STUDENTS' COMPREHENSION ABOUT TEACHING SPEAKING IN COMMUNICATIVE APPROACH AT ENGLISH EDUCATION DEPARTMENT IN IAIN 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
NURBAITI ASWALIYA
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ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE OF ISLAMIC STUDIES
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2015

Term : Thesis   Padangsidimpuan, 7th May 2015

a.n. Nurbaiti Aswaliya   To:

                                                  Dean Tarbiyah and Teacher

                                                  Training Faculty

Item : 7 (seven) Examplars   In-

                                                      Padangsidimpuan

Assalamu'alaikum Wr.Wb.

   After Reading, studying and giving advice for necessary revision on thesis belongs to NURBAITI ASWALIYA, entitled **"*Students' Comprehension about Teaching Speaking in Communicative Approach at English Education Department in IAIN Padangsidimpuan*"**, we approved that the thesis has been acceptable to complete the requirement to fulfill for Graduate degree of Islamic Education (S.Pd.I) in English.

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

Wassalamu'alaikum Wr.Wb.

    Advisor I   **Advisor II**

Magdalena, M.Ag   **Sojuangon Rambe, S.S., M.Pd**

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DECLARATION LETTER OF WRITING OWN THESIS

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Title of Thesis : **Students' Comprehension about Teaching Speaking in Communicative Approach at English Education Department in IAIN Padangsidimpuan.**

ABSTRACT

This research is taken based on fact of students' comprehension about teaching speaking in communicative approach at English Education Department in IAIN Padangsidimpuan. The researcher found that students' comprehension about teahing speaking in communiative approach such as lack in understanding teaching speaking, students didn't antusiastically in teaching learning process and also they didn't take on learning.

Purposes of this research are to describe how is students' comprehension about definition and goals of teaching speaking. To describe how is students' comprehension about teaching speaking process. To describe how is students' comprehension about teaching speaking evaluation. To examine wheather students' comprehension about teaching speaking in communicative approach. This research is used quantitatif approach. The instruments of data collected is test.

The method research is quantitative approach. Descriptive research involves collecting data in order to answer questions about the opinions of people about some topic or issue and descriptive research also called survey research. The source of the data is random sampling, there are 88 students at sixth and eighth students' of English Eduation Department in IAIN Padangsidimpuan. Data is processed and analyzed with quantitative process.

After getting the result of the research, it can be concluded that students' comprehension about definition and goals of teaching speaking in communicative approach is 20.1% from their test. Students' comprehension about teahing speaking process in communicative approach is 54.2% from their test. Students' comprehension about teahing speaking evaluation in communicative approach is 24.2% from their test.Students' comprehension about teahing speaking in communicative aproach at English Education Department in IAIN Padangsidimpuan is 42.78% from their test. It means the students' comprehension about teahing speaking in communicative approach is enough categorize.

ACKNOWLEDMENT

<div dir="rtl">بسم الله الرحمن الرحيم</div>

In the name of Allah, the Beneficent and the Merciful

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Padangsidimpuan,   May 2015
Yours Truly

NURBAITI ASWALIYA
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CHAPTER I
INTRODUCTION

A. Background of the Problems

Teaching speaking is a process to teach English students language learners to produce the English speech sounds and sound patterns; use word and sentence stress, intonation patterns and the rhythm of the second language; select approptiate words and sentences according to the proper social setting, audience, situation and subject matter; organize their thoughts in a meaningful and logical sequence; use language as a means of expressing values and judgments; use the language quickly and confidently with few unnatural pauses, which is called as fluency.[1] The following illustration will present some significance of teaching speaking for our life.

First, teaching speaking helps students in education to practice the new language reinforces grammar, vocabulary and functional language advanced students experiment with the language they learn in different situation ponological louping and pronounciation. Teaching speaking makes students understand, using their current proficiency to the fullest. They would try to avoid confusion in the message due to faulty pronounciation, grammar, or vocabulary, and to observe the social and cultural rules apply in each communication situation.

Second, teaching speaking helps employers, educators, government access up-to-date information in science and technology. In this globalisation era, science and technology experiencing quick developing of day to day. Therefore, teaching

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[1]David Nunan, *Practical English Language Teaching* (NewYork: McGraw-Hill, 2003), p. 45-66.

speaking is needed in science's developing and technology at this era that students not is behind in by epoch developing.

Finally, helps us in normal communication. Example, casual conversation, leaving a voice message, job interview, migration plans. Implication for the teachers, board meeting, controversial statement, likes and dislike, personal information.

Based on the illustration above, it is undeniably that teaching speaking is a very important part of second language learning. The ability to communicate in second language clearly and effeciently contributes to the success of the learner in school and success later in every phase of life. The actual fact is revealed in the following illustration.

Many students' English Education Department consider that teaching speaking is unimportant. Whereas, should as English teacher, they will really understand about teaching speaking. However, be in fact in the field, only some of them understand about teaching speaking. As more as it, they just consider that teaching speaking as course addition.

In addition, it also found that students do not respond to teach speaking. Based on the writer's observation, it is found that one time students don't enthusiastically in teaching learning process. Not many between them who notice to process learning that be happen. Besides, some students that the writer interview, admitted that they do not tack on learning, partly again said that their majors are false.[2]

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[2] Interview with Ramadhan, Hayani, and Hakim Siregar, *The Students of English Education Department in IAIN Padangsidimpuan,* at 7th July 2014

Accordingly, the problems above need to be solved in order to avoid flaws in students as product of education. There are some sollustion that can use to change students' opinion about teaching speaking such as give them comprehension about teaching speaking with creating learned condition and using teaching technique more interest in teaching learning process, make approach and give them motivation in their teaching learning process, doing didaktic method in teaching learning process.

From the three alternative sollution above, the researcher chooses to explore students comprehension about teaching speaking. At least three reasons are available as background of the choice that is consideration of students opinion about teaching speaking, characteristic of the students and appropriateness of students comprehension about concep teaching speaking as compared with the other two sollution. Below the writer reveals the reason.

First, it found the students consider that teaching speaking is unimportant. With knowing teaching speaking with creating learned condition and using teaching technique more interesting in teaching learning process , they will more interested to know the important of teaching speaking. So, lecturer must give them more comprehension about teaching speaking with creating learned condition and using teaching technique more interest in teaching learning process by teaching process in the class or by teaching speaking seminar. As prospective teacher therefore one ought to comprehension about teaching speaking with creating learned condition and using teaching technique more interesting in teaching learning process, its following they can develop and teach to their student.

Second, comprehending about teaching speaking with creating learned condition and using teaching technique more interesting in teaching learning process give mach influence, there are opening students' thought about the importance of teaching speaking, make students more interested to know the important of teaching speaking comprehend about concep of teaching speaking is studied is not simply to lern but also be practiced, and other as it, and make them comprehension that teaching speaking will become important subject to be taught to their student. Therefore, comprehension about consep of teaching speaking vast expanse.

The last, compared with the other two alternative sollution purpose comprehension about teaching speaking with creating learned condition and using teaching technique more interesting in teaching learning process is much deeper. Approach and motivation consern with building self confident of the students. Didaktic method consern to increasing students' low ability. Conversely, comprehension about consep of teaching speaking get ideas which much deeper then other.

Based on the explanation above, the researcher wants to analyze on the students' comprehension about teaching speaking in communicative approach at the English Depatment in IAIN Padangsidimpuan. The topic of this research has been chosen due to the following reasons: Although, teaching speaking is totally natural and simple, but teaching speaking is an important subject to mastery English. This research will show the teaching speaking concept by the students at English Education Department in IAIN Padangsidimpuan.

B. Identification of the Problems

Based on the background above, problems are conserning students' comprehension about teaching speaking in communicative approach at English Education Department in IAIN Padangsidimpuan are: 1. Students consider that teaching speaking is unimportant, whereas teaching speaking is important subject to be taught to their student. 2. Students do not respond to teaching speaking. From the two problems, this research only concerns with exploring students' comprehension about teaching speaking .

C. Limitation of the Problem

The coverage of the problems is so large in the matter of material, space and time that is difficult to explore alone. Due to the limitation of the resarcher in the aspect of ability, time and finance, this research must be limited. Thus, this research will focuse on the students' comprehension about teaching speaking at the English Education Department (Sixth and eight semester) in IAIN Padangsidimpuan with details in the following: 1. Definition and goals in teaching speaking, 2. Teaching speaking process, and 3. Teaching speaking evaluation. Other subject left and related to this study can be the domain of the future researchers.

D. Defenition of Operational Variable

To avoid ambiguity, the researcer clarified the term used in this research as follow:

1. Students' Comprehension

   Student is a person who is studying at a collage university or college.[3] Students mean 1) person who is studying at a college or university, secondary school, 2) any person interested in a particular subject.[4] While, comprehension is the action or capability of understanding something, or inclusion your ability to understand something, or your actual understanding of. So, students' comprehension is the capability or inclusion students' ability to undertand something.

2. Teaching Speaking

   According to Sardiman[5] teaching is interaction between teacher and students in studying process. Teaching is an organization activity or managing environmentally all the best and linking by child, so studies process is happened.[6] Teaching is a process give helping or support for students in teaching and learning activity.[7] Teaching is the guidance of learning activities.[8]

   Speaking is the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language on the spot.[9] Houghton Miffhin Company[10] says, "speaking is the utterance of

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[3]A.S Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 2010), p. 1484.

[4]*Ibid*.

[5]Sardiman, *Interaksi dan Motivasi Belajar Mengajar* (Jakarta: RajaGrafindo Persada, 2011), p. 19-20.

[6]*Ibid.,* p. 47-52.

[7]Syaiful Bahri Djamarah, *Guru dan Anak Didik dalam Interaksi Edukatif Suatu Pendekatan Teoritis Psikologis* (Jakarta: Rineka Cipta, 2006), p. 39.

[8]Ahmad Sabri, *Strategi Belajar Mengajar Micro Teaching* (Jakarta: Quantum Teaching, 2005), p. 6.

[9]Jeremy Harmer, *The Practice of English Language Teaching,* 3rd Ed (Pearson Education limited England: Longman, 2002), p. 269.

intelligible speech, speech production is the utterance, vocalization, the uses of uttered sound of auditory communication, speech is also the exchange words they were perfectly comfortable together without speech". Speaking is making use of language in ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making a speech.[11] So, teaching speaking is giving instruction to a person in order to communicate.

E. Formulation of the Problems

Based on the background above, there are the problems investigated on this study are formulated as the following:

1. How is students' comprehension about definition and goals of teaching speaking?

2. How is students' compehension about teaching speaking process?

3. How is students' comprehension about teaching speaking evaluation?

4. How is students' omprehension about teaching speaking in communiative approach?

F. Purposes of the Research

Derived from the formulation of the research above, the purpose of this research is detiled as follow:

1. To describe how is students' comprehension about definition and goals teaching speaking.

2. To describe how is students' comprehension about teaching speaking process.

3. To describe how is students' comprehension about teaching speaking evaluation.

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[10]Jo Mcdonough., et. al, *Materials and Methods in ELT : A Teacher's Guide*, 2nd Ed (UK: Blackwell Publishing, 2003), p.135.
[11]A.S Hornby, *Op.Cit.*, p. 1428.

4. To examine wheather students' comprehension about teaching speaking in communicative approach.

G. Significances of the Research

This research is expected to be useful at least in three domains, they are for the science of education, for teachers and for the future researchers. The following illustration describes the significance for these parties.

Firstly, this research will give contribution and enrich the science of language education in general and specifically to the field of teaching speaking skill. This study encompletes the unresearched fields and empower the same researchs conducted in the past.

Second, this research is useful for teachers as source of teaching. They can get learning materials to be presented in the classrooms of teaching speaking skill.

Finally, this research can be used by the future researchers as reference and standing point for studying the other subjects in the field of language teaching. By reading this research, they will be able to identify other subjects to investigate which are the continuity of this research.

H. Outline of the Thesis

The systematic of this thesis are divided into five chapter, each chapter consist of many sub chapters detail as follow:

Chapter one discuss about Introduction consist of: Background of the Problems, Identification of the Problems, Limitation of the Problems, Definition of

Operational Variable, Formulation of the Problems, Purposes of the Research, Significances of the Research, and Outline of the Thesis.

Chapter two discuss about Theoretical description consist of: Theoretical Study, Related findings, Conceptual Framework, and Hypotheses.

Chapter three discuss about Research Methodology consist of: Place and Time, Research design, Population and Sample, Instrument of the Research, validity of Instrument, Result of Try Out Intrument Test, and The Data Analysis.

Chapter four discuss about Result of the Research consist of: Description of the data, Hypothesis Test, Discussion, and Threats of the Research.

Chapter five discuss about Conclusions and Suggestions consist of: Conclusions tell about concluded the result of the research, and Suggestions of the research that can improve student' comprehension about teaching speaking especially in communicative approach.

CHAPTER II
THEORITICAL DESCRIPTION

A. Theoretical Study

1. Base Concept of Comprehension

Comprehension generally get emphasis in teaching and learning processes. Therefore, students are demanded comprehend or understand what must be taught, know what must be communicated and get to be utilized the content without has connection to another things. Comprehension include ability to comprehend the meaning and the meaning of material.

a. Definition of Comprehension

Comprehension is 1) the act or fact of grasping the meaning, nature, or importance of; understanding; the knowledge that is acquired in this way. 2) capacity to include. 3) logic the sum of meaningand corresponding implications inherent in a term.[12] Suharsimi declares that comprehension is how someone keep, differentiate, predict (estimates), enlighten, expand, conclude, generalize, giving example, setting down back, and estimating.

According to Bloom "here we are using the terms 'comprehension' to include those objectives, behaviors, or responses which represent an understanding of the literal message contained in a communication.[13]

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[12]Houghton Miffin Dictionary, *Dictionary of the English Language* (American: The American Heritage, 2011), (http://www. Dic. Die. Net/ speaking) accesed at 25 January 2015.
[13]Bloom Benyamin, *Taxonomy of Educational Objectives: Handbook* (New York: David McKay,1975), p. 89.

b. Kinds of Comprehension

Nana Sudjana[14] declare that grasp can be differentiated into three categories, which is:

1) Lowest-level is translation grasp, from beginning translate in subtantively meaning, mean and applies principles.

2) Second level is understanding interpretation, which is conect lowest section next knowledge or conect some part graph with instance, differentiate that subject and not subject.

3) Third level is extrapolation meaning, mean smeone can see to turn back that written, can make estimation, predict up on savvy and condition of that is enlightened in ideas or symbol, and ability makes conclusion with implication and consequence.

Collateral with Nana's opinion, Suke Silversius[15] declare for that grasp can be enlightened as three, which is:

1) Translation, translation not only transfer meaning of the one language to the other language, but also of abstract conceptt as a model, which is symbolic model to teach easier. Transfer concept formulated with word into pictured graph can include in translates category.

2) Interpretation, this ability is wider of translates which is ability to know and understands main idea in a communication.

3) Extrapolation, rather other of translates, but more advance character. It demand more advance intellectual.

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[14]Nana Sudjana, *Dasar-dasar Proses Belajar Mengajar* (Bandung: Sinar Baru Algensindo, 2004), p. 24.
[15]Suke Silversius, *Unsur-Unsur Pemahaman* (,1991), p. 43-44.

2. Teaching Speaking

Teaching speaking is not easy because the teacher should be able to become a good facilitator for the students. The students have to pronounce the new language accurately. Sometimes the teacher face problems when teaching speaking. Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions. Diversity in interaction involves not only verbal communication, but also paralinguistics of speech such as pitch, stress and intonation.[16]

a. Definition of Teaching Speaking

Teaching speaking is started at teaching the students how to speak in English as their foreign language, for then ask them to be able to pronounce the new language accurately. It's continued then to guide students to a point where they can begin to judge whether their sound productions are correct or not. At this point, teacher is no longer primarily to correct, but he or she is supposed to encourage students to practice speaking the target language. Meanwhile, teacher should be able to encourage students speaking some sounds, repeating, and imitating him/her. Finally, the students are required to be used to practice and do oral language.

According to Harmer,[17] teaching speaking also have reasons why the students have to speak when they study speaking. They are:

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[16]Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching an Anthology of Current Practice* (America: Canbridge University Press, 2002), p. 205.

[17]Jeremy Harmer, *The Practice of English Language Teaching,* 3rd Ed (Pearson Education limited England: Longman, 2002), p. 271.

1) Students need to speak when they are learning to speak because by speaking students can practice their skill to speak their opinion in class activities.

2) In speaking, students should use language that they know to speak with their teacher or friends in teaching learning process and provide feedback.

3) Students have opportunities to use automatically the element of language.

Moreover, according to Guntur Tarigan,[18] teaching speaking is organize activity which students can exspress their emotion, communicative needs, interact to other person in any situation, and influence the others. For this reason, in teaching speaking skill it is necessary to have clear understanding involved in speech.

b. **Goals of Teaching Speaking**

According to Joesasono Oediarti S in book of Program pendidikan dan Latihan Profesi Guru (PLPG) tahun 2010 about goals of teaching speaking, he said that:

> "The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary and to observe the social and cultural rules that apply in each communication situation. Many languages learners regard speaking ability as the measure of knowing languages. They regard speaking as important knowledge".[19]

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[18]Henry Guntur Tarigan, *Berbicara Sebagai Suatu Keterampilan Berbahasa* (Bandung: Angkasa, 1986), p. 15.

[19]Joesasono Oediarti S, *Program Pendidikan dan Pelatihan Profesi Guru (PLPG)* (Kerja Sama Kementerian Pendidikan Nasional Dengan Universitas HKBP Nommensen Rayon 33, 2010), p. 14-15.

Graubery[20] said for many pupils the prime goal of learning foreign language is to be able to speak it. Teaching should therefore help them to achieve that goal to the best of their ability. Yet the task is not easy, becouse condition in the classroom are very different from those in real life. There speaking normally occurs in a domestic, social or occupational environment. Except for the fairly infrequent occasions of a talk or a lecture, only a small group of people, typically two, are involved. At tones people speak to each other simply to demonstrate friendliness or sociability, but much the most frequent case is that one person has a reason to address the other: to request information or service, share experience, suggest action. The other replies, and a dialogue answer.

c. **Teaching Speaking Process**

Hall[21] stated "Speaking is an ability that is taken for granted, learned as it is through a process of socialisation through communicating". Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues.

In speaking activity needs interaction from one person to another. Interaction happen on a natural situation. People do interaction not waiting another say something first to them, but happen unconsciously.[22]

There are many speaking activities and materials available as creative

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[20]Walter Graubery, *The Elements of Foreign Language Teaching* (Clevedon: Multilingual Matters, Ltd, 1997), p. 201.

[21]Glenn Flucher, *Testing Second Language Speaking* (Britain: Pearson Education Limited, 2003), p. 22.

[22]*Ibid.*

teachers, as follows: [23]

1) Drill or linguistically structural activities

2) Performance activities

3) Participation activities

4) Observation activities

However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

Learning speaking a foreign language communicatively is a lengthy process. Teacher not only teach theory about speaking to the students, or just give an example how to speak or how to use the language, but also the teacher shoud make the students are able to do conversation in the class using English better. The teacher should make the students are able to interact with other people. When teacher teach speaking, they have to create a real task and different topic for their students.[24]

d. **Types of Spoken Language**

1) Interpersonal Speech (sometimes referred to as interactional) is communicating with someone for social purposes.

2) Transactional Speech involves communicating to get something done, including the exchange of goods and/or service.[25] The students' are able to

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[23]Marianne Celce- Murcia, *Teaching English as a Second Language or Foreign Language, Second Edition* (Los Angeles: New Bury House, 1991), p. 125.
[24]Glenn Flucher, *Op.Cit.*
[25]David Nunan, *Practical English Language Teaching* (NewYork: McGraw-Hill, 2003), p. 56.

converse with a total stranger as well as someone with whom they are quite familiar.[26]

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.

e. **Speaking Difficulties**

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

1) Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

2) Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

3) Reduced forms

Students who don't learn colloquial constructions can sometimes develop a stilted, quality of speaking that in turn stigmatizes them.

4) Performance variables

One of the most silent differences between native and non native speakers of a language is in their hesitation phenomena.

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[26]H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy* (United Stated of America: Longman, 1998), p. 269.

5) Colloquial languages

        Make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and those they get practice in producing these forms.

6) Rate of delivery

        Another salient characteristic of fluency is rate of delivery. One the task 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

        Learning to produce waves of language in a vacuum-without interlocutors –would rob speaking skill of its richest component: the creativity of conversational negotiation. [27]

f. Micro Skills of Oral Communication

        H. Douglas Brown[28] states microskills of oral communication as follow:

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

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[27]*Ibid.,* p.256-257.

[28]H. Douglas Brown, *Language Assessment Principles and Classroom Practices* (San Fransisco State University: Longman, 2004), p. 142-143.

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
7) Monitor your own oral production and use various strategic devices-pauses, fillers, self-corrections, backtracking-to enhance the clarity of the massage
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.

Finally, the researcher concluded that there are sixteen microskills that must be attended in speaking, that all must be attended to make speaking well.

g. Types of Classroom Speaking Performance

1) Imitative

A very limited portion of classroom speaking time may legitimately be spent generating "human tape recorder" speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitative of this kind as carried out not for the purposes of meaningful interaction, but for focusing on particular elements of language forms.[29]

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[29]H. Douglas Brown, *Teaching by Principles... Op.Cit*., p. 271.

From explanation above, the researcher concluded that imitative type is one of many type of speaking performance that the students just practice an intonation for trying to pinpoint a certain sound from the teacher.

2) Intensive

> Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspects of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are going over certain forms of language.[30]

> In brief, intensive is like imitative but in this the students can be self-initiated or it can be even form part of some pair work activity.

3) Responsive

> A good deal of students' speech in the classroom is responsive: short replies to teacher or student-initiated questions or comments. These replies are usually sufficient and do not extend in dialogues. Such speech can be meaningful and authentic:
> T : How are you today?
> S : Pretty good, thanks', and you?
> T : What is the main idea in this essay?
> S : The United Nations should have more authority.[31]

> Based on explanation above, the researcher concluded that responsive is a good deal of student speech in the classroom, short replies to teacher or students initiated question or command.

4) Transactional (Dialogue)

> Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended from of responsive language. Conversation, for example, may have more of a negotiative nature to them than does responsive speech:

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[30]*Ibid*., p. 273.
[31]*Ibid*., p. 273.

Such conversation could reality be part of group work activity as well.[32]

From explanation above, the researcher concluded that transactional is carried out for the purpose of conveying or exchanging specific information.

5) Interpersonal (Dialogue)

The others forms of conversation mentioned in the previous chapters was interpersonal dialogue, carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. These conversations are a little trickier for learners because they can involve some or all of the following factors:
a) A casual register
b) Colloquial language
c) Emotionally charged language
d) Slang
e) Ellipsis
f) Sarcasm
g) A convert "agenda"
Learners would need to learn how such features as the relationship between interlocutors, casual, style, and sarcasm are coded linguistically in this conversation.[33]

In brief, interpersonal can be concluded as carried out more for the purpose of maintaining social relationships than for the transmission of fact and information

6) Extensive (Monologue)

Finally, students' at intermediate to advanced levels are called on to give extended monologues in the forms of oral reports, summaries, or perhaps short speeches. Here the register in more formal and deliberative. These monologues can be planned or impromptu.[34]

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[32]*Ibid.,* p. 273.
[33]*Ibid.,* p. 274.
[34]*Ibid.,* p. 271-274.

Finally, extensive can be concluded as monologue in the forms of oral report, summaries, or perhaps short speech.

h. **The Roles of Teacher in Speaking Class**

As with any other type of classroom procedure, teachers need to play a number of different roles during the speaking activities. However, three have particular relevance if teacher are trying to get students to speak fluently: [35]

1) Prompter: students sometimes get lost, cannot think of what to say next, or in some other way lose the fluency teacher expect of them. However, teacher may be able to help them and the activity to progress by offering discrete suggestions. If this can be done supportively without disrupting the discussion, or forcing students out of role it will stop the sense of frustration that some students feel when they come to a "deed end" of language or ideas.

2) Participant: teacher should be good animators when asking students to produce language. Sometimes this can be achieved by setting up an activity clearly and enthusiasm. At other times, however, teachers may want to participate in discussions or roleplays themselves. That way they can prompt covertly, introduce new information to help the activity along, ensure continuing student engagement, and generally maintain a creative atmosphere.

3) Feedback provider: the vexed question of when and how to give feedback in speaking activities is answered by considering carefully the effect of

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[35]Jeremy Harmer, *Op.Cit.,* p. 275.

possible difference approaches. When students are in the middle of a speaking activity, over-correction may inhibit them and take the communicativeness out of the activity. On the other hand, helpful and gentle correction may get students out of difficult misunderstandings and hesitations. Everything depends upon our tact and the appropriacy of the feedback teacher gives in particulars situation.

Teacher plays big roles in teaching learning process. Speaking teacher should play the roles above in order to make the speaking class runs well.

i. Speaking Evaluation

Speaking score express how well the examinees can speak the language being tested. Like writing, speaking is complex skill requiring the simultaneous use of number of the different abilities which often developed of different rates either four of five components are generally recognized in analyze of the speak process. They are pronounsiation competence, gramatical ability, vocabulary mastery, the fluently of speaking, the understanding of the topic of speaking.

According to Hughes[36], there are proficiency description of speaking in speaking evaluation, they are:

1) Accent
   a) Pronunciation frequently unintelligible
   b) Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition
   c) "Foreign accent" requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabularies

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[36]Athur Hughes, *Testing for Language Teacher* (Cambrigde University Press: Australia, 1941), p. 112-112.

d) Marked "foreign accent" and occasional mispronunciations which do not interfere with understanding
e) No conspicuous mispronunciations, but would not be taken for a native speaker
f) Native pronunciation, with no trace of "foreign accent"

2) Grammar
a) Grammar almost entirely inaccurate phrases
b) Constant errors showing control of very few major patterns and frequently preventing communication
c) Frequent errors showing some major pattern uncontrolled and causing occasional irritation and misunderstanding
d) Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding
e) Few errors, with no patterns of failure
f) No more than two errors during the interview

3) Vocabulary
a) Vocabulary inadequate for even the simplest conversation
b) Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc)
c) Choice of word sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics
d) Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions
e) Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situation
f) Vocabulary apparently as accurate and extensive as that of an native speaker.

4) Fluency
a) Speech is so halting and fragmentary that conversation is virtually impossible
b) Speech is very slow and uneven expect for short or routine sentences
c) Speech is frequently hesitant and jerky; sentences may be left uncompleted
d) Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words
e) Speech is effortless and smooth, but perceptibly non-native in speech and evenness
f) Speech on all professional and general topics as effortless and smooth as a native speaker's

5) Comprehension
a) Understand too title 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) Understand careful, somewhat simplified speech when engaged in a dialogue, but my require considerable and rephrasing

d) Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing

e) Understand everything in normal educated conversation expect for very colloquial or low frequency items, or exceptionally rapid or slurred speech

f) Understand everything in both formal and colloquial speech to be expected of an educated native speaker.

To make easier for understanding this proficiency level of speaking, let see in the table as below:

Table I
Weighting Table
Proficiency Description of Speaking

Speaking Indicators	Level						Score
	1	2	3	4	5	6	
Accent	0	1	2	2	3	4	
Grammar	6	12	18	24	30	36	
Vocabulary	4	8	12	16	20	24	
Fluency	2	4	6	8	10	12	
Comprehension	4	8	12	15	19	23	
							Total

j. Drills in Teaching Speaking

Speaking is one aspect of the language that is considered hard to improve and teach. Most of the teacher in English do not teach speaking mostly because they are not good at speaking or they are 'ok' with teaching grammar, writing, and reading. While teaching speaking, we can use drills to improve students' accuracy and fluency at the same time. There are drills that used in teaching speaking:[37]

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[37]Solmaz21, "Drill to Develop Speaking Skill (http:www.teachingenglish.org.uk, accesed at December 07, 2014 retived on 10 pm).

1) Meaningfull drills

The exercises which are done meaningfully to teach the structure and rules of the language are called meaningfull drills. The difference is that students are supposed to do these exercises by thinking and producing. Question-answer, making the interpretation of something could be given as examples.

2) Communicative drills

These are generally meaningfull drills but they are performed after the structure and/or the rules are learnt. Some activities are dialogues, role-play, improvisation, story telling, discussion, games, etc.

B. Related Findings

In this research, the researcher was related to some researchs. research that often been analyzed by researchers is divided into two categories, the first research about strategy application, there is title be related with strategy application is as follows: "The use of Bamboo Dancing Method to Improve Student's Speaking Ability (A Classroom Action Research in the Second Year Students of SMP Islam Sudirman Tengaran in the Academic Year 2012/2013)".[38] "The Effect of Jigsaw Learning Technique on Students' Speaking Ability At Grade VIII SMP Negeri 2 Padangsidimpuan".[39] "The Effect of Jigsaw Method Towards Grade XI Students'

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[38]Era Wulan Sari, "The use of Bamboo Dancing Method to Improve Student's Speaking Ability (A Classroom Action Research in the Second Year Students of SMP Islam Sudirman Tengaran in the Academic Year 2012/2013)" (A Thesis, STAIN Salatiga, 2013), p. 47-66.

[39]Ade Purnama Sari Sinaga, "The Effect of Jigsaw Learning Technique on Students' Speaking Ability at Grade VIII SMP Negeri 2 Padangsidimpuan" (A Thesis, STAIN Padangsidimpuan, 2012), p. 50-64.

Speaking Ability at SMA Negeri 1 Siabu."[40] "The Effect of TGT for Cooperative Leraning Towards Students' Speaking Ability at Grade X MAS Pondok Pesantren Dar'al Ma'arif (PPDM) Basilam Baru Kota Pinang".[41] "Improving students' Speaking Skill through Debate Technique (A Classroom Action Research with First Semester Students of English Language Teaching Department Tarbiyah Faculty at IAIN Walisongo Semarang in the Academic Year of 2010/2011)".[42] "The Effectiveness of Using the Wind Blow Game for Teaching Descriptive Text to Improve Students' Speaking Ability: A Case of Tenth Grade Students of SMA N 1 Purwodadi in the Academic Year 2012/2013".[43] "Improving Students' Speaking Skill in Spoken Procedure Text by Using Video: A Case of the Seventh Grade Students of SMP N 2 Sulang in the Academic Year 2012/2013".[44]

Secondly, research about problems in speaking, there is title be related with problems in speaking is as follows: "Teacher's Problems in Teaching Speaking at Grade VIII in MTsN Sialagundi Kecamatan Sipirok". [45] " A Study of Student's Problems in Daily English Speaking Activity at SMA Pomosda Tanjunganom

[40]Anni Zahria Nasution, "The Effect of Jigsaw Method Towards Grade XI Students' Speaking Ability At SMA Negeri 1 Siabu." (A Thesis, STAIN Padangsidimpuan, 2012), p. 42-57.

[41]Nuria Siregar, "The Effect of TGT for Cooperative Leraning Towards Students' Speaking Ability at Grade X MAS Pondok Pesantren Dar'al Ma'arif (PPDM) Basilam Baru Kota Pinang" (A Thesis, STAIN Padangsidimpuan, 2012), p. 55-73.

[42]Richa Rubiati, "Improving students' Speaking Skill through Debate Technique (A Classroom Action Research with First Semester Students of English Language Teaching Department Tarbiyah Faculty at IAIN Walisongo Semarang in the Academic Year of 2010/2011)" (A Thesis, IAIN Walisongo Semarang, 2010), p. 34 - 42.

[43]Mega Hana Riska, "The Effectiveness of Using the Wind Blow Game for Teaching Descriptive Text to Improve Students' Speaking Ability: A Case of Tenth Grade Students of SMA N 1 Purwodadi in the Academic Year 2012/2013" (A Thesia, IKIP PGRI Semarang, 2013), p. 74-97.

[44]Mamik Yuni Kristiani, "Improving Students' Speaking Skill in Spoken Procedure Text by Using Video: A Case of the Seventh Grade Students of SMP N 2 Sulang in the Academic Year 2012/2013" (A Thesis, IKIP PGRI Semarang, 2013), p. 38-47.

[45]Laila Sari Matondang, "Teacher's Problems in Teaching Speaking at Grade VIII in MTsN Sialagundi Kecamatan Sipirok" (A Thesis, STAIN Padangsidimpuan, 2012), p. 55.

Nganjuk".[46] "The Effect of Classroom Interaction on Developing the Learner's Speaking Skill (The case of third year LMD students of English at Constantine University)".[47]

Because of both of researchs above was analyzed, therefore researcher tries to describe about students' comprehension about teaching speaking. The researcher interested in doing this research by exploring students' comprehension about teaching speaking by finding significant differences between the two research. It is the comprehension about teaching speaking by the student.

C. Conceptual Framework

- Students consider that teaching speaking is unimportant, whereas teaching speaking is important subject to be taught to their student.
- Students do not respond to teaching speaking.
- Students don't enthusiastically in teaching learning process.
- Students do not tack on learning,
- Students' majors are false.

- Give them comprehension about teaching speaking with creating learned condition.
- Using teaching technique more interesting in teaching learning.
- Make approach .
- Give them motivation in their teaching learning .
- Doing didaktic method in teaching learning process.

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[46]Yun Arita, " A Study of Student's Problems in Daily English Speaking Activity at SMA Pomosda Tanjunganom Nganjuk" (A Thesis, Universitas Muhammadiyah Malang, 2008), p. 30 – 39.

[47]Kouicem Khadidja, "The Effect of Classroom Interaction on Developing the Learner's Speaking Skill (The case of third year LMD students of English at Constantine University)" (A Thesis, Mentouri University-Constantine, 2009-2010), p. 42-83.

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                    ┌──────────────────────┐
                    │      hypotheses      │
                    └──────────────────────┘
                               │
                               ▼
              ┌────────────────────────────────────┐
              │  Teaching speaking comprehension test │
              └────────────────────────────────────┘
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Description of students' comprehension about definiton and goals of teaching speaking	Description of students' comprehension about teaching speaking process	Description of students' comprehension about teaching speaking evaluation
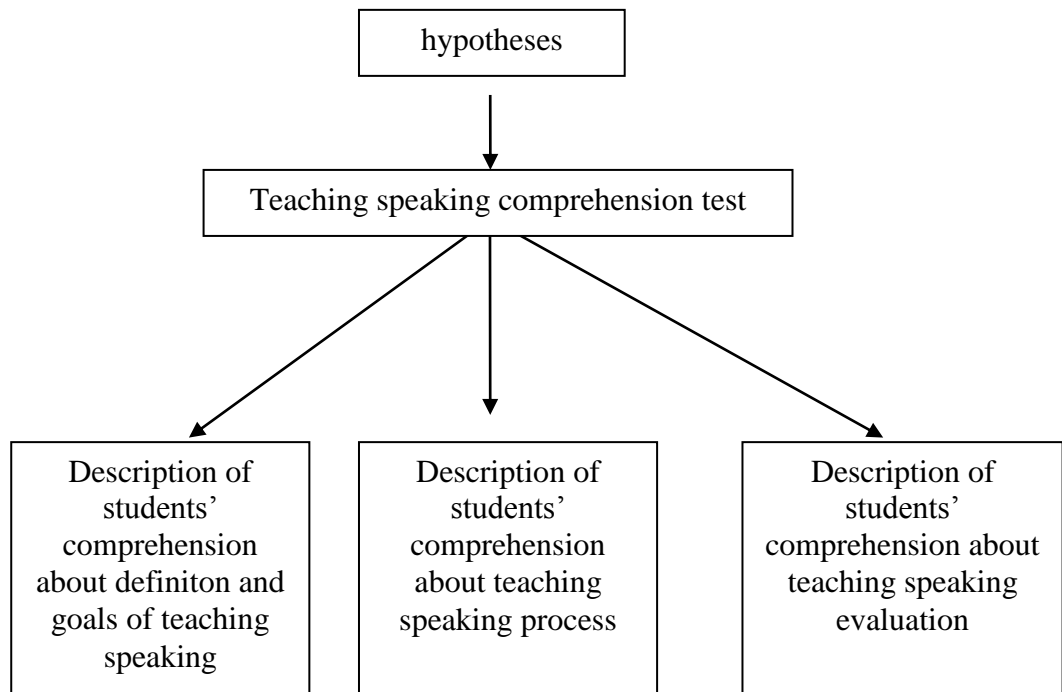
D. Hypotheses

L.R Gay says, "A hypothesis is a researcher's tentative prediction of the result of the research findings".[48] Here, the hypothesis of this research:

H_a : students comprehension about teaching speaking in communicative approach at English education department in IAIN Padangsidimpuan is 50% lowest from ideal score.

H_0 : students comprehension about teaching speaking in communicative approcah at English education departmen in IAIN Padangsidimpuan is 50% highest from ideal score.

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[48]L. R .Gay and Peter Airasian, *Educational Research: Competencies for Analysis and Application* (USA: Merril, 2000), p.71.

CHAPTER III
RESEARCH METHODOLOGY

A. Place and Time

This research will be conduct at IAIN Padangsidimpuan, where it is in Jl. HT. Rizal Nurdin km 4,5 Sihitang Padangsidimpuan. This researcher will choose this college because it is relevant in accommodation, transportation, easy to reach for collecting data and the researcher is learning in this college. The researcher will be began the research at July 2014 up to finish.

B. Research Design

The kinds of this research is quantitative approach with descriptive method. According to L.R Gay and Peter Airasian described, quantitative approach are based on the collection and analysis of numeral data, usually obtained from questionnaires, test, checklist, and other formal paper and pensil instrument.[49]

> According to Sheila Keegan[50] that quantitative research focuses on precise numerical measurements of consumer attitudes and behaviour – how many or how much – it is relatively easy to understand conceptually. The practicalities of conducting and analysing such research, however, are a good deal more complex.

Accordng to Suharsimi Arikunto[51], descriptive method is purposed to examine hypothesis certainly, but just to describe 'real situation' about a variable,

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[49]L. R Gay & Peter Airasian, *Educational Research: Competence for Analysis & Application* (U.S.A: Prentice-hall, 2000), p.8.

[50]Sheilaa Keegan, *Qualitative Research, Good Decision Marking through Understanding People, Cultures, and Markets* (Londona: Kogen Page Ldt, 2009), p. 11.

[51]Suharsimi Arikunto, *Manajemen Penelitian* (Jakarta: Rineka Cipta, 2009), p. 234-235.

indication or situation. Sukardi stated[52] descriptive methods is a research that describe the object with real condition.

Descriptive method is a deep method to analyze man, an object, a set condition of, a thinking system, or even an incident class on present term. The objective of the descriptive method is to be make description, systematic picture or painting, factual and accurate about reality, characters and relationship among phenomenon and investigation.

It can be conclude that descriptive reseach is to analyze or make a sense perceprtion (description) about situation or events. It was used to describe how the students' comprehension about teaching speaking in communicative approach at English Education Departement of IAIN Padangsidimpuan.

C. Population and Sample

1. Population

According to Suharsimi Arikunto, population is a set or collection of all elements possessing one or more attributes of interest.[53] The population of this research is sixth and eighth semester students of English Education Department in IAIN Padangsidimpuan that consists of 222 students that divided in to six Classes. There are TBI-1, TBI-2 and TBI-3 of sixth and eighth semester students of English Education Department in IAIN Padangsidimpuan. So that, it can be seen the table follow:

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[52]Sukardi, *Metode Penelitian Pendidikan: Kompetensi dan Prakteknya* (Jakarta: Bumi Aksara, 2014), p. 157.
[53]Suharsimi Arikunto*, Op.Cit.,* p. 120.

Table II
Population of the research

No	Semester	Class	Amount
1	VI	Class TBI 1	35
		Class TBI 2	39
		Class TBI 3	32
2	VIII	Class TBI 1	37
		Class TBI 2	40
		Class TBI 3	39
Total			222

2. Sample

Sample is presentative whole of population. Sample that used in this research is probably sampling with doing stratified random sampling. Suharsimi said that when subject less than 100, sample was taken from all total of subject, while if its amount more than 100, sample was taken by 10% - 15% or 20% - 25% or more appropriate with the researcher's ability.[54]

Based on the explanation above, 40 % population of sixth and eighth semester students of English Education Departemnt in IAIN Padangsidimpuan are 88 students. So, that the researcher took 40% population as a sample of research.[55]

D. Instruments of the Research

In this research, test was used as an instrument. Test can be defined as a sample of behavior.[56] The students were given a test to know and to get the data about students' comprehension about teaching speaking that consists of 20 questions. The test was multiple choice test . If the students can answer all the questions

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[54]*Ibid., ,* p. 112.

[55]Ibnu Hajar, *Dasar-dasar Metodologi Penelitian Kwantitatif dalam Pendidikan* (Jakarta: Grafindo Persada, 1999), p. 135.

[56]Sandra J. Savignon, *Communicative Competence Theory and Classroom Practice* (Massachusetts: Addison- Wesley Publishing Company, 1983), p. 232.

correctly, the score was 100. It means that the correct answer would be given score 5 while the wrong answer would be given 0.

Table III
The Indicator of Test

Variable	Indicator	Sub Indicator	Item
Teaching Speaking	1. Defenition	a. Defenition of teaching speaking	2
	2. Goal	a. Goals of teaching speaking	1
	3. Process	a. Speaking activity	2
		b. Learning activity	1
		c. Types of spoken language	3
		d. Speaking difficulties	1
		e. Microskill of oral communication	1
		f. Types of speaking classroom performance	1
		g. The roles of teacher in speaking class	4
	4. Evaluation	a. Proficiency description of speaking	1
		b. Drills in teaching speaking	5
		Total	21

There is score of assessment to test given score as the following:

a. If the aswer is correct in option a, b, c or d, the score is 5

b. If the aswer is incorrect in option a, b, c or d, the score is 0

E. Validity of Instrument

To analyze the data for this testing was:

1. Validity of the items

Before giving the test to the sample, test was tested to the other students outside of sample who has the same grade to check for the validity of the items of the test. In this research the test was tested to the sixth and eighth semester at English Education Department in IAIN Padangsdimpuan in different time with the reserach.

To find out the validity item of test, researcher used the formula correlation productmoment, there are:[57]

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\left\{N\sum X^2 - (\sum X)^2\right\}\left\{N\sum Y^2 - (\sum Y)^2\right\}}}$$

Where:

r_{xy} = correlate coefficient

X = score item

Y = total score item

N = total sample

Result of calculation by coefficient of correlation productmoment is determined if $t_{count} > t_{table}$ with the significant level 5 % (0,05) with the tabel r product moment. So, that the items is tested valid.

2. Reability of the test

Testing of reliability with the internal consistency, done in a way try-out the instrument once, and then were analyzed with a specific technique. The results of the analysis could be used to predict the reliability of the instrument.

Testing of instrument reliability could be done with the technique of KR.20 (Kurder Richardson) formula, as follow:

$$r_{11} = \left(\frac{n}{n-1}\right)\left(\frac{St^2 - \sum pq}{St^2}\right)$$

Where:

r_{11} = Realibility of the test

$\sum pq$ = Total of the result times p and q

p = Proporsition of the students answer correctly

q = Proporsition of the students answer incorrectly

n = Total of the items

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[57]Riduwan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula* (Bandung: Alfabeta, 2010), p. 98.

S_t =   Standard of deviation of the test

Result of calculation the realibility of the items (r_{11}) is determined whether $r_{11} > r_{table}$ with the significant level 5 % (0.05) with the table r product moment. So, that the items is reliable.

Criteria of realibility of the test, there are:

< 0.20	very low
0.20 – 0.40	low
0.41 – 0.70	enough
0.71 – 0.90	high
0.91– 1.00	very high[58]

F. Result of Try-out Instrument Test

1. Result of validity instrument

There is result of analysis validity calculation of test item:

Table IV
Result of Validity Instrument

Number of Item	Score of r_{xy}	r_{table}	r_{count}	Official Statement
1	0,690	0,388	0,690	Valid
2	0,642	0,388	0,642	Valid
3	0,478	0,388	0,478	Valid
4	0,533	0,388	0,533	Valid
5	0,585	0,388	0,585	Valid
6	0,552	0,388	0,552	Valid
7	0,536	0,388	0,536	Valid
8	0,425	0,388	0,425	Valid
9	0,445	0,388	0,445	Valid
10	0,435	0,388	0,435	Valid
11	0,421	0,388	0,421	Valid
12	0,506	0,388	0,506	Valid
13	0,417	0,388	0,417	Valid
14	0,452	0,388	0,452	Valid

[10]Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: RajaGrafindo Persada, 2008), p. 258.

15	0,453	0,388	0,453	Valid
16	0,431	0,388	0,431	Valid
17	0,389	0,388	0,389	Valid
18	0,391	0,388	0,391	Valid
19	0,452	0,388	0,452	Valid
20	0,452	0,388	0,452	Valid
21	0,642	0,388	0,642	Invalid

Result of calculation by the using correlation product moment formula is determined if $r_{count} > r_{table}$ with significant level 5 % (0.05) with table r product moment, so that the items that tested was valid. From the result of calculation was gotten 20 valid items from 21 items are given to the students, there are; 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20 while for invalid items, which are: 21 (see appendix V).

2. Result of reability instrument

Sukardi[59] said that reability refer to once meaning that instrument can faith exactly to use as the instrument of collection the data because that instrument is good. Based on try out with significant level 5 % (0.05) and n = 21 was gotten $r_{table} = 0.388$ and $r_{count} = 0.71505$, cause $r_{count} > r_{table}$ (0.71505 > 0.3,88). So, instrument test is reliable (see appendix IV).

G. The Data Analysis

After data is collected, the researcher analyze the data by using some steps, they are:

1. Counted the students' answer and then classified it based on their score.

2. Calculate their result (mark)

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[59]Sukardi, *Op.Cit.*, p. 127--131.

Because the researcher use the test so,the researcher also want to:

a. Know the range of the data, the formulation is:

Range = High Score – Low Score

b. Know the total of classes (BK), with the formula:

$1 + 3,3 \log n$

c. Know the interval (i) used the formula:

$$i = \frac{R}{BK}$$

d. Know the mean score used the formula:

$$(x) = \sum \frac{fixi}{fi}$$

e. Know the median score used the formula:

$$Me = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

f. Know know the modus of score used the formula:

$$Modus = b + p \left(\frac{b}{b+b} \right)$$

g. Know Standard deviation used the formula:

$$S = \frac{\sqrt{\sum f (x_1)^2}}{\sum f}$$

h. The researcher also used tabulation of the data, it was do to account and gave the score to students answered though the test and took on the table that consist of alternative answer, frequency any percentage those all, to obtain the percentage of the students' answered and put them on the table by using the formula below:

$$p = \frac{f}{N} \times 100\ \%$$

Explanation:
f = Frequence
N = Number of classes
p = Percentage.[60]

<p align="center">Table Interpretation of Score Quality[61]</p>

Mark Percentage	Interpretation
81 % - 100 %	Very High
61 % - 80 %	High
41 % - 60 %	Enough
21 % - 40 %	Low
0 % - 20 %	Very Low

i. Because this research is Quantitative Descriptive Method, the researcher use

Z experiment to know the hypotheses examine, the formula is below :

$$Z_0 = \frac{\bar{X} - \mu}{\frac{\sigma}{\sqrt{n}}}$$

Where: Z_0 = Z_{hitung} score
X = X median
μ = mean
σ = standard deviation
n = total sample

3. Description of data, it is done to describe or interpretation of data that have been

collected systematically.

4. Take conclution, it is done to conclude the discussion solidly and briefly.

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[60]Anas Sudijono, *Op.Cit.*, p. 43.
[61]Riduwan, *Op.Cit.,* p. 89.

CHAPTER IV
THE RESULT OF RESEARCH

A. Description of Data

1. Students' Comprehension in General

Based on the result of the students' test in which the students were asked to answer the tes about teaching speaking in communicative approach. From the result of the students it could knowthat the score of the students was between10 up to 75. It means that the highest score got by students was 75, the lowest score was 10. The score of the students can be seen in the appendix VII.

From the score found that the students that got 10 score was 1 students. The students that got 15 score was 5 students. The students that got 20 score was 7 students. The students that got 25 score was 6 students. The students that got 30 score was 11 students. The students that got 35 score was 7 students. The students that got 40 score was9 students. The students that got 45 score was7 students. The students that got 50 score was10 students. The students that got 55 score was5 students. The students that got 60 score was 4 students. The students that got 65 score was6 students. The students that got 70 score was3 students. And the students that got 75 score was7 students.

To evaluate students' comprehension about teaching speaking in communicative approach, the researcher has calculated the data by using statistic count. Next, the researcher described the data as follow:

Table V
The Score of Test

Mean	43.147
Median	40.4375
Modus	49.82
Level of students' knowladge	53.48%
The lowest score	10
The highest score	75

Based on the table above, the mean of score was 43.147, median was 40.4375, modus was 49.82 and level of students'knowladge was 53.48%. The researcher got the lowest score was 10, and the highest score was 75. Based on explanation above, the students score of students' comprehension about teaching speaking in communicative approach in general was enough according to Riduwan[62] criteria. This is indicate that students know how to follow and how to learn the social and cultural rules appropriate in each communicative circumtance, how to teach and how to make strategies and method in teaching speaking process, and how to evaluate teaching speaking correctly. Because with comprehension about teaching speaking as a teacher recruit, they can easily in teach speaking in their classroom and they can make a situation of teaching speaking process more interesting.

Next, the calculation of how to get it can be seen in the appendix VIII. Then, the computed of the frequency distribution of the students' score of class can be applied into table frequency distribution below:

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[62]Riduwan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula* (Bandung: Alfabeta, 2010), p. 89.

Table VI
The Frequency Distribution of Students' Score

No.	Interval	Frequency	Percentage
1.	10 – 18	6	7 %
2.	19 – 27	13	15 %
3.	28 – 36	18	20 %
4.	37 – 45	16	18 %
5.	46 – 54	10	11 %
6.	55 – 63	9	10 %
7.	64 – 72	9	10 %
8.	73 – 81	7	8 %
	Total	88	100%

From the data above, it can be drawn at histogram below:

Figure 1.Histogram of Students' Score of Students' Comprehension about Teaching Speaking in Communicative Approach
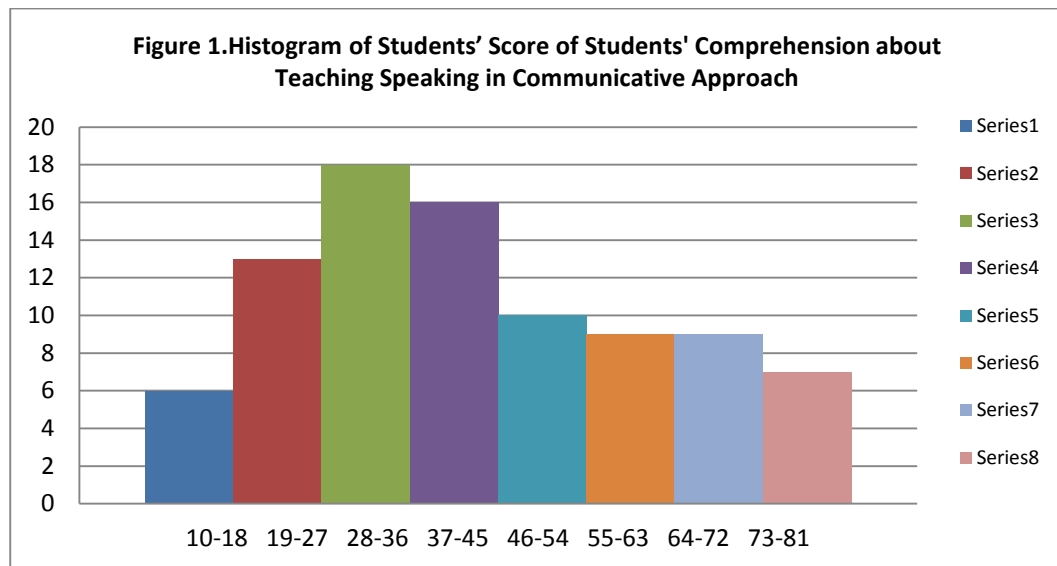
2. Students' Comprehension Bades on Each Indicator

Based on the description score above,researcher would be calculated the percentage of the students' answer about teaching speaking in communicative approach, and it can be seen on the table below:

Table VII
The Score of Students'Compehension about Teacing Speaking in
Communicative Approach

Definition and Goals of Teaching Speaking	Point	Total of student (F)		Percentage (%)	
		T	F	T	F
Definition of teacing speaking	5	60	28	7.8	2.1
Reason why the students have to speak when they study speaking	5	49	39	6.6	3.3
Goals of teaching speaking	5	41	47	5.7	5.2
Interaction needed in teaching speaking	5	34	54	4.9	6.0
Learning activities in teaching speaking	5	39	49	5.4	5.5
Types of spoken language in teaching speaking	5	32	56	4.6	6.3
	5	33	55	4.8	6.2
	5	32	56	4.6	6.3
Speaking difficulties	5	33	55	4.8	6.2
Microskills of oral communication	5	32	56	4.6	6.3
Types of classroom speaking performance	5	37	51	5.2	5.7
The roles of teacher in speaking class	5	27	61	4.0	6.8
	5	56	32	4.6	3.5
	5	49	39	5.4	4.3
	5	11	77	1.3	8.7
Proficiency description of speaking	5	15	73	1.7	8.2
Drills in teaching speaking	5	45	43	5.9	4.8
	5	48	40	6.5	4.5
	5	33	55	4.8	6.2
	5	47	41	6.3	4.6

The students ordered to choose the correct answer about comprehension teaching speaking in communicative approach. Test consist of 20 questions, with number item 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, and 20 with 88 students. Every question give 5 score, the total score was 100. So, the result of test about students' comprehension about teaching speaking in communicative approach, can be known with the following explanation.

Based on the description score above, the first, researcher will be calculated the percentage of the students' answer about definition and golas of teaching speaking, and it can be seen on the table below:

Table VIII
Definition and Goals of Teaching Speaking

Definition and Goals of Teaching Speaking	Point	Total of student (F)	Percentage %
Definition of teacing speaking	5	60	7.8
	5	49	6.6
Goals of teaching speaking	5	41	5.7

Based on the students answer can be drawn at histogram below:

Figure 2. Histogram of Students' Score of Definition and Goals of Teaching Speaking

- definition of teahing speakingr
- reason why the students have to speak hen they study speaking
- goalsof teaching speaking
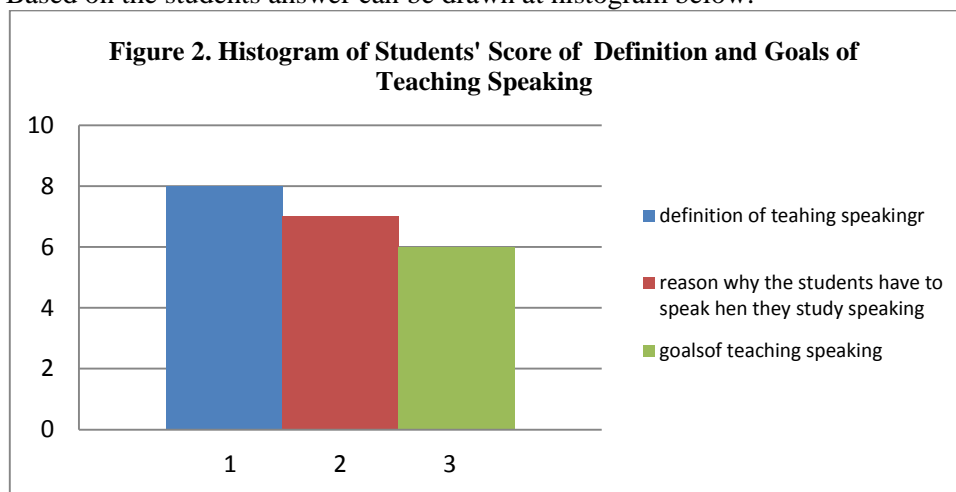
The students ordered to choose the correct answer about definition and goals of teaching speaking. Test consist of 3 questions, with number item 1, 2 and 3 with 88 students. Every question give 5 score and the total score was 15. Based on histogram above,the researcher found that percentage of students' comprehension about definition and goals of teaching speaking was 20.1%. This percentage indicate that students' comprehension about definition and goals of teaching speaking was very low categories based on Riduwan criterion.

This categories indicate that students did not know how to follow and how to learn the social and cultural rules appropriate in each communicative circumtance. Because of speaking is interrelated with the other skills, so as a teacher recruit, they must know about definition and goals of teaching speaking as

a base of study about teaching speaking. So, the result of test about defenition and goals of teaching speaking, can be known with the following explanation.

Defenition of teaching speaking. It can be known that from 88 students, 60 students (7.8%) answered correctly. While, 28 students (2.1%) answered incorrrectly. From the result of the test, researcher found that from 28 students that answered incorrectly, they answered c mostly, from option answer a, b, c, and d. Based on their mostly answer can be concluded that, they consider that concept of definition teaching speaking was making students memorize dialogs and practice it in front of the classroom. From 88 students that answer a 60 students (68.18%), b 6 students (6.81%), c 16 students (18.18%), and d 6 students (6.81%). Based on the students answercan be drawn at histogram below:

Figure 3. Histogram of Students' Score of Definition Teaching Speaking
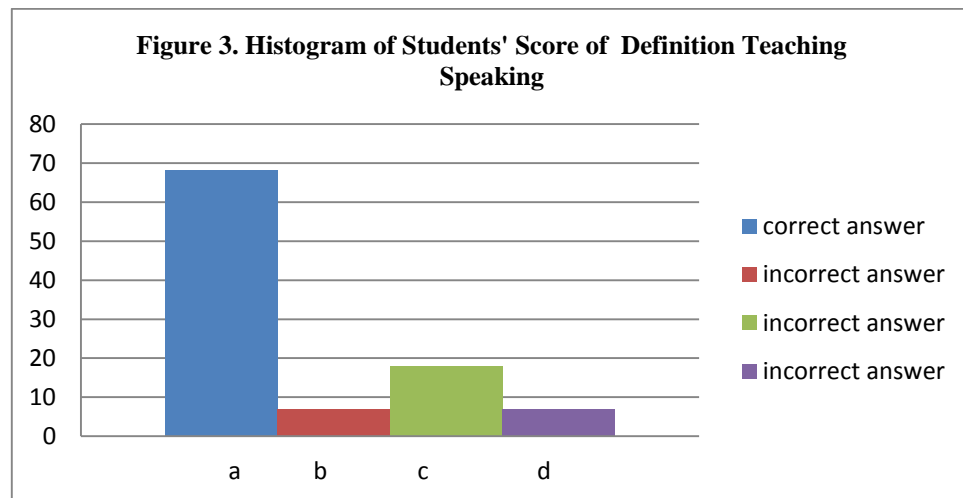
Reason why the students have to speak when they study speaking. It can be known that from 88 students, 49 students (6.6%) answered correctly. While, 39 students (3.3%) answered incorrrectly. From the result of the test, researcher found that from 39 students that answered incorrectly, they answered b mostly, from option answer a, b, c, and d. based on their mostly answer, can be concluded

that, they consider that concept of reason why the students have to speak when they study speaking was because in speaking, students should use language that they know to speak with their teacher or friends in teaching learning process and provide feedback. From 88 students that answer a 9 students (10.22%), b 24 students (27.27%), c 6 students (6.81%), and d 49 students (55.68%). Based on the students answer can be drawn at histogram below:

Figure 4. Histogram of Students' Score of Reason Why Students have to Speak When They Study Speaking
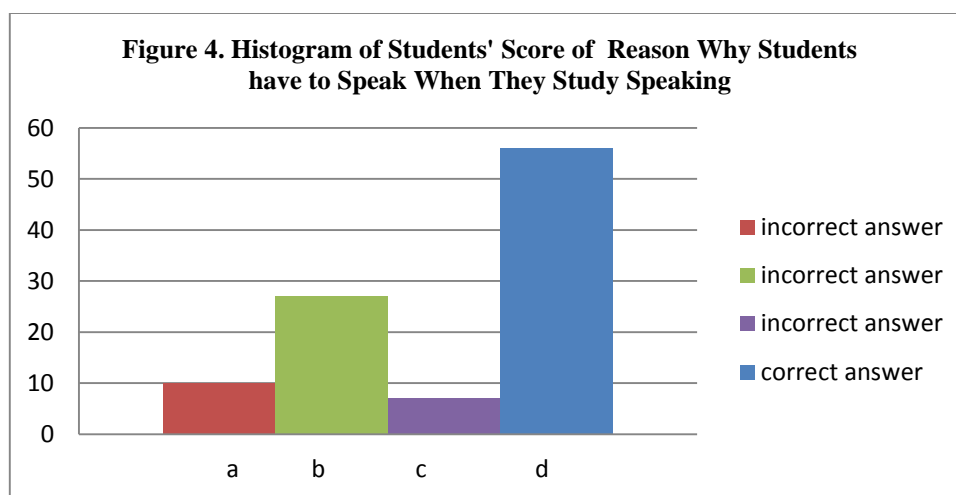
Goals of teaching speaking. It can be known that from 88 students, 41 students (5.7%) answered correctly. While, 47 students (5.2%) answered incorrrectly. From the result of the test, researcher found that from 47 students that answered incorrectly, they answered b mostly, from option answer a, b, c, and d. Based on their mostly answer, can be concluded that, they consider that concept of goals of teaching speaking was to raise the linguistic complexity of students' sentences and improve the organization of their composition. From 88 students that answer a 41 students (46.59%), b 23 students (26.13%), c 12 students (13.63%), and d 12 students (13.63%). Based on the students answer can be drawn at histogram below:

Figure 5. Histogram of Students' Score of Goals of Teaching Speaking
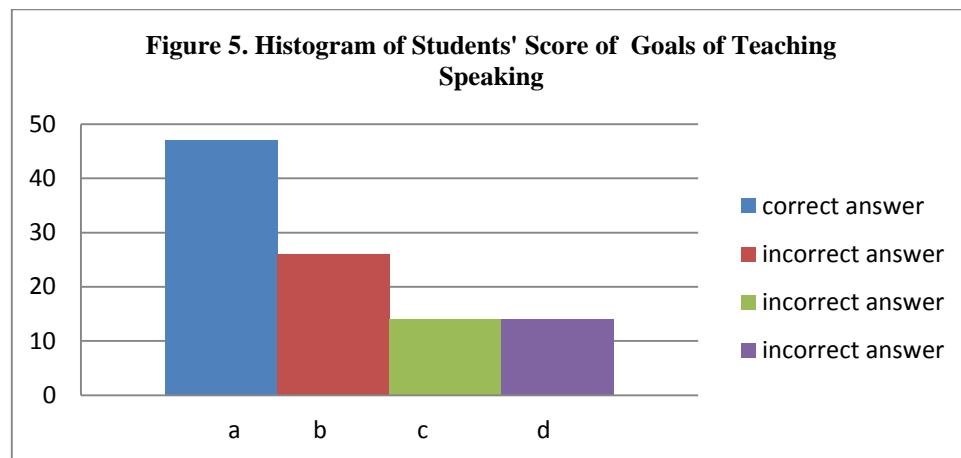
The second, researcher would be calculated the percentage of the students' answer about teaching speaking process, and it can be seen on the table below:

Table IX
Teaching Speaking Process

Teaching Speaking Process	Point	Total of student (F)	Percentage %
Interaction needed in teaching speaking	5	34	4.9
Learning activities in teaching speaking	5	39	5.4
Types of spoken language in teaching speaking	5	32	4.6
	5	33	4.8
	5	32	4.6
Speaking difficulties	5	33	4.8
Microskills of oral communication	5	32	4.6
Types of speaking classroom performance in teaching speaking	5	37	5.2
The roles of teacher in speaking class	5	27	4.0
	5	56	4.6
	5	49	5.4
	5	11	1.3

Based on the students answer can be drawn at histogram below:

Figure 6. Histogram of Students' Score of Teaching Speaking Process
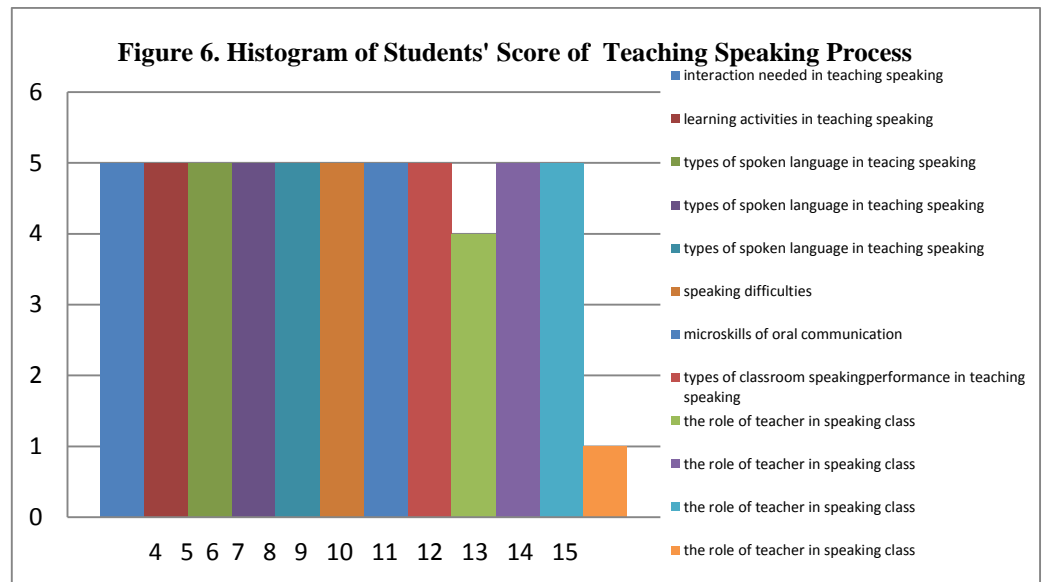

The students ordered to choose the correct answer about teaching speaking process. Test consist of 13 questions, with number item 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, and 15with 88 students. Every question give 5 score and the total score was 65. Based on histogram above, the researcher found that percentage of students' comprehension about teaching speaking process was 54.2%. This percentage indicate that students' comprehension about teaching speaking process was enough categories based on Riduwan criterion.

This categories indicate that students sufficient to know how to teach and how to make strategies and method in teaching speaking process. Because with known how is teaching speaking process, the students can practice it in the classroom that they teach as a teacher. So, the result of test about teaching speaking process, can be known with the following explanation.

Inteaction needed in teaching speaking. It can be known that from 88 students, 34 students (4.9%) answered correctly. While, 54 students (6.0%) answered incorrrectly. From the result of the test, researcher found that from 54 students that answered incorrectly, they answered d mostly, from option answer a, b, c, and d. Based on their mostly answer, can be concluded that, they consider that concept of inteaction needed in teaching speaking was speak happens unconsciously.From 88 students that answer a 34 students (38.63%), b 18 students (20.45%), c 9 students (10.22%), and d 27 students (30.68%). Based on the students answer can be drawn at histogram below:

Figure 7. Histogram of Students' Score of Interation Needed in Teaching Speaking
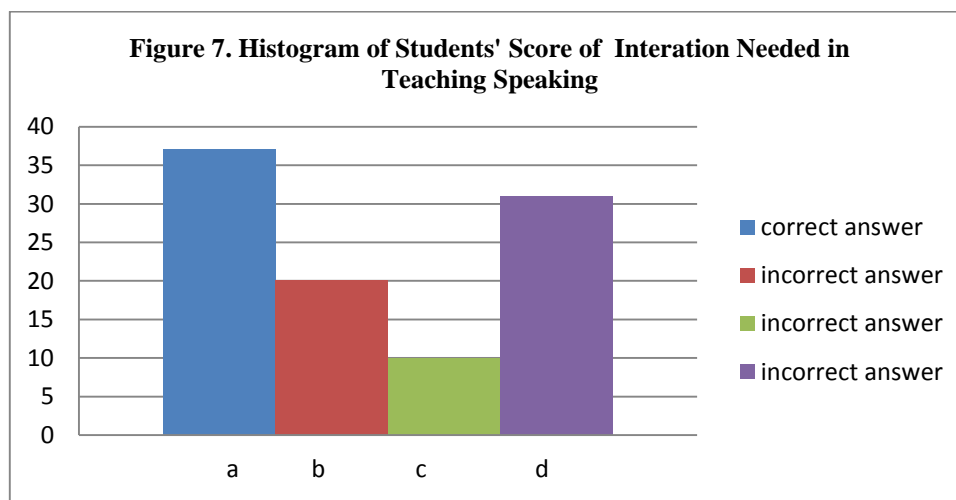
Learning activities in teaching speaking. It can be known that from 88 students, 39 students (5.4%) answered correctly. While, 49 students (5.5%) answered incorrrectly.From the result of the test, researcher found that from 49 students that answered incorrectly, they answered a mostly, from option answer a, b, c, and d. Based on their mostly answer, can be concluded that, they consider that concept of learning activities in teaching speaking was teach theory about speaking to the students. From 88 students that answer a 23 students (26.13%), b

17 students (19.31%), c 9 students (10.22%), and d 39 students (44.31%). Based on the students answer can be drawn at histogram below:
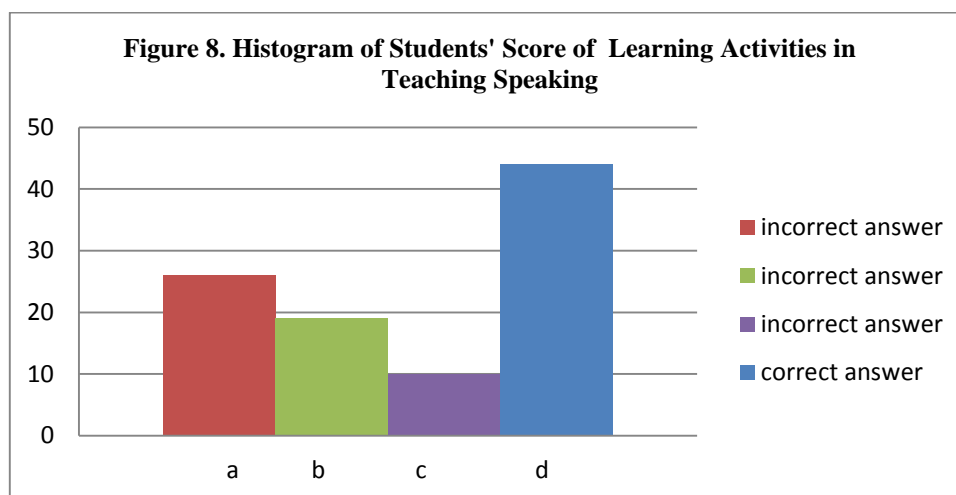

Figure 8. Histogram of Students' Score of Learning Activities in Teaching Speaking

Types of spoken language in teaching speaking. It can be known that from 88 students, 32 students (4.6%) answered correctly. While, 56 students (6.3%) answered incorrrectly.From the result of the test, researcher found that from 56 students that answered incorrectly, they answered b mostly, from option answer a, b, c, and d. Based on their mostly answer, can be concluded that, they consider that concept of types of spoken language in teaching speaking was interactional and transpersonal speech. From 88 students that answer a 17 students (19.31%), b 24 students (27.27%), c 15 students (17.04%), and d 32 students (36.36%). Based on the students answer can be drawn at histogram below:

Figure 9. Histogram of Students' Score of Types of Spoken Language in Teaching Speaking

Types of spoken language in teaching speaking. It can be known that from 88 students, 33 students (4.8%) answered correctly. While, 55 students (6.2%) answered incorrrectly.From the result of the test, researcher found that from 55 students that answered incorrectly, they answered a mostly, from option answer a, b, c, and d. Based on their mostly answer, can be concluded that, they consider that concept of types of spoken language in teaching speaking was transactional speech. From 88 students that answer a 25 students (28.40%), b 16 students (18.18%), c 33 students (37.5%), and d 14 students (15.90%). Based on the students answer can be drawn at histogram below:
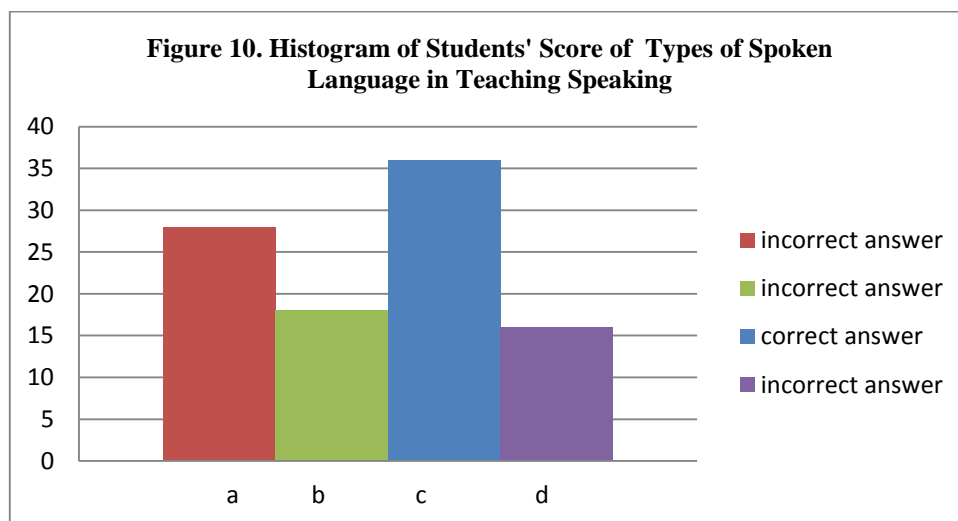

Figure 10. Histogram of Students' Score of Types of Spoken Language in Teaching Speaking

*Types of spoken language in teaching speaking.*It can be known that from 88 students, 32 students (4.6%) answered correctly. While, 56 students (6.3%) answered incorrrectly.From the result of the test, researcher found that from 56 students that answered incorrectly, they answered c mostly, from option answer a, b, c, and d. Based on their mostly answer, can be concluded that, they consider that concept of types of spoken language in teaching speaking was interpersonal speech. From 88 students that answer a 32 students (36.36%), b 18 students (20.45%), c 23 students (26.13%), and d 15 students (17.04%). Based on the students answer can be drawn at histogram below:

Figure 11. Histogram of Students' Score of Types of Spoken Language in Teaching Speaking

■	correct answer
■	incorrect answer
■	incorrect answer
■	incorrect answer

Speaking difficulties. It can be known that from 88 students, 33 students (4.8%) answered correctly. While, 55 students (6.2%) answered incorrrectly. From the result of the test, researcher found that from 55 students that answered incorrectly, they answered c mostly, from option answer a, b, c, and d. Based on their mostly answer, can be concluded that, they consider that concept of speaking difficulties was clustering, redundancy (recognize the kinds of repetition, rephrasing, ect), reduce forms, performance variable (weed out correction in

natural speech), qolloquial language (comprehending idiom, slang, ect), rate of delivery, stress, rhythm, intonation and interaction (managing the interactive flow of language). From 88 students that answer a 18 students (20.45%), b 14 students (15.90%), c 23 students (26.13%), and d 33 students (37.5%). Based on the students answer can be drawn at histogram below:

Figure 12. Histogram of Students' Score of Speaking Difficulties
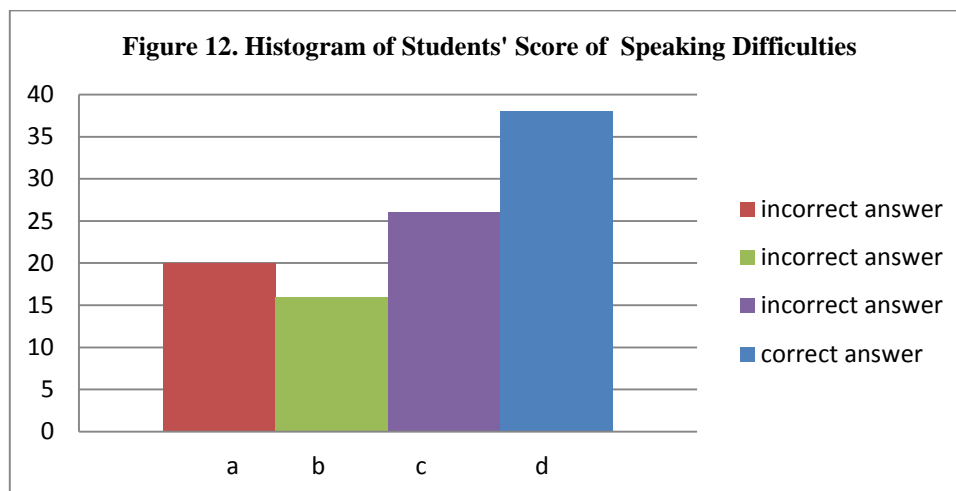
Microskills of oral communication. It can be known that from 88 students, 32 students (4.6%) answered correctly. While, 56 students (6.3%) answered incorrrectly. From the result of the test, researcher found that from 56 students that answered incorrectly, they answered b mostly, from option answer a, b, c, and d. Based on their mostly answer, can be concluded that, they consider that concept of microskill of oral communcation was produce chunks of language of different length. From 88 students that answer a 32 students (36.36%), b 27 students (30.68%), c 13 students (14.77%), and d 16 students (18.18%). Based on the students answer can be drawn at histogram below:

Figure 13. Histogram of Students' Score of Microskills of Oral Communication
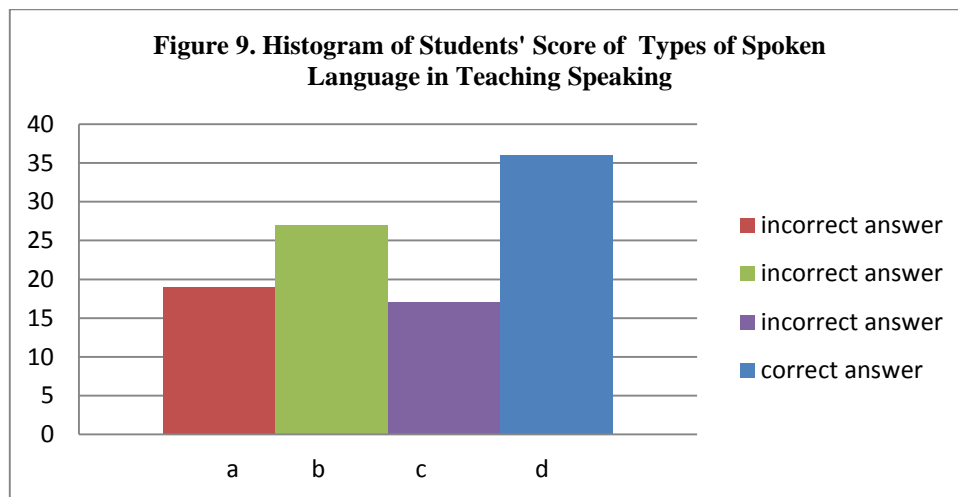

Types of speaking classroom performance in teaching speaking. It can be known that from 88 students, 37 students (5.2%) answered correctly. While, 51 students (5.7%) answered incorrrectly. From the result of the test, researcher found that from 51 students that answered incorrectly, they answered a mostly, from option answer a, b, c, and d. Based on their mostly answer, can be concluded that, they consider that concept of types of speaking classroom performance in teaching speaking was Intensive (perception of the components), responsive, selective, extensive (understanding of spoken language). From 88 students that answer a 23 students (26.13%), b 15 students (21.59%), c 37 students (42.04%), and d 9 students (10.22%). Based on the students answer can be drawn at histogram below:

Figure 14. Histogram of Students' Score of Types of Classroom Speaking Performance

■	incorrect answer
■	incorrect answer
■	correct answer
■	incorrect answer
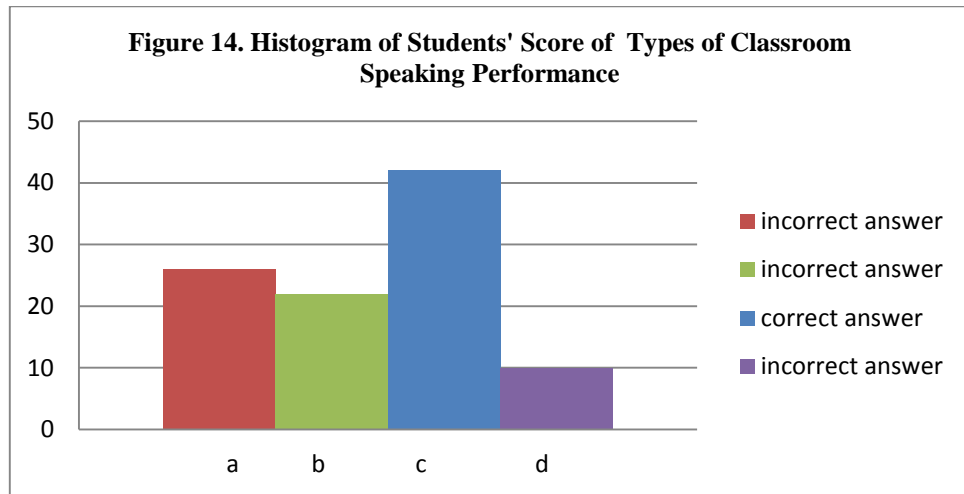
The roles of teacher in speaking class. It can be known that from 88 students, 27 students (4.0%) answered correctly. While, 61 students (6.8%) answered incorrectly. From the result of the test, researcher found that from 61 students that answered incorrectly, they answered a mostly, from option answer a, b, c, and d. Based on their mostly answer, can be concluded that, they consider that concept of the role of teacher in speaking class was organiser, observer, feedback organiser, and prompter.From 88 students that answer a 27 students (30.68%), b 27 students (30.68%), c 16 students (18.18%), and d 18 students (20.45%). Based on the students answer can be drawn at histogram below:
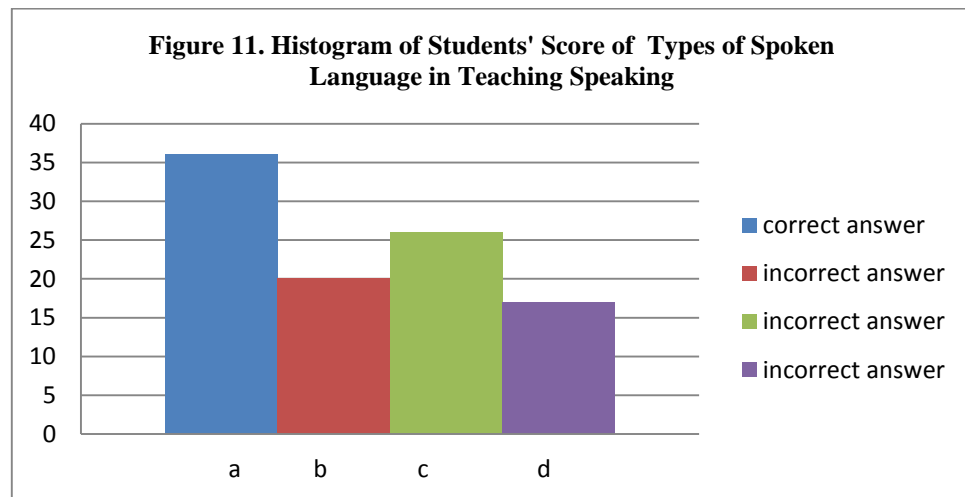
Figure 15. Histogram of Students' Score of the Role of Teacher in Speaking Class

■	incorrect answer
■	correct answer
■	incorrect answer
■	incorrect answer

The roles of teacher in speaking class. It can be known that from 88 students, 56 students (4.6%) answered correctly. While, 32 students (3.5%) answered incorrrectly. From the result of the test, researcher found that from 32 students that answered incorrectly, they answered b mostly, from option answer a, b, c, and d. Based on their mostly answer, can be concluded that, they consider that concept of the role of teacher in speaking class was be able to improve the organization of students composition. From 88 students that answer a 13 students (14.77%), b 14 students (15.90%), c 56 students (63.63%), and d 5 students (5.68%). Based on the students answer can be drawn at histogram below:

Figure 16. Histogram of Students' Score of the Role of Teacher in Speaking Class
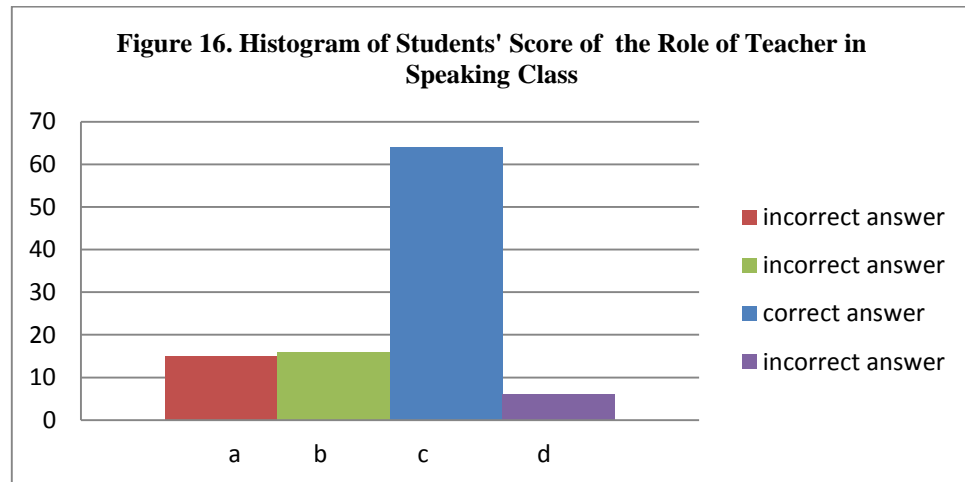
The roles of teacher in speaking class. It can be known that from 88 students, 49 students (5.4%) answered correctly. While, 39 students (4.3%) answered incorrrectly. From the result of the test, researcher found that from 39 students that answered incorrectly, they answered b mostly, from option answer a, b, c, and d. Based on their mostly answer, can be concluded that, they consider that concept of the role of teacher in speaking class was help students to improve the organization of their composition. From 88 students that answer a 49 students

(55.68%), b 21 students (23.86%), c 12 students (13.63%), and d 6 students (6.81%). Based on the students answer can be drawn at histogram below:

Figure 17. Histogram of Students' Score of the Role of Teacher in Speaking Class

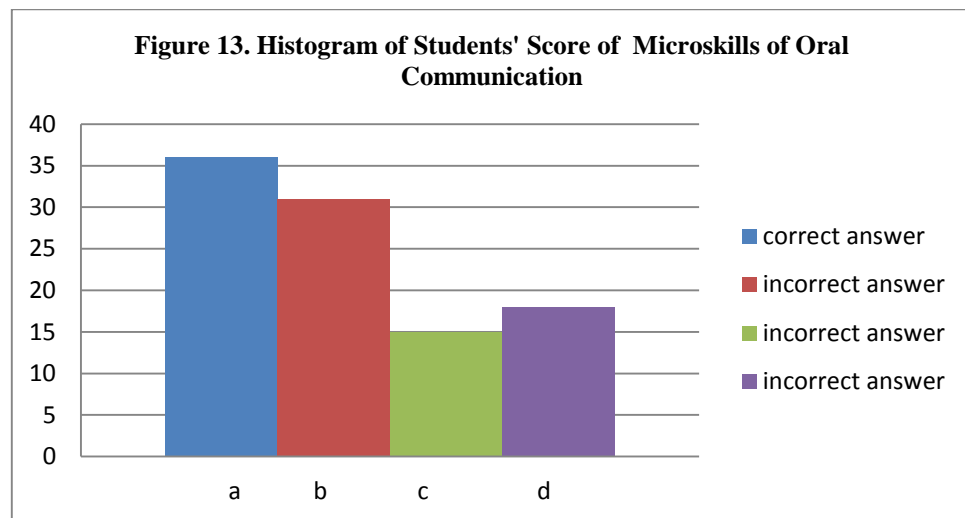*The roles of teacher in speaking class.* It can be known that from 88 students, 11 students (1.3%) answered correctly. While, 77 students (8.7%) answered incorrrectly. From the result of the test, researcher found that from 77 students that answered incorrectly, they answered b mostly, from option answer a, b, c, and d. Based on their mostly answer, can be concluded that, they consider that concept of the role of teacher in speaking class was helping students only when necessary. From 88 students that answer a 20 students (22.72%), b 37 students (42.04%), c 20 students (22.72%), and d 11 students (12.5%). Based on the students answer can be drawn at histogram below:

Figure 18. Histogram of Students' Score of the Role of Teacher in Speaking Class
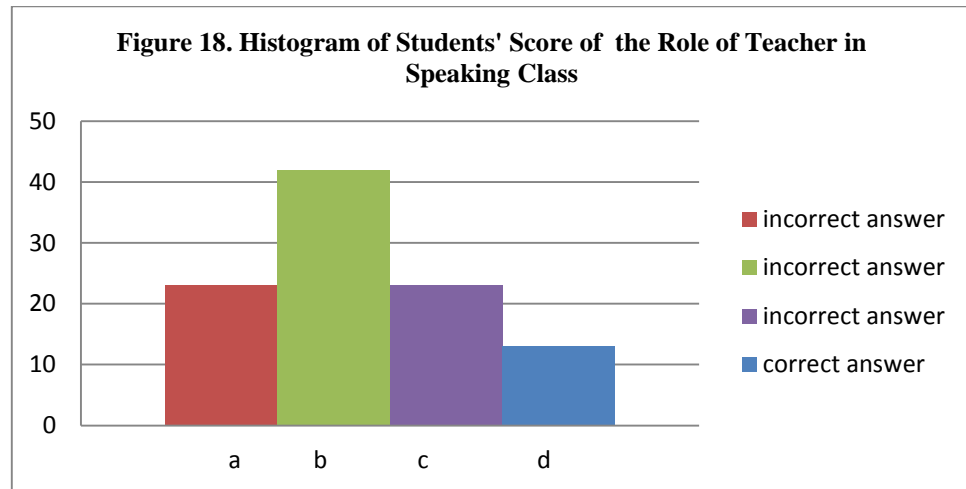
The last, researcher would be calculated the percentage of the students' answer about teaching speaking evaluation, and it can be seen on the table below:

Table XI
Teaching Speaking Evaluation

Teaching Speaking Evaluation	Point	Total of student (F)	Percentage %
Proficiency description of speaking	5	15	1.7
Drills in teaching speaking	5	45	5.9
	5	48	6.5
	5	33	4.8
	5	47	6.3

Based on the students answer can be drawn at histogram below:

Figure 19. Histogram of Students' Score of Teaching Speaking Evaluation
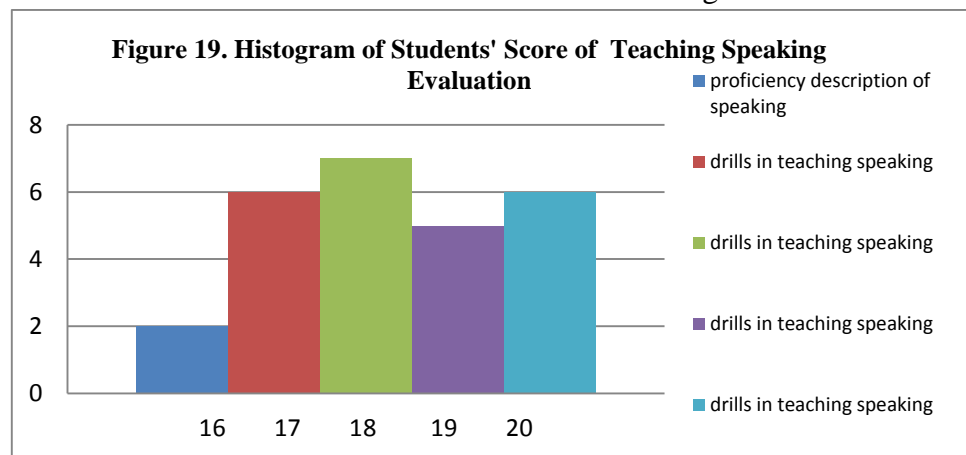
The students ordered to choose the correct answer about teaching speaking evaluation. Test consist of 4 questions, with number item 16, 17, 18, 19

and 20 with 88 students. Every question give 5 score and the total score was 20. Based on histogram above, the researcher found that percentage of students' comprehension about teaching speaking evaluation was 24.2%. This percentage indicate that students' comprehension about definition and goals of teaching speaking was low categories based on Riduwan criterion.

This categories indicate that the students did not know how to evaluate teaching speaking correctly. Because evaluation in teaching speaking is a importance stage must be known by the students as a teacher recruit. So, the result of test about teaching speaking evaluation, can be known with the following explanation.

Proficiency description of speaking. It can be known that from 88 students, 15 students (1.7%) answered correctly. While, 73 students (8.2%) answered incorrrectly.From the result of the test, researcher found that from 73 students that answered incorrectly, they answered a mostly, from option answer a, b, c, and d. Based on their mostly answer, can be concluded that, they consider that concept of proficiency description of speaking was accent, interaction, vocabulary, fluency and comprehension. From 88 students that answer a 32 students (36.36%), b 15 students (17.04%), c 26 students (29.54%), and d 15 students (17.04%). Based on the students answer can be drawn at histogram below:
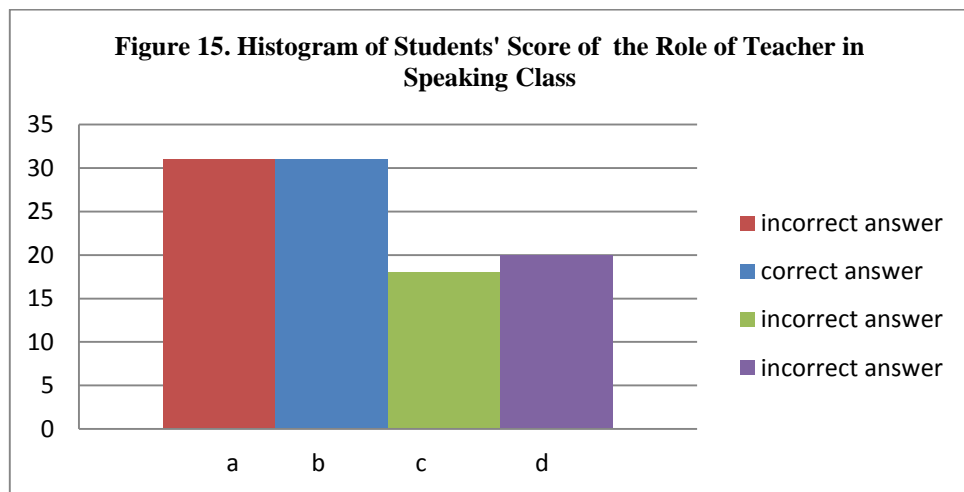
Figure 20. Histogram of Students' Score of Proficiency Description of Speaking
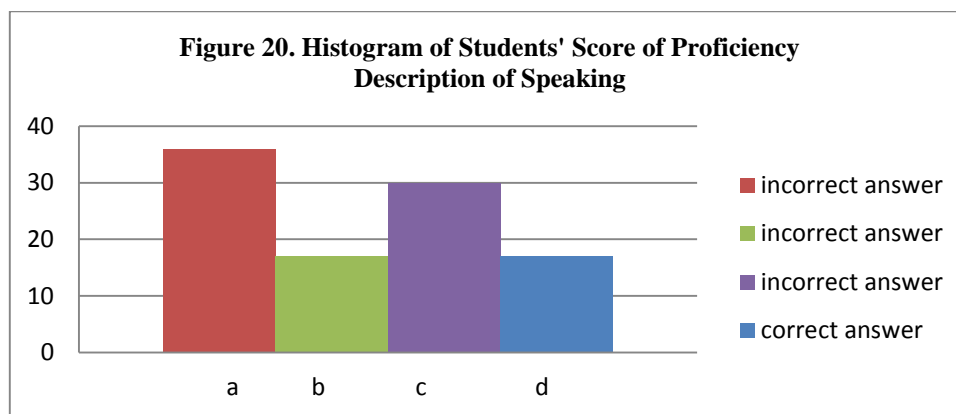
Drills in teaching speaking. It can be known that from 88 students, 45 students (5.9%) answered correctly. While, 43 students (4.8%) answered incorrrectly. From the result of the test, researcher found that from 43 students that answered incorrectly, they answered d mostly, from option answer a, b, c, and d. Based on their mostly answer, can be concluded that, they consider that concept of drills in teaching speaking was technical drills and communicative drills. From 88 students that answer a 14 students (15.90%), b 45 students (51.13%), c 14 students (15.90%), and d 15 students (17.04%). Based on the students answer can be drawn at histogram below:

Figure 21. Histogram of Students' Score of Drills in Teaching Speaking
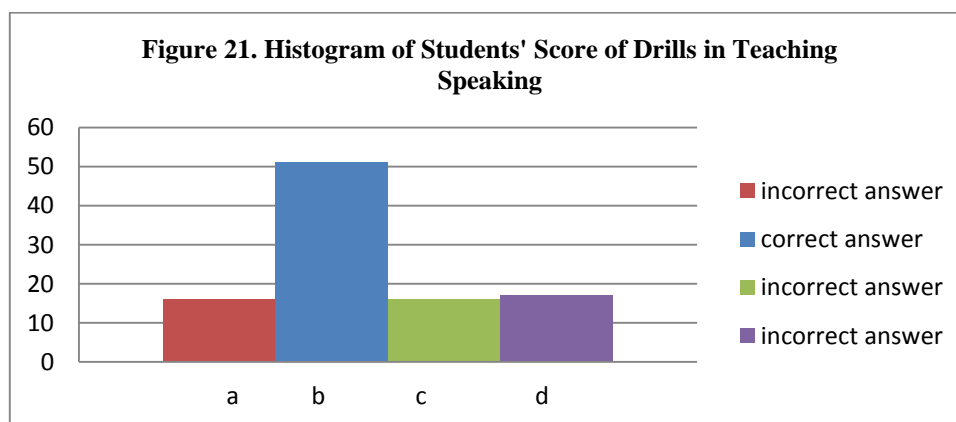
Drills in teaching speaking. It can be known that from 88 students, 48 students (6.5%) answered correctly. While, 40 students (4.5%) answered

incorrrectly. From the result of the test, researcher found that from 40 students that answered incorrectly, they answered b mostly, from option answer a, b, c, and d. Based on their mostly answer, can be concluded that, they consider that concept of drills in teaching speaking was the exercises which are done meaningfully to teach the structure and rules of language. From 88 students that answer a 48 students (54.54 %), b 16 students (18.18 %), c 8 students (9.09%), and d 6 students (6.81%). Based on the students answer can be drawn at histogram below:
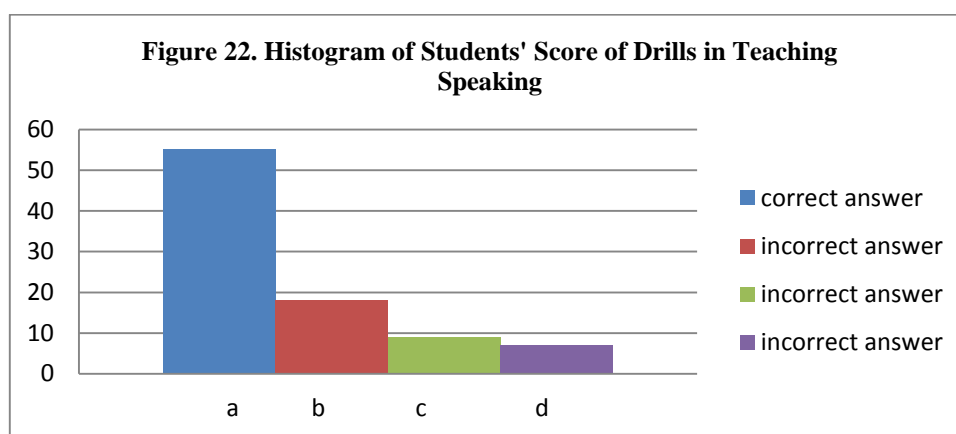
Figure 22. Histogram of Students' Score of Drills in Teaching Speaking

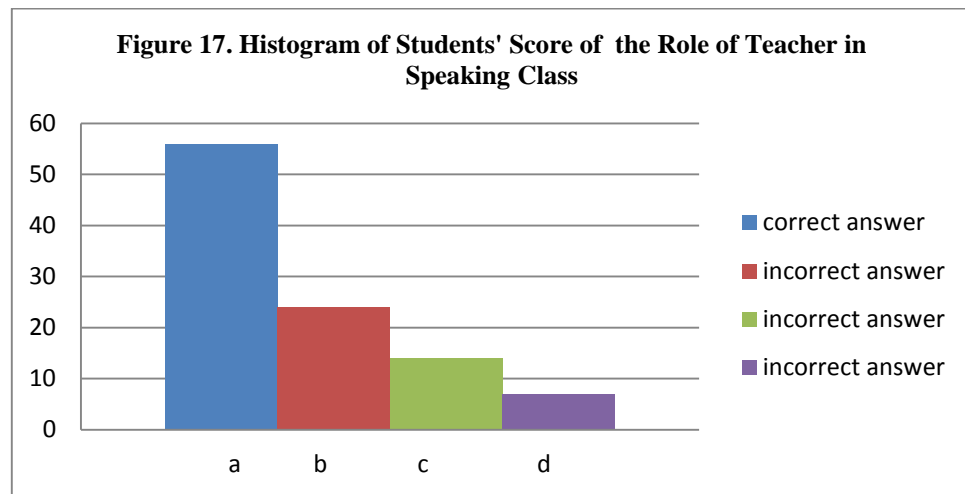*Drills in teaching speaking*. It can be known that from 88 students, 33 students (4.8%) answered correctly. While, 55 students (6.2%) answered incorrrectly. From the result of the test, researcher found that from 55 students that answered incorrectly, they answered c mostly, from option answer a, b, c, and d. Based on their mostly answer, can be concluded that, they consider that concept of drills in teaching speaking was communicative drills. From 88 students that answer a 17 students (19.31%), b 33 students (37.5%), c 20 students (22.72%), and d 18 students (20.45%). Based on the students answer can be drawn at histogram below:

Figure 23. Histogram of Students' Score of Drills in Teaching Speaking

	Legend
■	incorrect answer
■	correct answer
■	incorrect answer
■	incorrect answer
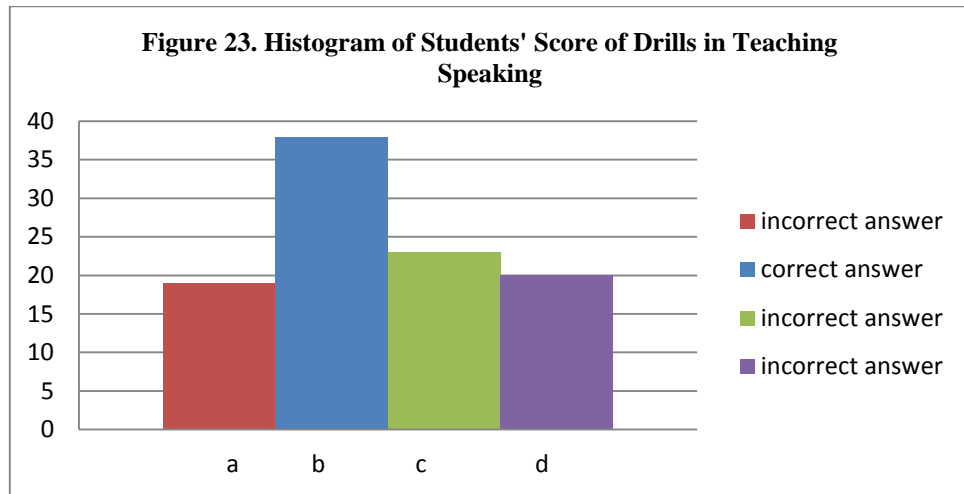
*Drills in teaching speaking*. It can be known that from 88 students, 47 students (6.3%) answered correctly. While, 41 students (4.6%) answered incorrrectly. From the result of the test, researcher found that from 41 students that answered incorrectly, they answered a mostly, from option answer a, b, c, and d. Based on their mostly answer, can be concluded that, they consider that concept of drills in teaching speaking was telling funny experiences. From 88 students that answer a 19 students (21.59%), b 47 students (53.40%), c 17 students (19.31%), and d 5 students (5.68%). Based on the students answer can be drawn at histogram below:

Figure 24. Histogram of Students' Score of Drills in Teaching Speaking

	Legend
■	incorrect answer
■	correct answer
■	incorrect answer
■	incorrect answer
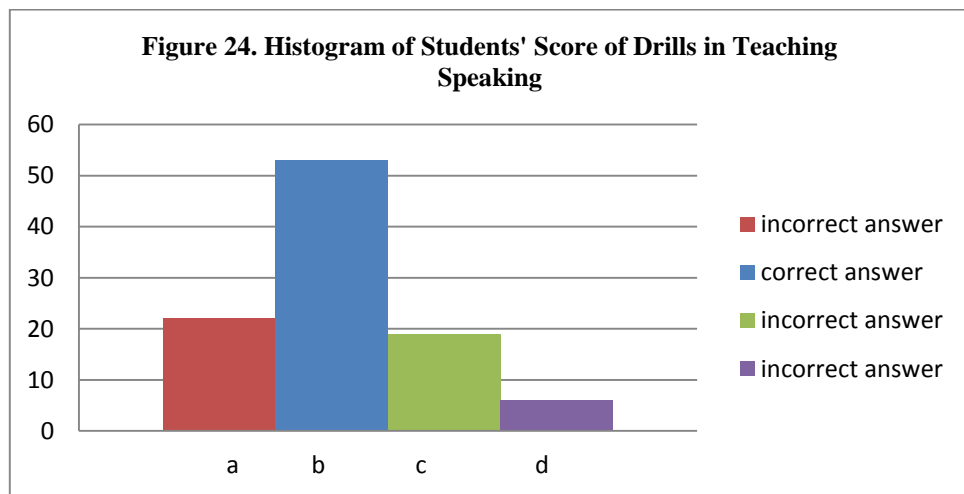
B. Hypothesis Test

The data would be analyzed to prove hypothesis by using formula of Z-test. To know how is students' comprehension about teaching speaking in communicative approach, the scores was applied byZ-test (see appendix IX). Based on the result's calculation of the Z-test, researcher found that Z_{count} = -0.006 with significant level 0,05. Uji Z to examine variable dependent (students' comprehension about teaching speaking in communicative approach).

Hypothesis in sentence:

H_a : students comprehension about teaching speaking in communicative approach at English education department in IAIN Padangsidimpuan is 50% lowest from ideal score.

H_0 : students comprehension about teaching speaking in communicative approcah at English education departmen in IAIN Padangsidimpuan is 50% highest from ideal score.

Hypothesis in statistic:

H_a : ρ >50%

H_0: ρ ≤50%

Basic interpretation of decision: with compared score of Z_{score} with score of Z_{table} use criteria of one tiled test (right side test), in the following:

If score of + Z_{table} > score of $Z_{score,}$ then H_0 is acceptanced.

If score of + Z_{table} < score of $Z_{score,}$ then H_0 is not acceptanced.

Decision:

Because score of Z_{table} > score of $Z_{score,}$ or 0.0239 > -0.006, then H_0 is acceptanced.

Conclusion:

H_a: students' comprehension about teaching speaking in communicative approach at English education department in IAIN Padangsidimpuan is 50% lowest from ideal score is not accepenced. While, H_0: students' comprehension about teaching speaking in communicative approach at English education department in IAIN Padangsidimpuan is 50% highest from ideal score is accepenced.

So, students' comprehension about teaching speaking in communicative approach at English education department in IAIN Padangsidimpuan 50% highest from ideal score is correct. Thus, students' comprehension about teaching speaking in communicative approach at English education department in IAIN Padangsidimpuan at 2015 academic year is enough category.

C. Discussion

In this research, researcher explain about teaching speaking in communicative approachbe obtained in theoretical study, as a teacher recruit the students must known the criteria to get a good teacher in teaching speaking. For the first, definition and golas of teaching speaking, with known definition and goals of teaching speaking the students know how to follow and how to learn the social and cultural rules appropriate in each communicative circumtance.

The second, teaching speaking process, where in teaching speaking process students must known about speaking activity, learning activity, types of spoken language, speaking difficulties, microskill of oral communication, types of speaking classroom performance, and the role of teacher in speaking class. With known teaching speaking process, the students can practice it in the classroom that they teach as a teacher.The last, teaching speaking evaluation, where in teaching speaking

process students must known aboutproficiency description of speaking and drills in teaching speaking. With known teaching speaking evaluation,as a teacher recruit, the students can evaluatetheir students in teaching speaking.

Addition, there are some criteria of teaching speaking in communicative approach. For the first, students must comprehension about definition and goals of teaching speaking. Next, students must comprehension about teaching speaking process. The last is students must comprehension about teaching speaking evaluation. Although, from the result of the test that have be given to the students at English Education Departmentin IAIN Padangsidimpuan were low comprehension about teaching speaking in communicative approach. So, the students at English Education Departmentin IAIN Padangsidimpuan low comprehension about teahing speaking, especially in communiative approach.

Based on explanation above, researcher concluded that the students' comprehension about teaching speaking in communicative approach at English Education Department in IAIN Padangsidimpuan was low. Researcher take conclusion that students' low comprehension about teaching speaking in communicative approach because the result of the calculation of the students' comprehension about teaching speaking in communicative approach was 53.48 %. The result far from good category.

D. Threats of the Research

In this research, the researcher believed that there were many threats of the research. It started from the titled until the technique of analyzing data, so the

researcher knew that it was so far from excellence thesis and fells that research was still far from perfect.

This research still limited. They were many mistakes and weakness. mistakes and weakness were caused by limitation of the indicator that represent all of indicator of comprehension teaching speaking in communicative approach. So, the precise of the indicator was still limited on hand. On doing the test, there were the weakness of participant, because when the students answered the tests they less concentrate test. In data, reseracher lessable to measure honesty aspects of the students in answered the test that given. So, make possible the students follo the lead of their friends. The researcher expected to the generations would be able to do the best.

The researcher was aware all the things would want to be searched but to get the excellence result from the research were the threats of the research. The researcher has searched this research only. Finally, it has been because the helping from the entire advisors and studets of English Education Department in IAIN Padangsidimpuan.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After getting the result of the research the researcher was taken to the conclusions as follows:

1. The Students' comprehension about definition and goals of teaching speaking in communicative approach was score of students with 20.1% level score. So, it can be categorized into very low categories.

2. The Students' comprehension about teaching speaking process in communicative approach at English Eduation Department in IAIN Padangsidimpuan was score of students with 54.2% level score. So, it can be categorized into enough categories.

3. The Students' comprehension about teaching speaking evaluation in communicative approach at English Eduation Department in IAIN Padangsidimpuan was score of students with 24.2% level score. So, it can be categorized into low categories.

4. The Students' comprehension about teaching speaking in communicative approach at English Eduation Department in IAIN Padangsidimpuan was score of students with $Z_{count} = -0.006$ with opportunity, while $Z_{table} = 0.0239$. hypothesis was accepted when $Z_0 < 0.0239$. So, it means that H_0 was accepted.The Students' comprehension about teaching speaking in communicative approach at English Eduation Department in IAIN

Padangsidimpuan was score of students with 42.78% level score. So, it can be categorized into enough categories.

B. Suggestion

Based on the conclusion and the implications of the research that had mentioned previously, the researcher would like to give some suggestions to people who gets benifits from this research.

1. To the students, they are suggested to increase their comprehension about defenition and goals of teaching speaking as a base of study about teaching speaking, especially in communicative approach. They must know how to follow and how to learn the social and cultural rules appropriate in each communicative circumtance.

2. To the students, they are suggested to increase their comprehension about teaching speaking process, especially in communicative approach. They sufficient to know how to teach and how to make strategies and method in teaching speaking process. Because with known how is teaching speaking process, they can practice it in the classroom that they teach as a teacher.

3. To the students, they are suggested to increase their comprehension about teaching speaking evaluation, especially in communicative approach by using many strategy or method that can make them more interesting and comprehension in teaching speaking. Because evaluation in teaching speaking is a importance stage must be known by the students as a teacher recruit.

4. The researcher on this occasion hopes that other research workers would conduct a research related to the topic of this study, especially to find out other Students' comprehension in writing, reading and listening.

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APPENDIX I

TEST

Nama/ NIM   :
Fakultas/Jurusan   : **Tarbiyah dan Ilmu Keguruan/TBI-**
Semester   :
Petunjuk pengisian :

1. Jawablah pertanyaan di bawah ini dengan menggunakan konsep Speaking berdasarkan kepada Communicative Approach.
2. Bacalah terlebih dahulu pertanyaan dibawah ini dengan teliti.
3. Berilah tanda silang (X) pada salah satu jawaban option a, b, c, atau d.
4. Selamat bekerja.

Pertanyaan   :

1. Teaching speaking is.....
   a. Providing activities in which students can express their emotion, communicative needs, interact to other person in any situation, and influence the other.
   b. Knowing a language and being able to speak it are not synonymous.
   c. Making students memorize dialogs and practice it in front of the classroom.
   d. Having students memorize text and say it exactly as it written in front of the classroom.

2. These are reason why the students have to speak when they study speaking, _except_.....
   a. Because by speaking students can practice their skill to speak their opinion in class activities.
   b. Because in speaking, students should use language that they know to speak with their teacher or friends in teaching learning process and provide feedback.
   c. Because students have opportunities to use automatically the element of language.
   d. Because speak make them unhappy.

3. Goals of teaching speaking is.....
   a. To enable students to express their emotion, communicative needs, interact to other person in any situation, and influence the other.
   b. To raise the linguistic complexity of students' sentences and improve the organization of their composition.
   c. To enable students to gleaning information from the speaker.
   d. To help students develop the knowledge, skill, experience to become competent and initiate a resolution to the misunderstanding more readily.

4. These are interaction needed in teaching speaking , *except*.....
   a. Speak at the same time.
   b. Interaction from one person to another.
   c. Speak happens on natural situation.
   d. Speak happens unconsciously.

5. Learning activities in teaching speaking require teachers to.....
   a. Teach theory about speaking to the students.
   b. Give an example how to speak to the students.
   c. Give an example how to use the language.
   d. Make the students do conversation or monologue in the classroom by using English.

6. What are the types of spoken language in teaching speaking?
   a. Interpersonal and interactional speech.
   b. Interactional and transpersonal speech.
   c. Transactional and personal speech.
   d. Interpersonal and transactional speech.

7. Communicating with someone for social purposes is called.....
   a. Transactional speech.
   b. Personal speech.
   c. Interpersonal speech.
   d. Transpersonal speech.

8. Communicating to get something done is called.....
   a. Transactional speech.
   b. Personal speech.
   c. Interpersonal speech.
   d. Transpersonal speech.

9. What makes speaking difficult?
   a. Decoding, comprehension, retention, difficulty manipulating sounds in words, trouble making assossiation between sounds and letters, and clues about reading difficulty.
   b. Attention problem, spatial ordering problem, squential ordering problem, memory problem, language problem, higher order cognition problem, and graphomotor problem.
   c. Clustering, redundancy (recognize the kinds of repetition, rephrasing, ect), reduce forms, performance variable (weed out correction in natural speech), qolloquial language (comprehending idiom, slang, ect), rate of delivery, stress, rhythm, intonation and interaction (managing the interactive flow of language).
   d. Clustering, redundancy (the speaker has an opportunity to make meaning clearer), reduce forms, performance variable (native and non native speaker), qolloquial language (producing words, idioms, ect), rate of delivery, stress, rhythm, intonation and interaction (produce waves of language).

10. These are microskills of oral communication, _except_.....
    a. Increase general critical thinking ability.
    b. Produce chunks of language of different length.
    c. Orally produce differences among the English phonemes and allophonic variants.
    d. Produce English stress patterns, words in stressed and unstressed position, rythmic structure, and intonation contours.

11. What are the types of speaking classroom performance in teaching speaking?
    a. Intensive (perception of the components), responsive, selective, extensive (understanding of spoken language).
    b. Perceptive, selective, interactive, extensive (applies to text).
    c. Imitative, intensive (production of the components), responsive, transactional (dialogue), interpersonal (dialogue), extensive (monologue).
    d. Imitative, intensive (controlled), responsive, extensive.

12. Which are the roles of teacher in speaking class?
    a. Organiser, observer, feedback organiser, and prompter.
    b. Prompter, participant, and feedback provider.
    c. Organiser, machine operator, feedback organiser, and prompter.
    d. Motivator, resource, and feedback provider.

13. As a participant teacher should.....
    a. Give correction on students language over time.
    b. Be able to improve the organization of students composition.
    c. Participate in discussions or role-plays themselves. That way they can prompt covertly, introduce new information to help the activity along, ensure continuing student engagement, and generally maintain a creative atmosphere.
    d. Be able to gleaning additional information from the speaker.

14. Which are the role of teacher as a feedback provider?
    a. Giving help and gentle correction to get students out of difficult misunderstandings and hesitation.
    b. Help students to improve the organization of their composition.
    c. Help students to raise the linguistic complexity of their sentences.
    d. Helping students only when necessary.

15. These are the role of teacher as a prompter, *except*.....
    a. Able to help the students in activity to progress by offering discrete suggestion.
    b. Helping students only when necessary.
    c. Encourages students to participate and makes suggestion about how students may proceed in an activity.
    d. Gives correction to students mistake in using language.

16. Which are proficiency description of speaking?
    a. Accent, interaction, vocabulary, fluency and comprehension.
    b. Accent, content, vocabulary, fluency and comprehension.
    c. Accent, organization, syntax, fluency, vocabulary and comprehension.
    d. Accent, grammar, vocabulary, fluency and comprehension.

17. Which are drills in teaching speaking?
    a. Meaningfull drills and Technical drills.
    b. Meaningfull drills and communicative drills.
    c. Technical drills and Mechanical drills.
    d. Technical drills and communicative drills.

18. Communicative drills is.....
    a. Generally meaningfull drills but they are performed after the structure and/or the rules are learnt in which the students required to take a part in communication by making students experience as information to exchange.
    b. The exercises which are done meaningfully to teach the structure and rules of language.
    c. Perform mechanical exercises and they depend on repetition.
    d. Done mechanical structure and rules of language.

19. The communication activity based on context which is prepared by teacher such as a picture, context, or graph ect, are called.....
    a. Mechanical drills.
    b. Meaningfull drills.
    c. Communicative drills.
    d. Technical drills.

20. Which are the activities belong to Meaningfull drills?
    a. Telling funny experience.
    b. Telling a story based on presented sequential pictures.
    c. Telling holiday experience.
    d. Telling daily activity.

APPENDIX II

KEY ANSWER

1. A
2. D
3. A
4. A
5. D
6. D
7. C
8. A
9. D
10. A
11. C
12. B
13. C
14. A
15. D
16. D
17. B
18. A
19. B
20. B

APPENDIX III

VALIDITY TEST

To test validity, researcher would use product moment formula, as follow:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\left\{N\sum X^2 - (\sum X)^2\right\}\left\{N\sum Y^2 - (\sum Y)^2\right\}}}$$

$$= \frac{26(307) - (24)(313)}{\sqrt{\left\{26.24 - (24)^2\right\}\left\{26.4139 - (313)^2\right\}}}$$

$$= \frac{7982 - 7512}{\sqrt{\left\{624 - 576\right\}\left\{107614 - 97969\right\}}}$$

$$= \frac{470}{\sqrt{\left\{48\right\}\left\{9645\right\}}}$$

$$= \frac{470}{\sqrt{462960}}$$

$$= \frac{470}{680.411}$$

$$= 0.690$$

APPENDIX IV

RELIABILITY TEST

To test reliability, researcher would use KR.20 (Kurder Richardson) formula, as follow:

$$\sum pq = 4.7273$$

$$St^2 = \frac{n \sum y^2 - (\sum y)^2}{n(n-1)}$$

$$= \frac{26(4139) - (313)^2}{26(26-1)}$$

$$= \frac{107614 - 97969}{650}$$

$$= \frac{9645}{14.838}$$

$$r_{11} = \left(\frac{n}{n-1}\right)\left(\frac{St^2 - \sum pq}{St^2}\right)$$

So:

$$r_{11} = \left(\frac{21}{21-1}\right)\left(\frac{14.838 - 4.7273}{14.838}\right)$$

$$= \left(\frac{21}{20}\right)\left(\frac{10.1107}{14.838}\right)$$

$$= (1.05)(0.681)$$

$$= 0.71505$$

After doing the calculation, researcher got $r_{count} = 0.71505$ and n = 21 from product moment r_{table} was got $r_{table} = 0.388$ with α 5 %, cause $r_{count} > r_{table}$ (0.71505 > 0.388). So, instrument test is reliable.

No.	Initial	Number of Items																					Y	Y²
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21		
1	RM	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	19	361
2	S	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	20	400
3	GR	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	0	1	1	0	1	17	289
4	R	1	1	1	1	1	0	1	0	1	0	1	1	1	1	0	0	1	1	1	1	1	16	256
5	J	1	1	1	1	1	1	0	1	1	0	0	1	1	0	0	1	1	1	1	1	0	15	225
6	AH	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	0	0	0	0	1	15	225
7	BS	1	1	1	1	0	1	1	1	1	1	1	1	1	0	0	0	1	0	0	0	1	14	196
8	AEN	1	1	1	1	1	1	1	1	0	0	1	1	0	0	1	1	0	1	1	1	1	16	256
9	EY	1	0	0	0	1	0	1	1	1	1	1	1	1	0	1	0	1	0	1	0	1	13	169
10	WS	1	0	0	0	1	1	1	0	1	1	0	0	1	1	1	0	1	0	0	1	1	12	144
11	AP	1	1	1	1	1	1	0	1	0	1	1	0	0	1	1	1	1	0	0	0	1	14	196
12	H	1	1	1	1	0	1	0	0	1	1	1	0	0	0	1	1	1	1	0	0	1	13	169
13	NH	1	0	1	0	1	0	0	1	1	0	1	0	0	0	1	0	1	1	0	0	1	10	100
14	RIR	1	0	1	0	1	0	0	1	1	0	1	0	0	0	1	1	1	0	0	1	1	11	121
15	SWD	1	1	0	1	0	1	0	1	1	1	0	1	1	0	1	1	1	0	0	1	0	13	169
16	A	1	1	1	1	1	1	0	1	0	0	0	0	0	1	0	1	1	1	0	1	1	13	169
17	ESH	1	0	1	0	1	1	1	1	1	1	1	0	0	0	0	0	1	0	0	0	1	11	121
18	AS	1	0	0	0	0	1	0	1	1	0	0	0	0	0	1	0	1	1	1	0	1	9	81
19	MS	1	0	0	0	0	1	0	1	0	1	0	0	1	0	1	1	0	1	1	0	1	10	100
20	UP	1	1	1	1	0	0	0	1	1	0	0	0	0	1	0	1	0	0	0	0	1	9	81
21	NM	0	0	0	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	1	0	1	7	49
22	P	1	0	0	0	1	0	0	0	1	0	1	1	0	0	0	1	0	0	0	0	1	7	49
23	M	1	0	0	0	0	0	0	1	0	0	0	1	1	0	0	1	0	1	0	1	0	7	49
24	L	1	0	0	0	0	0	1	0	0	1	1	0	0	0	1	1	1	0	0	0	1	8	64
25	JA	1	0	1	0	0	1	1	0	0	1	0	0	0	0	1	1	0	0	0	0	1	8	64
26	UK	0	1	1	1	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	1	6	36
	∑X	24	14	17	14	15	16	12	18	18	13	14	11	13	10	16	16	16	13	10	10	23	313	4139

	$\sum X^2$																				
$\sum X^2$	24	14	17	14	15	16	12	18	18	13	14	11	13	10	16	16	16	13	10	10	23
$(\sum X)^2$	576	196	289	196	225	256	144	324	324	169	196	121	169	100	256	256	256	169	100	100	529
$\sum XY$	357	230	266	230	250	258	197	283	282	197	225	282	212	168	198	311	253	209	172	166	225
r_{hitung}	0,690	0,642	0,478	0,642	0,585	0,552	0,536	0,425	0,445	0,435	0,421	0,506	0,417	0,452	0,453	0,431	0,389	0,391	0,452	0,452	0,131
r_{tabel}	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388
Keterangan	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	iv

APPENDIX VI
TABEL NILAI-NILAI r PRODUCT MOMENT

N	Taraf 5 %	Signif 1 %	N	Taraf 5 %	Signif 1 %	N	Taraf 5 %	Signif 1 %
3	0,997	0,999	27	0,381	0,487	55	0,266	0,345
4	0,950	0,990	28	0,374	0,478	60	0,254	0,330
5	0,878	0,959	29	0,367	0,470	65	0,244	0,317
6	0,811	0,917	30	0,361	0,463	70	0,235	0,306
7	0,754	0,874	31	0,355	0,456	75	0,227	0,296
8	0,707	0,834	32	0,349	0,449	80	0,220	0,286
9	0,666	0,798	33	0,344	0,442	85	0,213	0,278
10	0,612	0,765	34	0,339	0,436	90	0,207	0,270
11	0,602	0,735	35	0,334	0,430	95	0,202	0,261
12	0,576	0,708	36	0,329	0,424	100	0,195	0,256
13	0,553	0,684	37	0,325	0,418	125	0,176	0,230
14	0,532	0,661	38	0,320	0,413	150	0,159	0,210
15	0,514	0,641	39	0,316	0,408	175	0,148	0,194
16	0,497	0,623	40	0,312	0,403	200	0,138	0,181
17	0,482	0,606	41	0,308	0,398	300	0,113	0,148
18	0,468	0,590	42	0,304	0,393	400	0,098	0,128
19	0,456	0,575	43	0,301	0,389	500	0,088	0,115
20	0,444	0,561	44	0,297	0,384	600	0,080	0,105
21	0,433	0,549	45	0,294	0,380	700	0,074	0,097
22	0,423	0,517	46	0,291	0,376	800	0,070	0,091
23	0,413	0,526	47	0,288	0,372	900	0,065	0,086
24	0,404	0,515	48	0,284	0,368	1000	0,062	0,081
25	0,396	0,505	49	0,281	0,364			
26	0,388	0,496	50	0,279	0,361			

NO	NAMA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	SCORE OF CORRECT ANSWER
1	RS	5	5	5	5	5	0	5	5	0	5	0	0	5	5	0	5	0	5	0	0	60
2	S	5	5	0	5	5	0	0	0	5	0	0	0	5	0	0	0	0	0	5	5	40
3	AS	5	5	0	5	5	5	5	0	0	0	5	0	0	0	5	5	5	0	5	0	40
4	WCR	5	5	5	5	5	5	5	5	5	5	5	0	5	5	0	0	5	5	0	5	75
5	SR	5	5	5	0	5	5	5	5	5	5	5	0	5	5	0	0	5	5	0	5	75
6	RA	5	5	5	0	5	5	0	0	5	5	5	0	5	5	0	0	5	5	0	5	70
7	UKL	5	5	5	0	5	5	0	0	5	5	5	0	5	5	0	0	5	5	0	5	65
8	IE	5	5	5	0	5	5	0	0	5	5	5	0	5	5	0	0	5	5	0	5	65
9	RA	5	5	5	0	5	5	0	0	5	5	5	0	5	5	0	0	5	5	0	5	65
10	SP	0	5	0	0	5	0	0	0	5	0	5	0	5	5	0	0	5	5	0	5	40
11	WR	5	5	0	0	5	0	0	0	0	0	0	0	5	5	0	0	0	0	0	0	30
12	R	5	5	0	0	5	0	0	0	0	0	5	0	5	5	0	0	0	0	0	0	30
13	UH	0	5	0	0	5	5	5	0	0	0	5	0	5	0	0	5	5	0	0	0	40
14	AM	0	5	0	0	5	5	5	0	0	0	5	0	5	0	0	5	5	0	0	0	40
15	SR	0	5	0	0	5	5	5	0	0	0	5	0	5	0	0	5	5	0	0	0	40
16	HN	0	5	0	0	5	5	5	0	0	0	5	0	5	0	0	5	5	0	0	0	40
17	EN	5	5	5	0	5	5	0	0	0	0	5	0	0	0	0	5	5	5	5	5	50
18	SF	5	0	0	5	0	0	5	0	0	5	0	5	0	0	0	0	5	0	0	0	30
19	RDD	5	0	0	0	0	5	0	0	0	5	0	0	0	0	0	0	0	0	0	0	15
20	RL	0	0	0	5	0	0	5	0	0	5	0	5	0	0	0	0	5	0	0	0	25
21	NAP	5	5	5	0	5	5	5	5	5	5	0	0	5	5	0	0	5	5	0	5	75
22	PSD	5	5	5	0	5	5	5	5	5	5	5	0	5	5	0	0	5	5	0	5	75
23	W	5	5	5	0	5	5	5	5	5	5	5	0	5	5	0	0	5	5	0	5	75
24	E	5	5	5	0	0	0	5	5	0	0	5	0	0	5	0	0	5	0	0	5	45
25	HH	5	5	0	0	0	5	5	5	5	0	5	0	5	5	5	5	0	5	0	5	60
26	ZA	5	5	5	0	5	5	0	0	5	5	0	0	5	5	0	0	5	5	0	5	65
27	MI	5	5	0	0	5	5	5	0	0	0	5	5	5	0	0	0	0	5	5	5	50

28	IY	0	5	0	0	5	0	0	0	0	0	0	0	0	0	0	5	5	0	0	0	25
29	MTR	5	0	0	5	0	0	0	0	0	0	5	0	0	5	0	0	0	5	0	0	20
30	M	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	5	0	10
31	M	0	5	5	0	5	0	0	0	5	0	0	0	5	5	0	0	5	5	0	5	45
32	RS	5	5	5	0	0	5	5	5	5	5	0	0	5	5	0	0	5	5	0	5	70
33	WMS	5	5	5	0	5	5	0	0	5	5	5	0	5	5	0	0	5	5	0	5	65
34	JH	5	0	0	0	0	0	0	5	0	5	5	0	5	0	0	0	0	0	0	5	25
35	NS	5	5	5	0	5	0	0	5	5	0	0	0	5	5	0	0	0	5	5	5	60
36	YMS	5	0	0	5	0	0	0	0	0	5	5	5	0	5	0	0	0	5	5	0	35
37	UP	0	0	5	0	0	0	5	0	0	0	0	0	0	0	0	0	0	0	5	0	20
38	AHS	0	0	5	0	5	0	0	0	5	0	5	0	5	0	0	5	0	5	0	0	35
39	BS	0	0	5	5	0	0	0	0	0	0	5	0	0	5	0	0	0	0	0	0	15
40	GR	5	5	5	0	5	0	0	0	0	5	0	5	5	0	0	0	0	0	0	0	35
41	APP	5	5	0	5	5	0	0	0	0	0	0	0	5	0	0	0	0	0	5	0	30
42	N	0	5	0	5	5	5	5	5	5	0	0	0	5	0	5	5	0	5	0	5	65
43	AMH	5	0	0	0	0	0	0	0	0	5	5	0	5	0	0	0	0	5	0	5	25
44	SMH	0	0	0	5	0	0	5	0	0	0	0	0	0	0	0	0	5	5	5	5	30
45	ENS	5	0	0	0	0	0	0	0	0	0	0	5	5	0	0	0	0	5	0	0	20
46	NH	0	0	5	0	0	5	5	0	0	5	0	0	0	5	0	0	0	5	0	5	35
47	C	5	0	5	0	0	0	0	0	5	0	0	0	5	5	0	0	5	5	5	0	45
48	NM	0	0	0	0	0	0	0	5	0	0	5	0	5	5	0	0	5	0	5	5	30
49	M	5	0	5	5	0	0	5	0	0	0	0	0	5	5	0	0	5	5	5	0	45
50	P	5	0	0	0	0	0	0	5	0	0	0	0	5	5	0	0	5	5	0	0	30
51	HM	0	0	0	5	0	0	0	5	0	0	0	0	5	5	0	0	5	5	0	0	45
52	TNS	5	5	5	0	0	0	0	5	5	0	0	0	5	5	5	0	0	5	0	0	30
53	PR	5	5	5	5	5	0	0	0	5	0	5	5	5	0	0	0	0	5	5	5	30
54	RI	5	0	0	5	0	0	0	0	0	0	0	0	0	0	5	0	0	0	5	0	50
55	FF	5	5	5	0	0	0	0	0	5	0	0	0	0	5	0	5	0	0	0	0	55

56	H	5	0	0	0	0	0	0	0	0	0	5	5	0	0	0	0	0	0	5	5	20
57	RIR	5	5	5	5	0	0	0	0	5	0	0	5	0	5	0	0	5	5	0	0	35
58	SP	0	0	0	0	0	0	0	0	0	5	0	5	0	5	0	0	0	0	0	5	20
59	ESH	5	5	5	5	0	0	0	0	5	0	0	0	5	5	0	0	5	0	5	5	45
60	EY	0	0	5	5	0	0	0	5	0	5	0	0	0	0	0	0	5	0	0	0	20
61	WS	5	5	5	5	5	5	0	5	5	0	0	0	5	5	0	0	0	5	0	0	55
62	AEN	5	5	5	0	5	0	5	5	5	5	0	5	5	5	0	0	0	5	5	5	70
63	RM	5	5	5	0	0	0	0	0	5	0	0	0	5	5	0	0	0	5	5	5	50
64	SWD	5	0	0	0	5	0	5	0	0	5	5	0	0	5	0	0	5	5	5	0	40
65	IS	5	0	0	5	0	0	0	5	0	0	0	5	5	0	0	0	0	5	0	5	35
66	SM	5	0	0	5	0	0	0	0	0	5	0	0	5	5	0	0	5	5	5	5	45
67	AH	5	5	5	5	0	5	0	0	0	0	0	5	5	5	5	0	5	5	0	5	60
68	THH	5	0	0	0	5	5	5	0	0	0	0	5	5	0	5	0	0	0	5	5	45
69	DF	5	0	0	5	0	0	5	5	0	5	0	5	0	5	5	5	0	0	5	5	55
70	SMM	0	5	5	0	0	0	0	0	0	0	0	0	0	0	0	0	5	0	0	0	15
71	SEH	0	0	0	5	5	0	5	5	0	0	0	0	0	0	0	0	0	0	5	0	25
72	NSB	0	0	0	5	0	0	0	0	0	0	0	0	0	0	0	0	5	0	0	5	15
73	IMH	0	0	0	0	0	0	0	0	0	0	0	0	5	5	5	5	0	5	5	5	35
74	MMS	0	0	0	0	0	0	5	0	0	5	0	0	0	5	0	0	0	0	0	0	15
75	SP	0	5	5	0	0	0	0	5	0	0	0	0	0	0	0	0	0	5	5	0	30
76	R	5	5	0	5	0	0	0	5	0	0	5	5	5	5	0	0	5	0	5	5	50
77	SS	5	5	0	5	0	5	0	5	0	0	0	5	5	5	0	0	0	0	5	5	50
78	DA	5	5	0	5	0	0	0	5	0	0	0	5	5	0	0	0	5	0	5	5	50
79	P	5	5	5	5	0	5	5	5	0	0	5	5	5	5	0	0	5	5	5	5	75
80	F	5	0	5	5	0	5	0	5	5	0	5	5	0	0	0	0	5	0	5	5	55
81	S	0	0	0	5	0	0	5	5	5	0	5	5	5	0	0	0	5	0	0	5	40
82	LHS	5	0	0	5	0	0	0	0	0	5	0	5	0	0	0	0	0	0	0	5	30
83	TTS	5	0	0	0	0	0	0	5	0	5	5	5	0	0	0	0	0	0	0	0	20

84	JPH	5	0	5	0	0	5	0	0	0	0	0	5	0	5	0	0	0	0	5	0	30
85	LP	5	0	5	5	0	5	0	0	0	5	0	5	5	0	0	0	5	0	5	5	50
86	RN	0	5	0	0	5	0	5	5	5	0	0	0	0	5	5	5	0	5	0	0	50
87	R	5	0	0	5	5	5	5	5	5	0	5	5	5	5	0	0	0	0	0	0	55
88	PM	0	5	5	5	5	5	5	0	5	5	5	5	5	0	5	0	5	5	5	0	75

APPENDIX VIII
THE SCORE OF STUDENTS' COMPREHENSION ABOUT TEACHING SPEAKING IN COMMUNICATIVE APPROACH

No.	Name	Score	No.	Name	Score	No.	Name	Score
1.	RS	60	31.	M	45	61.	WS	55
2.	S	40	32.	RS	70	62.	AEN	70
3.	AS	40	33.	WMS	65	63.	RM	50
4.	WCR	75	34.	JH	25	64.	SWD	40
5.	SR	75	35.	NS	60	65.	IS	35
6.	RA	70	36.	YMS	35	66.	SM	45
7.	UKL	65	37.	UP	20	67.	AH	60
8.	IE	65	38.	AHS	35	68.	THH	45
9.	RA	65	39.	BS	15	69.	DF	55
10.	SP	40	40.	GR	35	70.	SMM	15
11.	WR	30	41.	APP	30	71.	SEH	25
12.	R	30	42.	N	65	72.	NSB	15
13.	UH	40	43.	AMH	25	73.	IMH	35
14.	AM	40	44.	SMH	30	74.	MMS	15
15.	SR	40	45.	ENS	20	75.	SP	30
16.	HN	40	46.	NH	35	76.	R	50
17.	EN	50	47.	C	45	77.	SS	50
18.	SF	30	48.	NM	30	78.	DA	50
19.	RDD	15	49.	M	45	79.	P	75
20.	RL	25	50.	P	30	80.	F	55
21.	NAP	75	51.	HM	45	81.	S	40
22.	PSD	75	52.	TNS	30	82.	LHS	30
23.	W	75	53.	PR	30	83.	TTS	20
24.	E	45	54.	RI	50	84.	JPH	30
25.	HH	60	55.	FF	55	85.	LP	50
26.	ZA	65	56.	H	20	86.	RN	50
27.	MI	50	57.	RIR	35	87.	R	55
28.	IY	25	58.	SP	20	88.	PM	75
29.	MTR	20	59	ESH	45			
30.	M	10	60	EY	20			
Total								3765

APPENDIX VIII
STATISTIC EXAMINE LOOK FOR MEAN, MEDIAN, MODUS, RANGE, TOTAL OF CLASSES, INTERVAL, STANDARD DEVIATION AND SCORE QUALITY OF STUDENTS' COMPREHENSION ABOUT TEACHING SPEAKING IN COMMUNICATIVE APPROACH

1. Score

10	15	15	15	15	15	20	20	20	20	20	20	20	25	25
25	25	25	25	30	30	30	30	30	30	30	30	30	30	30
35	35	35	35	35	35	35	40	40	40	40	40	40	40	40
40	45	45	45	45	45	45	45	50	50	50	50	50	50	50
50	50	50	55	55	55	55	55	60	60	60	60	65	65	65
65	65	65	70	70	70	75	75	75	75	75	75	75		

2. Highest score   : 75

   Lowest score   : 10

3. Range = High Score − Low Score + 1

$$= 75 - 10 + 1$$

$$= 66$$

4. Total of classes (BK)

K   = 1 + 3,3 log n

     = 1 + 3,3 88

     = 1 + 3,3 (1.944)

     = 1 + 6.4152

     = 7,4152 (7)

5. Interval (i)

$$i = \frac{R}{BK}$$

$$= \frac{66}{7}$$

$$= 9.428 \ (9)$$

6. Mean

Interval	f_i	x_i	$(f_i x_i)$
10 – 18	6	14	84
19 – 27	13	23	299
28 – 36	18	32	576
37 – 45	16	41	656
46 – 54	10	50	500
55 – 63	9	59	531
64 – 72	9	68	612
73 – 81	7	77	539
Jumlah	88	364	3797

$$(x) = \sum \frac{fixi}{fi}$$

$$= \frac{3797}{88}$$

$$= 43.147$$

7. Median

Interval	f_i	Fk_a	Fk_b
10 – 18	6	88 = N	6
19 – 27	13	82	19
28 – 36	18	69	37
37 – 45	16	51	53
46 – 54	10	35	63
55 – 63	9	25	72
64 – 72	9	16	81
73 – 81	7	7	88 = N
Jumlah	88		

$$Me = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

$$= 45.50 + 9 \left(\frac{\frac{1}{2}88 - 35}{16} \right)$$

$$= 45.50 + 9 \left(\frac{44 - 35}{16} \right)$$

$$= 45.50 + 9 \left(\frac{-9}{16} \right)$$

$$= 45.50 + 9 \left(-0.5625 \right)$$

$$= 54.5 - 5.0625$$

$$= 40,4375$$

8. Modus

Interval	f_i
10 – 18	6
19 – 27	13
28 – 36	18
37 – 45	16
46 – 54	10
55 – 63	9
64 – 72	9
73 – 81	7
Jumlah	88

$$\text{Modus} = b + p \left(\frac{b}{b + b} \right)$$

$$= 45.50 + 9 \left(\frac{13}{13 + 6} \right)$$

$$= 45.50 + 9 \left(\frac{13}{29} \right)$$

$$= 45.50 + 9 \left(0.448 \right)$$

$$= 45.50 + (4.032)$$

$$= 49.82$$

9. Standard Deviation

Interval	f_i	x_i	$(f_i x_i)$	x_i^2	fx_i^2
10 – 18	6	14	84	196	1176
19 – 27	13	23	299	529	6877
28 – 36	18	32	576	1024	18432
37 – 45	16	41	656	1681	26896
46 – 54	10	50	500	2500	25000
55 – 63	9	59	531	3481	31329
64 – 72	9	68	612	4624	41616
73 – 81	7	77	539	5929	41503
Jumlah	88	364	3797	19964	192829

$$S = \frac{\sqrt{\Sigma f\,(x_1)^2}}{\Sigma f}$$

$$= \frac{\sqrt{192829}}{88}$$

$$= \sqrt{2191.238}$$

$$= 46.810$$

10. Levels of Students' knowladge abaut teaching speaking in communicative approach

$$p = \frac{total\ score}{total\ items \times 3 \times total\ sample} \times 100\ \%$$

$$= \frac{3765}{20 \times 3 \times 88} \times 100\ \%$$

$$= \frac{3765}{7040} \times 100\ \%$$

$$= 53.48\ \%$$

APPENDIX IX

HYPOTHESES EXAMINE

Score of z_{table} is $z_{0.05} = 0.0239$

H_0 was acceptanced (H_1 was not acceptanced) if $z_0 < 0.0239$

H_0 was not acceptanced (H_1 was acceptanced) if $z_0 > 0.0239$

Score statistic examine (Z_0 score)

$$Z_{0} = \frac{\bar{\bar{X}} - \mu}{\frac{\sigma}{\sqrt{n}}}$$

$$= \frac{40.4375 - 43.147}{\frac{46.810}{\sqrt{88}}}$$

$$= \frac{-2.7095}{\frac{46.810}{\sqrt{88}}}$$

$$= \frac{-0.058}{\sqrt{88}}$$

$$= \frac{-0.058}{9.380}$$

$$= -0.006$$

APPENDIX X
LUAS DI BAWAH LENGKUNGAN KURVA NORMAL DARI 0 S/D Z

z	0	1	2	3	4	5	6	7	8	9
0,0	0000	0040	0080	0120	0160	0199	0239	0279	0319	0359
0,1	0398	0438	0478	0517	0557	0596	0636	0675	0714	0753
0,2	0793	0832	0871	0910	0948	0987	1026	1064	1103	1141
0,3	1179	1217	1255	1293	1331	1368	1406	1443	1480	1517
0,4	1554	1591	1628	1664	1700	1736	1772	1808	1844	1879
0,5	1915	1950	1985	2019	2054	2088	2123	2157	2190	2224
0,6	2258	2291	2324	2357	2389	2422	2454	2486	2517	2549
0,7	2580	2612	2624	2673	2703	2734	2764	2794	2823	2852
0,8	2881	2910	2939	2967	2995	3023	3051	3078	3106	3133
0,9	3159	3186	3212	3238	3264	3289	3315	3340	3365	3389
1,0	3413	3438	3461	3485	3508	3531	3554	3577	3599	3621
1,1	3643	3665	3686	3708	3729	3749	3770	3790	3810	3830
1,2	3849	3869	3888	3907	3925	3944	3962	3980	3997	4015
1,3	4032	4049	4066	4082	4099	4115	4131	4147	4162	4177
1,4	4192	4207	4222	4236	4251	4265	4279	4292	4306	4319
1,5	4332	4345	4357	4370	4382	4294	4406	4419	4429	4441
1,6	4452	4463	4474	4484	4495	4505	4515	4525	4535	4545
1,7	4554	4564	4573	4582	4591	4599	4308	4616	4625	4633
1,8	4641	4649	4656	4664	4671	4678	4686	4693	4699	4706
1,9	4713	4719	4726	4732	4738	4744	4750	4756	4761	4767
2,0	4772	1778	4783	4788	4793	4798	4808	4808	4812	4817
2,1	4821	4826	4830	4834	4838	4842	4846	4850	4854	4857
2,2	4861	4864	4868	4871	4875	4878	4881	4885	4887	4890
2,3	4898	4896	4898	4901	4004	4906	4909	4911	4913	4916
2,4	4918	4920	4922	4025	4927	4929	4931	4932	4934	4936
2,5	4938	4940	4941	4043	4945	4946	4948	4949	4951	4952
2,6	4953	4955	4956	4957	4959	4960	4961	4962	4963	4964
2,7	4965	4966	4967	4968	4969	4970	4971	4972	4973	4974
2,8	4075	4775	4976	4977	4977	4987	4979	4979	4980	4981
2,9	4981	4982	4982	4083	4984	4984	4985	4985	4986	4986
3,0	4987	4987	4987	4988	4988	4989	4989	4989	4990	4990
3,1	4990	4991	4991	4991	4992	4992	4992	4992	4993	4993
3,2	4993	4993	4994	4994	4994	4994	4994	4994	4995	4995
3,3	4995	4995	4995	4986	4996	4996	4996	4996	4997	4997
3,4	4997	4997	4997	4997	4997	4997	4997	4997	4997	4998
3,5	4998	4998	4998	4998	4998	4998	4998	4998	4998	4998
3,6	4998	4998	4998	4998	4998	4998	4998	4998	4998	4998
3,7	4999	4999	4999	4999	4999	4999	4999	4999	4999	4999
3,8	4999	4999	4999	4999	4999	4999	4999	4999	4999	4999
3,9	5000	5000	5000	5000	5000	5000	5000	5000	5000	5000

CURRICULUM VITAE

1. **Personal Data**

   Name : NURBAITI ASWALIYA

   Reg. Students Number : 10 340 0098

   Place, Date of Birthday : Sosa, October, 28th 1992

   Sex : Female

   Address : Pir Trans Sosa II, Kecamatan Huta Raja Tinggi,

   Kabupaten Padanglawas

2. **Educational Background**

   Primary School : SD INPRES Sosa (1998 - 2004)

   Junior High School : MTsN Sosa (2004 - 2007)

   Senior High School : MAN Sibuhuan (2007 - 2010)

   Institute : Institute Agama Islam Negeri

   Padangsidimpuan (2010 - 2015)

3. **Parents Data**

   Father's Name : Kasam

   Date of Birthday : September, 14th 1969

   Mother's Name : Efrida Simatupang

   Date of Birthday : November, 4th 1971