



**IMPROVING STUDENTS' SPEAKING SKILL
BY USING COMMUNICATIVE LANGUAGE TEACHING APPROACH
AT GRADE VIII SMP N 9 PADANGSIDIMPUAN**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidempuan as
a Partial Fulfillment of the Requirement for the Degree of Graduate of
Islamic Education (S.Pd.I) in English*

Written By:

**AKMAL KHAIRANI NASUTION
Reg. No. 11 340 0003**

**ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2015**



**IMPROVING STUDENTS' SPEAKING SKILL
BY USING COMMUNICATIVE LANGUAGE TEACHING APPROACH
AT GRADE VIII SMP N 9 PADANGSIDIMPUAN**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidimpuan as
a Partial Fulfillment of the Requirement for the Degree of Graduate of
Islamic Education (S.Pd.I) in English*

Written By:

**AKMAL KHAIRANI NASUTION
Reg. No. 11 340 0003**

**ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2015**



**IMPROVING STUDENTS' SPEAKING SKILL
BY USING COMMUNICATIVE LANGUAGE
TEACHING APPROACH
AT GRADE VIII SMP N 9 PADANGSIDIMPUAN**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidempuan as
a Partial Fulfillment of the Requirement for the Degree of Graduate of
Islamic Education (S.Pd.I) in English*

Written By:

**AKMAL KHAIRANI NASUTION
Reg. No. 11 340 0003**



Advisor I

**Eka Sustris Harida, M.Pd
NIP.19750917 200312 2 002**

Advisor II

**Zainuddin, S.S, M.Hum
NIP.19760610 200801 1 016**

**ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2015**

Term : Munaqosyah
a.n. Akmal Khairani Nst
item : 7 (fives) exemplars

Padangsidimpuan, 6th May 2015
To :
Dean Tarbiyah and teaching training faculty
in –
Padangsidimpuan

Assalamu'alaikumWr. Wb.

After reading, studying and giving advice for necessary revises on thesis belongs to Akmal Khairani Nasution, entitle "*Improving Students' Speaking Skill by Using Communicative Language Teaching Approach at Grade VIII SMP N 9 Padangsidimpuan*". We assume that the thesis has been acceptable to complete the requirement to fulfill for the degree of Islamic Education (S.Pd.I), in English Departement of Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined in front of thesis examiner team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

Wassalamu'alaikum Wr. Wb.

Advisor I



Eka Sustri Harida, M.Pd
NIP.19750917 200312 2 002

Advisor II



Zainuddin, S.S, M.Hum
NIP.19760610 200801 1 016

DECLARATION LETTER OF WRITING OWN THESIS

The name who signed here:

Name : **AKMAL KHAIRANI NASUTION**

Reg. No. : 11 340 0003

Faculty/Department : Tarbiyah And Teacher Training Faculty/ TBI-1

Title of Thesis : **IMPROVING STUDENTS' SPEAKING SKILL
BY USING COMMUNICATIVE LANGUAGE
TEACHING APPROACH AT GRADE VIII SMP
N 9 PADANGSIDIMPUAN**

I hereby declare that I have arranged and written the thesis by myself, without asking for illegal help from others except the guidance from advisors, and without doing plagiarism as it is in students' ethic code of IAIN Padangsidimpuan article 14.

I do this declaration truthfully, if there is deceitfulness and incorrectness degrading to this declaration in the future, I will be willing to get punishment as it is required in students' academic degree disrespectfully, and other punishment regarding norms and legal law.

Padangsidimpuan, May 6th 2015



AKMAL KHAIRANI NASUTION
Reg. Number 11 340 0003

AGREEMENT OF PUBLICATION OF FINAL TASK FOR ACADEMIC CIVITY

As Academic Civity of The State Institute for Islamic Studies Padangsidimpuan, the name who signed here:

Name : AKMAL KHAIRANI NASUTION
Nim : 11 340 0003
Faculty / Department : Tarbiyah and Teacher Training Faculty / TBI-1
Kind : Thesis

To develop science and knowledge, declarate for giving to The State Institute for Islamic Studies Padangsidimpuan **Non Exclusive Royalty Right** on my thesis with the title:

“IMPROVING STUDENTS’ SPEAKING SKILL BY USING COMMUNICATIVE LANGUAGE TEACHING APPROACH AT GRADE VIII SMP N 9 PADANGSIDIMPUAN”

With all the sets of equipment (if needed). Based on the this non exclusive royalty right, The Institute Islamic Studies Padangsidimpuan has the right to save, format, organize in data base form, keep and publicate my final task as long as I determine as a writer and own creative right.

Thus, this statement is made truthly.

Made in Padang sidimpuan
Date, May 17th 2015



The signed

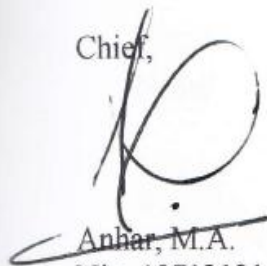
AKMAL KHAIRANI NASUTION
Reg. No. 11 340 0003

EXAMINERS

SCHOLAR MUNAQOSYAH EXAMINATION

Name : AKMAL KHAIRANI NASUTION
Reg. No : 11 340 0003
Faculty/Department : Tarbiyah and Teacher Training Faculty/English Education
Department
Thesis : **IMPROVING STUDENTS' SPEAKING SKILL BY
USING COMMUNICATIVE LANGUAGE
TEACHING APPROACH AT GRADE VIII SMP N 9
PADANGSIDIMPUAN**

Chief,



Anhar, M.A.

Nip. 197121214 199803 1 002

Secretary,



Eka Sustris Harida, M.Pd.

Nip.19750917 200312 2 002

Members,



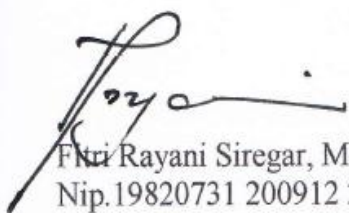
Anhar, M. A.

Nip. 197121214 199803 1 002



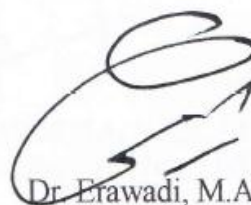
Eka Sustris Harida, M.Pd.

Nip.19750917 200312 2 002



Fitri Rayani Siregar, M.Hum.

Nip.19820731 200912 2 004



Dr. Erawadi, M.Ag.

Nip. 19720326 199803 1 002

Proposed :

Place : Padangsidimpuan

Date : May, 16th 2015

Time : 09.00 until 13.00

Result/Mark : 82.25 (A)

IPK : 3.85

Predicate : Cumlaude



RELIGION MINISTRY
THE STATE INSTITUTE FOR ISLAMIC STUDIES PADANGSIDIMPUAN
TARBIYAH AND TEACHER TRAINING FACULTY

Alamat : Jl.H. T. Rizal Nurdin Km. 4,5 Sihitang, PadangsidimpuanTelp. (0634) 22080 Fax.(0634)
24022 Kode Pos 22733

LEGALIZATION

Thesis : **IMPROVING STUDENTS' SPEAKING SKILL BY USING
COMMUNICATIVE LANGUAGE TEACHING APPROACH AT
GRADE VIII SMP N 9 PADANGSIDIMPUAN**

Name : **AKMAL KHAIRANI NASUTION**

Reg. No. : **11 340 0003**

The thesis has been accepted as a partial fulfillment of requirement for degree of Graduate of
Islamic Educational Scholar (S.Pd.I) in English.

Padangsidimpuan, 30 Juni 2015



Hj. ZULHIMMA, S.Ag., M.Pd.
NIP: 19720702 199703 2 003

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Praised be to Allah swt, the most Creator and Merciful who has given me the health, time, knowledge, and strength to finish the thesis entitled “Improving Students’ Speaking Skill By Using Communicative Language Teaching Approach At Grade VIII SMP N 9 Padangsidimpuan”. Besides, peace and greeting be upon to the prophet Muhammad saw who has brought the human from the darkness era into the lightness era.

It is a pleasure to acknowledgement the help and contribution to all of lecturers, institution, family, and friends who have contributed in different ways hence this thesis is processed until it becomes a complete writing. In this process of finishing this thesis, I got a lot of guidance and motivation from many people. Therefore, in this chance I would like to express my deepest gratitude to the following people:

1. Special thanks are do to Mrs. Eka Sustri Harida, M.Pd., as the first advisor who hadguided, supported and suggested me with great patience to finish this thesis as well.
2. Special thanks are do to Mr. Zainuddin, S,S, M.Hum., as the second advisor who had guided, supported and motivated me to finish this thesis as soon as possible.
3. Special thanks to The Rector of IAIN Padangsidimpuan, Dr. H. Ibrahim Siregar, M.CL.

4. Thanks are do to Mrs. Hj. Zulhimma, S. Ag., M. Pd., the Dean of Tarbiyah and Teacher Training Faculty.
5. Big thanks are do to Mrs. Rayendriani Fahmei Lubis, M.Ag., the Chief of English Education Department and also as my beloved Advisor Academic who gladly supported and counseled me till finishing this thesis.
6. Big thanks to all lecturers and all the academic cavities of IAIN Padangsidimpuan who had given so much knowledge and helped during I studied in this beloved institute.
7. The Chief of IAIN Padangsidimpuan Library (Yusri fahmi,S.Ag, M.Hum.,) and his staff for their cooperative and permission to use many books of this library.
8. My beloved parent, (Mr. Tamrin Nasution and Mrs. Siti Samsinar Siregar) who taught me how to survive in leading the life and always be patient and sincere to guard me in all of conditions, my two elder brothers (Achyaruddin Saleh Nasution and Kurniawan Pradita Nasution) who always give motivationand moral encouragement to finish my study.
9. My lovely aunt (Mrs. Masdelima Siregar), my lovely cousin (Sara Yuni Eka), (Sashpra Deli), (Muhammad Fauzi), (Hartinur Cendana S), and also my beloved nephew (Richie Lubis).

10. My uncle (Mr. Muliaman Rambe, S.Pd) who had given me a chance teach at UNIFA COURSE.
11. My pamong teacher (Mrs. Evita Rahayu, S.Pd, M,Hum.,) who had guided, supported, and suggested me to finish this thesis.
12. My special friends Khusnil, Armī, Fitri, Ummi, and all of my friends in TBI-1, my friends in WKSb, and also all of my friends in IAIN Padangsidimpuan, thanks for your help, patience and care to support me from starting till finishing my thesis as well. Good luck for you.
13. All of the people who have helped me to finish my study that I cannot mention one by one.

I realize this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

Padangsidimpuan, May 07th 2015

Researcher



AKMAL KHAIRANI NASUTION
Reg. No. 11 340 0003

TABLE OF CONTENTS

	Page
TITLE PAGE	i
LEGALIZATION OF ADVISOR SHEET	ii
AGREEMENT OF ADVISOR SHEET	iii
DECLARATION LETTER OF WRITING OWN THESIS.....	iv
PUBLICATION THE LAST OF THE TASK FOR ACADEMIC.....	v
SCHOLAR MUNAQOSAH EXAMINATION SHEET	vi
AGREEMENT OF DEAN OF TARBIYAH AND TEACHER TRAINING SHEET	vii
ABSTRACT.....	viii
ACKNOWLEDGEMENTS.....	ix
TABLE OF CONTENTS.....	xii
LIST OF APPENDICES	xiii
LIST OF TABLE	xvi
LIST OF FIGURES	xvii
LIST OF CHART.....	xviii

CHAPTER I INTRODUCTION

A. Background of Problem	1
B. Identification of Problem	4
C. Limitation of Problem.....	5
D. Definition of the Key Terms	5
1. Improving.....	5
2. Students.....	5
3. Speaking skill.....	6
4. Communicative Language Teaching (CLT)	6
E. Formulations of Problem	8
F. Aims of Research	8
G. Significances of the Research	8
H. Indicators of Action	9

CHAPTER II REVIEW OF RELATED LITERATURE

A. Theoretical Description.....	11
1. General Concept of Speaking.....	11
a. Definition of Speaking	11
b. The Elements of Speaking	13
c. Types of Spoken Language.....	14
d. Basic Types of Speaking.....	15

e.	What Makes Speaking Difficult.....	16
f.	Micro Skills of Oral Communication.....	17
g.	Defining Proficiency Levels	19
h.	Testing Speaking.....	20
2.	General Concept of Communicative Language Teaching (CLT)	27
a.	Introduction to Communicative Language Teaching (CLT)	27
b.	Definition of Communicative Language Teaching (CLT)	29
c.	The Goals of Communicative Language Teaching (CLT).....	30
d.	How Learners Learn a Language	33
e.	The Roles of Teachers and Learners In The Classroom	34
f.	The Characteristics Of The Teaching/Learning Process	36
g.	Classroom Activities in Communicative Language Teaching	38
h.	Accuracy Versus Fluency Activities	38
i.	Mechanical, Meaningful, and Communicative Practice.....	40
j.	Procedures of Teaching a Language Through CLT	41
k.	Advantages and Disadvantage of CLT.....	43
l.	The Techniques or Materials Associated with CLT	45
B.	Review of the Related Findings	49
C.	Conceptual Framework	52
D.	Hypothesis of the Action.....	55

CHAPTER III RESEARCH METHODOLOGY

A.	Research Methodology.....	56
1.	Location and Schedule of the Research.....	56
2.	Research Design	57
3.	Subjects of Research.....	58
4.	Instrument and Technique of Data Collection.....	59
a.	Test.....	59
b.	Observation	62
c.	Interview	63
5.	Procedures of the Classroom Action Research.....	64
6.	Technique of Analyzing Data	75
B.	Thesis Outline.....	78

CHAPTER IV RESEARCH RESULT

A.	The Data Description	79
1.	First Cycle.....	79
a.	Improvement Students' Speaking Skill in the First Meeting.....	79
1)	Students' Learning Process in the First Meeting.....	81
2)	Students' Learning Process in the First Meeting.....	86
3)	Students' Learning Process in the Third Meeting	91

4) Student's Speaking Skill Scores in the First Cycle	93
2. Second Cycle	99
a. Improvement Students' Speaking Skill in the Fourth Meeting	99
1) Students Learning Process in the Fourth Meeting	100
2) Students Learning Process in the Fifth Meeting	104
3) Students' Learning Process in the Sixth Meeting	107
4) Student's Speaking Skill Scores in the Second Cycle	108
B. The Comparative Result of the Action	111
C. Discussion	119
D. Threats of the Research	124

CHAPTER V CONCLUSION AND SUGGESTIONS

A. Conclusion	125
B. Suggestions	126

REFERENCES

CURRICULUM VITAE

APPENDICES

LIST OF APPENDICES

- Appendix I. LESSON PLAN I
- Appendix II. PRACTICE 1
- Appendix III. LESSON PLAN II
- Appendix IV. PRACTICE 2
- Appendix V. LESSON PLAN III
- Appendix VI. TEST 1
- Appendix VII. LESSON PLAN IV
- Appendix VIII. PRACTICE 3
- Appendix IX. LESSON PLAN V
- Appendix X. PRACTICE 4
- Appendix XI. LESSON PLAN VI
- Appendix XII. TEST 2
- Appendix XIII. OBSERVATION NOTE SHEET
- Appendix XIV. INDICATOR LIST OF TEACHER
- Appendix XV. LIST OF INTERVIEW
- Appendix XVI. STUDENTS' SPEAKING SKILL SCORE (CYCLE 1)
- Appendix XVII. STUDENTS' SPEAKING SKILL SCORE (CYCLE 2)
- Appendix XVIII. DOCUMENTATIONS

LIST OF TABLES

	Page
Table I. Defining Proficiency Levels	19
Table II. Schedule Activities of the Research	56
Table III. Indicators of Speaking Test.....	60
Table IV. The Classification Quality of Students Score	76
Table V. The Students' Problems in the First Cycle and the Solution	92
Table VI. Students' Speaking Skill Scores in the First Cycle.....	93
Table VII. The Classification of Students' Speaking Skill Scores in the First Cycle	94
Table VIII. The Criteria of Students' Problems in Speaking in the First Cycle.....	97
Table IX. Students' Speaking Skill Scores in the Second Cycle	108
Table X. The Classification of Students' Speaking Skill Scores in the Second Cycle	109
Table XI. The Result of Difference Score between First Cycle and Second Cycle..	116

LIST OF FIGURES

	Page
Figure 1 : Research Conceptual Framework.....	54
Figure 2 : Action Research Spiral	58
Figure 3 : The students' progress in oral test	59
Figure 5 : Action Research Spiral	64

LIST OF CHART

Page

Chart 1. The Comparison Mean Score between Cycle 1 and Cycle 2 115

Name : Akmal Khairani Nasution
Reg. No : 11 340 0003
Faculty : Tarbiyah and Teacher Training Faculty
Department : English Education Department (TBI-1)
Title of Thesis : Improving Students' Speaking Skill By Using Communicative Language Teaching Approach at Grade VIII SMP N 9 Padangsidimpuan
Year : 2015

ABSTRACT

This research was talking about improving students' speaking skill by using Communicative Language Teaching Approach at grade VIII SMP Negeri 9 Padangsidimpuan. Most of students had low motivation in speaking skill, students did not have good strategy in speaking, students' English words mastery were less in memory, students always used Bataknese in speaking, and students could not produce words directly. This research purposed to describe the students' achievement in speaking skill and students activities in learning process by using Communicative Language Teaching Approach at Grade VIII SMP N 9 Padangsidimpuan.

The methodology used in this research was classroom action research, by implementing the Kemmis design which consisted four steps. They were planning, acting, observing, and reflecting. In this research, the researcher used two cycles and each cycle consisted of three meetings. To find out the improvement of students' speaking skill the researcher used t-test to know the significance of hypothesis. In addition, the participants of this research were the class of VIII-8 consisted of 22 students and also there was collaboration with an English Teacher. Meanwhile, the data were derived among from Speaking tests, observation notes, and also interview.

Based on the research result showed the improvement mean score of the students in first test in the first cycle was 50.72 (13.63%) and second test in the second cycle was 79.45 (68.18%). In addition, it can be seen from test of significance of students' improvement showed t_o is bigger than t_{table} : $15.20 > 2.080$. It can be concluded that the mean score in the second cycle was higher than the first cycle. Then the result of t-test calculation is bigger than t-table with $N = 21$ is 2.080. Moreover, Based on observation notes stated that the students got improvement and the students were more active and interested in learning process. Related to the interview result, it could be known that students' speaking skill had improved. It asserted that by using Communicative Language Teaching Approach improve students' speaking skill.

CURRICULUM VITAE



1. Personal Data

Name : Akmal Khairani Nasution
Reg. Students Number : 11 340 0003
Place, Date of Birthday : Tebing Tinggi, February, 06th 1993
Sex : Female
Address : Jln. Jenderal Sudirman, Lk.II Untemanis
Padangsidempuan Utara

2. Parents Data

Father's Name : Tamrin Nasution
Mother's Name : Siti Samsinar Siregar

3. Educational Background

Primary School : SD Negeri No. 200405 Hutaimbaru (2005)
Junior High School : MTsN Model Padangsidempuan (2008)
Senior High School : MAN 2 Model Padangsidempuan (2011)
Institute : Institute Agama Islam Negeri
Padangsidempuan (2015)

APPENDIX I

SIKLUS I (CYCLE I) LESSON PLAN RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

SMP	: SMP NEGERI 9 PADANGSIDIMPUAN
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: VIII/2
Tahun Pelajaran	: 2014/2015
Aspek/skill	: Berbicara/<i>Speaking</i>
Pertemuan	: Pertemuan Pertama/<i>First Meeting</i>
Waktu	: 2 x 40 menit (1 kali pertemuan)

A. Standar Kompetensi :

1. Mengungkap kan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar :

- 1.1 Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: asking and giving opinion about place.

C. Tujuan Pembelajaran :

Pada akhir pembelajaran siswa dapat :

- a. Meningkatkan dan mengembangkan kemampuan berbahasa.
- b. Meningkatkan kemampuan dalam berkomunikasi sesuai dengan situasi dan konteks sosial.
- c. Meningkatkan communicative competence.

Karakter siswa yang diharapkan:

1. Dapat di percaya (Trustworthines)
2. Rasa Hormat dan Perhatian (Respect)
3. Tekun (Diligence)
4. Bertanggung Jawab (Responsibility)

D. Materi Pembelajaran:

Expression for asking opinion	Expression for giving opinion	
1. What do you think of this classroom? 2. What is your opinion about Indonesia?	1. I think ...	Agree/ Disagree
	2. In my opinion ...	1. Yes. I agree with you. 2. No. I don't agree with you.

Examples: *Make a dialogue and practice the dialogue with your friend.*

- A. Suppose you are a journalist and your friend as a guest star. Ask her/his opinion about:

- a. Classroom
- b. School
- c. Padangsidempuan
- d. Bali
- e. Indonesia

E. Pendekatan Pembelajaran: Communicative Language Teaching Approach

F. Langkah-langkah kegiatan

Pertemuan Pertama dan Kedua

Aktivitas Guru	Aktivitas Siswa	Alokasi Waktu
<p>1. Kegiatan Awal</p> <ol style="list-style-type: none"> a. Guru membuka kelas dengan mengucapkan salam, dan mempersilahkan siswa untuk membaca doa belajar sesuai agama dan kepercayaannya masing-masing. b. Guru mengabsen siswa. c. Guru bertanya kepada siswa tentang materi yang berkaitan. d. Guru menjelaskan tujuan pembelajaran yang akan dicapai e. Guru mengaktifkan pengetahuan siswa (<i>Enggage Knowledge</i>) agar siswa aktif dalam berbicara didalam kelas tanpa terfokus pada <i>grammar</i> atau <i>structure</i>. Akan tetapi lebih fokus pada kelancaran dan kefasihan mereka berbicara. 	<ol style="list-style-type: none"> a. Siswa memberikan salam dan berdoa sesuai dengan kepercayaan masing-masing. b. Siswa mendengarkan guru mengabsen. c. Siswa menjawab pertanyaan dari guru tentang materi yang berkaitan d. Siswa mendengarkan dan memahami tujuan pembelajaran yang dijelaskan oleh guru. 	<p>20 MENIT</p>
<p>2. Kegiatan Inti</p> <ol style="list-style-type: none"> a. Guru memberikan penjelasan sekilas mengenai judul dan gambaran umum tentang materi/teks yang akan dipelajari. b. Guru mengaplikasikan CLT kepada siswa. Dimana siswa diberi kesempatan untuk mengeksplorasi kemampuan berbahasa mereka dengan memperhatikan konteks sosial dan kelancaran berbicara. Adapun prosedur yang digunakan adalah: <ul style="list-style-type: none"> • <i>Teacher gives some cues printed on separate cards.</i> 	<ol style="list-style-type: none"> a. Siswa mendengarkan penjelasan dari guru. b. Siswa mengaplikasikan CLT serta mengeksplorasi kemampuan berbahasanya dengan memperhatikan konteks social dan kelancaran berbicara. Adapun prosedur yang digunakan adalah: <ul style="list-style-type: none"> • <i>Students will have their cues printed on separate cards.</i> Dalam hal ini, siswa diberikan beberapa <i>Cues Dialogue</i> yaitu poin-poin 	<p>40 MENIT</p>

<p>Dalam hal ini, guru memberikan beberapa <i>Cues Dialogue</i> yaitu poin-poin yang akan digunakan siswa untuk berbicara.</p> <ul style="list-style-type: none"> • <i>The teacher orders each students to listen to his partner before formulating a definite response.</i> <p>Dalam hal ini, guru akan menginstruksikan siswa untuk menggunakan respon yang ingin ia gunakan namun harus mendengarkannya terlebih dahulu.</p> <ul style="list-style-type: none"> • <i>The cues enable them to predict a large proportion of what the other will say and to prepare the general gist of their own responses.</i> <p>Dalam hal ini, guru akan memberikan kesempatan kepada siswa untuk merespon menggunakan kata-kata mereka sendiri.</p>	<p>yang akan digunakan siswa untuk berbicara.</p> <ul style="list-style-type: none"> • <i>Each students must listen to his partner before formulating a definite response.</i> <p>Dalam hal ini, siswa menggunakan respon yang ingin ia gunakan namun terlebih dahulu harus mendengarkannya terlebih dahulu.</p> <ul style="list-style-type: none"> • <i>The cues enable them to predict a large proportion of what the other will say and to prepare the general gist of their own responses.</i> <p>Dalam hal ini, siswa akan diberikan kesempatan untuk merespon menggunakan kata-kata mereka sendiri.</p>	
<p>3. Kegiatan Penutup</p> <ol style="list-style-type: none"> Guru dan siswa bersama-sama menyimpulkan pelajaran. Guru memberikan kesempatan kepada siswa untuk mengungkapkan hal-hal yang murid rasakan selama pembelajaran berlangsung. Guru menanyakan kesulitan siswa ketika mereka berbicara didalam kelas. Guru menutup pelajaran dan memotivasi siswa agar tetap aktif dalam berbicara bahasa Inggris baik bersama teman, atau guru. Siswa memberi salam kepada guru. 		<p>20 MENIT</p>

G. Sumber Belajar

1. Teks yang berkaitan dengan bahan ajar.
2. Contoh percakapan.

H. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen Soal
<ul style="list-style-type: none"> • Bertanya dan menjawab tentang meminta dan memberikan pendapat. 	<p>Unjuk Kerja</p>	<p>berbicara</p>	<p><i>Create a dialogue about asking and giving opinion!</i></p>

<ul style="list-style-type: none"> • Mampu berbicara dengan lancar sesuai dengan konteks. 			<i>Then practice the dialogue with your friend.</i>
--	--	--	---

a. Instrument Test

- 1) *Create a dialogue about asking and giving opinion!*
- 2) *Then practice the dialogue with your friend!*

Mengetahui;

Padangsidimpuan,

2015

Guru Bahasa Inggris kelas VIII-8

Peneliti

Evita Rahayu, S.Pd, M.Hum
NIP: 19680901 199202 2 001

Akmal Khairani Nasution
NIM: 11 340 0003

Kepala Sekolah SMP N 9 Padangsidimpuan

Drs. Mulatua
NIP: 19610512 198403 1 004

APPENDIX II

LEARNING MATERIAL 1

Directions (Petunjuk):

1. Teacher orders the students to speak directly and freely.
2. Teacher gives the point or cue of dialogue. The cues are:

Suppose you are a journalist and your friend as a guest star. Ask her/his opinion about!

- a. Classroom
 - b. School
 - c. Padangsidempuan
 - d. Bali
 - e. Indonesia,
 - f. Etc.
3. Students can raise their hand after the teacher gives the point or cue.
 4. Students create their own expression to response their friend.
 5. Teacher achieves the students understanding about the topic.
 6. Teacher reviews the topic and makes conclusion.
 7. Teacher closes the studying.

APPENDIX III

SIKLUS I (CYCLE I) LESSON PLAN RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

SMP	: SMP NEGERI 9 PADANGSIDIMPUAN
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: VIII/2
Tahun Pelajaran	: 2014/2015
Aspek/skill	: Berbicara/<i>Speaking</i>
Pertemuan	: Pertemuan Kedua/<i>Second Meeting</i>
Waktu	: 2 x 40 menit (1 kali pertemuan)

I. Standar Kompetensi :

2. Mengungkap kan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

J. Kompetensi Dasar :

- 2.1 Meningkatkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: asking and giving opinion about famous people.

K. Tujuan Pembelajaran :

Pada akhir pembelajaran siswa dapat :

- d. Meningkatkan dan mengembangkan kemampuan berbahasa.
- e. Meningkatkan kemampuan dalam berkomunikasi sesuai dengan situasi dan konteks sosial.
- f. Meningkatkan communicative competence.

Karakter siswa yang diharapkan:

5. Dapat di percaya (Trustworthines)
6. Rasa Hormat dan Perhatian (Respect)
7. Tekun (Diligence)
8. Bertanggung Jawab (Responsibility)

L. Materi Pembelajaran:

Expression for asking opinion	Expression for giving opinion	
3. What do you think of Jokowi? 4. What is your opinion about Sule?	3. I think ...	Agree/ Disagree
	4. In my opinion ...	3. Yes. I agree with you. 4. No. I don't agree with you.

Examples: *Make a dialogue and practice the dialogue with your friend.*

B. Suppose you are a journalist and your friend as a guest star. Ask her/his opinion about:

- f. Jokowi
- g. Sule
- h. Rambo
- i. Lee Min Hoe
- j. Ayu Ting-ting

M. Pendekatan Pembelajaran: Communicative Language Teaching Approach

N. Langkah-langkah kegiatan

Pertemuan Pertama dan Kedua

Aktivitas Guru	Aktivitas Siswa	Alokasi Waktu
4. Kegiatan Awal f. Guru membuka kelas dengan mengucapkan salam, dan mempersilahkan siswa untuk membaca doa belajar sesuai agama dan kepercayaannya masing-masing. g. Guru mengabsen siswa. h. Guru bertanya kepada siswa tentang materi yang berkaitan. i. Guru menjelaskan tujuan pembelajaran yang akan dicapai j. Guru mengaktifkan pengetahuan siswa (<i>Engage Knowledge</i>) agar siswa aktif dalam berbicara didalam kelas tanpa terfokus pada <i>grammar</i> atau <i>structure</i> . Akan tetapi lebih fokus pada kelancaran dan kefasihan mereka berbicara.	e. Siswa memberikan salam dan berdoa sesuai dengan kepercayaan masing-masing. f. Siswa mendengarkan guru mengabsen. g. Siswa menjawab pertanyaan dari guru tentang materi yang berkaitan h. Siswa mendengarkan dan memahami tujuan pembelajaran yang dijelaskan oleh guru.	20 MENIT
5. Kegiatan Inti c. Guru memberikan penjelasan sekilas mengenai judul dan	c. Siswa mendengarkan penjelasan dari guru.	40 MENIT

<p>gambaran umum tentang materi/teks yang akan dipelajari.</p> <p>d. Guru mengaplikasikan CLT kepada siswa. Dimana siswa diberi kesempatan untuk mengeksplorasi kemampuan berbahasa mereka dengan memperhatikan konteks sosial dan kelancaran berbicara. Adapun prosedur yang digunakan adalah:</p> <ul style="list-style-type: none"> • <i>Teacher gives some cues printed on separate cards.</i> Dalam hal ini, guru memberikan beberapa <i>Cues Dialogue</i> yaitu poin-poin yang akan digunakan siswa untuk berbicara. • <i>The teacher orders each students to listen to his partner before formulating a definite response.</i> Dalam hal ini, guru akan menginstruksikan siswa untuk menggunakan respon yang ingin ia gunakan namun harus mendengarkannya terlebih dahulu. • <i>The cues enable them to predict a large proportion of what the other will say and to prepare the general gist of their own responses.</i> Dalam hal ini, guru akan memberikan kesempatan kepada siswa untuk merespon menggunakan kata-kata mereka sendiri. 	<p>d. Siswa mengaplikasikan CLT serta mengeksplorasi kemampuan berbahasanya dengan memperhatikan konteks social dan kelancaran berbicara. Adapun prosedur yang digunakan adalah:</p> <ul style="list-style-type: none"> • <i>Students will have their cues printed on separate cards.</i> Dalam hal ini, siswa diberikan beberapa <i>Cues Dialogue</i> yaitu poin-poin yang akan digunakan siswa untuk berbicara. • <i>Each students must listen to his partner before formulating a definite response.</i> Dalam hal ini, siswa menggunakan respon yang ingin ia gunakan namun terlebih dahulu harus mendengarkannya terlebih dahulu. • <i>The cues enable them to predict a large proportion of what the other will say and to prepare the general gist of their own responses.</i> Dalam hal ini, siswa akan diberikan kesempatan untuk merespon menggunakan kata-kata mereka sendiri. 	
<p>6. Kegiatan Penutup</p> <p>f. Guru dan siswa bersama-sama menyimpulkan pelajaran.</p> <p>g. Guru memberikan kesempatan kepada siswa untuk mengungkapkan hal-hal yang murid rasakan selama pembelajaran berlangsung.</p> <p>h. Guru menanyakan kesulitan siswa ketika mereka berbicara didalam kelas.</p> <p>i. Guru menutup pelajaran dan memotivasi siswa agar tetap aktif dalam berbicara bahasa Inggris baik bersama teman, atau guru.</p> <p>j. Siswa memberi salam kepada guru.</p>	<p>20 MENIT</p>	

O. Sumber Belajar

3. Teks yang berkaitan dengan bahan ajar.
4. Contoh percakapan.

P. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen Soal
<ul style="list-style-type: none"> • Bertanya dan menjawab tentang meminta dan memberikan pendapat. • Mampu berbicara dengan lancar sesuai dengan konteks. 	Unjuk Kerja	berbicara	<p><i>Create a dialogue about asking and giving opinion!</i></p> <p><i>Then practice the dialogue with your friend.</i></p>

b. Instrument Test

- 1) *Create a dialogue about asking and giving opinion!*
- 2) *Then practice the dialogue with your friend!*

Mengetahui;

Padangsidempuan,

2015

Guru Bahasa Inggris kelas VIII-8

Peneliti

Evita Rahayu, S.Pd, M.Hum
NIP: 19680901 199202 2 001

Akmal Khairani Nasution
NIM: 11 340 0003

Kepala Sekolah SMP N 9 Padangsidempuan

Drs. Mulatua
NIP: 19610512 198403 1 004

APPENDIX IV

LEARNING MATERIAL 2

Directions (Petunjuk):

1. Teacher orders the students to speak directly and freely.
2. Teacher gives the point or cue of dialogue. The cues are:

Suppose you are a journalist and your friend as a guest star. Ask her/his opinion about!

- a. Jokowi
 - b. Sule
 - c. Rambo
 - d. Lee Min Hoe
 - e. Ayu Ting-ting,
 - f. Etc.
3. Students can raise their hand after the teacher gives the point or cue.
 4. Students create their own expression to response their friend.
 5. Teacher achieves the students understanding about the topic.
 6. Teacher reviews the topic and makes conclusion.
 7. Teacher closes the studying.

APPENDIX V

SIKLUS I (CYCLE I) LESSON PLAN RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

SMP	: SMP NEGERI 9 PADANGSIDIMPUAN
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: VIII/2
Tahun Pelajaran	: 2014/2015
Aspek/skill	: Berbicara/<i>Speaking</i>
Pertemuan	: Pertemuan Ketiga/<i>Third Meeting</i>
Waktu	: 2 x 40 menit (1 kali pertemuan)

Q. Standar Kompetensi :

3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

R. Kompetensi Dasar :

3.1 Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: asking and giving opinion about place and famous people.

S. Tujuan Pembelajaran :

Pada akhir pembelajaran siswa dapat :

- g. Meningkatkan dan mengembangkan kemampuan berbahasa.
- h. Meningkatkan kemampuan dalam berkomunikasi sesuai dengan situasi dan konteks sosial.
- i. Meningkatkan communicative competence.

Karakter siswa yang diharapkan:

- 9. Dapat di percaya (Trustworthines)
- 10. Rasa Hormat dan Perhatian (Respect)
- 11. Tekun (Diligence)
- 12. Bertanggung Jawab (Responsibility)

T. Materi Pembelajaran: *Review the first material and second material.*

U. Pendekatan Pembelajaran: Communicative Language Teaching Approach

V. Langkah-langkah kegiatan

Pertemuan Pertama dan Kedua

Aktivitas Guru	Aktivitas Siswa	Alokasi Waktu
<p>7. Kegiatan Awal</p> <p>k. Guru membukakelas dengan mengucapkan salam, dan mempersilahkan siswa untuk membaca dan percayaannya masing-masing.</p> <p>l. Guru mengabsen siswa.</p> <p>m. Guru bertanya kepada siswa tentang materi yang berkaitan.</p> <p>n. Guru menjelaskan tujuan pembelajaran yang akan dicapai</p> <p>o. Guru mengaktifkan pengetahuan siswa (<i>Engage Knowledge</i>) agar siswa aktif dalam berbicara di dalam kelas dan paterfokus pada <i>grammar</i> atau <i>structure</i>. Akan tetapi lebih fokus pada kelancaran dan kefasihan mereka berbicara.</p>	<p>i. Siswa memberikan salam dan berdoa sesuai dengan kepercayaan masing-masing.</p> <p>j. Siswa mendengarkan guru mengabsen.</p> <p>k. Siswa menjawab pertanyaan dari guru tentang materi yang berkaitan</p> <p>l. Siswa mendengarkan dan memahami tujuan pembelajaran yang dijelaskan oleh guru.</p>	<p>20 MENIT</p>
<p>8. Kegiatan Inti</p> <p>e. Guru memberikan penjelasan sekilas mengenai judul dan gambaran umum tentang materi/teks yang akan dipelajari.</p> <p>f. Guru mengaplikasikan CLT kepada siswa. Dimana siswa diberi kesempatan untuk mengeksplorasi kemampuan berbahasa mereka dengan memperhatikan konteks sosial dan kelancaran berbicara. Adapun prosedur yang digunakan adalah:</p> <ul style="list-style-type: none"> • <i>Teacher gives some cues printed on separate cards.</i> Dalam hal ini, guru memberikan beberapa <i>Cues Dialogue</i> yaitu poin-poin yang akan digunakan siswa untuk berbicara. • <i>The teacher orders each</i> 	<p>e. Siswa mendengarkan penjelasan dari guru.</p> <p>f. Siswa mengaplikasikan CLT serta mengeksplorasi kemampuan berbahasa dengan memperhatikan konteks sosial dan kelancaran berbicara. Adapun prosedur yang digunakan adalah:</p> <ul style="list-style-type: none"> • <i>Students will have their cues printed on separate cards.</i> Dalam hal ini, siswa diberikan beberapa <i>Cues Dialogue</i> yaitu poin-poin yang akan digunakan siswa untuk berbicara. • <i>Each students must listen to his partner before formulating a definite</i> 	<p>40 MENIT</p>

<p><i>students to listen to his partner before formulating a definite response.</i></p> <p>Dalam hal ini, guru akan menginstruksikan siswa untuk menggunakan respon yang ingin digunakan namun harus mendengarkannya terlebih dahulu.</p> <ul style="list-style-type: none"> <i>The cues enable them to predict a large proportion of what the other will say and to prepare the general gist of their own responses.</i> <p>Dalam hal ini, guru akan memberikan kesempatan kepada siswa untuk merespon menggunakan kata-kata mereka sendiri.</p>	<p><i>response.</i></p> <p>Dalam hal ini, siswa menggunakan respon yang ingin digunakan namun terlebih dahulu harus mendengarkannya terlebih dahulu.</p> <ul style="list-style-type: none"> <i>The cues enable them to predict a large proportion of what the other will say and to prepare the general gist of their own responses.</i> <p>Dalam hal ini, siswa akan diberi kesempatan untuk merespon menggunakan kata-kata mereka sendiri.</p>	
<p>9. Kegiatan Penutup</p> <p>k. Guru dan siswa bersama-sama menyimpulkan pelajaran.</p> <p>l. Guru memberikan kesempatan kepada siswa untuk mengungkapkan hal-hal yang murid rasakan selama pembelajaran berlangsung.</p> <p>m. Guru menanyakan kesulitan siswa ketika mereka berbicara di dalam kelas.</p> <p>n. Guru menutup pelajaran dan memotivasi siswa agar tetap aktif dalam berbicara bahasa Inggris baik bersama teman, atau guru.</p> <p>o. Siswa memberi salam kepada guru.</p>		<p>20 MENIT</p>

W. Sumber Belajar

5. Teks yang berkaitan dengan bahan ajar.
6. Contoh percakapan.

X. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen Soal
<ul style="list-style-type: none"> Bertanya dan menjawab tentang minat dan memberikan pendapat. Mampu memainkan peran sesuai dengan peranannya. 	Unjuk Kerja	berbicara	<p><i>Tell your personal experience!</i></p> <p><i>Create a dialogue about asking and giving opinion. Then, practice it!</i></p>

c. Instrument Test

1. *Tell your personal experience!*
2. *Create a dialogue about asking and giving opinion!*

Y. Rubrik Penilaian

NO.	Indikator	Skor
1.	<p>Aksen :</p> <ol style="list-style-type: none"> 1. Pengucapan tidak dapat dipahami. 1 2. Sulit dipahami karena sering melakukan kesalahan dalam pengucapan. 2 3. Aksentu atau pengucapannya membutuhkan konsentrasi penuh untuk mendengarkan dan kesalahan dalam pengucapan, tapi masih bisa dipahami "aksentu asing". 3 4. Sekali-kali melakukan kesalahan dalam pengucapan tetapi mudah dipahami meskipun dengan "aksentu tertentu". 4 5. Tidak ada kesalahan dalam pengucapan, meskipun tidak sama seperti aksentu penutur asli. 5 	<p>1-5</p>
2.	<p>Tata bahasa:</p> <ol style="list-style-type: none"> 1. Hampir semua tata bahasa tidak benar. 1 2. Banyak melakukan kesalahan dengan beberapa pola tata bahasa dan sering menghambat makna. 2 3. Sering melakukan kesalahan beberapa pola tata bahasa yang tidak teratur dan menyebabkan ketidaksesuaian dan kesalahan pemahaman. 3 4. Sekali-kali melakukan kesalahan yang menyebabkan kesalahan pemahaman. 4 5. Hanya sedikit kesalahan pada tata bahasa. 5 	<p>1-5</p>
3.	<p>Kosa kata:</p> <ol style="list-style-type: none"> 1. Kosa kata sangat terbatas sehingga percakapan tidak mungkin terjadi. 1 2. Keterbatasan kosa kata dan menggunakan kosa kata yang salah sehingga sulit dipahami. 2 3. Pemilihan kata-kata yang terkadang tidak tepat, disebabkan oleh keterbatasan kosa kata. 3 4. Menggunakan kosa kata yang memadai terkadang terlampau memakai kata-kata yang terlampau banyak dan tidak perlu. 4 5. Menggunakan kosa kata yang luas dan tepat, memiliki kosa kata umum yang cukup memadai untuk menguasai beberapa masalah yang rumit dan situasi sosial yang bervariasi. 5 	<p>1-5</p>
4.	<p>Kelancaran:</p> <ol style="list-style-type: none"> 1. Berbicara dengan terbata-bata dan terhenti sehingga percakapan tidak mungkin terjadi. 1 2. Berbicara dengan sangat lambat dan tidak sama kecuali untuk kalimat yang biasa dan pendek. 2 3. Berbicara dengan sedikit ragu-ragu dan terbata-bata, sehingga beberapa kalimat tidak sempurna. 3 4. Berbicara dengan sedikit ragu-ragu, dengan beberapa ketidaksamaannya karena memfrasakan atau mengelompokkan kata-kata. 4 5. Berbicara tanpa mengalami kesulitan dan tenang, meskipun tidak persis dengan penutur asli. 5 	<p>1-5</p>
5.	<p>Pemahaman:</p>	<p>1-5</p>

	1. Memahami terlalusedikit untuk jenis percakapan yang paling sederhana.	1
	2. Hanya memahami topik pembicaraan yang sederhana.	2
	3. Memahami dengan penuh kehati-hatian, memahami percakapan yang sederhana tetapi masih banyak pengulangan kata-kata atau frasa.	3
	4. Memahami hampir semuanya, walaupun ada pengulangan pada bagian tertentu.	4
	5. Memahami hampir semua dalam percakapan biasasehari-hari.	5
	MAXIMAL SCORE: 25 x 4	100

Mengetahui;

Padangsidimpuan,

2015

Guru Bahasa Inggris kelas VIII-8

Peneliti

Evita Rahayu, S.Pd, M.Hum
NIP: 19680901 199202 2 001

Akmal Khairani Nasution
NIM: 11 340 0003

Kepala Sekolah SMP N 9 Padangsidimpuan

Drs. Mulatua
NIP: 19610512 198403 1 004

APPENDIX VI

TEST 1

Directions (Petunjuk):

1. Teacher gives individual performance test to measure the improvement of students' speaking skill.
2. To measure students' Speaking skill, the teacher tests the students to tell their *Personal Experience*.
3. The researcher gives a time for the students to make a paragraph about their personal experience.
4. After that, the researcher will order the students to tell their personal experience in front of the class.

APPENDIX VII

SIKLUS II (CYCLE II) LESSON PLAN RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

SMP	: SMP NEGERI 9 PADANGSIDIMPUAN
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: VIII/2
Tahun Pelajaran	: 2014/2015
Aspek/skill	: Berbicara/<i>Speaking</i>
Pertemuan	: Pertemuan Keempat/<i>Fourth Meeting</i>
Waktu	: 2 x 40 menit (1 kali pertemuan)

Z. Standar Kompetensi :

4. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

AA. Kompetensi Dasar :

- 4.1 Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: *expression for asking something and offering something*.

BB. Tujuan Pembelajaran :

Pada akhir pembelajaran siswa dapat :

- j. Meningkatkan dan mengembangkan kemampuan berbahasa.
- k. Meningkatkan kemampuan dalam berkomunikasi sesuai dengan situasi dan konteks sosial.
- l. Meningkatkan *communicative competence*.

Karakter siswa yang diharapkan:

13. Dapat di percaya (*Trustworthines*)
14. Rasa Hormat dan Perhatian (*Respect*)
15. Tekun (*Diligence*)
16. Bertanggung Jawab (*Responsibility*)

CC. Materi Pembelajaran:

Expression for Asking Something	Responses	
	Accepting	Refusing
<ol style="list-style-type: none"> 1. May I have your eraser? 2. Can I have your phone? 3. Could you give me the marker? 4. Can I borrow your money? 	<ol style="list-style-type: none"> 1. Yes. Of course 2. Sure 3. Here it is 4. Certainly 	<ol style="list-style-type: none"> 1. I am sorry. 2. No. I am still using it. 3. I am sorry. I can not give you the marker 4. I am sorry. I do not have money
Expression for offering Something	Responses	
	Accepting	Refusing
<ol style="list-style-type: none"> 1. Would you like a glass of juice? 2. Can I offer something to eat? 3. Do you want water melon? 	<ol style="list-style-type: none"> 1. Yes. Of course 2. Yes. Thank you so much 3. Yes. I do 	<ol style="list-style-type: none"> 1. No. Thanks 2. I am sorry. I am fasting today 3. No. I don't like water melon

Examples: *Practice these dialogues with your friend!*

B. Riduan is studying in the class with his friends. Then, he wants to write some lessons. But, he does not bring his pen. He wants to borrow Udin's pen.

No.	Student A (<i>Riduan</i>)	Student B (<i>Udin</i>)
1.	Greet Udin.	Greet Riduan.
2.	Ask how many pen he has.	Say you have two pens.
3.	Borrow his pen.	Accept his asking.
4.	Say thanks.	Say you are welcome.

C. You go to a doctor because you get fever. What will you say if you are a doctor and patient.

No.	Student A (<i>Doctor</i>)	Student B (<i>Patient</i>)
1.	Greet your patient.	Greet the doctor.
2.	Ask about his/her condition.	Say you get fever and need some medicine.
3.	Ask about his/her problems.	Say you feel cold and weak.
4.	Give a recipe and solution.	Say thanks.

DD.

Communicative Language Teaching Approach

Pendekatan Pembelajaran:

EE. Langkah-langkah kegiatan

Pertemuan Pertama dan Kedua

Aktivitas Guru	Aktivitas Siswa	Alokasi Waktu
<p>10. Kegiatan Awal</p> <p>p. Guru membukakelas dengan mengucapkan salam, dan mempersilahkan siswa untuk membaca doabelajar sesuai agama dan kepercayaan masing-masing.</p> <p>q. Guru mengabsensi siswa.</p> <p>r. Guru bertanya kepada siswa tentang materi yang berkaitan.</p> <p>s. Guru menjelaskan tujuan pembelajaran yang akan dicapai</p> <p>t. Guru mengaktifkan pengetahuan siswa (<i>Engage Knowledge</i>) agar siswa aktif dalam berbicara di dalam kelas dan paterfokus pada <i>grammar</i> atau <i>structure</i>. Akan tetapi lebih fokus pada kelancaran dan kefasihan mereka berbicara.</p>	<p>m. Siswa memberikan salam dan berdoa sesuai dengan kepercayaan masing-masing.</p> <p>n. Siswa mendengarkan guru mengabsen.</p> <p>o. Siswa menjawab pertanyaan dari guru tentang materi yang berkaitan</p> <p>p. Siswa mendengarkan dan memahami tujuan pembelajaran yang dijelaskan oleh guru.</p>	<p>20 MENIT</p>
<p>11. Kegiatan Inti</p> <p>g. Guru memberikan penjelasan sekilas mengenai judul dan gambaran umum tentang materi/teks yang akan dipelajari.</p> <p>h. Guru mengaplikasikan CLT kepada siswa. Dimana siswa diberi kesempatan untuk mengeksplorasi kemampuan berbahasa mereka dengan memperhatikan konteks sosial dan kelancaran berbicara. Adapun prosedur yang digunakan adalah:</p> <ul style="list-style-type: none"> • <i>Teacher gives some cues printed on separate cards.</i> Dalam hal ini, guru memberikan beberapa <i>Cues Dialogue</i> yaitu poin-poin yang akan digunakan siswa untuk berbicara. • <i>The teacher orders each</i> 	<p>g. Siswa mendengarkan penjelasan dari guru.</p> <p>h. Siswa mengaplikasikan CLT serta mengeksplorasi kemampuan berbahasanya dengan memperhatikan konteks social dan kelancaran berbicara. Adapun prosedur yang digunakan adalah:</p> <ul style="list-style-type: none"> • <i>Students will have their cues printed on separate cards.</i> Dalam hal ini, siswa diberikan beberapa <i>Cues Dialogue</i> yaitu poin-poin yang akan digunakan siswa untuk berbicara. • <i>Each students must listen to his partner before formulating a definite</i> 	<p>40 MENIT</p>

<p><i>students to listen to his partner before formulating a definite response.</i></p> <p>Dalam hal ini, guru akan menginstruksikan siswa untuk menggunakan respon yang ingin digunakan namun harus mendengarkannya terlebih dahulu.</p> <ul style="list-style-type: none"> <i>The cues enable them to predict a large proportion of what the other will say and to prepare the general gist of their own responses.</i> <p>Dalam hal ini, guru akan memberikan kesempatan kepada siswa untuk merespon menggunakan kata-kata mereka sendiri.</p>	<p><i>response.</i></p> <p>Dalam hal ini, siswa menggunakan respon yang ingin digunakan namun terlebih dahulu harus mendengarkannya terlebih dahulu.</p> <ul style="list-style-type: none"> <i>The cues enable them to predict a large proportion of what the other will say and to prepare the general gist of their own responses.</i> <p>Dalam hal ini, siswa akan diberikan kesempatan untuk merespon menggunakan kata-kata mereka sendiri.</p>	
<p>12. Kegiatan Penutup</p> <p>p. Guru dan siswa bersama-sama menyimpulkan pelajaran.</p> <p>q. Guru memberikan kesempatan kepada siswa untuk mengungkapkan hal-hal yang murid rasakan selama pembelajaran berlangsung.</p> <p>r. Guru menanyakan kesulitan siswa ketika mereka berbicara di dalam kelas.</p> <p>s. Guru menutup pelajaran dan memotivasi siswa agar tetap aktif dalam berbicara bahasa Inggris baik bersama teman, atau guru.</p> <p>t. Siswa memberi salam kepada guru.</p>		<p>20 MENIT</p>

FF.Sumber Belajar

- 7. Teks yang berkaitan dengan bahan ajar.
- 8. Contoh percakapan.

GG.Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen Soal
<ul style="list-style-type: none"> • Bertanya dan menjawab tentang permintaan dan penawaran sesuatu. • Mampu memainkan peran sesuai dengan peranannya. 	Unjuk Kerja	berbicara	<i>Present the dialogue based on the cues and perform it in front of the class.</i>

- a. Instrument Test
Create a dialogue by using expression for asking something and offering something.

Mengetahui;

Padangsidimpuan,

2015

Guru Bahasa Inggris kelas VIII-8

Peneliti

**Evita Rahayu, S.Pd, M.Hum
NIP: 19680901 199202 2 001**

**AkmalKhairaniNasution
NIM: 11 340 0003**

Kepala Sekolah SMP N 9 Padangsidimpuan

**Drs. Mulatua
NIP: 19610512 198403 1 004**

APPENDIX VIII

LEARNING MATERIAL 3

Directions (Petunjuk):

8. Teacher divides students into some groups.
9. A group consists of two students.
10. Each group presents a dialogue by using expression for asking something and offering something.
11. Teacher gives some points or cues dialogue.
12. Students create their own expression to response their friend.
13. Teacher develops students' speaking skill by giving some example, such as:

Riduan : Good morning, Udin.

Udin : Good morning, Riduan.

Riduan : How are you today?

Udin : I am fine, thanks. And you?

Riduan : I am fine too. Thanks. By the way, may I borrow your pen?

Udin : Yes. Of course.
14. Teacher achieves the students understanding about the topic.
15. Teacher reviews the topic and makes conclusion.
16. Teacher closes the studying.

APPENDIX IX

SIKLUS II (CYCLE II) LESSON PLAN RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

SMP	: SMP NEGERI 9 PADANGSIDIMPUAN
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: VIII/2
Tahun Pelajaran	: 2014/2015
Aspek/skill	: Berbicara/<i>Speaking</i>
Pertemuan	: Pertemuan Kelima/<i>Fifth Meeting</i>
Waktu	: 2 x 40 menit (1 kali pertemuan)

HH. Standar Kompetensi :

5. Mengungkap kan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

II. Kompetensi Dasar :

- 5.1 Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: *expression for asking help and offering help*.

JJ. Tujuan Pembelajaran :

Pada akhir pembelajaran siswa dapat :

- m. Meningkatkan dan mengembangkan kemampuan berbahasa.
- n. Meningkatkan kemampuan dalam berkomunikasi sesuai dengan situasi dan konteks sosial.
- o. Meningkatkan *communicative competence*.

Karakter siswa yang diharapkan:

17. Dapat di percaya (*Trustworthines*)
18. Rasa Hormat dan Perhatian (*Respect*)
19. Tekun (*Diligence*)
20. Bertanggung Jawab (*Responsibility*)

KK. Materi Pembelajaran:

Expression for Asking Help	Responses	
	Accepting	Refusing
<ol style="list-style-type: none"> 1. Can you help me? 2. Do you want to help me? 3. Would you like to help me? 4. Help me, please. 	<ol style="list-style-type: none"> 1. Yes. Of Course. 2. My pleasure. 3. Certainly. 4. Sure. 	<ol style="list-style-type: none"> 1. I am sorry 2. I am sorry. But I am busy now. 3. I am sorry. I can not help you 4. I am sorry. I want to go now.
Expression for offering Help	Responses	
	Accepting	Refusing
<ol style="list-style-type: none"> 2. Would you like some help? 3. May I help you? 4. Do you need help? 5. Need any help? 	<ol style="list-style-type: none"> 1. Yes. Of Course. 2. Yes. I need a help. 3. That would be so kind, thank you. 4. Yes, thank you so much. 	<ol style="list-style-type: none"> 1. Thanks for your kind. 2. No, thanks. But I am good. 3. No, thanks. I can do it. 4. Thanks a lot of. But, I don't need any help.

Examples:

A. In the morning, you meet with your teacher in the street. Your teacher brings some books. Greet your teacher and offer a help to your teacher.

No.	Student A (<i>Student</i>)	Student B (<i>Teacher</i>)
1.	Greet your teacher.	Greet your student.
2.	Ask your teacher where she/he is going.	Say you will go to school.
3.	Offer a help to your teacher.	Refuse the offer.

B. In the afternoon, you go to the market. You want to buy a book. What will you say if you are a buyer and what will you say if you are a seller.

No.	Student A (<i>Seller</i>)	Student B (<i>Buyer</i>)
1.	Greet the buyer.	Greet the seller.
2.	Offer a help to the buyer.	Accept the offer.
3.	Ask what he wants to buy.	You want to buy a book.
4.	Tell the cost.	Ask the cost.

LL.
Communicative Language Teaching Approach

Pendekatan

Pembelajaran:

MM. Langkah-langkah kegiatan

Pertemuan Pertama dan Kedua

Aktivitas Guru	Aktivitas Siswa	Alokasi Waktu
<p>13. Kegiatan Awal</p> <p>u. Guru membuka kelas dengan mengucapkan salam, dan mempersilahkan siswa untuk membaca doa belajar sesuai agama dan kepercayaannya masing-masing.</p> <p>v. Guru mengabsen siswa.</p> <p>w. Guru bertanya kepada siswa tentang materi yang berkaitan.</p> <p>x. Guru menjelaskan tujuan pembelajaran yang akan dicapai</p> <p>y. Guru mengaktifkan pengetahuan siswa (<i>Enggage Knowledge</i>) agar siswa aktif dalam berbicara didalam kelas tanpa terfokus pada <i>grammar</i> atau <i>structure</i>. Akan tetapi lebih fokus pada kelancaran dan kefasihan mereka berbicara.</p>	<p>q. Siswa memberikan salam dan berdoa sesuai dengan kepercayaan masing-masing.</p> <p>r. Siswa mendengarkan guru mengabsen.</p> <p>s. Siswa menjawab pertanyaan dari guru tentang materi yang berkaitan</p> <p>t. Siswa mendengarkan dan memahami tujuan pembelajaran yang dijelaskan oleh guru.</p>	<p>20 MENIT</p>
<p>14. Kegiatan Inti</p> <p>i. Guru memberikan penjelasan sekilas mengenai judul dan gambaran umum tentang materi/teks yang akan dipelajari.</p> <p>j. Guru mengaplikasikan CLT kepada siswa. Dimana siswa diberi kesempatan untuk mengeksplorasi kemampuan berbahasa mereka dengan memperhatikan konteks sosial dan kelancaran berbicara. Adapun prosedur yang digunakan adalah:</p> <ul style="list-style-type: none"> • <i>Teacher gives some cues printed on separate cards.</i> Dalam hal ini, guru memberikan beberapa <i>Cues Dialogue</i> yaitu poin-poin yang akan digunakan siswa untuk berbicara. • <i>The teacher orders each students to listen to his partner</i> 	<p>i. Siswa mendengarkan penjelasan dari guru.</p> <p>j. Siswa mengaplikasikan CLT serta mengeksplorasi kemampuan berbahasanya dengan memperhatikan konteks social dan kelancaran berbicara. Adapun prosedur yang digunakan adalah:</p> <ul style="list-style-type: none"> • <i>Students will have their cues printed on separate cards.</i> Dalam hal ini, siswa diberikan beberapa <i>Cues Dialogue</i> yaitu poin-poin yang akan digunakan siswa untuk berbicara. • <i>Each students must listen to his partner before formulating a definite response.</i> Dalam hal ini, siswa 	<p>40 MENIT</p>

<p><i>before formulating a definite response.</i></p> <p>Dalam hal ini, guru akan menginstruksikan siswa untuk menggunakan respon yang ingin ia gunakan namun harus mendengarkannya terlebih dahulu.</p> <ul style="list-style-type: none"> • <i>The cues enable them to predict a large proportion of what the other will say and to prepare the general gist of their own responses.</i> <p>Dalam hal ini, guru akan memberikan kesempatan kepada siswa untuk merespon menggunakan kata-kata mereka sendiri.</p>	<p>menggunakan respon yang ingin ia gunakan namun terlebih dahulu harus mendengarkannya terlebih dahulu.</p> <ul style="list-style-type: none"> • <i>The cues enable them to predict a large proportion of what the other will say and to prepare the general gist of their own responses.</i> <p>Dalam hal ini, siswa akan diberikan kesempatan untuk merespon menggunakan kata-kata mereka sendiri.</p>	
<p>15. Kegiatan Penutup</p> <ul style="list-style-type: none"> u. Guru dan siswa bersama-sama menyimpulkan pelajaran. v. Guru memberikan kesempatan kepada siswa untuk mengungkapkan hal-hal yang murid rasakan selama pembelajaran berlangsung. w. Guru menanyakan kesulitan siswa ketika mereka berbicara didalam kelas. x. Guru menutup pelajaran dan memotivasi siswa agar tetap aktif dalam berbicara bahasa Inggris baik bersama teman, atau guru. y. Siswa memberi salam kepada guru. 		<p>20 MENIT</p>

NN. Sumber Belajar

- 9. Teks yang berkaitan dengan bahan ajar.
- 10. Contoh percakapan.

OO. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen Soal
<ul style="list-style-type: none"> • Bertanya dan menjawab tentang meminta dan menawarkan bantuan. • Mampu berbicara dengan lancar sesuai dengan konteks. 	<p>Unjuk Kerja</p>	<p>berbicara</p>	<p><i>Present the dialogue based on the cues and perform it in front of the class.</i></p>

a. Instrument Test

Create a dialogue by using expression for asking help and offering help.

Guru Bahasa Inggris kelas VIII-8

Peneliti

Evita Rahayu, S.Pd, M.Hum
NIP: 19680901 199202 2 001

Akmal Khairani Nasution
NIM: 11 340 0003

Kepala Sekolah SMP N 9 Padangsidempuan

Drs. Mulatua
NIP: 19610512 198403 1 004

APPENDIX X

LEARNING MATERIAL 4

Directions (Petunjuk):

17. Teacher divides students into some groups.
18. A group consists of two students.
19. Each group presents a dialogue by using expression for asking help and offering help.
20. Teacher gives some points or cues dialogue.
21. Students create their own expression to response their friend.
22. Teacher develops students' speaking skill by giving some example, such as:

Students : Good morning, Mam.

Teacher : Good morning, student.

Student : Where will you go, Mam?

Teacher : I will go to school.

Student : May I help you, Mam?

Teacher : Thanks for your kind.
23. Teacher achieves the students understanding about the topic.
24. Teacher reviews the topic and makes conclusion.
25. Teacher closes the studying.

APPENDIX XI

SIKLUS II (CYCLE II) LESSON PLAN RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

SMP	: SMP NEGERI 9 PADANGSIDIMPUAN
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: VIII/2
Tahun Pelajaran	: 2014/2015
Aspek/skill	: Berbicara/<i>Speaking</i>
Pertemuan	: Pertemuan Keenam/<i>Sixth Meeting</i>
Waktu	: 2 x 40 menit (1 kali pertemuan)

PP. Standar Kompetensi :

6. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

QQ. Kompetensi Dasar :

- 6.1 Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: Expression for asking something and offering something, dan expression for asking help dan offering help.

RR. Tujuan Pembelajaran :

Pada akhir pembelajaran siswa dapat :

- p. Meningkatkan dan mengembangkan kemampuan berbahasa.
- q. Meningkatkan kemampuan dalam berkomunikasi sesuai dengan situasi dan konteks sosial.
- r. Meningkatkan communicative competence.

Karakter siswa yang diharapkan:

21. Dapat di percaya (Trustworthines)
22. Rasa Hormat dan Perhatian (Respect)
23. Tekun (Diligence)
24. Bertanggung Jawab (Responsibility)

SS. Materi Pembelajaran: *Review the first material and the second material.*

TT.

Communicative Language Teaching Approach

Pendekatan Pembelajaran:

UU. Langkah-langkah kegiatan

Pertemuan Pertama dan Kedua

Aktivitas Guru	Aktivitas Siswa	Alokasi Waktu
<p>16. Kegiatan Awal</p> <p>z. Guru membukakelas dengan mengucapkan salam, dan mempersilahkan siswa untuk membaca dan percayaannya masing-masing.</p> <p>aa. Guru mengabsensi siswa.</p> <p>bb. Guru bertanya kepada siswa tentang materi yang berkaitan.</p> <p>cc. Guru menjelaskan tujuan pembelajaran yang akan dicapai</p> <p>dd. Guru mengaktifkan pengetahuan siswa (<i>Engage Knowledge</i>) agar siswa aktif dalam berbicara di dalam kelas dan paterfokus pada <i>grammar</i> atau <i>structure</i>. Akan tetapi lebih fokus pada kelancaran dan kfasihan mereka berbicara.</p>	<p>u. Siswa memberikan salam dan berdoa sesuai dengan kepercayaan masing-masing.</p> <p>v. Siswa mendengarkan guru mengabsen.</p> <p>w. Siswa menjawab pertanyaan dari guru tentang materi yang berkaitan</p> <p>x. Siswa mendengarkan dan memahami tujuan pembelajaran yang dijelaskan oleh guru.</p>	<p>20 MENIT</p>
<p>17. Kegiatan Inti</p> <p>k. Guru memberikan penjelasan sekilas mengenai judul dan gambar umum tentang materi/teks yang akan dipelajari.</p> <p>l. Guru mengaplikasikan CLT kepada siswa. Dimana siswa diberi kesempatan untuk mengeksplorasi kemampuan berbahasa mereka dengan memperhatikan konteks sosial dan kelancaran berbicara. Adapun prosedur yang digunakan adalah:</p> <ul style="list-style-type: none"> • <i>Teacher gives some cues printed on separate cards.</i> Dalam hal ini, guru memberikan beberapa <i>Cues Dialogue</i> yaitu poin-poin yang akan digunakan siswa untuk berbicara. • <i>The teacher orders each students to listen to his partner</i> 	<p>k. Siswa mendengarkan penjelasan dari guru.</p> <p>l. Siswa mengaplikasikan CLT serta mengeksplorasi kemampuan berbahasa dengan memperhatikan konteks sosial dan kelancaran berbicara. Adapun prosedur yang digunakan adalah:</p> <ul style="list-style-type: none"> • <i>Students will have their cues printed on separate cards.</i> Dalam hal ini, siswa diberikan beberapa <i>Cues Dialogue</i> yaitu poin-poin yang akan digunakan siswa untuk berbicara. • <i>Each students must listen to his partner before</i> 	<p>40 MENIT</p>

<p><i>before formulating a definite response.</i></p> <p>Dalam hal ini, guru akan menginstruksikan siswa untuk menggunakan respon yang ingin digunakan harus mendengar yang terlebih dahulu.</p> <ul style="list-style-type: none"> • <i>The cues enable them to predict a large proportion of what the other will say and to prepare the general gist of their own responses.</i> <p>Dalam hal ini, guru akan memberikan kesempatan kepada siswa untuk merespon menggunakan kata-kata mereka sendiri.</p> 	<p><i>formulating a definite response.</i></p> <p>Dalam hal ini, siswa menggunakan respon yang ingin digunakan untuk lebih dahulu harus mendengar yang terlebih dahulu.</p> <ul style="list-style-type: none"> • <i>The cues enable them to predict a large proportion of what the other will say and to prepare the general gist of their own responses.</i> <p>Dalam hal ini, siswa akan diberikan kesempatan untuk merespon menggunakan kata-kata mereka sendiri.</p> 	
<p>18. Kegiatan Penutup</p> <p>z. Guru dan siswa bersama-sama menyimpulkan pelajaran.</p> <p>aa. Guru memberikan kesempatan kepada siswa untuk mengungkapkan hal-hal yang murid rasakan selama pembelajaran berlangsung.</p> <p>bb. Guru menanyakan kesulitan siswa ketika mereka berbicara di dalam kelas.</p> <p>cc. Guru menutup pelajaran dan memotivasi siswa agar tetap aktif dalam berbicara bahasa Inggris baik bersama teman, atau guru.</p> <p>dd. Siswa memberi salam kepada guru.</p>		<p>20 MENIT</p>

VV. Sumber Belajar

11. Teks yang berkaitan dengan bahan ajar
12. Contoh percakapan.

WW. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen Soal
<ul style="list-style-type: none"> • Bertanya dan menjawab tentang memintakan dan menawarkan sesuatu. • Bertanya dan menjawab tentang memintakan dan menawarkan bantuan. • Mampu berbicara dengan lancar sesuai dengan konteks. 	Unjuk Kerja	berbicara	<ol style="list-style-type: none"> 1. <i>Tell your daily activities!</i> 2. <i>Create a dialogue by using expression for asking something and offering something or asking help and offering help. then, practice it!</i>

XX. Rubrik Penilaian

NO.	Indikator	Skor
1.	<p>Aksen :</p> <p>6. Pengucapan tidak dapat dipahami.</p> <p>7. Sulit dipahami karena sering melakukan kesalahan dalam pengucapan.</p> <p>8. Aksentu atau pengucapannya membutuhkan konsentrasi penuh untuk mendengarkannya, tetapi masih bisa dipahami "aksentu asing".</p> <p>9. Sekali-kali melakukan kesalahan dalam pengucapan tetapi mudah dipahami meskipun dengan "aksentu tertentu".</p> <p>10. Tidak ada kesalahan dalam pengucapan, meskipun tidak sama seperti aksentu penutur asli.</p>	<p>1-5</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>
2.	<p>Tata bahasa:</p> <p>6. Hampir semua tata bahasa tidak benar.</p> <p>7. Banyak melakukan kesalahan dengan beberapa pola tata bahasa dan sering menghambat makna.</p> <p>8. Sering melakukan kesalahan beberapa pola tata bahasa yang tidak teratur dan menyebabkan ketidaksesuaian dan kesalahan pemahaman.</p> <p>9. Sekali-kali melakukan kesalahan yang menyebabkan kesalahan pemahaman.</p> <p>10. Hanya sedikit kesalahan pada tata bahasa.</p>	<p>1-5</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>
3.	<p>Kosa kata:</p> <p>6. Kosa kata sangat terbatas sehingga percakapan tidak mungkin terjadi.</p> <p>7. Keterbatasan kosa kata dan menggunakan kosa kata yang salah sehingga sulit dipahami.</p> <p>8. Pemilihan kata-kata yang terkadang tidak tepat, disebabkan oleh keterbatasan kosa kata.</p> <p>9. Menggunakan kosa kata yang memadai terkadang terlampau memakai kata-kata yang terlampau banyak dan tidak perlu.</p> <p>10. Menggunakan kosa kata yang luas dan tepat, memiliki kosa kata umum yang cukup memadai untuk menguasai beberapa masalah yang rumit dan situasi sosial yang bervariasi.</p>	<p>1-5</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>
4.	<p>Kelancaran:</p> <p>6. Berbicara dengan terbata-bata dan terhenti-henti sehingga percakapan tidak mungkin terjadi.</p> <p>7. Berbicara dengan sangat lambat dan tidak sama kecuali untuk kalimat yang biasa dan pendek.</p> <p>8. Berbicara dengan sedikit ragu-ragu dan terbata-bata, sehingga beberapa kalimat tidak sempurna.</p> <p>9. Berbicara dengan sedikit ragu-ragu, dengan beberapa ketidaksamaannya karena memfrasakan atau mengelompokkan kata-kata.</p>	<p>1-5</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p>

	10. Berbicara tanpa mengalami kesulitan dan tenang, meskipun tidak persis dengan penuturan asli.	5
5.	Pemahaman:	1-5
	6. Memahami terlampau sedikit untuk jenis percakapan yang paling sederhana.	1
	7. Hanya memahami topik pembicaraan yang sederhana.	2
	8. Memahami dengan penuh kehati-hatian, memahami percakapan yang sederhana tetapi masih banyak pengulangan kata-kata atau frasa.	3
	9. Memahami hampir semuanya, walaupun ada pengulangan pada bagian tertentu.	4
	10. Memahami hampir semuanya dalam percakapan bias sehari-hari.	5
	MAXIMAL SCORE: 25 x 4	100

Mengetahui;

Padangsidimpuan,

2015

Guru Bahasa Inggris kelas VIII-8

Peneliti

Evita Rahayu, S.Pd, M.Hum
NIP: 19680901 199202 2 001

Akmal Khairani Nasution
NIM: 11 340 0003

Kepala Sekolah SMP N 9 Padangsidimpuan

Drs. Mulatua
NIP: 19610512 198403 1 004

APPENDIX XII

TEST 2

1. Teacher gives individual performance test to measure students' speaking skill.
2. To measure students' Speaking skill. The teacher tests the students to tell their *Daily Activities*.
3. The researcher gives a time for the students to make their daily activities.
4. After that, the researcher will order the students to tell their daily activities in front of the class.

APPENDIX XIII

**Observation Note Sheet
Students' Activity in Teaching Learning Process
Classroom Action Research**

Subject Matter : English
Class / Semester : VIII/II
Days / Date Of : Friday/10th April 2015
Cycle : I (First Meeting)
Observer : Mrs. Evita Rahayu as Collaborator

No.	Activities	Students																						Total students
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
1.	Students are not ready to study	√	√	√		√				√		√											√	7
2.	Students do not have motivation to speak	√	√	√						√	√	√											√	7
3.	Students do not have confidence to speak	√	√	√						√		√											√	6
4.	Students can not produce words directly	√	√	√								√											√	6
5.	Students are passive in the class		√									√	√		√		√						√	6
6.	Students are walking				√											√						√		3

	around the class																					
7.	Students use batakese to speak in the class	√		√	√									√			√		√		√	7
8.	Students disturb other													√					√			2
9.	Students are not able to practice the conversation	√	√	√					√		√										√	6
10.	Students are sleepy in the class			√		√																2
11.	Students who have not full attention when learning speaking by using CLT	√	√	√		√			√		√			√							√	8
12.	Students make noise	√		√	√									√					√		√	6
13.	Students go permission																					-
14.	Students who do not attend																					-
15.	Condition of class	<ul style="list-style-type: none"> • Condition of class was not conducive, many students who were not ready to study because the previous subject was sport. The researcher had to give more attention to the students to make learning process more conducive and the students could explore their speaking skill. • The condition of class was influenced by some factors, such as the students who made disturbance, walked in the class, made noise, and did not have full attention to learn. • There were seven students who were not ready to study, they were AM (01), AA (02), AAF (03), ASP (05), HB (09), MUS (11), and YM (22). • There were seven students who do not have motivation to speak, they were AM (01), AA (02), AAF (03), HB (09), JH 																				

(10), MUS (11), and YM (22).

- There were six students who did not have confidence to speak, they were AM (01), AA (02), AAF (03), ASP (05), MUS (11), and YM (22).
- There were six students who could not produce words directly, they were AM (01), AA (02), AAF (03), ASP (05), MUS (11), and YM (22).
- There were six students who were passive in the class, they were AA (02), MUS (11), NE (12), RSD (14), RHa (16), and YM (22).
- There were three students who walked around the class, they were AK (04), RH (15), and SHL (20).
- There were seven students who use Bataknese to speak in the class, they were AM (01), AAF (03), AK (04), RH (15), RS (17), SH (19), and YM (22).
- There were two students who disturbed other, they were RH (15) and SHL (20).
- There were six students who were not able to practice the conversation, they were AM (01), AA (02), AAF (03), HB (09), MUS (11), YM (22).
- There were two students who felt sleepy, they were AAF (03) and ASP (05).
- There were eight students who had not full attention when learning Speaking by using CLT, they were AM (01), AA (02), AAF (03), ASP (05), HB (09), MUS (11), and YM (22).
- There were six students who made noise, they were AM (01), AAF (03), AK (04), RH (15), SHL (20), and YM (22).
- There was not who went permission and all students attended.
- That was the condition of class and students activity in teaching learning process for the first meeting. The researcher has to give more attention and motivate the students to be active and able to speak.

5.	Students are passive in the class		√									√			√		√				√	5
6.	Students are walking around the class				√								√							√		3
7.	Students use bataknese to speak in the class	√		√		√									√						√	5
8.	Students disturb other			√									√									2
9.	Students are not able to practice the conversation	√	√	√					√												√	5
10.	Students are sleepy in the class		√						√													2
11.	Students who have not full attention when learning speaking by using CLT	√	√						√						√						√	5
12.	Students make noise	√			√	√															√	4
13.	Students go permission										√		√									2
14.	Students who do not attend					√																1
15.	Condition of class	<ul style="list-style-type: none"> The students still had some problems in learning process. The class were not conducive even though some students had a change note. The condition of class was influenced by some factors, such as the students who made disturbance, walked in the 																				

class, made noise, and did not have full attention to learn.

- There were six students who were not ready to study, they were AM (01), AA (02), ASP (05), HB (09), MUS (11), and YM (22).
- There were five students who do not have motivation to speak, they were AM (01), AA (02), HB (09), MUS (11) and YM (22).
- There were five students who did not have confidence to speak, they were AM (01), AA (02), HB (09), MUS (11) and YM (22).
- There were four students who could not produce words directly, they were AM (01), AA (02), ASP (05), and MUS (11).
- There were five students who were passive in the class, they were AA (02), MUS (11), RSD (14), and YM (22).
- There were five students who walked around the class, they were ASP (05), RH (15), and SHL (20).
- There were two students who use Bataknese to speak in the class, they were AM (01), AAF (03), ASP (05), RH (15), and YM (22).
- There were two students who disturbed other, they were RH (15) and SHL (20).
- There were five students who were not able to practice the conversation, they were AM (01), AA (02), AAF (03), HB (09), and YM (22).
- There were two students who felt sleepy, they were AA (02) and HB (09).
- There were five students who had not full attention when learning Speaking by using CLT, they were AM (01), AA (02), HB (09), RH (15), and YM (22).
- There were four students who made noise, they were AM (01), AK (04), ASP (05), and YM (22).
- There were two students who went permission, they were RF (13) and RH (15).
- There was a student who did not attend, she was APS (06).
- That was the condition of class and students activity in teaching learning process for the second meeting. The researcher has to give more attention and motivate the students to be active and able to speak.

14.	Students who do not attend		-
15.	Condition of class	<ul style="list-style-type: none"> • The students were looked not attention to the teacher. But it had been changed than the day before. • The condition of class was influenced by some factors, such as the students who made disturbance, walked in the class, made noise, and did not have full attention to learn. • There were four students who were not ready to study, they were AA (02), AK (04), ASP (05), and HB (09). • There were four students who do not have motivation to speak, they were AA (02), AK (04), HB (09), and YM (22). • There were four students who did not have confidence to speak, they were AA (02), AK (04), HB (09), and YM (22). • There were four students who could not produce words directly, they were AA (02), AK (04), HB (09), and YM (22). • There were four students who were passive in the class, they were AA (02), AK (04), HB (09), and YM (22). • There was a student who walked around the class, he was ASP (05). • There were five students who use Bataknese to speak in the class, they were AK (04), RF (13), RH (15), and YM (22). • There was not student who disturbed other. • There were four students who were not able to practice the conversation, they were AA (02), AK (04), HB (09), and YM (22). • There was not sleepy. • There were four students who had not full attention when learning Speaking by using CLT, they were AA (02), AK (04), HB (09), and YM (22). • There were two students who made noise, they were ASP (05), and • There was not students who went permission and all students attended. • That was the condition of class and students activity in teaching learning process for the third meeting. The researcher has to give more attention and motivate the students to be active and able to speak. 	

	not have motivation to speak																							
3.	Students do not have confidence to speak							√													√			2
4.	Students can not produce words directly							√													√			2
5.	Students are passive in the class																				√			2
6.	Students are walking around the class				√								√						√					3
7.	Students use bataknesse to speak in the class													√								√		2
8.	Students disturb other				√									√										2
9.	Students are not able to practice the conversation								√															1
10.	Students are sleepy in the class																							-
11.	Students who have not full attention when learning speaking by								√													√		2

	using CLT																					
12.	Students make noise			√					√													2
13.	Students go permission																					-
14.	Students who do not attend																					-
15.	Condition of class	<ul style="list-style-type: none"> • The class was more active than the previous cycle. Even though there were some students who made disturbance and walked around the class. • There were two students who were not ready to study, they were HB (09) and YM (22). • There were two students who do not have motivation to speak, they were HB (09) and YM (22). • There were two students who did not have confidence to speak, they were HB (09) and YM (22). • There were two students who could not produce words directly, they were HB (09) and YM (22). • There was a student who was passive in the class, he was YM (22). • There were three students who walked around the class, they were AK (04), RH (15), and SHL (20). • There were two students who use Bataknese to speak in the class, they were RH (15), and YM (22). • There were two students who disturbed other, they were AK (04) and RH (15). • There were two students who were not able to practice the conversation, they were HB (09) and YM (22). • There was not sleepy. • There were two students who had not full attention when learning Speaking by using CLT, they were HB (09) and YM (22). • There were two students who made noise, they were AK (04) and RH (15). • There was not students who went permission and all students attended. • That was the condition of class and students activity in teaching learning process for the fourth meeting. The researcher has to give more attention and motivate the students to be active and able to speak. 																				

	have not full attention when learning speaking by using CLT																								
12.	Students make noise			√										√											2
13.	Students go permission																								-
14.	Students who do not attend																								-
15.	Condition of class	<ul style="list-style-type: none"> • The class is more conducive. Even though there were two students who still did not have motivation to learn and speak English. • There were two students who were not ready to study, they were HB (09) and YM (22). • There were two students who do not have motivation to speak, they were HB (09) and YM (22). • There were two students who did not have confidence to speak, they were HB (09) and YM (22). • There were two students who could not produce words directly, they were HB (09) and YM (22). • There were two students who were not able to practice the conversation, they were HB (09) and YM (22). • There was a student who was sleepy, he was AAF (03). • There were two students who had not full attention when learning speaking by using CLT, they were HB (09) and YM (22). • There were two students who made noise, they were AK (04) and RH (15). • There was an improvement of students' learning activities. Because the students were more active to learn, there was not who walked around the class, only one student who was sleepy it caused of he slept late last night, there was not who went permission and all students attended. 																							

APPENDIX XVIII

**Observation Note Sheet
Students' Activity in Teaching Learning Process
Classroom Action Research**

Subject Matter : English

Class / Semester : VIII/II

Days / Date Of : Thursday/16th April 2015

Cycle : II (Sixth Meeting)

Observer : Mrs. Evita Rahayu as Collaborator

	practice the conversation																						
10.	Students are sleepy in the class																						-
11.	Students who have not full attention when learning speaking by using CLT																						-
12.	Students make noise																						-
13.	Students go permission																	√					1
14.	Students who do not attend																						-
15.	Condition of class	<ul style="list-style-type: none"> The class was more conducive and almost students were ready to study, they had motivation to learn and speak English. Even though, there were two students who went permission SHL (20) and walked around the class RH (15) but it did not make the class noisy. The students had confidence and they were able to do the conversation. 																					

Indicator List of Teacher in Teaching Learning Process First Cycle

(First Meeting)

Physic appearance and written	Rating Scales		
	Never	sometimes	Always
1. Dressing cleanly and neatly.			
2. Standing and writing face to students.			
3. Energetic and enthusiasm.			
4. Writing and explaining integratedly.			
5. Writing is nice and readable.			
6. Writing is read from the all roomside.			
7. Having certain sequence system.			
Learning Process	Rating Scales		
	Never	Sometimes	Always
Opening			
1. Doing the apperception.			
2. Giving the motivation to the students.			
3. Explaining the purpose of the learning outcome.			
4. Explaining the steps teaching-speaking by using CLT			
Step 1 (Planning)			
1. Arranging the lesson plan.			
2. Determining the topic that will be discussed and practiced.			
3. Designing the procedures of teaching Speaking by using CLT.			
4. Preparing the instruments to be used by students.			
5. Preparing the instruments for teacher an observer' observation.			
6. Preparing the learning material, indicators of speaking scores, and test for the first cycle.			

Step 2 (Action)			
1. Arranging the seat formation.			
2. Telling the purposes of learning.			
3. Explaining the topic.			
4. Giving some practices that is related to the topic.			
5. Monitoring time allocation.			
Step 3 (Observation)			
1. Observing the activities.			
2. Discussing with collaborator about the activities.			
3. Evaluating students by taking the score of students' speaking skill based on CLT.			
4. Making a note in every activities.			
Step 4 (Reflection)			
1. Discussing with collaborator about the action.			
2. Analyzing the weakness.			
3. Reflecting the students' learning activity.			
4. Evaluating students' achievement.			
Closing			
1. Talking about the difficulties about the topic which has discussed.			
2. Sharing some experience about how to speak well.			
3. Giving the motivation to the students in order to practice their speaking skill.			
	Rating Scales		
Material	Never	Sometimes	Always
1. Explaining the learning objectives.			
2. Relating to students experience.			
3. Explaining the learning benefit.			

4. Relevant to objectives and procedure.			
5. Brief presentation.			
Reinforcement and interaction with students	Rating Scales		
	Never	Sometimes	Always
1. Individual performance reward.			
2. Group performance reward.			
3. Celebration.			
4. Stimulating students' responses.			
5. Stimulating students' questions.			
Sound and classroom management	Rating Scales		
	Never	Sometimes	Always
1. Audible sound.			
2. Talking intelligibly.			
3. Fluently: every word sounded clearly.			
4. Rhythm : it is clear in the important part.			
5. Neatness control.			
6. Class noise control.			
7. Class formation arrangement.			

Observer :

Padangsidimpuan,

2015

Validator

Eka Sutri Harida, M.Pd

NIP: 19750917 2000312 2 002

Indicator List of Teacher in Teaching Learning Process First Cycle

(Second Meeting)

Physic appearance and written	Rating Scales		
	Never	sometimes	Always
1. Dressing cleanly and neatly.			
2. Standing and writing face to students.			
3. Energetic and enthusiasm.			
4. Writing and explaining integratedly.			
5. Writing is nice and readable.			
6. Writing is read from the all roomside.			
7. Having certain sequence system.			
Learning Process	Rating Scales		
	Never	Sometimes	Always
Opening			
1. Doing the apperception.			
2. Giving the motivation to the students.			
3. Explaining the purpose of the learning outcome.			
4. Explaining the steps teaching-speaking by using CLT			
Step 1 (Planning)			
Arranging the lesson plan.			
2. Determining the topic that will be discussed and practiced.			
3. Designing the procedures of teaching Speaking by using CLT.			
4. Preparing the instruments to be used by students.			
5. Preparing the instruments for teacher an observer' observation.			

6. Preparing the learning material, indicators of speaking scores.			
Step 2 (Action)			
1. Arranging the seat formation.			
2. Telling the purposes of learning.			
3. Explaining the topic.			
4. Giving some practices that is related to the topic.			
5. Monitoring time allocation.			
Step 3 (Observation)			
1. Observing the activities.			
2. Discussing with collaborator about the activities.			
3. Evaluating students by taking the score of students' speaking skill based on CLT.			
4. Making a note in every activities.			
Step 4 (Reflection)			
1. Discussing with collaborator about the action.			
2. Analyzing the weakness.			
3. Reflecting the students' learning activity.			
4. Evaluating students' achievement.			
Closing			
1. Talking about the difficulties about the topic which has discussed.			
2. Sharing some experience about how to speak well.			
3. Giving the motivation to the students in order to practice their speaking skill.			
Material	Rating Scales		
	Never	Sometimes	Always
1. Explaining the learning objectives.			
2. Relating to students experience.			

3. Explaining the learning benefit.			
4. Relevant to objectives and procedure.			
5. Brief presentation.			
Reinforcement and interaction with students	Rating Scales		
	Never	Sometimes	Always
1. Individual performance reward.			
2. Group performance reward.			
3. Celebration.			
4. Stimulating students' responses.			
Sound and classroom management	Rating Scales		
	Never	Sometimes	Always
1. Audible sound.			
2. Talking intelligibly.			
3. Fluently: every word sounded clearly.			
4. Rhythm : it is clear in the important part.			
5. Neatness control.			
6. Class noise control.			
7. Class formation arrangement.			

Observer :

Padangsidimpuan,

2015

Validator

Eka Sutri Harida, M.Pd

NIP: 19750917 2000312 2 002

Indicator List of Teacher in Teaching Learning Process First Cycle

(Third Meeting)

Physic appearance and written	Rating Scales		
	Never	sometimes	Always
8. Dressing cleanly and neatly.			
9. Standing and writing face to students.			
10. Energetic and enthusiasm.			
11. Writing and explaining integratedly.			
12. Writing is nice and readable.			
13. Writing is read from the all roomside.			
14. Having certain sequence system.			
Learning Process	Rating Scales		
	Never	Sometimes	Always
Opening			
5. Doing the apperception.			
6. Giving the motivation to the students.			
7. Explaining the purpose of the learning outcome.			
8. Explaining the steps teaching-speaking by using CLT			
Step 1 (Planning)			
Arranging the lesson plan.			
8. Determining the topic that will be discussed and practiced.			
9. Designing the procedures of teaching Speaking by using CLT.			
10. Preparing the instruments to be used by students.			

11. Preparing the instruments for teacher an observer' observation.			
12. Preparing the learning material, indicators of speaking scores.			
Step 2 (Action)			
6. Arranging the seat formation.			
7. Telling the purposes of learning.			
8. Explaining the topic.			
9. Giving some practices that is related to the topic.			
10. Monitoring time allocation.			
Step 3 (Observation)			
5. Observing the activities.			
6. Discussing with collaborator about the activities.			
7. Evaluating students by taking the score of students' speaking skill based on CLT.			
8. Making a note in every activities.			
Step 4 (Reflection)			
5. Discussing with collaborator about the action.			
6. Analyzing the weakness.			
7. Reflecting the students' learning activity.			
8. Evaluating students' achievement.			
Closing			
4. Talking about the difficulties about the topic which has discussed.			
5. Sharing some experience about how to speak well.			
6. Giving the motivation to the students in order to practice their speaking skill.			
Material	Rating Scales		
	Never	Sometimes	Always
6. Explaining the learning objectives.			

7. Relating to students experience.			
8. Explaining the learning benefit.			
9. Relevant to objectives and procedure.			
10. Brief presentation.			
Reinforcement and interaction with students	Rating Scales		
	Never	Sometimes	Always
5. Individual performance reward.			
6. Group performance reward.			
7. Celebration.			
8. Stimulating students' responses.			
Sound and classroom management	Rating Scales		
	Never	Sometimes	Always
8. Audible sound.			
9. Talking intelligibly.			
10. Fluently: every word sounded clearly.			
11. Rhythm : it is clear in the important part.			
12. Neatness control.			
13. Class noise control.			
14. Class formation arrangement.			

Observer :

Padangsidimpuan,

2015

Validator

Eka Sutri Harida, M.Pd

NIP: 19750917 2000312 2 002

**Indicator List of Teacher in Teaching Learning Process Second Cycle
(Fourth Meeting)**

Physic appearance and written	Rating Scales		
	Never	sometimes	Always
15. Dressing cleanly and neatly.			
16. Standing and writing face to students.			
17. Energetic and enthusiasm.			
18. Writing and explaining integratedly.			
19. Writing is nice and readable.			
20. Writing is read from the all roomside.			
21. Having certain sequence system.			
Learning Process	Rating Scales		
	Never	Sometimes	Always
Opening			
9. Doing the apperception.			
10. Giving the motivation to the students.			
11. Explaining the purpose of the learning outcome.			
12. Explaining the steps teaching-speaking by using CLT			
Step 1 (Planning)			
Arranging the lesson plan.			
14. Determining the topic that will be discussed and practiced.			
15. Designing the procedures of teaching Speaking by using CLT.			

16. Preparing the instruments to be used by students.			
17. Preparing the instruments for teacher an observer' observation.			
18. Preparing the learning material, indicators of speaking scores.			
Step 2 (Action)			
11. Arranging the seat formation.			
12. Telling the purposes of learning.			
13. Explaining the topic.			
14. Giving some practices that is related to the topic.			
15. Monitoring time allocation.			
Step 3 (Observation)			
9. Observing the activities.			
10. Discussing with collaborator about the activities.			
11. Evaluating students by taking the score of students' speaking skill based on CLT.			
12. Making a note in every activities.			
Step 4 (Reflection)			
9. Discussing with collaborator about the action.			
10. Analyzing the weakness.			
11. Reflecting the students' learning activity.			
12. Evaluating students' achievement.			
Closing			
7. Talking about the difficulties about the topic which has discussed.			
8. Sharing some experience about how to speak well.			
9. Giving the motivation to the students in order to practice their speaking skill.			
Material	Rating Scales		
	Never	Sometimes	Always

11.	Explaining the learning objectives.			
12.	Relating to students experience.			
13.	Explaining the learning benefit.			
14.	Relevant to objectives and procedure.			
15.	Brief presentation.			
Reinforcement and interaction with students		Rating Scales		
		Never	Sometimes	Always
9.	Individual performance reward.			
10.	Group performance reward.			
11.	Celebration.			
12.	Stimulating students' responses.			
Sound and classroom management		Rating Scales		
		Never	Sometimes	Always
15.	Audible sound.			
16.	Talking intelligibly.			
17.	Fluently: every word sounded clearly.			
18.	Rhythm : it is clear in the important part.			
19.	Neatness control.			
20.	Class noise control.			
21.	Class formation arrangement.			

Observer :

Padangsidimpuan,

2015

Validator

Eka Sutri Harida, M.Pd

NIP: 19750917 2000312 2 002

**Indicator List of Teacher in Teaching Learning Process Second Cycle
(Fifth Meeting)**

Physic appearance and written	Rating Scales		
	Never	sometimes	Always
22. Dressing cleanly and neatly.			
23. Standing and writing face to students.			
24. Energic and enthusiasm.			
25. Writing and explaining integratedly.			
26. Writing is nice and readable.			
27. Writing is read from the all roomside.			
28. Having certain sequence system.			
Learning Process	Rating Scales		
	Never	Sometimes	Always
Opening			
13. Doing the apperception.			
14. Giving the motivation to the students.			
15. Explaining the purpose of the learning outcome.			
16. Explaining the steps teaching-speaking by using CLT			
Step 1 (Planning)			
Arranging the lesson plan.			
20. Determining the topic that will be discussed and practiced.			

21. Designing the procedures of teaching Speaking by using CLT.			
22. Preparing the instruments to be used by students.			
23. Preparing the instruments for teacher an observer' observation.			
24. Preparing the learning material, indicators of speaking scores.			
Step 2 (Action)			
16. Arranging the seat formation.			
17. Telling the purposes of learning.			
18. Explaining the topic.			
19. Giving some practices that is related to the topic.			
20. Monitoring time allocation.			
Step 3 (Observation)			
13. Observing the activities.			
14. Discussing with collaborator about the activities.			
15. Evaluating students by taking the score of students' speaking skill based on CLT.			
16. Making a note in every activities.			
Step 4 (Reflection)			
13. Discussing with collaborator about the action.			
14. Analyzing the weakness.			
15. Reflecting the students' learning activity.			
16. Evaluating students' achievement.			
Closing			
10. Talking about the difficulties about the topic which has discussed.			
11. Sharing some experience about how to speak well.			
12. Giving the motivation to the students in order to practice their speaking skill.			
	Rating Scales		

Material		Never	Sometimes	Always
16.	Explaining the learning objectives.			
17.	Relating to students experience.			
18.	Explaining the learning benefit.			
19.	Relevant to objectives and procedure.			
20.	Brief presentation.			
Reinforcement and interaction with students		Rating Scales		
		Never	Sometimes	Always
13.	Individual performance reward.			
14.	Group performance reward.			
15.	Celebration.			
16.	Stimulating students' responses.			
Sound and classroom management		Rating Scales		
		Never	Sometimes	Always
22.	Audible sound.			
23.	Talking intelligibly.			
24.	Fluently: every word sounded clearly.			
25.	Rhythm : it is clear in the important part.			
26.	Neatness control.			
27.	Class noise control.			
28.	Class formation arrangement.			

Observer :

Padangsidimpuan,

2015

Validator

Eka Sutri Harida, M.Pd

NIP: 19750917 2000312 2 002

Indicator List of Teacher in Teaching Learning Process Second Cycle

(Sixth Meeting)

Physic appearance and written	Rating Scales		
	Never	sometimes	Always
29. Dressing cleanly and neatly.			
30. Standing and writing face to students.			
31. Energetic and enthusiasm.			
32. Writing and explaining integratedly.			
33. Writing is nice and readable.			
34. Writing is read from the all roomside.			
35. Having certain sequence system.			
Learning Process	Rating Scales		
	Never	Sometimes	Always
Opening			
17. Doing the apperception.			
18. Giving the motivation to the students.			
19. Explaining the purpose of the learning outcome.			
20. Explaining the steps teaching-speaking by using CLT			
Step 1 (Planning)			
Arranging the lesson plan.			

26. Determining the topic that will be discussed and practiced.			
27. Designing the procedures of teaching Speaking by using CLT.			
28. Preparing the instruments to be used by students.			
29. Preparing the instruments for teacher an observer' observation.			
30. Preparing the learning material, indicators of speaking scores.			
Step 2 (Action)			
21. Arranging the seat formation.			
22. Telling the purposes of learning.			
23. Explaining the topic.			
24. Giving some practices that is related to the topic.			
25. Monitoring time allocation.			
Step 3 (Observation)			
17.Observing the activities.			
18. Discussing with collaborator about the activities.			
19. Evaluating students by taking the score of students' speaking skill based on CLT.			
20. Making a note in every activities.			
Step 4 (Reflection)			
17. Discussing with collaborator about the action.			
18. Analyzing the weakness.			
19. Reflecting the students' learning activity.			
20. Evaluating students' achievement.			
Closing			
13. Talking about the difficulties about the topic which has discussed.			
14. Sharing some experience about how to speak well.			
15. Giving the motivation to the students in order to practice			

their speaking skill.			
Material	Rating Scales		
	Never	Sometimes	Always
21. Explaining the learning objectives.			
22. Relating to students experience.			
23. Explaining the learning benefit.			
24. Relevant to objectives and procedure.			
25. Brief presentation.			
Reinforcement and interaction with students	Rating Scales		
	Never	Sometimes	Always
17. Individual performance reward.			
18. Group performance reward.			
19. Celebration.			
20. Stimulating students' responses.			
Sound and classroom management	Rating Scales		
	Never	Sometimes	Always
29. Audible sound.			
30. Talking intelligibly.			
31. Fluently: every word sounded clearly.			
32. Rhythm : it is clear in the important part.			
33. Neatness control.			
34. Class noise control.			
35. Class formation arrangement.			

Observer :

Validator

Eka Sutri Harida, M.Pd

NIP: 19750917 2000312 2 002

APPENDIX XXV

TRANSCRIPTION OF STUDENTS' SPEAKING TEST IN THE FIRST CYCLE

A. Alan Malta

“My name is Alan. My personal experience about to swimming pool. In Sunday, I meet with Ryan in one place, we went to plaza. Then, we played together. We went for swimming. Because every Sunday we always go for swimming. After that, we went home and we feel happy”

Transcription:

1. Accent: Foreign accent requires listening and mispronunciations, which do not interfere with understanding. For examples; he said “pool” as in [pɒl], it must be [pu:l], “Sunday” as in [sʌndai], it must be [ˈsʌndeɪ], and “played” as in [pleɪd], it must be [pleɪd].
2. Grammar: Constant errors showing control of very major patterns and frequently preventing communication. For example, “...about to swimming pool”. It must be “..... about going to swimming pool”. The using of tenses, it must be Simple Past tense. Meet – met and feel- felt.
3. Vocabulary: The choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics. For example, “I meet with Ryan in one place, we went to plaze”, it was not suitable words.
4. Fluency: Speech is frequently hesitant and jerky, sentences may be left uncompleted.
5. Performance/Comprehension: Understands only slow, very simple speech common social and touristic topics, requires constant repetition and rephrasing.

B. Aldi Afriansyah

“My name is Aldi Afriansyah. One day, I went to place, I bought warkop coffee shop. My friend and I played together in one place. We spend our time until afternoon. Then, we played to a river, we take a bath and we fishing. After that, we went home”.

Transcription:

1. Accent: Pronunciation frequently unintelligible. Form examples; he said “place” as in [pla:se], it must be [pleɪs], “played” as in [plaed], it must be [pleɪd], “one” as in [ɒn], it must be [wʌn], and “our” as in [ɔr], it must be [duə].

2. Grammar: Constant errors showing control of very few major patterns and frequently preventing communication. For examples; he said “we take a bath” it must be “we took a bath”, “we fishing” it must be “we fished”.
3. Vocabulary: Vocabulary limited to basic personal and survival areas. For example; he said “I bought warkop coffee shop”, it must be “I bough coffee at coffee shop”.
4. Fluency: speech is very low and uneven except for short or routine sentences.
6. Performance/Comprehension: Understands only slow, very simple speech common social and touristic topics, requires constant repetition and rephrasing.

C. Alfian Akbar Fitriah

“My name is Alfian Akbar Fitriah. One afternoon I have a dream about Zaskia Gotik met with him, we went to café, and we were in good place time met I very happy”.

Transcription:

1. Accent: Pronunciation frequently unintelligible. For examples; He said “my” as ni [mi], it must be [mai], “afternoon” as in [a:ftə non], it must be [a:ftə nu:n], “about” as in [əbot], it must be [əbaut], “time” as in [time], it must be [tɔim], and so on.
2. Grammar: Grammar almost entirely inaccurate phrases. There were many mistakes in arranging the words. For example; “... met with him”. He used inaccurate phrases, it must be “... met with her” and “I very happy” it must be “I was very happy”.
3. Vocabulary: Vocabulary limited to basic personal and survival areas.
4. Fluency: Speech is very low and uneven except for short or routine sentences.
5. Performance/Comprehension: Understands only slow, very simple speech common social and touristic topics, requires constant repetition and rephrasing.

D. Akhiruddin

“My name is Akhir. My personal experience about my dream in night. I went to a place with my friend. We find a big snake in the street and it is very long. Snake is go to the tree, climb the tree, and we not look”.

Transcription:

1. Accent: Foreign accent requires concentrated listening and mispronunciations, which do not interfere with understanding. For example; he said “place” as in [plas], it must be [pleis].
2. Grammar: Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
3. Fluency: Speech is frequently hesitant and jerky, sentences may be left uncompleted.

4. Vocabulary: Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
5. Performance/Comprehension: Understands careful, some what simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.

E. Angga Sakti Prayoga

“My name is Angga Sakti. My personal experience about Rambo. Rambo is my favorite artist. He is very brave and handsome. I like Rambo very much. One day, I meet with Rambo and I was very happy to meet with him”.

Transcription:

1. Accent: Foreign accent requires concentrated listening and mispronunciations, which do not interfere with understanding. For example; he said “brave” as in [brʌv], it must be [breiv], “one day” as in [wʌn dai], it must be [wʌn dei].
2. Grammar: Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
3. Vocabulary: Vocabulary limited to basic personal and survival areas.
4. Fluency: Speech is frequently hesitant and jerky, sentences may be left uncompleted.
5. Performance/Comprehension: Understands careful, some what simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.

F. Annisa Putri S

“My name Annisa Putri. My personal experience about Jojo. One night, I have a dream about Jojo. I met with him. We went to somewhere and we were in a good place. And my dream is end”.

Transcription:

11. Accent: Foreign accent requires concentrated listening and mispronunciations, which do not interfere with understanding. For example; she said “a” as in [ei], it must be [ə],
12. Grammar: Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding. There were some mistakes in arranging the words. For example; she said “I met with him”, it must be “I met with her” because she told about girl.
13. Vocabulary: Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
14. Fluency: Speech is frequently hesitant and jerky, sentences may be left uncompleted.

15. Performance/Comprehension: Understands careful, some what simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.

G. Emas Permata Sari

“My name is Emas Permata Sari. My personal experience about my friend. She is very smart and beautiful. Friend other like my friend and she is very good. She is good to me also.”

Transcription:

1. Accent: Frequent gross errors and a very heavy accent make understanding difficult. For example; she said “experience” as in “[ekspresien], it must be [ik’spiəriəns].
2. Grammar: Constant errors showing control of very few major patterns and frequently preventing communication.
3. Vocabulary: Vocabulary limited to basic personal and survival areas.
4. Fluency: speech is very low and uneven except for short or routine sentences.
5. Performance/Comprehension: Understands careful, some what simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.

H. Gita Nur Akhmadi

“My name is Gita Nur akhmadi. My personal experience about I went to Medan. In 2011. I went to Medan for holiday. I went to Brastagi place very clean, beautiful, wide. We went eat to Bukit Bulu. We was very happy. We went walking around for see scenery. Holiday was very happy.”

Transcription:

1. Accent: Marked foreign accent and occasional mispronunciations which do not interfere with understanding. For example; she said “experience” as in [espresien], it must be [ik’spiəriəns].
2. Grammar: Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding. There were two mistakes, such as; “we wen eat to Bukit Bulu”, it must be “we went to Bukit Bulu for eating” and “we was very happy”, it must be “we were very happy”.
3. Vocabulary: Professional vocabulary adequate to discuss special interests, general vocabulary permits discussion of any non technical subject with some circumlocutions.
4. Fluency: Speech is effortless and smooth, but perceptibly non native in speech and evenness.

5. Performance/Comprehension: Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition conversation or rephrasing.

I. Halim Batubara

“My name is Halim. My personal experience about market. I go market and”.

Transcription:

1. Accent: Pronunciation frequently unintelligible. He could not speak and felt difficult to pronounce the words. He could not produce the words because he did not have many vocabularies in English.
2. Grammar: Constant errors showing control of very few major patterns and frequently preventing communication. He also felt difficult to build up the words.
3. Vocabulary: Vocabulary limited to basic personal and survival areas.
4. Fluency: Speech is so halting and fragmentary that conversation is virtually impossible.
5. Performance/Comprehension: Understands too little for the simplest type of conversation.

J. Juni Handayani

“My name is Juni Handayani. My personal experience about friend. One day I met with my friend in market. She were very beautiful and smart. Long time not she her. We tell about new school but we don't have many stories. Because she wants to went home and I want too.”

Transcription:

1. Accent: Foreign accent requires concentrated listening and mispronunciations, which do not interfere with understanding. For example; she said “one day” as in [wʌn dai], it must be [wʌn dei], “not” as in [net], it must be [not], “but” as in [but], it must be [bʌt], want [went], it must be [wɒnt].
2. Grammar: Constant errors showing control of very major patterns and frequently preventing communication. For example; she said “She were very beautiful”, it must be “she was very beautiful”.
3. Vocabulary: Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
4. Fluency: Speech is frequently hesitant and jerky, sentences may be left uncompleted.
5. Performance/Comprehension: Understands careful, some what simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.

K. Muhammad Udin Saputra

“My name is Muhammad Udin Saputra. My personal experience. One day I went market, I some meat ball. My friend and I played together in one place. We spend our time until afternoon. Then, we played to a river. We take a bath and we fishing. After that, we went home.”

Transcription:

1. Accent: Frequent gross errors and a very heavy accent make understanding difficult. For example; he said “experience” as in [eksprence], it must be [ik’spiəriəns], “our” as in [or], it must be [ɒuə], “bath” as in [bʌth], it must be [bæθ].
2. Grammar: Constant errors showing control of very few major patterns and frequently preventing communication. For example; he said “we fishing”, it must be we fished or we went to fish”.
3. Vocabulary: Vocabulary limited to basic personal and survival areas.
4. Fluency: speech is very low and uneven except for short or routine sentences.
5. Performance/Comprehension: Understands only slow, very simple speech common social and touristic topics, requires constant repetition and rephrasing.

L. Nina Elia

“My name is Nina. My personal experience about Mikha Tambayong. One night, I met with Mikha in one place. We went to somewhere play together. I was very happy to meet with her. Because she a beautiful and sweet. I was very happy to meet with her.”

Transcription:

1. Accent: Foreign accent requires concentrated listening and mispronunciations, which do not interfere with understanding. For example; She said “experience” as in [ekspression], it must be [ik’spiəriəns], “one day” as in [wʌn dai], it must be [wʌn dei], “somewhere” as in [sʌmher], it must be [sʌmwhær], ”was” as in [wes], it must be [wʌz].
2. Grammar: Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding. For example; she said “she a beautiful and sweet”, it must be “she was beautiful and sweet”.
3. Vocabulary: Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
4. Fluency: Speech is frequently hesitant and jerky, sentences may be left uncompleted.

5. Performance/Comprehension: Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.

M. Radika Feliana

“My name is Radika Feliana. My personal experience about Ayu Ting-ting. One day, I dream about Ayu Ting-ting. I met with him, we went to somewhere and we were in a good place and my dream is end.”

Transcription:

1. Accent: Frequent gross errors and a very heavy accent make understanding difficult. For example: She said “one day” as in [on dei], it must be [wʌn dei], “a” as in [ei], it must be [ə], “about” as in [ebot], t must be [əbɒt], “somewhere” as in [sʌmher], it must be [sʌmwhær], “place” as in [plis], it must be [pleiz].
2. Grammar: Constant errors showing control of very few major patterns and frequently preventing communication. For example; she said “I dream”, it must be “I have a dream”, “I met with him”, it must be “I met with her”.
3. Vocabulary: Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
4. Fluency: speech is very low and uneven except for short or routine sentences.
5. Performance/Comprehension: Understands only slow, very simple speech common social and touristic topics, requires constant repetition and rephrasing.

N. Ravina Sari Daulay

“My name is Ravina Sari Daulay. My personal experience about Lee Min Hoo. I met with him. We went to in under Sakura tree. Then miview cood. I was very happy and my dream is end. I can not forget about my dream.”

Transcription:

1. Accent: Frequent gross errors and a very heavy accent make understanding difficult.
2. Grammar: Constant errors showing control of very few major patterns and frequently preventing communication.
3. Vocabulary: Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
4. Fluency: speech is very low and uneven except for short or routine sentences.
5. Performance/Comprehension: Understands only slow, very simple speech common social and touristic topics, requires constant repetition and rephrasing.

O. Riduan Harahap

“My name is Riduan. My personal experience about Rambo. Rambo is my favorite artist. He is very brave and handsome. I like Rambo very much. One day, I meet with Rambo. And I was very happy to meet with him.”

Transcription:

1. Accent: Foreign accent requires concentrated listening and mispronunciations, which do not interfere with understanding. For example; he said “personal” as in [persal], I must be [pərsənəl], “one day” as in [on dei], it must be [wʌn dei].
2. Grammar: Constant errors showing control of very few major patterns and frequently preventing communication. He also felt difficult to build up the words.
3. Vocabulary: Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
4. Fluency: Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.
5. Performance/Comprehension: Understands careful, some what simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.

P. Rika Harnita

“My name is Rika Harnita. My personal experience about One Direction. One day, I have a dream about One Direction. I met with him. We went to a bridge. And in the bridge scenery is beautiful. I was very happy and my dream is end.”

Transcription:

1. Accent: Marked foreign accent and occasional mispronunciations which do not interfere with understanding.
2. Grammar: Occasional errors showing imperfect control of some patterns but or weakness that causes misunderstanding.
3. Vocabulary: Professional vocabulary adequate to discuss special interests, general vocabulary permits discussion of any non technical subject with some circumlocutions.
4. Fluency: Speech is effortless and smooth, but perceptibly non native in speech and evenness.
5. Performance/Comprehension: Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition conversation or rephrasing.

Q. Riski Sopianna Harahap

“My name is Riski Sopianna Harahap. My personal experience about Ayu Ting-ting. One day, I meet with Ayu Ting-ting in one place. We went to Depok. She invited me to have lunch. I was very happy can meet with Ayu Ting-ting. After that, Ayu sing a song. I like her song so much. We went to a plaza for shopping. She was very beautiful. I like Ayu Ting-ting.”

Transcription:

1. Accent: No conspicuous mispronunciations, but would not be taken for a native speaker.
2. Grammar: Occasional errors showing imperfect control of some patterns but or weakness that causes misunderstanding.
3. Vocabulary: Professional vocabulary adequate to discuss special interests, general vocabulary permits discussion of any non technical subject with some circumlocutions.
4. Fluency: Speech is effortless and smooth, but perceptibly non native in speech and evenness.
5. Performance/Comprehension: Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition conversation or rephrasing.

R. Rizki Shakina

“My name is Rizki Shakina. My personal experience about Kim Bum. One night, I have a dream about Kim Bum. I met with him. We went to somewhere and we were in a good place. And my dream is end. I can not forget about my dream.”

Transcription:

1. Accent: Foreign accent requires concentrated listening and mispronunciations, which do not interfere with understanding. For example; she said “experience “ as in [ekspressies], it must be [ik'spiəriəns], “dream” as in [drem], it must be [driem].
2. Grammar: Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
3. Vocabulary: Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
4. Fluency: Speech is frequently hesitant and jerky, sentences may be left uncompleted.
5. Performance/Comprehension: Understands careful, some what simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.

S. Siti Hatjah

“My name is Siti Hatjah. My personal experience about friend. Last week, we have experience, we went to somewhere, we there look is hill and beautiful cliff. After that, we went home. In on the way we very happy. That was the most happiness in my life and my friend.”

Transcription:

1. Accent: Frequent gross errors and a very heavy accent make understanding difficult. For example; she said “about” as in [ebot], it must be [əbɒt], “somewhere” as in [sʌmher], it must be [sʌmwhær], “the” as in [dey], it must be [ðə], “friend” as in [frind], it must be [frend].
2. Grammar: Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
3. Vocabulary: Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
4. Fluency: speech is very low and uneven except for short or routine sentences.
5. Performance/Comprehension: Understands careful, some what simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.

T. Sukri Hadi Lase

“My name is Sukri Hadi Lase. My personal experience when I meet with Siti Badriah. One noon, I have a dream about Siti Badriah. I meet with her. We went to somewhere and we were in a good place, time met I very happy.”

Transcription:

1. Accent: Frequent gross errors and a very heavy accent make understanding difficult.
2. Grammar: Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
3. Vocabulary: Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
4. Fluency: speech is very low and uneven except for short or routine sentences.
5. Performance/Comprehension: Understands only slow, very simple speech common social and touristic topics, requires constant repetition and rephrasing.

U. Ummi Umayroh

“My name is Ummi Umayroh. My personal experience about friend. I meet with friend in a garden. We went to garden and we play together and look forever garden. Many flowers and there is a river. We take a bath in the river. We was very happy.”

Transcription:

1. Accent: Frequent gross errors and a very heavy accent make understanding difficult. She felt difficult to pronounce the words. Example; she said “a” as in [ei], it must be [ə]. “play” as in [plai], it must be [plei] and the researcher felt difficult to understand her speech.
2. Grammar: Constant errors showing control of very few major patterns and frequently preventing communication. She also felt difficult to build up the words. For example; she said “we was very happy”, it must be “we were very happy”.
3. Vocabulary: Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
4. Fluency: speech is very low and uneven except for short or routine sentences.
5. Performance/Comprehension: Understands only slow, very simple speech common social and touristic topics, requires constant repetition and rephrasing.

V. Yusril Mahendra

“My name is Yusril Mahendra. My personal experience about friend. One day, we fishing to river.”

Transcription:

1. Accent: Pronunciation frequently unintelligible.
2. Grammar: Grammar almost entirely inaccurate phrases.
3. Vocabulary: Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
4. Fluency: speech is very low and uneven except for short or routine sentences.
5. Performance/Comprehension: Understands only slow, very simple speech common social and touristic topics, requires constant repetition and rephrasing.

APPENDIX XXVI

TRANSCRIPTION OF STUDENTS' SPEAKING TEST IN THE SECOND CYCLE

A. Alan Malta

“My name is Alan Malta. My daily activities are: I go to school every day, I play football every day Sunday, I study Religion every night, I do my homework every day, I watch Rambo every night, I sleep a half past ten, I help my mother to cook rice.”

Transcription:

11. Accent: Marked foreign accent and occasional mispronunciations which do not interfere with understanding.
12. Grammar: Occasional errors showing imperfect control of some patterns but or weakness that causes misunderstanding.
13. Vocabulary: Professional vocabulary adequate to discuss special interests, general vocabulary permits discussion of any non technical subject with some circumlocutions.
14. Fluency: Speech is effortless and smooth, but perceptibly non native in speech and evenness.
15. Performance/Comprehension: Understanding everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech.

B. Aldi Afriansyah

“My name is Aldi Afriansyah. My daily activities are. I go to school every day. I play football every Sunday. I study science every night. I do my homework every day. I watch Jecky Chen every night. I sleep at nine o'clock. I help my mother to wash the dishes.”

Transcription:

1. Accent: Foreign accent requires concentrated listening and mispronunciations, which do not interfere with understanding.
2. Grammar: Occasional errors showing imperfect control of some patterns but or weakness that causes misunderstanding.

3. Vocabulary: Professional vocabulary adequate to discuss special interests, general vocabulary permits discussion of any non technical subject with some circumlocutions.
4. Fluency: Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.
5. Performance/Comprehension: Understanding everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech.

C. Alfian Akbar Fitriah

“My name is Alfian Akbar Fitriah. My daily activities are. I go to school every day. I play badminton every Sunday. I study history every night. I do my homework every Sunday. I watch Adi dan Sopo Jarwo every night. I sleep at eleven o’clock. I help my mother to iron the clothes.”

Transcription:

1. Accent: Frequent gross errors and a very heavy accent make understanding difficult.
2. Grammar: Occasional errors showing imperfect control of some patterns but or weakness that causes misunderstanding.
3. Vocabulary: Professional vocabulary adequate to discuss special interests, general vocabulary permits discussion of any non technical subject with some circumlocutions.
4. Fluency: Speech is frequently hesitant and jerky, sentences may be left uncompleted.
5. Performance/Comprehension: Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition conversation or rephrasing.

D. Akhiruddin

“My name is Akhiruddin. My daily activities are. I go to school every day. I play football every Sunday. I study science every night. I do my homework every day. I watch ILK every night. I sleep at nine o’clock. I help my mother to cook rice.”

Transcription:

1. Accent: Marked foreign accent and occasional mispronunciations which do not interfere with understanding.
2. Grammar: Occasional errors showing imperfect control of some patterns but or weakness that causes misunderstanding.
3. Fluency: Professional vocabulary adequate to discuss special interests, general vocabulary permits discussion of any non technical subject with some circumlocutions.

4. Vocabulary: Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.
5. Performance/Comprehension: Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition conversation or rephrasing.

E. Angga Sakti Prayoga

“My name is Angga Sakti. My daily activities are. I go to school every day. I play football every Sunday. I study history every night. I do my homework every day. I watch Rambo every night. I sleep at two o’clock. I help my mother to cook rice.”

Transcription:

1. Accent: Marked foreign accent and occasional mispronunciations which do not interfere with understanding.
2. Grammar: Occasional errors showing imperfect control of some patterns but or weakness that causes misunderstanding.
3. Vocabulary: Professional vocabulary adequate to discuss special interests, general vocabulary permits discussion of any non technical subject with some circumlocutions.
4. Fluency: Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.
5. Performance/Comprehension: Understanding everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech.

F. Annisa Putri S

“My name Annisa Putri. My daily activities are. I go to school every day. I go to friends’ house every Sunday. I study English every night. I do my homework every day. I watch Spongebob every morning. I sleep at nine o’clock. I help my mother to cook.

Transcription:

1. Accent: Marked foreign accent and occasional mispronunciations which do not interfere with understanding.
2. Grammar: Occasional errors showing imperfect control of some patterns but or weakness that causes misunderstanding.
3. Vocabulary: Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
4. Fluency: Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.

5. Performance/Comprehension: Understanding everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech.

G. Emas Permata Sari

My name is Emas Permata Sari. My daily activities are. I go to school every day. I play dall every Sunday. I study Mathematics every night. I do my homework every day. I watch Upin and Ipin every night. I sleep at ten o'clock. I help my mother to cook rice.

Transcription:

1. Accent: Foreign accent requires concentrated listening and mispronunciations, which do not interfere with understanding.
2. Grammar: Occasional errors showing imperfect control of some patterns but or weakness that causes misunderstanding.
3. Vocabulary: Professional vocabulary adequate to discuss special interests, general vocabulary permits discussion of any non technical subject with some circumlocutions.
4. Fleucny: Speech is frequently hesitant and jerky, sentences may be left uncompleted.
5. Performance/Comprehension: Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.

H. Gita Nur Akhmadi

“My name is Gita Nur akhmadi. My dailiy activities are. I go to school every day. I play bycicle every Sunday. I study every night. I do my homework every Monday. I watch KDI every night. I sleep at nine o'clock. I help mu mother to cook rice. I take a bath two times a day.”

Transcription:

1. Accent: No conspicuous mispronunciations, but would not be taken for a native speaker.
2. Grammar: Few errors, with no patterns or failure.
3. Vocabulary: Professional vocabulary broad and precise, general vocabulary adequate to cope with complex practical problems and varied social situations.
4. Fluency: Speech is effortless and smooth, but perceptibly non native in speech and evenness.
5. Performance/Comprehension: Understanding everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech.

I. Halim Batubara

“My name is Halim. My daily activities are. I go to school every day. I do my homework night. I play foot ball Sunday.

Transcription:

1. Accent: Frequent gross errors and a very heavy accent make understanding difficult.
2. Grammar: Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
3. Vocabulary: Vocabulary limited to basic personal and survival areas.
4. Fluency: Speech is very low and uneven except for short or routine sentences.
5. Performance/Comprehension: Understands only slow, very simple speech on common social and touristic topics, requires constant repetition and rephrasing.

J. Juni Handayani

“My name is Juni Handayani. My daily activities are. I go to school every day. I play badminton every Sunday. I study mathematics every night. I do my homework every day. I watch frozen in Saturday. I sleep at ten o'clock.”

Transcription:

1. Accent: Marked foreign accent and occasional mispronunciations which do not interfere with understanding.
2. Grammar: Occasional errors showing imperfect control of some patterns but or weakness that causes misunderstanding.
3. Vocabulary: Professional vocabulary adequate to discuss special interests, general vocabulary permits discussion of any non technical subject with some circumlocutions.
4. Fluency: Speech is effortless and smooth, but perceptibly non native in speech and evenness.
5. Performance/Comprehension: Understanding everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech.

K. Muhammad Udin Saputra

“My name is Muhammad Udin Saputra. My daily activities are. I go to school every day. I play football every Sunday. I study IPS every night. I do my homework every night. I watch Rambo every night. I sleep at nine o'clock. I help my mother to cook rice.”

Transcription:

1. Accent: Foreign accent requires concentrated listening and mispronunciations, which do not interfere with understanding.

2. Grammar: Occasional errors showing imperfect control of some patterns but or weakness that causes misunderstanding.
3. Vocabulary: Professional vocabulary adequate to discuss special interests, general vocabulary permits discussion of any non technical subject with some circumlocutions.
4. Fluency: Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.
5. Performance/Comprehension: Understanding everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech.

L. Nina Elia

“My name is Nina Elia. My daily activities are. I go to school every day. I play doll every Sunday. I study religion every Monday. I do my homework every Saturday. I watch Korea every night. I sleep at ten o’clock. I help my mother to wash the clothes. I take a bath two times a day.”

Transcription:

1. Accent: Marked foreign accent and occasional mispronunciations which do not interfere with understanding.
2. Grammar: Occasional errors showing imperfect control of some patterns but or weakness that causes misunderstanding.
3. Vocabulary: Professional vocabulary adequate to discuss special interests, general vocabulary permits discussion of any non technical subject with some circumlocutions.
4. Fluency: Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.
5. Performance/Comprehension: Understanding everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech.

M. Radika Feliana

“My name is Radika Feliana. My daily activities are. I go to school every day. I play pictures every Sunday. I study English every Thursday. I do my homework every day. I sleep at nine o’clock. I help my mother to cook rice.”

Transcription:

1. Accent: Foreign accent requires concentrated listening and mispronunciations, which do not interfere with understanding.

2. Grammar: Occasional errors showing imperfect control of some patterns but or weakness that causes misunderstanding.
3. Vocabulary: Professional vocabulary adequate to discuss special interests, general vocabulary permits discussion of any non technical subject with some circumlocutions.
4. Fluency: Speech is frequently hesitant and jerky, sentences may be left uncompleted.
5. Performance/Comprehension: Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition conversation or rephrasing.

N. Ravina Sari Daulay

“My name is Ravina Sari Daulay. My daily activities are. I go to school. I play badminton every Sunday. I study social every friday. I do my homework every day. I watch Doraemon every sundy. I sleep at nine o’clock. I help my mother to cook rice, I take a bath two times a day. Thank you.”

Transcription:

1. Accent: No conspicuous mispronunciations, but would not be taken for a native speaker.
2. Grammar: Occasional errors showing imperfect control of some patterns but or weakness that causes misunderstanding.
3. Vocabulary: Professional vocabulary adequate to discuss special interests, general vocabulary permits discussion of any non technical subject with some circumlocutions.
4. Fluency: Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.
5. Performance/Comprehension: Understanding everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech.

O. Riduan Harahap

“My name is Riduan. My daily activities are. I go to school every day. I play football every Sunday. I study IPA every night. I do my homework every day. I watch Rambo every night. I sleep at eight o’clock. I help my mother to cook rice.”

Transcription:

1. Accent: Marked foreign accent and occasional mispronunciations which do not interfere with understanding.
2. Grammar: Occasional errors showing imperfect control of some patterns but or weakness that causes misunderstanding.

3. Vocabulary: Professional vocabulary adequate to discuss special interests, general vocabulary permits discussion of any non technical subject with some circumlocutions.
4. Fluency: Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.
5. Performance/Comprehension: Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition conversation or rephrasing.

P. Rika Harnita

“My name is Rika Harnita. My daily activities are. I go to school every day. I play badminton every Sunday. I study sciences every Friday. I do my homework every night. I watch Upin dan Ipin every afternoon. I sleep at ten o’clock. I help my mother to wash the dishes. I take a bath two times a day.”

Transcription:

1. Accent: Marked foreign accent and occasional mispronunciations which do not interfere with understanding.
2. Grammar: Few errors, with no patterns or failure.
3. Vocabulary: Professional vocabulary broad and precise, general vocabulary adequate to cope with complex practical problems and varied social situations.
4. Fluency: Speech is effortless and smooth, but perceptibly non native in speech and evenness.
5. Performance/Comprehension: Understanding everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech.

Q. Riski Sopianna Harahap

“My name is Riski Sopianna Harahap. My daily activities are. I go to school every day. I play badminton every afternoon. I study English every night. I do my homework every day. I watch D’ Academy every night. I sleep at nine o’clock. I help my mother to cook rice. I take a bath two times a day.”

Transcription:

1. Accent: No conspicuous mispronunciations, but would not be taken for a native speaker.
2. Grammar: Few errors, with no patterns or failure.
3. Vocabulary: Professional vocabulary broad and precise, general vocabulary adequate to cope with complex practical problems and varied social situations.

4. Fluency: Speech is effortless and smooth, but perceptibly non native in speech and evenness.
5. Performance/Comprehension: Understanding everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech.

R. Rizki Shakina

“My name is Rizki Shakina. My daily activities are. I go to school every day. I play pictures every Sunday. I study science every night. I do my homework every day. I watch D’ Academy every night. I sleep at ten o’clock. I help my mother to wash the clothes.”

Transcription:

1. Accent: Marked foreign accent and occasional mispronunciations which do not interfere with understanding.
2. Grammar: Occasional errors showing imperfect control of some patterns but or weakness that causes misunderstanding.
3. Vocabulary: Professional vocabulary adequate to discuss special interests, general vocabulary permits discussion of any non technical subject with some circumlocutions.
4. Fluency: Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.
5. Performance/Comprehension: Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition conversation or rephrasing.

S. Siti Hatjah

“My name is Siti Hatjah. My daily activities are. I go to school every day. I play badminton. I study science every Sunday and Saturday. I do my homework every night. I watch Ada-ada Ajah every afternoon. I sleep at a half past ten at nine. I help my mother to cook rice and to wash the dishes. I take a bath two times a day.”

Transcription:

1. Accent: Foreign accent requires concentrated listening and mispronunciations, which do not interfere with understanding.
2. Grammar: Occasional errors showing imperfect control of some patterns but or weakness that causes misunderstanding.
3. Vocabulary: Professional vocabulary adequate to discuss special interests, general vocabulary permits discussion of any non technical subject with some circumlocutions.

4. Fluency: Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.
5. Performance/Comprehension: Understands careful, some what simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.

T. Sukri Hadi Lase

“My name is Sukri Hadi Lase. My daily activities are. I go to school every day. I play music every Sunday. I study English. I do my homework every day. I watch 7 Manusia Harimau every night. I help my mother to cook rice. I sleep at eight o'clock.

Transcription:

1. Accent: Marked foreign accent and occasional mispronunciations which do not interfere with understanding.
2. Grammar: Occasional errors showing imperfect control of some patterns but or weakness that causes misunderstanding.
3. Vocabulary: Professional vocabulary adequate to discuss special interests, general vocabulary permits discussion of any non technical subject with some circumlocutions.
4. Fluency: Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.
5. Performance/Comprehension: Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition conversation or rephrasing.

U. Ummi Umayroh

My name is Ummi Umayroh. My daily activities are. I go to school every day. I play badminton every Sunday. I study Social every night. I do my homework every day. I watch Pesbukers every afternoon. I sleep at a half pass ten. I help my mother to cook rice. I take a bath three times a day.

Transcription:

1. Accent: Foreign accent requires concentrated listening and mispronunciations, which do not interfere with understanding.
2. Grammar: Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
3. Vocabulary: Professional vocabulary adequate to discuss special interests, general vocabulary permits discussion of any non technical subject with some circumlocutions.
4. Fluency: Speech is frequently hesitant and jerky, sentences may be left uncompleted.

5. Performance/Comprehension: Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition conversation or rephrasing.

V. Yusril Mahendra

My name is Yusril Mahendra. My daily activities are. I go to school every day. I play football every Sunday. I do my homework night.

Transcription:

1. Accent: Foreign accent requires concentrated listening and mispronunciations, which do not interfere with understanding.
2. Grammar: Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
3. Vocabulary: Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
4. Fluency: Speech is frequently hesitant and jerky, sentences may be left uncompleted.
5. Performance/Comprehension: Understands careful, some what simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.

APPENDIX XXVII

Students' Speaking Skill Scores in the First Cycle

No	Name	Speaking Score					Scores
		Accent	Grammar	Vocab ulary	Fluency	Perform/ Compre	
1.	AM	2	2	3	3	2	12x4= 48
2.	AA	1	2	2	2	2	9x4= 36
3.	AAF	1	1	2	2	2	8x4= 32
4.	AK	3	2	3	3	3	14x4= 56
5.	ASP	3	2	2	3	2	12x4= 48
6.	APS	3	2	3	3	3	14x4= 56
7.	EPS	2	2	2	2	3	11x4= 44
8.	GNA	4	3	4	5	4	20x4= 80*
9.	HB	1	2	2	1	1	7x4= 28
10.	JH	3	2	2	3	3	13x4= 52
11.	MUS	2	2	2	2	2	10x4= 40
12.	NE	3	3	3	3	3	15x4= 60
13.	RF	2	2	2	2	2	10x4= 40
14.	RSD	2	2	2	2	2	10x4= 40
15.	RH	3	2	3	4	3	15x4= 60
16.	RHa	4	3	4	5	4	20x4= 80*
17.	RS	5	4	4	5	4	22x4= 88*
18.	RzS	3	2	2	3	3	13x4= 52
19.	SH	2	2	3	2	3	12x4= 48
20.	SHL	2	2	2	2	2	10x4= 44
21.	UU	2	2	3	2	2	12x4= 48
22.	YM	2	1	2	2	2	9x4= 36
Total Scores		55	47	57	61	57	1116/22
Mean		2.50	2.13	2.59	2.77	2.59	50.72
Percentage							13.63%

**The students who passed the KKM (78) in the first cycle.*

In analyzing the data of first test, the researcher calculated the mean score of the class and also calculating the percentage of first test in first cycle. It was calculated as following:

$$\bar{x} = \frac{\sum \bar{x}}{N} \times 100\%$$

$$\bar{x} = \frac{1116}{22} \times 100\%$$

$$\bar{x} = \mathbf{50.72}$$

$$P = \frac{3}{22} \times 100\%$$

$$P = \mathbf{13.63\%}$$

The Classification of Students' Speaking Skill Scores in the First Cycle

No	Classification	Predicate	Total of Student	Percentage
1	0% - 20%	Very Low	-	-
2	21% - 40%	Low	7 Students	31.81%
3	41% - 60%	Enough	12 Students	54.54%
4	61% - 80%	High	2 Students	9.1%
5	81% - 100%	Very High	1 student	4.54%
Total				100%

APPENDIX XXVIII

Students' Speaking Skill Scores in the Second Cycle

No	Name	Speaking Score					Scores
		Accent	Grammar	Vocabulary	Fluency	Perform/ Compre	
1.	AM	3	3	4	5	5	21x4= 84
2.	AA	3	4	4	4	4	19x4= 76*
3.	AAF	2	3	4	3	4	16x4= 64*
4.	AK	4	4	4	4	4	20x4= 80
5.	ASP	4	4	4	4	5	21x4= 84
6.	APS	4	4	3	4	5	20x4= 80
7.	EPS	3	4	4	3	4	18x4= 72*
8.	GNA	5	5	5	5	5	25x4= 100
9.	HB	2	3	2	3	2	12x4= 48*
10.	JH	4	4	4	5	5	22x4= 88
11.	MUS	3	4	4	4	5	20x4= 80
12.	NE	4	4	4	4	5	20x4= 84
13.	RF	3	4	4	3	4	18x4= 72*
14.	RSD	5	4	4	4	5	22x4= 88
15.	RH	4	4	4	4	4	20x4= 80
16.	RHa	4	5	5	5	5	24x4= 96
17.	RS	5	5	5	5	5	25x4= 100
18.	RzS	4	4	4	4	4	20x4= 80
19.	SH	4	4	4	4	4	20x4= 80
20.	SHL	4	4	4	4	4	20x4= 80
21.	UU	3	4	4	4	4	18x4= 72*
22.	YM	3	3	3	3	3	15x4= 60*
Total Scores		80	87	87	88	95	1748/22
Mean		3.63	3.95	3.95	4.00	4.31	79.45
Percentage							68.18%

**The students who did not pass the KKM (78) in the second cycle.*

In analyzing the data of second test, the researcher calculated the mean score of the class and also calculating the percentage of second test in second cycle. It was calculated as following:

$$\bar{x} = \frac{\sum \bar{x}}{N} \times 100\%$$

$$\bar{x} = \frac{1748}{22} \times 100\%$$

$$\bar{x} = 79.45$$

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{15}{22} \times 100\%$$

$$P = \mathbf{68.18\%}$$

The Classification of Students' Speaking Skill Scores in the Second Cycle

No	Classification	Predicate	Total of Student	Percentage
1	0% - 20%	Very Low	-	-
2	21% - 40%	Low	-	-
3	41% - 60%	Enough	2 Students	9.09%
4	61% - 80%	High	12 Students	54.54%
5	81% - 100%	Very High	8 students	36.36%
Total				100%

The Result Of Difference Score Between First Cycle And Second Cycle

No	Students' Initial	Cycle 1 First Test	Cycle 2 Second Test	D=X-Y	$\sum D=D-MD$	$\sum D^2$
1	AM	48	84	36	7.27	52.85
2	AA	36	76	40	11.27	127.01
3	AAF	32	64	32	3.27	10.69
4	AK	56	80	24	-4.73	22.37
5	ASP	48	84	36	7.27	52.85
6	APS	56	80	24	-4.73	22.37
7	EPS	44	72	28	-0.73	0.53
8	GNA	80*	100	20	-8.73	76.21
9	HB	28	48	20	-8.73	76.21
10	JH	52	88	36	7.27	52.85
11	MUS	40	80	40	11.27	127.01

12	NE	60	84	24	-4.73	22.37
13	RF	40	72	32	3.27	10.69
14	RSD	40	88	48	19.27	371.33
15	RH	60	80	20	-8.73	76.21
16	RHa	80*	96	16	-12.73	162.05
17	RS	88*	100	12	-16.73	279.89
18	RzS	52	80	28	-0.73	0.53
19	SH	48	80	32	3.27	10.69
20	SHL	44	80	36	7.27	52.85
21	UU	48	72	24	-4.73	22.37
22	YM	36	60	24	-4.73	22.37
23	Total/N	1116/22	1748/22	632/22	0.36/22	1652.3/22
24	Mean	M= 50.72	M= 79.45	M_D = 28.73	∑D=0.016	∑D²=75.10

***: The students who passed the KKM (78) in first cycle**
Bold name that did not pass the KKM (78) in second cycle

To test the significances, the researcher used t-test for small samples less than 30 students.

The procedures of interpreting the data were:

1. Formulating Hypothesis alternative (H_a) and Hypothesis nihil (H_0):

H_0 = There is not significant improvement among students' speaking test in the first cycle and second cycle.

H_a = There is significant improvement among students' speaking test in the first cycle and second cycle.

2. Calculating the signification of t_0 by comparing t_0 and t_t and calculating the degree of freedom (df) with $df=N-1$.
3. Looking for level of signification 5% or 1% in t table (it can be seen from df).
4. Comparing the result of t_0 and t_t with the criterion:
 1. If t_0 bigger than t_a or t_0 same with t_t , so H_0 is rejected and H_a is received. It means that there is significant improvement of students' learning process result.
 2. If t_0 smaller than t_t , so H_0 is received and H_a is rejected. It means that there is not significant improvement of students' learning process result.

5. Making conclusion from the result.

Steps of calculating the data:

M_D = Mean of difference

$$M_D = \frac{\sum D}{N}$$
$$= \frac{632}{22} = 28.73$$

$\sum D$ = Number of difference Score Between Second Cycle and First Cycle, $D = X - Y$

$N = 22$ Students

SD_D = Standard Deviation from the difference score between First Test and Second test.

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$
$$SD_D = \sqrt{\frac{1652.3}{22} - \left(\frac{0.36}{22}\right)^2}$$
$$SD_D = \sqrt{75.10 - 0.00026}$$

$$SD_D = \sqrt{75.09}$$

$$SD_D = 8.66$$

SE_{MD} = Standard Error from Mean of Difference

$$SE_{MD} = \frac{SD_D}{\sqrt{N - 1}}$$

$$SE_{MD} = \frac{8.66}{\sqrt{22 - 1}}$$

$$SE_{MD} = \frac{8.66}{\sqrt{21}}$$

$$\frac{SE_{MD} = 8.66}{4.58}$$

$$SE_{MD} = 1.89$$

$$t_o = \frac{M_D}{SE_{MD}}$$

$$t_o = \frac{28.73}{1.89}$$

$$t_o = 15.20$$

$$\text{Degrees of freedom (df)} = N-1 = 22-1 = 21$$

The calculation result of $t_o = 15.20$, t_{table} with $df = 21$, level of signification in t table 5% is 2,080. It can be known that the result of t_o is bigger than t_t , it is $15.20 > 2.080$. Based on the result, it means that there is a significant improvement between students' speaking learning process result in the first cycle and second cycle.

From analysis above, the researcher concludes that the mean of first cycle and second cycle is a significantly difference, where mean of second cycle (79.45) is greater than first cycle (50.72). It shows that "Communicative Language Teaching Approach" influenced to improve the students' speaking skill at grade VIII SMP N 9 Padangsidimpuan.

APPENDIX XXVII

LIST OF INTERVIEW

Interview to the students before action

Name : Emas Permata Sari

Class : VIII-8

Answer the questions below!

1. Apakah adik menyukai Bahasa Inggris?

(Do you like English?)

Answer: Sedikit suka

2. Apakah adik sering menggunakan Bahasa Inggris untuk berbicara dengan temanmu?

(Do you often use English to speak with your friend?)

Answer: Tidak terlalu sering, kadang-kadang.

3. Apakah adik merasa kesulitan berbicara Bahasa Inggris? Mengapa?

(Do you feel difficult to speak English? Why?)

Answer: Ya, karena berbicara pakek Bahasa Inggris itu sulit sekali.

4. Apa kesulitan adik dalam mengucapkan kata-kata atau kalimat-kalimat?

(What are your difficulties in pronouncing the words or sentences?)

Answer: Susah untuk mengucapkan kata-katanya.

5. Apakah adik merasa bosan untuk belajar Bahasa Inggris?

(Do you feel boring to speak English?)

Answer: Ya, saya sering diam saja.

6. Apa yang adik lakukan untuk mampu berbicara Bahasa Inggris?

(What is your effort being able to speak English?)

Answer: Diam, tapi kadang bertanya.

7. Apakah adik mengerti mengenai topik pembelajaran hari ini? Berikan alasannya!

(Do you know about the topic of learning today? Give your reason!)

Answer: Sedikit.

LIST OF INTERVIEW

Interview to the students after action

Name : Emas Permata Sari

Class : VIII-8

Answer the questions below!

1. Apakah adik menyukai Bahasa Inggris?

(Do you like English?)

Answer: Iya, sedikit suka Bahasa Inggris.

2. Apakah adik sering menggunakan Bahasa Inggris untuk berbicara dengan temanmu?

(Do you often use English to speak with your friend?)

Answer: Iya, dikelas mulai memakai Bahasa Inggris dengan teman.

3. Apakah adik merasa kesulitan berbicara Bahasa Inggris? Mengapa?

(Do you feel difficult to speak English? Why?)

Answer: Tidak terlalu sulit lagi, karena ibu guru menyuruh berbincang-bincang. Ada yang jadi penjual dan saya pembelinya.

4. Apa kesulitan adik dalam mengucapkan kata-kata atau kalimat-kalimat?

(What are your difficulties in pronouncing the words or sentences?)

Answer: Pada waktu mengucapkan kata Bahasa Inggris yang panjang-panjang kalimatnya.

5. Apakah adik merasa bosan untuk belajar Bahasa Inggris?

(Do you feel boring to speak English?)

Answer: Sekarang tidak lagi karena ibu guru sering menyuruh saya maju kedepan.

6. Apa yang adik lakukan untuk mampu berbicara Bahasa Inggris?

(What is your effort being able to speak English?)

Answer: Mempraktekkannya.

7. Apakah adik mengerti mengenai topik pembelajaran hari ini? Berikan alasannya!

(Do you know about the topic of learning today? Give your reason!)

Answer: Ya, saya mengerti.

DOCUMENTATION

FIRST CYCLE



English Teacher as a Collaborator



Students' Learning Process in the First Cycle



The Researcher Was Explaining the Material in the First Cycle

SECOND CYCLE



The Researcher Was Explaining the Material in the Second Cycle



Students' Learning Process in the Second Cycle



The Researcher Interviewed the Students

CHAPTER I

INTRODUCTION

A. Background of Problem

Learning English is one of the important subjects. Because, there are several reasons why must learn English. First, the high school curriculum has determined that English is a compulsory subject. Second, some people learn English because they want to be effective in English speaking society. Third, some people learn English because they realize that they will have a better chance for advancement in their future and get a better job more easily with two languages rather than one language. Fourth, people learn English because they want to continue their studies in an English speaking country where English is used as a national language and during formal classroom instruction. Thus, learning English is very important for many people.

Listening, reading, writing and speaking are four major language skills. First, listening is the ability to identify and understand what others are saying, it involves understanding the speakers' pronunciation, grammar, vocabulary, and comprehension of meaning. Second, reading is the process of cognition, interpretation, or perception of a text. Third, writing is written works of a person hand writing. Fourth, Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing

information. From those skills, speaking is the most important skill, because it is one of the abilities to carry out conversation and communication.

Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. It as a part of work or academic study may involve presenting reports or presenting a view point on a particular topic.

Based on private interview with the English Teacher of SMN 9 Padangsidempuan, Mrs. Evita Rahayu¹ said that many students were not able to speak in speaking class. It was because of their English words mastery was less in memory, they felt shame when they were speaking, and did not know what they will say after ordered to make a conversation in front of the class. Moreover, the students had less motivation to study English because their view of English is one of the most difficult lessons. Even though she had done some strategies to make the students were motivated, but it was still needed to be increased.

As students who learned English from the elementary school until higher school, they had to know the important thing of English spoken. In fact, many students had problems in speaking. For examples in expressing for asking something and offering something, asking and offering help, giving and sharing opinion about something, making a small daily conversation,

¹*Private Interview*, Teacher of SMP N 9 Padangsidempuan, (Hutaimbaru, January 29th 2015, at: 09.00 wib).

making question, and so on. They also often used their mother tongue (bataknese) to speak with others.²

In addition, based on private interview with one of students at grade VIII SMP N 9 Padangsidempuan Emas Permata Sari,³ she said that speaking was very difficult because she did not know what would she say when she wanted to say or tell something and felt difficult to pronounce words. She also told that she could not memorize many words, less knowledge and felt bored to learn English. So, it could be concluded that the teaching method was not appropriate because it made the students less motivation and lazy to learn.

The problems above needed to be resolved. Actually, many ways that could be used to improve students' speaking skill. For example, Competency-Based Language Teaching (CBLT), Communicative Language Teaching Approach, Debate Technique, Interaction Technique, and so on. In this case, the researcher was highly motivated in investigating the students' speaking skill through Communicative Language Teaching Approach.

In CLT, many learning activities that can be used, such as Role Play, Information gap, and Language game and so on. Here, the researcher used Role Play as communicative activities to help students' communicative competence.

²*Observation*, the observation is conducted when the researcher PPL/Teaching Practice at SMP 9 Padangsidempuan, (Hutaimbaru: February 14th, 2015, at 11.20 wib).

³*Private Interview*, Student of Grade VIII SMP N 9 Padangsidempuan, (Hutaimbaru: January 29th, 2015, at 11.00 wib).

Furthermore, the researcher conducted a classroom action research for students who needed the facilitate learning English class at grade VIII SMP N 9 Padangsidimpuan. Thus, the researcher did the research about **“IMPROVING STUDENTS’ SPEAKING SKILL BY USING COMMUNICATIVE LANGUAGE TEACHING APPROACH AT GRADE VIII SMP N 9 PADANGSIDIMPUAN”**.

B. Identification of Problem

Based on background of problem, the researcher identified that students of grade VIII SMP N 9 Padangsidimpuan had many difficulties in speaking. First, the students’ English words mastery was less in memory. Second, the students felt shame when they were speaking, and did not know what they would say. Third, the students had less motivation to speak English. Fourth, the students did not know what they would say because the students were not able to speak directly in many situations and felt difficult to pronounce words. Fifth, the students often used mother tongue (bataknese) to speak. The last, the teaching method was inappropriate because it made the students less motivation and lazy to learn.

C. Limitation of Problem

Based on the above identification of problems, the researcher limited the problem on students' speaking skill. The research is conducted by classroom action research by using Communicative Language Teaching Approach in Role Play Activities at grade VIII-8 second semester in academic year 2014/2015 SMP Negeri 9 Padangsidempuan.

D. Definition of the Key Terms

There are some terms that used in this research, they are:

1. Improving

Improving means become better than before.⁴ Therefore, improving is going through better work to achieve something. Generally, improving consist of three steps; doing work in a simple way, doing a work in a different way but in a correct manner and doing a work in a different way with a great quality and correctly. By crossing these in step by step process is called improving.

2. Students

Students are person who is studying at a college, polytechnic or university also boy or girl attending school.⁵ Indonesia dictionary the student is a learner especially on the grade of elementary, junior

⁴A.S. Hornby, *Oxford Advanced Learned Dictionary 7th Edition* (New York: Oxford University Press, 2005), p. 781.

⁵A.S. Hornby, A P Cowie, et. al., *Oxford Advanced Learner's Dictionary of Current English* (New York : Oxford University Press, 1974), p. 859.

and senior high school.⁶ From the definition, the researcher concludes that students are person at grade VIII SMP N 9 Padangsidempuan.

3. Speaking skill

Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Speaking as a part of work or academic study may involve presenting reports or presenting a viewpoint on a particular topic.⁷ It means that speaking is how to produce and receive information.

Skill is ability to do something.⁸ It means that speaking skill is the ability of produce or receiving something and processing the information to the particular topic.

From above definitions, the researcher concluded that speaking skill is an activity of constructing meaning that involves producing, receiving, and processing information.

4. Communicative Language Teaching (CLT)

Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate

⁶Tim Penyusun Kamus Pusat Bahasa, *Kamus Besar Bahasa Indonesia* (Jakarta: Balai Pustaka, 2005), p. 1077.

⁷I.S.P Nation, and Jonathan Newton, *Teaching ESL/EFL Listening and Speaking*, (New York: Routledge, 2009), p. 122.

⁸A S. Hornby, *Oxford Learners' Pocket Dictionary*, (New York: Oxford University Press, 2000), p. 502.

learning, and the roles of teachers and learners in the classroom.⁹ It means that communicative language teaching is used in classroom activities to make the learning well.

Communicative language teaching aims broadly to apply the theoretical perspective of the Communicative competence Approach by making communicative competence the goal of language teaching and by acknowledge the interdependence of language and communication.¹⁰ It means that Communicative Language Teaching focuses on communicative competence. Such as: linguistics competence, sociolinguistics competence, discourse competence, and strategic competence.

From the above definitions, it can be concluded that Communicative Language Teaching (CLT) is an approach in language teaching with the goal of making communicative competence.

⁹Jack C. Richards, *Communicative Language Teaching Today*, (New York: Cambridge University Press: 2006), p. 3.

¹⁰ Diane Larsen-Freeman, *Teaching and Principles in Language Teaching Second Edition*, (New York: Oxford University Press, 2000), p. 121.

E. Formulation of Problem

The formulation of the problem in this research was “To what extent did Communicative Language Teaching Approach improve students’ speaking skill at grade VIII SMP N 9 Padangsidempuan?.”

F. Aim of Research

The aim of research was “To improve students’ speaking skill by using Communicative Language Teaching Approach at grade VIII SMP N 9 Padangsidempuan.”

G. Significances of the Research

The significances of the research were:

1. Headmaster, to encourage English teachers to use the best technique for improving students’ speaking skill at Grade VIII SMP N 9 Padangsidempuan.
2. English Teachers, to add references and strategies in teaching and learning speaking that can make it more enjoyable and interesting to study.
3. Researcher, being a contribution to find out the best method for teaching speaking.
4. Other researchers, as the information to do more related research.

H. Indicators of Action

Action research involves learning in and through action and reflection, and it is conducted in a variety of contexts, including the social and caring sciences, education, organization and administration studies, and management. Because action research is always to do with learning, and learning is to do with education and growth, many people regard it as a form of educational research.

Frost states that “Action research is a process of systematic reflection, enquiry and action carried out by individuals about their own professional practice”.¹¹ It means that Action research is referred to variously as a term, process, enquiry, approach, flexible spiral process and as cyclic.

In addition, action research develops in many fields of the social sciences and starts from a vision of social transformation and aspirations for greater social. Kurt Lewin states that “original cyclical model action research began with a process of reconnaissance to identify key features that shaped the activities of the social group under study.”¹²

In this research, the researcher will make lesson plan and material that will use Communicative Language Teaching Approach. Moreover, the researcher will collaborate with English teacher to make a team work who works together for solving the students’ problem in improving speaking skill

¹¹Patrik J. M. Costello, *Action Research*, (New York: Continuum, 2003), p. 3.

¹²Bridget Somek, *Action Research: a Methodology for Change and Development*, (New York: Open University Press, 2006), p. 11.

at Grade VIII SMP N 9 Padangsidempuan. The indicators of action are identifying accent, grammar, vocabulary, fluency, and comprehension. In addition, the researcher also will give oral test, observation notes, and interview to support this research.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

In arranging a research, theories are very important to explain some concepts or terms are applied in concerned research. The terms are as follows:

1. General Concept of Speaking

a. The Definition of Speaking

Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Speaking as a part of work or academic study may involve presenting reports or presenting a viewpoint on a particular topic.¹ Thus, speaking as interaction, and speaking as a social and situation based activity that involves how to construct the meaning.

Speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test".² It means that, speaking is a skill that can be observed that need validity or reliability of oral test.

¹I.S.P Nation, and Jonathan Newton, *Teaching ESL/EFL Listening and Speaking*, (New York: Routledge, 2009), p. 122.

²H. DouglasBrown, *LanguageAssessment: Principles and Classroom Practices*, (San Fransisco: Longman, 2003), p.140.

Henry Guntur says, “Speaking is the ability to pronounce of sound articulation of words to express, to declare and to deliver the idea, feeling or sense, as a large of these limitation we can say in speaking.”³

A large percentage of the world’s language learners study English in order to develop proficiency in speaking. The ability to speak a second or foreign language well is a very complex task if we try to understand the nature of what appears to be involved. To begin with, speaking is used for many different purposes, and each purpose involves different skills.⁴

From above definitions, it can be concluded that speaking is an interactive process that can produce sound of words to express feeling or sense, idea and thinking of human. Speaking skills are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well. Assessing speaking is challenging, however, because there are so many factors that influence our impression of how well someone can speak a language.

³Henry GunturTarigan, *BerbicaraSebagaiSuatuKeterampilanBerbahasa*, (Bandung: Angkasa, 1986), p.15.

⁴Jack C. Richards and WillyA.Renandya, *Methodology in Language Teaching (An Anthology of Current Practice)*, (New York: CambridgeUniversity Press, 2002), p. 201.

b. The Elements of Speaking

Speaking consists of some elements. It is not just pronouncing the words without some functions and purposes. When the speaker produces something orally, there is a process to convey the meaning of words or sound.

The ability to speak fluently is not only knowledge of language features, but also the ability to process information.⁵

1) Language Features

There are some elements which are needed for spoken production, such as:

- a) Connected speech: effective speakers of English need to be able not only to produce the individual phonemes of English (as in saying *I would have gone*) but also to use fluent 'connected speech' (as in *I'd've gone*).
- b) Expressive devices: native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face-to-face interaction).
- c) Lexis and grammar: spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language functions.
- d) Negotiation language: effective speaking benefits from the negotiator language we use to seek clarification and show the structure of what are saying.

⁵Jeremy Harmer, *The Practice of English Language Teaching Third Edition*, (www.Longman.Com) accessed at 30th September, 2014, retrieved at 12:36, p. 269-271.

2) Mental/social processing

In processing skills also have some processes, such as:

- a) Language processing: effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended.
- b) Interacting with others: most speaking involves interaction with one or more participants. This means that effective speaking also involves a good deal of listening, and understanding of how the other participants are feeling. And a knowledge of how linguistically to take turns or allow others to do.
- c) Information processing: quite apart from our response to others' feeling, we also need to be able to process the information they tell us the moment we get it. The longer it takes for the penny to drop the less effective we are as instant communicators. However, it should be remembered that this instant response is very culture-specific, and is not prized by speakers in many other language communities.

c. Types of Spoken Language

There are two types of spoken language, they are:⁶

- 1) Interpersonal Speech (sometimes referred to as interactional) is communicating with someone for social purpose. It refers to someone who talks about something to her/his mother, teacher, or friends.

⁶H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (United States of America: Longman, 1998), p. 272.

2) Transactional Speech involves communicating to get something done, including the exchange of goods and/or service.⁷ It means that there is a transaction between one person with someone else. The students are able to converse with a total stranger as well as someone with whom they are quite familiar.

So that, there are two types of speaking, they are interpersonal and transactional. Interpersonal is communicating in social purposes and transactional is communicating to get something done.

d. Basic Types of Speaking

Speaking is the same as a product of oral language with the purpose to produce sounds, words, feeling, idea, or thinking.

Doughlas Brown states there are five types of speaking:⁸

- 1) *Imitative*. Imitative is the ability to imitate the sound of word or phrase or possibly sentence.
- 2) *Intensive*. Intensive is the production of short stretches of oral language designed to demonstrate competence, example of intensive assessment task include directed response tasks, reading aloud, sentence and dialogue completion.
- 3) *Responsive*. Responsive assessment tasks include interaction and test comprehension such as; very short conversations, standard greetings and small talk, simple requests and comment the like.
- 4) *Interactive*. The difference between responsive and interactive speaking is in the length and complexity of interaction, which sometimes includes multiple exchanges

⁷David Nunan, *Practical English Language Teaching*, (New York :Mc Graw-Hill Companies, 2003), p. 56.

⁸H. Doughlas Brown, *Language Assessment: Principles and classroom practices*, (United States of America: San FranciscoStateUniversity, 2003), p. 141-142.

or multiple participants. From the above explanation, the researcher concludes that interactive is a complex interaction of speaker and listener.

5) *Extensive* (monologue). Extensive oral production tasks include speeches, oral presentations, and story telling.

From those types, it could be concluded that there are five types of speaking. They are; Imitative, Responsive, Intensive, Interactive and Extensive (monologue).

e. What Makes Speaking Difficult

Speaking is not an easy subject. It needs a routine learning activities and also strategies to make it fluency and accuracy. Some students will feel difficult when they are trying to speak. Furthermore, the teacher should aware about the conditions of students and reinvestigate their difficulties.

There are something that make speaking difficult. Those are points that generally cannot be mastered well by the learners.⁹

- 1) Clustering: clustering is how to speak fluently phrase by phrase, not word by word.
- 2) Redundancy: redundancy is how to make the meaning clearer through redundancy of language.
- 3) Reduced forms: contractions, elision and reducing vowel are some problems in teaching spoken English.
- 4) Performance variables: one of the advantages of spoken language is that the process of thinking as you speak allows you to repeat your speech or to make a correction. Learners can be taught how to pause and hesitate. For

⁹H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (United States of America: Longman, 1998), p. 270-271.

example; in thinking time is not silent, but we can insert certain fillers such as *well, you know, like, and I mean*.

- 5) Colloquial languages: learners can be with the words, idioms, and phrases of colloquial language.
- 6) Rate of delivery: One of the tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.
- 7) Stress, rhythm, and intonation: This is the most important characteristic of English pronunciation because the stress timed rhythm of spoken English and its intonations patterns convey important messages.
- 8) Interaction: The creativity of conversational negotiation.

From the above explanation, it could be concluded that some points that make speaking difficult are how to speak Fluently, how to give opportunity and to make the meaning clearer through the redundancy of language, Reduced forms, looking for Colloquial languages, and the creativity in conversation.

f. Micro Skills of Oral Communication

H. Douglas Brown (1998:272) states microskills of oral communication are as follow:¹⁰

- 1) Produce chunks of language of different length.
- 2) Orally produce differences among the English phonemes and allophonic variants.
- 3) Produce English stress patterns, words in stressed and unstressed position, rhythmic structure, and intonation contours.
- 4) Produce reduced forms of words and phrases.
- 5) Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
- 6) Produce fluent speech at different rates of delivery.

¹⁰*Ibid.*, p. 272.

- 7) Monitor your own oral production and use various strategic devices—pauses, fillers, self-corrections, backtracking—to enhance the clarity of the message.
- 8) Use grammatical word classes (nouns, verbs, etc), system (e.g. tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.
- 9) Produce speech in natural constituents—in appropriate phrases, pause groups, breath groups, and sentences.
- 10) Express a particular meaning in different grammatical forms.
- 11) Use cohesive devices in spoken discourse.
- 12) Accomplish appropriately communicative functions according to situations, participants, and goals.
- 13) Use appropriate registers, implicative, pragmatics conventions, and others sociolinguistics features in face-to-face conversation.
- 14) Convey links and connections between events and communicative such relations as main ideas, supporting ideas, new information, given information, generalization, and exemplification.
- 15) Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.
- 16) Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a contexts for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

Thus, it could be concluded that there are sixteen microskills that must be attended in speaking, those all must be attended to make speaking good.

g. Defining Proficiency Levels

Proficiency guidelines have come to be a widely recognized proficiency standard in language teaching circles. The FSI (Foreign Service Institute) oral interview represent points on an increasing scale of sophistication. The oral interview is designed set of structured tasks that elicit pronunciation, fluency and integrative ability, sociolinguistics and cultural knowledge, grammar, and vocabulary.

Each student has a different proficiency level which is started from 0 level to 5 level. It means that the ability of students depend on their level. And the teacher should know what the students' level in the classroom to make the appropriate material to the students. It will be described as the following table:

Table I
Defining proficiency levels

Level	Description
0	Unable to function in the spoken language.
0+	Able to satisfy immediate needs using rehearsed utterances.
1	Able to satisfy minimum courtesy requirements and maintain very simple face to face conversations on familiar topic.
1+	Able to initiate and maintain predictable face to face conversations and satisfy limited social demands.
2	Able to satisfy routine social demand on limited work requirements.
2+	Able to satisfy most work requirements with language

	usage this often, but not always, acceptable and effective.
3	Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversation on practical, social, and professional topics.
3+	Often able to use the language to satisfy professional needs in a wide range of sophisticated and demanding task.
4	Able to use the language fluently and accurately on all levels normally pertinent to professional needs.
4+	Speaking proficiency is regularly superior in all aspect, usually equivalent to that of a well educated, highly articulate native speaker.
5	Speaking proficiency is functionally equivalent to that, of a highly articulate, well-educated native speaker and reflects the cultural standards on the country where the language is spoken. ¹¹

h. Testing Speaking

Brown states “atestis amethodofmeasuringaperson'sabilityor knowledge in agivendomain”.¹²It means that, test is used to measure students’ achievement. Some important points in testing speaking are knowing the students’ proficiency level. The students of Grade VIII SMP N 9 Padangsidimpuan are beginner low categories. It was

¹¹*Ibid.*,p.100.

¹²H. Douglas Brown, *Language Assessment: Principles and classroom practices*, (United States of America: San Francisco State University, 2004), p. 384

based on their speaking achievement that was observed by researcher and also the degree of study.

A test has the purpose of measuring, it measures a person's ability or knowledge and competence. Finally, a test measures a given domain. There are three criteria for testing a test:¹³

1) Practically

A good test is practical. It is within the means of financial limitations, time constrains, ease of administration, scoring, and interpretation.

2) Reliability

A reliable test is consistent and dependable. If you give the same test to the same subject on two different occasions, the test itself should get similar result, and it should have test reliability.

3) Validity

Validity is the degree to which the test actually measures what it is intended to measure.

The researcher gave oral test to measure students' achievement. B Knight describes that oral test is a fascinating workshop in which teachers investigate how to measure

¹³*Ibid.*, 385.

students' speaking skill.¹⁴ That is all to know how far students' achievement after giving the explanation about the material.

Arthur Hughes explains that there are five categories to measure speaking skill as the following:¹⁵

a) Accent

The term accent is “used to refer to the speech of someone who speaks a language non-natively.”¹⁶The students' accent can be known from their speech and how they pronounce the words.

Furthermore, Arthur Hughes stated that accent can be identified looks like this:¹⁷

- (1) Pronunciation frequently unintelligible.
- (2) Frequent gross errors and a very heavy accent make understanding difficult.
- (3) “Foreign Accent” requires concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
- (4) Marked “Foreign Accent” and occasional mispronunciations, which do not interfere with understanding.
- (5) No conspicuous mispronunciations, but would not be taken for a native speaker.

¹⁴Jeremy Harmer, *The Practice of English Language Teaching*, (Cambridge: Longman, 2007), p. 334.

¹⁵Arthur Huges, *Testing for Language Teachers*, (USA: Cambridge University Press, 1990), p. 110-113.

¹⁶Nirmala Sari, *An Introduction to Linguistic*, (Jakarta: DepartemenPendidikandanKebudayaan, 1988), p. 138.

¹⁷Arthur Huges, *Testing for Language Teachers*, (USA: Cambridge University Press, 1990), p. 110.

- (6) Native pronunciation, with no trace of foreign accent.

b) Grammar

According to Cambridge Encyclopedia “Grammar deals with the abstract system of rules in terms of which a person’s mastery of his native language can be explained”.¹⁸In addition, grammar also refers to the students’ achievement of arrange the words into a good sentence.

Furthermore, Arthur Hughes stated that grammar can be identified looks like this:¹⁹

- (1) Grammar almost entirely inaccurate phrases.
- (2) Constant errors showing of very few major patterns and frequently preventing communication.
- (3) Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
- (4) Occasional errors showing imperfect control of some patterns but not weakness that causes misunderstanding.
- (5) Few errors, with no pattern of failure.
- (6) No more than two errors during the interview.

c) Vocabulary

Nunan states “Vocabulary is more that a list of target language of words.”²⁰A spoken word is a sound or sequence

¹⁸Crystal, D., *The Cambridge encyclopedia of the English language*, (Cambridge: Cambridge University Press, 1995), p. 5

¹⁹Arthur Huges, *Testing for Language Teachers*, (USA: Cambridge University Press, 1990), p. 287.

of sounds, which communicate those “ideas” precisely, a speaker should express them with precise words rather than general words. In addition, vocabulary refers to the students achievement to build up the words using some relate vocabularies.

Furthermore, Arthur Hughes stated that vocabulary can be identified looks like this:²¹

- (1) Vocabulary inadequate for even the simplest conversation.
- (2) Vocabulary limited to basic personal and survival areas (time, food, transportation, family).
- (3) Choice of words some time inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
- (4) Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion on any non-technical subjects with some circumlocution.
- (5) Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
- (6) Vocabulary apperently as accurate and extensive as an of the educated native speaker.

²⁰David Nunan. *Practice Language Teaching*, (New York: Mc. Graw Hill Companies, 2003), p. 258.

²¹Arthur Huges, *Testing for Language Teachers*, (USA: Cambridge University Press, 1990), p. 110.

d) Fluency

Nunan states “Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, and so on.”²²

Furthermore, Arthur Hughes stated that fluency can be identified looks like this:²³

- (1) Speech is no halting and fragmentary that conversation is virtually impossible.
- (2) Speech is very slow and uneven except for short or routine sentences.
- (3) Speech is frequently hesitant and jerky: sentence may be left uncompleted.
- (4) Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words. Speech is effortless and smooth, but perceptibly non-native in speed and evenness.
- (5) Speech is effortless and smooths but perceptibly non-native in speed and evenness.
- (6) Speech all professional and general topic as effortless and smooth as a native speaker.

e) Performance/Comprehension

Performance is the capacity for understanding ideas, fact, and so on. performance in think aloud technique capture preference data simultaneously rather than having to ask preferences questions later. Then, think aloud in performance

²²David Nunan,*Practice Language Teaching*, (New York: Mc. Graw Hill Companies, 2003), p. 55.

²³Arthur Huges, *Testing for Language Teachers*, (USA: Cambridge University Press, 1990), p. 111

may help some participants focus by falling of working and talking.

Moreover, Arthur Hughes stated that performance can be identified looks like this:²⁴

- a) Understands too little for the simplest type of conversation.
- b) Understands only slow, very simple speech on common social and touristic topics, requires constant repetition and rephrasing.
- c) Understands careful, some what simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.
- d) Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition conversation or rephrasing.
- e) Understanding everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech.
- f) Understands everything in both formal and colloquial speech to be expected of an educated native speaker.

²⁴Arthur Huges, *Testing for Language Teachers*, (USA: Cambridge University Press, 1990), p. 113.

2. General Concept of Communicative Language Teaching (CLT)

a. Introduction to Communicative Language Teaching (CLT)

The ever growing need for good communication skills in English has created a huge demand for English teaching around the world. It makes millions of people today want to improve their command of English or to ensure that the students should achieve a good command of English. It means that good communication must have a good command of English.

Some people have observed that students could produce sentence accurately in a lesson, but could not use them appropriately when communicating outside of the classroom. Others noted that being able to communicate required more than mastering linguistic structures. Students may know the rules of linguistic usage, but be unable to use the language. It became clear that communication required that students perform certain functions as well, such as promising, inviting, and declining invitations within a social context. In short, being able to communicate required more than linguistic competence, it required communicative competence knowing when and how to say what to whom.

Communicative Language Teaching is usually characterized as a broad approach of teaching, rather than as a teaching method with a clearly defined set of classroom practices. Because,

Communicative Language Teaching places great emphasis on helping students use the target language in a variety of contexts and on learning language functions.

Unlike the Audio-Lingual Method, its primary focus is on helping learners create meaning rather than helping them develop perfectly grammatical structures or acquire native like pronunciation. This means that successfully learning a foreign language is assessed in terms of how well learners have developed their communicative competence, which can loosely be defined as their ability to apply knowledge of a language with adequate proficiency to communicate.

Communicative Language Teaching is most often defined as a list of general principles or features. One of the most recognized of these lists is David Nunan states there are five features of Communicative Language Teaching:

- 1) An emphasis on learning to communicate through interaction in the target language.
- 2) The introduction of authentic texts into the learning situation.
- 3) The provision of opportunities for learners to focus, not only on language but also on the learning management process.
- 4) An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.

- 5) An attempt to link classroom language learning with language activities outside the classroom.

These five features are claimed by practitioners of Communicative Language Teaching to show that they are very interested in the needs and desires of their students, as well as the connection between the language as it is taught in the classroom and as it used outside the classroom. From above definitions, there is a teaching practice that helps students develop their communicative competence in an authentic context is considered an acceptable and beneficial form of instruction.

b. Definition of Communicative Language Teaching (CLT)

Communicative Language Teaching (CLT) is an approach which puts the focus on the learner. Learners' communicative needs provide a framework for elaborating program goals with regard to functional competence.²⁵ Then, Communicative Language Teaching can help the learners improve communicative competence. In addition, Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate

²⁵Sandra J. Savignon, *Communicative Language Teaching: Linguistic Theory and Classroom Practice*, (Copyrighted Material) accessed at September 14th 2014, p. 4.

learning, and the roles of teachers and learners in the classroom.²⁶ Moreover, communicative approach or Communicative Language Teaching is the name which was given to a set of beliefs which included not only a reexamination of what aspects of language to teach, but also a shift in emphasis in how to teach.²⁷

From above definitions, it could be concluded that Communicative Language Teaching is a principle of language teaching which has a focus on learner to improve their communicative competence.

c. The Goals of Communicative Language Teaching (CLT)

Communicative language teaching (CLT) refers to both processes and goals in classroom learning. The central theoretical concept in communicative language teaching is “communicative competence”, a term introduced into discussions of language use and second or foreign language learning in the early 1970s.²⁸

Communicative language teaching sets as its goal the teaching of communicative competence. It can clarify this term by first comparing it with the concept of grammatical competence.

Grammatical competence refers to the knowledge of a language that

²⁶Jack C. Richards, *Communicative Language Teaching Today*, (New York: Cambridge University Press: 2006), p. 3.

²⁷Jeremy Harmer, *The Practical of English Language Teaching Third Edition*,(www.Longman.Com) accessed at 30th September,2014, retrieved at 12:36, p. 86.

²⁸Sandra J. Savignon, *Communicative Language Teaching: Linguistic Theory and Classroom Practice*,(Copyrighted Material) accessed at 14th September 2014.

accounts for the ability to produce sentences in a language. It refers to knowledge of the building blocks of sentences (such as parts of speech, tenses, phrases, clauses, sentence patterns) and how sentences are formed. Grammatical competence is the focus of many grammar practice books, which typically present a rule of grammar on one page, and provide exercises to practice using the rule on the other page. The unit of analysis and practice is typically the sentence. While grammatical competence is an important dimension of language learning, it is clearly not all that is involved in learning a language since one can master the rules of sentence formation in a language and still not be very successful at being able to use the language for meaningful communication. It is understood by the term communicative competence.

Communicative competence includes the following aspects of language knowledge:²⁹

- 1) Knowing how to use language for a range of different purposes and functions.
- 2) Knowing how to vary our use of language according to the setting and the participants (examples; knowing when to use

²⁹Jack C. Richards, *Communicative Language Teaching Today*, (New York: CambridgeUniversityPress: 2006), p. 3.

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 (examples; narratives, reports, interviews, conversations).
- 4) Knowing how to maintain communication despite having limitations in one's language knowledge (examples; through using different kinds of communication strategies).

The goal of teachers who use Communicative Language Teaching is to enable students to communicate in the target language. Such as: linguistics competence, sociolinguistics competence, discourse competence, and strategic competence. To do this, students need knowledge of the linguistic forms, meanings, and functions. They used to know that many different forms can be used to perform a function and also that a single form can often serve a variety of functions. They must be able to choose from among these the most appropriate form, given the social context and the roles of interlocutors. They must also be able to manage the process of negotiating meaning with their interlocutors. Communication is a process; knowledge of the forms of language is insufficient.³⁰

³⁰Diane Larsen-Freeman, *Teaching and Principles in Language Teaching Second Edition*, (New York: Oxford University Press, 2000), p. 128.

d. How Learners Learn a Language

The understanding of the processes of second language learning has changed in the last 30 years and CLT is partly a response to these changes in understanding. Earlier views of language learning focused primarily on the mastery of grammatical competence. Language learning was viewed as a process of mechanical habit formation. Good habits are formed by having students produce correct sentences and not through making mistakes. Errors must be avoided through controlled opportunities for production (either written or spoken). By memorizing dialogs and performing drills, the chances of making mistakes are minimized. Learning is under the control of the teacher. In recent years, language learning has been viewed from a very different perspective. It is seen as resulting from processes such as:³¹

- 1) Interaction between the learner and users of the language.
- 2) Collaborative creation of meaning.
- 3) Creating meaningful and purposeful interaction through language.

³¹Jack C. Richards, *Communicative Language Teaching Today*, (New York: CambridgeUniversityPress: 2006), p. 4.

- 4) Negotiation of meaning as the learner and his or her interlocutor arrive at understanding Learning through attending to the feedback learners get when they use the language.
- 5) Paying attention to the language one hears (the input) and trying to incorporate new forms into one's developing communicative competence.
- 6) Trying out and experimenting with different ways of saying things.

e. The Roles of Teachers and Learners in The Classroom

The type of classroom activities proposed in CLT also implied new roles in the classroom for teachers and learners.³² Learners now have to participate in classroom activities that are based on a cooperative rather than individualistic approach to learning. Students have to become comfortable with listening to their peers in group work or pair work tasks, rather than relying on the teacher for a model. They are expected to take on a greater degree of responsibility for their own learning. And teachers now have to assume the role of facilitator and monitor. Rather than being a model for correct speech and writing and one with the primary responsibility of making students produce plenty of error-free

³²*Ibid.*, p. 5.

sentences, the teacher have to develop a different view of learners' errors and of her/his own role in facilitating language learning.

From above statement, it can be said that the teacher who facilitates communication in the classroom has one of major responsibilities is to establish situation likely to promote communication. During the activities the teacher acts as an adviser, answering students' questions and monitoring their performance. The teacher can make note of the students' errors to be worked on at a later time during more accuracy based activities. At other times, the teacher can be a communicator engaging in the communicative activity along with students.

From above explanations, it could be concluded that students are above all communicators. They are actively engaged in negotiating meaning-in trying to make themselves understood and in understanding others-even when their knowledge of the target language is incomplete. Also, beside the teacher's role is less dominant than in a teacher-centered method, students are seen as more responsible managers of their own learning.

f. The Characteristics of the Teaching/Learning Process

The most obvious characteristic of CLT is that almost everything that is done with a communicative intent students use the language a great deal through communicative activities such as games, role plays, and problem-solving tasks.

Activities that are truly communicative, Johnson and Morrow state that there are three features in common: information gap, choice, and feedback.³³ The activity that commonly used is role play. It can make the students feel spirit to study especially in conversation.

An information gap exists when one person in an exchange knows something the other person does not. If we both know today is Tuesday and I ask you “What is today?” and you answer, “Tuesday”, our exchange is not really communicative.

In communication, the speaker has a choice of what she will she say and how she will say it. If the exercises is tightly controlled so that students can only say something in one way, the speaker has no choice and the exchange, therefore, is not communicative.

True communication is purposeful. A speaker can thus evaluate whether or not his purpose has been achieved based upon

³³Diane Larsen-Freeman, *Teaching and Principles in Language Teaching Second Edition*, (New York: Oxford University Press, 2000), p. 129-130.

the information he receives from his listener. If the listener does not have an opportunity to provide the speaker with such feedback, then the exchange is not really communicative. Forming questions through a transformation drill may be a worthwhile activity, but it is not in keeping with CLT since a speaker will receive no response from a listener.

Another characteristic of CLT is the use of authentic materials. It is considered desirable to give students an opportunity to develop strategies for understanding language as it is actually used.

Communicative language teaching often takes the form of pair and group work requiring negotiation and cooperation between learners, fluency-based activities that encourage learners to develop their confidence, role-plays in which students practice and develop language functions, as well as judicious use of grammar and pronunciation focused activities.

The communicative approach emphasizes the idea of an effective communication between the teacher and the students and focuses on language as a medium of communication. It recognizes that all communication has a social purpose learners have something to say or find out. Classroom activities maximize opportunities for learners to use target language in a communicative

way for meaningful activities. The emphasis lies on task they are completing) rather than form (correctness of language and language structure) as in first language acquisition.

Finally, we noted that activities in CLT are often carried out by students in small groups. Small numbers of students interacting are favored in order to maximize the time allotted to each student for communicating.

g. Classroom Activities in Communicative Language Teaching

Since the approach of CLT, all of the teachers have tried to find ways of developing classroom activities that reflect the principles of a communicative methodology. The principles on which the first generation of CLT materials are still relevant to language teaching today, so in this chapter the researcher will briefly review the main activity types that is one of the outcomes of CLT.³⁴

h. Accuracy Versus Fluency Activities

One of the goals of CLT is to develop fluency in language use. Fluency is natural language use occurring when a speaker uses meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative

³⁴Jack C. Richards, *Communicative Language Teaching Today*, (New York: Cambridge University Press: 2006), p. 14.

competence. Fluency is developed by creating classroom activities in which students must negotiate meaning, use communications strategies, correct misunderstandings, and work to avoid communication breakdowns.

Fluency practice can be contrasted with accuracy practice, which focuses on creating correct examples of language use. Differences between activities that focus on fluency and those that focus on accuracy can be summarized as follows:³⁵

Activities focusing on fluency:

- 1) Reflect natural use of language.
- 2) Focus on achieving communication.
- 3) Require meaningful use of language.
- 4) Require the use of communication strategies.
- 5) Produce language that may not be predictable.
- 6) Seek to link language use to context.

Activities focusing on accuracy:

- 1) Reflect classroom use of language.
- 2) Focus on the formation of correct examples of language.
- 3) Practice language out of context.
- 4) Practice small samples of language.
- 5) Do not require meaningful communication.
- 6) Control choice of language.

³⁵ *Ibid.*, p. 14.

i. Mechanical, Meaningful, and Communicative Practice

There are three different kinds of practicing CLT that is proposed by some advocates. They are mechanical, meaningful, and communicative.³⁶

- 1) Mechanical practice refers to a controlled practice activity which students can successfully carry out without necessarily understanding the language they are using. Examples of this kind of activity would be repetition drills and substitution drills designed to practice use of particular grammatical or other items.
- 2) Meaningful practice refers to an activity where language control is still provided but where students are required to make meaningful choices when carrying out practice. For example, in order to practice the use of prepositions to describe locations of places, students might be given a street map with various buildings identified in different locations. They are also given a list of prepositions such as across from, on the corner of, near, on, next to. They then have to answer questions such as “Where is the book shop? Where is the café?”. The practice is now meaningful because they have to respond according to the location of places on the map.
- 3) Communicative practice refers to activities where practice in using language within a real communicative context is the focus, where real information is exchanged, and where the language used is not totally predictable. For example, students might have to draw a map of their neighborhood and answer questions about the location of different places, such as the nearest bus stop, the nearest café, and so on.

From above explanations, it could be concluded that mechanical practice refers to activity that will be repetition drill or

³⁶Jack C. Richards, *Communicative Language Teaching Today*, (New York: Cambridge University Press: 2006), p.16.

substitution drill. Meaningful practice refers to meaningful choice to carry out practice. And communicative practice refers to make a real communicative context or situation.

j. Procedures of Teaching a Language Through CLT

Some writers suggest some technique or procedures in the classroom that can support the goal of communicative teaching. The following principles are tips worth considering in communicative teaching suggested by Larsen-Freeman in BambangSetiyadi.³⁷

- 1) Whenever possible language as it is used in real context should be introduced.
- 2) The target language is a vehicle for classroom communication, not just the object of study.
- 3) Students should work at with the discourse level.
- 4) Games are important because they have in common with real communicative events.
- 5) Students should be given an opportunity to express their ideas and opinions.
- 6) One of the teacher's major responsibilities is to establish situations likely to promote communication.
- 7) The social context of the communicative event is essential in giving meaning to the utterances.
- 8) The teacher acts as an advisor during communicative activities.
- 9) Students should be given opportunities to develop strategies for interpreting language as it is actually used by native speakers.

³⁷BambangSetiyadi, *Teaching English As A Foreign Language*, (Yogyakarta: GrahaIlmu, 2006), p. 154.

Different writers have different set of procedures. The CLT classroom below is the one suggested by Finocchiaro and Brumfit.³⁸

- 1) Presentation of a brief dialogue or several mini dialogues, precede by a motivation (relating the dialogue situations to the learners' probable community experiences) and a discussion of the function and situation people, roles, setting, topic, and the informality or formality of the language which the function and situation demand.
- 2) Oral practice of each utterance of the dialogue segment to be presented that day (entire class, half class, groups, and individual) generally preceded by your model. If mini dialogues are used, engage in similar practice.
- 3) Questions and answers based on the dialogues topic and situation itself.
- 4) Questions and answers related to the students personal experiences but centered around the dialogue theme.
- 5) Study one of the basic communicative expressions in the dialogue or one of the structures which exemplify the function.
- 6) Learner discover of generalizations or rules underlying the functional expression or structure.
- 7) Oral recognition, interpretative activities.
- 8) Oral production activities proceeding from the guided to free communication activities.
- 9) Copying of the dialogue or mini dialogues or modules if they are not in the class text.
- 10) Sampling of the written homework assignment, if given.
- 11) Evaluation of learning (oral only). Example; "How would you ask your friend to ...? And how would you ask me to ...?"

³⁸*Ibid.*, p. 155.

k. Advantages and Disadvantage of CLT

There are some advantages of CLT, they are:³⁹

- 1) The interaction between students and teachers.

Communicative teaching is becoming increasingly clear feature is the change in the way as the internship, students develop subject, initiative and become increasingly important. Teacher and student relationship is an interactive, harmonious relationship, rather than the traditional education.

- 2) To inform the basic knowledge and ability to skillfully combine the development.

Traditional classroom teaching of English in the main body of the expense of home study, only emphasized the teachers on the knowledge of the systematic and integrity, which is a teacher-centered, knowledge centered from the medieval "scholastic" teaching methods inherited one consequence of the neglect of student ability. The communicative teaching emphasizes the learner's cognitive ability and operational capabilities, which allow the students themselves to think about

³⁹Citra Abadi, *Communicative Language Teaching: theories, lesson plan, and application* retrieved from http://www.academia.edu/4743392/Communicative_Language_Teaching_theories_lessons_plan_and_application?login=email_was_taken=true accessed at March, 2015, 1:24:41 PM.

and express their views, thus, trained in real life the ability to use language to communicate.

3) Greatly improved the students' interest

Communicative teaching students to participate, sometimes accompanied by scenes or stimulated scenarios, so the students more close to life, the students became the main character, naturally they were interested in the English language, to learn English as a pleasure.

There are also some disadvantages of CLT, they are:

- 1) It is felt there is not enough emphasis on the correction of pronunciation and grammar error. It is because too much on meaning at the expense of form.
- 2) CLT approach focus on fluency but not accuracy in grammar and pronunciation.
- 3) The CLT approach is great for intermediate students and advanced students, but for beginners some controlled practices are needed.
- 4) The monitoring ability of the teacher must be very good.
- 5) Grammar Teaching Practices make application of this approach difficult.

I. The Techniques or Materials Associated with CLT

There are some techniques or materials associated with CLT, such as:⁴⁰

- 1) **Authentic Materials:** The use of language materials authentic to native speakers of the target language.
- 2) **Scrambled Sentence:** The students are given a passage (a text) in which the sentences are in a scrambled order. This may be a passage they have worked with or one they have not seen before. They are told to unscramble the sentences so that the sentences are restored to their original order.
- 3) **Language Games:** Games are used frequently in CLT. The students find them enjoyable, and if they are properly designed, they give students valuable communicative practice.
- 4) **Picture Strip Story:** Many activities can be done with picture strip stories. We suggested one in discussion of scrambled sentences. In the activity that is observed, one student in a small group was given a strip story.
- 5) **Role Play:** Role plays are very important in CLT because they give students an opportunity to practice communicating in different social contexts and in different social roles.

⁴⁰Diane Larsen-Freeman, *Teaching and Principles in Language Teaching Second Edition*, (New York: Oxford University Press, 2000), p. 132-134.

The other activities have been used in CLT, as follow:⁴¹

- 1) Task-completion activities: puzzles, games, map reading, and other kinds of classroom tasks in which the focus is on using one's language resources to complete a task.
- 2) Information-gathering activities: student-conducted surveys, interviews, and searches in which students are required to use their linguistic resources to collect information.
- 3) Opinion-sharing activities: activities in which students compare values, opinions, or beliefs, such as a ranking task in which students list six qualities in order of importance that they might consider in choosing a date or spouse.
- 4) Information-transfer activities: These require learners to take information that is presented in one form, and represent it in a different form. For example, they may read instructions on how to get from A to B, and then draw a map showing the sequence, or they may read information about a subject and then represent it as a graph.
- 5) Reasoning-gap activities: These involve deriving some new information from given information through the process of inference, practical reasoning.
- 6) Role plays: activities in which students are assigned roles and improvise a scene or exchange based on given information or clues.

From above explanation, the researcher used role play techniques in learning activities. Because, it can improve students' motivation in speaking and it can make students imagine real life activities in the classroom. In the other hands, role play also give students an opportunity to practice

⁴¹Jack C. Richards, *Communicative Language Teaching Today*, (New York: Cambridge University Press: 2006), p. 19.

communicating indifferent social contexts and in different social roles.

Furthermore, William Littlewood stated that Communicative activities play an indispensable role in language instruction as offering opportunities for learners to participate actively in language production and exchange because the students are asked to:⁴²

- 1) Imagine themselves in a situation which could occur outside the classroom. This could be anything from a simple occurrence like meeting a friend in the street, to a much more complex event such as a series of business negotiations.
- 2) Adopt a specific role in this situation. In some cases, they may simply have to act as themselves. In others, they may have to adopt a simulated identity.
- 3) Behave as if the situation really existed, in accordance with their roles.

⁴²William Littlewood, *Communicative Language Teaching Introduction*, (New York: Cambridge University Press, 2002), p. 49.

Role play also divided into some categories as the following:⁴³

- 1) Role-playing controlled through cues dialogues: precise turn by turn cueing on individual role cards.
- 2) Role-playing controlled through cues and information: individual role cards containing specific aims, and prompts of things to say, tables of information.
- 3) Role-playing controlled through situation and goals: background information and individual role cards with aims, leading to ‘drama like’ dialogues in single situation.
- 4) Role-playing in the form of debate or discussion: background information, individual role cards leading to debate.
- 5) Large-scale simulation activities: extended role play over several sessions.
- 6) Improvisation: unscripted dramatizations, based on individual role cards, but no aims.

In this case, the researcher chose role playing controlled through cued dialogues. The procedures are as follow:

- 1) Students will have their cues printed on separate cards.

⁴³Martin Bygate, *Language Teaching “Speaking*, (New York: Oxford University Press), p. 69.

- 2) Each students must listen to his partner before formulating a definite response.
- 3) The cues enable them to predict a large proportion of what the other will say and to prepare the general gist of their own responses.

B. Review of the Related Findings

Actually, there are some researches related to this research. Many researchers have done research about students' speaking skill. The first, SitiEkaPuspita sari has done a research by the title "The Application of Communicative Language Teaching (CLT) Method to Improve Speaking Ability (A Classroom Action Research of the Second Grade of SMP N 2 Banyu Biru in the Academic Year 2011/2012)". She concluded that there is an improvement of students' speaking ability by using Communicative Language Teaching method. It can be seen from the mean score of pre test and post test. In cycle 1 post test is higher than pre test: $62.03 > 13.40$, t-test: 52.8. In cycle 2: $68.25 > 20.5$, t-test: 28.78. In cycle 3: $69 > 35$, t-test: 27.03. Then the result of t-test calculation in cycle 1, 2, and 3 is greater than t-table with $N = 31$ is 2.042. This indicated that by applying Communicative Language Teaching method has improved.⁴⁴

⁴⁴Siti Eka Puspitasari, "The Application of Communicative Language Teaching (CLT) Method to Improve Speaking Ability (A Classroom Action Research of the Second Grade of SMP N 2 Banyu Biru in the Academic Year 2011/2012)", (*Unpublished Thesis*) Salatiga: STAIN, 2012, p. 144-145.

The second, Ade Purnama Sari Sinaga has done a research in SMP Negeri 2 Padangsidempuan about “The Effect of Jigsaw Learning Technique on Student’s Speaking Ability at Grade VIII SMP Negeri 2 Padangsidempuan”. The research design was experimental research. She concluded that there was the significant effect of jigsaw learning technique on student’s speaking ability at grade VIII SMP Negeri 2 Padangsidempuan. It was based on Student’s speaking ability after learning using jigsaw learning technique at grade VIII SMP Negeri 2 Padangsidempuan increased slowly up to high. It can be seen from mean of experiment class was bigger than control class were (80.21>69.62).⁴⁵

The third, Imam Kukuh Wibowo has done a research in MAN Tenganan about “Communicative Language Teaching (CLT) Approach in Speaking Class at the Second Grade of MAN Tenganan in the Academic Year of 2013/2014. The research design was descriptive qualitative. He said that Communicative Language Teaching made the students communicate with their own language, providing the students to feel like in English speaking countries and CLT made students involve in every communication during teaching and learning process. So, he concluded that when this approach is

⁴⁵Ade Purnama Sari Sinaga, “The Effect of Jigsaw Learning Technique on Student’s Speaking Ability at Grade VIII SMP Negeri 2 Padangsidempuan” in the Academic Year of 2012/2013, (*Unpublished Thesis*) Padangsidempuan: STAIN, 2012, p. 65.

applied in teaching learning process, it is well known that students' communicative competence can be progressed.⁴⁶

The fourth, Nuria Siregar has done a research in MAS PPDM Basilam Baru Kota Pinang about "the effect of cooperative learning Teams-Games-Tournaments (TGT) to student speaking ability at grade X MAS PPDM Basilam Baru Kota Pinang" the research design was experimental research. She said that there was an effect of using Teams-Games-Tournaments (TGT) on speaking ability. It was based on the score experimental class higher than control class, and from the calculation of t to 2.83 and t_s 2.04. it means that t is higher than t_s ($2.83 > 2.04$).⁴⁷

The fifth, Sudaryanti Sormin has done a research in MTsN 2 Padangsidempuan about "Improving Students' Speaking Ability by Using Think- Pair- Share (TPS) Technique at Grade VIII MTsN 2 Padangsidempuan". The research design was classroom action research. She concluded that Think-Pair-Share can improve students' speaking ability. It

⁴⁶Imam Kukuh Wibowo, "Communicative Language Teaching (CLT) Approach in Speaking Class at the Second Grade of MAN Tenggara in the Academic Year of 2013/2014", (*Unpublished Thesis*) Salatiga: STAIN, 2013, p. 75.

⁴⁷Nuria Siregar, "The Effect of Teams Games Tournament for Cooperative Learning Towards Students' Speaking Ability at Grade x MAS Pondok Pesantren Dar'al Ma'arif (PPDM) Basilam Baru Kota Pinang" in the Academic Year of 2012/2013, (*Unpublished Thesis*) Padangsidempuan: STAIN, 2012, p. 72.

can be seen from the mean score of students' speaking ability in cycle 1 was 45 % and became 88% in cycle 2.⁴⁸

Those are five related findings which focus on students' problem in speaking. It can be concluded that speaking is a big problem in some schools.

Thus, the researcher had done a research about students' speaking skill by using Communicative Language Teaching. Therefore, researcher wants to solve speaking problem in improving students' speaking skill at grade VIII SMP Negeri 9 Padangsidempuan by using Communicative Language Teaching (CLT). This approach is very effective to make the students have a skill in speaking especially make them to have communicative competence. Therefore, the researcher chose this approach.

C. Conceptual Framework

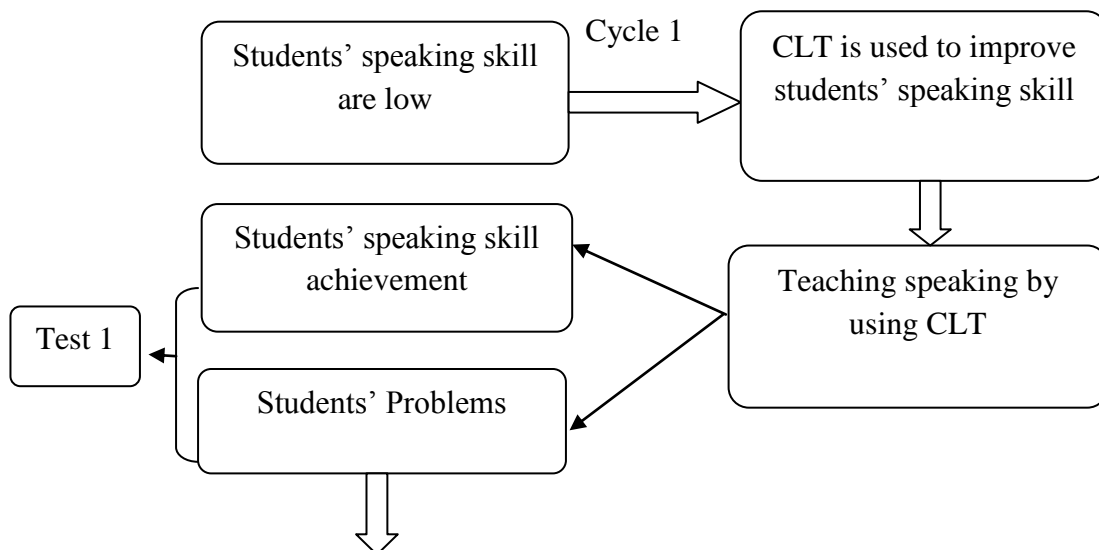
Based on the theoretical review and review of related findings, the researcher makes conceptual framework of this research. Language teaching is one of the priority in learning process, especially in foreign language teaching. The main purpose of foreign language teaching is to communicate a language. Meanwhile, Communicative Approach is the effective way to achieve this goal. Throughout more than twenty years, Communicative Approach has been confirmed and spread widely. Communicative Approach is the innovation of the foreign language teaching. Not only does it improve students'

⁴⁸Sudaryanti Sormin, Improving Students' Speaking Ability by Using Think- Pair- Share (TPS) Technique at Grade VIII MTsN 2 Padangsidempuan, (*Unpublished Thesis*) Padangsidempuan: IAIN, 2014, p. 93.

communicative competence effectively, but also carries out the quality education in foreign language teaching.

In language teaching there are many problems that occur on students' speaking at grade VIII SMP Negeri 9 Padangsidempuan, especially when they want to tell something. Some problems for example; their English words mastery are less in memory and they are not able to speak directly in some situation. Sometimes it makes they feel difficult to produce the words and feel difficult to pronounce words. Then, the students have less motivation to speak English and the students feel bored in learning English. All those problems can occur because the teaching method which is used by the teacher is not appropriate.

Therefore, the approach that can be used to solve the problems is Communicative Language Teaching (CLT). The researcher describes the conceptual framework as follow:



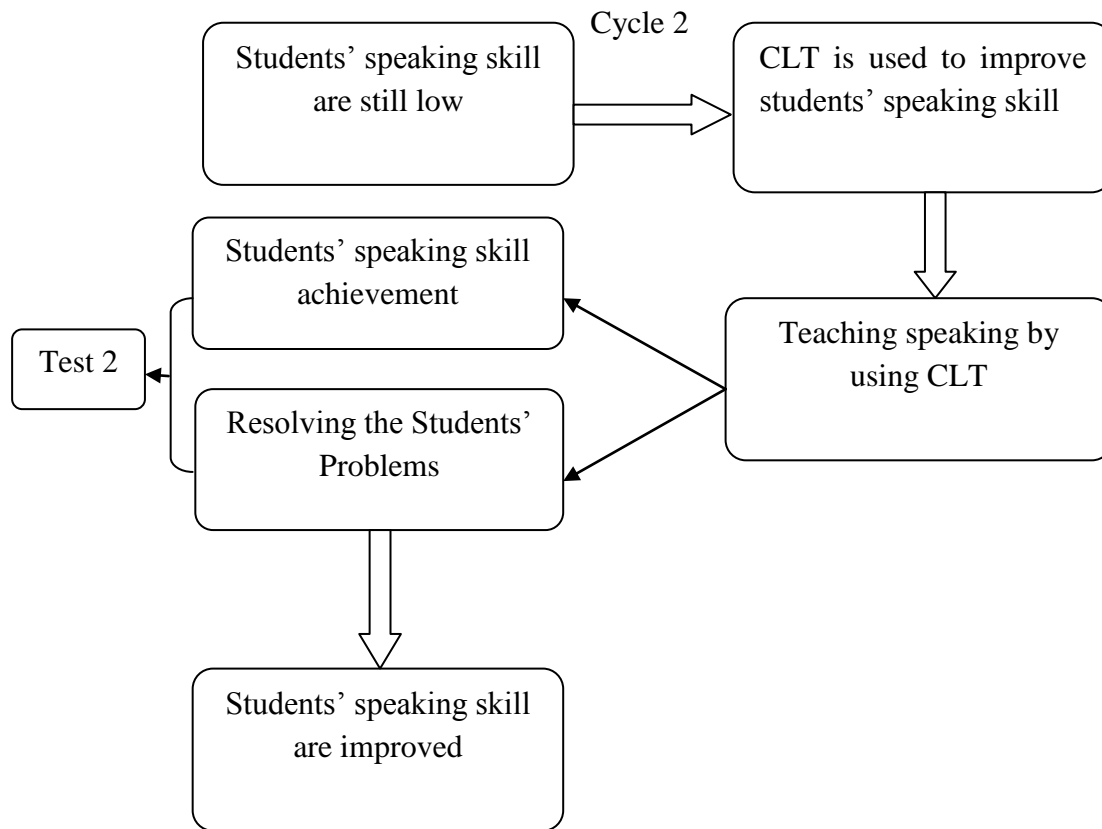


Figure 1. Conceptual Framework

Based on the figure above, the students' problems are; students' speaking skill is less motivation, feel difficult to produce the words, and students' English word mastery is less in memory. Thus, the researcher tries to improve students' speaking skill by using Communicative Language Teaching.

D. Hypothesis of the Action

Hypothesis is a researcher's guess about the situation of participants. It is a tentative supposition or provisional guess which seems to explain the situation under observation. Bruce W. Tuckman in Yogesh states that "A hypothesis is an expectation about events based on generalization of the assumed relationship between variables."⁴⁹

A hypothesis states what we are looking for. It is a proposition which can be put to a test to determine its validity. It may prove whether it is correct or incorrect. So, the hypothesis of this research is stated that: "Communicative Language Teaching Approach by using Role Play activities can improve students' speaking Skill at Grade VIII SMP Negeri 9 Padangsidempuan."

⁴⁹Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International (P) Limited, Publishers, 2006), p. 55.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Methodology

1. Location and Schedule of the Research

The location of the research was at SMP Negeri 9 Padangsidempuan. It is located at Jl. Sudirman KM 4,5Hutaimbaru, Kecamatan Padangsidempuan Hutaimbaru. The research started from December2014 up to April 2015.

Table II
Schedule Activities of the Research

No.	Activities	Year/Month/Day				
		2014	2015			
		Dec	Jan	Feb	March	April
1.	Guidance of Proposal	01 st Dec - 05 th March				
2.	Seminar Proposal				12 th	
3.	Revision of Proposal				17 th March - 08 th	
4.	Guidance of Thesis				April	
5.	Research					10 th
6.	Finish of the Research					16 th
7.	Guidance of Thesis after Research					21 st
8.	ACC Thesis					30 th

2. Research Design

This research has a purpose to improve students' speaking skill by using Communicative Language Teaching (CLT), it is called Classroom Action Research (CAR). Corey in Yogesh states that "Action research is a process for studying problem by part-owners scientifically to take decision for improving their current practices."¹ Additionally, Bassey in Valsha describes "action research as an enquiry which is carried out in order to understand, to evaluate and then to change, in order to improve educational practice".²

From the above definitions, it can be concluded that classroom action research is a research which has a goal to improve the quality of action or teaching in order to find out the students' problems in the classroom. Classroom action research consists of four steps through planning, action, observation and reflection. It is also a teaching, learning, and decision-making process that can be used in learning process of students and teachers. The main role of action research is to facilitate and to improve the learning process and learning strategies. Action research provides teachers with a systematic process to reflect, consider options, implement and evaluate potential solutions.

¹Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International (P) Limited, Publishers, 2006), p. 263.

²Valsa Khosy, *Action Research for Improving Practice*, (New Delhi: Paul Chapman Publishing, 2005), p. 8.

Moreover, research design of this research follows action research spiral by Kemmis because this form is one of the best models and the essential steps of the classroom action research process.

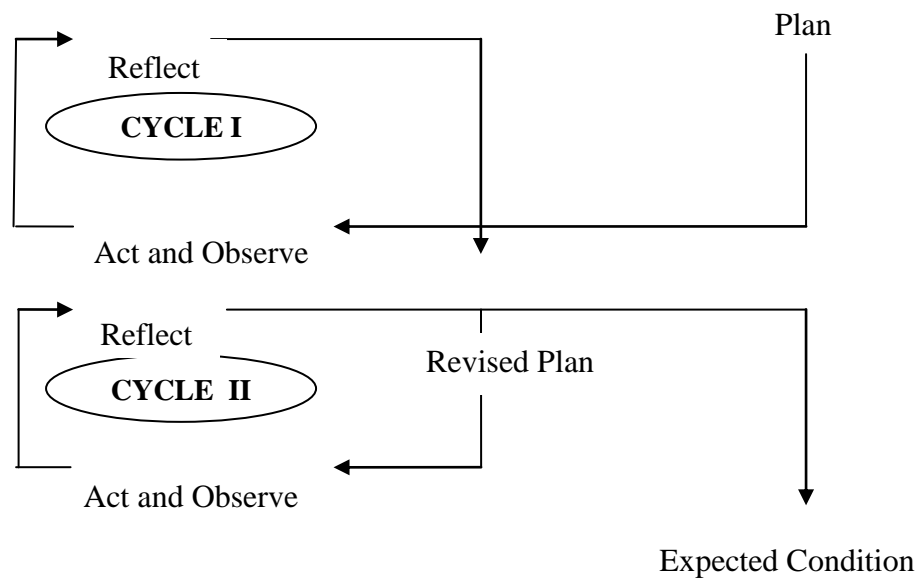


Figure 2: Action Research Spiral by Kemmis³

3. Subjects of Research

The subjects of this research were the students at grade VIII, the second semester in academic years 2014/2015 SMP Negeri 9 Padangsidempuan, there were twelve classes of grade VIII in SMP N 9 Padangsidempuan. VIII-1 until VIII-12. The researcher chose VIII-8 as the subjects of this research because there were some problems of speaking in this class. The students consisted of 22 students. There were twelve female and ten male.

³Anne Burns, *Doing Action Research in English Language Teaching*, (New York: Routledge, 2010), p. 9.

4. Instrument and Technique of Data Collection

In collecting data, the researcher used three instruments of collecting data, Oral test, observation sheet, and interview. It would explain as follow:

a. Test (Oral Test)

Brown states “a test is a method of measuring a person's ability or knowledge in a given domain”.⁴ The researcher used oral test (individual performance and group performance) in doing the test. The researcher gave individual performance. The first test was about *Telling Personal Experience* and the second test was about *Telling Daily Activities*.

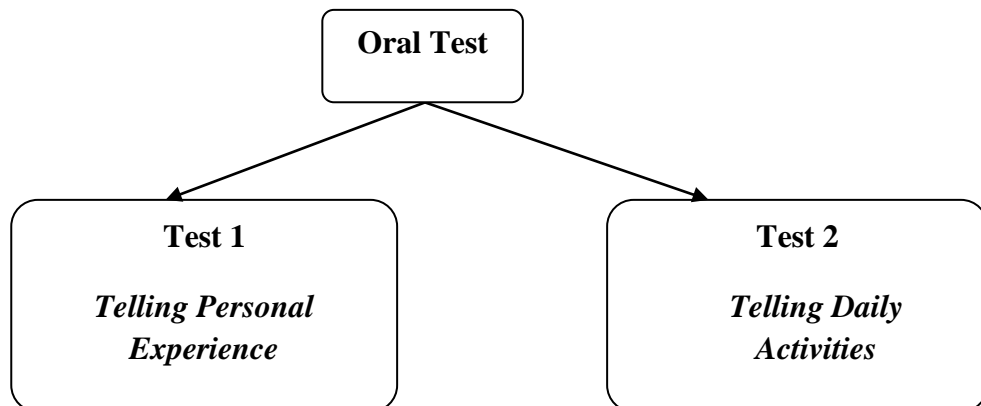


Figure 3. The students' progress in oral test

⁴H. Douglas Brown, *Language Assessment: Principles and classroom practices*, (United States of America: San Francisco State University, 2004), p. 384.

To know the improvement of students' speaking skill, there are some criterions that must be considered. The researcher took some indicators of speaking test as the table below:

Table III
Indicators of Speaking Test:⁵

NO.	The Indicators of Speaking Skill	Score
1	Accent : 1. Pronunciation frequently unintelligible. 2. Frequent gross errors and a very heavy accent make understanding difficult. 3. "Foreign accent" requires concentrated listening and mispronunciations, which do not interfere with understanding. 4. "Marked foreign" accent and occasional mispronunciations which do not interfere with understanding. 5. No conspicuous mispronunciations, but would not be taken for a native speaker.	1-5 1 2 3 4 5
2	Grammar : 1. Grammar almost entirely inaccurate phrases. 2. Constant errors showing control of very few major patterns and frequently preventing communication. 3. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding. 4. Occasional errors showing imperfect control of some patterns but or weakness that causes misunderstanding. 5. Few errors, with no patterns or failure.	1-5 1 2 3 4 5
3	Vocabulary: 1. Vocabulary inadequate for even the simplest conversation. 2. Vocabulary limited to basic personal and survival areas.	1-5 1 2

⁵Arthur Hughes, *Testing for Language Teachers*, (USA: Cambridge University Press, 1990), p. 110-113.

	<p>3. Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics. 3</p> <p>4. Professional vocabulary adequate to discuss special interests, general vocabulary permits discussion of any non technical subject with some circumlocutions. 4</p> <p>5. Professional vocabulary broad and precise, general vocabulary adequate to cope with complex practical problems and varied social situations. 5</p>	
4	<p>Fluency :</p> <p>1. Speech is so halting and fragmentary that conversation is virtually impossible. 1</p> <p>2. Speech is very low and uneven except for short or routine sentences. 2</p> <p>3. Speech is frequently hesitant and jerky, sentences may be left uncompleted. 3</p> <p>4. Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words. 4</p> <p>5. Speech is effortless and smooth, but perceptibly non native in speech and evenness. 5</p>	1-5
5	<p>Performance/Comprehension :</p> <p>1. Understands too little for the simplest type of conversation. 1</p> <p>2. Understands only slow, very simple speech on common social and touristic topics, requires constant repetition and rephrasing. 2</p> <p>3. Understands careful, some what simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing. 3</p> <p>4. Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition conversation or rephrasing. 4</p> <p>5. Understanding everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech. 5</p>	1-5
	MAXIMAL SCORE: 25 x 4	100

b. Observation

The observation method is the most commonly used method specially in studies relating to behavioral sciences. Observation is used to get information about phenomenon that occurs, by doing observation and recording toward visible phenomenon systematically. It is also used write something that happen in the classroom. The researcher will observe the learning-teaching activities in the classroom. There are some kinds of observation; they are behavior checklist, observation notes, reflective observation, analytical observation, and narrative observation. In this case, the researcher uses observation notes because it is a simple form and the data are not counted but using note to describe what happen in the classroom.⁶ The researcher will observe students' activities and teacher's activity during the teaching-learning process and the factors which influence the teaching learning process.

Some students' activities in teaching learning process which observed were as follow:

- a. Students who are not ready to study.
- b. Students' who do not have motivation to speak.
- c. Students' who do not have confidence to speak.
- d. Students' who can not produce words directly.

⁶Anne Burns, *Doing Action Research in English Language Teaching* (New York: Routledge, 2010), p. 67.

- e. Students are passive in the class.
- f. Students are walking around the class.
- g. Students use bataknese to speak in the class.

In addition, teacher's activities (researcher) will be observed by collaborator in teaching learning process, as follow:

- a. Teacher's physic appearance and written.
 - b. Teacher's explaining learning procedures and steps of research.
 - c. Teacher's explaining the material.
 - d. Teacher's reinforcement and interaction with students.
 - e. Teacher's sound and classroom management.
- c. Interview

The interview method of collecting data involves presentation of oral-verbal reply interms of oral-verbal responses. According to Hornby, he states that interview is to talk somebody and ask his/her questions at a formal meeting to find out if he/she is suitable for job or study".⁷ Interview is used to get the data or information that is not expressed in observation. The researcher will use personal interview to know more information about students' problems in speaking class.

⁷A.S. Hornby, *Oxford Advanced Learned Dictionary 7th Edition*(New York: Oxford University Press, 2005), p. 788.

5. Procedures of the Classroom Action Research

This action research follows the model of Kemmis and Robin. It is a famous representation of the action research “spiral” that contains four stages; planning, acting, observing and reflecting. The model is described in the following figure:

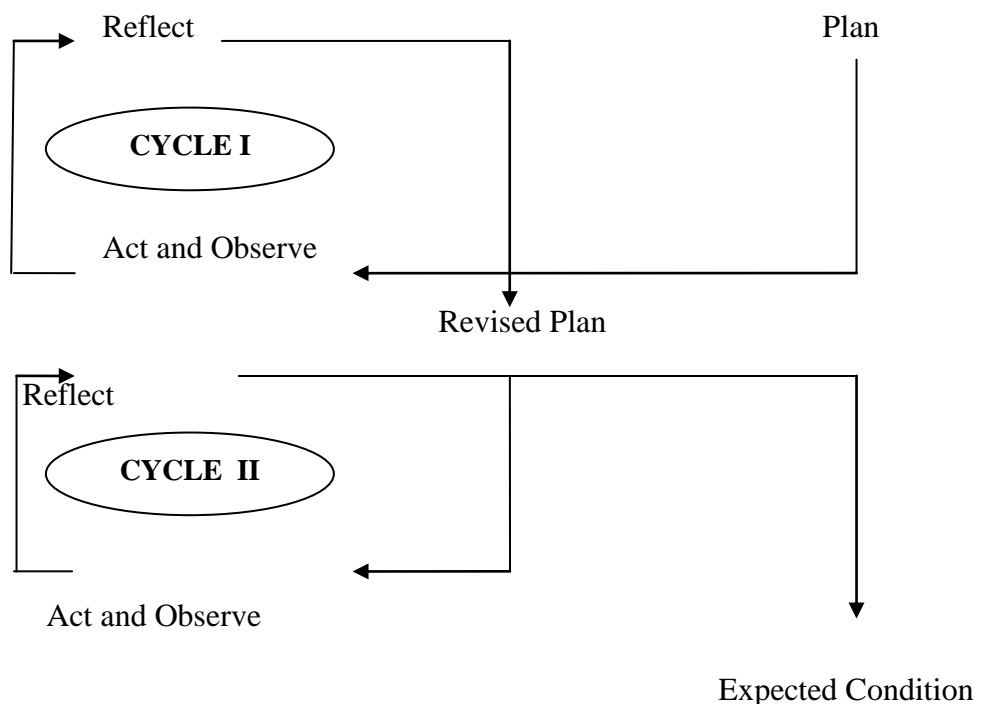


Figure 5: Action Research Spiral by Kemmis⁸

In this research the researcher will apply two cycles. Every cycle consists of three meetings, and every meeting is 2x40 minutes or 80 minutes. So, in one cycle is about 240 minutes. And then, every meeting consists of four steps of classroom action research (CAR) they are planning, action,

⁸Anne Burns, *Doing Action Research in English Language Teaching* (New York: Routledge, 2010), p. 67.

observation and reflection. The researcher will explain the activities in teaching students' speaking skill by using Communicative Language Teaching (CLT) at Grade VIII SMP N 9 Padangsidempuan.

a. First Cycle(Consisted of three meetings) the procedures were as follow:

First Meeting

1) Planning

- a) Arranging the lesson plan that consisted of the step of action.
- b) Determining the topic that relate about speaking, which is about asking and giving opinion about place.
- c) Designing a procedure of teaching speaking by using CLT.
- d) Preparing the instruments to be used by students.
- e) Preparing the instruments for teacher and observers' observation.
- f) Preparing the learning material, indicators of speaking scores, and tests for the first meeting.

2) Action

- a) Arranging seat formation.
- b) Telling the purposes of learning.
- c) Giving the topic for the students.
- d) Introducing the procedures of CLT.
- e) Explaining the topic.
- f) Giving some practices that was related to the topic.
- g) Monitoring every step that had been planned.

- h) Monitoring time allocation with all activities that had be done.
 - i) Preparing the solution if had problems when the action was done.
 - j) Observing the classroom activities.
- 3) Observation
- a) Observing the execution of CLT.
 - b) Observing the students' speaking skill.
 - c) Discussing with collaborator to observe planning.
 - d) Evaluating students by taking the score of students' speaking skill based on CLT.
 - e) Making a note in every activities of teaching learning.
 - f) Discussing with the English teacher about the weakness of CLT when teaching learning process.
- 4) Reflection
- a) Discussing with collaborator about the action.
 - b) Analyzing the finding during the observation was done.
 - c) Analyzing the weakness and the teacher progress that using CLT to determine the followed up of activity.
 - d) Reflecting the teacherlearning activity.
 - e) Reflecting the students' learning activity.
 - f) Evaluating or interpreting the data and make any decisions for the next meeting.

Second Meeting

1) Planning

- a) Arranging the lesson plan that consisted of the step of action.
- b) Determining the topic that relate to about speaking, which is about asking and giving opinion about famous people.
- c) Designing a procedure of teaching speaking by using CLT.
- d) Preparing the instruments to be used by students.
- e) Preparing the instruments for teacher and observers' observation.
- f) Preparing the learning material, indicators of speaking scores, and tests for the first meeting.

2) Action

- a) Arranging seat formation.
- b) Telling the purposes of learning.
- c) Giving the topic for the students.
- d) Introducing the procedures of CLT.
- e) Explaining the topic.
- f) Giving some practices that was related to the topic.
- g) Monitoring every step that had been planned.
- h) Monitoring time allocation with all activities that had be done.
- i) Preparing the solution if had problems when the action was done.
- j) Observing the classroom activities.

3) Observation

- a) Observing the execution of CLT.
- b) Observing the students' speaking skill.
- c) Discussing with collaborator to observe planning.
- d) Evaluating students by taking the score of students' speaking skill based on CLT.
- e) Making a note in every activities of teaching learning.
- f) Discussing with the English teacher about the weakness of CLT when teaching learning process.

4) Reflection

- a) Discussing with collaborator about the action.
- b) Analyzing the finding during the observation is done.
- c) Analyzing the weakness and the teacher progress that using CLT to determine the followed up of activity.
- d) Reflecting the teacherlearning activity.
- e) Reflecting the students' learning activity.
- f) Evaluating or interpreting the data and make any decisions for the next meeting.

Third Meeting

1) Planning

- a) Arranging the lesson plan that consisted of the step of action.
- b) Preparing the instruments to be used by students.
- c) Preparing the instruments for teacher and observers' observation.
- d) Preparing the learning material, indicators of speaking scores, and the test for the first meeting.
- e) Preparing recording to students' oral testing.

2) Action

- a) Arranging seat formation.
- b) Telling the purposes of test.
- c) Giving the directions of test.
- d) Recording the students' performance.
- e) Preparing the solution if had problems when the result had found.

3) Observation

- g) Observing the execution of CLT.
- h) Observing the students' speaking skill.
- i) Discussing with collaborator to observe planning.
- j) Evaluating students by taking the score of students' speaking skill based on CLT.
- k) Making a note in every activities of teaching learning.

- l) Discussing with the English teacher about the weakness of CLT when teaching learning process.

4) Reflection

- g) Discussing with collaborator about the action.
- h) Analyzing the finding during the observation is done.
- i) Analyzing the weakness and the teacher progress that using CLT to determine the followed up of activity.
- j) Reflecting the teacher learning activity.
- k) Reflecting the students' learning activity.
- l) Evaluating or interpreting the data and make any decisions for the next meeting.

b. Second Cycle (consisted of three meetings) the procedures were as follow:

Fourth Meeting

- 1) Planning: researcher had arranged the lesson plan based on the reflection in the cycle 1. Those are:
 - a) Rearranging the lesson plan.
 - b) Determining the lesson material about asking something and offering something.
 - c) Designing the procedures of teaching.
 - d) Preparing the instruments for students, teacher and observer.

- 2) Action: researcher applied CLT.
 - a) Eliminating the problems in cycle 1 by motivating, encouraging, controlling and managing the class.
 - b) Rearranging the classroom arrangement.
 - c) Changing the new scenario.
 - d) Explaining that the students' speaking ability must be better than cycle 1.
 - e) Celebrating the achievement together.
 - f) Helping the students to keep their speaking skill.
- 3) Observation: both collaborator and researcher observed students' speaking skill and activity of the learning by using CLT.
 - a) Observing the procedures that had been arranged.
 - b) Observing the students' speaking skill that was better than before or not.
 - c) Observing students' speaking skill by using the instrument.
- 4) Reflection
 - a) Discussing with collaborator about the action.
 - b) Analyzing the finding during the observation was done.
 - c) Analyzing the weakness and the teacher progress that using CLT to determine the follow up of activity.
 - d) Reflecting CLT that was used.
 - e) Reflecting the teacher learning activity.

- f) Reflecting the students learning activity.
- g) Evaluating or interpret the data gotten from the class and make any decisions for the next meeting.

Fifth Meeting

- a. Planning:
 - a) Rearranging the lesson plan.
 - b) Determining the lesson material about asking help and offering help.
 - c) Designing the procedures of teaching.
 - d) Preparing the instruments for students, teacher and observer.
- b. Action: researcher applied CLT.
 - a) Eliminating the problems in cycle 1 by motivating, encouraging, controlling and managing the class.
 - b) Rearranging the classroom arrangement.
 - c) Changing the new scenario.
 - d) Explaining that the students' speaking ability must be better than cycle 1.
 - e) Celebrating the achievement together.
 - f) Helping the students to keep their speaking skill.
- c. Observation: both collaborator and researcher observed students' speaking skill and activity of the learning by using CLT.
 - a) Observing the procedures that had been arranged.

- b) Observing the students' speaking skill that was better than before or not.
- c) Observing students' speaking skill by using the instrument.
- d. Reflection
 - a) Discussing with collaborator about the action.
 - b) Analyzing the finding during the observation was done.
 - c) Analyzing the weakness and the teacher progress that using CLT to determine the follow up of activity.
 - d) Reflecting CLT that was used.
 - e) Reflecting the teacher learning activity.
 - f) Reflecting the students learning activity.
 - g) Evaluating or interpret the data gotten from the class and make any decisions for the next meeting.

Sixth Meeting

- 1) Planning:
 - a) Rearranging the lesson plan.
 - b) Reviewing the first material and the second material.
 - c) Designing the procedures of teaching.
 - d) Preparing the instruments for students, teacher and observer.
 - e) Preparing recording to students' oral testing.

- 2) **Action:** researcher applied CLT.
 - a) Eliminating the problems in cycle 1 by motivating, encouraging, controlling and managing the class.
 - b) Rearranging the classroom arrangement.
 - c) Changing the new scenario.
 - d) Giving the second test.
 - e) Giving the directions of test.
 - f) Recording students' performance.
 - g) Celebrating the achievement together.
- 3) **Observation:** both collaborator and researcher observed students' speaking skill and activity of the learning by using CLT.
 - a) Observing the procedures that had been arranged.
 - b) Observing the students' speaking skill that was better than before or not.
 - c) Observing students' speaking skill by using the instrument.
- 4) **Reflection**
 - a) Discussing with collaborator about the action.
 - b) Analyzing the finding during the observation was done.
 - c) Analyzing the weakness and the teacher progress that using CLT to determine the follow up of activity.
 - d) Reflecting CLT that was used.
 - e) Reflecting the teacher learning activity.

- f) Reflecting the students learning activity.
- g) Evaluating or interpreting the data gotten from the class.
- h) Closing the steps of research.

6. Technique of Analyzing Data

In technique of analyzing the data, the researcher uses quantitative and qualitative data. Quantitative data is used to analyze the score of students. The quantitative data is collected and analyzed by computing the score of speaking test.

To know the means score of students' for each cycle, the researcher applies the following formula:⁹

$$\bar{x} = \frac{\sum \bar{x}}{N} \times 100\%$$

Explanation:

\bar{x} : The mean of the students

$\sum \bar{x}$: The total score

N: the number of the students

The percentage of students' improvement in speaking ability was analyzed by the following formula:¹⁰

$$P = \frac{R}{T} \times 100\%$$

Explanation:

P : the percentage of students who get the score 78

R : the number of students who get the score up 78

T : total numbers of students do test

⁹Hartono, *Statistik: Untuk Penelitian*(Yogyakarta: Pustaka Pelajar Offset, 2004), p. 30.

¹⁰Zainal Aqib, et. al., *PTK untuk Guru SMP, SMA, SMK*(Bandung: CV. Yrama Widya, 2008), p. 205.

After calculating and scoring students' answer sheets then, their score are classified on the table below:

Table IV
The Classification Quality of Students Score¹¹

No	Percentage	Criteria
1	0% - 20%	Very low
2	21% - 40%	Low
3	41% - 60%	Enough
4	61% - 80%	Good
5	81% - 100%	Very Good

After the researcher found the mean scores of all students, it is consulted to the criteria as follows:

- a. If the value of mean score 81 – 100%, it can be categorized into very high.
- b. If the value of mean score 61 – 80%, it can be categorized into high.
- c. If the value of mean score 41 - 60%, it can be categorized into enough.
- d. If the value of mean score 21 - 40%, it can be categorized into low.
- e. If the value of mean score 0 - 20%, it can be categorized into very low.¹²

To test the significances of data, the researcher used t-test for both of small samples less than 30 students. The formulation of t-test as follow:¹³

¹¹*Ibid.*

¹²Riduan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Penelitian Pemula* (Bandung: Alfabeta, 2005), p. 89.

¹³Anas Sudijono, *Pengantar statistic Pendidikan*, (Jakarta: PT Raja grafindo Persada, 2008), p. 305-306.

$$t_o = \frac{M_D}{SE_{MD}}$$

M_D = Mean of difference

$$M_D = \frac{\sum D}{N}$$

$\sum D$ = Number of difference Score Between Second Cycle and First Cycle,

$$D = X - Y$$

N = Number of Students

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

SE_{MD} = Standard Error from Mean of Difference

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

SD_D = Standard Deviation from the difference score between First Test and Second test.

For analyzing and interpreting qualitative data, Miles and Huberman suggest a model which should guide you in your efforts to both make sense of the data and to share your interpretations with an audience. They define that there are three steps of summarizing qualitative data as in the following:¹⁴

- a) Data reduction: Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data.

¹⁴ValsaKhosy, *Action Research for Improving Practice*, (New Delhi: Paul Chapman Publishing, 2005), p. 113-114.

- b) Data display: Data displays can include different types of graphs, charts and networks.
- c) Conclusion drawing and verification: From the start, the researcher tries to decide what things mean and to note regularities, patterns and explanations.

B. Thesis Outline

Thesis outline of this research could be divided into five chapters. Moreover, every chapter consists of sub chapters with detail as follow:

Chapter I introduction that consists of background of the problem, identification of the problem, focus of the problem, definition of the key terms, formulation of the problem, purposes and significances of the research, and the last is indicator of action.

Chapter II consists of theoretical descriptions which explain about Communicative Language Teaching (CLT), Speaking Skill, conceptual framework and also hypotheses of action.

Chapter III is research methodology, and it consists of location and schedule of the research, research design; and participants of the research. Then instruments of collecting data are: oral test, observation notes, and interview use to collect the data and procedures of classroom action research, and technique of analyzing data.

Chapter IV consists of the result of the research. The result of the research consisted of the description of the data, comparing the action result, and last analyzing the research result.

Finally, Chapter V is consisted of conclusion and suggestion.

CHAPTER IV

RESEARCH RESULT

This chapter presents the research result. The research data are presented the process of improvement students' speaking skill and the result of students' speaking skill by using Communicative Language Teaching at grade VIII SMPNegeri 9 Padangsidempuan in academic year 2014/2015. The descriptions are as follow:

A. The Data Description

1. First Cycle

The first cycle was conducted for three meetings. It carried out from April 10th up to 13th 2015. Every meeting was done for 2 x 40 minutes or 80 minutes. So, three meetings were done for 6 x 40 minutes or 240 minutes. Here, the researcher made the activities and gave the process of improvement students' speaking skill in the first cycle as follow:

a. Improvement Students' Speaking Skill in the First Meeting

In the beginning of students' learning process, the researcher and the English teacher came to the class. The English teacher took a seat and gave the researcher a chance to handle the class. Firstly, the researcher greeted the students and ordered the students to pray together and it was led by the chief of the class. After that, The researcher gave students' observation note sheet and indicator lists of teacher to the collaborator.

Secondly, the researcher read the students' attendance list. And then, the researcher started introducing the teaching learning process by making a small talk with all students for activating students' motivation in learning.

For the first step, the researcher gave a small talk to the students such as asking the students' feeling, asking the students' hobbies, asking the students' problems in English and so on. Some students could answer the questions. But, most of students could not answer the questions and they felt shame when they were speaking even though it was talking about themselves. So, the researcher motivated the students to say anything in English without worrying about grammar mistakes.

Furthermore, the researcher wanted to know students' speaking skill. So, the researcher gave simple questions by asking students' names, addresses, school, ages, family members, hobbies, favorite artists, favorite books, and so on.

There were two students who answered the questions directly, they were RS and GNA. Then, there was a student who answered the questions reluctantly, she was JH. There were four students who answered the questions in Indonesian language, they were AP, AM, SH, and RHa. There were five students who answered the questions in Bataknese, they were YM, Ak, AAF, RH, and MUS. Whereas, the

others were silent. The researcher did not take the students' score of this test because the researcher only wanted to describe students' motivation in speaking.

Thus, from the description of students' motivation in speaking, there were only twelve students who were ready to learn even though most of them answered by using Indonesia language or Bataknese. It was because the students did not have motivation to study.

1) Students' Learning Process in the First Meeting

In the first meeting, the researcher found some problems of students' learning process. Some students were not ready to study and they did not have motivation to speak English. Furthermore, the learning process consisted of four steps for doing research, such as planning, action, observation, and reflection. It would be explain as follow:

a) Planning

In this step, the researcher prepared the material, Determined the topic about expression for asking help and offering help, Prepared the instruments, such as instrument for observation note sheet to the collaborator, indicator of speaking scores, and students' evaluation.

b) Action

In this step, the researcher applied Communicative Language Teaching to improve students' speaking skill. It focused on students' problem in speaking. The researcher ordered the students to mention and to tell everything that they had known about the material. And the researcher also motivated the students to speak bravely.

Next, the researcher tried to explain about the purposes of teaching learning process by using CLT. The researcher gave some materials that would be given to the students. The material was about "Expression for Asking and Giving Opinion About Place". (It can be looked in Appendix I for Lesson Plan Cycle I). When researcher was teaching, the collaborator observed the students' activities.

After that, the researcher started giving some examples of learning material. Then, the researcher practiced the dialogue and repeated it more. It was very useful to make the students familiar with the words and they knew the pronunciation.

In this case, the researcher ordered the students to speak directly and freely. The researcher gave some cues of dialogue. Then, the students could raise their hand and practice the dialogue. The researcher also motivated the students to have

communicative competence. The purposes were to make the students knew the words that will be used, the students knew how to use and respond language appropriately, the students knew how to interpret the larger context, and the students knew how to learn more about the language and the context.

c) Observation

In this step, when the students were learning by using CLT, the researcher monitored the steps of students' activities. It started from the learning materials, time allocation of introduction, explanation, and evaluation. Even though it had been arranged, but there were some students were not ready to study.

Based on the observation note sheet, the students' activities in teaching learning process will be described as follow:

- (1) There were seven students who were not ready to study, they were AM (01), AA (02), AAF (03), ASP (05), HB (09), MUS (11), and YM (22).
- (2) There were seven students who did not have motivation to speak, they were AM (01), AA (02), AAF (03), HB (09), JH (10), MUS (11), and YM (22).

- (3) There were six students who did not have confidence to speak, they were AM (01), AA (02), AAF (03), ASP (05), MUS (11), and YM (22).
- (4) There were six students who could not produce words directly, they were AM (01), AA (02), AAF (03), ASP (05), MUS (11), and YM (22).
- (5) There were six students who were passive in the class, they were AA (02), MUS (11), NE (12), RSD (14), RHa (16), and YM (22).
- (6) There were three students who walked around the class, they were AK (04), RH (15), and SHL (20).
- (7) There were seven students who use Bataknese to speak in the class, they were AM (01), AAF (03), AK (04), RH (15), RS (17), SH (19), and YM (22).
- (8) There were two students who disturbed others, they were RH (15) and SHL (20).
- (9) There were six students who were not able to practice the conversation, they were AM (01), AA (02), AAF (03), HB (09), MUS (11), YM (22).
- (10) There were two students who felt sleepy, they were AAF (03) and ASP (05).

- (11) There were eight students who had not full attention when learning Speaking by using CLT, they were AM (01), AA (02), AAF (03), ASP (05), HB (09), MUS (11), and YM (22).
- (12) There were six students who made noise, they were AM (01), AAF (03), AK (04), RH (15), SHL (20), and YM (22).
- (13) There was not who went permission and all students attended. (It can be looked in Appendix XIII).

The condition of class was influenced by some factors, such as the students who made disturbance, walked in the class, made noise, and did not have full attention to learn. The factors were because their English words mastery were low, they felt ashamed to speak, they were lazy to learn vocabularies, the students who made disturbance influenced the other students. That was the learning process in the first meeting of first cycle.

Moreover, it did not depend on the students them selves, based on the indicator list of teacher in teaching learning process, the teacher had not been clear in:

- (1) Standing and writing face to students.
- (2) Writing nicely and readable.
- (3) Writing is read from all room side.
- (4) Having certain sequence system.

- (5) Explaining the steps teaching speaking by Using CLT.
- (6) Monitoring time allocation.
- (7) Making a note in every activities.
- (8) Analyzing the weakness.
- (9) Sharing some experience about how to speak well.
- (10) Doing celebration.
- (11) Rhythm.
- (12) Neatness control
- (13) Class noise control.
- (14) Class formation arrangement. (It can be looked in Appendix XIX).

It was because the first meeting and the researcher still felt nervous to teach the students.

d) Reflection

In this step, the researcher and the collaborator discussed about the implementation of action, analyzed the finding of observation, reflecting the students' learning activity to determine the followed up of activity.

2) Students' Learning Process in the Second Meeting

In the second meeting, the researcher also found some problems of students' learning process but the researcher had a solution to motivate students' speaking skill. So, the researcher

applied four steps for doing the research. It could be describe as follow:

a) Planning

In this step, the researcher gave a new material about expression for asking something and offering something. It was not too different from the first meeting. The researcher also prepared students' observation note sheet to the collaborator, and prepared students' evaluation.

b) Action

In this step, the researcher gave the topic to students. The researcher explained about the material, gave some expressions how to ask and give opinion, and gave some vocabularies about the material. Before explaining the material, the researcher gave some pictures of famous people to motivate students' interested in learning.

After that, the students were ordered to interview their friends' opinion about some famous people. The researcher gave the students a chance to ask their friends freely and they might use their own expression to ask their friend. (It can be looked in Appendix III for Lesson Plan Cycle 1).

In this action, the students had a little bit motivation because they had studied the material before and had understood about the material.

c) Observation

In this step, the students were still not ready to speak bravely. Based on the observation of students' problem in learning process, there were six students were not ready to study. It found from monitoring students' condition in the beginning of learning process.

Based on the observation note sheet, the students' activities in teaching learning process will be described as follow:

- (1) There were six students who were not ready to study, they were AM (01), AA (02), ASP (05), HB (09), MUS (11), and YM (22).
- (2) There were five students who do not have motivation to speak, they were AM (01), AA (02), HB (09), MUS (11) and YM (22).
- (3) There were five students who did not have confidence to speak, they were AM (01), AA (02), HB (09), MUS (11) and YM (22).

- (4) There were four students who could not produce words directly, they were AM (01), AA (02), ASP (05), and MUS (11).
- (5) There were five students who were passive in the class, they were AA (02), MUS (11), RSD (14), and YM (22).
- (6) There were five students who walked around the class, they were ASP (05), RH (15), and SHL (20).
- (7) There were two students who use Bataknesse to speak in the class, they were AM (01), AAF (03), ASP (05), RH (15), and YM (22).
- (8) There were two students who disturbed other, they were RH (15) and SHL (20).
- (9) There were five students who were not able to practice the conversation, they were AM (01), AA (02), AAF (03), HB (09), and YM (22).
- (10) There were two students who felt sleepy, they were AA (02) and HB (09).
- (11) There were five students who had not full attention when learning Speaking by using CLT, they were AM (01), AA (02), HB (09), RH (15), and YM (22).
- (12) There were four students who made noise, they were AM (01), AK (04), ASP (05), and YM (22).

(13) There were two students who went permission, they were RF (13) and RH (15).

(14) There was a student who did not attend, she was APS (06).
(It can be looked in Appendix XIV).

The condition of class was influenced by some factors, such as the students who made disturbance, walked in the class, made noise, and did not have full attention to learn. The factors were because their English words mastery were low, they felt ashamed to speak, they were lazy to learn vocabularies, the students who made disturbance influenced the other students. and it was added by two students who got permission. And there was a student who did not attend because of sick. That was the different condition in the second meeting of first cycle.

It did not depend on the students them selves, based on the indicator list of teacher in teaching learning process, the teacher had not been clear in:

- (1) Standing and writing face to students.
- (2) Writing is read from the all room side.
- (3) Having certain sequence system.
- (4) Explaining the steps teaching speaking by using CLT.
- (5) Monitoring time allocation.
- (6) Analyzing the weakness.

- (7) Sharing some experience about how to speak well.
- (8) Rhythm.
- (9) Neatness control.
- (10) Class noise control. (It can be looked in Appendix XX).

It was because the researcher wrote face to the white board and sometimes face to the students. And then, the researcher felt difficult to monitor the timing because the class were far from office room. It made the bell did not hear to the class.

3) Students' Learning Process in the Third Meeting

The day after giving the material in the first meeting and second meeting, the researcher came to the class to continue the third meeting of learning process in the first cycle. It means that the researcher wanted to know the students' achievement in speaking skill.

The procedures of the third meeting was the same as the first meeting and second meeting. But, in the third meeting, the researcher just reviewed the previous material to engage students' knowledge. Then, the researcher gave a test to students. So, the researcher explained more about the important thing of this research. The researcher told the students that the researcher would note everything that was done by the students. The researcher told

the students to be natural when they were speaking, and that would be a reward for the students who active and sportive in the class.

For starting the test, the researcher gave individual and group performance to test students speaking skill. To measure students' speaking skill the researcher gave individual performance test about *Telling Personal Experience*.

Table V
The Students' Problems in the First Cycle and the Solution

No.	Students' Problems	The Solution
1	There were some problems occurred in learning process in the first cycle, Such as: Students were not ready to study because the previous subject was sport and it made the students felt sleepy and lazy to study.	There were some solutions that must be given to the students for solving problems, such as: Teacher motivated the students to be active in the class. because it was very important to improve students' achievement especially in speaking.
2	Students did not have motivation to speak English because their English words mastery were low.	Teacher gave some vocabularies to add their English words mastery.
3	Students did not have confidence to speak because they felt ashamed.	Teacher stimulated the students to be confidence in the class by practicing the example firstly.
4	Students could not produce words directly because they did not know how to say it.	Teacher ordered the students to speak everything that they want to say without thinking about their mistakes in grammar. The most important are they are able to speak fluently.
5	Students were passive in the class because they did not know how to speak English.	Teacher invited the students to practice English wherever and whenever.

4) Student's Speaking Skill Scores in the First Cycle

After doing the test, the researcher had analyzed students' achievement based on their performance in front of the class. The researcher had found the students' speaking skill scores as the following table below:

Table VI
Students' Speaking Skill Scores in the First Cycle

No	Name	Speaking Score					Scores
		Accent	Grammar	Vocabulary	Fluency	Perform/ Compre	
1.	AM	2	2	3	3	2	12x4= 48
2.	AA	1	2	2	2	2	9x4= 36
3.	AAF	1	1	2	2	2	8x4= 32
4.	AK	3	2	3	3	3	14x4= 56
5.	ASP	3	2	2	3	2	12x4= 48
6.	APS	3	2	3	3	3	14x4= 56
7.	EPS	2	2	2	2	3	11x4= 44
8.	GNA	4	3	4	5	4	20x4= 80*
9.	HB	1	2	2	1	1	7x4= 28
10.	JH	3	2	2	3	3	13x4= 52
11.	MUS	2	2	2	2	2	10x4= 40
12.	NE	3	3	3	3	3	15x4= 60
13.	RF	2	2	2	2	2	10x4= 40
14.	RSD	2	2	2	2	2	10x4= 40
15.	RH	3	2	3	4	3	15x4= 60
16.	RHa	4	3	4	5	4	20x4= 80*
17.	RS	5	4	4	5	4	22x4= 88*
18.	RzS	3	2	2	3	3	13x4= 52
19.	SH	2	2	3	2	3	12x4= 48
20.	SHL	2	2	2	2	2	10x4= 44
21.	UU	2	2	3	2	2	12x4= 48
22.	YM	2	1	2	2	2	9x4= 36
Total Scores		55	47	57	61	57	1116/22
Mean		2.50	2.13	2.59	2.77	2.59	50.72

Percentage	13.63%
-------------------	---------------

**The students who passed the KKM (78) in the first cycle.*

Based on the data in the table, the researcher could explain that the mean score of students were 50.72 as the ideal mean score. There was one student got 28 score, one student got 32 score, two students got 36 score, three students got 40 score, two students got 44 score, four students got 48 score, two student got 52 score, two student got 56 score, two students got 60 score, two students got 80 score and one student got 88 score.

From the scores of students, it could be concluded that there were only three students who passed the KKM, one student was categorized into very high category, two students were categorized into high category, 12 students were categorized into enough category, and seven students were categorized into low category. The classification of students' scores would describe as the following table.

Table VII
The Classification of Students' Speaking Skill Scores in the First Cycle

No	Classification	Predicate	Total of Student	Percentage
1	0% - 20%	Very Low	-	-
2	21% - 40%	Low	7 Students	31.81%
3	41% - 60%	Enough	12Students	54.54%
4	61% - 80%	High	2 Students	9.1%
5	81% - 100%	Very High	1 student	4.54%
Total				100%

After getting students' speaking scores in the first cycle, the researcher found the students' achievement were categorized into enough category. It means that, the students had some problems in speaking. There were five categories in speaking that focused of research. Such as, accent, grammar, vocabulary, fluency, and performance/comprehension.

In this case, each student had distinctive problems. So, the solutions of the problems should be different. After asking the students about their difficulties in speaking, the researcher found the problems and the reasons, as the following explanation:

a) Students' problems in accent

Accent of students' speaking skill were low. The students mean score was 2.50. Because, many students usually use Bataknese to communicate with others. They were very rarely to speak English in the class or in their environment. So, students were still low in accent. In order to make accent of students improved, the teacher had to give more practice to the students to make it better.

b) Students' problems in grammar

Grammar of students' speaking skill score were low. The students mean score was 2.13. Because, many students who still felt confused to arrange the words into a good sentence when they were

speaking. Even though they had learned about grammar. It was because they felt difficult to build up the words. So, students were still low in grammar. In order to make grammar of students improved, the teacher had to give some examples to build up the words into a good sentence.

c) Students' problem in vocabulary

Vocabularies of students' speaking skill score were low. The students mean score was 2.59. Because, when the researcher gave questions about how often they learn vocabularies at their home, nobody answered the questions. It means that, they just learned vocabularies at school and they would forget it after they went home. So, students were still low in vocabulary. In order to make vocabularies of students improved, the researcher had to give some vocabularies which are related to the topic.

d) Students' problem in fluency

Fluency of students' speaking skill were low. The students mean score was 2.77. Because, some students could not speak fluently by using short or simple expression. So, students were still low in fluency. In order to make the students could speak fluently, because this approach also focused on students' ability to communicate fluently, the researcher had to give some directions

how to speak fluently. Such as, repeat the words and practice English every day.

e) Students' problem in performance/comprehension

Performance of students' speaking skill score were low. The students mean score was 2.59. Because the students did not know how to start the conversation because they less understood about the topic. Even though some students understood about the topic and they knew the meaning of dialogue. But, they did not know how to reply or respond it. In order to make performance of students improved, the researcher had to explain more about the learning material and give more examples of the other dialogue.

Moreover, it would be describe the criteria of the students' problems in speaking skill as the following table:

Table VIII
The Criteria of Students' Problems in Speaking in the First Cycle

No	Criteria	Students' Problem
1	Accent	<ol style="list-style-type: none"> 1. There three students (AA, AAF, and HB) who had problem in accent. Their pronunciation frequently unintelligible because they were never practice speaking English. 2. There were nine students (AM, EPS, MUS, RF, RSD, SH, SHL, UU and YM) who had problem in accent. They made frequent mistakes and very heavy accent make understanding difficult because they felt difficult to pronounce the words in English. 3. There were seven students (AK, ASP, JH, APS, NE, RH, and RzS) who had mispronunciations and used foreign accent make concentrated listening. 4. There were two students (GNA and RHa) who had

		<p>occasional mispronunciations which do not interfere with understanding.</p> <p>5. There was one student (RS) who did not have conspicuous mispronunciations, but would not be taken for a native speaker because she practiced speaking English at home and she had English courses.</p>
2	Grammar	<p>1. There were two students (MUS and YM) who had problem in Grammar. Their Grammar almost entirely inaccurate phrases because they had never focused in studying English.</p> <p>2. There were 16 students (AM, AA, AK, ASP, APS, EPS, HB, JH, MUS, RF, RSD, RH, RzS, SH, SHL, and UU) who had Constant errors showing control of very few major patterns and frequently preventing communication.</p> <p>3. There were three students (GNA, NE, and RHa) who had frequent mistakes and some major patterns uncontrolled and causing occasional irritation and misunderstanding.</p> <p>4. There was one student (RS) sometimes made mistakes.</p> <p>5. -</p>
3	Vocabulary	<p>1. -</p> <p>2. There were 12 students (AA, AAF, ASP, EPS, HB, JH, MUS, RF, RSD, RzS, SHL and YM) who had limited vocabularies because they did not know how to memorize many vocabularies.</p> <p>3. There were seven students (AM, AK, APS, NE, RH, SH, and UU) who sometimes used inaccurate choice of words.</p> <p>4. There were three students (GNA, RHa, and RS) who had Professional vocabulary adequate.</p> <p>5. -</p>
4	Fluency	<p>1. There was one student (HB) who had a problem in fluency. His Speech was so halting and fragmentary that conversation is virtually impossible because he still confused to speak fluently.</p> <p>2. There were 10 students (AA, AAF, EPS, MUS, RF, RSD, SH, SHL, UU and YM) who spoke very low and uneven except for short or routine sentences.</p> <p>3. There were seven students (AM, AK, ASP, APS, JH, NE, and RzS) who spoke reluctantly and sentence may be left uncompleted.</p> <p>4. There were one student (RH) who was still occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.</p>

		5. There were three students (GNA, RHa and RS) who spoke without feeling difficult.
5	Comprehension/Performance	<ol style="list-style-type: none"> 1. There was one student (HB) who Understand too little for the simplest type of conversation. 2. There were 10 students (AM, AA, AAF, ASP, MUS, RF, RSD, SHL, UU, and YM) who Understand only slow, very simple speech on common social and touristic topics, requires constant repetition and rephrasing. 3. There were eight students (AK, APS, EPS, JH, NE, RH, RzS, and SH) who Understands careful, some what simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing. 4. There were three students (GNA, RHa, and RS) Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition conversation or rephrasing. 5. -

2. Second Cycle

The second cycle was conducted for three meetings. It carried out from April 14th up to 16th 2015. Every meeting was done for 2 x 40 minutes or 80 minutes. So, three meetings were done for 6 x 40 minutes or 240 minutes. Here, the researcher made the activities and gave the students' improvement in first learning process as follow:

a. Improvement Students' Speaking Skill in the Fourth Meeting

In the fourth meeting, the research entered to the second cycle. It means that the researcher had made a new challenge to make the learning process improved and better than the first cycle. The teacher opened the class as the same as usual, praying together, greeting all the students, reading students' attendance list, organizing the seat

formation, motivating the students to speak without worrying about their mistakes and explaining the purpose of learning, like how to make students are able to differentiate the situation and to whom they are speaking.

As the main purpose of this research, it focused on students' fluency not accuracy, students' awareness of social context, and students' ability in communicative competence. The researcher gave a chance for them to explore their knowledge through language.

1) Students Learning Process in the Fourth Meeting

Based on the reflection in the previous cycle, there were some problems that occurred when CLT were applied in learning process. In this case, the researcher had rearranged the lesson plan and had made a new material that was interesting to be discussed. In this meeting, the researcher made the steps of the action, as follow:

a) Planning

In this step, the writer planned and designed learning activities and prepared the topic that was about "Expression for Asking something and Offering Something". (It can be looked in Appendix VII for Lesson Plan Cycle II). And then the researcher also divided the students into some groups. Each group consisted of two students. Then, the researcher prepared observation note

sheet to the collaborator, redesigned the procedure of teaching speaking by arranging the classroom into some groups.

b) Action

In this step, the researcher gave the topic to students. The researcher explained about the material, gave some expressions how to ask and give something, and gave some vocabularies about the material.

In this step, the researcher gave some cues to the students and gave directions to practice the dialogue with their partner.

The teacher gave appreciation to the students' performance, commented their performance, and gave the assesment and motivatethe students for the sucessfull learning of contextual teaching and learning.

c) Observation

In this step, there was an improvement of students in learning process. Some students who are not ready to study in the first cycle, they had been ready to start the study.

Based on the observation note sheet, the students' activities in teaching learning process will be described as follow:

- (1) There were two students who were not ready to study, they were HB (09) and YM (22).

- (2) There were two students who do not have motivation to speak, they were HB (09) and YM (22).
- (3) There were two students who did not have confidence to speak, they were HB (09) and YM (22).
- (4) There were two students who could not produce words directly, they were HB (09) and YM (22).
- (5) There was a student who was passive in the class, he was YM (22).
- (6) There were three students who walked around the class, they were AK (04), RH (15), and SHL (20).
- (7) There were two students who use Bataknese to speak in the class, they were RH (15), and YM (22).
- (8) There were two students who disturbed other, they were AK (04) and RH (15).
- (9) There were two students who were not able to practice the conversation, they were HB (09) and YM (22).
- (10) There was not sleepy.
- (11) There were two students who had not full attention when learning Speaking by using CLT, they were HB (09) and YM (22).
- (12) There were two students who made noise, they were AK (04) and RH (15).

(13) There was not student who went permission and all students attended. (It can be looked in Appendix XVI).

It can be seen that there were two students who not ready to study. In this case, the teacher had explained the material well, even though some indicator lists of teacher in teaching learning process had not been clear in:

- (1) Explaining the steps teaching learning by using CLT.
- (2) Giving the motivation to the students in order to practice their speaking skill.
- (3) Neatness control.
- (4) Class noise control. (It can be looked in Appendix XXII).

It was because the researcher had taught for four meetings and the researcher did explain more about the steps of teaching learning and did not motivate. The researcher also had problems in neatness control because some students sometimes could not be forbidden throwing papers and some students also made noise.

d) Reflection

Based on the observation sheet, the teacher could explain the material better than the previous cycle even though there were some indicators had not been applied well. But, there was still a problem in students' speaking like vocabularies. The students had been able to use some expressions for asking and offering

something. But, they did not have many vocabularies to express their mind.

Thus, to make the students more active in practicing the expressions, the researcher gave the other examples of dialogue about the topic. Then, the researcher evaluated the students and monitored all the learning activities.

2) Students Learning Process in the Fifth Meeting

In this step, the writer planned and designed learning activities and prepared the topic that was about “Expression for Asking Help and Giving Help”. And then the researcher also divided the students into some groups. Each group consisted of two students. Then, the researcher prepared observation note sheet to the collaborator, redesigned the procedure of teaching speaking by adding the number of groups.

a) Planning

In this step, the writer planned and designed learning activities and prepared the topic that was about “Expression for Asking Help and Offering Help”. And then the researcher also divided the students into some groups. Each group consisted of two students. Then, the researcher prepared observation note sheet to the collaborator, redesigned the procedure of teaching speaking by arranging the classroom into a group.

a) Action

In this step, the researcher applied Communicative Language Teaching to improve students' speaking skill. The researcher explained more about the purposes of teaching learning process by using CLT. The researcher gave a new material that would be given to the students. The material was about "Asking Help and Offering Help". (It can be looked in Appendix IX for Lesson Plan Cycle II). When researcher was teaching, the collaborator observed the students' activity.

Before giving the material, the researcher engages students' knowledge to make students speak actively. It did not matter if they did mistakes, the researcher focused on their fluency in speaking and also their ability to use some expressions in speaking.

After that, the researcher started giving some examples of learning material. As the same as previous material, the researcher gave some cues of dialogue. Then, the students had to practice it in front of the class. Every student had different expressions in responding their friend.

In this action, the students had a little bit motivation because they had studied the material before and had understood about the material.

The teacher gave appreciation to the students' performance, commented their performance, and gave the assessment and motivate the students for successful learning of contextual teaching and learning.

b) Observation

In this step, there was an improvement of students in learning process. Some students who were not ready to study in the first cycle, they had been ready to start the study. Based on the observation note sheet, there were two students who not ready to study from the first cycle into second cycle. And there was one student who was sleepy, he was AAF. There were two students who always made noise, they were Ak and RH.

In this case, the teacher had explained the material well, even though some indicator lists of teacher in teaching learning process had not been clear in:

- (1) Neatness control.
- (2) Class noise control. (It can be looked in Appendix XXIII).

The biggest problem of this research was about the class noise control. The researcher had tried many ways to make the students silent and did make noise. But, there were two students who could not be silent.

c) Reflection

Based on the observation sheet, the teacher could explain the material better than the previous cycle even though there were some indicators had not been applied well. The students had been able to use some expressions for asking and offering help with others. But, they did not have many vocabularies to express their mind. So, the researcher taught the students about some vocabularies about how to help or how to ask help.

Thus, to make the students more active in practicing the expressions. The researcher gave the other examples of dialogue about the topic. Then, the researcher evaluated the students and monitored all the learning activities. The researcher also discussed about the collaborator about the improvement of students' speaking skill.

3) Students' Learning Process in the Sixth Meeting

In the sixth meeting, the researcher reviewed the first and the second material for a while. It had a purpose to remind the students about the material. Then, to measure students' achievement, the researcher had done the second test.

For starting the test, the researcher gave individual and group performance to test students speaking skill. To measure students' speaking skill the researcher gave individual performance test about *Telling Daily Activities*.

4) Student's Speaking Skill Scores in the Second Cycle

After doing the test, the researcher had analyzed students' achievement based on their performance in front of the class. The researcher had found the students' scores as the following table below:

Table IX
Students' Speaking Skill Scores in the Second Cycle

No	Name	Speaking Score					Scores
		Accent	Grammar	Vocabulary	Fluency	Perform/ Compre	
1.	AM	3	3	4	5	5	21x4= 84
2.	AA	3	4	4	4	4	19x4= 76*
3.	AAF	2	3	4	3	4	16x4= 64*
4.	AK	4	4	4	4	4	20x4= 80
5.	ASP	4	4	4	4	5	21x4= 84
6.	APS	4	4	3	4	5	20x4= 80
7.	EPS	3	4	4	3	4	18x4= 72*
8.	GNA	5	5	5	5	5	25x4= 100
9.	HB	2	3	2	3	2	12x4= 48*
10.	JH	4	4	4	5	5	22x4= 88
11.	MUS	3	4	4	4	5	20x4= 80
12.	NE	4	4	4	4	5	20x4= 84
13.	RF	3	4	4	3	4	18x4= 72*
14.	RSD	5	4	4	4	5	22x4= 88
15.	RH	4	4	4	4	4	20x4= 80
16.	RHa	4	5	5	5	5	24x4= 96
17.	RS	5	5	5	5	5	25x4= 100
18.	RzS	4	4	4	4	4	20x4= 80
19.	SH	4	4	4	4	4	20x4= 80
20.	SHL	4	4	4	4	4	20x4= 80
21.	UU	3	4	4	4	4	18x4= 72*
22.	YM	3	3	3	3	3	15x4= 60*
Total Scores		80	87	87	88	95	1748/22
Mean		3.63	3.95	3.95	4.00	4.31	79.45

Percentage	68.18%
-------------------	---------------

**The students who did not pass the KKM (78) in the second cycle.*

Based on the data in the table, the researcher could explain that the mean score of students were 79.45 as the ideal mean score. There was one student got 48 score, one student got 60 score, one student got 64 score, three students got 72 score, one student got 76 score, seven students got 80 score, three students got 84 score, two students got 88 score, one student got 96 score, and two students got 100 score.

From the scores of students, it could be concluded that there were seven students who did not pass the KKM. There were 15 students passed the KKM. And they were categorized into very high category. The classification of students' scores would describe as the following table.

Table X
The Classification of Students' Speaking Skill Scores in the Second Cycle

No	Classification	Predicate	Total of Student	Percentage
1	0% - 20%	Very Low	-	-
2	21% - 40%	Low	-	-
3	41% - 60%	Enough	2 Students	9.09%
4	61% - 80%	High	12 Students	54.54%
5	81% - 100%	Very High	8 students	36.36%
Total				100%

After getting students' speaking scores in the second cycle, the researcher found the students' achievement were categorized into good

category. It means that, the students who had some problems in speaking in the first cycle were improved and could solve the problems in the second cycle.

Based on test and observation note sheet, the students' achievement in speaking skill could be describe as follow: first, accent of students' speaking skill were good. The students mean score was 3.63. Because, the students who usually use Bataknese to communicate with others in the first cycle, they were not use it more in the fifth meeting (second cycle). In addition, they were more active to speak because the teacher had given a solution to practice English every day. Second, grammar of students' speaking skill score were good. The students mean score was 3.95. Because, many students who still felt confused to arrange the words into a good sentence in the first cycle, they could use the words into a good sentence in the second cycle. The teacher had taught them to build up the words from Subject, Predicate, and Object/Compliment. Because that was the basic of sentence. Third, vocabularies of students' speaking skill score were also good. The students mean score was 3.95. Because, the researcher hadmotivated the students to learn vocabularies at their home. It means that, they had an improvement of studying not only at school but also at home. Moreover, the researcher had given them some vocabularies to learn.

Fourth, Fluency of students' speaking skill were very good. The students mean score was 4.00. In the second cycle, the students could speak fluently and they did not feel difficult to speak. It had improved because this approach also focused on students' ability to communicate fluently, and the teacher had given some directions how to speak fluently. Such as, repeat the words and practice English every day. Fifth, performance/comprehension of students' speaking skill score were also very good. The students mean score was 4.31. The students had known how to start the conversation because they had understood about the topic, they also could response their friend in English.

From the description of students' achievement, it could be concluded that the students' problem in learning process had been resolved and it had improved.

B. The Comparative Result of the Action

Based on the first and the second observations of students speaking skill, it can be concluded that students' speaking skill had improved by using Communicative Language Teaching. To compare the test result of the action between first and second cycle, the researcher used some steps. Those steps are calculating the students mean score of the test, calculating the percentage students' improvement score from first and second cycle.

In the first cycle, the students have some problems such as, Students were not ready to study because the previous subject was sport and it made the students felt sleepy and lazy to study. They did not have motivation to speak English because their English words mastery were low. They did not have confidence to speak because they felt ashamed. They could not produce words directly because they did not know how to say it. And they were passive in the class because they did not know how to speak English. It means that they were low in Speaking. The result of the test are there was one student got 28 score, one student got 32 score, two students got 36 score, three students got 40 score, two students got 44 score, four students got 48 score, two student got 52 score, two student got 56 score, two students got 60 score, two students got 80 score and one student got 88 score.

It can be concluded that from 22 students at grade VIII-8, there were only three students passed the Minimum Mastery Criterion (KKM) 78 score. Meanwhile, there were 19 students did not pass the Minimum Mastery Criterion (KKM) 78 score. In analyzing the data of first test, the first step was to get the mean score of the class. It was calculated as following:

$$\bar{x} = \frac{\sum \bar{x}}{N} \times 100\%$$

$$\bar{x} = \frac{1116}{22} \times 100\%$$

$$\bar{x} = 50.72$$

Based on the calculation, the mean score of the class in first test was 50.72. It showed that the students' speaking skill were categorized into enough category. The second step is to know the percentage of students' score who passed the Minimum Mastery Criterion (KKM) 78 score. It was calculated as following:

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{3}{22} \times 100\%$$

$$P = 13.63\%$$

After that, in the second test for second cycle, the researcher calculated the result of second test to know the students' score improvement from first test result. In second test, most of the students were able to speak fluently and bravely. They had motivation to speak English because their English words mastery had been increased. They had confidence to speak because they did not feel ashamed any more. They could produce words directly because they had known what will they say after the teacher ordered to do conversation. And they were more active in the class. It means that students' speaking skill were improved and better than the previous cycle.

There was one student got 48 score, one student got 60 score, one student got 64 score, three students got 72 score, one student got 76 score,

seven students got 80 score, three students got 84 score, two students got 88 score, one student got 96 score, and two students got 100 score.

It can be concluded that from 22 students in grade VIII-8, there were seven students did not pass the Minimum Mastery Criterion (KKM) 78 score. Meanwhile, there were 15 students passed the Minimum Mastery Criterion (KKM) 78 score. In analyzing the data of second test, the first step was to get the mean score of the class. It was calculated as following:

$$\bar{x} = \frac{\sum \bar{x}}{N} \times 100\%$$

$$\bar{x} = \frac{1748}{22} \times 100\%$$

$$\bar{x} = 79.45$$

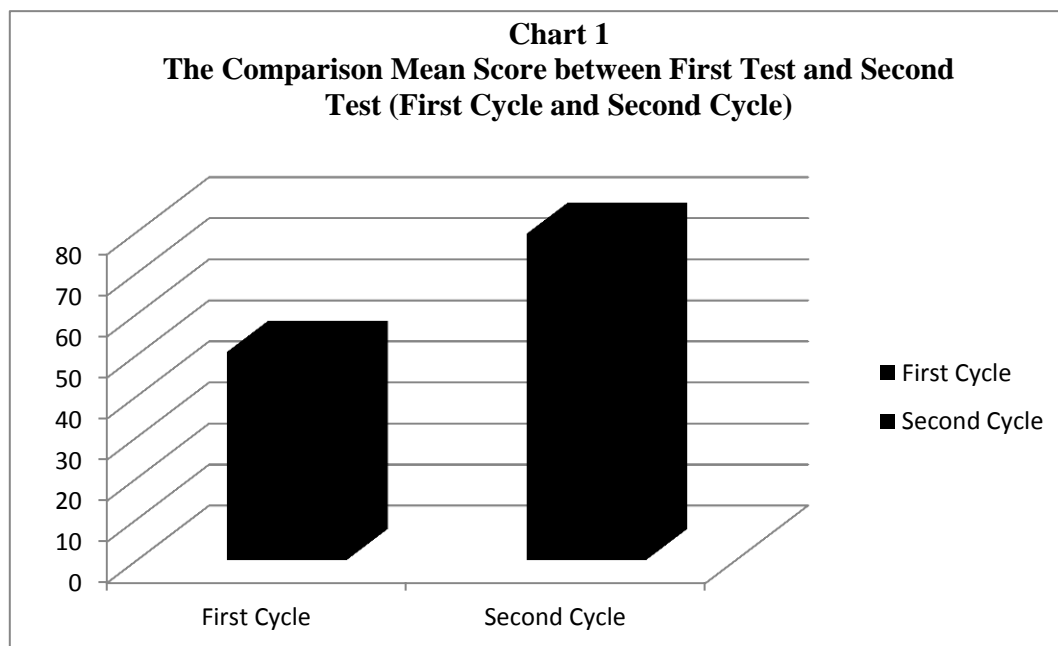
Based on the calculation, the mean score of the class in second test was 79.45. It showed that the students' speaking skill were categorized into high category. The second step is to know the percentage of students' score who passed the Minimum Mastery Criterion (KKM) 78 score. It was calculated as following:

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{15}{22} \times 100\%$$

$$P = 68.18\%$$

Based on explanation above, it can be concluded that the mean score and the percentage of the second test the improvement from the first test; in the first test the mean score was 50.72 (13.63%), it was included enough category. The improvement of mean score in second test was 79.45 (68.18%), it was included into high category. The differences showed that there was an improvement of students' speaking skill. It can be looked from the chart below!



Based on the above chart, it can be concluded that the researcher's hypothesis that Communicative Language Teaching Approach could improve students' speaking skill at grade VIII SMP Negeri 9Padangsidimpuan was accepted. Here is the calculation of the cycle result can be looked from the table below:

Table XI
The Result of Difference Score Between First Cycle And Second Cycle

No	Students' Initial	Cycle 1 First Test	Cycle 2 Second Test	D=X-Y	$\sum D=D-MD$	$\sum D^2$
1	AM	48	84	36	7.27	52.85
2	AA	36	76	40	11.27	127.01
3	AAF	32	64	32	3.27	10.69
4	AK	56	80	24	-4.73	22.37
5	ASP	48	84	36	7.27	52.85
6	APS	56	80	24	-4.73	22.37
7	EPS	44	72	28	-0.73	0.53
8	GNA	80*	100	20	-8.73	76.21
9	HB	28	48	20	-8.73	76.21
10	JH	52	88	36	7.27	52.85
11	MUS	40	80	40	11.27	127.01
12	NE	60	84	24	-4.73	22.37
13	RF	40	72	32	3.27	10.69
14	RSD	40	88	48	19.27	371.33
15	RH	60	80	20	-8.73	76.21
16	RHa	80*	96	16	-12.73	162.05
17	RS	88*	100	12	-16.73	279.89
18	RzS	52	80	28	-0.73	0.53
19	SH	48	80	32	3.27	10.69
20	SHL	44	80	36	7.27	52.85
21	UU	48	72	24	-4.73	22.37
22	YM	36	60	24	-4.73	22.37
23	Total/N	1116/22	1748/22	632/22	0.36/22	1652.3/22
24	Mean	M= 50.72	M= 79.45	M_D = 28.73	$\sum D=0.016$	$\sum D^2=75.10$

**: The students who passed the KKM (78) in first cycle
 Bold name that did not pass the KKM (78) in second cycle*

To prove the significances, the researcher used t-test for samples less than 30 students. The procedures of interpreting the data were:

M_D = Mean of difference

$$M_D = \frac{\sum D}{N}$$

$$= \frac{632}{22} = 28.73$$

$\sum D$ = Number of difference Score Between Second Cycle and First Cycle,

$D = X - Y$

$N = 22$ Students

SD_D = Standard Deviation from the difference score between First Test and Second test.

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

$$SD_D = \sqrt{\frac{1652.3}{22} - \left(\frac{0.36}{22}\right)^2}$$

$$SD_D = \sqrt{75.10 - 0.00026}$$

$$SD_D = \sqrt{75.09}$$

$$SD_D = 8.66$$

SE_{M_D} = Standard Error from Mean of Difference

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

$$SE_{MD} = \frac{8.66}{\sqrt{22-1}}$$

$$SE_{MD} = \frac{8.66}{\sqrt{21}}$$

$$SE_{MD} = \frac{8.66}{4.58}$$

$$SE_{MD} = 1.89$$

$$t_o = \frac{M_D}{SE_{MD}}$$

$$t_o = \frac{28.73}{1.89}$$

$$t_o = 15.20$$

$$\text{Degrees of freedom (df)} = N-1 = 22-1 = 21$$

The calculation result of $t_o = 15.20$, t_{table} with $df = 21$, level of significance in t table 5% is 2,080. It can be known that the result of t_o is bigger than t_t , it is $15.20 > 2.080$. Based on the result, it means that there is a significant improvement between students' speaking learning process result in the first cycle and second cycle.

From analysis above, the researcher concludes that the mean of first cycle and second cycle is a significantly difference, where mean of second cycle (79.45) is greater than first cycle (50.72). It shows that “Communicative Language Teaching Approach” influenced to improve the students’ speaking skill at grade VIII SMP N 9 Padangsidempuan.

C. Discussion

Classroom action research in using Communicative Language Teaching should increase the students’ speaking skill to use target language for meaningful purposes. It is related to the theories of Richards states that the goal of teachers who use Communicative Language Teaching is to enable students to communicate in the target language. Moreover, Littlewood also states that role play activities in CLT also makes the students imagine that they were in some situations. The students also can communicate fluently and bravely without worrying their grammar mistakes because Communicative Language Teaching is an approach which focus on meaningful communication with the attention of the message they are speaking in English rather correction structure of language. The aim of this research is to improve students’ learning process in speaking skill by using Communicative Language Teaching at Grade VIII SMP Negeri 9 Padangsidempuan.

Here, the researcher found the improvement of students’ mean scores in speaking skill by using Communicative Language Teaching based on first

cycle and second cycle. It was 50.72 in first cycle, and it was 79.45 in second cycle. The improvement of mean scores between first cycle and second cycle was 28.73. Therefore, it could be concluded that Communicative Language Teaching could improve students' achievement in speaking skill at grade VIII-8 SMP Negeri 9 Padangsidimpuan.

In addition, Siti Eka Puspita sari had done a research by the title "The Application of Communicative Language Teaching (CLT) Method to Improve Speaking Ability (A Classroom Action Research of the Second Grade of SMP N 2 Banyu Biru in the Academic Year 2011/2012)". In cycle 1 post test is higher than pre test: $62.03 > 13.40$, t-test: 52.8. In cycle 2: $68.25 > 20.5$, t-test: 28.78. In cycle 3: $69 > 35$, t-test: 27.03. Then the result of t-test calculation in cycle 1, 2, and 3 is greater than t-table with $N = 31$ is 2.042. She concluded that there is an improvement of students' speaking ability by using Communicative Language Teaching method.

The second, Ade Purnama Sari Sinaga had done a research in SMP Negeri 2 Padangsidimpuan about "The Effect of Jigsaw Learning Technique on Student's Speaking Ability at Grade VIII SMP Negeri 2 Padangsidimpuan". The research design was experimental research. She concluded that there was the significant effect of jigsaw learning technique on student's speaking ability at grade VIII SMP Negeri 2 Padangsidimpuan. It was based on Student's speaking ability after learning using jigsaw learning technique at grade VIII SMP Negeri 2 Padangsidimpuan increased

slowly up to high. It can be seen from mean of experiment class was bigger than control class were (80.21>69.62).

The third, Imam Kukuh Wibowo has done a research in MAN Tenganan about “Communicative Language Teaching (CLT) Approach in Speaking Class at the Second Grade of MAN Tenganan in the Academic Year of 2013/2014. The research design was descriptive qualitative. He said that Communicative Language Teaching made the students communicate with their own language, providing the students to feel like in English speaking countries and CLT made students involve in every communication during teaching and learning process. So, he concluded that when this approach is applied in teaching learning process, it is well known that students’ communicative competence can be progressed.

The fourth, NuriaSiregar has done a research in MAS PPDM BasilamBaru Kota Pinang about “the effect of cooperative learning Teams-Games-Tournaments (TGT) to student speaking ability at grade X MAS PPDM BasilamBaru Kota Pinang” the research design was experimental research. She said that there was an effect of using Teams-Games-Tournaments (TGT) on speaking ability.

The fifth, SudaryantiSormin has done a research in MTsN 2 Padangsidimpuan about “Improving Students’ Speaking Ability by Using Think Pair Share (TPS) Technique at Grade VIII MTsN 2 Padangsidimpuan”. The research design was classroom action research. She

concluded that Think-Pair-Share can improve students' speaking ability. It can be seen from the mean score of students' speaking ability in cycle 1 was 45 % and became 88% in cycle 2.

After explained the result of each research, the researcher continued the explanation about the problems in each research. The first, this research problems were: students were not ready to study because the previous subject was sport and it made the students felt sleepy and lazy to study, students did not have motivation to speak English because their English words mastery were low, students did not have confidence to speak because they felt ashamed, students could not produce words directly because they did not know how to say it and students were passive in the class because they did not know how to speak English. In the second cycle, the students had progress in learning process. The students who were not ready to study and did not have motivation to speak English could improve their speaking skill after studying by using Communicative Language Teaching. Next, SitiEkaPuspita sari had the problems in the students' lack of vocabularies, less of confidence, difficult to express the idea orally, limited pronunciation, and lack of courage to speak out for fear of being wrong. In the other hand, Ade Purnama Sari Sinaga had the problems that the students could not speak English well and they had not self confidence to share ideas in English. It means that the students are poor in English. When the teacher asks them to speak about their own experience, almost of them cannot speak well.

Moreover, Imam Kukuh Wibowo had problems that the students did not have communicative competences, they used to be silent, they did not give feedback to the teacher because they cannot communicate or utter their intentions. In addition, some students involved in the discussion and some preferred to use Indonesian or Javanese language to communicate even, for the simple word like asking friend for help, asking question to the teacher and so on. Then, Nuria Siregar had problems that learning English was difficult for the students especially in speaking ability, the students were taught the speaking ability and perform it through monotonous way, there were learning difficulties in word and grammar, lack of interest and motivation. The last, Sudaryanti Sormin had problems that students felt boring in studying Speaking subject by making simple advertisements based on the pictures, actually in learning process, the teacher does not use speaking technique in learning speaking subject, but the teacher uses inappropriate technique such writing technique.

From the above explanation, there were the similarity and the differences of each research based on problems that found by the researcher, although all of researches described about students' achievement in Speaking skill and students' problems in Speaking. It was caused by the research had been done in the different place and the grades of the research was also different. Moreover, the kind of research design was also different. The first research was Classroom Action Research, the second was Experimental

Research, the third was Descriptive Qualitative Research, the fourth was Experimental Research, and the last was Classroom Action Research.

Therefore, all of researchers found some similar and different problems in each research. And the resolution of problems had been done by researchers through many strategies. It can be concluded that the researcher had been success in doing the research.

D. 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 Approach 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 Approach the students had communicative competence, it means that the students were able to speak appropriately to the situational context. Therefore, the researcher hoped CLT Approach can be applied in teaching the students at SMP Negeri 9 Padangsidimpuan.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. The Conclusion

Based on the result of the classroom action research, it could be concluded that Communicative Language Teaching improved students' speaking skill at grade VIII SMP Negeri 9 Padangsidempuan. It based on the students' speaking score, the mean score in the first cycle was 50.72 (13.63%) and in the second cycle was 79.45 (68.18%).

The calculation result of $t_o = 15.20$, t_{table} with $df = 21$, level of significance in t table 5% is 2,080. It can be known that the result of t_o is bigger than t_t , it is $15.20 > 2.080$. Based on the result, it means that there is a significant improvement between students' speaking learning process result in the first cycle and second cycle.

Therefore, the hypothesis in this research could be accepted because the score of students and the students' activity in learning process by using Communicative Language Teaching showed the good improvement at grade VIII-8 SMP Negeri 9 Padangsidempuan.

B. The Suggestion

Based on the explanation of the conclusion, it had been described Communicative Language Teaching improved students' Speaking skill, and the implication of the result goes to English teachers of Junior School. In addition, the English teachers can use Communicative Language Teaching in

teaching and learning process in the classroom. Because by using CLT, the students could explore their skill in communication practice without worrying about grammar mistakes. Therefore, the students had high motivation to speak bravely and fluently.

The suggestions are special for the teachers, students and other researchers. The suggestions will be explained as follow:

- a. For the teacher, it is to use CLT in teaching learning process. Because the important thing of this research is to make the students have communicative competence.
- b. For the students, it is good to make the students more interactive and can use many expressions in using the language to speak English.
- c. For other researcher, it is needed to expand the findings for literature the source. Getting information much more than this result will give comprehension about the English teaching. So, with all the research limitation, it must be omitted in the other related research.

REFERENCES

- Alberta Teachers' Association (ATA), *Action Research Guide*, Edmonton: Alberta, 2000.
- Anas Sudijono, *Pengantar statistic Pendidikan*, Jakarta: PT Raja grafindo Persada, 2008.
- Sandra J. Savignon, *Communicative Language Teaching: Linguistic Theory and Classroom Practice*, (Copyrighted Material) accessed at September 14th 2014.
- Sinaga, Ade Purnama Sari , “The Effect of Jigsaw Learning Technique on Student’s Speaking Ability at Grade VIII SMP Negeri 2 Padangsidimpuan” in the Academic Year of 2012/2013, (*Unpublished Thesis*), Padangsidimpuan: STAIN, 2012.
- Bambang Setiyadi, *Teaching English as a Foreign Language*, Yogyakarta: Graha Ilmu, 2006.
- Brown, Douglas, H., *Teaching by Principles: An Interactive Approach to Language Pedagogy*, United States of America: Longman, 1998.
- _____, *Language Assessment: Principles and Classroom Practices*, San Fransisco: Longman, 2003.
- Burns, Anne, *Doing Action Research in English Language Teaching*, New York: Routledge, 2010.
- Bygate, Martin, *Language Teaching “Speaking”*, New York: Oxford University Press, 2009.
- Citra Abadi, Communicative Language Teaching: theories, lesson plan, and application retrieved from http://www.academia.edu/4743392/Communicative_Language_Teaching_theories_lessons_plan_and_application?login=email_was_taken=true accessed at March, 2015, 1:24:41 PM.
- Crystal, D., *The Cambridge Encyclopedia of the English Language*, Cambridge: Cambridge University Press, 1995.
- Harmer, Jeremy, *How to Teach English*, Cambridge: Pearson Education Limited, 2007.
- _____, *The Practical of English Language Teaching Third Edition*, (www.Longman.Com) accessed at 30th September, 2014, retrieved at 12:36.
- Hartono, *Statistik: Untuk Penelitian*, Yogyakarta: Pustaka Pelajar Offset, 2004.

- Hornby, A.S, *Oxford Advanced Learner's Dictionary 7th Edition*, New York: Oxford University Press, 2005.
- Hornby, A.S, A P Cowie, et. al., *Oxford Advanced Learner's Dictionary of Current English*, New York : Oxford University Press, 1974
- Huges, Arthur, *Testing for Language Teachers*, USA: Cambridge University Press, 1990.
- Imam Kukuh Wibowo, "Communicative Language Teaching (CLT) Approach in Speaking Class at the Second Grade of MAN Tengaran in the Academic Year of 2013/2014", Salatiga: STAIN, 2013.
- Khosy, Valsa, *Action Research for Improving Practice*, New Delhi: Paul Chapman Publishing, 2005.
- Larsen, Diane Freeman, *Teaching and Principles in Language Teaching Second Edition*, New York: Oxford University Press, 2000.
- Littlewood, William, *Communicative Language Teaching Introduction*, New York: Cambridge University Press, 2002.
- Nation, I.S.P. and Jonathan Newton, *Teaching ESL/EFL Listening and Speaking*, New York: Routledge, 2009.
- Nirmala Sari, *An Introduction to Linguistic*, Jakarta: Departemen Pendidikan dan Kebudayaan, 1988.
- Nunan, David, *Practical English Language Teaching*, New York :McGraw-Hill Companies, 2003.
- Richards, Jack C. and Willy A. Renandya, *Methodology in Language Teaching (An Anthology of Current Practice)*, New York: Cambridge University Press, 2002.
- Richards, Jack C, *Communicative Language Teaching Today*, New York: Cambridge University Press: 2006.
- Riduan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Penelitian Pemula* Bandung: Alfabeta, 2005.
- Singh, Yogesh Kumar, *Fundamental of Research Methodology and Statistics*, New Delhi: New Age International (P) Limited, Publishers, 2006.
- Siregar, Nuria, "The Effect of Teams Games Tournament for Cooperative Learning Towards Students' Speaking Ability at Grade x MAS Pondok Pesantren Dar'al

- Ma'arif (PPDM) Basilam Baru Kota Pinang” in the Academic Year of 2012/2013(*Unpublished Thesis*), Padangsidempuan: STAIN, 2012.
- Siti Eka Puspita sari, “The Application of Communicative Language Teaching (CLT) Method to Improve Speaking Ability (A Classroom Action Research of the Second Grade of SMP N 2 Banyu Biru in the Academic Year 2011/2012)”, (*Unpublished Thesis*), Salatiga: STAIN, 2012.
- Sormin, Sudaryanti, Improving Students’ Speaking Ability by Using Think- Pair- Share (TPS) Technique at Grade VIII MTsN 2 Padangsidempuan, (*Unpublished Thesis*) Padangsidempuan: IAIN, 2014.
- Tarigan, Henry Guntur, *Berbicara Sebagai Suatu Keterampilan Berbahasa*, Bandung: Angkasa, 1986.
- Zainal Aqib, et. al., *PTK untuk Guru SMP, SMA, SMK*, Bandung: CV. Yrama Widya, 2008.
- (nn), Tim Penyusun Kamus Pusat Bahasa, *Kamus Besar Bahasa Indonesia*, Jakarta: Balai Pustaka, 2005.