-70 was 8 students (22.9%), class interval between 71-74 was 6 students (17.2%), class interval between 75-78 was 4 students (11.5%) and class interval between 79-82 was 4 students (9.5%).

Clear description of the data is presented in histogram. The researcher presents them in histogram on the following figure.



**Figure IV. 1 The Histogram of Pre-test Scores in the Experimental Class**

The Figure described the students' score of pre-test in interval was different. The X-axis showed in interval score obtained by the students, while Y-axis showed the number of students who got the score. There were 2 students got score in interval 55-58; 5 students got score in interval 59-62; 6

students who got the score in interval 63-66; 8 students who got the score in interval 67-70; 6 students who got the score in interval 71-74; 4 students who got the score in interval 75-78; and 4 students who got the score in interval 79-82. The frequency can be seen above.

b. The Pre-Test of Control Class

In pre-test of control class, the researcher calculated the result that has gotten from the students in answering the question. The score of pre-test control class could be seen in the following table:

**Table IV. 3**  
**The Score of Control Class in Pre-Test**

| <b>No.</b> | <b>Description</b> | <b>Pre-Test</b> |
|------------|--------------------|-----------------|
| 1          | Total Score        | 1998            |
| 2          | The Highest Score  | 64              |
| 3          | The Lowest Score   | 45              |
| 4          | Mean               | 57.08           |
| 5          | Median             | 58              |
| 6          | Mode               | 60              |
| 7          | Range              | 19              |
| 8          | Interval           | 3               |
| 9          | Standard deviation | 5.47            |
| 10         | Variance           | 29.95           |

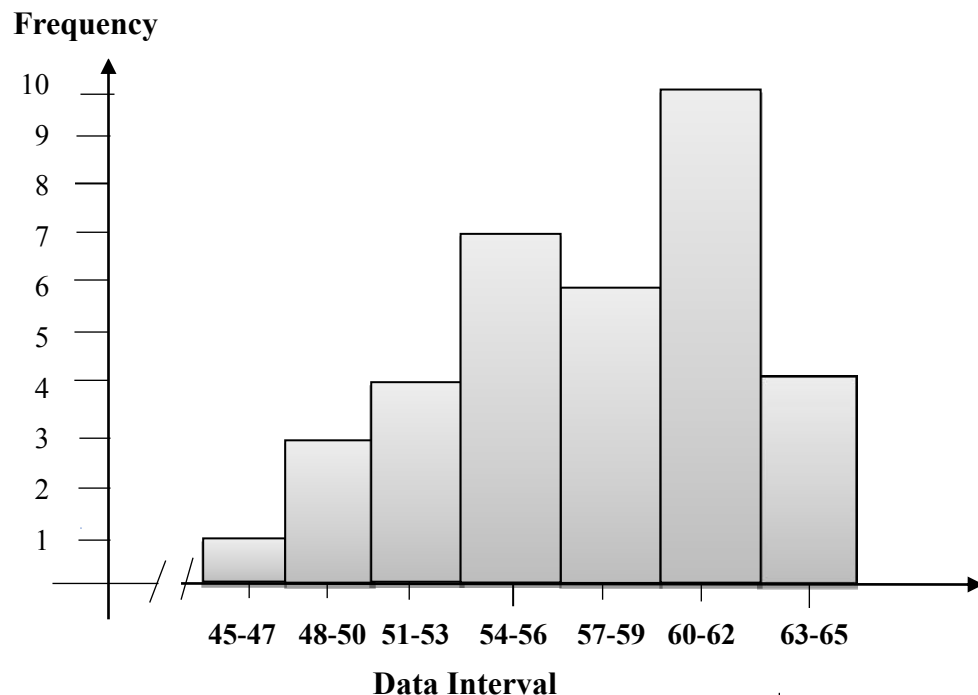
Based on the table IV. 3, the total score was 1998, the highest score was 64, the lowest score was 45, mean was 57.08, median was 58, mode was 60, range was 19, interval was 3, standard deviation was 5.47, and variance was 29.95. The calculation of the frequency distribution of the students' score is described in the table as follow.

**Table IV. 4**  
**Frequency Distribution of Control Class in Pre-Test**

| <b>No.</b> | <b>Interval Class</b> | <b>Frequency</b> | <b>Mid-Points</b> | <b>Precentages</b> |
|------------|-----------------------|------------------|-------------------|--------------------|
| 1          | 45-47                 | 1                | 46                | 2.9%               |
| 2          | 48-50                 | 3                | 49                | 8.6%               |
| 3          | 51-53                 | 4                | 52                | 11.5%              |
| 4          | 54-56                 | 7                | 55                | 20%                |
| 5          | 57-59                 | 6                | 58                | 17.2%              |
| 6          | 60-62                 | 10               | 61                | 28.6%              |
| 7          | 63-65                 | 4                | 64                | 11.5%              |
|            | <b><i>i = 3</i></b>   | <b>35</b>        |                   | <b>100.3%</b>      |

From the table IV. 4, the students' score in class interval between 45-47 was 1 student (2.9%), class interval between 48-50 was 3 students (8.6%), class interval between 51-53 was 4 students (11.5%), class interval between 54-56 was 7 students (20%), class interval between 57-59 was 6 students (17.2%), class interval between 60-62 was 10 students (28.6%), and class interval between 63-65 was 4 students (11.5%)

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure.



**Figure IV. 2 The Histogram of Pre-test Scores in the Control Class**

The Figure described the students' score of pre-test in interval was different. The X-axis showed in interval score obtained by the students, while Y-axis showed the number of students who got the score. There was 1 student got score in interval 45-47; 3 students got score in interval 48-50; 4 students who got the score in interval 51-53; 7 students who got the score in interval 54-56; 6 students who got the score in interval 57-59; 10 students who got the score in interval 60-62; and 4 students who got the score in interval 63-65. The frequency can be seen above.

Based on the result of the data above, the mean score of pre-test in experimental class was higher than the mean score of pre-test in control class.

## 2. The Description of Data after Using Communicative Language Teaching (CLT) Method

### a. The Post-Test Score of Experimental Class

The researcher took class XI-1 as Experimental class. The calculation of the result that had been gotten by the students in doing the test after researcher did the treatment by keyword method. Look at the following table.

**Table IV. 5**  
**The Score of Experimental Class in Post-Test**

| No. | Description        | Post-Test |
|-----|--------------------|-----------|
| 1   | Total Score        | 2706      |
| 2   | The Highest Score  | 90        |
| 3   | The Lowest Score   | 60        |
| 4   | Mean               | 77.31     |
| 5   | Median             | 78.00     |
| 6   | Mode               | 72        |
| 7   | Range              | 30        |
| 8   | Interval           | 5         |
| 9   | Standard deviation | 6.986     |
| 10  | Variance           | 48.810    |

Based on the table IV. 5, the total score was 2706, the highest score was 90, the lowest score was 60, mean was 77.31, median was 78.00, mode was 72, range was 30, interval was 5, standard deviation was 6.986, and the variance was 48.810. Then the calculation of the frequency distribution of the students' score is described in the table as follow.

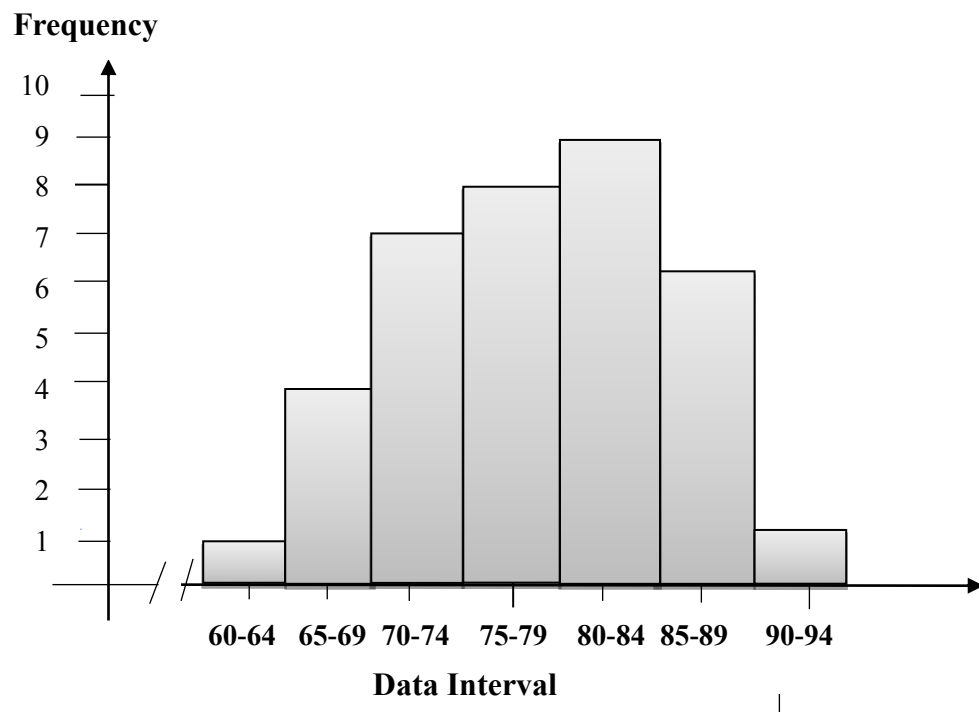
**Table IV. 6**  
**Experimental class in Post-Test**

| No. | Interval Class | Frequency | Mid-Points | Precentages |
|-----|----------------|-----------|------------|-------------|
| 1   | 60-64          | 1         | 62         | 2.9%        |
| 2   | 65-69          | 4         | 67         | 11.6%       |
| 3   | 70-74          | 7         | 73         | 20.1%       |



|   |                     |           |    |               |
|---|---------------------|-----------|----|---------------|
| 4 | 75-79               | 8         | 77 | 22.9%         |
| 5 | 80-84               | 9         | 82 | 25.8%         |
| 6 | 85-89               | 6         | 87 | 14.4%         |
| 7 | 90-94               | 1         | 92 | 2.9%          |
|   | <b><i>i</i> = 5</b> | <b>35</b> |    | <b>100.6%</b> |

From the table IV. 6, the students' score in class interval between 60-64 was 1 student (2.9%), class interval between 65-69 was 4 students (11.6%), class interval between 70-74 was 7 students (20.1%), class interval between 75-79 was 8 students (22.9%), class interval between 80-84 was 9 students (25.8%), class interval between 85-89 was 6 students (14.4%), and class interval between 90-94 was 1 student (2.9%). In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure.



**Figure IV. 3 The Histogram of Post-Test Scores in the Experiment Class**

The histogram above showed the students' score of post-test in interval was different. The X-axis showed in interval score obtained by the students, while Y-axis showed the number of students who got the score. There was 1 student got score in interval 60-64, 4 students got score in interval 65-69, 7 students who got the score in interval 70-74, 8 students who got the score in interval 75-79, 9 students who got the score in interval 80-84, 6 students who got the score in interval 85-89 and there was 1 students who got the score in interval 90-94.

In post-test of control class, the researcher calculated the result that has been gotten from the students in answering the question. The score of post-test control class could be seen in the following table.

**Table IV. 7**  
**The Score of Control Class in Post-Test**

| <b>No.</b> | <b>Description</b> | <b>Post-Test</b> |
|------------|--------------------|------------------|
| 1          | Total Score        | 2149             |
| 2          | The Highest Score  | 69               |
| 3          | The Lowest Score   | 50               |
| 4          | Mean               | 61.40            |
| 5          | Median             | 62.00            |
| 6          | Mode               | 55               |
| 7          | Range              | 19               |
| 8          | Interval           | 3                |
| 9          | Standard deviation | 5.019            |
| 10         | Variance           | 25.188           |

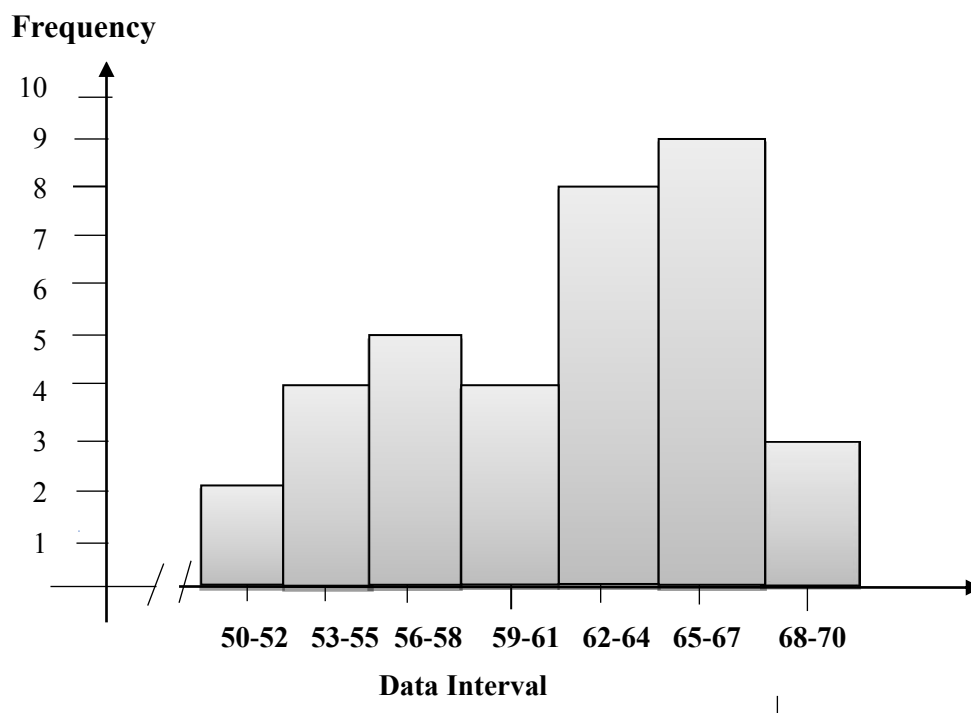
Based on the table IV. 7, the total score was 2149, the highest score was 69, the lowest score was 50, mean was 61.40, median was 62.00, mode was 55, range was 19, interval was 3, standard deviation was 5.019, and the

variance was 25.188. Then the calculation of the frequency distribution of the students' score is described in the table as follow.

**Table IV. 8**  
**Frequency Distribution of Control Class in Post-Test**

| No. | Interval Class      | Frequency | Mid-Points | Precentages    |
|-----|---------------------|-----------|------------|----------------|
| 1   | 50-52               | 2         | 51         | 5.8%           |
| 2   | 53-55               | 4         | 54         | 11.5%          |
| 3   | 56-58               | 5         | 57         | 14.3%          |
| 4   | 59-61               | 4         | 60         | 11.5%          |
| 5   | 62-64               | 8         | 63         | 22.9%          |
| 6   | 65-67               | 9         | 66         | 25.8%          |
| 7   | 68-70               | 3         | 69         | 8.6%           |
|     | <b><i>i</i> = 3</b> | <b>35</b> |            | <b>100.04%</b> |

From the table IV. 8, the students' score in class interval between 50-52 was 2 students (5.8%), class interval between 53-55 was 4 students (11.5%), class interval between 56-58 was 5 students (14.3%), class interval between 59-61 was 4 students (11.5%), class interval between 62-64 was 8 students (22.9%), class interval between 65-67 was 9 students (25.8%), and class interval between 68-70 was 3 students (8.6%). In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure.



**Figure IV. 4 The Histogram of Post-test Scores in the Control Class**

The histogram above showed the students' score of post-test in interval was different. The X-axis showed in interval score obtained by the students, while Y-axis showed the number of students who got the score. There were 2 students got score in interval 50-52, 4 students got score in interval 53-55, 5 students who got the score in interval 56-58, 4 students who got the score in interval 59-61, 8 students who got the score in interval 62-64, 9 students who got the score in interval 65-67 and there were 3 students who got the score in interval 68-70.

Based on the result of the data above, the mean score of post-test in experimental class was higher than the mean score of post-test in control class.

### 3. The Comparison Score of Pre-Test and Post-Test

#### a. The Comparison Score of Pre-test and Post-Test in Control Class

After getting the score of pre-test and post-test in control class, the researcher made the comparison of score in form of table. The comparison score of pre-test and post-test in control class can be seen in the table below.

**Table IV. 9**  
**The Comparison Score of Pre-Test and Post-Test in Control Class**

| No. | Description        | Pre-Test | Post-Test |
|-----|--------------------|----------|-----------|
| 1   | Total Score        | 1998     | 2149      |
| 2   | Highest Score      | 64       | 69        |
| 3   | Lowest Score       | 45       | 50        |
| 4   | Mean               | 77.31    | 61.40     |
| 5   | Median             | 78.00    | 62.00     |
| 6   | Mode               | 72       | 55        |
| 7   | Range              | 30       | 19        |
| 8   | Interval           | 3        | 3         |
| 9   | Standard deviation | 6.986    | 5.019     |
| 10  | Variance           | 48.810   | 25.188    |

Based on the table IV. 9, the researcher found the different between pre-test and post-test in control class, the most of students got the lowest score in pre-test, the score was 45, and in post-test was 50. The highest score in pre-test was 64, and in post-test was 69. It can be concluded the score of students' writing ability was higher in the pre-test than the post-test.

#### b. The Comparison of Score Pre-Test and Post-Test in Experimental Class

After getting the score of pre-test and post-test in experimental class, the researcher made the comparison of score in form of table. The comparison of score of pre-test and post-test in experimental class can be seen in the table below.

**Table IV. 10**  
**The Comparison of Score Pre-Test and Post-Test in Experimental Class**

| No. | Description        | Pre-Test | Post-Test |
|-----|--------------------|----------|-----------|
| 1   | Total Score        | 2408     | 2706      |
| 2   | Highest Score      | 81       | 90        |
| 3   | Lowest Score       | 55       | 60        |
| 4   | Mean               | 68.80    | 77.31     |
| 5   | Median             | 68.80    | 78.00     |
| 6   | Mode               | 68       | 72        |
| 7   | Range              | 26       | 30        |
| 8   | Interval           | 4        | 5         |
| 9   | Standard deviation | 6.982    | 6.986     |
| 10  | Variance           | 48.753   | 48.810    |

Based on the table IV. 10, the researcher found the different between pre-test and post-test in experimental class, the most of students got the lowest score in pre-test was 55, and in post-test was 60. The highest score in pre-test was 81, and in post-test was 90. It can be concluded the score of students' writing ability was higher in the post -test than the pre-test.

Based on the analysis of pre-test and post-test results conducted in both classes, the improvement on students' speaking ability in the experimental class was significantly higher than in the control class. In the pre-test, the average speaking score of students in the experimental class was 68.80, while in the control class, it was lower at 65.43. After using CLT Method, the average speaking score in the experimental class increased to 77.31, whereas in the control class, it only increased to 68.75. This showed that CLT method applied in the experimental class had a more positive impact on improving students' speaking ability.

The change in scores was also reflected in the score range. In the experimental class, the score range increased from 26 to 30, indicating a

greater improvement in the variation of students' speaking abilities. On the other hand, in the control class, the score range only slightly increased from 25 to 27. The total score improvement in the experimental class, from 2408 to 2706, was much larger compared to the control class, which increased from 2290 to 2405. This suggested that CLT method applied in the experimental class was more effective in helping students' improve their speaking ability overall.

## **B. The Requirement and Hypothesis Test**

### **1. Requirement Test**

#### **a. Normality Test**

After got the score of pre-test and post-test in experimental class and control class, the researcher calculated the normality test. The normality test in this research used *Shapiro-Wilk*. The data was calculated using SPSS v.26. The result of normality data can be seen in the table below.

**Table IV. 11**  
**Test of Normality**

| <b>Class</b>           | <b>df</b> | <b>Sig.</b> |
|------------------------|-----------|-------------|
| Pre-test Experimental  | 35        | .615        |
| Post-test Experimental | 35        | .877        |
| Pre-test Control       | 35        | .102        |
| Post-test Control      | 35        | .129        |

In this research, the researcher used Shapiro-Wilk that the test is used for small samples (Less than 100). If the p-value is grater than 0.05, the data is considered normal. So, based on the table test of normality above can be seen that the significances  $>0.05$ .

## b. Homogeneity Test

Homogeneity test is conducted to determine whether the variance is homogeneous or not. In calculating the data, researcher used SPSS v.26. The result in calculating the data can be seen in the table below.

**Table IV. 12**  
**Homogeneity Test of Variance**

| Result                               | Levene Statistic | df1 | df2    | Sig  |
|--------------------------------------|------------------|-----|--------|------|
| Based on Mean                        | 3.090            | 1   | 68     | .083 |
| Based on Median                      | 3.129            | 1   | 68     | .081 |
| Based on Median and with adjusted df | 3.129            | 1   | 59.545 | .082 |
| Based on trimmed mean                | 3.133            | 1   | 68     | .081 |

From the table IV. 12, based on mean of post-test experimental class and post-test control class, sig is .083. Where  $.083 > 0.05$ . It means that the variances are homogeneous.

## 2. Hypothesis Test

Based on the result of data analysis requirement test, it can be seen that both classes are normality distributed and have homogeneous variants. Therefore, to test the hypothesis can be done by using independents sample t-test. Researcher used SPSS v.26 application to calculate the hypothesis statistically. The researcher presented the data in the table below.

**Table IV. 13**  
**Independent Samples Test**

|                            |                             | F     | Sig  | t      |
|----------------------------|-----------------------------|-------|------|--------|
| Students Learning Outcomes | Equal Variances Assumed     | 3.090 | .083 | 10.945 |
|                            | Equal Variances not Assumed |       |      | 10.945 |



To see whether a researcher is successful or not, it can look at the  $t_{\text{count}}$  and  $t_{\text{table}}$ , if  $t_{\text{count}} > t_{\text{table}}$ , then  $H_a$  is accepted and  $H_o$  is rejected. And if  $t_{\text{count}} < t_{\text{table}}$ , then  $H_a$  is rejected and  $H_o$  is accepted. For the hypothesis of this research can be seen from the table above, where  $t_{\text{count}}$  was 10.945 and  $t_{\text{table}}$  was 1.995.

### C. The Discussion of the Result

Quantitative research in using CLT method should increase the students' speaking ability to use target language for meaningful purposes. As stated by Richards and Rodgers, CLT placed learners at the center of the learning process, encouraging them to engage actively and take responsibility for their own learning.<sup>1</sup> These activities not only improved their speaking ability but also created a more enjoyable learning environment.

Richards and Rodgers said, the CLT method aimed to develop students' communicative competence, which included both grammatical knowledge and the ability to use the language appropriately in various contexts.<sup>2</sup> In conclusion, CLT method was considered a relevant and effective solution to the speaking problems found in the classroom. Through this method, the teacher could transform the teaching approach, while the students became more confident and active in using English communicatively in real-life situations. So in this study it is also proven that there was a significant effect of CLT in the learning process.

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<sup>1</sup> Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching Third Edition*, (Cambridge: Cambridge University Press, 2014), p. 83. Retrieved from <https://books.google.co.id/books?id=HrhkAwAAQBAJ&lpg=PP1&hl=id&pg=PP1#v=onepage&q&f=false>

<sup>2</sup> Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching Third Edition*, (Cambridge: Cambridge University Press, 2014), p. 83. Retrieved from <https://books.google.co.id/books?id=HrhkAwAAQBAJ&lpg=PP1&hl=id&pg=PP1#v=onepage&q&f=false>

The results of the data analysis revealed a notable improvement in students' speaking ability after implementing the CLT method. The pre-test and post-test scores in the experimental class showed a significant increase. Before the application of CLT, the mean pre-test score in the experimental class was 68.80, with the highest score being 81 and the lowest score being 55. However, after the implementation of CLT, the mean post-test score increased to 77.31, with the highest score reaching 90 and the lowest score 60. The rise in students' speaking scores suggests that CLT effectively facilitated their ability to communicate in English more fluently and confidently.

This research also provided the similar cases with this research. The first research was conducted by Khan and Jamil which aims to discover the Effectiveness of the CLT Approach in Improving Speaking Ability. The similarities between Khan and Jamil's research, this study are the same using quantitative research method, using Communicative Language Teaching (CLT) method in her experimental class and have results that show CLT learning improves students' English speaking skills. The difference between Khan and Jamil's research and this research is from Data was broken down using a t-test, and the t-test score was 2.744. A score of the t-table is at a 5% level of importance, and on a level of 62, it is 1.670; the t-test result is higher than the t-table ( $2.744 > 1.670$ ).<sup>3</sup> Therefore, based on the research that has been conducted, Teaching speaking using CLT approach improves students' speaking ability.

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<sup>3</sup> Muhammad Khawer Mehmood Khan, Syed Akbar Jamil, "Communicative Language Teaching (CLT) Approach: Importance in Speaking Skills," *An International Peer Reviewed and referees Journal* 9, no. 1(2024): 18. Retrieved from [https://scholar.google.com/scholar?as\\_ylo=2024&q=Communicative+Language+Teaching+\(CLT\)](https://scholar.google.com/scholar?as_ylo=2024&q=Communicative+Language+Teaching+(CLT))

The Second research was conducted by Lumy which aims to assess the effectiveness of the Communicative Language Teaching (CLT) method in improving the speaking ability of students at SMAN 7 SIDRAP. The similarities between Lumy's research, this study are the same using quantitative research method, using Communicative Language Teaching (CLT) method in her experimental class and have results that show significant effect on students' speaking ability. The difference between Lumy's research is the total sample was 40 students that divided in 2 class that is 20 students' was from 10 MIPA 1 as an Experiment class and another 20 was from 10 MIPA 2 as an Control Class.<sup>4</sup> The result showed that the independent sample t-test revealed a significant difference between the two methods, with the CLT method being more effective in improving students' speaking abilities.

The discussion of findings above can support this research, where they have in common that Communicative Language Teaching (CLT) method has significant effect on students' speaking ability. Therefore, the research conducted by the researcher or another researcher who was referenced in a referenced in a related findings have been affected by Communicative Language Teaching (CLT) method.

After looking the student's scores in experimental class after using the Communicative Language Teaching (CLT) method in learning opinion and Thoughts can help students' improve their speaking ability. The theory from

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+Approach:++Importance+in+Speaking+Skills&hl=id&as\_sdt=0,5#d=gs\_qabs&t=1728109164850&u=%23p%3DmRGmUwQre4gJ

<sup>4</sup> Ilyas, S., Mujahidah, M., & Asni, Y. (2023). The Application of Communicative Language Teaching to Improve Students' Ability in Speaking. *Jurnal Studi Pendidikan dan Pengajaran*, 5(2), 102-110. Retrieved from <https://doi.org/10.58917/ajjes.v2i2.79>

Richards and Rodgers that stated the CLT method is an effective method for teaching speaking ability and this study has demonstrated its significant impact on students' speaking ability.

This Research has similarity with another research which this technique is very useful to teach students. When different researchers in varied contexts find similar results, it suggests that the method is not only effective but also adaptable and dependable for use in improving speaking abilities across different schools and student groups. This also strengthens the generalizability of the findings, indicating that the Communicative Language Teaching (CLT) method can be successfully implemented in various educational settings regardless of differences in location, student backgrounds, or institutional conditions. Furthermore, the consistency of these results enhances the credibility and reliability of the CLT method as a pedagogical strategy in teaching speaking abilities.

#### **D. The Threats of the Research**

In doing the research, the researcher found some threats in this research. The researcher found the students' problems in the classroom teaching learning process. The students still did not have motivation and could not active yet in learning process by using CLT. Therefore, it would make them passive and silent. The students noise uncontrolled and made the class noisy.

Even though, Communicative Language Teaching gave chance to the students to use target language for meaningful purposes. CLT method could develop students' speaking skill and could make the learning process closer to real life. and also improved their concentration in reading a text so that they could be

more active and interested in Speaking. Additionally, by using CLT method the students had communicative competence, it means that the students were able to speak appropriately to the situational context. Therefore, the researcher hoped CLT method can be applied in teaching the students at SMA N 5 Padangsidempuan.

## **CHAPTER V**

### **CONCLUSIONS, SUGGESTIONS AND IMPLICATIONS**

#### **A. The Conclusions**

Based on the result of the research, the conclusions of this research are:

1. Before Learning by using Communicative Language Teaching (CLT) Method at Grade XI SMA N 5 Padangsidimpuan, The mean score of pre-test in experimental class was 68.80. So, the students' speaking ability was in enough category.
2. After Learning by using Communicative Language Teaching (CLT) Method at Grade XI SMA N 5 Padangsidimpuan, the students' speaking ability increasing became better than before. It can be seen from the mean score of post-test in experimental class was 77.31, the category was very good.
3. The result research showed that the students' score in the experimental class was higher than the control class. The result proved that  $t_{count}$  was higher than  $t_{table}$ ,  $t_{count}$  was 10.945 and  $t_{table}$  was 1.995 ( $10.945 > 1.995$ ). It means that there was a significant effect of Communicative Language Teaching (CLT) Method on students' speaking ability at Grade XI SMA N 5 Padangsidimpuan.

#### **B. The Suggestions**

After finishing the research, the researcher got many information in English teaching and learning. Therefore, from that experience, the researcher saw some things need to be improved. It makes the researcher give some suggestions, as follow:

### 1. Suggestions for the teacher of English

The teacher can use Communicative Language Teaching (CLT) as one of the alternative method from many methods in teaching and learning process. The teacher can use many activities from this method especially use information-transfer activities in teaching speaking ability. By using this method, the teacher makes the students more be active and be confident to expose what they know, they know how to transfer the information from visual information then can interpretation into words by their own. So, the advantage of this activity in speaking class is not only to improve students' speaking ability, but also to increase students' critical thinking. Besides, it will be much better to the teacher to enrich their experience in teaching by using several variation of model from Communicative language teaching (CLT) especially use information-transfer activities to be taught to the students.

### 2. Suggestions for the next researcher

This research is one of the ways to improve the students' speaking ability. There are many approaches, methods, strategies, technique, that can be found and can be used to improve students' speaking ability. So the researchers are expected to find another way to support and improve learning activity. In conclusion, the researcher needs a validation of nest researcher that has the same topic. It means that Communicative language teaching can be used in the other school to know the effect in teaching speaking too. Also, this research can be the relevant research for next research.

### **C. The Implications**

Based on the research on conducted on “The Effect of Communicative Language Teaching (CLT) Method on Students’ Speaking Ability at Grade XI SMA N 5 Padangsidempuan”. There are several implications obtained from the results of the study they are:

1. The result of this study, Communicative Language Teaching (CLT) Method can be a good method use to improve on students, speaking ability.
2. The result of this study, Communicative Language Teaching (CLT) Method can make students’ more anthusiastic to learn English.
3. The result of this study, Communicative Language Teaching (CLT) Method can improve the quality of learning speaking.

In Summary, the effect of Communicative Language Teaching (CLT) Method during the research can affect on students’ speaking ability. Therefore, the Communicative Language Teaching (CLT) Method needs to be applied continuously in teaching speaking. It is because the effect of Communicative Language Teaching (CLT) Method can be affective material to help the students’ speaking ability and create an enthusiastic learning process so that the standard of competence of learning process can be achieved.



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## **APPENDIX 1**

### **Control Class**

#### **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

|                |                                                |
|----------------|------------------------------------------------|
| Sekolah        | : SMA N 5 PADANGSIDIMPUAN                      |
| Mata Pelajaran | : Bahasa Inggris                               |
| Kelas/Semester | : XI IPA 2/1                                   |
| Materi Pokok   | : Opinion and Thoughts (I don't agree with...) |
| Alokasi Waktu  | : 1 x Pertemuan (1 x 45 Menit)                 |

#### **A. Kompetensi Inti (KI)**

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerja sama, toleran, perkembangan anak dilingkungan keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional).
- KI 3 : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya disekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

#### **B. Kompetensi Dasar**

- 3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan I think, I suppose, in my opinion).
- 3.3 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

#### **C. Indikator Pencapaian Kompetensi**

- 3.2.1 Menjelaskan fungsi sosial opinion and thoughts

- 3.2.2 Menjelaskan struktur teks opinion and thoughts.
- 3.2.3 Menjelaskan unsur kebahasaan opinion and thoughts.
- 3.2.4 Menggunakan expression of opinion and thoughts dengan benar dan sesuai konteks.
- 3.2.5 Berbicara menyampaikan pendapat dan hasil pemikiran dengan benar dan sesuai konteks.

#### **D. Tujuan Pembelajaran**

1. Setelah mempelajari opinion and thoughts, peserta didik dapat mengidentifikasi fungsi sosial, dan struktur dari opinion and thoughts.
2. Setelah mempelajari opinion and thoughts, peserta didik dapat mengidentifikasi unsur kebahasaan yang digunakan dalam opinion and thoughts.
3. Setelah mempelajari opinion and thoughts, peserta didik dapat memaparkan jenis-jenis kalimat tanggapan secara benar dan sesuai konteks.
4. Setelah mempelajari opinion and thoughts, peserta didik dapat menyampaikan pendapat dan pemikiran dengan lancar secara benar dan sesuai konteks.

#### **E. Materi Pembelajaran**

Opinions and thoughts are the way we feel or think something. Our opinion about something is called perspective. In English, conveying opinions and thoughts begins with the subject (I and we). Then followed by the verbs (agree, believe, doubt, reckon, assume, and think), and the object (the point of opinion). Below are some example sentences.

| <b>Expressions of Opinions</b>    |
|-----------------------------------|
| I agree.                          |
| We believe...                     |
| I reckon...                       |
| I doubt...                        |
| I assume...                       |
| I don't agree...                  |
| I disagree...                     |
| I think...                        |
| I don't think...                  |
| What I mean is...                 |
| In my humble opinion...           |
| In my opinion...                  |
| Personally, I think...            |
| In my experience...               |
| I would like to point out that... |
| I strongly believe that...        |
| As far as I am concerned,...      |

| Expressions of Opinions                  |
|------------------------------------------|
| Some people believe...                   |
| The majority agree with...               |
| I am afraid I have to disagree with you. |
| It is not justified to say so.           |

#### F. Metode Pembelajaran

CLT (*Communicative Language Teaching*) (Information-Transfer Activities)

#### G. Alat / Media Pembelajaran

1. Laptop
2. Aplikasi (WA & google meet)
3. Video
4. Teks
5. Lembar Penilaian

#### H. Sumber Pembelajaran

Buku Cetak siswa Bahasa dan Sastra Inggris Kelas XI SMA/MA, yang telah dinyatakan layak oleh Menteri Pendidikan dan Kebudayaan RI.  
<https://static.buku.kemdikbud.go.id/content/pdf/bukuteks/k13/bukasiswa/B%20Inggris%20Kelas%20XI%20BG%20press.pdf>

#### I. Kegiatan Pembelajaran

| Kegiatan    | Deskripsi Kegiatan                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                        | Alokasi Waktu |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
|             | Guru                                                                                                                                                                                                                                                                                                                                                                                     | Peserta Didik                                                                                                                                                                                                                                          |               |
| Pendahuluan | <ol style="list-style-type: none"> <li>1. Guru melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pelajaran.</li> <li>2. Guru memeriksa kehadiran peserta didik .</li> <li>3. Guru menjelaskan tujuan pembelajaran yang akan dicapai.</li> <li>4. Guru mengaktifkan pengetahuan siswa (Enggage Knowledge) agar siswa aktif dalam berbicara didalam kelas tanpa</li> </ol> | <ol style="list-style-type: none"> <li>1. Peserta didik menjawab salam dan berdoa Bersama.</li> <li>2. Peserta didik menjawab kehadiran.</li> <li>3. Peserta didik mendengarkan dan memahami tujuan pembelajaran yang dijelaskan oleh guru.</li> </ol> | 5 menit       |

| Kegiatan      | Deskripsi Kegiatan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Alokasi  |
|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
|               | terfokus pada grammar atau structure. Akan tetapi lebih fokus pada kelancaran dan kefasihan mereka berbicara.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |          |
| Kegiatan Inti | <p><b>Eksplorasi</b></p> <ol style="list-style-type: none"> <li>1. Guru menjelaskan topik yang akan diajar kepada peserta didik.</li> <li>2. Guru memberikan materi dalam bentuk gambar, Sesuai dengan topik yang akan diajar dan ditampilkan didepan kelas.</li> <li>3. Guru memberikan contoh kepada peserta didik bagaimana cara memindahkan informasi secara lisan berdasarkan gambar yang ditampilkan.</li> <li>4. Guru meminta peserta didik untuk mengidentifikasi fakta dan opini yang ada pada gambar.</li> </ol> <p><b>Elaborasi</b></p> <ol style="list-style-type: none"> <li>5. Guru meminta salah satu peserta didik untuk memberikan contoh lainnya dan menggambarkan informasi yang ada pada gambar secara</li> </ol> | <ol style="list-style-type: none"> <li>1. Peserta didik mendengarkan dengan seksama.</li> <li>2. Peserta didik mengamati materi dalam bentuk gambar secara seksama.</li> <li>3. Peserta didik memperhatikan dan mendengarkan contoh secara seksama.</li> <li>4. Peserta didik mengidentifikasi fakta dan opini yang ada pada gambar.</li> <li>5. Peserta didik memberikan contoh lainnya dan menggambarkan informasi yang ada pada gambar secara lisan didepan kelas.</li> <li>6. Peserta didik mendapat feedback dari gurunya.</li> <li>7. Peserta didik mendengarkan</li> </ol> | 35 menit |

| Kegiatan         | Deskripsi Kegiatan                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                      | Alokasi |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
|                  | <p>lisan didepan kelas.</p> <p><b>Konfirmasi</b></p> <p>6. Guru melakukan feedback terhadap peserta didik agar memperoleh pengalaman belajar dengan menanyakan kesulitan dalam mengungkapkan/ mengekspresikan; meminta dan menyampaikan pendapat.</p> <p>7. Guru memberikan beberapa cara dan saran praktis dalam meningkatkan kemampuan berbicara dengan menggunakan pertukaran informasi.</p> | <p>secara seksama.</p>                                                                                                                                               |         |
| Kegiatan Penutup | <p>1. Guru meminta peserta didik menyimpulkan apa yang telah mereka pelajari.</p> <p>2. Guru memberi semangat dan memotivasi peserta didik agar tetap aktif dalam berbicara bahasa Inggris baik bersama teman, atau guru.</p> <p>3. Guru menutup Pelajaran dengan berdoa dan mengucapkan</p>                                                                                                    | <p>1. Peserta didik membuat Kesimpulan.</p> <p>2. Peserta didik mendengarkan motivasi secara seksama.</p> <p>3. Peserta didik berdoa Bersama dan menjawab salam.</p> | 5 menit |



| Kegiatan | Deskripsi Kegiatan |  | Alokasi |
|----------|--------------------|--|---------|
|          | salam serta        |  |         |

## J. Penilaian Pembelajaran

### Rubrik Penilaian Percakapan

| Aspects       | Score 4                                                                                                        | Score 3                                                                                                                   | Score 2                                                                                                            | Score 1                                                                     |
|---------------|----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| Pronunciation | Pronunciation is possible understood although with an accent certain.                                          | There are problems in pronunciation that make the listener have to be very focused and sometimes cause misunderstandings. | Difficult to understand because there are problems in pronunciation and frequency is frequent.                     | Almost always wrong in pronunciation so it can't be understood.             |
| Grammar       | Almost no grammar mistakes.                                                                                    | There are some grammatical errors but it does not affect the meaning.                                                     | There are many grammatical errors that affect the meaning and you often have to rephrase conversational sentences. | Grammar is really bad, so the conversation is very difficult to understand. |
| Vocabulary    | Sometimes the pronunciation is incorrect and requires further explanation because of inappropriate vocabulary. | Often uses inappropriate vocabulary so that dialogue becomes limited due to limited vocabulary.                           | Using the wrong vocabulary so that it cannot be understood Often.                                                  | Vocabulary is so limited that dialogue is not possible Often.               |
| Fluency       | Dialogue is smooth, there are very few difficulties.                                                           | Not very fluent due to language difficulties.                                                                             | Often hesitate and stop because of language limitations.                                                           | Often stop and be silent while talking, so that                             |

| Aspects       | Score 4                                                                                                                 | Score 3                                                                                      | Score 2                                                                                                                   | Score 1                                                |
|---------------|-------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|
|               |                                                                                                                         |                                                                                              |                                                                                                                           | no dialogue is created.                                |
| Comprehension | The entire content of the conversation can be understood even though there are occasional repetitions in certain parts. | Most of the content of the conversation is understandable although there is some repetition. | Difficult to follow the dialogue except for the general dialogue sections with slow conversations and lots of repetition. | Incomprehensible even in the form of a short dialogue. |

Rumus Perhitungan nilai Peserta Didik sebagai berikut:

Jumlah Skor yang diperoleh Peserta didik x 100

Skor Maksimal/Ideal

Keterangan:

Jumlah skor yang diperoleh Peserta didik adalah jumlah skor yang diperoleh Peserta didik dari Aspek ke-1 sampai dengan ke-5. Skor maksimal/ideal adalah hasil perkalian skor tertinggi (4) dengan jumlah kriteria yang ditetapkan (ada 5 kriteria). Jadi skor maksimal/ideal=  $4 \times 5 = 20$ .

## **APPENDIX 2**

### **Experimental Class**

#### **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

**Oleh: Tasliah Albina Nasution**

|                |                                                |
|----------------|------------------------------------------------|
| Sekolah        | : SMA N 5 PADANGSIDIMPUAN                      |
| Mata Pelajaran | : Bahasa Inggris                               |
| Kelas/Semester | : XI IPA 1/1                                   |
| Materi Pokok   | : Opinion and Thoughts (I don't agree with...) |
| Alokasi Waktu  | : 1 x Pertemuan (1 x 45 Menit)                 |

#### **A. Kompetensi Inti (KI)**

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerja sama, toleran, perkembangan anak dilingkungan keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional).
- KI 3 : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

#### **B. Kompetensi Dasar**

- 3.4 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan I think, I suppose, in my opinion).
- 3.5 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

### C. Indikator Pencapaian Kompetensi

- 3.2.6 Menjelaskan fungsi sosial opinion and thoughts
- 3.2.7 Menjelaskan struktur teks opinion and thoughts.
- 3.2.8 Menjelaskan unsur kebahasaan opinion and thoughts.
- 3.2.9 Menggunakan expression of opinion and thoughts dengan benar dan sesuai konteks.
- 3.2.10 Berbicara menyampaikan pendapat dan hasil pemikiran dengan benar dan sesuai konteks.

### D. Tujuan Pembelajaran

1. Setelah mempelajari opinion and thoughts, peserta didik dapat mengidentifikasi fungsi sosial, dan struktur dari opinion and thoughts.
2. Setelah mempelajari opinion and thoughts, peserta didik dapat mengidentifikasi unsur kebahasaan yang digunakan dalam opinion and thoughts.
3. Setelah mempelajari opinion and thoughts, peserta didik dapat memaparkan jenis-jenis kalimat tanggapan secara benar dan sesuai konteks.
4. Setelah mempelajari opinion and thoughts, peserta didik dapat menyampaikan pendapat dan pemikiran dengan lancar secara benar dan sesuai konteks.

### E. Materi Pembelajaran

Opinions and thoughts are the way we feel or think something. Our opinion about something is called perspective. In English, conveying opinions and thoughts begins with the subject (I and we). Then followed by the verbs (agree, believe, doubt, reckon, assume, and think), and the object (the point of opinion). Below are some example sentences.

| Expressions of Opinions           |
|-----------------------------------|
| I agree.                          |
| We believe...                     |
| I reckon...                       |
| I doubt...                        |
| I assume...                       |
| I don't agree...                  |
| I disagree...                     |
| I think...                        |
| I don't think...                  |
| What I mean is...                 |
| In my humble opinion...           |
| In my opinion...                  |
| Personally, I think...            |
| In my experience...               |
| I would like to point out that... |

| Expressions of Opinions                  |
|------------------------------------------|
| I strongly believe that...               |
| As far as I am concerned,...             |
| Some people believe...                   |
| The majority agree with...               |
| I am afraid I have to disagree with you. |
| It is not justified to say so.           |

#### F. Metode Pembelajaran

CLT (*Communicative Language Teaching*) (Information-Transfer Activities)

#### G. Alat / Media Pembelajaran

1. Laptop
2. Aplikasi (WA & google meet)
3. Video
4. Teks
5. Lembar Penilaian

#### H. Sumber Pembelajaran

Buku Cetak siswa Bahasa dan Sastra Inggris Kelas XI SMA/MA, yang telah dinyatakan layak oleh Menteri Pendidikan dan Kebudayaan RI.

<https://static.buku.kemdikbud.go.id/content/pdf/bukuteks/k13/bukusiswa/B%20Inggris%20Kelas%20XI%20BG%20press.pdf>

#### I. Kegiatan Pembelajaran

| Kegiatan    | Deskripsi Kegiatan                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                        | Alokasi Waktu |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
|             | Guru                                                                                                                                                                                                                                                                                                                                                       | Peserta Didik                                                                                                                                                                                                                                          |               |
| Pendahuluan | <ol style="list-style-type: none"> <li>1. Guru melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pelajaran.</li> <li>2. Guru memeriksa kehadiran peserta didik .</li> <li>3. Guru menjelaskan tujuan pembelajaran yang akan dicapai.</li> <li>4. Guru mengaktifkan pengetahuan siswa (Enggage Knowledge) agar siswa aktif dalam</li> </ol> | <ol style="list-style-type: none"> <li>1. Peserta didik menjawab salam dan berdoa bersama.</li> <li>2. Peserta didik menjawab kehadiran.</li> <li>3. Peserta didik mendengarkan dan memahami tujuan pembelajaran yang dijelaskan oleh guru.</li> </ol> | 5 menit       |

| Kegiatan      | Deskripsi Kegiatan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Alokasi  |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
|               | berbicara didalam kelas tanpa terfokus pada grammar atau structure. Akan tetapi lebih fokus pada kelancaran dan kefasihan mereka berbicara.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |          |
| Kegiatan Inti | <p>Pengaplikasian Communicative Language Teaching</p> <p><b>Eksplorasi</b></p> <ol style="list-style-type: none"> <li>1. Guru menjelaskan topik yang akan diajar kepada peserta didik.</li> <li>2. Guru memberikan arahan bagaimana cara memindahkan informasi.</li> <li>3. Guru memberikan materi dalam bentuk gambar, map, dll sebagai materi visual. Sesuai dengan topik yang akan diajar dan ditampilkan didepan kelas.</li> <li>4. Guru memberikan contoh kepada peserta didik bagaimana cara memindahkan informasi secara lisan berdasarkan gambar yang ditampilkan.</li> </ol> <p><b>Elaborasi</b></p> <ol style="list-style-type: none"> <li>5. Guru meminta salah satu peserta didik untuk memberikan contoh</li> </ol> | <ol style="list-style-type: none"> <li>1. Peserta didik mendengarkan dengan seksama.</li> <li>2. Peserta didik mendengarkan arahan secara seksama.</li> <li>3. Peserta didik mengamati materi dalam bentuk gambar, map, dll secara seksama.</li> <li>4. Guru memperhatikan dan mendengarkan contoh secara seksama.</li> <li>5. Peserta didik memberikan contoh lainnya dan menggambarkan informasi yang ada pada gambar secara lisan didepan kelas.</li> <li>6. Peserta didik mendapat</li> </ol> | 35 menit |

| Kegiatan | Deskripsi Kegiatan                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                  | Alokasi |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|---------|
|          | <p>lainnya dan menggambarkan informasi yang ada pada gambar secara lisan didepan kelas.</p> <p><b>Konfirmasi</b></p> <p>6. Guru melakukan feedback terhadap peserta didik agar memperoleh pengalaman belajar dengan menanyakan kesulitan dalam mengungkapkan/ mengekspresikan; meminta dan menyampaikan pendapat.</p> <p>7. Guru memberikan beberapa cara dan saran praktis dalam meningkatkan kemampuan berbicara dengan menggunakan pertukaran informasi.</p> | <p>feedback dari gurunya.</p> <p>7. Peserta didik mendengarkan secara seksama.</p>               |         |
|          | <p>1. Guru meminta peserta didik menyimpulkan apa yang telah mereka pelajari.</p>                                                                                                                                                                                                                                                                                                                                                                               | <p>1. Peserta didik membuat Kesimpulan.</p> <p>2. Peserta didik mendengarkan motivasi secara</p> |         |

| Kegiatan         | Deskripsi Kegiatan                                                                                                                                                                                          |                                                                 | Alokasi |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|---------|
| Kegiatan Penutup | 2. Guru memberi semangat dan memotivasi peserta didik agar tetap aktif dalam berbicara bahasa Inggris baik bersama teman, atau guru.<br>3. Guru menutup Pelajaran dengan berdoa dan mengucapkan salam serta | seksama.<br>3. Peserta didik berdoa Bersama dan menjawab salam. | 5 menit |

## J. Penilaian Pembelajaran

### Rubrik Penilaian Percakapan

| Aspects       | Score 4                                                               | Score 3                                                                                                                   | Score 2                                                                                                            | Score 1                                                                     |
|---------------|-----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| Pronunciation | Pronunciation is possible understood although with an accent certain. | There are problems in pronunciation that make the listener have to be very focused and sometimes cause misunderstandings. | Difficult to understand because there are problems in pronunciation and frequency is frequent.                     | Almost always wrong in pronunciation so it can't be understood.             |
| Grammar       | Almost no grammar mistakes.                                           | There are some grammatical errors but it does not affect the meaning.                                                     | There are many grammatical errors that affect the meaning and you often have to rephrase conversational sentences. | Grammar is really bad, so the conversation is very difficult to understand. |



| Aspects       | Score 4                                                                                                                 | Score 3                                                                                         | Score 2                                                                                                                   | Score 1                                                                 |
|---------------|-------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| Vocabulary    | Sometimes the pronunciation is incorrect and requires further explanation because of inappropriate vocabulary.          | Often uses inappropriate vocabulary so that dialogue becomes limited due to limited vocabulary. | Using the wrong vocabulary so that it cannot be understood Often.                                                         | Vocabulary is so limited that dialogue is not possible Often.           |
| Fluency       | Dialogue is smooth, there are very few difficulties.                                                                    | Not very fluent due to language difficulties.                                                   | Often hesitate and stop because of language limitations.                                                                  | Often stop and be silent while talking, so that no dialogue is created. |
| Comprehension | The entire content of the conversation can be understood even though there are occasional repetitions in certain parts. | Most of the content of the conversation is understandable although there is some repetition.    | Difficult to follow the dialogue except for the general dialogue sections with slow conversations and lots of repetition. | Incomprehensible even in the form of a short dialogue.                  |

Rumus Perhitungan nilai Peserta Didik sebagai berikut:

$$\frac{\text{Jumlah Skor yang diperoleh Peserta didik}}{\text{Skor Maksimal/Ideal}} \times 100$$

Keterangan:

Jumlah skor yang diperoleh Peserta didik adalah jumlah skor yang diperoleh Peserta didik dari Aspek ke-1 sampai dengan ke-5. Skor maksimal/ideal adalah hasil perkalian skor tertinggi (4) dengan jumlah kriteria yang ditetapkan (ada 5 kriteria). Jadi skor maksimal/ideal=  $4 \times 5 = 20$ .

## APPENDIX 3

### SPEAKING INSTRUMENT

#### PRE-TEST

#### DIRECTION:

1. The test is conducted to find out students' speaking ability in "opinion and thoughts" at the eleventh grade of SMA N 5 Padangsidempuan.
2. This test is only used for a research purpose, and it will not influence your English score.
3. Thanks for your participation in doing this test.

#### INSTRUCTIONS:

1. Introduce yourself
2. Choose one of the interesting topic below:
  - a. Mental illness
  - b. Covid 19



- c. Online Learning People



- d. Study abroad just for the rich



3. Please tell and give your opinion about the topic that you haven chosen.
4. Do it orally and by your own.

Padangsidempuan, 02 December 2024  
Validator

**Roslina Hasibuan, S.Pd**  
**NIP. 197705082014062001**

## APPENDIX 4

### SPEAKING INSTRUMENT

#### POST-TEST

##### DIRECTION:

1. The test is conducted to find out students' speaking ability in "opinion and thoughts" at the eleventh grade of SMA N 5 Padangsidimpuan.
2. This test is only used for a research purpose, and it will not influence your English score.
3. Thanks for your participation in doing this test.

##### INSTRUCTIONS:

1. Introduce yourself.
2. Choose one of the interesting topic below:
  - a. Flood
  - b. Mental illness



c. Say no to Drugs



d. The beauty of the waterfall



3. Please tell and give your opinion about the topic that you haven chosen.
4. Do it orally and by your own.

Padangsidimpuan, 02 December 2024  
Validator

**Roslina Hasibuan, S.Pd**  
**NIP. 197705082014062001**

## **APPENDIX 5**

### **INSTRUMENT GUIDELINESS VALIDATION INSTRUMENT**

#### **“ The Effect of Communicative Language Teaching (CLT) Method on Students’ Speaking Ability at Grade XI SMA N 5 Padangsidimpuan”**

---

Validator : Roslina Hasibuan, S.Pd  
Institution : SMA N 5 Padangsidimpuan  
Position : English Teacher

#### **A. COMPANION**

The validation sheet is used to obtain an assessment of the oral test of students’ speaking ability. I thank you for your willingness to be a validator and fill out this validation sheet.

#### **B. HINT**

1. I request that you provide an assessment in terms of several aspects: a general assessment and suggestions for revision of the oral test that I compiled.
2. For the assessment in terms of several aspects, you are requested to put a check (√) in the value column that corresponds to your assessment.
3. For revisions, you can write them directly on the manuscript that needs to be revised or write them in the suggestions column that we provide.

#### **C. ASSESMENT SCALE**

- 1= Invalid
- 2= Less Valid
- 3= Quite Valid
- 4= Valid
- 5= Very Valid

#### **D. ASSESSMENTS REVIEWED FROM SEVERAL ASPECTS**

| Aspect        | Score  | Indicator                                                                                                            | Validation |   |   |   |   |
|---------------|--------|----------------------------------------------------------------------------------------------------------------------|------------|---|---|---|---|
|               |        |                                                                                                                      | 1          | 2 | 3 | 4 | 5 |
| Pronunciation | 91-100 | Pronunciation is excellent and L1 accent does not affect intelligibility                                             |            |   |   |   |   |
|               | 81-90  | A few pronunciation errors and L1 accent cause minimal strain for the listener                                       |            |   |   |   |   |
|               | 71-80  | Some pronunciation errors and L1 accent cause strain for the listener                                                |            |   |   |   |   |
|               | 61-70  | Multiple errors with pronunciation and L1 accent cause serious strain for the listener                               |            |   |   |   |   |
|               | 50-60  | Frequent errors with pronunciation and L1 accent cause severe strain for the listener                                |            |   |   |   |   |
| Vocabulary    | 91-100 | Perfect use of vocabulary                                                                                            |            |   |   |   |   |
|               | 81-90  | Rich and various use of vocabulary                                                                                   |            |   |   |   |   |
|               | 71-80  | Vocabulary conveys appropriate meaning most of the time, appropriate for the level                                   |            |   |   |   |   |
|               | 61-70  | Vocabulary does not convey meaning some of the time                                                                  |            |   |   |   |   |
|               | 50-60  | Vocabulary does not convey meaning most of the time                                                                  |            |   |   |   |   |
| Grammar       | 91-100 | Grammar and spelling accurate                                                                                        |            |   |   |   |   |
|               | 81-90  | Grammar and spelling accurate                                                                                        |            |   |   |   |   |
|               | 71-80  | Grammar and spelling mainly accurate                                                                                 |            |   |   |   |   |
|               | 61-70  | Grammar and/or spelling contain errors                                                                               |            |   |   |   |   |
|               | 50-60  | Grammar and/or spelling contain frequent errors                                                                      |            |   |   |   |   |
| Fluency       | 91-100 | Smooth and fluid speech, few hesitations, no attempts to search for words                                            |            |   |   |   |   |
|               | 81-90  | Smooth and fluid speech, few hesitations, a slight search for words                                                  |            |   |   |   |   |
|               | 71-80  | Speech is relatively smooth, some hesitation and unevenness caused by rephrasing and searching for words             |            |   |   |   |   |
|               | 61-70  | Speech is frequently hesitant with some uncompleted sentences                                                        |            |   |   |   |   |
|               | 50-60  | Speech is slow, hesitant and strained except for short memorized phrases, difficult to perceive continuity in speech |            |   |   |   |   |
| Comprehension | 91-100 | The entire content of the conversation can be understood even though there are                                       |            |   |   |   |   |
|               | 81-90  | Most of the content of the conversation is understandable although there is some                                     |            |   |   |   |   |
|               | 71-80  | It is difficult to follow the dialogue except in the general dialogue section with slow                              |            |   |   |   |   |
|               | 61-70  | Incomprehensible even in the form of a short dialogue                                                                |            |   |   |   |   |
|               | 50-60  | Unintelligible and very difficult even in short dialogue form                                                        |            |   |   |   |   |

$$\text{Evaluation} = \frac{\text{Obtained Score}}{\text{Maximum Score}} \times 100\%$$

Information:

A = 80-100

B = 70-79

C = 60-69

D = 50-59

Information:

A = Can be used without revision

B = Small revision can be used

C = Can be used with major revision

D = Unable to use

Note:

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

Padangsidempuan, 02  
December 2024  
Validator

**Roslina Hasibuan, S.Pd**  
**NIP. 197705082014062001**

## APPENDIX 6

### THE TRANSCRIPTION OF STUDENTS' SPEAKING TEST FOR THE POST-TEST IN THE EXPERIMENTAL CLASS

**a. Dayu Felisha**

Transcription:

"I think technology help student to learn faster. For example, we can use Google or YouTube. If we don't understand material, we can search it. But sometimes, student lazy and only copy. So technology good, but must be responsible."

| Assessment Indicators                      | Transcript Data Description                                                                                                                      | Score               |
|--------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| <b>Pronunciation</b>                       | Clear and easy to understand.                                                                                                                    | 4                   |
| <b>Grammar</b>                             | Minor errors such as <i>technology help student</i> (should be <i>technology helps students</i> ) and <i>only copy</i> (the subject is unclear). | 3                   |
| <b>Vocabulary</b>                          | Fairly rich. Uses words like <i>responsible</i> , <i>understand</i> , and <i>material</i> .                                                      | 3                   |
| <b>Fluency</b>                             | Relatively fluent, with not too many pauses.                                                                                                     | 4                   |
| <b>Comprehension</b>                       | Able to express both the positive and negative sides of technology. Demonstrates critical thinking.                                              | 3                   |
| <b>Total Score</b><br><i>(n/20 × 100%)</i> |                                                                                                                                                  | <b>17/20 × 100%</b> |
|                                            |                                                                                                                                                  | <b>85</b>           |

**b. Agnes Olivia**

Transcription:

"I think study in class is better than online. Because in class we can focus. Teacher can explain clearly and if we don't understand, we can ask. In online, signal problem, sometimes sleepy. We not serious. But online learning also help when we can't go to school. But I like class more."

| Assessment Indicators | Transcript Data Description                                                                                                           | Score |
|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------|-------|
| <b>Pronunciation</b>  | Generally clear and understandable, although some basic pronunciation still needs improvement.                                        | 3     |
| <b>Grammar</b>        | There are a few minor errors such as <i>We not serious</i> (should be <i>We are not serious</i> ), but the message is still conveyed. | 3     |

| Assessment Indicators                  | Transcript Data Description                                                                                               | Score                |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------|----------------------|
| Vocabulary                             | Fairly good, using common words such as <i>focus</i> , <i>explain</i> , <i>'sleepy</i> , and <i>'serious</i> ."           | 3                    |
| Fluency                                | Fluent, although the sentences are still somewhat short and simple. There are slight pauses, but they are not disruptive. | 3                    |
| Comprehension                          | Shows a good understanding of the topic. Able to mention the advantages and disadvantages of each learning method.        | 4                    |
| Total Score<br>( $n/20 \times 100\%$ ) |                                                                                                                           | $16/20 \times 100\%$ |
|                                        |                                                                                                                           | 80                   |

### c. Karisa Mutiara

Transcription:

"In my opinion, using smartphone in the school is not good because students will open application like TikTok, Instagram, and playing games. It will disturb their learning process. Smartphone is useful but we must know when and where to use it. So I think, using smartphone in school should be limited."

| Assessment Indicators                  | Transcript Data Description                                                                                                                          | Score                  |
|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| Pronunciation                          | Generally understandable; a few words sounded slightly stiff but did not hinder comprehension.                                                       | 4                      |
| Grammar                                | Minor errors: " <i>open application</i> " should be " <i>open applications</i> ", but the message was still clear.                                   | 3                      |
| Vocabulary                             | Fairly varied and contextually appropriate: " <i>disturb</i> ," " <i>learning process</i> ," " <i>useful</i> ."                                      | 3                      |
| Fluency                                | Relatively fluent, natural pauses within a reasonable range. Did not appear memorized.                                                               | 3.2                    |
| Comprehension                          | Karisa showed understanding of the topic and was able to develop her main idea with clear supporting reasons. She did not merely repeat her opinion. | 4                      |
| Total Score<br>( $n/20 \times 100\%$ ) |                                                                                                                                                      | $17.2/20 \times 100\%$ |
|                                        |                                                                                                                                                      | 86                     |



**d. Rafly Adly**

Transcription:

"In my opinion, smartphone is very important. Because smartphone can help students to learning, and can help parents to communicate. Smartphone also make us easy to search something. But smartphone also make students lazy. Because they always open games, not study. So, smartphone good and bad."

| Assessment Indicators                  | Transcript Data Description                                                                                                                                                                                           | Score<br>( $n/20 \times 100\%$ )  |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| Pronunciation                          | Generally understandable, although some words like " <i>communicate</i> " and " <i>lazy</i> " are not pronounced correctly.                                                                                           | 4                                 |
| Grammar                                | Several structural errors: " <i>smartphone is</i> " should be " <i>smartphones are</i> ", " <i>to learning</i> " should be " <i>to learn</i> ", and " <i>make us easy</i> " should be " <i>make it easy for us.</i> " | 3                                 |
| Vocabulary                             | Words like " <i>important</i> ," " <i>communicate</i> ," and " <i>search something</i> " are used appropriately, though vocabulary range is limited.                                                                  | 3                                 |
| Fluency                                | Fairly fluent with slight hesitation, but the overall message is conveyed.                                                                                                                                            | 4                                 |
| Comprehension                          | The student understands the topic and presents both positive and negative views about smartphone use. The main idea is clear.                                                                                         | 4                                 |
| Total Score<br>( $n/20 \times 100\%$ ) |                                                                                                                                                                                                                       | 17.2/20<br>$\times$<br>100%<br>90 |

**e. Nadia Hutagaol**

Transcription:

"Personally, I think the COVID-19 pandemic has a forever changed how we view personal space and hygiene. It's strangled how something so small, like a virus, can mess up our everyday life."

| <b>Assessment Indicators</b>                            | <b>Transcript Data Description</b>                                                      | <b>Score<br/>(<math>n/20 \times 100\%</math>)</b> |
|---------------------------------------------------------|-----------------------------------------------------------------------------------------|---------------------------------------------------|
| <b>Pronunciation</b>                                    | Clear pronunciation; easily understandable.                                             | 3.7                                               |
| <b>Grammar</b>                                          | Minor grammatical mistake (“ <i>has a forever changed</i> ”), but generally good.       | 3                                                 |
| <b>Vocabulary</b>                                       | Mostly accurate; one misused word (“ <i>strangled</i> ” instead of “ <i>strange</i> ”). | 3                                                 |
| <b>Fluency</b>                                          | Smooth and natural delivery of ideas.                                                   | 4                                                 |
| <b>Comprehension</b>                                    | Shows clear understanding and reflection on a real-world issue.                         | 4                                                 |
| <b>Total Score<br/>(<math>n/20 \times 100\%</math>)</b> |                                                                                         | <b>17.7/20<br/>×<br/>100%</b>                     |
|                                                         |                                                                                         | <b>88</b>                                         |

## APPENDIX 7

### THE TRANSCRIPTION OF STUDENTS' SPEAKING TEST FOR THE POST-TEST IN THE CONTROL CLASS

#### a. Fauzan Ismail

Transcription:

In my opinion, saying no to drugs is a form of self-respect. By choosing not to use drugs, you protect your mental and physical health. It's also about setting a positive example for others and generating a community of support."

| Assessment Indicators                  | Transcript Data Description                                                                                                | Score<br>( $n/20 \times 100\%$ ) |
|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------|----------------------------------|
| Pronunciation                          | Minor hesitation or unclear parts.                                                                                         | 2                                |
| Grammar                                | Minor sentence structure errors. Use continuous forms (e.g., <i>'you're protecting'</i> instead of <i>'you protect'</i> ). | 2                                |
| Vocabulary                             | Some awkward phrasing. Use simpler alternatives (e.g., <i>'creating'</i> instead of <i>'generating'</i> ).                 | 3                                |
| Fluency                                | Minor pauses—practice smoother speech flow.                                                                                | 3                                |
| Comprehension                          | Clear but could expand on the ideas further.                                                                               | 3.2                              |
| Total Score<br>( $n/20 \times 100\%$ ) |                                                                                                                            | 13.2/20<br>×<br>100%             |
|                                        |                                                                                                                            | 66                               |

#### b. Chesya Audia Kasih

Transcription:

"In my view, online learning can be a game-changer for people in rural areas who may not have access to traditional schooling. However, it is important to recognize that not everyone has the technology or information, education tools, and training."

| Assessment Indicators | Transcript Data Description                                                                                      | Score |
|-----------------------|------------------------------------------------------------------------------------------------------------------|-------|
| Pronunciation         | Pronunciation is mostly clear, though <i>"scam"</i> and <i>"drawing"</i> sound slightly confusing in context.    | 2     |
| Grammar               | Some awkward phrasing ( <i>"they only lead..."</i> ) and unclear referents, but meaning is understood.           | 2     |
| Vocabulary            | Uses thoughtful words like <i>"resilience,"</i> but the phrase <i>"drawing may seem like a scam"</i> is unclear. | 3     |
| Fluency               | Speech is generally smooth; minor hesitation but overall idea flows well.                                        | 3     |
| Comprehension         | Demonstrates a clear understanding of the topic (resilience vs. avoidance).                                      | 3     |

| Assessment Indicators                       | Transcript Data Description | Score               |
|---------------------------------------------|-----------------------------|---------------------|
| <b>Total Score</b><br>$(n/20 \times 100\%)$ |                             | <b>13/20 × 100%</b> |
|                                             |                             | <b>65</b>           |

**c. Rahman Hidayat**

Transcription:

"Personally, I feel that online learning works well for self-motivated people, but not so much for those who struggle with discipline. It's easy to get distracted when you're learning from home. That being said, I believe it's a good tool when used in the right way."

| Assessment Indicators                       | Transcript Data Description                                                    | Score                 |
|---------------------------------------------|--------------------------------------------------------------------------------|-----------------------|
| <b>Pronunciation</b>                        | Mostly clear, but a few words lack emphasis and precision.                     | 2                     |
| <b>Grammar</b>                              | Mostly correct grammar, but one or two phrases could be structured better.     | 2                     |
| <b>Vocabulary</b>                           | Adequate vocabulary used, though lacks variety or stronger word choices.       | 3                     |
| <b>Fluency</b>                              | Generally smooth, but slight pauses and repetition in delivery reduce impact.  | 3                     |
| <b>Comprehension</b>                        | Shows understanding of the topic, but needs deeper explanation or elaboration. | 3.4                   |
| <b>Total Score</b><br>$(n/20 \times 100\%)$ |                                                                                | <b>13.4/20 × 100%</b> |
|                                             |                                                                                | <b>67</b>             |

**d. Loria Tarihoran**

Transcription:

"I think psychological drug is important because AI can help us think negatively on both the body and mind. I understand that ill-reason can be wrong, but intermittent re-detection to save you is the one that keeps you in control of your life."

| Assessment Indicators | Transcript Data Description                                                                                                                                                          | Score |
|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| <b>Pronunciation</b>  | - No spoken transcription to analyze directly.<br>- " <i>Ill-reason</i> " and " <i>intermittent re-detection</i> " may be challenging for non-native speakers.                       | 2     |
| <b>Grammar</b>        | - " <i>Ill-reason</i> " could be replaced with " <i>irrational thinking</i> " or " <i>illogical reasoning</i> ".<br>- The phrase " <i>to save you is the one that keeps you in</i> " | 2     |

| Assessment Indicators                                         | Transcript Data Description                                                                                                                                                                              | Score                              |
|---------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
|                                                               | <i>control"</i> could be more fluid as <i>"is what keeps you in control"</i> .                                                                                                                           |                                    |
| <b>Vocabulary</b>                                             | - Moderate to advanced vocabulary used, with terms like <i>"psychological drug"</i> , <i>"AI"</i> , and <i>"ill-reason"</i> .<br>- Consider using simpler terms for better clarity.                      | 3                                  |
| <b>Fluency</b>                                                | - Slightly fragmented sentences. Breaking ideas into shorter sentences would improve fluency.<br>- Example: <i>"Psychological drugs are important because AI may influence our thinking negatively."</i> | 3,4                                |
| <b>Comprehension</b>                                          | - The main idea is clear: AI's impact on the mind and body, and the role of psychological drugs in maintaining control.<br>- Simplifying language would improve understanding.                           | 3,4                                |
| <b>Total Score</b><br><i>(<math>n/20 \times 100\%</math>)</i> |                                                                                                                                                                                                          | <b>12,8/20</b><br>×<br><b>100%</b> |
|                                                               |                                                                                                                                                                                                          | <b>64</b>                          |

e. **Saskia Cendana Putri**

Transcription:

"In my opinion, online learning is not effective because many students don't focus. They play game, they open social media, and they don't listen to teacher. In school, we more discipline. We can ask teacher directly. I think school learning better.

| Assessment                                                    | Transcript Data Description                                                                                 | Score             |
|---------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-------------------|
| <b>Pronunciation</b>                                          | Generally clear, although some words like "discipline" and "better" sounded slightly unclear.               | 3                 |
| <b>Grammar</b>                                                | Some structural errors such as "they play game" (should be "they play games") and "school learning better." | 2                 |
| <b>Vocabulary</b>                                             | Simple but appropriate. There is an effort to use words like "discipline" and "directly."                   | 3                 |
| <b>Fluency</b>                                                | Fairly fluent, though there are noticeable pauses between sentences.                                        | 3                 |
| <b>Comprehension</b>                                          | Demonstrates good understanding of the topic and is able to express arguments logically.                    | 2,8               |
| <b>Total Score</b><br><i>(<math>n/20 \times 100\%</math>)</i> |                                                                                                             | 13,8/20<br>x 100% |
|                                                               |                                                                                                             | 69                |

## APPENDIX 8

### Calculation of Statistical Result

#### A. Perhitungan Distribusi Data Nilai Pre-Test Kelas Experimental

Langkah langkah menghitung distribusi frekuensi.

##### a. Menentukan banyak kelas (K)

$$\begin{aligned} K &= 1+3.3 \log n \\ &= 1+3.3 \log 35 \\ &= 1+3.3 \cdot 1.544 \\ &= 1+5.0952 \\ &= 6.0952 \\ &= 6 \end{aligned}$$

##### b. Rentang data

$$\begin{aligned} R &= \text{Data terbesar} - \text{data terkecil} \\ &= 81 - 55 \\ &= 26 \end{aligned}$$

##### c. Menentukan interval

$$\begin{aligned} I &= R/K \\ &= 26/6 \\ &= 4.3 = 4 \end{aligned}$$

# Descriptive Statistic

## Statistics Pre-Test Experimental

|                        |         | HASIL  | KELAS |
|------------------------|---------|--------|-------|
| N                      | Valid   | 35     | 35    |
|                        | Missing | 0      | 0     |
| Mean                   |         | 68.80  | 1.00  |
| Std. Error of Mean     |         | 1.180  | .000  |
| Median                 |         | 68.00  | 1.00  |
| Mode                   |         | 68     | 1     |
| Std. Deviation         |         | 6.982  | .000  |
| Variance               |         | 48.753 | .000  |
| Skewness               |         | -.007  |       |
| Std. Error of Skewness |         | .398   | .398  |
| Kurtosis               |         | -.830  |       |
| Std. Error of Kurtosis |         | .778   | .778  |
| Range                  |         | 26     | 0     |
| Minimum                |         | 55     | 1     |
| Maximum                |         | 81     | 1     |
| Sum                    |         | 2408   | 35    |

# HASIL

|       |       | Frequency | Percent | Valid Percent | Cumulative<br>Percent |
|-------|-------|-----------|---------|---------------|-----------------------|
| Valid | 55    | 1         | 2.9     | 2.9           | 2.9                   |
|       | 58    | 1         | 2.9     | 2.9           | 5.7                   |
|       | 59    | 2         | 5.7     | 5.7           | 11.4                  |
|       | 60    | 2         | 5.7     | 5.7           | 17.1                  |
|       | 62    | 1         | 2.9     | 2.9           | 20.0                  |
|       | 63    | 1         | 2.9     | 2.9           | 22.9                  |
|       | 64    | 2         | 5.7     | 5.7           | 28.6                  |
|       | 65    | 2         | 5.7     | 5.7           | 34.3                  |
|       | 66    | 1         | 2.9     | 2.9           | 37.1                  |
|       | 67    | 2         | 5.7     | 5.7           | 42.9                  |
|       | 68    | 3         | 8.6     | 8.6           | 51.4                  |
|       | 69    | 1         | 2.9     | 2.9           | 54.3                  |
|       | 70    | 2         | 5.7     | 5.7           | 60.0                  |
|       | 71    | 1         | 2.9     | 2.9           | 62.9                  |
|       | 72    | 2         | 5.7     | 5.7           | 68.6                  |
|       | 73    | 1         | 2.9     | 2.9           | 71.4                  |
|       | 74    | 2         | 5.7     | 5.7           | 77.1                  |
|       | 75    | 2         | 5.7     | 5.7           | 82.9                  |
|       | 77    | 1         | 2.9     | 2.9           | 85.7                  |
|       | 78    | 1         | 2.9     | 2.9           | 88.6                  |
|       | 79    | 1         | 2.9     | 2.9           | 91.4                  |
|       | 80    | 2         | 5.7     | 5.7           | 97.1                  |
|       | 81    | 1         | 2.9     | 2.9           | 100.0                 |
|       | Total | 35        | 100.0   | 100.0         |                       |



## B. Perhitungan Distribusi Data Nilai Post-Test Kelas Experimental

Langkah langkah menghitung distribusi frekuensi

### a. Menentukan banyak kelas (K)

$$\begin{aligned}K &= 1+3.3 \log n \\&= 1+3.3 \log 35 \\&= 1+3.3 \cdot 1.544 \\&= 1+5.0952 \\&= 6.0952 \\&= 6\end{aligned}$$

### b. Rentang data

$$\begin{aligned}R &= \text{data terbesar} - \text{data terkecil} \\&= 90 - 60 \\&= 30\end{aligned}$$

### c. Menentukan interval

$$\begin{aligned}I &= R/K \\&= 30/6 \\&= 5\end{aligned}$$

## Descriptive Statistics

### Statistics Post Test-Experimental Class

|                    |         | HASIL           | KELAS |
|--------------------|---------|-----------------|-------|
| N                  | Valid   | 35              | 35    |
|                    | Missing | 0               | 0     |
| Mean               |         | 77.31           | 3.00  |
| Std. Error of Mean |         | 1.181           | .000  |
| Median             |         | 78.00           | 3.00  |
| Mode               |         | 72 <sup>a</sup> | 3     |

|                        |        |      |
|------------------------|--------|------|
| Std. Deviation         | 6.986  | .000 |
| Variance               | 48.810 | .000 |
| Skewness               | -.381  |      |
| Std. Error of Skewness | .398   | .398 |
| Kurtosis               | -.175  |      |
| Std. Error of Kurtosis | .778   | .778 |
| Range                  | 30     | 0    |
| Minimum                | 60     | 3    |
| Maximum                | 90     | 3    |
| Sum                    | 2706   | 105  |

### HASIL

|       |    | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----|-----------|---------|---------------|--------------------|
| Valid | 60 | 1         | 2.9     | 2.9           | 2.9                |
|       | 65 | 1         | 2.9     | 2.9           | 5.7                |
|       | 66 | 1         | 2.9     | 2.9           | 8.6                |
|       | 68 | 1         | 2.9     | 2.9           | 11.4               |
|       | 69 | 1         | 2.9     | 2.9           | 14.3               |
|       | 71 | 1         | 2.9     | 2.9           | 17.1               |
|       | 72 | 3         | 8.6     | 8.6           | 25.7               |
|       | 73 | 1         | 2.9     | 2.9           | 28.6               |
|       | 74 | 2         | 5.7     | 5.7           | 34.3               |
|       | 75 | 2         | 5.7     | 5.7           | 40.0               |
|       | 76 | 2         | 5.7     | 5.7           | 45.7               |

|       |    |       |       |       |
|-------|----|-------|-------|-------|
| 77    | 1  | 2.9   | 2.9   | 48.6  |
| 78    | 1  | 2.9   | 2.9   | 51.4  |
| 79    | 2  | 5.7   | 5.7   | 57.1  |
| 80    | 3  | 8.6   | 8.6   | 65.7  |
| 81    | 1  | 2.9   | 2.9   | 68.6  |
| 82    | 2  | 5.7   | 5.7   | 74.3  |
| 83    | 3  | 8.6   | 8.6   | 82.9  |
| 85    | 2  | 5.7   | 5.7   | 88.6  |
| 86    | 1  | 2.9   | 2.9   | 91.4  |
| 87    | 1  | 2.9   | 2.9   | 94.3  |
| 88    | 1  | 2.9   | 2.9   | 97.1  |
| 90    | 1  | 2.9   | 2.9   | 100.0 |
| Total | 35 | 100.0 | 100.0 |       |

### C. Perhitungan Distribusi Data Nilai Pre-Test Kelas Kontrol

Langkah-langkah menghitung distribusi frekuensi.

#### a. Menentukan banyak kelas (K)

$$\begin{aligned}
 K &= 1 + 3.3 \log n \\
 &= 1 + 3.3 \log 35 \\
 &= 1 + 3.3 \cdot 1.544 \\
 &= 1 + 5.0952 \\
 &= 6.0952 = 6
 \end{aligned}$$

#### b. Rentang data

$$\begin{aligned}
 R &= \text{data terbesar} - \text{data terkecil} \\
 &= 64 - 45 \\
 &= 19
 \end{aligned}$$

**c. Menentukan interval**

$$I = R/K$$

$$= 19/6$$

$$= 3.1 = 3$$

**Descriptive Statistics**

**Statistics Post-Test Control Class**

|                        |         | HASIL           | KELAS |
|------------------------|---------|-----------------|-------|
| N                      | Valid   | 35              | 35    |
|                        | Missing | 0               | 0     |
| Mean                   |         | 61.40           | 4.00  |
| Std. Error of Mean     |         | .848            | .000  |
| Median                 |         | 62.00           | 4.00  |
| Mode                   |         | 55 <sup>a</sup> | 4     |
| Std. Deviation         |         | 5.019           | .000  |
| Variance               |         | 25.188          | .000  |
| Skewness               |         | -.445           |       |
| Std. Error of Skewness |         | .398            | .398  |
| Kurtosis               |         | -.736           |       |
| Std. Error of Kurtosis |         | .778            | .778  |
| Range                  |         | 19              | 0     |
| Minimum                |         | 50              | 4     |
| Maximum                |         | 69              | 4     |
| Sum                    |         | 2149            | 140   |

### HASIL

|       |       | Frequency | Percent | Valid Percent | Cumulative<br>Percent |
|-------|-------|-----------|---------|---------------|-----------------------|
| Valid | 50    | 1         | 2.9     | 2.9           | 2.9                   |
|       | 52    | 1         | 2.9     | 2.9           | 5.7                   |
|       | 54    | 1         | 2.9     | 2.9           | 8.6                   |
|       | 55    | 3         | 8.6     | 8.6           | 17.1                  |
|       | 57    | 2         | 5.7     | 5.7           | 22.9                  |
|       | 58    | 3         | 8.6     | 8.6           | 31.4                  |
|       | 59    | 3         | 8.6     | 8.6           | 40.0                  |
|       | 60    | 1         | 2.9     | 2.9           | 42.9                  |
|       | 62    | 3         | 8.6     | 8.6           | 51.4                  |
|       | 63    | 2         | 5.7     | 5.7           | 57.1                  |
|       | 64    | 3         | 8.6     | 8.6           | 65.7                  |
|       | 65    | 3         | 8.6     | 8.6           | 74.3                  |
|       | 66    | 3         | 8.6     | 8.6           | 82.9                  |
|       | 67    | 3         | 8.6     | 8.6           | 91.4                  |
|       | 68    | 2         | 5.7     | 5.7           | 97.1                  |
|       | 69    | 1         | 2.9     | 2.9           | 100.0                 |
|       | Total | 35        | 100.0   | 100.0         |                       |

#### D. Perhitungan Distribusi Data Nilai Post-Test Kelas Kontrol

Langkah langkah menghitung distribusi frekuensi

##### a. Menentukan banyak kelas (K)

$$\begin{aligned}K &= 1+3.3 \log n \\&= 1+3.3 \log 35 \\&= 1+3.3 \cdot 1.544 \\&= 1+5.0952 \\&= 6.0952 \\&= 6\end{aligned}$$

##### b. Rentang data

$$\begin{aligned}R &= \text{data terbesar} - \text{data terkecil} \\&= 69 - 50 = 19\end{aligned}$$

##### c. Menentukan interval

$$\begin{aligned}I &= R/K \\&= 19/6 \\&= 3.1 = 3\end{aligned}$$

#### Descriptive Statistics

##### Statistics Post-Test Control Class

|                    |         | HASIL           | KELAS |
|--------------------|---------|-----------------|-------|
| N                  | Valid   | 35              | 35    |
|                    | Missing | 0               | 0     |
| Mean               |         | 61.40           | 4.00  |
| Std. Error of Mean |         | .848            | .000  |
| Median             |         | 62.00           | 4.00  |
| Mode               |         | 55 <sup>a</sup> | 4     |

|                        |        |      |
|------------------------|--------|------|
| Std. Deviation         | 5.019  | .000 |
| Variance               | 25.188 | .000 |
| Skewness               | -.445  |      |
| Std. Error of Skewness | .398   | .398 |
| Kurtosis               | -.736  |      |
| Std. Error of Kurtosis | .778   | .778 |
| Range                  | 19     | 0    |
| Minimum                | 50     | 4    |
| Maximum                | 69     | 4    |
| Sum                    | 2149   | 140  |

### HASIL

|       |    | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----|-----------|---------|---------------|--------------------|
| Valid | 50 | 1         | 2.9     | 2.9           | 2.9                |
|       | 52 | 1         | 2.9     | 2.9           | 5.7                |
|       | 54 | 1         | 2.9     | 2.9           | 8.6                |
|       | 55 | 3         | 8.6     | 8.6           | 17.1               |
|       | 57 | 2         | 5.7     | 5.7           | 22.9               |
|       | 58 | 3         | 8.6     | 8.6           | 31.4               |
|       | 59 | 3         | 8.6     | 8.6           | 40.0               |
|       | 60 | 1         | 2.9     | 2.9           | 42.9               |
|       | 62 | 3         | 8.6     | 8.6           | 51.4               |
|       | 63 | 2         | 5.7     | 5.7           | 57.1               |

|       |    |       |       |       |
|-------|----|-------|-------|-------|
| 64    | 3  | 8.6   | 8.6   | 65.7  |
| 65    | 3  | 8.6   | 8.6   | 74.3  |
| 66    | 3  | 8.6   | 8.6   | 82.9  |
| 67    | 3  | 8.6   | 8.6   | 91.4  |
| 68    | 2  | 5.7   | 5.7   | 97.1  |
| 69    | 1  | 2.9   | 2.9   | 100.0 |
| Total | 35 | 100.0 | 100.0 |       |

#### E. Normality Test

| Tests of Normality                   |       |                                 |    |                   |              |    |      |
|--------------------------------------|-------|---------------------------------|----|-------------------|--------------|----|------|
|                                      | Class | Kolmogorov-Smirnov <sup>a</sup> |    |                   | Shapiro-Wilk |    |      |
|                                      |       | Statistic                       | df | Sig.              | Statistic    | df | Sig. |
| Result On Students' Speaking Ability | 1     | .134                            | 35 | .112              | .946         | 35 | .088 |
|                                      | 2     | .167                            | 35 | .015              | .935         | 35 | .040 |
|                                      | 3     | .134                            | 35 | .113              | .935         | 35 | .039 |
|                                      | 4     | .104                            | 35 | .200 <sup>*</sup> | .963         | 35 | .280 |

#### F. Homogeneity Test

##### Test of Homogeneity of Variance

|        |                                      | Levene Statistic | df1 | df2    | Sig. |
|--------|--------------------------------------|------------------|-----|--------|------|
| RESULT | Based on Mean                        | 3.090            | 1   | 68     | .083 |
|        | Based on Median                      | 3.129            | 1   | 68     | .081 |
|        | Based on Median and with adjusted df | 3.129            | 1   | 59.545 | .082 |
|        | Based on trimmed mean                | 3.133            | 1   | 68     | .081 |



**G. Independent Sample Test**

| Independent Samples Test |                             |                                         |      |                              |        |              |              |                 |                       |                                           |          |
|--------------------------|-----------------------------|-----------------------------------------|------|------------------------------|--------|--------------|--------------|-----------------|-----------------------|-------------------------------------------|----------|
|                          |                             | Levene's Test for Equality of Variances |      | t-test for Equality of Means |        |              |              |                 |                       |                                           |          |
|                          |                             | F                                       | Sig. | t                            | Df     | Significance |              | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference |          |
|                          |                             |                                         |      |                              |        | One-Side d p | Two-Side d p |                 |                       | Lower                                     | Upper    |
|                          |                             |                                         |      |                              |        |              |              |                 |                       |                                           |          |
| Hasil Belajar Siswa      | Equal variances assumed     | 3.090                                   | .083 | 10.945                       | 68     | <.000        | <.000        | 15.91429        | 1.45404               | 18.81578                                  | 13.01279 |
|                          | Equal variances not assumed |                                         |      | 10.945                       | 61.711 | <.000        | <.000        | 15.91429        | 1.45404               | 18.82114                                  | 13.00743 |

**APPENDIX 9****Students' Score in Experimental Class**

| No     | XI-1                | Experimental Class |           |
|--------|---------------------|--------------------|-----------|
|        | Name                | Pre-test           | Post-test |
| 1      | Adriansyah Srg      | 65                 | 75        |
| 2      | Agnes Olivia        | 70                 | 80        |
| 3      | Al Fattawa          | 55                 | 60        |
| 4      | Alfi Syahrin        | 80                 | 85        |
| 5      | Anggi               | 60                 | 72        |
| 6      | Ari Kurniawan       | 68                 | 78        |
| 7      | Chelsea Mariskah    | 62                 | 74        |
| 8      | Daniel Haratua      | 58                 | 65        |
| 9      | Dayu Felisha        | 77                 | 85        |
| 10     | Diva Adinda         | 69                 | 79        |
| 11     | Elsada Manalu       | 73                 | 82        |
| 12     | Enjelita Sihotang   | 67                 | 76        |
| 13     | Friska Ferrianti    | 71                 | 81        |
| 14     | Gerald Ivanniez     | 59                 | 66        |
| 15     | Iyon Siadena Nst    | 64                 | 72        |
| 16     | Jesita Yanti        | 75                 | 83        |
| 17     | Jorgie Manurung     | 66                 | 74        |
| 18     | Karisa Mutiara      | 78                 | 86        |
| 19     | Latief Muda         | 65                 | 72        |
| 20     | Lia Angriani        | 72                 | 80        |
| 21     | Lusia Listra Itamar | 59                 | 68        |
| 22     | Mei Arthauli        | 74                 | 82        |
| 23     | Moethya Gambi       | 60                 | 69        |
| 24     | Nadia Hutagaol      | 80                 | 88        |
| 25     | Nur Hayati          | 64                 | 73        |
| 26     | Paradhika Ramadhan  | 70                 | 79        |
| 27     | Raden Santonius     | 68                 | 77        |
| 28     | Raffi Adly Yaksah   | 81                 | 90        |
| 29     | Raja Tua            | 74                 | 83        |
| 30     | Riona Erncfita      | 63                 | 71        |
| 31     | Riski Elfita        | 79                 | 87        |
| 32     | Royhan Ammar        | 67                 | 75        |
| 33     | Sasia Duina         | 75                 | 83        |
| 34     | Shelomitia          | 68                 | 76        |
| 35     | Simon Maharga       | 72                 | 80        |
| Jumlah |                     | 2408               | 2706      |

**APPENDIX 10****Students' Score in Control Class**

| No     | XI-2                    | Control Class |           |
|--------|-------------------------|---------------|-----------|
|        | Name                    | Pre-test      | Post-test |
| 1      | Ariq Zainy Lubis        | 50            | 55        |
| 2      | Army Perwira            | 53            | 57        |
| 3      | Auril Septiarah         | 45            | 50        |
| 4      | Chesy Audia Kasih       | 60            | 65        |
| 5      | Clara Aulia             | 55            | 58        |
| 6      | Dea Erika               | 50            | 52        |
| 7      | Dwi Amanda Batubara     | 61            | 66        |
| 8      | Endang Sulastri         | 57            | 62        |
| 9      | Fauzan Ismail           | 62            | 66        |
| 10     | Frisartika Simatupang   | 55            | 60        |
| 11     | Ghazi Alghifari         | 49            | 54        |
| 12     | Grace Stifany           | 62            | 67        |
| 13     | Ilman Ediansyah         | 54            | 58        |
| 14     | Lidia Efrinita          | 58            | 62        |
| 15     | Loria Tarihoran         | 60            | 64        |
| 16     | Menia Zega              | 56            | 59        |
| 17     | Mertaliana Zebua        | 63            | 68        |
| 18     | Muzfia Filza            | 59            | 63        |
| 19     | Naufal Triaji           | 51            | 55        |
| 20     | Niko Sakhan Pasaribu    | 63            | 68        |
| 21     | Noni Fransiska Gulo     | 58            | 62        |
| 22     | Pasya Pratama Putra     | 54            | 58        |
| 23     | Putra Setiawan Zai      | 60            | 64        |
| 24     | Putri Aurel Sayro Riski | 59            | 63        |
| 25     | Rahman Hidayat          | 62            | 67        |
| 26     | Rayhan Dwi Hardiansyah  | 55            | 59        |
| 27     | Reyandes Stevai         | 53            | 57        |
| 28     | Rizki Munawar Lubis     | 60            | 65        |
| 29     | Saskia Alyka Fitri      | 52            | 55        |
| 30     | Saskia Cendana Putri    | 64            | 69        |
| 31     | Satria Wijaya           | 61            | 66        |
| 32     | Selvi Natalia           | 59            | 64        |
| 33     | Shera Wilya             | 55            | 59        |
| 34     | Sry Rutmayana           | 63            | 67        |
| 35     | Zulhanda                | 60            | 65        |
| Jumlah |                         | 1998          | 2149      |

# APPENDIX 11

**T<sub>table</sub> (Nilai-Nilai dalam Distribusi t)**

| Pr<br>df | 0.25<br>0.50 | 0.10<br>0.20 | 0.05<br>0.10 | 0.025<br>0.050 | 0.01<br>0.02 | 0.005<br>0.010 | 0.001<br>0.002 |
|----------|--------------|--------------|--------------|----------------|--------------|----------------|----------------|
| 41       | 0.68052      | 1.30254      | 1.68288      | 2.01954        | 2.42080      | 2.70118        | 3.30127        |
| 42       | 0.68038      | 1.30204      | 1.68195      | 2.01808        | 2.41847      | 2.69807        | 3.29595        |
| 43       | 0.68024      | 1.30155      | 1.68107      | 2.01669        | 2.41625      | 2.69510        | 3.29089        |
| 44       | 0.68011      | 1.30109      | 1.68023      | 2.01537        | 2.41413      | 2.69228        | 3.28607        |
| 45       | 0.67998      | 1.30065      | 1.67943      | 2.01410        | 2.41212      | 2.68959        | 3.28148        |
| 46       | 0.67986      | 1.30023      | 1.67866      | 2.01290        | 2.41019      | 2.68701        | 3.27710        |
| 47       | 0.67975      | 1.29982      | 1.67793      | 2.01174        | 2.40835      | 2.68456        | 3.27291        |
| 48       | 0.67964      | 1.29944      | 1.67722      | 2.01063        | 2.40658      | 2.68220        | 3.26891        |
| 49       | 0.67953      | 1.29907      | 1.67655      | 2.00958        | 2.40489      | 2.67995        | 3.26508        |
| 50       | 0.67943      | 1.29871      | 1.67591      | 2.00856        | 2.40327      | 2.67779        | 3.26141        |
| 51       | 0.67933      | 1.29837      | 1.67528      | 2.00758        | 2.40172      | 2.67572        | 3.25789        |
| 52       | 0.67924      | 1.29805      | 1.67469      | 2.00665        | 2.40022      | 2.67373        | 3.25451        |
| 53       | 0.67915      | 1.29773      | 1.67412      | 2.00575        | 2.39879      | 2.67182        | 3.25127        |
| 54       | 0.67906      | 1.29743      | 1.67356      | 2.00488        | 2.39741      | 2.66998        | 3.24815        |
| 55       | 0.67898      | 1.29713      | 1.67303      | 2.00404        | 2.39608      | 2.66822        | 3.24515        |
| 56       | 0.67890      | 1.29685      | 1.67252      | 2.00324        | 2.39480      | 2.66651        | 3.24226        |
| 57       | 0.67882      | 1.29658      | 1.67203      | 2.00247        | 2.39357      | 2.66487        | 3.23948        |
| 58       | 0.67874      | 1.29632      | 1.67155      | 2.00172        | 2.39238      | 2.66329        | 3.23680        |
| 59       | 0.67867      | 1.29607      | 1.67109      | 2.00100        | 2.39123      | 2.66176        | 3.23421        |
| 60       | 0.67860      | 1.29582      | 1.67065      | 2.00030        | 2.39012      | 2.66028        | 3.23171        |
| 61       | 0.67853      | 1.29558      | 1.67022      | 1.99962        | 2.38905      | 2.65886        | 3.22930        |
| 62       | 0.67847      | 1.29536      | 1.66980      | 1.99897        | 2.38801      | 2.65748        | 3.22696        |
| 63       | 0.67840      | 1.29513      | 1.66940      | 1.99834        | 2.38701      | 2.65615        | 3.22471        |
| 64       | 0.67834      | 1.29492      | 1.66901      | 1.99773        | 2.38604      | 2.65485        | 3.22253        |
| 65       | 0.67828      | 1.29471      | 1.66864      | 1.99714        | 2.38510      | 2.65360        | 3.22041        |
| 66       | 0.67823      | 1.29451      | 1.66827      | 1.99656        | 2.38419      | 2.65239        | 3.21837        |
| 67       | 0.67817      | 1.29432      | 1.66792      | 1.99601        | 2.38330      | 2.65122        | 3.21639        |
| 68       | 0.67811      | 1.29413      | 1.66757      | 1.99547        | 2.38245      | 2.65008        | 3.21446        |
| 69       | 0.67806      | 1.29394      | 1.66724      | 1.99495        | 2.38161      | 2.64898        | 3.21260        |
| 70       | 0.67801      | 1.29376      | 1.66691      | 1.99444        | 2.38081      | 2.64790        | 3.21079        |
| 71       | 0.67796      | 1.29359      | 1.66660      | 1.99394        | 2.38002      | 2.64686        | 3.20903        |
| 72       | 0.67791      | 1.29342      | 1.66629      | 1.99346        | 2.37926      | 2.64585        | 3.20733        |
| 73       | 0.67787      | 1.29326      | 1.66600      | 1.99300        | 2.37852      | 2.64487        | 3.20567        |
| 74       | 0.67782      | 1.29310      | 1.66571      | 1.99254        | 2.37780      | 2.64391        | 3.20406        |
| 75       | 0.67778      | 1.29294      | 1.66543      | 1.99210        | 2.37710      | 2.64298        | 3.20249        |
| 76       | 0.67773      | 1.29279      | 1.66515      | 1.99167        | 2.37642      | 2.64208        | 3.20096        |
| 77       | 0.67769      | 1.29264      | 1.66488      | 1.99125        | 2.37576      | 2.64120        | 3.19948        |
| 78       | 0.67765      | 1.29250      | 1.66462      | 1.99085        | 2.37511      | 2.64034        | 3.19804        |
| 79       | 0.67761      | 1.29236      | 1.66437      | 1.99045        | 2.37448      | 2.63950        | 3.19663        |
| 80       | 0.67757      | 1.29222      | 1.66412      | 1.99006        | 2.37387      | 2.63869        | 3.19526        |

## **APPENDIX 12**

### **Documentations**

**Students Taking the Pre-Test in the Experimental Class**



**Students Taking the Pre-Test in the Control Class**





**Treatment- Implementation of CLT Method In the Experimental Class**  
**First Meeting**



**Second Meeting**



**Students Taking the Post-Test in the Experimental Class**



**Students Taking the Post-Test in the Control Class**







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14 Juni 2024

th.  
Fitri Rayani Siregar, M.Hum. (Pembimbing I)  
Sri Rahmadhani Siregar, M.Pd. (Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi mahasiswa dibawah ini sebagai berikut:

|               |                                                                                                                                |
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| Nama          | : Tasliah Albina Nasution                                                                                                      |
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| Judul Skripsi | : The Effect of Communicative Language Teaching (CLT) Method on Students' Speaking Ability at Grade XI SMA N 5 Padangsidimpuan |

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 220 Tahun 2024 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut atas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu dosen diucapkan terima kasih.

Mengetahui  
Dekan  
Wakil Dekan Bidang Akademik  
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Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul " **The Effect of Communicative Language Teaching (CLT) Method On Students Speaking Ability at XI Grade SMA N 5 Padangsidimpuan**". Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian mulai tanggal 02 Desember 2024 s.d. 02 Januari 2025 tanggal dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

Padangsidimpuan, 5 Desember 2024

an Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan



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Memberikan izin penelitian di SMA Negeri 5 Padangsidempuan mulai tanggal 02 Desember 2024  
d. 02 Januari 2025 dengan judul skripsi :

**THE EFFECT OF COMMUNICATIVE LANGUAGE TEACHING (CLT) METHOD ON  
STUDENTS SPEAKING ABILITY AT XI GRADE SMA N 5 PADANGSIDIMPUAN**

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana  
keperluannya.



Padangsidempuan, 14 Desember 2024

Kepala Sekolah

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