



**IMPROVING STUDENTS' SPEAKING THROUGH TEACHING  
ISLAMIC STUDIES BY USING CONTENT BASE INSTRUCTION  
AT SMA NEGERI 2 PADANGSIDIMPUAN**

**A THESIS**

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

**By:**

**INTI NURHIDAYATI**  
Reg. No. 09 340 0645

**ENGLISH EDUCATION DEPARTMENT**

**TARBIYAH AND EDUCATION FACULTY  
STATE INSTITUTE OF ISLAMIC STUDIES  
IAIN  
PADANGSIDIMPUAN**

**2014**



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Reg. No. 09 340 0045

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By:

**INTI NURHIDAYATI**

Reg.No.09 340 0045



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2014

Things : Thesis  
a.n. Inti Nurhidayati  
Appendix : 6 (six) Exemplar

Padangsidimpuan, Juni 2014  
To:  
Dean of Tarbiyah and Pedagogy  
Faculty  
di-  
Padangsidimpuan

*Assalamu'alaikum Wr.Wb.*

After Reading, studying, and giving advices for necessary revises on thesis belongs to Inti Nurhidayati, entitle "**IMPROVING STUDENTS' SPEAKING THROUGH TEACHING ISLAMIC STUDIES BY USING CONTENT BASED INSTRUCTION AT SMA NEGERI 2 PADANGSIDIMPUAN**". We assume that the thesis has been acceptable the assignment and fulfill the requirement for the degree of Sarjana Pendidikan Islam (S.Pd.I), Department of Education in IAIN Padangsidimpuan.

Therefore, we hope that she could be to defend her thesis in Munaqosyah. That's all and thank you for your attention.

*Wassalamu'alaikum Wr. Wb.*

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## DECLARATION OF SELF THESIS COMPLETION

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Thesis : Improving Students' Speaking through Islamic Studies by Using Content Based Instruction at SMA Negeri 2 Padangsidimpuan.

Had written this thesis with consultative aids of advisors, devoiding plagiarism and others' un-registered advice based on Students Code case 14 verses 2.

This statement is accomplished fully responsibility. The researcher will receive every chastisement if there is inaccurate on this statement as sentenced in Students' Code case 19 verses 4 including taking off the academic degree un-respectfully based on the official authorized norms.

Padangsidimpuan, june, 2014



Researcher

  
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**EXAMINERS**

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Reg. No : 09 340 0045  
Thesis : IMPROVING STUDENTS' SPEAKING THROUGH TEACHING  
ISLAMIC STUDIES BY USING CONTENT BASED  
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Place : Padangsidimpuan  
Date : April 16th 2014  
Time : 09.00 Wib until finish  
Result/Mark : 78  
IPK : 3.74  
Predicate : Cumlaude



**MINISTRY OF RELIGION  
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**LEGALIZATION**

The theses with title : IMPROVING STUDENTS' SPEAKING THROUGH  
TEACHING ISLAMIC STUDIES BY USING CONTENT  
BASED INSTRUCTION AT SMA NEGERI 2  
PADANGSIDIMPUAN

Written by : INTI NURHIDAYATI

Reg. No. : 09 340 0045

Had been accepted as a partial fulfillment of the requirement for the degree of Islamic  
Educational Scholar (S.Pd.I)



## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Firstly, I would like to convey my grateful to Allah SWT, the most Creator and Merciful that has given me the health, time and chance for finishing this thesis on titled “Improving Students’ speaking through teaching Islamic studies by using content based instruction at SMA Negeri 2 Padangsidimpuan”. This thesis is written in order to fulfillment of the requirement for degree of Islamic Education Scholar (S.Pd.I) in English Education Department at Tarbiyah and Education faculty Stete Institute of Islamic Studies IAIN Padangsidimpuan.

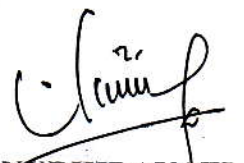
I have received suggestion, guidance, and encouragement from many people during writing this thesis. The researcher was also assisted by some people and institution. Therefore, in this opportunity the researcher would like to express his gratitude to the following people:

1. The Rector of IAIN padangsidimpuan Dr. H. Ibrahim Siregar, MCL. The Deputy Leader I, II and III and all for the caritas academic of IAIN Padangsidimpuan.
2. Hj. Zulhimma, S.Ag., M.Pd., as a Dean of Tarbiyah and Pedagogy Facult IAIN Padangsidimpuan and all of her staff.
3. Mrs. Rayendriani Fahmei Lubis, M.A., as the first advisor and as a chief of English Education Department IAIN Padangsidimpuan who has given suggestion and helps in writing this thesis.
4. Yusri Fahmei , S.ag. S.Sm as the chief of Library and his staff have borrowed the books to the researcher in this research.



5. Sojuangon Rambe, S.S, M.Pd as the second advisor, who has helped, supported and suggested the writer to finish this thesis.
6. Yusni Sinaga, M.Hum as a academi advisor of writer in IAIN Padangsidimpuan.
7. All of English lecture of IAIN Padangsidimpuan who have given the knowledge during the writer studies in the campus.
8. The Head master, the principle and all teachers of SMA Negeri 2 Padangsidimpuan.
9. The exclusive thanks for lovely families that always support me in everything, especially my beloved father (Joko Lukito) and my beloved mother (Haryuni), my beloved brother (zainal abidin and Robit fan sakin) and my beloved sister (Robi'ah lukita ning dyah).
10. By beloved best friends in my boarding house ; Sulastri, S.Pd.I, Nora wahyuni S. Pd. I, Sapridawati S. Pd. I.
11. My entire friend in TBI-2 and all the people who have helped the writer to finish her study that she can't mention one by one.

Padangsidimpuan, 16 April, 2014  
writer



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Year : 2013/2014  
Thesis : Improving Students' Speaking Through Teaching Religion by using Content Based Instruction At SMA Negeri 2 Padangsidempuan.

### **ABSTRACT**

This study was told about improve students' speaking skill through teaching religion by using content based instruction method at SMA Negeri 2 Padangsidempuan. Students had no desire to speak, speaking classroom was not provided to support the speaking activities, un-intensive course of speaking skill was accomplished through. As a Result, their achievement in speaking was indicated low.

Solving those problems, researcher conducted classroom action research by using content based instruction in teaching religion to improve students' speaking skill. The research used two cycles. The research purposed to describe the students' speaking skill by collecting data through testing, interview, rubric and observation.

The research result saw the progressive mean of the students. In first cycle was 11 or improvement percentage was 45.5%, in second cycle was 16 or improvement percentage was 63.4%. Based on the assessment criteria, improvement of students' speaking skill in the appropriateness shows 18.9% improvement, adequacy of vocabulary for purpose 18.8 %, grammar accuracy 19.3 %, intelligibility 17.6%, fluency 20.2% and finally relevancy and adequacy of content 18.4%. Based on the above result, it is concluded that using content based instruction in teaching religion improved students' speaking skill at grade XI IPS-1 SMA Negeri 2 Padangsidempuan.

## Appendix A

### LESSON PLAN (Cycle 1)

Instruction Unit	: Speaking
School	: SMA Negeri 2 Padangsidempuan
Subject	: English
Topic	: Faith
Class	: XI IPS 1
Time	: 2 x 45 minutes
Meeting	: 1

#### A. Competence Standard

Express meaning in speaking through religion by using English

#### B. Basic competence

Express meaning in speaking with using variety of speaking skill. With pronunciation, fluency, accent.

#### C. Indicator

1. Students are able to speak correctly from the topic.
2. Students are able to use appropriate sentence fluently and accurate in speaking skill.
3. Students can get more ideas from the topic.
4. Students can speak good text from the topic.
5. Students are able to use appropriate vocabulary in speaking skill.

#### D. Source/ material: text book, copies.

#### E. Media: white board, laptop.

#### F. Material

##### Faith

A Muslim believes in Allah and he expresses his belief in words, plants it in the heart and actualizes it in deed. This faith is expressed in detail by two kinds of expression: general and specific.

As a general faith, a Muslim believes in Allah with all his names and attributes, and he accepts all his commends. There are ninety-nine attributes and names of Allah and a Muslim believes in all his attributes. Allah is All-powerful, the All-knowing and the creator of the universe. A

Muslim regards him as the only Ruler and Master. A Muslim has to depend upon Allah's mercy alone.

A specific faith or faith in detail is that a Muslim believes in Allah, His Angels, His Holy books, all of His prophets, the day of judgment and life after death, and in the fact that good and evil all come from Him. A true Muslim believes in all of these articles of faith, and follows the last prophet in his actions. The teaching of the last prophet is known in full detail; either it is written in the Qur'an, the final book, or in sunnah. The faith gives human beings peace and security.

#### **G. Teaching learning activity**

##### **1. Opening**

- a. Greeting
- b. Absent
- c. Motivation

##### **2. Main activity**

- a. Doing the pre-test to know the student skill.
- b. Teacher activities students' background knowledge of Faith
- c. Teacher explains the coverage and structure of the lesson, and steps of learning activities.
- d. Teacher explicitly mentions target of the lesson for students to obtain.
- e. Dividing the students in 8 groups, each group is 3-4 people, and total students are 32 person.
- f. Giving learning material to students. The topic is Faith.
- g. Giving limited discussions time for students is 30 minutes to speak the topic.
- h. Teacher Orders the student to present theirs discussion result.

##### **3. Closing**

- a. Concluding the lesson.
- b. Reminding the students to learn at home.

#### **H. Evaluation**

The evaluation will be done by conducting speaking task

#### **I. The instrumentation test**

The students are expected to speak the more ideas base on the topic above

1. Faith
2. General faith

3. Specific faith

**J. The indicator of value**

**Students' Speaking Ability**

No	Indicators	Score
1	Pronunciation	3-1
	- Good	3
	- Enough	2
	- Less	1
2	Fluency and accuracy	3-1
	- Good	3
	- Enough	2
	- Less	1
3	Accent	3-1
	- Good	3
	- Enough	2
	- Less	1
	<b>Score</b>	<b>9</b>

Padangsidimpuan, 21 september 2013

**Co-Teacher of SMA N 2 Padangsidimpuan**

**Researcher**

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## LESSON PLAN (Cycle 1)

Instruction Unit	: Speaking
School	: SMA Negeri 2 Padangsidempuan
Subject	: English
Topic	: Allah- The God
Class	: XI IPS 1
Time	: 2 x 45 minutes
Meeting	: 2

### A. Competence Standard

Express meaning in speaking through religion by using English

### B. Basic competence

Express meaning in speaking with using variety of speaking skill. With pronunciation, fluency, accent.

### C. Indicator

1. Students are able to speak more ideas as their own
2. Students are able to use appropriate sentence correctly and accurate in speaking skill.
3. Students are able to speak a good rule in speaking skill.
4. Students are able to appropriate vocabulary in speaking skill.

D. **Source/ material:** text book, copies.

E. **Media:** white board, laptop.

### F. Material

#### Allah- The God

God is the Lord of the universe. He is the Creator of the universe. He creates the world for us and also creates us in the best form. In Arabic, God is called Allah. Allah is the proper name for the one and only God. Therefore, god is one and Almighty. There is no one like Him and He has no partner, children and parents. He is eternal and knows everything. God is Great as well as Marciful. He is kind, loving and provides us with everything. God sent prophets to guide us, from Adam, the first prophet, to Muhammad, the last prophet. The prophet told us how to thank God and obey Him. They also taught us how to live like good human beings, be

happy and successful. Therefore we have to believe in God, thank Him and obey Him.

#### **G. Teaching learning activity**

##### **1. Opening**

- a. Greeting
- b. Absent
- c. Motivation

##### **2. Main activity**

- a. Doing the pre-test to know the students skill before.
- b. Teacher activities students' background knowledge of Allah-the God.
- c. Teacher explains the coverage and structure of the lesson, and steps of learning activities.
- d. Then organizing the group of students in 8 groups, each group is 5 students by the same friend.
- e. Giving the information about the topic before the students does speak. So, they can discussion with their friend about the topic.
- f. Giving limited discussion time is 35 minutes for students to speak the topic.
- g. Collecting the students discussion result.
- h. Teacher orders students to present theirs discussion result.

##### **3. Closing**

- a. Concluding the lesson.
- b. Reminding the students to learn at home.

#### **H. Evaluation**

The evaluation will be done by concluding speaking task.

#### **I. The instrumentation test**

The students are expected to write the more ideas base on the topic above;

1. Allah is the God
2. How do we know that god is kind and loving?

#### **J. The indicator of value**

##### **Students' Speaking Ability**

No	Indicators	Score
1	Pronunciation - Good	3-1 3

	- Enough	2
	- Less	1
2	Fluency and accuracy	3-1
	- Good	3
	- Enough	2
	- Less	1
3	Accent	3-1
	- Good	3
	- Enough	2
	- Less	1
	<b>Score</b>	<b>9</b>

Padangsidempuan, 21 september 2013

**Co-Teacher of SMA N 2 Padangsidempuan**

**Researcher**

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## LESSON PLAN (Cycle 2)

Instruction Unit	: Speaking
School	: SMA Negeri 2 Padangsidempuan
Subject	: English
Topic	: The Angels
Class	: XI IPS 1
Time	: 2 x 45 minutes
Meeting	: 3

### A. Competence Standard

Express meaning in speaking through religion by using English

### B. Basic competence

Express meaning in speaking with using variety of speaking skill. With pronunciation, fluency, accent.

### C. Indicator

1. Students are able to speak correctly from the topic.
2. Students are able to use appropriate sentence fluently and accurate in speaking skill.
3. Students can get more ideas from the topic.
4. Students can speak good text from the topic.
5. Students are able to use appropriate vocabulary in speaking skill.

**D. Source/ material:** text book, copies.

**E. Media:** white board, laptop.

### F. Material

#### The Angels

Allah has created everything whether physical or spiritual beings. The Angels are spiritual beings created by Allah. The Angels are creation of Allah, they are not His partners. They are His servants and created from light.

Because the Angels are spiritual beings, they are invisible. The Angels always obey the commands of Allah and carry out His orders. There are different Angels who are engaged in different duties. Some are engaged in keeping records of all our actions; some others brought the message of God

to the prophet Muhammad. The famous angels constantly occupied in carrying out Allah's order are Gabriel, Izrail, Israfil and Mikael (Michael). Belief in Angels is one of the pillars of Islamic faith. We have to believe in the angels and it is a part of our belief as Muslims. The prophet Muhammad was given the power to see and to talk with the angels Gabriel.

## **G. Teaching learning activity**

### **1. Opening**

- a. Greeting
- b. Absent
- c. Motivation

### **2. Main activity**

- a. Giving motivation to students.
- b. Then organizing the group of students in 8 group, each group 4 students by the different friend.
- c. Order the students to create a topic base on the key word that researcher given, and then discuss it.
- d. Giving limited discussions time is 50 minutes for students to speak the topic.
- e. Monitoring the discussion.
- f. Monitoring time allocation with the all activity is done.
- g. Collecting the students discussion result.

### **3. Closing**

- a. Concluding the lesson.
- b. Reminding the students to learn at home.

## **H. Evaluation**

The evaluation will be done by conducting speaking task.

### **I. The instrumentation test**

The students are expected to speak the more ideas base on the topic above;

1. Who is the Angels?
2. Mention the name of Angels and what do the angels do?

### **J. The indicator of value**

### Students' Speaking Ability

No	Indicators	Score
1	Pronunciation	3-1
	- Good	3
	- Enough	2
	- Less	1
2	Fluency and accuracy	3-1
	- Good	3
	- Enough	2
	- Less	1
3	Accent	3-1
	- Good	3
	- Enough	2
	- Less	1
	<b>Score</b>	<b>9</b>

Padangsidimpuan, 21 september 2013

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## LESSON PLAN (Cycle 2)

Instruction Unit	: Speaking
School	: SMA Negeri 2 Padangsidempuan
Subject	: English
Topic	: Books of Allah
Class	: XI IPS 1
Time	: 2 x 45 minutes
Meeting	: 4

### A. Competence Standard

Express meaning in speaking through religion by using English

### B. Basic competence

Express meaning in speaking with using variety of speaking skill. With pronunciation, fluency, accent.

### C. Indicator

1. Students are able to speak correctly from the topic.
2. Students are able to use appropriate sentence fluently and accurate in speaking skill.
3. Students can get more ideas from the topic.
4. Students can speak good text from the topic.
5. Students are able to use appropriate vocabulary in speaking skill.

**D. Source/ material:** text book, copies.

**E. Media:** white board, laptop.

### F. Material

#### Books of Allah

Allah sent prophets and messengers to show us the right path. God, the kind and Loving Creator, also sent books for guidance. He sent them to His messengers. These books through the angels Gabriel. Books of guidance sent by Allah are also called books of revelation. Revelation is *wahyu* in Arabic. There are four books of Allah mentioned in the Qur'an. They are the *Tawrah*, *zabur*, *Injil (Gospel)* and the Qur'an. *Tawrah* was sent to the prophet Moses, the *Zabur* was sent to the prophet David and *Gospel* to the prophet Isa. The last book of Allah and the most

comprehensive was sent down to the last prophet, Muhammad, its name is the Qur'an. We know the names of the books of Allah from the Qur'an. There was also the *sahifah* or scroll, a kind of book which was given to the prophet Abraham. The scroll of Abraham can not be found now.

The original books or parts of the books given to the prophets before Muhammad were either lost or changed. The people look away the originals of the books and added their own words to Allah's words. This is why we do not have these books as they were revealed. The Qur'an is the last and the most complete book of guidance from Allah. It is not only for a certain group of people and certain period of time, but it is for all people, all races and nations and for all times. It is with us today, without any change, with nothing added or taken away. It is the last book of guidance for mankind.

#### **G. Teaching learning activity**

##### **1. Opening**

- a. Greeting
- b. Absent
- c. Motivation

##### **2. Main activity**

- a. Giving motivation to student.
- b. Giving explanation and hint about the topic.
- c. Giving the information about the topic before the students does speak. So, every student can speak correctly.
- d. Giving limited discussion time is 50 minutes for students speak about the topic.
- e. Monitoring the content based instruction activity.
- f. Monitoring time allocation with the all activity is done.
- g. Collecting the students task.

##### **3. Closing**

- a. Concluding the lesson.
- b. Reminding the students to learn at home.

#### H. Evaluation

The evaluation will be done by conducting speaking task.

#### I. The instrumentation test

The students are expected to speak the more ideas base on the topic above;

1. How many books were mentioned in the Qur'an?
2. How do we know the names of these books?

#### J. The indicator of value

##### Students' Speaking Ability

No	Indicators	Score
1	Pronunciation	3-1
	- Good	3
	- Enough	2
	- Less	1
2	Fluency and accuracy	3-1
	- Good	3
	- Enough	2
	- Less	1
3	Accent	3-1
	- Good	3
	- Enough	2
	- Less	1
<b>Score</b>		<b>9</b>

Padangsidempuan, 21 september 2013

Co-Teacher of SMA N 2 Padangsidempuan

Researcher

Dra. Hj. Fatimah Harahap.

INTI NURHIDAYATI

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Drs. Zulbakti

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## **APPENDIX B**

### **INTERVIEW TO THE STUDENTS**

**NAME** :  
**CLASS** :  
**DAY/ DATE** :

1. Do you like study English?
2. What are the difficulties in speaking English?
3. Why do you have high appropriateness when you speak English?
4. Why do you have high adequacy vocabulary for purpose in speak English?
5. Why do you have high grammar accuracy when you speak?
6. Why do you have high intelligibility when you speak such as rhyme, intonation, ECT?
7. Why do you have high fluency when you speak English?
8. Why do you have high relevance and adequacy?

VALIDATOR

RESEARCHER

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## **APPENDIX B**

### **INTERVIEW TO THE STUDENTS**

**NAME** :

**CLASS** :

**DAY/ DATE** :

1. Do you like study English?
2. What are the difficulties in speaking English?
3. Why do you have low appropriateness when you speak English?
4. Why do you have low adequacy vocabulary for purpose in speak English?
5. Why do you have low grammar accuracy when you speak?
6. Why do you have low intelligibility when you speak such as rhyme, intonation, ECT?
7. Why do you have low fluency when you speak English?
8. Why do you have low relevance and adequacy?

VALIDATOR

RESEARCHER

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**APPENDIX C**

**OBSERVATION**

No	Indicators	Problems
1.	Appropriateness	
2.	Adequacy vocabulary for purpose	
3.	Grammar accuracy	
4.	Intelligibility	
5.	Fluency	
6.	Relevance and adequacy of content	

VALIDATOR

RESEARCHER

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### Indicators List of Teacher Classroom Procedures First Meeting

<b>Physic appearance and written</b>	Checklist	
	Y	N
Dressing cleanly and neatly		
Standing and writing face to students		
Energetic and antuasiasm		
Writing and explaining integratedly		
Writing is nice and readable		
Having certain sequence system		
<b>Procedures</b>		
Explaining targeted language context		
Explaining the intended text criteria to be produced and giving props and document		
Asking students to prepare oral performance draft		
Asking students to execute the performance in the class and evaluating directly		
<b>Material</b>		
Learning objectives are explained		
Related to the students experience		
Benefit of it to be learned		
Relevant to the objectives and procedures		
Brief presentation		
Detail and united explanation		
<b>Reinforcement and interaction with students</b>		
Individual performance reward		
Group performance reward		
Celebration		
Stimulating students' responses		
Stimulating students' questions		
Responding students' questions		
<b>Sound and classroom management</b>		
Audible sound		
Talking intelligibly		
Rhythm and stress		
Neatness control		
Class noise control		
Class formation arrangement		
Efficiency time and learning		

Observed by: Co-teacher

Dra.Hj. Fatimah Harahap  
Nip. 19570818 198603 2 003

### Indicators List of Teacher Classroom Procedures Second Meeting

<b>Physic Appearance and written</b>	Checklist	
	Y	N

Dressing cleanly and neatly		
Standing and writing face to students		
Energic and antuasiasm		
Writing and explaining integratedly		
Writing is nice and readable		
Having certain sequence system		
<b>Procedures</b>		
Explaining targeted language context		
Explaining the intended text criteria to be produced and giving props and document		
Asking students to prepare oral performance draft		
Asking students to execute the performance in the class and evaluating directly		
<b>Material</b>		
Learning objectives are explained		
Related to the students experience		
Benefit of it to be learned		
Relevant to the objectives and procedures		
Brief presentation		
Detail and united explanation		
<b>Reinforcement and interaction with students</b>		
Individual performance reward		
Group performance reward		
Celebration		
Stimulating students' responses		
Stimulating students' questions		
Responding students' questions		
<b>Sound and classroom management</b>		
Audible sound		
Talking intelligibly		
Rhythm and stress		
Neatness control		
Class noise control		
Class formation arrangement		
Efficiency time and learning		

Observed by: Co-teacher

Dra.Hj. Fatimah Harahap  
Nip. 19570818 198603 2 003

### Indicators List of Teacher Classroom Procedures third Meeting

Physic appearance and written	Checklist	
	Y	N
Dressing cleanly and neatly		
Standing and writing face to students		
Energic and antuasiasm		
Writing and explaining integratedly		

Writing is nice and readable		
Having certain sequence system		
<b>Procedures</b>		
Explaining targeted language context		
Explaining the intended text criteria to be produced and giving props and document		
Asking students to prepare oral performance draft		
Asking students to execute the performance in the class and evaluating directly		
<b>Material</b>		
Learning objectives are explained		
Related to the students experience		
Benefit of it to be learned		
Relevant to the objectives and procedures		
Brief presentation		
Detail and united explanation		
<b>Reinforcement and interaction with students</b>		
Individual performance reward		
Group performance reward		
Celebration		
Stimulating students' responses		
Stimulating students' questions		
Responding students' questions		
<b>Sound and classroom management</b>		
Audible sound		
Talking intelligibly		
Rhythm and stress		
Neatness control		
Class noise control		
Class formation arrangement		
Efficiency time and learning		

Observed by: Co-teacher

Dra.Hj. Fatimah Harahap  
Nip. 19570818 198603 2 003

#### Indicators List of Teacher Classroom Procedures Fourth Meeting

Physic Appearance and written	Checklist	
	Y	N
Dressing cleanly and neatly		
Standing and writing face to students		
Energic and antuasiasm		
Writing and explaining integratedly		
Writing is nice and readable		
Having certain sequence system		
<b>Procedures</b>		
Explaining targeted language context		

Explaining the intended text criteria to be produced and giving props and document		
Asking students to prepare oral performance draft		
Asking students to execute the performance in the class and evaluating directly		
<b>Material</b>		
Learning objectives are explained		
Related to the students experience		
Benefit of it to be learned		
Relevant to the objectives and procedures		
Brief presentation		
Detail and united explanation		
<b>Reinforcement and interaction with students</b>		
Individual performance reward		
Group performance reward		
Celebration		
Stimulating students' responses		
Stimulating students' questions		
Responding students' questions		
<b>Sound and classroom management</b>		
Audible sound		
Talking intelligibly		
Rhythm and stress		
Neatness control		
Class noise control		
Class formation arrangement		
Efficiency time and learning		

Observed by: Co-teacher

Dra.Hj. Fatimah Harahap  
Nip. 19570818 198603 2 003

**APPENDIX E****Students' Speaking Skill Score in first Meeting**

No	Name	Speaking Score						Total
		Ap	Ad	Gr	In	Fl	Re	
1	AL	2	1	1	1	2	1	8
2	AA	2	2	2	2	1	2	11
3	AW	1	2	1	2	1	2	9
4	AR	2	1	1	2	2	1	9
5	AB	2	2	1	1	2	1	9
6	AR	2	2	2	2	2	2	12
7	AS	2	1	2	2	1	2	10
8	BH	1	1	2	1	1	2	8
9	BA	2	3	2	2	1	2	12
10	DR	2	2	2	2	3	2	13
11	DJ	2	2	2	2	2	2	12
12	DP	2	1	2	1	1	1	8
13	EP	2	2	1	2	1	1	9
14	HM	1	2	2	1	1	1	8
15	HF	1	1	1	2	2	2	9
16	IH	2	1	2	1	1	1	8
17	IZ	1	2	2	2	1	1	9
18	MS	1	1	1	1	2	2	8
19	MA	1	2	1	1	1	2	8
20	MH	1	2	1	1	2	1	8
21	MY	2	2	2	2	2	2	12
22	PA	1	2	1	2	1	1	8
23	RL	1	2	2	1	1	2	9
24	RS	1	2	1	2	2	1	9
25	SA	2	1	2	3	3	2	14
26	SJ	2	2	2	1	2	2	11
27	SR	2	2	2	3	2	2	13
28	SR	1	1	2	1	2	2	9
29	TH	2	1	2	2	2	2	11
30	RS	3	2	2	2	2	2	13
Total		49	50	49	50	49	49	296
Mean Score								9,87

### Students' Speaking Skill Score in Second Meeting

No	Name	Speaking Score						Total
		Ap	Ad	Gr	In	Fl	Re	
1	AL	2	2	1	2	2	2	11
2	AA	2	1	3	3	2	2	13
3	AW	2	2	2	1	2	2	11
4	AR	2	2	1	1	2	2	10
5	AB	2	2	2	2	1	2	11
6	AR	2	2	2	2	2	2	12
7	AS	2	2	2	1	2	2	11
8	BH	3	2	1	2	2	2	12
9	BA	1	1	2	2	2	2	10
10	DR	3	3	2	2	2	2	14
11	DJ	1	3	2	3	2	1	13
12	DP	2	2	2	2	2	1	11
13	EP	2	3	2	2	1	1	11
14	HM	2	2	1	2	1	2	10
15	HF	2	2	2	2	3	2	13
16	IH	2	1	2	2	2	1	10
17	IZ	2	2	2	1	2	2	11
18	MS	2	2	2	2	2	2	12
19	MA	2	2	2	3	1	2	12
20	MH	0	0	0	0	0	0	0
21	MY	2	2	3	3	2	1	13
22	PA	2	2	1	2	1	2	10
23	RL	1	2	2	2	2	2	11
24	RS	2	2	2	2	2	2	12
25	SA	2	3	3	3	2	2	15
26	SJ	2	3	2	3	2	2	14
27	SR	2	1	3	3	2	2	13
28	SR	2	2	1	2	2	2	11
29	TH	2	1	3	2	3	2	14
30	RS	3	2	2	2	1	3	14
Total		58	58	57	61	54	54	342
Mean Score								11,79

### Students' Speaking Skill Score in Third Meeting

No	Name	Speaking Score						Total
		Ap	Ad	Gr	In	Fl	Re	
1	AL	2	2	2	1	3	3	13
2	AA	2	3	2	2	3	2	14
3	AW	2	3	2	1	3	2	13
4	AR	2	2	2	2	2	2	12
5	AB	2	3	1	3	2	2	13
6	AR	2	2	3	3	3	1	14
7	AS	2	3	2	2	3	2	14
8	BH	3	1	2	2	3	2	13
9	BA	3	2	2	3	2	1	13
10	DR	3	4	3	2	2	2	16
11	DJ	2	2	2	3	3	2	14
12	DP	2	2	3	3	2	2	14
13	EP	3	3	2	2	2	2	14
14	HM	3	2	2	2	2	2	13
15	HF	2	2	3	3	3	2	15
16	IH	2	2	3	2	2	2	13
17	IZ	2	2	3	2	2	2	13
18	MS	2	3	3	2	2	2	14
19	MA	2	2	3	2	2	3	14
20	MH	2	2	1	3	2	1	11
21	MY	2	2	3	4	2	2	15
22	PA	2	2	2	3	2	2	13
23	RL	2	2	3	2	2	2	13
24	RS	3	3	2	2	2	3	15
25	SA	3	2	4	2	3	3	17
26	SJ	3	3	2	3	3	2	16
27	SR	3	2	2	3	2	3	15
28	SR	2	1	3	2	2	3	13
29	TH	2	2	2	3	3	3	15
30	RS	3	3	2	2	3	3	16
Total		70	69	71	71	72	65	418
Mean Score								13,93



### Students' Speaking Skill Score in Fourth Meeting

No	Name	Speaking Score						Total
		Ap	Ad	Gr	In	Fl	Re	
1	AL	3	3	2	1	3	4	16
2	AA	3	4	2	2	3	3	17
3	AW	3	3	2	1	3	3	15
4	AR	3	2	3	2	3	2	15
5	AB	3	3	3	3	2	2	16
6	AR	3	2	3	3	4	2	17
7	AS	3	3	3	2	3	3	17
8	BH	2	3	2	3	3	3	16
9	BA	2	3	2	4	2	2	15
10	DR	4	4	3	3	3	3	20
11	DJ	2	3	2	3	3	3	16
12	DP	3	2	3	4	3	2	17
13	EP	4	4	3	2	2	2	17
14	HM	4	4	2	3	2	3	18
15	HF	2	2	3	3	3	3	16
16	IH	2	2	3	3	3	3	16
17	IZ	3	3	4	3	2	2	17
18	MS	3	3	4	3	2	2	17
19	MA	2	2	3	3	2	4	16
20	MH	2	2	2	3	2	2	13
21	MY	3	3	4	4	2	2	18
22	PA	2	2	3	4	2	2	15
23	RL	2	3	3	3	2	2	15
24	RS	3	4	2	3	2	3	17
25	SA	4	3	4	3	3	4	21
26	SJ	4	3	3	3	3	3	19
27	SR	2	3	2	3	3	4	17
28	SR	2	2	3	2	3	4	16
29	TH	2	3	3	3	4	4	19
30	RS	4	3	3	2	3	4	19
Total		84	86	84	84	81	84	503
Mean Score								16,76

## APPENDIX F

### Students' Mean Score Analysis

#### 1. The first meeting score.

$$\bar{x} = \frac{\sum \vec{x}}{N} = \frac{296}{30} = 9,87$$

Where:  $\bar{x}$  : the mean of the students

$\sum \vec{x}$ : the total score

N : the number of the students

#### 2. The second meeting score

$$\bar{x} = \frac{\sum \vec{x}}{N} = \frac{342}{29} = 11,97$$

Where:  $\bar{x}$  : the mean of the students

$\sum \vec{x}$  : the total score

N : the number of the students

#### 3. The third meeting score.

$$\bar{x} = \frac{\sum \vec{x}}{N} = \frac{418}{30} = 13,93$$

Where:  $\bar{x}$  : the mean of the students

$\sum \vec{x}$  : the total score

N : the number of the students

**4. The fourth meeting score.**

$$\bar{x} = \frac{\sum \bar{x}}{N} = \frac{503}{30} = 16,76$$

Where:  $\bar{x}$  : the mean of the students

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

N : the number of the students

## APPENDIX G

### Students' Speaking Skill Percentage in all Cycle

#### 1. Cycle 1

$$p = \frac{x1 + x2}{y1 + y2} \times 100\% = \frac{9,87 + 11,97}{24 + 24} \times 100\% = \frac{21,84}{48} \times 100\% = 45,5 \%$$

#### 2. Cycle 2

$$p = \frac{x3 + x4}{y3 + y4} \times 100\% = \frac{13,93 + 16,76}{24 + 24} \times 100\% = \frac{30,69}{48} \times 100\% = 63,4\%$$

Where:

**P: Percentage**

**X: Mean Score**

**Y: Ideal mean Score**

## APPENDIX H

### Students' Speaking Skill Score Analysis

#### Cycle 1

**1. Appropriateness:**

$$\frac{\sum \bar{x}_1 + \sum \bar{x}_2}{y_1 + y_2} \times 100\% = \frac{49 + 58}{120 + 116} \times 100\% = \frac{107}{236} \times 100\% = 45,3 \%$$

**2. Adequacy of Vocabulary for Purpose**

$$\frac{\sum \bar{x}_1 + \sum \bar{x}_2}{y_1 + y_2} \times 100\% = \frac{50 + 58}{120 + 116} \times 100\% = \frac{108}{236} \times 100\% = 45,8 \%$$

**3. Grammatical Accuracy:**

$$\frac{\sum \bar{x}_1 + \sum \bar{x}_2}{y_1 + y_2} \times 100\% = \frac{50 + 57}{120 + 116} \times 100\% = \frac{107}{236} \times 100\% = 45,3 \%$$

**4. Intelligibility:**

$$\frac{\sum \bar{x}_1 + \sum \bar{x}_2}{y_1 + y_2} \times 100\% = \frac{50 + 61}{120 + 116} \times 100\% = \frac{111}{236} \times 100\% = 47,0 \%$$

**5. Fluency:**

$$\frac{\sum \bar{x}_1 + \sum \bar{x}_2}{y_1 + y_2} \times 100\% = \frac{49 + 54}{120 + 116} \times 100\% = \frac{103}{236} \times 100\% = 43,6 \%$$

**6. Relevance and Adequacy of Content:**

$$\frac{\sum \bar{x}_1 + \sum \bar{x}_2}{y_1 + y_2} \times 100\% = \frac{49 + 54}{120 + 116} \times 100\% = \frac{103}{236} \times 100\% = 43,6 \%$$

Where:  $\sum \bar{x}_1 + \sum \bar{x}_2$  : students' total score in the first and second meeting

$y_1 + y_2$ : maximal score in the first and second meeting

Ideal Score x Students size

Ideal Score: 24

## Cycle 2

### 1. Appropriateness

$$\frac{\sum \bar{x}_3 + \sum \bar{x}_4}{y_3 + y_4} \times 100\% = \frac{70 + 84}{120 + 120} \times 100\% = \frac{154}{240} \times 100\% = 64,2 \%$$

### 2. Adequacy of Vocabulary for Purpose

$$\frac{\sum \bar{x}_3 + \sum \bar{x}_4}{y_3 + y_4} \times 100\% = \frac{69 + 86}{120 + 120} \times 100\% = \frac{155}{240} \times 100\% = 64,6 \%$$

### 3. Grammatical Accuracy

$$\frac{\sum \bar{x}_3 + \sum \bar{x}_4}{y_3 + y_4} \times 100\% = \frac{71 + 84}{120 + 120} \times 100\% = \frac{155}{240} \times 100\% = 64,6 \%$$

### 4. Intelligibility

$$\frac{\sum \bar{x}_3 + \sum \bar{x}_4}{y_3 + y_4} \times 100\% = \frac{71 + 84}{120 + 120} \times 100\% = \frac{155}{240} \times 100\% = 64,6 \%$$

### 5. Fluency

$$\frac{\sum \bar{x}_3 + \sum \bar{x}_4}{y_3 + y_4} \times 100\% = \frac{72 + 81}{120 + 120} \times 100\% = \frac{153}{240} \times 100\% = 63,8 \%$$

### 6. Relevance and Adequacy of Content.

$$\frac{\sum \bar{x}_3 + \sum \bar{x}_4}{y_3 + y_4} \times 100\% = \frac{65 + 84}{120 + 120} \times 100\% = \frac{149}{240} \times 100\% = 62,0 \%$$

Where:  $\sum \bar{x}_3 + \sum \bar{x}_4$  : students' total score in the third and fourth meeting

$y_3 + y_4$ : maximal score in the third and fourth meeting

Ideal Score x Students size

Ideal Score: 24

### Speaking skill assessment criteria

Criteria	Score
<b>1. Appropriateness</b>	
0 Unable to function in the spoken language	1
1. Able to operate only in a very limited capacity; responses characterized by socio-cultural inappropriateness.	2
2. Signs of developing attempts at response to role, setting, etc. but misunderstandings may occasionally arise through inappropriateness, particularly of socio-cultural convention.	3
3. Almost no errors in the socio-cultural conventions of language; errors not significant enough to be likely to cause socio-cultural misunderstanding.	4
<b>2. Adequacy of vocabulary for purpose</b>	
0 vocabulary inadequate even for the most basic part of the intended communication	1
1. Vocabulary limited to that necessary to express simple elementary needs; inadequacy of vocabulary restricts topics of interaction to the most basic; perhaps frequent lexical inaccuracies and/or excessive repetition	2
2. Some misunderstandings may arise through lexical inadequacy or inaccuracy; hesitation and circumlocution are frequent, though there are signs of a developing active vocabulary.	3
3. Almost no inadequacies or inaccuracies in vocabulary for the task. Only rare circumlocution.	4
<b>4. Grammatical accuracy</b>	
0 unable to function in the spoken language; almost all grammatical patterns inaccurate except for few stock phrases.	1
1. Syntax is fragmented and there are frequent grammatical inaccuracies; some patterns may be mastered but speech may be characterized by a autographic style and/ or confusion of structural elements	2
2. some grammatical inaccuracies, developing a control of major patterns, but sometimes unable to sustain coherence in longer utterances	3
3. Almost no grammatical inaccuracies; occasional imperfect control of a new patterns.	4
<b>5. Intelligibility</b>	
0 severe and constant rhythm, intonation, and pronunciation problems almost complete unintelligibility.	1
1. Strong interference from L1 in rhythm, intonation and pronunciation; understanding is difficult, and achieved often only after frequent repetition.	2
2. Rhythm, intonation and pronunciation require concentrated	

listening, only occasional misunderstanding is caused or repetition required.	3
3. Articulation is reasonably comprehensive to native speakers; there may be marked 'foreign accent' but almost no misunderstanding is caused and repetition required only infrequently.	4
<b>5. Fluency</b>	
0 utterances halting, fragmentary and incoherent.	1
1. Utterances hesitant and often incomplete except in a few stock remarks and responses. Sentences are, for the most part, disjointed and restricted in length.	2
2. Signs of developing attempts at using cohesive devices, especially conjunction. Utterances may still be hesitant, but are gaining in coherence, speed, and length.	3
3. Utterances, whilst occasionally hesitant, are characterized by an evenness and flow hindered, very occasionally, by grouping, rephrasing and circumlocutions. Inter-sentential connectors are used effectively as fillers.	4
<b>6. Relevance and Adequacy of Content</b>	
0 response irrelevant to the task set; totally adequate responses.	1
1. Response of limited relevance to the task set; possibly major gaps and/ or pointless repetition.	2
2. Response for the most part relevant to the task set; though there may be some gaps or redundancy.	3
3. Relevant and adequate response to the task set.	4



## **CURRICULUM VITAE**

Name : Inti Nurhidayati  
Registration Number : 09 340 0045  
Sex : Female  
Address : Natal.  
Religion : Moslem  
Place/Date of Birth : Natal, 12 November 1991  
Father's Names : Joko Lukito  
Mother's Names : Haryuni

### **Education background**

1. Elementary school at SD Negeri Sp 2 Sisundung 1997-2003
2. Junior high school at SMP Negeri 2 Natal 2003-2006
3. Senior high school at SMA Negeri 1 Natal 2006-2009
4. Student of English Section at State Institute of Islamic Studies Padangsidempuan 2009-2014

### **Organization**

- LDK UI (Lembaga Dakwah Kampus Ulul 'Ilmi) STAIN Padangsidempuan as a staf of ekonomi Department, period 2009-20011.
- KAMMI (Kesatuan Aksi Mahasiswa Muslim Indonesia) komisariat Padangsidempuan as a bendahara, period 2009-2010.
- IMA NABANA (Ikatan Mahasiswa Natal Batang Natal) as a member, 2010-2011.

## CHAPTER I

### INTRODUCTION

#### A. Background of the Problems

One way to communicate that is often used and more understandable by people is speaking. In communication, speaking has importance to be used such as for exchanging information to share experiences, ideas, sympathy, and motivation, cooperating with others, and learning input.

Speaking in social life also cannot be away from interaction. This is supposedly proposed by living together will be better by cooperating in social interaction to get certain objectives. Through speaking, people can show and tell their needs to others and cooperatively build cooperation which is advantageous and useful for bold sides. It's mean the extant of speaking makes works being earlier and faster to overcome the social problems. These reasons make speaking skill now becomes an intensive focus on English language learning.

Speaking as exchanging information is used to share experiences with others. This activity allows people to express their ideas to get sympathy and motivation. These purposes make speaking commonly in the society. Feelings, perceptions and thoughts can be informed more comprehensive through speaking because speaking is orally done which is supported by the way of speaking itself with its immediate feedback. It brings out completely function of human gestures, prosody, and body language

According to Nunan, transactional speech involves communication to get something done, including the exchange of goods and/or services. When we meet with someone. And then you give information about something to them. And you are doing transaction information, because if we don't speak clearly about the information the listener don't get information completely<sup>1</sup>.

In English teaching, speaking is one of the language skills in which students function the target language as communication tool. Context of this teaching determines the importance of speaking to be learnt. English in Indonesia is a foreign language where societies do not use English to communicate. So, the intended skill in speaking skill is still remained on students to be achieved completely. Therefore, it is hopeful teachers today have to focus on teaching speaking because there is no other place in society provide a free use of English regularly either informal or formal situation except school.

Unfortunately, problem regard to speaking skill was happened at the research class. The condition when the researcher come to the class, and then she asks to many students' in this class, in Fact many students say that English especially speaking is difficult, it can be seen from their daily life, there students did not have a desire to speak. Students' interest was lost all over as a result they use mother tongue in English class. They presumed the focus of language learning is all about learning the component of language and not to be used to communicate. Actually, the component of language what they learnt is

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<sup>1</sup>David Nunan, *Prectical English language teaching*, (singapore: MC graw hill,2003) p. 56

designed not only to be mastered for studying language but also to be communicated along the learning. That was why hopefully teacher as motivator should consider and overcome this issue.

On the other hand, students' classroom was not provided to support the speaking activities. Supportive features really influence on students to speak as it is intended. Teacher there set the class as the usual course with no different from other learning to project the speaking skill. Classroom management which concerns on seat formation is known as provider of active learning. However; teacher seemed paying less attention it that thing even it is needed to facilitate the speaking activity that is hopefully operated in spoken class.

Furthermore, un-intensive course of speaking skill was accomplished through learning English by textbook for translating language to understand the English. Learning English was passive. Even students were instructed mostly about grammar rules on textbook; they still got confused to state words in English and to build a sentence orally.

Accordingly, the problems above need to be solved in order to avoid flaws in students as product of education. There are some strategies that can enhance students ability in speaking skill such as jigsaw which group to group exchange, Role-playing is activity which evolves improvisation of students to think about their own role to communicate. The researcher don't use this method because in this method is difficult to integrate the method to the teaching. Content-based approach, students simultaneously acquire subject matter expertise and greater proficiency in English, the medium of instruction.

Based on consideration of those techniques, researcher chose Content Based Instruction (CBI) to be conducted in research class at SMA N 2 Padangsidempuan to overcome the speaking problems in the classroom. Firstly CBI is interesting and useful in the teaching speaking skill. Secondly, learners should acquire the language faster. Finally, the language acquisition process may be more efficient and the language learners more motivated.

Based on the explanation above, the writer has conduct a research about **“improving students’ speaking skill through teaching Islamic studies by using English at SMA Negeri 2 Padangsidempuan”**.

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

Based on the background above, problems concerning speaking skills at SMA N 2 Padangsidempuan are:

1. Students’ interest was lost all over as a result they use mother tongue in English class.
2. Students’ classroom was not provided to support the speaking activities.
3. Low achievement of students’ speaking skill.

#### **C. Limitation of the Problems**

The coverage of the variables states above is so large in the matter of materials. Space and time it is difficult to explore alone. Due to the limitation of the writer in the aspect of ability, time and finance, this research must be limited. So, this study is to research the students’ speaking through teaching Islamic studies by using content based instruction at SMA Negeri 2 Padangsidempuan grade XI IPS in first semester the academic years 2013/2014.

#### **D. Research Question**

Based on limitation of the problems mention above, the problem of the research can formulate as follows: “How does content based instruction can improve the students speaking at grade XI IPS SMA Negeri 2 Padangsidimpuan?”.

#### **E. Objective of the Research**

Based on the above question, researcher answered the question as purpose of the research. It to describe content based instruction technique in improving the students’ speaking skill through teaching religion at SMA Negeri 2 Padangsidimpuan.

#### **F. Significance of the Research**

The significance of the research is expected to be useful for English teaching in improving their ability especially in teaching speaking.

#### **G. Definition of Key Terms**

Avoiding vagueness and misunderstanding in assuming the little of the research, there the researcher states the terminologies are:

1. Improving : the process of becoming or making students’ speaking skill better through several cycles which students’ speaking skill by the chosen technique in learning<sup>2</sup>.

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<sup>2</sup> Ida Royani. “Improving students’ speaking skill by using simulation technique at grade XI SMK N 1 Padangsidimpuan”. (script STAIN padangsidimpuan. 2012) p.8

2. 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<sup>3</sup>. Speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-takers; listening skill, which necessarily compromises the reliability and validity of an oral production test<sup>4</sup>. So, speaking is communicate orally.
3. Content based instruction is the concurrent study of language and subject matter, with the form and sequence of language presentation dictated by content material<sup>5</sup>. Or content based instruction is non English teaching by using English language.
4. The study of Islam is a study of educational which rest on Islamic away. The theory and the concepts is content and develop from the thinking and the scientific research base of guidance and instruction of the Holy Qur'an and as-Sunnah<sup>6</sup>

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<sup>3</sup> Jemery Harmer, *The Practice of English Language Teaching*, (London: Loman, 2001) p.269

<sup>4</sup> J.Michael Ommaley. *Authentic Assessment for English Language Learners*, (USA: Addison Wesley Publishing Company, 1996) P.140

<sup>5</sup> Kathleen Carrales & Cesar Maloof, *the core of content-based instruction*, (Bogota: universided del Norte ELT Conference. 2009 ) p. 4.

<sup>6</sup> Dja'far Siddik, *Ilmu pendidikan Islam*, (Bandung: Citapustaka Media. 2006) p. 1

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Theoretical Review**

In conducting a research, theories are needed to explain some concepts or terms applied in research concerned. The terms are as follow.

##### **1. Speaking Skill**

Communication with language is carried out though two basic human: speaking and listening. Jo Mc Donough and Christopher Shaw states that “speaking is desire and purpose driven, in order to communicate something to achieve a particular end”. This way involve expressing ideas and opinions; expressing a wish or desire to do something negotiating or solving problems; or establishing and maintaining social relationships and friendship. In listening the people turn words into idea trying to reconstruct the expression they want other people to understand.

##### **a. Definition of speaking skill**

In add speaking skill is described as the ability to express oneself in life situation or the ability to report acts or situations in precise words or the ability to converse, or to express a sequence of ideas fluently. The ability is used in essentially normal communication situations the signaling systems of pronunciations, stress, intonation, grammatical structure, and vocabulary of the



foreign language at a normal rate of delivery for native speakers of the language.<sup>1</sup>

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

### **b. Basic Types of Speaking**

In summary, there are some basic type of speaking, should there are:<sup>2</sup>

#### 1. Imitative.

At one end of a continuum of type of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production a number of prosodic, lexical and grammatical properties of language may be included in the criterion performance. We are interested only in what is traditionally labeled “pronunciation”; no inferences are made about the test-takers ability to understand or convey meaning or to participate in an interactive conversation. The only role of listening here is in the short-term storage of a prompt, just long enough to allow the speaker to retain the short stretch of language that must be imitated.

#### 2. Intensive.

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<sup>1</sup> Robert Lado. *Language Testing The Construction and Use of Foreign Language Tests* (USA: MC Graw Hill Book Company, 1961) p.240-241.

<sup>2</sup> Douglas Brown, *Language Assessment Principles and Classroom Practices*, (San Francisco State University: Longman, 2003) p. 141-142.

A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical and phonological relationships (such as prosodic elements—intonation, stress, rhythm, juncture). The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best. Example of intensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion; limited picture-cued tasks including simple sequences; and translation up to the simple sentence level.

### 3. Responsive.

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like. The stimulus is almost always a spoken prompt (in order to preserve authenticity), with perhaps only one or two follow-up questions or retorts:

A. Mary: Excuse me, do you have the time?

Doug: Yeah. Nine- fifteen.

B. T: what is the most urgent environmental problem today?

S: I would say massive deforestation.

C. Jeff: Hey, Steve, how's it going?

Steve: No bad, and yourself?

Jeff : I'm good.

Steve: cool. Okay, got to go.

#### 4. Interactive.

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which has the purpose of maintaining social relationships. (in the three dialogues cited above, A and B were transactional, and C was interpersonal). In interpersonal exchanges, oral production can become pragmatically complex with the need to speak in a casual register and use colloquial language, ellipsis, slang, humor and other sociolinguistic conventions.

#### 5. Extensive (monologue).

Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and formal for extensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech (for example, my vacation in the mountains, a recipe for outstanding pasta primavera, recounting the plot of a novel or movie).

### **c. Principle for Designing Speaking Teaching**

Speaking therefore appears to be divided into two type of activities; planning and execution. Speaker first plans what they want to say based on how they want to change the mental state of their listener. Then, they put their plan into execution, uttering the segments, words, phrases and sentences that make up the plan.

How is speech planned and execute? The process looks like this:<sup>3</sup>

- 1) Discourse plans: the first step for speakers is to decide what kind of discourse they are participating in. are they telling a story, conversing with other people? Each kind of discourse has a different structure, and they must plan their utterance to fit.
- 2) Sentence plans, given the discourse and their intention to produce a sentence with the right message, speakers must select one that will do it.
- 3) Constituent plans. The speakers must pick the right words, phrases, or idioms to inhabit each constituent and put them in the right order.
- 4) Articulator program. As specific words are chosen, they are formed into “articulation program”. It consist a representation of the actual phonetic segments, stresses, and intonation pattern that are able to be executed at the next step.
- 5) Articulation. The final step is to execute the content of the articulator program. This done by mechanisms that add sequence and timing to the articulator program. This step results in audible sounds, the speech the speaker intended to produce, in speaking.

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<sup>3</sup> Clark and Clark. *Psychology and Language*(New York: Harcourt Brance Jovanovich Inc, 1977) p.223

The term speaking skill means the ability to apply grammatical and discourse to communicate effectively in particular context for particular purpose.

In summary, the speaking ability within these purposes as pointed out by Alexander, they are in the following:<sup>4</sup>

- 1) The ability to understand English dealing with everyday subjects and spoken at normal speed.
- 2) The ability to answer question which require short and extended answer.
- 3) The ability to ask question to elicit short or extended answer.
- 4) The ability to use orally a large number of elementary sentences pattern.
- 5) The ability to reproduce orally the substance of a passage of English after having heard it several times and read it.
- 6) The ability to conduct a simple conversation on everyday subject.
- 7) The ability to give short talks.

According to Nunan, there are many principles in teaching speaking, they are in following:<sup>5</sup>

- 1) Be aware of the differences between second language and foreign language learning contexts.
- 2) Give students practice with both fluency and accuracy
- 3) Provide opportunities for students to talk by using group work or pair work, and limiting teacher talking.
- 4) Plan speaking tasks that involve negotiation for meaning.
- 5) Design classroom activities that involve guidance and practice in both transactional and interactional speaking.

It is useful for teacher to develop speaking skill to know the characteristic of spoken language in order to interact student with each other. The various forms of language are mention below:<sup>6</sup>

- 1) Incomplete sentence.

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<sup>4</sup> L.G Alexander, *Fluency In English* (London: Longman, 1967) p.1

<sup>5</sup> David Nunan, *Op.cit.* p. 54-56.

<sup>6</sup> Jo McDonough and Chirsthoper Shaw, *Materials and Methods in ELT* (USA: Blackwell Publishers, 1994) p.155.

- 2) Very little subordination (subordinate clause)
- 3) Very few passive.
- 4) Not many explicit logical connector (moreover, however)
- 5) Topic moment structure. The syntax of the written language would probably have a subject-verb-predicate structure.
- 6) Frequent reference to things outside the text, such as the weather for example.
- 7) The use of the same syntactic form.
- 8) The use of pauses and filters.

In order to guide the students' speaking practice the teacher should be aware the elements of speaking, question and answer. There are a number of ways or techniques to use as guide the students' speaking. And there are some principles to design those techniques. Namely<sup>7</sup>:

- 1) Techniques should cover the spectrum of learning needs, from language-based focus on accuracy to message-based focus on interaction, meaning and fluency.
- 2) As a teacher, to do techniques for improving students' speaking, for example jigsaw group, debate, play a game, he must make sure that his task include techniques design to help student to perceive and use the building block of language. At the:
  - a) Asking for clarification (what?)
  - b) Asking someone to repeat something (huh? Excuse me?)
  - c) And getting someone attention (hey, say, so)

Teacher must choose better techniques for improving student speaking. Good speaking activities can and should be highly motivating. If all the

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<sup>7</sup> H. Douglas Brow, *Teaching by Principles* (New Jersey: Prantice-hall, 1994) p.254.

students are participating fully and if the teacher has set up the activity properly and can give useful feedback-they will get satisfaction from it. Many speaking techniques for example, role-play, debate, problem solving, are intrinsically enjoyable in themselves.

#### **d. The Evaluation of Speaking**

According to Arthur Hughes there five categories to measure speaking skill in following:<sup>8</sup>

##### 1) Accent

The term accent is used to refer to the speech of someone who speaks a language non-natively.<sup>9</sup> For example a French person speaking English is described as having a French accent.

The accent can be identified look like this:<sup>10</sup>

- a) Pronunciation frequently unintelligible
- b) Frequent gross errors and a very heavy accent make understanding difficult.
- c) "Foreign accent" refers concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar and vocabulary.
- d) Marking "foreign accent" and occasional mispronunciations, which do not interfere with understanding?
- e) No conspicuous mispronunciations, but would not be taken for a native speaker.

##### 2) Fluency

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<sup>8</sup>Arthur Hughes, *Testing for Language Teachers* (USA: Cambridge Press, 1990) p.111.

<sup>9</sup>Nirmala Sari. *An Introduction to Linguistic* (Jakarta: Departemen Pendidikan and Kebudayaan, 1988) p. 138.

<sup>10</sup>Victoria Neufeldt. *Webster New world Collage Dictionary-3 rd* (New York:Simon & Schuster Inc, 1995) p.7.

Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches.<sup>11</sup>

Fluency can be identified look like this:

- a) Speech is no halting and fragmentary that conversation is virtually impossible.
- b) Speech is very slow and uneven except for short or routine sentences.
- c) Speech is frequently hesitant and jerky: sentence maybe left uncompleted.
- d) Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping words
- e) Speech is effortless and smooth, but perceptibly non-native in speed and evenness.

### 3) Comprehension

Hornby stated that: "Comprehension is the mind's act or power of understanding".<sup>12</sup> Comprehension is the capacity for understanding ideas, act.<sup>13</sup> A longer definition of comprehension will be as the act of understanding the meaning.

Comprehension can be identified looks like this:

- a) Understands too little for the simplest types of conversation.
- b) Understand only slow, very simple speech or common social and tourist topics, requires constant repetition and rephrasing.
- c) Understand careful, somewhat simplified speech directed to him or her, with considerable repetition and rephrasing.
- d) Understand quite well normal educated speech directed to him or her, but requires occasional repetition and rephrasing.
- e) Understand everything in normal educated conversation expect for very colloquial or low frequency items or exceptionally rapid or slurred speech.

### 4) Grammar

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<sup>11</sup> David Nunan, *Op.cit.* p. 55

<sup>12</sup> A.S Hornby. *Advanced Learners Dictionary Current English* (London: Oxford University, 1974) p. 234.

<sup>13</sup> Victoria Neufeltd. *Op.cit.* p.286.



Grammar is the part of the study of language which deals with the forms and structure of words (morphology), with their customary arrangement in phrase and sentence (syntax), and now often with language sounds (phonology) and word meaning (semantics).<sup>14</sup>

Grammar can be identified look like this:

- a) Grammar almost entirely inaccurate phrases.
- b) Constant errors showing of very few major patterns and frequently preventing communication.
- c) Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.

#### 5) Vocabulary

Vocabulary is an interrelated group of nonverbal system, symbols, signs, gesture.<sup>15</sup> Vocabulary is more than a list of target language of words<sup>16</sup>. A spoken word is a sound or sequence of sounds, which communicate those "ideas" precisely, a speaker should express them with precise words rather than general words.

Vocabulary can be identified looks like this:

- a) Vocabulary inadequate for even the simplest conversation.
- b) Vocabulary limited to basic personal and survival areas (time food, transportation, family).
- c) Choice of words some time 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 on any non-technical subjects with some circumlocution.
- e) Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.

## 2. The Islamic Study

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<sup>14</sup>Ibid. p. 286

<sup>15</sup> Ibid p. 1494

<sup>16</sup> David Nunan. Op.cit p. 254.

### a. Definition of Islamic Studies

According to Muhaimin, he said that definition of Islamic studied can be following: Studi islam atau di barat dikenal dengan istilah *Islamic studies* , secara sederhana dapat dikatakan sebagai usaha untuk mempelajari hal-hal yang berhubungan dengan agama islam. Dengan kata lain “usaha sadar dan sistematis untuk mengetahui dan memahami serta membahas secara mendalam tentang seluk beluk atau hal-hal yang berhubungan dengan agama islam, baik berhubungan dengan ajaran, sejarah maupun praktik-praktik pelaksanaannya secara nyata dalam kehidupan sehari-hari, sepanjang sejarahnya.”<sup>17</sup>

Study of Islam or in the West known as Islamic studies, it can simply be described as an attempt to learn things related to Islam. In other words "Conscious and systematic effort to know and understand and discuss in depth the intricacies or other matters relating to the religion of Islam, both related to the teachings, history and practices of real implementation in everyday life, along history."

### b. Objective study of Islam.

Muhaimin said again that as for the direction and goals of Islamic studies can be formulated as follows: *pertama*, untuk mempelajari secara mendalam tentang apa sebenarnya (hakikat) agama islam itu, dan bagaimana posisi serta hubungannya dengan agama-agama lain dalam kehidupan budaya manusia. *Kedua*, untuk mempelajari secara mendalam pokok-pokok isi ajaran agama islam yang asli, dan bagaimana penjabaran dan operasionalisasinya dalam pertumbuhan dan perkembangan budaya dan peradaban islam sepanjang sejarahnya. *Ketiga*, untuk mempelajari secara mendalam sumber dasar ajaran agama islam yang tetap abadi dan dinamis, dan bagaimana aktualisasinya sepanjang sejarahnya. *Keempat*, untuk mempelajari secara mendalam prinsip-prinsip dan nilai-nilai dasar ajaran agama islam, dan bagaimana realisasinya dalam membimbing dan mengarahkan serta mengontrol perkembangan budaya dan peradaban manusia pada zaman modern ini.<sup>18</sup>

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<sup>17</sup>Muhaimin and friends, *kawasan dan wawasan studi isla* , (Jakarta: Kencana, 2005) p.1

<sup>18</sup> *ibid*, p. 9-11

First. To learn what exactly is lacking depth (nature) of Islam, and how to position and its relationship with other religions in the cultural life of man. Second, to study in depth the points fill the original teachings of Islam, and how the translation and its operation in the growth and development of Islamic culture and civilization throughout history. Third, to study in depth the basic source of Islamic teachings that remain timeless and dynamic, and how to actualization in along history. Fourth, to study in depth the principles and values of the basic teachings of Islam, and how its realization in guiding and directing and controlling the development of human culture and civilization to modern times.

### **3. Content Based instruction**

#### **a. Background of Content Based Instruction**

Teaching language by content is not a new idea. For probably as long as second language have been taught, material developer and teacher have sought interesting content to engage learner's interest. However, the approach that has come to be known as CBI first appeared in the mid 1980s with the publication of Bernart Mohan's work, Language and content. Mohan characterized his work as an exploration in to the ways in which the "Learning of Language and subject matter can be accomplished". Following closely on the heels of Mohan's Expletory work are two other early work on

CBI by Cantoni- Harley 1987 and Crandall 1987, both of which helped to further launch this movement.<sup>19</sup>

Based on the explanation above, the writer concluded that teaching by CBI is not new. The method seldom used by teachers in teaching foreign language. So, the writer had been done by the method in teaching English.

### **b. Definition of Content Based Instruction**

The target of language teaching is to achieve communicate competence. But how can these processes best created in the classroom? Richards's states advocates of CBI believe that the best way to do is by using content as the driving force classroom activities and to link all the different dimension of communicative competence, including grammatical competence to content.<sup>20</sup>

Jack Richard Willy says.<sup>21</sup>

“Content Based Instruction allows for the natural integration of sound language, teaching practice such as alternative means, of assessment, apprenticeship learning, cooperative learning, integrated skill instruction, project work, scaffolding, strategy training, and the use of graphic organizer.”

Moreover, Diane Larsen says.<sup>22</sup>

“The special contribution of Content Based Instruction is that it integrates the learning of language with the learning of some other content, often academic subject matter. It has been observed that academic subject provide natural content and principles in language teaching.”

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<sup>19</sup>David Nunan. *Practical English Language Teaching*, ( New York: Mc. Graw Hill, 2003). p.202.

<sup>20</sup> Jack C. Richard, *Approach and Methods in Language Teaching*, (USE: Cambridge University press. 2001) p. 204-205

<sup>21</sup> Jack C. Richard. *Methodology in Language Teaching*, (New York: Haines, 1989) p. 109.

<sup>22</sup> Diane Larsen- Freeman. *Techniques and Principles in Language Teaching*, ( New York : Oxford University Press, 2002),p.137.

From the definition above, the writer concludes that Content Based Approach is a teaching method which uses foreign language as the medium of teaching certain content, or vice versa. And then, this method integrated four skills in English, especially in speaking.

Content Based Instruction has relation with human cognition. That is, confirmation of the dual nature of cognition given in the dictionary definition: all human intellectual activities, such as thinking, communicating, problem solving, and learning, require both processes and content (knowledge).

More and more talking about content, so that raises a question. What is the content mean? Uhl Chamot says.<sup>23</sup>

“Content has traditionally focused on cultural aspect of the target language, ranging from popular culture to art, literature, history and the like. What is new in Content Based Instruction is that the content is how often drawn from academic subject such as science, social studies and even.”

Richard says again, “Content as the information or subject matter that we learn or communicate through language than the language used to convey it. Certainly, any language lessons engage with content, whether it is a grammar lesson, a reading lesson or any other kind of lesson.”<sup>24</sup>

In brief, the writer concludes the content must be coherent with the students’ culture and need or subject. All language components are not taught in separate, but students achieve them all through the content along the process of learning and the instruction developed with the starting points of content.

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<sup>23</sup> Ann Uhl Chamot. *The Learning Strategies Hand Book*, ( New York : LongMan, 1999).p.137.

<sup>24</sup> Jack C. Richard, *op. cit*, p. 204-205

### c. Principles of the Content Based Instruction

There are six principles of Content Based Instruction, they are:<sup>25</sup>

- 1) Base instructional instruction decision on Content Rather language criteria.
- 2) Integrated skill.
- 3) Involve students actively in all phases of the learning process.
- 4) Chooses content for its relevant students' live, interest, and /or academic goals.
- 5) Select authentic text and task.
- 6) Drawn over attention to language features.

### d. Procedure of the Content Based Instruction

Since Content Based Instruction refers to approach rather than a method, no specific techniques or activities are associated with it. At the level of procedure, teaching materials and activities are selected according to the extent to which they match the type program.

Beginning– level English language learner studying English at the fourth grade level work with the theme of friendship. Since the primary aim of these classes is language acquisition, the English teacher uses this theme as point of departure for instruction in reading, listening, speaking, and writing skill. The thematic content stretches over several weeks of instruction, providing rich input for lesson that are either language based or skill based in this environment, students can success acquires language.

### e. Classroom Techniques and Task

The following is a partial list of techniques and activities.<sup>26</sup> Commonly found in CBI classroom:

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<sup>25</sup> David Nunan, *Op. Cit*, p. 205-209.

<sup>26</sup> *Ibid.*, p. 210-211.

- 1) Pair and group work are a hallmark of communicative classroom. In CBI, they entail the discussion or exchange of information related to the content unit. In pair or group work, the teacher first presents the task, then divides students and sets a time limit for completion of the task. While students work, she circulates to answer the question and makes sure that students are on task. For example, completing the task according to the instruction given. Pair and Group work culminate in a reporting stage, with student from each group sharing their ideas or solution with the rest of the class.
- 2) Information gap is a form of pair work in which the participant are each given different pieces of information. Using only language (e.g. without looking at their partners information, they must communicate to fill in the missing gaps in the information.
- 3) Discussion and debate involve opportunities for students to express their own opinions about the main topics. In this case related to the theme of CBI unit.
- 4) Role plays entail having students act out a situation. Each participant is given information about the role and situation. Role play can involve two or more students. In CBI, the role play would be corrected to the overall unit theme or topic.
- 5) Problem solving involves students working in pair or group to arrive at a solution to a given problem. In CBI, the context of the problem relates to theme students have been studying in the content unit.

6) Sequencing involves students rearranging event or pieces of information into their logical order. This type of task is especially useful in the teaching of reading and listening.

**f. Objective of the Content Based Instruction**

These are the objectives of the Content Based Instruction that teacher should consider in creating the material for students who haven. They are awareness; to help the students acquires an awareness of and sensitive to the target awareness, knowledge, attitudes, skills, evaluation, and participant.

The first is knowledge. It helps student acquires basic understanding of the target language. The second is attitude. It helps the students acquires the strong felling and value in learning target language, the skills to help students acquire the skill in learning the skills in target languages. Evaluation, to help the student evaluates education program in learning target language. Moreover, participant, to help student develops target language knowledge.<sup>27</sup>

**g. Advantages of Content Based Instruction**

Content based Instruction has many advantages<sup>28</sup> for students as follow:

- 1) In an ESL class, the introduction of subject matter content can help prepare students for the transition into the content classes taught in English.
- 2) In a foreign language class, student can expand their language proficiency in to content areas of personal interest of knowledge.

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<sup>27</sup> J. Crandal. *Through Content Based Instruction*, (Englewood Cliffs, NO : Prentice Hall, 1987). p.100.

<sup>28</sup> Ann Uhl Chamot, *Loc. Cit.*



3) Foreign language immersion classroom provide a unique example of totally Content Based Instruction.

4) Content Based Instruction is motivating for student when they have an intrinsic interest when in the context topic studies.

In summary, the parts of Content Based Instruction were shown in the following table:

**Table 1**

**The Brief of Content Based Instruction**

<b>Matter</b>	<b>Part</b>	<b>Content Based Instruction</b>
Approach	Theory of Language	Language is purposeful
Approach	Theory of learning	People learn a second language more successful when they use the language as a means of acquiring information, rather than end it self
Design	Objectives	To broaden students' understanding of English – speaking peoples.
Design	The types of learning and teaching activities	Communicative interaction
Design	Learners' role	Learners' are willing to multiple interpretations of oral and written text
Design	Teacher' role	Defining the background knowledge and language skill s required for students success
	The role of material	Authentic material
	Procedure	No specific technique of activities

**B. Review of Related Finding**

There were researchers that have done the similar research which is used different technique. Firstly, a thesis of Alfian Ramadhan Ritonga in STAIN Padangsidempuan 2007 entitled "The effect of Content Based Instruction on

students' achievement in speaking ability at SMA Negeri 1 Arse". This Research used pre-experiment method.<sup>29</sup> He concludes that The students' achievement in speaking ability before learning by Content Based Instruction at SMA N 1 Arse categorized still far from hope. It was provided by the mean score of Experimental group and Control group was 70.28.

Secondly, a thesis was done in English Education Department in STAIN. The researcher's name is Rica Umrina with the researchers' title "Improving students' speaking skill through debate at SMA N 1 Padangsidimpuan".<sup>30</sup> This research used classroom action research method at SMA N 1 Padangsidimpuan. The kind of research was qualitative research by gathering data through observation. Researcher found debate had improved students' speaking skill. Researcher suggested teacher to accomplish teaching speaking more interactive.

Thirdly, a thesis of Ida Royani Hasibuan in State Collage for Islamic studies Padangsidimpuan 2012 entitled by "Improving students' speaking skill by using simulation technique at grade XI SMK N 1 Padangsidimpuan". This research used classroom action research method at SMK N 1 Padangsidimpuan.<sup>31</sup> She concludes that the simulation technique improved students' speaking skill at grade XI SMK 1 Padangsidimpuan.

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<sup>29</sup> Alfian Ramadhan Ritonga. "The effect of Content based Instruction on students' achievement in speaking ability at SMA Negeri 1 arse". (Thesis, STAIN Padangsidimpuan. 2011)

<sup>30</sup> Rica Umrina. "Improving students' speaking skill Through debate at SMA N 1 Padangsidimpuan" (Thesis, STAIN Padangsidimpuan, 2011), p. 4.

<sup>31</sup> Ida Royani hsb. "Improving students' speaking skill by using simulation technique at grade XI SMK N 1 Padangsidimpuan" (Thesis, STAIN Padangsidimpuan. 2012), p. 7.

Fourthly, a thesis of Sulastri in State College for Islamic Studies STAIN Padangsidimpuan entitled by “Improving Students’ Self- Confidence in Speaking Ability through Simulation Technique at Grade X SMA Negeri 8 Padangsidimpuan.”<sup>32</sup> She concluded that simulation technique improved students’ self-confidence in speaking ability at grade X SMA Negeri 8 Padangsidimpuan.

### C. Conceptual Framework

In speaking, there is process of communication between speaker and listener, It is necessary to find a way in teaching speaking in order improve students’ speaking skill and purposed to get communication well. Having good fluently in speaking make students and teacher work together in the class.

So, the writer plans to do research based on the framework bellows:

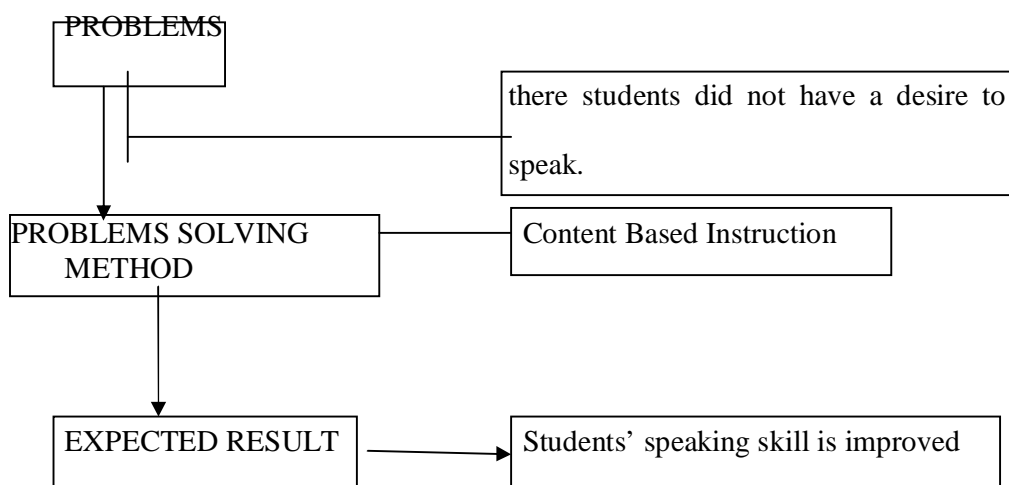


Figure1: Research Conceptual Framework.

<sup>32</sup> Sulastri, “Improving Students’ Self-Confidence in Speaking Ability through Simulation Technique at Grade X SMA Negeri 8 Padangsidimpuan” (Thesis, STAIN Padangsidimpuan, 2013), p. 68.

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter is focused on a description of the research design, research setting and subject, population and sample, research procedure, data collection technique, and data analysis. Those elements are discussed as follows:

#### A. Place and Schedule of the Research

The research would be concluded at SMA Negeri 2 Padangsidimpuan that is located on Merdeka Street, Padangsidimpuan.

The research was planned to finish two months from October until November 2013. The research actions are accomplished in the classroom only a half of semester to be sufficient for research completion that needs an affective learning as usual in the classroom.

#### B. Kinds of the Research

The research is designed by Classroom Action Research (CAR). Wallace states that classroom action research is different from more conventional types of research. It was focused on individual or small group professional practice and it is not concern with making general statement<sup>1</sup>.

The central idea of the action part of Action research (AR) is to intervene in a deliberate way in the problematic situation in order to bring about changes, even better, and improvements in practice. Importantly, the improvements

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<sup>1</sup> Michael J. Wallace, *Action Research for Language Teachers* (USA: Cambridge University press, 1998) p.18.

That happen in AR are ones based on information (or to use the research term, data) that an action researcher collects systematically. (Incidentally, data is the plural from the Latin word ‘datum’ meaning ‘something known’, so it will be found about using in the plural). So, the changes made in the teaching situation arise from solid information rather than from our hunches or assumptions about the way of thinking. To understand what this means in more concrete terms, let’s consider an actual classroom situation in Italy where a language teacher identified a problematic area in her teaching.<sup>2</sup>

Action research is any systematic inquiry conducted by teacher researchers, principles, school counselors, or other stakeholders in the teaching learning environment to gather information about the ways that their particular schools operate how they teach, and how well their students learn. This information is gathered with the goals of gaining insight, developing reflective practice, effecting positive changes in the school environment outcomes and the lives of those involved.<sup>3</sup>

Action research is a type of practitioner research that is used to improve the practitioner’s practice; action implies doing or changing something. Action research is a process in which individual or several teachers collect evidence and make decisions about their own knowledge, performance, beliefs, and effects in order to understand and improve them.

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<sup>2</sup> Anne Burns, *Doing Action Research in English Language Teaching* (New York: Routledge Taylor & Francis Group) p. 2.

<sup>3</sup> Geoffrey E. Mills, *Action Research a Guide for the Teacher Researcher* (New Jersey: Prentice Hall. 2000) p. 6.

Four beliefs underline action research:<sup>4</sup>

1. Teachers should have opportunity to engage in professional growth.
2. Teachers want to improve their practice and need data to do so.
3. Given the opportunity and resources (including time), teachers are able to carry out action research studies that will inform their practice.
4. A justification for action research is that no matter how conclusive research findings are regarding a particular practice or innovation, it may not be applicable to certain classrooms. Thus, it is important for teachers to examine findings in their own context.

### **C. Participants**

The participant of this research is the grade XI IPS-1 students of SMA Negeri 2 Padangsidimpuan. It is consist 30 students.

### **D. Data Sources**

In this research the researcher got the data source from two sources:

1. Primer data source is the students as interrelated the research object directly.
2. Secondary data source is the English teacher as the cooperative teacher.

### **E. Research Cycles**

The research followed the four general cyclical procedures of the action research. They are planning, action, observation, and reflection. It is described in the following figure. In the cycle 1, researcher made plan based on general identification and reconnaissance. It had been followed by acting and observing the planned action. After that, researcher reflected the applied actions to revised plan for cycle 2.

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<sup>4</sup> L.R Gay & Peter Airasian, *Educational Research* (New jersey: Practice Hall Inc, 2000) p. 593.

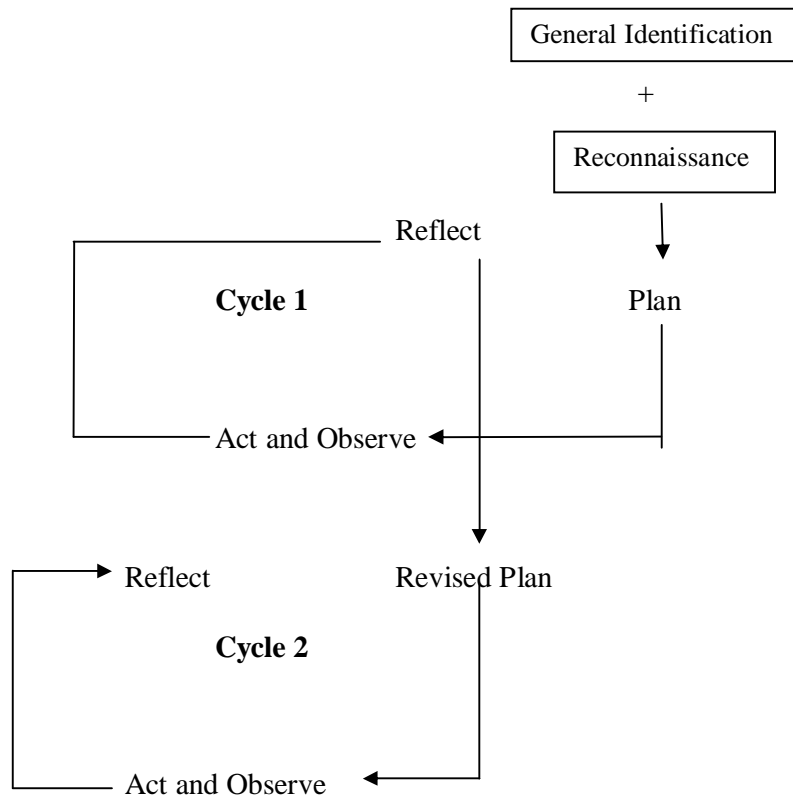


Figure 2: Research Cycles.

## F. Instrumentation

In collecting data, the researcher will use much instrumentation there are: first, speaking test. Researcher used speaking test type oral presentation. This test was used to examine of the students' speaking skill at grade XI SMA Negari 2 Padangsidimpuan. Test is a method of measuring a person's ability, knowledge or performance in a given domain. First test is a method. It is an instrument –a set of techniques, procedures, items-that requires performance on the part of the test-taker. Second, a test must measure. Some tests measure general ability while others focus on very specific competencies or objectives. Finally a test measures a given domain. In this case of a proficiency test, even

though the actual performance on the test involves only a sampling of skills that domain is overall proficiency in a language general competence in all skill of a language.<sup>5</sup>

Second, based the speaking test, the researcher used rubric. After the students was done speaking test, the researcher was identified the students' speaking ability without the rubric which has made by researcher Cyril J Weir (1990). The rubric can be seen.

#### **Speaking skill assessment criteria**

<b>Criteria</b>	<b>Score</b>
<b>1. Appropriateness</b>	
0 Unable to function in the spoken language	1
1. Able to operate only in a very limited capacity; responses characterized by socio-cultural inappropriateness.	2
2. Signs of developing attempts at response to role, setting, etc. but misunderstandings may occasionally arise through inappropriateness, particularly of socio-cultural convention.	3
3. Almost no errors in the socio-cultural conventions of language; errors not significant enough to be likely to cause socio-cultural misunderstanding.	4
<b>2. Adequacy of vocabulary for purpose</b>	
0 vocabulary inadequate even for the most basic part of the intended communication	1
1. Vocabulary limited to that necessary to express simple elementary needs; inadequacy of vocabulary restricts topics of interaction to the most basic; perhaps frequent lexical inaccuracies and/or excessive repetition	2
2. Some misunderstandings may arise through lexical inadequacy or inaccuracy; hesitation and circumlocution are frequent, though there are signs of a developing active vocabulary.	3
3. Almost no inadequacies or inaccuracies in vocabulary for the task. Only rare circumlocution.	4
<b>4. Grammatical accuracy</b>	
0 unable to function in the spoken language; almost all grammatical patterns inaccurate except for few stock phrases.	1

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<sup>5</sup> H. Douglas Brown, *Language Assessment Principle and Classroom Practice* (San Francisco: Longman. 2004) p.3.



1. Syntax is fragmented and there are frequent grammatical inaccuracies; some patterns may be mastered but speech may be characterized by a autographic style and/ or confusion of structural elements	2
2. some grammatical inaccuracies, developing a control of major patterns, but sometimes unable to sustain coherence in longer utterances	3
3. Almost no grammatical inaccuracies; occasional imperfect control of a new patterns.	4
<b>5. Intelligibility</b>	
0 severe and constant rhythm, intonation, and pronunciation problems almost complete unintelligibility.	1
1. Strong interference from L1 in rhythm, intonation and pronunciation; understanding is difficult, and achieved often only after frequent repetition.	2
2. Rhythm, intonation and pronunciation require concentrated listening, only occasional misunderstanding is caused or repetition required.	3
3. Articulation is reasonably comprehensive to native speakers; there may marked 'foreign accent' but almost no misunderstanding is caused and repetition required only influently.	4
<b>5. Fluency</b>	
0 utterances halting, fragmentary and incoherent.	1
1. Utterances hesitant and often incomplete expect in a few stock remarks and responses. Sentences are, for the most part, disjointed and restricted in length.	2
2. Signs of developing attempts at using cohesive devices, especially conjunction. Utterances may still be hesitant, but are gaining in coherence, speed, and length.	3
3. Utterances, whilst occasionally hesitant, are characterized by an evenness and flow hindered, very occasionally, by grouping, rephrasing and circumlocutions. Inter-sentential connectors are used effectively as fillers.	4
<b>6. Relevance and Adequacy of Content</b>	
0 response irrelevant to the task set; totally adequate responses.	1
1. Response of limited relevance to the task set; possibly major gaps and/ or pointless repetition.	2
2. Response for the most part relevant to the task set; through there may be some gaps or redundancy.	3
3. Relevant and adequate response to the task set.	4

Third, the researcher used observation; observation researcher used observation type field notes. Gay and Airasian pointed out field notes are the observer's record of what s/he will have been seen, heard, experienced, and thought about during an observation session.<sup>6</sup>

Fourth, the researcher herself was the key instrument of this research. She involved in every activity and any steps in two cycles. At the first time, she made diagnosis the problems found in students' speaking skill. For the next step, the researcher planned an action and observed what was happening in classroom. Finally, the data were evaluated and reflected and any revised plans were made for the next cycle.

Fifth, Interview is a purposeful interaction, usually between two people, focused on one person trying to get information from the other person. Interview permits the researcher to obtain important data that cannot be obtained from observation. It is important to consider two additional aspects of interviews. First, not all qualitative researchers who gather data through would accept the definition of interview stated above. Second, while the concept of an interview study seems straightforward, it can be a complex and difficult undertaking when the gender, culture, and social lines of the interview and participant are quite different.<sup>7</sup>

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<sup>6</sup> L.R Gay & peter Airasian *Op.cit.* p. 213

<sup>7</sup> Gay and Peter airasian. *Op.cit.* p 219-220.

## **G. Research Procedures**

The design of classroom action research used in this study is cyclical process, which consist of four steps adapted from Kurt Lewin as mentioned below.<sup>8</sup>

- 1) Planning the action
- 2) Implementing the action
- 3) Observing the action
- 4) Reflection

In this research the researcher would applied two cycles. Each cycle consists of two meetings. Each meeting consists of 80 minutes. So, there were four meetings during research process. Each cycle consist of four steps; planning, acting, observing, and reflecting.

### **First Cycle**

The first cycle the researcher would conduct for two meetings. Every meeting would do for eighty minutes. The researcher would observe all the activities in the classroom.

#### **1. First Meeting**

This meeting the researcher prepares all the needed in this meeting as below:

##### **a. Planning**

- 1) Making lesson plan.
- 2) Preparing all materials and instrument that were used in the activity of this cycle.

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<sup>8</sup> Iskandar, *Penelitian Tindakan Kelas* (Ciputat: Gaung Persada, 2009) p.28.

- 3) Preparing rubric scale for testing.
- 4) Preparing observation sheet for observers and notes for teacher.
- 5) Designing procedure of the teaching.
- 6) Preparing interview for the students.

b. Acting

- 1) Doing the pre-test to know the student skill.
- 2) Teacher activities students' background knowledge of Faith
- 3) Teacher explains the coverage and structure of the lesson, and steps of learning activities.
- 4) Teacher explicitly mentions target of the lesson for students to obtain.
- 5) Dividing the students in 8 groups, each group is 3-4 people, and total students are 30 person.
- 6) Giving learning material to students. The topic is Faith.
- 7) Giving limited discussions time for students is 30 minutes to speak the topic.
- 8) Teacher Orders the student to present theirs discussion result.

c. Observing

- 1) Discussion with the English teacher to observation planning.
- 2) Monitoring to content based instruction technique is done.
- 3) Making notes every activity and the different when the technique content based instruction using in learning process is done.

- 4) Discussion with the English Teacher about the weakness or the finding activity during observation is done.

d. Reflecting

- 1) Analyzing the finding during the observation is done.
- 2) Analyzing the weakness and the teacher progress that using content based instruction determines the follow up of activity.
- 3) Reflecting on content based instruction method is done.
- 4) Reflecting on the teacher learning activity.
- 5) Reflecting on the students learning activity.
- 6) Evaluating or interpreted the data gotten from the class and made any decisions for the next meeting.

**2. Second Meeting**

These meetings researcher expend to repair the problem in the meeting before;

a. Planning

- 1) Analyzing the reflection result in the first meeting and expend to repair to be done in the next meeting.
- 2) Preparing all material that will be needed in the teaching learning process, as: lesson plan, media and value criteria.
- 3) Encoding the problem on the learning process.
- 4) Designing the second preparing base on the first meeting.

b. Acting

- 1) Teacher activities students' background knowledge of Allah-the God.
- 2) Teacher explains the coverage and structure of the lesson, and steps of learning activities.
- 3) Then organizing the group of students in 8 groups, each group is 5 students by the same friend.
- 4) Giving the information about the topic before the students does speak. So, they can discussion with their friend about the topic.
- 5) Giving limited discussion time is 10 minutes for students to discuss the topic.
- 6) Collecting the students discussion result.
- 7) Teacher orders students to present theirs discussion result.
- 8) Teacher asks other students to give critic and suggestion from the presentation.

c. Observing

- 1) Monitoring the teaching learning by using content based instruction in teaching learning.
- 2) Recording the different is being.
- 3) Discussing the problem in process learning and giving solution.

d. Reflecting

- 1) Analyzing the weakness and progress when content based instruction is done to determine the next activity planning.

- 2) Reflecting of content based instruction method that using in learning process.
- 3) Reflecting of teaching activity and students learning result that using content based instruction.
- 4) Evaluating or interpreted the data gotten from the class and made any decisions for the next cycle.

### **Second Cycle**

This cycles the researcher evaluating all the activity in cycle before and repairing the problem. Conduct two meetings and every meeting has forty five minutes.

#### **1. Third Meeting**

##### **a. Planning**

- 1) Analyzing the reflection result in the first cycle and expend the third repairing to be done in the next meeting.
- 2) Preparing all material that will be needed in the teaching learning process, as; lesson plan, media, and value criteria.
- 3) Encoding the problem and progress on the learning process.
- 4) Designing the third preparing base on the first meeting.

##### **b. Acting**

- 1) Teacher activities students' background knowledge of the Angels.
- 2) Teacher explains the coverage and structure of the lesson, and steps of learning activities.
- 3) Teacher explains about topic "the Angels".

- 4) Ask the students to answers some question.
- 5) Teachers ask students to present their result of the questions.
- 6) Teacher asks the students to call the other friends to present the other result.
- 7) Teacher asks other students to give critic and suggestion from the presentation.
- 8) Teacher gives point from the students' presentation.

c. Observing

- 1) Monitoring the teaching by using the content based instruction in teaching learning.
- 2) Discussion the problem in process learning and giving solution.

d. Reflecting

- 1) Analyzing the weakness and progress when content based instruction is done to determine the next activity planning.
- 2) Reflecting of content based instruction that using in learning process.
- 3) Reflecting of teaching activity and students learning result that using content based instruction.
- 4) Evaluating or interpreting the data gotten from the class and made any decisions for the next meeting.



## 2. Fourth Meeting

### a. Planning

- 1) Analyzing the reflection result in the first cycle and expand the third repairing to be done in the next meeting.
- 2) Preparing all material that will be needed in the teaching learning process, as; lesson plan, media and value criteria.
- 3) Encoding the problem and progress on the learning process.
- 4) Designing the third preparing base on the first meeting.

### b. Acting

- 1) Teacher activities students' background knowledge of the Angels.
- 2) Teacher explains the coverage and structure of the lesson, and steps of learning activities.
- 3) Teachers explain about topic "Books of Allah".
- 4) Ask the students to answers some question.
- 5) Teachers ask students to present their result of the questions.
- 6) Teacher asks the students to call the other friends to present the other result.
- 7) Teacher asks other students to give critic and suggestion from the presentation.
- 8) Teacher gives point from the student's presentation.

### c. Observing

- 1) Monitoring the teaching learning by using the content based instruction in teaching learning.

- 2) Recording the different is being.
  - 3) Discussing the problem in process learning and giving solution.
- d. Reflecting
- 1) Analyzing the weakness and progress when content based instruction is done to determine the next activity planning.
  - 2) Reflecting of brainstorming technique that using in learning process.
  - 3) Reflecting of teaching activity and students learning result that using content based instruction method.
  - 4) Evaluating or interpreted the data gotten from the class and made any decisions for the next meeting.

#### **H. Technique of Data Analysis**

The collected data must be summarized and be interpreted to help teacher made decisions about the practice. The process of data analysis involved making sense out of text and image data. According to Creswell, it involves preparing the data analysis conducting different analysis, moving deeper into understanding the data, representing the data, and making and interpretation of the larger meaning of the data.<sup>9</sup>

Primarily, researcher analyzed quantitative data by computing the score of students' speaking skill which were found by test. The formulation is in following:

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<sup>9</sup> John W. Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* (USA: Sage Publication, 2003) p. 190.

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

Where:

X : the mean of the students

$\sum x$  : the total scores

N : the students' size

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

$$p = \frac{x}{y} \times 100\%$$

P : percentage

X : mean score

Y : ideal mean score

Finally, researcher summarized qualitative data by six steps as suggested by Creswell as in the following.<sup>10</sup>

Step 1: organized and prepared the data for analysis. This involved transcribing observation, scanning material, typing up field notes, or sorting and arranging the data into different type depending on the source of information.

Step 2: read through all the data. This way done by obtaining a general sense of the information, and reflecting on its overall meaning.

Step 3: began detailed analysis with a coding process it was organizing material into "chunks" before bringing meaning to those chunks. It involved

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<sup>10</sup> *Ibid*, p. 191-194.

taking text data into categories, and labeling those with a term (a term based in the actual language of the participant).

Step 4: used the coding process to generate a description of the setting or people as well as categories or analysis. Description involved a detailed rendering of information about the notes. Then, researcher used this to generate themes or categories. Beyond identifying the themes during the coding, researcher built additional layers of complex analysis.

Step 5: advanced how the description and themes were represented in the qualitative narrative. This might be discussion that mentions a chronology of events, the detailed discussion of several themes or inter-connecting themes. Researcher used visuals or figure to convey descriptive information about participants in a table.

Step 6: made interpretation or meaning of the data. It was researcher's personal interpretation, meaning derived from a comparison of the findings with information gleaned from the literature.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter presented the setting of the research, action, the findings of the section and the discussion.

#### **A. Research Setting**

The place of the research was at SMA Negeri 2 Padangsidempuan. It is located on Merdeka Street no186. It is an national standard school with twenty four classes. There are two departments. Each class consists of about twenty five until thirty students. There are two language laboratories. There are sixty four teachers and staff in this school. There are seven English teachers in this school.

The English subject had two periods in a week for four hours of lesson. The subject of this research were the eleventh grade of SMA Negeri 2 Padangsidempuan. The research subjects were the students of class XI IPS-1. It consisted of thirty students. There were sixteen male and fourteen female. This class was chosen because the writer found the problems of speaking in this class. In doing the research, for the first cycle the students did not enthusiastic in teaching learning program because of new technique which brought confusion and complicated. For the second cycle, after redesigning a solution of the problem on their request, the students become active and interested in learning activity.

## **B. Research Findings**

In this chapter discussed about action and the findings of the action. The action discussed what the researcher was do when researcher was be doing in the place of the research without planning, acting, observing and reflecting. And then the researcher discussed the findings of the action in all the researcher activity

### **1. Action**

Researcher divided research action into two cycles. Each cycle consisted of four stages; namely plan, action, observation and reflection. Researcher here described the research steps in cycle and findings. Before doing the cycles, researcher gave pretest to the students to know their speaking skill.

#### **Cycle 1**

The first cycle was conducted for two meetings. Researcher observed all the activities in the classroom based on the observation, some students seemed to be interested in teachers' teaching technique. It could be seen by their enthusiasm interacting within learning activities. However, some students were still uninterested yet. It was caused by students' difficulty in producing and building up sentences in English and lack of vocabulary. Moreover, students were usual to use their mother tongue and using hand dominantly. So, researcher planned the activities for the first cycle as below.

## **First Meeting**

The first meeting was doing to know the students background knowledge. Researcher here described the research steps in meeting and findings for the meeting as below.

### **1. Planning**

In this stage, researcher planned and designed activities. Researcher's planning was in the following.

- a. Making lesson plan.
- b. Preparing all materials and instrument that were used in the activity of this cycle.
- c. Preparing rubric scale for testing.
- d. Preparing observation sheet for observers and notes for teacher.
- e. Designing procedure of the teaching.
- f. Preparing interview for the students.

### **2. Acting**

The first cycle was done in three meeting. Two meetings were for teaching activities and one meeting for interview to the students. The first meeting was done for understanding students about research importance and introducing the teaching technique.

- a. There teacher began the class by opening and continuously introducing the planned teaching activities students' background knowledge for the topic about faith.

- b. Teacher explained the coverage and structure of the lesson, and steps of learning activities.
  - c. Teacher divided students into seven groups.
  - d. Teacher giving learning material to students. The topic is Faith.
  - e. Teacher giving limited discussions time for students is 15 minutes to discuss the topic.
  - f. Teacher orders the students to present their discussion result. The other friends give critics and suggestion for the presentation.
  - g. Teacher given the students' score for their presentation.
3. Observing

Based on the observation result in first meeting could conclude that most of students didn't enthusiastic in teaching learning process, still made noisy in the class, students were not bravery in giving opinion, students were lack of interaction in group discussion.

4. Reflecting

Seeing the result of the observation the researcher realized that the results of activities that have been done were not so successful in solving the students' problem in speaking.

In the next learning, it was needed to overcome motivation of students to have pre-conversation using, more active in group discussion, more active in giving opinion. So, the learning activities more be better and more be active.



Based on the observation above, the result of students' speaking task still had low. That considered of the students' score. So, the conclusion in first meeting could be seen that more students did not understand how to speak a good sentence than students understand. The students' result study could be seen in the table below;

**Table 2 the result of first meeting**

No	Indicators	Mean score	Percentage	Total students
1.	Appropriateness	1.63	40.8%	30 students
2.	Adequacy vocabulary for purpose	1.66	41.6%	30 students
3.	Grammar accuracy	1.63	40.8%	30 students
4.	Intelligibility	1.66	41.6%	30 students
5.	Fluency	1.63	40.8%	30 students
6.	Relevancy and adequacy of content	1.63	40.8%	30 students

Based on the table above could conclude that skill of students in speaking still was low. The score description above explained that mean score of Appropriateness was 1.63, adequacy vocabulary for purpose was 1.66, grammar accuracy was 1.63 and intelligibility was 1.66, fluency was 1.63, relevancy and adequacy of content was 1.63. The mean score of first meeting was 9.87.

### **Second Meeting**

The second meeting was done to know the students background knowledge. Researcher here described the research steps in meeting and finding for the meeting as below.

### 1. Planning

In this stage, researcher planned and designed activities. Researcher's planning was in the following.

- a. Making lesson plan.
- b. Preparing all materials and instrument that were used in the activity of this cycle.
- c. Preparing rubric scale for testing.
- d. Preparing observation sheet for observers and notes for teacher.
- e. Designing procedure of the teaching.
- f. Preparing interview for the students.

### 2. Acting

The second meeting was done for teaching activities.

- a. Teacher began the class by asking their condition.
- b. Teacher activities students' background knowledge.
- c. Teacher explains the coverage and structure of the lesson, and steps of learning activities.
- d. Teacher divided students into seven groups.
- e. Teacher was given time for the students to discuss the topic.
- f. Teacher was collected the student's discussion result.

- g. Teacher was ordered students to present their discussion result.
- h. Teacher was asked other students to give critic and suggestion from the presentation. And then given the score from the presentation.

### 3. Observing

Observation was done during the teaching activities and interview to the students. Teacher used field notes and observers used indicator checklist to observe the teaching technique. Based on observation in indicator list of teacher procedures. Teacher explained the targeted language context explained the intended text criteria to be produced and gave props and documents, tasked students to prepare performance, and tasked students to execute performance in the class and evaluated directly. However, the arranged formation was too narrow each other for interacting.

**Table 3 the observation in the first cycle.**

No	Indicators	Problems
1.	Appropriateness	Unable to function many sentences in the speak English; sometime they did not know the conversation.
2.	Adequacy vocabulary for purpose	They were having lack of vocabulary for purpose.
3.	Grammar accuracy	They unable to function grammatical in the spoken language.
4.	Intelligibility	They were have Pronunciation problems, constant rhythm, and intonation

5.	Fluency	Utterances halting, because of vary low pronunciation.
6.	Relevance and adequacy of content	Response irrelevant to the task set in the speaking English.

#### 4. Reflecting

Because of there was still problem in speaking, teacher concluded to improve it in the next cycle. Researcher with co-teacher concluded that the second cycle had to re-plan the gotten problems in the next cycle. In the next learning, it was needed to overcome motivation of students to have pre-conversation using, minimize batakness using. Re-planning of the teaching activities in the first cycle which resolved in the second teaching activities is figured in the following table.

**Table 4 the first cycle problems and propose**

No	Indicators	Problems	Propose
1	Appropriateness	Unable to function many sentences in the speak English; sometime they did not know the conversation.	Teacher motivates students to practice many sentences in speaking English
2	Adequacy of vocabulary for purpose	They were having lack of vocabulary for purpose.	Teacher motivates them to use suitable word longer by using some conjunction or clauses.
3	Grammatical accuracy	They unable to function grammatical in the spoken language.	Teacher arranges grammatical accuracy when teaching activities.
4	Intelligibility	They were have Pronunciation problems, constant rhythm, and	Teacher motivates students to use optimally the instrument to help vocabulary enrichment including how to

		intonation	appropriate the word.
5	Fluency	Utterances halting, because of vary low pronunciation.	Teacher motivates them to practice in the speaking English
6	Relevance and Adequacy of content	Response irrelevant to the task set in the speaking English.	Teacher motivates them to learn more in speaking English.

Based on the observation above, the result of students' speaking task still had low. That considered of the students' score. So, the conclusion in first meeting could be seen that more students did not understand how to speak a good sentence than students understand. The students' result study could be seen in the table below;

**Table 5 the result of second meeting**

No	Indicators	Mean score	Percentage	Total students
1.	Appropriateness	2.00	50.0%	29 students
2.	Adequacy vocabulary for purpose	2.00	50.0%	29 students
3.	Grammar accuracy	1.97	49.1%	29 students
4.	Intelligibility	2.10	52.2%	29 students
5.	Fluency	1,86	46.5%	29 students
6.	Relevancy and adequacy of content	1.86	46.5%	29 students

Based on the table above could concluded that skill of students in speaking still low. The score description second meeting above explained that mean score of Appropriateness was 2.00, adequacy vocabulary for purpose was 2.00,

grammar accuracy was 1.97, intelligibility was 2.10, fluency was 1.86, and relevancy and adequacy of content was 1.86. The mean score of first meeting was 11.79.

## **Cycle 2**

The second cycle was conducted in two meetings. Two meetings were for teaching activities. Each meeting was done on two lessons, and each lessons about forty five minutes. Researcher observed all the activities in the classroom based on the observation, some students seemed to be interested in teachers' teaching technique and they were curious about teaching activities.

### **Third meeting**

Students' speaking skill was indicated improving for some. Even there had been found some difficulties; teacher had handled it by arranging the activities appropriately. As a result, students' problems were decreased. Researcher planned the activities for the third meeting as below.

#### **1. Planning**

In this stage, researcher planned and designed activities for teaching activity to solve the students' problem in speaking. Researcher's planning was in the following.

- a. Making lesson plan.
- b. Preparing all materials and instrument that were used in the activity of this cycle.
- c. Preparing rubric scale for testing.

- d. Preparing observation sheet for observers and notes for teacher.
- e. Designing procedure of the teaching.

## 2. Acting

The second cycle was done in two meetings. Researcher in developing students' speaking in the class XI IPS-1 needed extra time to prepare about the activity. As a result, the testing only was done in the execution of the teaching in the end of the cycle.

The first meeting was done for understanding students about research importance and introducing the teaching technique.

- a. Teacher was activated students' background knowledge of the topic about the angels.
- b. Teacher was explained the coverage and structure of the lesson, and steps of learning activities.
- c. Teacher was explained the topic.
- d. Teacher was asked them to answers some question.
- e. Teacher was asked them to present their result of the question. And asked other students to give critic and suggestion from the presentation.
- f. Teacher was given score from the students' presentation.

## 3. Observation

The students were being active in learning process and giving opinion. They could express their idea freely. The students were enthusiastic in teaching

learning process, still made noisy in the class, students were braver in giving opinion, and students were being active in doing an interaction in group discussion. Sometime in teaching learning process students used English language in group discussion.

#### 4. Reflection

Little perhaps of students still was low in the speaking activity. It was seen from the result of students' task and students' learning activity. But the students' speaking skill had improved; it was seen from the students' mean score in first until third meeting. That was explained in the table below;

**Table 6 the result of third meeting**

No	Indicators	Mean score	Percentage	Total students
1.	Appropriateness	2.33	58.3%	29 students
2.	Adequacy vocabulary for purpose	2.30	57.5%	29 students
3.	Grammar accuracy	2.36	59.1%	29 students
4.	Intelligibility	2.36	59.1%	29 students
5.	Fluency	2.40	60.0%	29 students
6.	Relevancy and adequacy of content	2.16	54.1%	29 students

Based on the table above could concluded that skill of students in speaking still low. The score description second meeting above explained that mean score of Appropriateness was 2.33, adequacy vocabulary for purpose was 2.30, grammar accuracy was 2.36, intelligibility was 2.36, fluency was 2.40, and



relevancy and adequacy of content was 2.16. The mean score of first meeting was 13.93.

#### **Fourth Meeting**

##### 1. Planning

In this stage, researcher planned and designed activities for teaching activity to solve the students' problem in speaking. Researcher's planning was in the following.

- a. Making lesson plan.
- b. Preparing all materials and instrument that were used in the activity of this cycle.
- c. Preparing rubric scale for testing.
- d. Preparing observation sheet for observers and notes for teacher.
- e. Designing procedure of the teaching.

##### 2. Acting

The second meeting was done for understanding students about research importance and introducing the teaching technique.

- a. Teacher was activated students' background knowledge of the topic.
- b. Teacher was explained the coverage and structure of the lesson, and steps of learning activities.
- c. Teacher was explained about the topic.
- d. Teacher was asked the students to answers some question.

##### 3. Observing

Observation was done during the teaching activities. Teacher use field notes and observers used indicator checklist to observe the teaching technique. Based on observation in indicator list of teaching procedures, teaching explained the targeted language context explained the intended text criteria to be produced and gave props and documents, tasked students to prepare the presentation, and tasked students to execute performance in the class and evaluated directly. Teacher aspect had depicted well done during the teaching.

#### 4. Reflecting

Based on the observation sheet, the teacher ability in taught speaking by using content based instruction was done well. The teacher was able to keep the successful action in the cycle 1 to the cycle 2.

The students were more active in the group setting, they did the task cooperatively. Having checked the students speaking test, researcher found that the students' scores shown improvement. Based on field notes, the teacher ability in taught speaking by using content based instruction was done well. The teacher enhanced the teaching quality in this cycle. Teacher had controlled additional problems. As a result, the activities in the second cycle had improved students' speaking.

Test score had show the students' speaking score in each cycle. Based on the result, there had been found improvement on students' speaking skill in the first cycle to the second cycle. By using content based instruction, students' speaking

skill improved. The information of the students' improvements could be seen from the tables below;

**Table 7 the result of fourth meeting**

No	Indicators	Mean score	Percentage	Total students
1.	Appropriateness	2.80	70.0%	29 students
2.	Adequacy vocabulary for purpose	2.86	71.6%	29 students
3.	Grammar accuracy	2.80	70.0%	29 students
4.	Intelligibility	2.80	70.0%	29 students
5.	Fluency	2.70	67.5%	29 students
6.	Relevancy and adequacy of content	2.80	70.0%	29 students

Based on the table above could concluded that skill of students in speaking still low. The score description second meeting above explained that mean score of Appropriateness was 2.80, adequacy vocabulary for purpose was 2.86, grammar accuracy was 2.80, intelligibility was 2.80, fluency was 2.70, and relevancy and adequacy of content was 2.80. The mean score of first meeting was 16.76.

## **2. Findings of the Action**

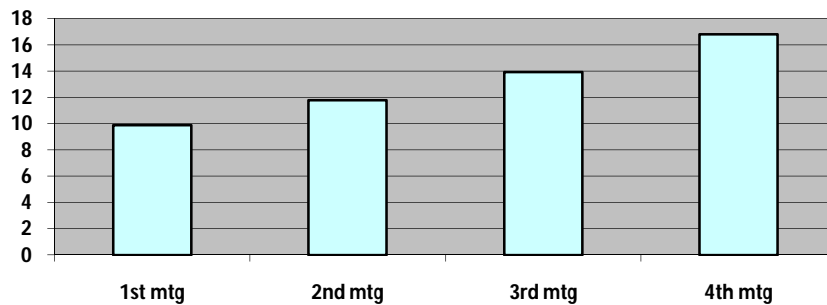
Based on the action above the result of the students' speaking skill through teaching religion by using content based instruction could improve. It was seen from the students' complete study in first cycle or first meeting up to second cycle or fourth meeting. Could be explaining in table below;

**Table 8****The Improvement of Students Mean in first meeting up to 4<sup>th</sup> Meeting**

<b>Cycle</b>	<b>Meeting</b>	<b>Mean score</b>	<b>The percentage of students that complete study</b>
Cycle 1	1 <sup>st</sup> meeting	9.87	41.1 %
	2 <sup>nd</sup> meeting	11.79	47.5%
Cycle 2	3 <sup>rd</sup> meeting	13.93	58.0%
	4 <sup>th</sup> meeting	16.76	69.8%

Based on the data analysis, it could be concluded that all of the students got improvement on their point and mean. There was high improvement in mean score and the students' completeness study. In first meeting students mean was 9.87 (41.1%). The second meeting students mean was 11.79 (47.5%). The third meeting mean was 13.93 (58.0%). The fourth meeting students mean was 16.76 (69.8%). So, the content based instruction method helps students in speaking activities.

Based on the data analysis, it could be concluded that mean score of students always improve in every meeting. It was seen from the improvement mean score in first meeting up to second meeting was 9.87 (41.1%) improved to 11.79 (47.5%), In third meeting 13.93 (58.0%) improved to 16.76 (69.8%) . So, the result could be seen as the chart below;



**Figure 3: The chart of students score in 1<sup>st</sup> cycle up to 2<sup>nd</sup> cycle**

In addition, improvement of students' mean score is also figured out in the following table:

**Table 9 students' mean score in all cycles.**

Cycle	Total score	Mean score	Ideal mean score	%
1	319	11	24	45.5
Total students	30			
2	461	16	24	63.4
Total students	30			

After doing teaching activity in the first cycle shown students' speaking skill improved becoming 45.5 %. It had been found that interactive speaking in learning created students' adequate response to the task and confidently expressed ideas based on their background knowledge of the teaching religion even there were any difficulties occurred. Continuously to get evidential of the learning based on the students' agreement to execute. There had been found

students' speaking skill improved higher than before to become 63.4%. There had 17.9% improvement for mean score of students' speaking skill. Thus, researcher depicted that teaching activity had improved students' speaking skill.

**Table 10 Comparison score of cycle 1 and cycle 2.**

Criteria	Percentage in the cycle 1	Problem	Resolution	Percentage in the cycle 2
Appropriateness	45.3%	Unable to function many sentences in the speak English; sometime they did not know the conversation.	Teacher had motivated students to practice many sentences in speaking English	64.2%
Adequacy of vocabulary for purpose	45.8%	They were having lack of vocabulary for purpose.	Teacher had motivated them to use suitable word longer by using some conjunction or clauses.	64.6%
Grammatical accuracy	45.3%	They unable to function grammatical in the spoken language.	Teacher had arranged grammatical accuracy when teaching activities.	64.6%
Intelligibility	47.0%	They were have Pronunciation problems, constant rhythm, and intonation	Teacher had motivated students to use optimally the instrument to help vocabulary enrichment including how	64,6%

			to appropriate the word.	
Fluency	63.6%	Utterances halting, because of vary low pronunciation.	Teacher had motivated them to practice in the speaking English	63.8%
Relevance and Adequacy of content	43.6%	Response irrelevant to the task set in the speaking English.	Teacher had motivated them to learn more in speaking English.	62.0%

The table above was described about the comparison score of cycle 1 and cycle 2, the problems and resolution to the problems. All of the activity had been researched by researcher and co-teacher.

Based on test and observation of field notes findings on students' speaking skill in the first cycle generally it had been pointed out that appropriateness of students' speaking skill got 45.3 %. Most of students signed of developing attempts at responses to role and setting. Responding can be seen by their hands' help (body language) to get their speaking flow appropriately. Emotion and attitude to imitate the official culture as the real life have created students understanding in the interaction. Further, students felt the given environment had been responded by understanding it particularly by social culture in real life.

Appropriateness of students' speaking skill in the second cycle generally it had been pointed out the students' scores were highly was observing 64.2%. This had been attempted by motivated students moreover to have understanding with the social attitude in the learning environment. Based on the students view, the

given task had brought them to the real teaching activity even it was only learning environment. As a result, their speaking almost was not misconnected to the given social behavior of real life such formal language use and politeness.

Adequacies of vocabulary for purpose of students' speaking skill were 45.8%. It was observed by their limited vocabulary. They used necessary words to express simple elementary needs. The most lexical words were uttered in which students built adequate phrases. There had been students' difficulty in searching adequate words even some of them confessed simulated prompts and document.

Adequacies of vocabulary for purpose of students' speaking skill in the second cycle were found highly increased to become 64.6%. It had been searched that this improvement is based on students' view; the used instrument helped those expanded adequate words. As a result, their speaking skill produced adequate vocabulary of the used word for the task.

Grammatical accuracies of students' speaking skill were 45.3%. It was observed by most of students were unable to function in the spoken language; almost grammatical patterns inaccurate except some logical words formed by phrases. However, conversation which was built between peer become understandable among them. Further students were difficult to build sentences because of pattern confusion and tenses rules.

Grammatical accuracies of students' speaking skill in the second cycle were also improved in the 64.6%. This improvement was teachers' controls while



students executed the teaching activity. Mistakes were changed soon in the time of speaking. Eventually it was hard; the improvement in the second cycle was really countable. Students regarded building sentence had the unsolved of their speaking problem. However, teacher's help while moving around had decreased difficulty to construct utterances grammatically for several serious inaccuracies.

Intelligibilities of students' speaking skill were 47.0%. It was observed by rhythm, intonation and pronunciation required concentrated listening but only occasional misunderstanding was caused or repetition required. Students' sounds are very audible which helped their receiver understand carefully. Even students' produced pronunciations were understood by listening concentrated, some of students said pronunciation problems were derived by un-frequent of repetition.

Intelligibilities of students' speaking skill in the second cycle were 64.6%. The students' speaking skills were identified by clear articulation even the local accent might occur frequently while using the difficult word to pronounce. However the improvement was so proud able. Based on students' view, they had helped to pronunciation some un-usual words while teacher moving around. As a result, articulations were reasonably comprehensive by local accent.

Fluencies of students' speaking skill were 43.6%. Utterances generally were hesitant and often incomplete. Most of students had disjointed sentences and restricted in length, slower caused by word searching. Halting and fragmentary were frequently occurred while producing some difficult words to pronunciation. The students presumed it happened caused by avoiding wrong pattern of the

sentences produced. Some students felt something blocked their mouth as a result heavily to speak.

Fluencies of students' speaking skill in the second cycle were 63.8%. It was interesting to find out that the improvement originated from peer help and necessary instrument. Cooperation which was built in the second cycle had been more applicable than before. Students' fluency becomes coherence, understandable speed, and mostly using fillers in their speech. Even there had been found hesitance to produce sound, students through that the instrument in simulated room offered direct pointed toward the intended object. As a result, students speaking were directed to success in their age level.

Relevancies and adequacies of content of students' speaking skill were 43.6%. It was found most of students responded for the most part relevant to the task set, through there might be some gaps or redundancy. Over all, students used adequate sentences to the task. Students argued their produced speaking had switched and possibly understood by teacher's explanation about the function to be active.

Relevancies and adequacies of content of students' speaking skill in the second cycle were really improved which shown 62.0%. Their speaking was interestingly relevant and mostly adequate to the task set. Teacher pointed out it was proven by their taking a part in the planning and designing the lesson mutually with teacher. They knew what they needed and what to express thing as their idea in the real-life environment which derived in the activity. Based on

students' perception further, they had speaking enjoyable to be practiced in which elements of the frame word teaching activity environment had been well-known primarily. As a result, the speaking skill had reached to the better one in the case of speaking content.

The percentage of students' speaking skill in each criteria based on their gotten score is shown in the following table.

**Table 8 Students' speaking skill.**

No	Criteria	Cycle 1		Cycle 2	
		Score	%	score	%
1.	Appropriateness	107	45.3	154	64.2
2.	Adequacy of vocabulary for purpose	108	45.8	155	64.6
3.	Grammatical accuracy	107	45.3	155	64.6
4.	Intelligibility	111	47.0	155	64.6
5.	Fluency	103	43.6	153	63.8
6.	Relevance and adequacy of content	103	43.6	149	62.0

Students' speaking skill in the appropriateness shows 18.9% improvement, adequacy of vocabulary for purpose 18.8 %, grammar accuracy 19.3 %, intelligibility 17.6%, fluency 20.2% and finally relevancy and adequacy of content 18.4%. It can be figured out that the highest improvement goes to the students' fluency and the least improvement comes from the student's intelligibility. Whether it is low, it has been found students' improvement than previous skill in speaking.

## **C. Discussion of the Research Findings**

It is discussed about students' score and the factor teaching achievement. It can be seen in the following explanation:

### **1. Students Score**

The research findings had shown students' speaking skill well improved. It can be proven by students' mean score percentage increased from 45.5% to 63.4%. Further, in each criterion, students' speaking skill also indicated the improvement.

Based on result, it had been found the improvement of students' speaking skill that is significant and evidential. The highest improvement is found in the case

On students' fluency of students' speaking skill in which students improved 20.2%. Some students felt something blocked their mouth as a result heavily to speak.

The second range of the improvement percentage had found in the case of grammatical accuracy, in which there had been 19.3%. This improvement was teacher controls while students executed the teaching activity. Mistakes were changed soon in the time of speaking.

The improvement percentage had also dealt with students' appropriateness in which had been improved by 18.9%. This had been attempted by motivated students moreover to have understanding with the social attitude in the learning

environment. As a result, their speaking almost was not misconnected to the given social behavior of real life such formal language use and politeness.

The next improvement which shows 18.8% is the adequacy of vocabulary for purpose. It had been searched that this improvement is based on students' view; the used instrument helped those expanded adequate words. As a result, their speaking skill produced adequate vocabulary of the used word for the task.

Relevance and adequacy of content also had been found in the 18.4% improvement. Their speaking was interestingly relevant and mostly adequate to the task set. Teacher pointed out it was proven by their taking a part in the planning and designing the lesson mutually with teacher.

The lowest improvement is found in the intelligibility of students' speaking skill. Nonetheless, becoming improved better than before needs students' effort before and while teaching activity. Intelligibility improved 17.6% it is found that the interaction of students face to face with each role and made students being confidence to say utterances.

## **2. Factor Teaching Achievement**

Based on result, the students' factor teaching achievement had been found the improvement. In each criterion, students speaking skill also indicated the improvement. The highest improvement is found in the case on students' fluency of students' speaking skill. It was interesting to find out that the improvement originated from peer help and necessary instrument.

The second range of the improvement had found in the case of grammatical accuracy. Students' grammatical accuracy had shown their skill using English sentence in the way of structures and patterns. Students were able to have longer utterances even in slow speed. The improvement thing that must be sounded is their actual improvement to have speech coherence.

The next improvement had also dealt with students' appropriateness. This had been found that students' interaction had almost no error of social understanding. The learning environment was built with high understanding of function and attitude.

The next improvement is the adequacy of vocabulary for purpose. This had been observed and had been found that the used tools, and learning instruments had enriched students' vocabulary. Students expanded utterances with their helps.

Relevance and adequacy of content also had been found improvement. Students had been found using adequate response to the task set. It reflects their own total speech content to respond any utterances while interacting in one of real-life experience.

The lowest improvement is found in the intelligibility of students' speaking skill. This improvement approved interactional behavior. Those improvement had been directed to the students' proficiency which characterized by ability to communicate minimally with learned material. The improvement also had reached the goal of teacher in teaching speaking; communicative efficiency.

Students were able to understand themselves, to try avoiding confusion of grammar and pronunciation faulty and to observe the social rules in the given activity.

#### **D. Limitation of the research**

The research used human instrument in the English learning. Observation of researcher and students' speaking skill were done by researcher herself and a co-teacher. While speaking skill was taken by oral presentation with any subjective in assessment. Entire classroom was observed holistically including the teaching procedures. The monitored activities of students in the classroom are presented as the real situation at the research time.

Students' invisible extrinsic motivation inside the classroom and prior knowledge of students were not controlled sort of self preparation, self learning at home, discussion outside of the classroom, school graduation and their own passion in English. It may caused by students living diversities. Hopefully, by this restrictiveness researcher expected other researcher to continue the invention expansively hence forward.

## CHAPTER V

### CONCLUTION AND SUGESTION

#### A. Conclusion

Based on the result of the classroom action research. It is concluded the teaching activity improved students' speaking skill at grade XI IPS-1 SMA N 2 Padangsidimpuan is 17.9%. It based on the mean score in which students' speaking skill in cycle 1 was 45.5% and become 63.4% in cycle 2.

Improvement of students' speaking skill in the criteria is significantly countable. Students' speaking skill in the appropriateness shows 18.9% improvement, adequacy of vocabulary for purpose 18.8 %, grammar accuracy 19.3 %, intelligibility 17.6%, fluency 20.2%, finally relevancy and adequacy of content 18.4%. It can be figured out that the highest improvement goes to the students' fluency and the least improvement comes from the student's intelligibility.

#### B. Suggestions

Based on the conclusion and implication of thus research that have mentioned above. The writer wants to give some suggestion as follows;

1. To English teachers were hoped that especially in English teaching learning process should use English to explain or to teach English subject to the students surrounding school area.
2. The students of XI IPS SMA 2 Padangsidimpuan should have to do practice in English as much with their classmate or maybe with their English teacher.



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