THE EFFECTIVENESS OF COMMUNICATIVE LANGUAGE TEACHING METHOD ON STUDENTS' SPEAKING ABILITY AT THE ELEVENTH GRADE OF MAS AN-NUR PADANGSIDIMPUAN

A THESIS

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

Written By:

DESLIANA SARI
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TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2021

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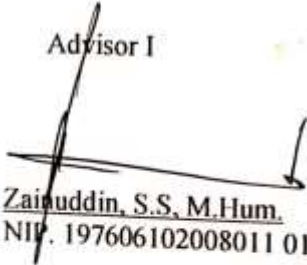Education Scholar (S.Pd) in English Program

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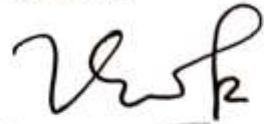**DESLIANA SARI**
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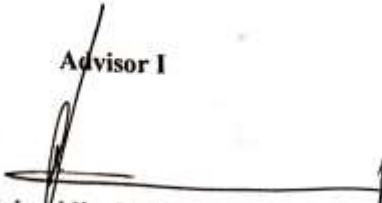In-

Padangsidimpuan

Assalamu 'alaikum wr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to **Desliana Sari**, entitled **"The Effectiveness of Communicative Language Teaching Method on Students' Speaking Ability at The Eleventh Grade of MAS An-Nur Padangsidimpuan"**. We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.
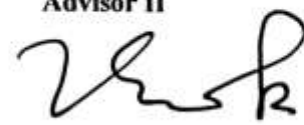
Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

Wassalam 'alaikumwr.wb.

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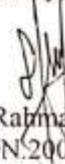The Signed

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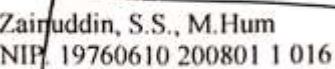
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ABTRACT

This study intended to investigate the effect of Communicative Language Teaching Method on Students' Speaking Ability at The Eleventh Grade of MAS An-Nur Padangsidimpuan. The problems faced by students in speaking were: 1) Students were lack of practices, participation and motivation when speaking learning activity was ongoing, 2) Students were afraid of making mistakes when speaking English.

This study had three formulations of the problem, they were how the students' ability in speaking English before learning by using Communicative Language Teaching method is, how the students' ability in speaking English after learning by using Communicative Language Teaching method is, and whether there was any significant effect of Communicative Language Teaching method on students' speaking ability at the eleventh grade of MAS An-Nur Padangsidimpuan. The purposes of this study were to describe the students' ability in speaking English before learning by using Communicative Language Teaching method, to describe the students' ability in speaking English after learning by using Communicative Language Teaching method and to examine whether there was significant effect of communicative language teaching method on students' speaking ability at the eleventh grade of MAS An-Nur Padangsidimpuan.

This study used experimental quantitative method with pre-test and post-test design. The population was all of the students at the eleventh grade of MAS An-Nur Padangsidimpuan. The samples were XI-1 grade as experimental class consisted of 16 students and XI-2 grade as control class consisted of 17 students. The data were collected through pre-test and post-test in speaking test and analyzed by using T-test formula.

The result of this study showed that the mean score of experimental class was higher than the mean score of control class after learning by using communicative language teaching method. The mean score of experimental class in pre-test was 56,18 and the mean score of control class in pre-test was 51,18. Moreover, the mean score of experimental class in post-test was 79,94 and the mean score of control class in post-test was 73,82. In addition, after doing T-test, this study found that $t_{count} > t_{table}$ (2,25> 2,04). Therefore, alternative hypothesis (H_a) of this study was accepted, null hypothesis (H_0) was rejected. It can be concluded that there was effect of communicative language teaching method on students speaking ability at the eleventh grade of MAS An-Nur Padangsidimpuan.

Key words: *Communicative Language Teaching Method, Speaking Ability*

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Title of Thesis	: **Pengaruh Metode Communicative Language Teaching terhadap Kemampuan Berbicara Siswa di Kelas 11 MAS An-Nur Padangsidimpuan.**

ABSTRAK

Penelitian ini fokus pada pengaruh dari metode Communicative Language Teaching terhadap kemampuan berbicara bahasa Inggris siswa di kelas 11 MAS An-Nur Padangsidimpuan. Ada beberapa masalah yang dihadapi siswa dalam berbicara bahasa Inggris diantaranya: 1) Siswa kurang dalam mempraktikkan, berpartisipasi dan motivasi ketika pembelajaran berbicara bahasa Inggris sedang berlangsung, 2) Siswa takut membuat kesalahan dalam berbicara bahasa Inggris.

Ada tiga rumusan masalah dalam penelitian ini, yaitu bagaimana kemampuan berbicara bahasa Inggris siswa sebelum menggunakan metode communicative language teaching, bagaimana kemampuan berbicara bahasa Inggris siswa sesudah menggunakan metode communicative language teaching, dan apakah ada pengaruh yang signifikan dalam penggunaan metode communicative language teaching terhadap kemampuan berbicara bahasa Inggris siswa kelas 11 MAS An-Nur Padangsidimpuan. Penelitian ini bertujuan untuk menggambarkan kemampuan berbicara bahasa Inggris sebelum belajar menggunakan metode communicative language teaching, menggambarkan kemampuan berbicara bahasa Inggris sesudah belajar menggunakan metode communicative language teaching dan untuk menguji apakah ada pengaruh yang signifikan metode communicative language teaching terhadap kemampuan berbicara bahasa Inggris siswa kelas 11 MAS An-Nur Padangsidimpuan.

Penelitian ini menggunakan metode kuantitatif ekperimen dengan desain pre-test dan post-test. Populasinya dalah keseluruhan murid kelas 11 MAS An-Nur Padangsidimpuan. Sampelnya adalah kelas XI-1 sebagai kelas eksperimen yang terdiri dari 16 siswa dan XI-2 sebagai kelas control yang terdiri dari 10 siswa. Data dikumpulkan melalui pre-test dan post-test dalam bentuk soal speaking dan danalisis menggunakan rumus T-test.
Hasil penelitian menunjukkan bahwa hasil rata-rata skor kelas eksperimen lebih tinggi daripada kelas control sesudah menggunakan metode communicative language teaching. Rata-rata skor dari kelas eksperimen di pre-test adalah 56,18 dan skor rata-rata di kelas control di pre-test adalah 51,18 dan skor rata-rata kelas eksperimen di post-test adalah 79,94 dan skor rata-rata kelas control di post-test 73,82. Selain itu, setelah dilakukan uji-t ditemukan bahwa $t_{hitung} > t_{tabel}$ (2,25>2,04). Oleh karena itu, hipotesis alternatif (H_a) dari penelitian ini diterima dan hipotesis nol (H_0) ditolak. Dapat disimpulkan bahwa ada pengaruh dari metode communicative language teaching terhadap kemampuan berbicara bahasa inggris siswa kelas 11 MAS An-Nur Padangsidimpuan.

Kata kunci: Metode Communicative Language Teaching, Kemampuan Berbicara

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ
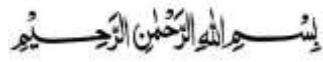
First of all, let the researcher says a lot of praise and Alhamdulillah to Allah SWT, as the best Creator of everything in the world, and as the most Merciful who has given to the researcher the health, time, knowledge, chance and spirit so the researcher can accomplish her thesis entitled "The Effectiveness of Communicative Language Teaching Method on Students' Speaking Ability at The Eleventh Grade of An-Nur Boarding School Panyanggar Padangsidimpuan". The Second, shalawat and salaam upon to the prophet Muhammad SAW that had guided the human beings from **the dark era to the bright era.**

In finishing this thesis, the researcher faced many troubles and difficulties. It is a pleasure to acknowledge the help and contribution to all of lecturers, institution, family and friends who have contributed in different ways hence this thesis is processed until it becomes a complete writing. I got a lot of guidance, inspiration and motivation during writing this thesis. Although, in this opportunity I would like to express my deepest gratitude to the following people:

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Nothing in the world is perfect, the researcher realizes that there are still many shortcomings in this thesis. Therefore, the researcher would be very grateful for correction to improve this thesis. Comments and criticism are also expected from all the readers of this thesis.

Padangsidimpuan, 21 September 2021
Researcher

DESLIANA SARI
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CHAPTER I

INTRODUCTION

A. Background of The Problem

Speaking ability is a skill needed in language learning. It is a mean of someone to express their opinions, feelings, ideas or information to a person orally either face to face or from a distance. According to Scott, speaking is so much part of daily life that we take it for granted.1 Speaking is one of conveying ideas and being an effective means of sharing knowledge between groups and individuals.

Speaking is the expression of the speakers. Through speaking, the speaker is actually expressing a picture of speaker self. Speaking is also a dynamic in the sense that it involves the speaker's aim to the events around him/her to the listener, or to a particular object. When talking to the interlecutor, the speaker usually talks about something related to speaker own life. So, speaker generally use speaking to express point of view or mean of sharing knowledge to interlecutors.

Speaking is the most crucial skill in learning foreign or second language learning.2 Speaking skill is the most essential skill for learners who want to enhance their career, improve business, build confidence level, get better job

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[1] Scott Thornbury, "How to Teach Speaking" (New York: Pearson Longman, 2002), p.1, http://z-lib.org.
[2] Rao Parupalli Srinivas, "The Importance of Speaking Skills in English Classrooms," *Alford Council of International English & Literature Journal(ACIELJ)* 2, no. July (2019): p.9, https://www.researchgate.net/publication/334283040.

opportunities, make public speeches, attend interview, and participate on debates or group discussion and so on.

Therefore, in this present modern world everything is linked with speaking skill. Speaking skill plays vital role which depends on the way how people communicate with others. One who can master English well can be considered to be able to conquer the world. Having good communication skill is the ability to get better employment opportunities. Moreover, people cannot achieve their aims and their goals without having proper knowledge to communicate or speak.

Hence, speaking skill is the most crucial skill to study in second or foreign language learning. Among the four basic skill, speaking seems to be difficult because the speakers have to produce sentences in short time. It is quite difficult for foreign or second language learners to produce sentences without learning grammatical structures and having proper knowledge of adequate vocabulary.

Likewise, students face a lot of problems in mastering speaking skill. According to Juni Bayu, the lack of practice can be main cause of students' failure in mastering speaking English skill. Besides, the very limited time is also considered to support the failure of students' speaking ability since English lesson at higher school is usually held two hours per week.[3] Higher school applies the integrated teaching of English consisting speaking, listening, reading and writing. In fact, the proportion of speaking skill is very limited because it is combined with three other skills. In addition, Parupalli states that most English foreign language

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[3] Juni Bayu Saputra, "Communicative Language Teaching : Changing Students ' Speaking Skill," *Premise Journal* 4, no. 1 (2015): p.2, https://www.scholar.google.co.id.

teachers have been continuing their teaching of speaking skill by memorizing of dialogues or repetition of drills.[4] These are some reasons that support the students' failure in speaking skill.

Based on the explanation above, many solutions are given to overcome the problems. Juni Bayu contributes that since time in teaching speaking is very limited, English teachers are expected to be able to make use the available time more effectively and efficiently by applying a certain strategy or method that can involve all students more active in joining the speaking class.[5] Besides, Parupalli mentions that English language learners also should understand the importance of speaking skills and try to acquire them as they need them to compete in this competitive world.[6] It can be inferred that teacher and learner should cooperate to lessen problems that generally arise in speaking skill learning.

Based on pre-research at MAS An-Nur Padangsidimpuan, on 26th October 2020 in which the interview was held by asking the English teacher of the school some questions. In this interview, the teacher admitted that :

> The students' speaking ability at the eleventh grade is low. Students are unable to speak the simple sentence in English for example "I don't happy" supposedly"I am happy". The lack of practice is the main cause of students' failure in mastering speaking English skill. Besides, the very limited time is also considered to support the failure of students' speaking ability since English lesson at higher school is usually held two hours per week. Moreover, the teacher said that the students are lack of motivation. When speaking class is ongoing, several students seem not to have a great desire to learn. Many prepared practices are not welcomed by students and are even reluctant to put them into practice. Students are lack of attention on participating speaking

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[4] Rao Parupalli Srinivas, "The Importance of Speaking Skills in English Classrooms," p.8.
[5] Saputra, "Communicative Language Teaching : Changing Students ' Speaking Skill," p.3.
[6] Rao Parupalli Srinivas, "The Importance of Speaking Skills in English Classrooms," p.9.

activities prepared by teacher with certain approach applied when teaching speaking is ongoing in the classroom. [7]

When teaching speaking is ongoing, some students are buzy to make joke and talk with friends. It seems that students are uninterested in method implemented in teaching speaking.[8] So, teachers must have a good method to motivate their students and they are able to realize that speaking English learning is definitely needed in daily life.

Problem on speaking also comes from several students who are afraid of making mistakes when speaking English and laughed by their friends.[9] This case make students seldom practice their English in their interaction especially in the classroom and daily activities.[10] As a result of that case, the students are unable to speak English fluently. Therefore, it will be one of aspect that reduce opportunity of speaking skill development.

There are some methods suggested by experts to make speaking learning easy. One of them is Communicative Language Teaching (CLT). This method refers to both processes and goals in classroom learning. Finocchiaro and Brumfit stated that communicative language teaching method is effective in teaching speaking.[11] Mekhafi and Ramani in Zakariya conducted a research to investigate English Foreign Language (EFL) teachers' attitudes towards using the communicative language teaching of English in EFL context. From the result of

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[7] Pasaribu, "Private Interview to The English Teacher of An-Nur Boarding School."

[8] Rani Royani et al., "The Effect of CLT Method on Students' Speaking Skill at The Second Grade of MTSN 1 Kolaka" 2, no. 2 (2017): p.244, www.researchgate.net.

[9] Royani et al., "The Effect of CLT Method on Students' Speaking Skill at The Second Grade of MTSN 1 Kolaka," p.244.

[10] Pasaribu, "Private Interview to The English Teacher of An-Nur Boarding School."

[11] J.C & Rodgers Richards, *Approaches and Methods in Language Teaching* (United Kingdom: Cambridge University Press, 2001), p.231.

study, it was found that 58 percent of them agreed that communicative language teaching produces fluency and accuracy.[12] Besides, Communicative Language Teaching (CLT) builds teacher-students interactive relationship. CLT provides students chances to be aware about their abilities and exhibit them.[13] Students can learn the target language with enjoyable way.

Communicative Language Teaching is an method underlines that students need to perform a language more often and produce performance of language without teacher interference in correcting grammatical error. According to Brown, communicative language teaching focuses on real-world contexts. Students in communicative class ultimately have to use the language, productively, and receptively in unhearsed contexts outside the classroom. Classroom tasks must therefore equip students with the skills necessary for communication in those contexts.[14] It may be concluded that students have chances to communicate each other in their interaction in classroom or outside communicative class about real world context of students.

Students in a CLT class are active participants in their own learning process. Students are given opportunities to focus on their own learning process through raising their awareness of their own style of learning (strengths, weaknesses, preferences) and through the development of appropriate strategies for production and comprehension. Such awareness and action will help to

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[12] Royani et al., "The Effect of CLT Method on Students' Speaking Skill at The Second Grade of MTSN 1 Kolaka," p.245.

[13] Diane Larsen- Freeman, *Techniques and Principles in Language Teaching by*, Second Edi (New York: Oxport University Press, 2000), p.134.

[14] H. Doughlas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, Third Edit (New York: Pearson Longman, 2007), p.45.

develop autonomous learners capable of continuing to learn the language beyond the classroom and the course.[15] This method allows students to communicate each other and reduces students weaknesses of making mistake when they are speaking. They may express their feeling, thought, idea or information in oral communication about their real world or social context.

An effective knowledge of a language is more than merely knowing vocabulary and rules of grammar and pronunciation. Learners need to be able to use the language in any social context. Communicative language teaching starts from a theory of language as communication. The goal of language teaching is to develop communicative competence.

In fact, there are some problems that make students seldom speak English on their interaction of learning and they are afraid of making mistake when speaking activity ongoing. Therefore, this research wants to investigate a significant effect of communicative language teaching method on speaking ability at the eleventh grade students of MAS An-Nur Padangsidimpuan.

B. Identification of The Problem

Based on the preliminary study, this research found that there are some problems in speaking class as follows:

1. Students were lack of participation in speaking activities prepared by teachers.

2. Students were unable to express their feeling in simple sentences.

3. Students were afraid of making mistakes when speaking English.

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[15] Brown, p.47.

4. Students were lack of motivation and did not have big desire to learn speaking English class.

5. Students were lack of practicing speaking English in their interaction.

C. Limitation of The Problem

This research limits the problem and just discusses one factor that is related to methodology of teaching. It is about the teacher's method in teaching speaking, so the teacher can make speaking activity more interesting. There are some method in teaching speaking but this research just focus on communicative language teaching and also topic of speaking in this research focus on Offers and Suggestions.

D. Formulation of The Problem

In order to be clear about the problems in this research, based on identification and focus of the research above, researcher formulates the problems as follows:

1. How is the students' speaking ability before learning by using Communicative Language Teaching Method at the eleventh grade of MAS An-Nur Padangsidimpuan?

2. How is the students' speaking ability after learning by using Communicative Language Teaching Method at the eleventh grade of MAS An-Nur Padangsidimpuan?

3. Is there any significant effect of Communicative Language Teaching Method on students' speaking ability at the eleventh grade of MAS An-Nur Padangsidimpuan?

E. Objectives of The Research

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

1. To describe the students' speaking ability before using Communicative Language Teaching Method at the eleventh grade of MAS An-Nur Padangsidimpuan

2. To describe the students' speaking ability after using Communicative Language Teaching Method at the eleventh grade of MAS An-Nur Padangsidimpuan

3. To examine the significant effect of Communicative Language Teaching Method on students' speaking ability at the eleventh grade of MAS An-Nur Padangsidimpuan

F. Significances of The Research

The significances of this research are directed to:

1. Headmaster, to motivate English teacher to teach English in good away.

2. Teachers, to develop teaching English especially in teaching speaking and to help the teacher in teaching learning process and providing the active learning, creative, innovative, effective and fun learning for students in classroom.

3. Researcher, it is useful as a source of the information for further related studies and this study can be used by the researcher to get new experience in the teaching learning process and gives insightful knowledge of English

G. Definition of Operational Variables

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

1. Communicative Language Teaching Method

    Communicative Language Teaching is a method underlines that students need to perform a language more often, produce performance of language without teacher interference in correcting grammatical error.

2. Speaking skill

    Speaking is the abiliy to communicate orally between speaker and hearer to share information, feeling, ideas and understand meaning of the use verbal or non-verbal in variety context of life.

H. Outline of The Research

The systematic of this research is divided into five chapters. Each chapter consists of many sub chapters with detail as follow: in chapter one, it consists of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, purpose of research, significances of the research, and systematic of the thesis.

    In chapter two, it consists of the theoretical description, which consists of sub chapters such as theoretical description of speaking ability, and description of Communinative Language Teaching. Then review of related findings, conceptual frame work and hypothesis.

    In chapter three, it is consist of research methodology which consists of time and place of the research, research methodology, population and sample,

instrument of research, the techniques of data collection and the last the technique of data analysis and outline of the thesis.

In chapter four, it talks about the result of data analysis. It consists of description of data, hypothesis testing, discussion and threats of research. Finally, in chapter five, it talks about conclusion and suggestion. It is giving some conclusion about this result of study. Therefore, some suggestion is given for the students and teacher by the researcher.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

To conduct a research, theories are needed to explain some concepts and terms applied in research concerned. Therefore, the clarification of the concepts will minimize possible misunderstanding between the readers and the writer. In another words, they are very important to be explained, so the readers will get the point clearly.

1. The Concept of Speaking Skill

a. The Definition of Speaking

Speaking ability is a skill needed in part of life. It is a mean of someone to express their opinions, feelings, ideas or information to a person orally either face to face or from a distance. It is supported by Jhonson and Morrow saying that speaking which is popular with term 'oral communication', is an activity involving two or more people in which hearers and speakers have to react to what they hear and make their contributions at a speed of high level.[16] It refers to activity that involved two or more people as speaker and interlocutors.

According to Spratt in Juni, speaking is a productive skill like writing, it involves using speech to express meaning to other people. It can develop learners' speaking skills by focusing regularly on particular aspect of speaking such as fluency, accuracy, pronunciation, and

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[16] Jhonson and Morrow K, *Communication in The Classroom: Handbooks for Teacher's Series* (London: Longman, 1981), p.70.

grammatical structure.[17] Furthermore, fluency is speaking with natural speed, without hesitation and repetition. Thus, accuracy in speaking is using correct grammatical structure, pronunciation and sufficient vocabulary.

The ability to speak is synonymous with knowing that language since speech is the most basic means of human communication. Nevertheless, Bailey and Savage in Savignon state speaking in a second or foreign language has often been viewed as the most demanding of the four skills.[18] It is supported by O'Malley and Pierce in Wulandari stated that among four skills, speaking seems to be important skill that students should be acquired since one of the major responsibilities of any teacher working with English language learners is to enable students communicate effectively through oral language.[19] It can be inferred that speaking is the most crucial skill acquired in learning foreign or second language.

Scott Thornbury states that

> Speaking is interactive and requires the ability co-operate in the management of speaking turns. It also typically take place in real time, with little time for detailed planning. And the nature of speaking process means that the grammar of spoken language differs in a number of a significant ways from the grammar of

[17] Saputra, "Communicative Language Teaching : Changing Students ' Speaking Skill," p.1.

[18] Sandra J Savignon, *Interpreting Communicative Language Teaching: Context and Concern in Teacher Education.*, ed. Sandra J Savignon (United States of America: Mary Jane Peluso, 2002), p.65.

[19] Rian Wulandari, "Improving Students' Speaking Ability Through Communicative Language Teaching Games at SMPN 1 Prambanan Grade VIII A in The Academic Year of 2013/2014" (Universitas Negeri Yogyakarta, 2014), p.1, http://eprints.uny.ac.id.

written language. Hence, the study of written grammar may not be the most efficient preparation for speaking.[20]

Based on the definition above, it can be inferred that speaking enables speakers to communicate with other without appropriate grammar. It has significant different ways between grammar of spoken language and written language. Speaking activity usually takes place on real world context of speakers.

According to Chaney and Burk in Shorouq speaking is defined as the process of building and sharing meaning through the use of verbal or non-verbal symbols in variety context.[21] It involves hearer and speaker in certain context in sharing and building meaning in oral communication. So, speaking is the ability to communicate orally between speaker and hearer to share information, feeling, ideas and understand meaning of the use verbal or non-verbal in variety context of life.

b. Types of Classroom Speaking Performance

According to Brown, there are six similar categories to the kinds of oral production that students are expected to carry out the classroom. They are: imitative, intensive, responsive, transactional, interpersonal and extensive.[22] It can be described as follows;

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[20] Thornbury, "How to Teach Speaking," p.1–3.

[21] Shorouq Ali AL-Garni and Anas Hamed Almuhammadi, "The Effect of Using Communicative Language Teaching Activities on EFL Students' Speaking Skills at the University of Jeddah," *English Language Teaching* 12, no. 6 (2019): p.73, https://doi.org/10.5539/elt.v12n6p72.

[22] Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, p.327.

1) Imitative

In this types, imitative classroom performance offers students a chance to listen and to orally repeat certain strings of language that may pose some linguistic difficulty, either phonological or grammatical. It also offers limited practice through repetition.[23] It can be considered that drills or repetition conclude in imitative classroom performance.

2) Intensive

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

3) Responsive

A good deal of student speech in the classroom in responsive. It is short replies to teacher oe students-initiated questions or comments. These replies are usually sufficient and do not extend into dialogues.

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[23] Brown, p.328.

4) Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language.[24] It involves two or more people who communicate to exchange information each other.

5) Interpersonal (dialogue)

In interpersonal dialogue, carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. These conversations are a little trickier for learners because they can involve some or all of the following factors. They are:

    a) a casual register
    b) colloquial language
    c) emotionally charged language
    d) slang
    e) ellipsis
    f) sarcasm
    g) a covert agenda

6) Extensive (monologue)

Students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. The register is more formal and deliberative. These monologues can be planned or impromptu.[25] So, from explanation above types of classroom speaking performance can be applied based on needs and level of

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[24] Brown, p.329.
[25] Brown, p.330.

proficiency of learners. It may improve students speaking performance.

Furthermore, this research will focus on transactional (dialogue). The purpose of this type of speaking performance is conveying or exchanging specific information each other. It can ease the speaker to share their thought, feeling and idea through transactional (dialogue) to interlocutor.

c. Classroom Speaking Activities

Teaching speaking should be taught with attractive and communicative activities. Harmer states that six classroom speaking activities can be applied in teaching speaking. They are involved acting from script, communication games, discussion, prepared talks, and questionare, simulation, and role play.[26] It can be explained as follows;

1) Acting from Script

Playing scripts and acting out would be one of consideration for teacher in applying speaking activities in the classroom. It gives opportunity for students to act in real acting. The role of teacher in this activity is a director, drawing attention to appropriate stress, intonation and speed.

So, by giving students practice this activity in these before they give their fnal performance in playing script,

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[26] Jeremy Harmer, *The Practice of English Language Teaching*, Third Edition (London: Longman, 2004), p.271–275, http://z-lib.org.

teacher ensure that acting out is both a learning and a language producing activity.

2) Communication Games

Games are designed to provoke communication between students. The games are made based on principle of the information gap so that students has to talk each other in order to solve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between pictures.

It can be inferred that game can give students chances to talk each other and share the information in order to solve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between pictures.

3) Discussion

Discussions are commonly used in teaching speaking in the classroom. In this activity, students are allowed to give ideas, or opinions in front of the classroom confidently. According to Harmer discussion range is divided into some stages from highly formal, whole-group staged events to informal small-group interaction. [27] The first is the buzz groups that can be used for a whole range of discussion. For instance, teacher wants students to predict the content of reading text or to talk about their reaction after having read it.

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[27] Harmer, p.272.

It can be concluded that discussion allows students to share ideas or opinion in group. It provides flexibility for students to express their point of view about problem solving in speaking activity.

4) Prepared Talks

Prepared talks is popular kind of activity done where the students make a presentation on the topic based on their own choices. Prepared talks represent a defined and useful speaking genre. It could be more interesting activity when it is properly organized both for speaker and listener.

So, prepared talks allows students to prepare material that will convey to listeners to make it more structured and purposeful. It also makes it possible anticipate some errors in communicating with listeners.

5) Questionaires

Questionaires are important to do in speaking activity to ensure that both questioner and listener have something to say each other. Students can design questionaires based on any appropriate topic. The role of teacher in this activity is a resource that can help them in design process. The result of questionaires may be form of the basis for written work, discussion or prepared talks.

6) Simulation and Role Play

Simulation and role play can be used to encourage general oral fluency. In this activity students are allowed to simulate a real life encounter, as if they are doing in the real world. According to Ken Jones in Harmer says in doing simulation will be effective if it has the following characteristics as follows:

a) Reality of function. This characteristic, students are allowed not to think that themselves as students, but as a real participant in the situations.
b) A simulated environment. It could be said a place where the case occured.
c) Structure. Students have to know how the activity is constructed and they must be given the necessary information to carry out the simulation effectively.[28]

It means that these activities can be used as the way to measure how far students are able to speak and express their feeling in English. Hence, communication games, discussion, and simulation and role play are generally used in communicative language teaching method. Those speaking activities are often designed to focus on completing task that involve negotiation of information and information sharing. It also ease students because of the content is related to their real world.

d. Teaching Speaking

English is included one of compulsory subject in senior high schools in Indonesia. The need is passing the examinations to move the

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[28] Harmer, p.273–274.

next level and graduate from the school, and the general requirement is the students are able to speak and hold conversation.

From a communicative purpose, speaking is related to listening. The interaction between these two skill is shown in the conversation. According to Brown, there are seven principle for designing speaking techniques.[29] The first, use techniques that involve the spectrum of learner needs, from language based focus on accuracy to message based on interaction, meaning and fluency. Provide intrinsically motivating techniques. Second, encourage the use of authentic language in meaningful contexts. Provide appropriate feedback and correction. Then, capitalize on the natural link between speaking and listening. Give students opportunities to initiate oral communication. Encourage the development of speaking strategies.

Speaking seems one of the most important in language learning: people who know a language are refered to as speakers of that language, as if speaking included all other kinds of knowing and many if not most foreign language learners are primary interested in learning to speak. Teaching speaking is not an easy job. Some teachers get very involved with their students during a speaking activity and want to join in too. There is nothing wrong with teacher getting involved of course provided they do not star to dominate.

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[29] H. Doughlas Brown, *Teaching by Principle: An Interactive to Language Pedagogy*, The Second (New York: Longman, 1994), P.275–276.

Although it is probably better to stand back so that the teacher can watch and listen to what is going on, students can also appreciate teacher participation at the appropriate level in other words, not too much.[30]

e. Characteristic of Succesfull Speaking Activity

The primary goal of speaking is able to make students have good communicative effeciency. To support the teaching learning process of speaking skill, the teachers have to know about the characteristic of students and also characteristic of succesful speaking activity. According to Underhill, there are some characteristics of succesful speaking activity:

1) Students can talk a lot

It means the students must be active to speak as much as possible period of time alloted to the activity occupied by students talk. It is very clear that the students are busy, but they seldom spent their time to talk with their teacher.

2) Participation is even

Classroom discussion is not dominated by talkative participant. All students get a chance to speak, and contributions are evenly distributed. It means that the classroom discussions are allowed all students to get opportunity to speak and express their thought by speaking.

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[30] Brown, p.94.

3) Motivation is high

Students are interested in the topic in speaking and have something new to say due to contribute to achieve an objective task. It means that the students have high motivation to speak English. By having a high motivation, the students will be interested in learning English especially in speaking. Students often try to deliver their own idea confidently.

4) Language is of an acceptable

Students express themselves in utterances that are relevant easily comprehensible to each other and of an acceptable level of language accuracy. Thus, the students often try to speak English correctly in real communication.[31] So, it can be concluded that students use the components of speaking which are relevant with the acceptable level of language such as pronunciation, grammar, fluency, and comprehensible.

f. Teaching Speaking in Senior High School

The subject of this research is the eleventh grade students at An-Nur Boarding School Padangsidimpuan. Knowing the characters of students will be the first step that will help the teachers to help them. It will also help the teachers to prepare the students to help themselves. The characteristics of senior high school students are able to keep still for longer periods. They also can plan and control their behaviour, not

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[31] Underhil nic, *Testing Spoken Language* (London: Cambridge University Press, 1987), p.120.

so willing to make mistakes or take risks, aware of themselves and/or their actions, paying attention to form and meaning in language and have experience of life.[32] Students are also able to concentrate for longer periods, learn in more abstract ways.

According to Harmer, there are some characteristics of adult learners as follows:

1) They can engage with abstract thought
2) They have a whole range of life experiences to draw on
3) They have expectation about the learning process and may already have their own set pattern of learning process and may already have their own set patterns of learning.
4) Adults tend to be more discipline than some teenegers and crucially, they are often prepared to struggle on despite boredom.
5) They come into classroom with rich range of experiences which allow teacher to use a wide range of activities with them.
6) Unlike young children and teenagers, they often have a clear understanding of why they want to get out of it.[33]

The role of teacher is important in involving the students in more indirect learning through communicative speaking activities. Students are allowed to use their intellects to learn consciously in appropriate place. They also can use their own life experience in the learning process too.

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[32] Febri Yanti, "The Use of Communicative Language Teaching (CLT) to Increase Students Speaking Skill at The Eight Grade of SMP Muhammad 4 Metro in Academic Year of 2019/2020" (STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO, 2020), p.18, https://www.scholar.google.co.id.

[33] Harmer, *The Practice of English Language Teaching*, p.40.

g. Material of Speaking

Suggestion and Offers[34]

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[34] Mahrukh Bashir, *Bahasa Inggris* (Surakarta: PT. Nyata Grafika Media Surakarta, 2017), p.10–13.

Examples of Suggestions

- Let's go to the library.
- Let's go to movies.
- Why don't you do your homework before going out?
- We could eat at home today.
- What about eating at the new place?
- How about going to Sam's place first?
- I suggest that we call it a day.
- You need to change your sleeping habits.
- I think you should go and meet her.
- I think we should do it this way.

Let's take a look at the sentence structure to suggest something.

Subject	Verb	That	Object
I	suggest	that	he clean his room.
We	recommend	that	she read "The Hunger Games".
I	propose	that	a report should be sent in.
I	put forward	that	we work together on this.
We	advise	that	he work hard.
I	advocate	that	we support them in every way possible.

Table 1.1 Sentence structure to suggest something

Examples of Offers

- May I give you a hand?
- Can I help you?
- Shall I bring you some tea?
- Would you like another piece of cake?
- How about I help you with this?
- Can I clean the car for you?
- Shall I help you with your homework?
- I will do the washing, if you like.

Responding to Offers

Making Offers	Accepting Offers	Declining Offers
Can I help you?	Yes, please. I really appreciate it.	It's okay, I can do it myself.
Shall I bring you some tea?	Thank you, it is very kind of you.	No, thank you.
Would you like another helping of cake?	Yes, please. That would be lovely.	No, thanks. I don't want another helping.
How about I help you with this?	Yes, please, that would be very kind of you.	Don't worry, I will do it myself.
Can I take you home?	Thank you, I appreciate your help.	That's alright, I will manage on my own.

Table 1.3 Responding to offers

Let's take a look at the sentence structure to offer something.

Modal Verb	Subject	Object
Would	you	care for another cup of tea?
Shall	we	take you there?
Could	I	offer you something?
Will	you	have tea with that?

Table 1.4 Sentense structure to offer something

2. The Concept of Communicative Language Teaching

a. Definition of Communicative Language Teaching (CLT)

Communicative Language Teaching is one of method implemented that emphasizes on the use of language as a tool of communication. Savignon says that

> Communicative language teaching method refers to both proceses and goals in clasroom learning. The theoritical concept in communicative language teaching method is communicative competence.[35] Competence is defined as in the term of the expression, interpretation and negotiation of meaning and looks to both psycholinguistic and sociocultural perspective in second language acquisition.[36]

Based on the explanation above, it can be inferred that CLT emphasizes on communicative competence that includes grammatical competence. It refers to the ability how to produce sentences in a language. Then, CLT has a goal to build communicative competence.

Richard states that communicative language teaching as a set of principles about the goal of language teaching, how students learn a language, the kinds of classroom activities that best facilitate learning and the roles of teachers and students in the classroom.[37] CLT is implemented in learning language that covers all principles needed in learning process.

Furthermore, Brown states his definition of CLT as language learning method that emphasized authenticity interaction, students-

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[35] Savignon, *Interpreting Communicative Language Teaching: Context and Concern in Teacher Education.*, p.1.
[36] Savignon, p.2.
[37] Jack C Richards, *Communicative Language Teaching Today* (London: Cambridge University Press, 2006), p.3, http://z-lib.org.

centered learning, and task based activities and meaningful communication.[38] Based on ESL Glossary in Yanti, CLT is a set of principles about teaching including recommendations about method and syllabus where the focus is on meaningful communication not structure, use not usage.[39]

Based on the explanation above, the researcher summarizes that CLT is one of teaching method implemented in learning language that covers all principles needed in learning process which has purpose to communicate successfully.

b. Theory of Language.

Richards states that meaningful communication to the learners provides a better opportunity for learning than through a grammar-based approach. It can summarize principles of communicative language teaching method as follows:[40]

1) Make real communication to focus on language learning.
2) Provide opportunities for learners to experiment and try out what they know.
3) Be tolerant of learner's errors as they indicate that the learner is building up his or her communicative competence.
4) Provide opportunities for learners to develop both accuracy and fluency.
5) Link the different skills such as speaking, reading and listening, together, since they usually occur together in the real world.
6) Let students induce or discover grammar rules.

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[38] Brown, *Teaching by Principle: An Interactive to Language Pedagogy*, p.77.
[39] Yanti, "The Use of Communicative Language Teaching (CLT) to Increase Students Speaking Skill at The Eight Grade of SMP Muhammad 4 Metro in Academic Year of 2019/2020," p.23.
[40] Richards, *Communicative Language Teaching Today*, p.11–12.

c. Theory of Learning

According to Celce Murcia, the main purpose of CLT is to build and develop communicative competence as statement as follows;

> The essence of CLT is the engagement of learners in communication in order to allow them to develop communicative competence. Features of CLT include process oriented, task-based, and inductive, or discovery oriented. CLT is properly seen as an method or theory of intercultural communicative competence to be used in developing materials and methods appropriate to a given context of learning. Means and norms are designed to reflect, communicative teaching method designed to enhance the interpretation, expression, and negotiation of meaning will continue to be explored and adapted.[41]

The researcher may conclude that CLT can give a chance to students that they can get material and method based on context of learning especially for second language learners.

In addition, Richard states result of the process in learning a language of the following kind:

1) Interaction between learners and users of the language
2) Collaborative creation of meaning
3) Creating meaningful and purposeful interaction through language
4) Negotiation of meaning as the learner and his or her interlocutors arrive at understanding
5) Learning through attending to the feedback learners get when they use the language
6) Paying attention to the language one hears (the input) and trying to incorporate new form into one's communicative competence
7) Trying out and experimenting with different ways of saying things

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[41] Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language*, ed. Marianne Celce-Murcia, Third edit (New York: Heinle & Heinle Publisher, 2001), p.27.

So, it can be inferred that CLT emphasizes learners learn a language are able to learn by thinking or use cognitivism in expressing ideas, feeling or information each other.

d. Advantages and Disadvantages of CLT

1) Advantages

The implementation of communicative language teaching method has given advantages for teaching English as a second language, such as:

a) This method builds teacher-students interactive relationship.
b) CLT provides students chances to be aware about their abilities and exhibit them.
c) Students can learn the target language with enjoyable way.

2) Disadvantages

Communicative language teaching method has given disadvantages for teaching English as a second language, such as:

a) The requirements are difficult. Not all classroom can accept group work activities and for teaching aids and material.
b) It is contrary whether it can be used in every level of students.
c) The teacher should syllabus by taking students interests and needs into account.[42]

Based on the explanation above, it may be inferred that advantages and disadvantages of communicative language teac

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[42] Freeman, *Techniques and Principles in Language Teaching by*, p.134.

hing method based on students orientated, it is related students

interest and needs.

e. Procedures of Communicative Language Teaching

Candlin states the procedures to inhance communicative

competence as follows:

1) Organizing information. Exercises focused on students understand variety of texts.
2) Oral practice commonly used in dialogue segment.
3) Question and answer depend on the dialogue topics and situation.

Finocchiaro and Brumfit propose the procedures of

Communicative Language Teaching Method as stated:

1) Presentation of a brief dialogue or several mini dialogues.
2) Oral practice of each utterance of the dialogue segment to be presented that day.
3) Question and answer based on the dialogue topic.
4) Question and answer related to student's personal experience
5) Study one of the basic communicative expressions in dialogue.
6) Learners discover of generalizations or rules underlying the functional expression.
7) Oral recognition, interpretative activities.
8) Oral production activities-proceeding from guided to free communication activities.
9) Copying of the dialogue or modules if materials are not in the text.
10) Sampling of the written homework assignment.
11) Evaluation of learning[43]

In addition, Johnson stated that procedures of CLT that

teacher should provide communicative practice from the start of

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[43] J.C & Rodgers Richards, *Approaches and Methods in Language Teaching* (United Kingdom: Cambridge University Press, 2001).

instruction without gaining control over individual skills (pronunciation, grammar and vocabulary).[44]

Based on procedures above, this research conducted procedures of communicative language teaching according to Finocchiaro and Brumfit. This is because this procedures ease to understand and applicable for students.

f. Characteristic of Communicative Language Teaching

According to Brown, there are six characteristics of CLT as follows:

1) Classroom goals focused on components of communicative competence (grammatical, discourse, functional, sociolingustics, and strategic). Goals must intertwine the organizational aspects of the language with the pragmatic.
2) Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purpose.
3) Fluency and accuracy are seen as complementary principles underlying communicative techniques.
4) Students in a communicative class ultimately have to use the language productively or receptively in unrehearsed contexts outside the classroom.
5) Students are given opportunities to focus on their own learning process through an understanding of their owns style of learning and through the development of appropriate strategies for autonomous learning.
6) The role of the teacher is that of facilitator and guide, not an all-knowing bestowner knowledge.[45]

Based on explanation above, it may be concluded that these six characteristics describe CLT emphasize to build communicative competence than grammatical rule that students traditionally used. Teacher's role is a facilitator not all-knowing best owner knowledge.

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[44] K, *Communication in The Classroom: Handbooks for Teacher's Series*.
[45] Brown, *Teaching by Principle: An Interactive to Language Pedagogy*, p.43.

g. Teaching Speaking by Using CLT

The use of Communicative Language Teaching method in speaking is one of consideration. In language learning and inactivating speaking skill of students, the use of CLT becomes necessity and it is intended to promote students communicative competence. However, it does not mean that this method is really satisfied. Here some activities was done in class as follows:

1) Pre-Teaching

   a) Teacher prepares presentation of a brief dialogue about offering and suggesting.

   b) Teacher ask students to practice of each utterance of the dialogue segments in pairs orally that day.

   c) Teacher gives time to question and answer based on the dialogue topic.

2) While Teaching

   a) Teacher teaches study about the expression in offering and suggesting.

   b) Teacher asks students to discover of generalization or rules underlying the functional expression.

   c) Teacher tries to find out the oral recognition.

   d) Teacher asks students to practice it based on their real world context about offering and suggesting.

3) Post-Teaching

   a) Teacher gives sampling of the written assignment

b) Teacher gives evaluation in oral way.

Activities used include pair works, group works, dialogue, monologue, discussion, role-play and speaking games. Teachers sometimes use media for supporting speaking class such as video featuring native speakers who are in dialogue to become attraction for students in enhancing their speaking skill.

3. **Teaching Speaking by Using Conventional Method**

Teaching Conventional is a traditional method used by the teachers based on mutual agreement in a school. According to Hudson that "conventional method is a method that used by the teachers based on mutual agreement in a school.[46] The traditional or conventional teaching techniques are teacher-centered and include the use of lectures and discussions while the problem solving element is presented by and/or discussed with the instructor; the syllabus, the teaching materials and the students assessments are determined by the tutor and transmitted to students in various lectures.

a. **The Steps of Teaching Conventional**

The technique used in teaching speaking at An-Nur Boarding School is teacher method. There are some steps of teacher method at An-Nur Boarding School:

a) Explain the subject matter

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[46] Hudson. .(Outline).(http://www.conventional-strategy/topic/54372-strategy), retrieved on 11September 2021

b) Identify the difficult word

c) Ordering the students translate in target language

d) Ordering the students to memorize

Therefore, this kind of method is not only happened at An-Nur Boarding School but also the other school. This method makes students are not creative to think about their real world context of speaking just only focus on the book which has not certainly based on real world context of students.

b. The Principle of Teaching Conventional

There are some principles of teaching conventional that to be approach, it can be applied in teaching process.

a. There is not theory that formulated to discuss the learning activity in traditional education system.
b. Motivation is based of punishment, reward of prize and rivalry.
c. Study with memorizing and save the information without inscription.
d. The behavioural psychology has the clear significant.
e. The cognitive psychology does not give the significant.
f. In general, the learning process in traditional education system is not generated by the certain theory.[47]

From explanation above, the researcher define that conventional method is the way that is used by the teachers in teaching a material based on the agreement of the teacher at school.

B. Review of Related Findings

This research is not the first research that had been done, there are some research related to this research. The first is Dina Rohmah Safitri

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[47] Adnan, PendidikanTradisional , Accessed on(https://www.sribd.com/doc/45067367/Pendidikan-Tradisional#scribd).

who found that there was a significant difference between students'

speaking ability taught by Communicative Language Teaching method

and students' speaking ability taught by conventional method with

consideration to = 5,75 was higher than T-table either significant 1% =

2,431 or in significant 5% = 1,687.[48] It may be inferred that there is a

significant difference of using Communicative Language Teaching

method toward students' speaking ability at the Eighth Grade students of

SMPN 1 Semen Kediri in Academic Year 2014/2015.

The second is Zakaria and Rani Royani who found that in expriment

class the mean score of pre-test (52,2) was smaller than the mean score of

post-test (62,6) which means that the increase of the students" speaking

skill was 37% (0,51) and the value of T-test was bigger than T-table at the

significant level 0,05 and degree of freedom –26, which means that was

rejected and was accepted.[49] It can concluded that there was an effect of

CLT method on students speaking skill at the second grade of MTsN 1

Kolaka.

The third is Rahayu Nindya Ratih and the result was after doing the

research, the data was calculated by using SPSS version 16 and the result

shows that experimental group had mean score 66.82 for pretest and 75.23

for posttest. The mean different was 8.41. On the other hand, control

group had mean score 70.23 for pretest and 71.82 for posttest. The mean

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[48] Dina Rohma Safitri, "The Effectiveness of Communicative Language Teaching in Learning Speaking To The Eighth Grade Students of SMPN 1 Semen Kediri in Academic Year 2014/2015" (Universitas Nusantara PGRI Kediri, 2015), P.4.

[49] Royani et al., "The Effect of CLT Method on Students' Speaking Skill at The Second Grade of MTSN 1 Kolaka," p.1.

different was 1.59. The result was the p-value of posttest is less than 5% or in other word, the p-value 0.016 < 0.05. From the explanation, the null hypothesis (Ho) which stated that there was no significance effect of using Communicative Language Teaching Method on the students' speaking ability was rejected.[50] In other words, the alternative hypothesis (Ha) was accepted. It can be inferred that there is a significant effect of communicative language teaching method on students' speaking ability.

The fourth is Ilyas in which the result was on posttest T-observation value was 2,164 > t- table was 1,72, at .05 levels of significance with a degree of freedom of 20. This data can indicate that there is a significant effect of communicative language teaching method on students speaking ability. [51] It means that teaching by using communicative language teaching method at STAIN Watampone is effective.

All those related findings above concluded that strategy or method can give a significant effect on students' speaking ability. So, those previous study used Communicative Language Teaching method proved the effect on students speaking ability. This research is based on the writer's interest in the following aspect such; MAS An-Nur Padangsidimpuan is relatively new. On the other hand, teaching English is

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[50] Rahayu Nindya Ratih, Hanafi, "The Effect of Using Communicative Language Teaching on Speaking Ability," *ELLITE: Journal of English Language, Literature, and Teaching* 1, no. 2 (2017): p.91, https://doi.org/10.32528/ellite.v1i2.467.

[51] Ilyas, "The Effect of Communicative Approach on Speaking Achievement," *ETERNAL (English, Teaching, Learning and Research Journal)* 3, no. 1 (2017): p.8, https://doi.org/10.24252/eternal.v31.2017.a1.

only done 2 hours a week in duration 2 x 45 minutes. This research also was conducted at high school level, where the previous related findings was carried out at the junior high school and university levels.Therefore, those previous related findings strengthen the view that CLT has an effect on students' speaking ability..

C. Conceptual Framework

The concept of CLT method is to enable students to communicate orally. Many people believe speaking skill is the most crucial skill among four skills in English that must be acquired by students. By speaking, people can share ideas, feelings, and information each other face to face or from a distance. But, in the fact there were still many problems appearing in the process of teaching speaking English skill. The effect of CLT method on speaking ability can be seen as picture follow:

Students problem are:

1. Students are lack of motivation, participation, practices when speaking learning activity is ongoing.
2. Most teachers have been continuing their teaching with material of memorization of dialogues and repetition drills.
3. Students are afraid of making mistake when speaking English

Pre Test

Experimental Class

Control Class

Treatment

Using CLT method

Using Teacher strategy

$$H_O \qquad\qquad\qquad\qquad H_a$$

Figure 1: Conceptual Framework

Based on above picture, CLT is a teaching method used by the teacher to teach speaking skill. CLT is one of method that can ease the students and help students' problem in speaking English skill learning. First, this study gives pre-test to know the students' speaking ability before treatment. Then, this research gives treatment with CLT method for experimental class and teacher's strategy for control class. The last, this research gives post-test to find out the effect of using CLT method on students' speaking ability at The Eleventh Grade of MAS An-Nur Padangsidimpuan.

D. Hypothesis

This study formulates the hypothesis of the research stated : Alternative hypothesis(H_a): there is a significant effect of CLT method on students' speaking ability at The Eleventh Grade of MAS An-Nur Padangsidimpuan

Null hypothesis (H_0): there is no significant effect of CLT method on students' speaking ability at The Eleventh Grade of MAS An-Nur Padangsidimpuan

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of Research

The location of this research was in An-Nur Boarding School Padangsidimpuan. It was located in Sutan Parlaungan Harahap Street, North Padangsidimpuan district, North Sumatra Province. This research was started on April 2021 until August 2021.

B. Research Design

The kind of this research is quantitative research with experimental method. This research used two classes, as an experimental class and a control class. The experimental class was the class that taught with Communicative Language Teaching Method as a treatment and control class was the class that taught with a conventional method.

This research used true experimental design with Pretest-Posttest Control Group Design. The Pretest-Posttest Control Group design involves two groups of subject, one was given experimental treatment (experimental group) and the other was not given a treatment (control group). From this design, the effect of treatment on the dependent variable was tested by comparing the state of the dependent variable in the experimental group after being treated with a control group that was not treated. The research designed for pretest-posttest control group design by using one treatment can be seen below:

Table 1
Pretest-Posttest Control Group Design

A	O_1	X	O_2
B	O_1	-	O_2

Where:
A: Symbol for experimental class
B: Symbol for control class
X: Symbol for treatment[52]

In this model, both of classes were given pre-test (O_1). Then, in experimental group was given a treatment (X) and control class was not given a treatment. After giving a treatment, both of classes were given post-test (O_2).

C. Population and Sample

1. Population

The population was the whole the students at XI grade of An-Nur Boarding School Padangsidimpuan. The research had been done at XI grade of An-Nur Boarding School Padangsidimpuan. The population of the research consisted of 2 classes XI-1 and XI-2. The population was whole students at grade XI of An-Nur Boarding School Padangsidimpuan. It can be seen from table below:

Table 2
The population of students at the XI grade An-Nur Boarding School Padangsidimpuan

No	Class	Total Students
1	XI 1	16
2	XI 2	17
Total		**33**

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[52]John W. Creswell, *Research Design*, Third Edition (America, 2009).

2. Sample

This research used population sampling. A population sampling is a probability sampling technique where samples are selected based on all the population. Because the population of the grade XI consisted of 2 classes was only 33 students, the researcher took all the population as the sample. This research chose two classes at the eleventh grade of MAS An-Nur Padangsidimpuan. This research determined class XI-1 consisted of 17 as control class and XI-2 consisted of 16 students as experimental class. The total were 33 students in two classes. Therefore, this study determined XI-1 as control class and XI-2 as experiment class with total of sample was 33 students.

Table 3
Sample of The Research

Experimental Class 1	Control Class 2	Total
XI 1 = 16	XI 2= 17	33

D. Instrument to Collect Data

Instrument is really crucial to support researches. Therefore, every researcher must have an instrument to certify and validate data. The researcher used test as instrument. Test is some questions that measure skill, intelligence, knowledge, ability and performance. In this research, the researcher collected data by giving speaking test. Speaking test used to evaluate the students' speaking ability in the form of performing offers and suggestion. This test was given for experimental and control class. According to Brown, there are some aspects supposed to

measure in test of speaking such grammar, vocabulary, comprehension, pronunciation and fluency[53]. Those all indicators of speaking are correct, but the researcher limited the indicators in scoring the test only on students need based on the purpose and definition of speaking itself in sunior high school. Based on teacher's book in PERMENDIKBUD k13 version, the indicators of speaking test can be seen in the table below :[54]

Table 4
Indicators of Speaking

No.	Aspects	Criterions	Score
1.	Pronunciation	Almost perfect	5
		There are some mistakes but do not interfere the meaning	4
		There are some mistakes and interfere the meaning	3
		Many mistakes and interfere the meaning	2
		Too much mistakes and interfere the meaning	1
2.	Intonation	Almost Perfect	5
		There are some mistakes but do not interfere the meaning	4
		There are some mistakes but do not interfere the meaning	3
		Many mistakes and interfere the meaning	2
		Too much mistakes and interfere the meaning	1
3.	Fluency	Very Good	5
		Good	4
		Enough	3
		Not so bad	2
		Bad	1
4.	Accuracy	Very Good	5

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[53] H. Doughlas Brown, *Language Assessment: Principles and Classroom Practices* (San Fransisco: Longman, 2004).

[54]Mahrukh Bashir, *Bahasa Inggris* (Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud, 2017)

		Good	4
		Enough	3
		Not too bad	2
		Bad	1

The score's criteria:
Every point of indicator x5
e.g: If the students got fluency very good means, the score is 5 and times by (5x5)

Table 5
Criteria of value

No.	Number of Score	Predicate
1.	80- above	Very good
2.	66-79	Good
3.	56-65	Enough
4.	41-55	Less
5.	40-down	Falled

(Adapted by Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud)

E. Validity and Reliability Instrument

A good test must be valid. It means that every good test must have validity. In this research, the researcher used construct validity to get validity of the instrument. Construct validity is a part of the test as a total to measure the test by content. There are two valid test was given in pre-test and post-test. One test was given for each pre-test and post-test.

Construct validity and reliability are aspect of instrument which based on the experts. The researcher tried to give a point of view of this instrument whether the instrument can be used or still need to be improved or failed to be used. The researcher used speaking test to test the students' speaking ability.

Therefore, the scoring ability was based on analytic speaking criteria. It concludes pronunciation, intonation, fluency and accuracy. The researcher also

consulted to the experts of English Education Department of The State Institute for Islamic Studies Padangsidimpuan and the English lecturer as the researcher's advisor.

F. Technique of Collecting Data

In collecting the data, the researcher used the following procedures, they were:

1. Pre test

The researcher distributed the pre-test in both of classes to find out the students' prior knowledge of speaking competence before conducting the treatment. The data collector trained for data collection. Each data collector collected data from two classes which the same question test between control and experiment class.

a) The researcher distributes the paper of the test to students of experimental and control class.

b) The researcher explains what the students to do.

c) The researcher gives time to answer the test.

d) The students answer the question.

e) The researcher collects the students' paper test.

f) The researcher checks the answer of the students.

2. Treatment

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

treatment, it was taught by using Communicative Language Teaching method and control class taught by conventional method.

b) Experimental Class

Here some activities was done in experimental class as follows:

1) The researcher prepares presentation of a brief dialogue about offering and suggesting.

2) The researcher ask students to practice of each utterance of the dialogue segments in pairs orally that day.

3) The researcher gives time to question and answer based on the dialogue topic.

4) The students study about the expression in offering and suggesting.

5) The students discover of generalization or rules underlying the functional expression.

6) The researcher try to find out the oral recognition.

7) The researcher asks students to practice it based on their real world context about offering and suggesting.

8) The researcher gives sampling of the written assignment

9) The researcher gives evaluation in oral way.

c) Control Class

Here some activities were done in control class as follows:

      1) The researcher presents the material about offers and suggestion to the students.

      2) The researcher asks to the students to repeat and memorize dialogues about suggestion and offers.

      3) Every students presents their dialogue in pairs about suggestion and offers..

      4) The researcher gives feedback nd concluded the lesson.

3. Post-test

    After giving the treatment, both of the classes again was given the final test in order to measure their speaking skill. This test was used for investigating the difference of speaking skill between the experimental class and control class.

    a) The researcher prepares some expressions about offering and suggesting.

    b) The researcher gives sampling of the written assignment.

    c) The researcher ask students to practice the dialogue orally based on their real world context in pairs in the length 5 minutes .

    d) The researcher gives time to question and answer based on the dialogue topic.

    e) The researcher try to find out the oral recognition.

    f) The researcher gives evaluation in oral way.

G. Technique of Data Analysis

1. Requirement Test

a. Normality test

The function of normality test is to know whether the data of research is normal or not. The research is normal or not. The researcher used normality test by using *Chi-Quadrat* formula, as follow[55]:

$$X^2 = \Sigma \ \left(\frac{f0-fh}{fh}\right)$$

Where:

X^2 : *Chi-Quadrate*

f_o : frequency is gotten from the sample or observation (questioner)

f_h : frequency is gotten from the sample as image from frequency is hoped from population

b. Homogeneity test

Homogeneity test is used to find homogeneity of the variances of the class. If both classes are same, it is called homogeneous. To test homogeneity, this study used the following formula[56]:

$$F = \frac{The\,biggest\,variant}{The\,smallest\,variant}$$

The hypothesis is accepted if $F_{count} \leq F_{table}$

The hypothesis is rejected if $F_{count} \geq F_{table}$

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[55] Mardalis, *Metode Penelitian: Suatu Pendekatan Proposal* (Jakarta: Bumi Aksara, 2003), p.85.
[56] Mardalis, *Metode Penelitian: Suatu Pendekatan Proposal*.

2. Hypothesis Test

Experimental research design was done through experimental class and control class. After experimental process, two of classes were tested by using technique of data analysis. The technique of the data analysis that was used in this research was Independent T-test formula:

$$Tt = \frac{X_1 - X_2}{\sqrt{\left(\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where:

t : the value which the statistical significant

X_1 : the average score of the experimental class

X_2 : the average score of the control class

s_1^2 : deviation standard of the experimental class

s_2^2 : deviation standard of the control class

n_1 : number of experimental class

n_2 : number of control class.[57]

If $t_{\text{-test}}$ is higher than t_{able}, the researcher can conclude that Ha is accepted and Ho is rejected. It means that there is significant effect of communicative language teaching method on students' speaking ability. If $t_{\text{-test}}$ is lower than t_{able}, the writer can conclude that Ha is rejected and Ho is accepted. It means that there is no significant effect of communicative language teaching method on students' speaking ability at the eleventh grade students of An-Nur Boarding School Padangsidimpuan.

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[57] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 2002), p.275.

CHAPTER IV

THE RESULT OF THE RESEARCH

This chapter presents the result of the research. It talks about the effectiveness of communicative language teaching method on students' speaking ability. The researcher has calculated the data using pre test and post test. This study applied quantitative research by using the formulation of t-test to test the hypothesis.

A. Description of Data

1. The Pre-Test Score of Experimental and Control Class

In pre-test of experimental and control class, the researcher calculated the result which had been got by the students in answering speaking test. The score of pre-test experimental and control class can be seen in table as follows;

Table 6
The Score of Experimental and Control Class in Pre-test

Data Description	Experimental Class	Control Class
Lowest Score	35	35
High Score	70	75
Mean	56,18	51,18
Median	60,83	59,70
Modus	55	54
Std. Deviation	13,02	11,11
Varians	169,58	123,53

Based on table above, it may be concluded that data got from experimental class can be described as; the lowest score was 35. On the other hand, the high score was 70, mean was 56,18 and median from the score was 60,83. Besides, modus from the score in experimental class was 55, then, standard deviation was 13,02 and variants were 169,58 .

Based on table above, it may be concluded that data got from control class can be described as; the lowest score was 35. On the other hand, the high score was 75, mean was 51,18 and median from the score was 59,70. Besides, modus from the score in experimental class was 54, then, standard deviation was 11,11 and variants were 123,53. Then, the calculation of the frequency distribution of the students' score as follow:

Table 7
Distribution Frequency of Data Assess Early (*Pre-test*)
Experimental and Control Class

Interval	Mid-Point	Experimental Class		Control Class	
		Frequency	Percentages	Frequency	Percentages
35-43	39	2	12,5%	4	23,53%
44-52	48	3	18,75%	4	23,53%
53-61	57	5	31,25%	5	29,41%
62-70	66	3	18,75%	2	11,76%
71-79	75	3	18,75%	2	11,76%
Total		16	100%	17	100%

From the table above, the students' score in experimental class interval between 35 - 43 was 2 students (12,5%), class interval between 44-52 was 3 students in the percentage (18,75%). Then, class interval between 53-61 was 5

students (31,25%),interval class between 62-70 consisted 3 students in percentage (18,75%). Class interval between 71-79 was 3 students in percentage (18,75%).

Besides, from the table above, the students' score in control class interval between 35 - 43 was 4 students (23,53%), class interval between 44-52 was 4 students in the percentage (23,53%). Then, class interval between 53-61 was 5 students (29,41%),interval class between 62-70 consisted 2 students in percentage (11,76%). Class interval between 71-79 was 2 students in percentage (11,76%).

In order to get description of the data clearly and completely, pretest value of experimental and control class if it is presented in the form of histogram can be seen at figure 4.1 and 4.2 as follows:
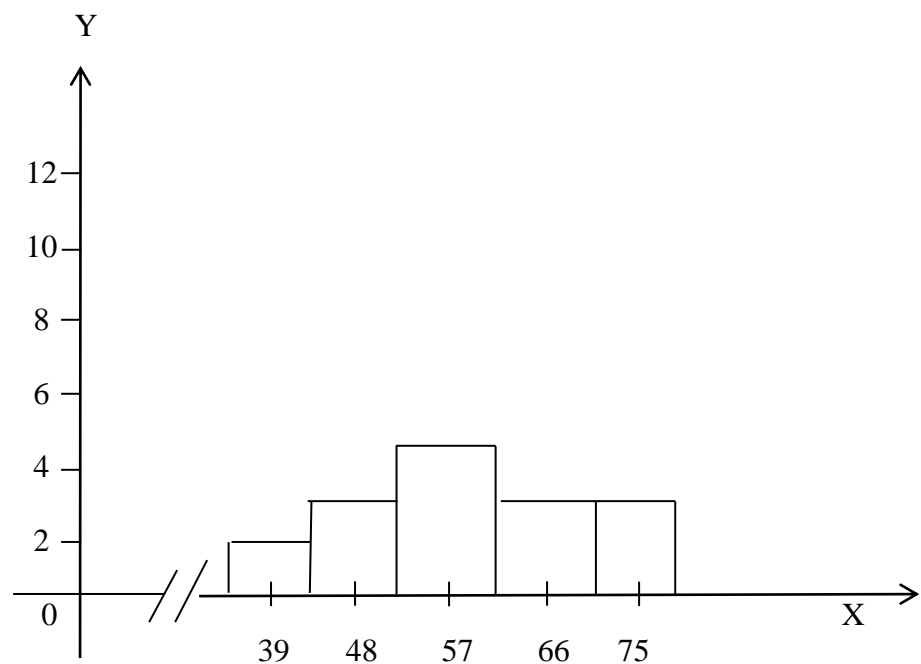
Figure 2: Pretest Histogram of Experimental Class
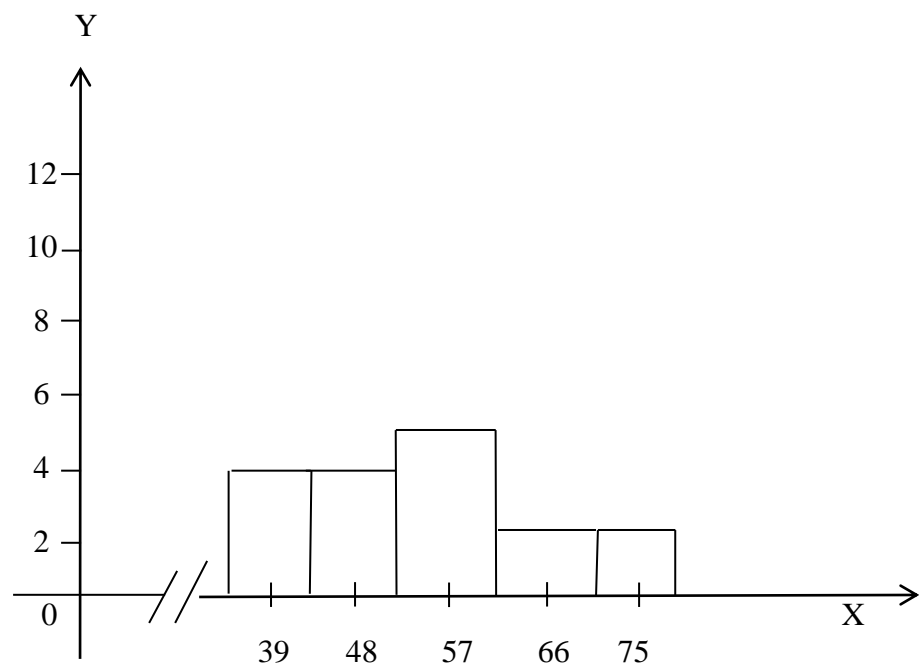
Figure 3 : Pretest Histogram of Control Class

2. The Post-Test Score of Experimental and Control Class

In post-test of experimental and control class, the researcher calculated the result which had been got by the students in answering speaking test. The data of post-test experimental and control class can be seen in table as follows;

Table 8
The Score of Experimental and Control Class in Post-Test

Data Description	Experimental Class	Control Class
Lowest Score	70	60
High Score	95	90
Mean	79,94	73,82
Median	93,50	84
Modus	90,5	69,50
Std. Deviation	7,82	9,67
Varians	61,13	93,53

Based on table above, it may be concluded that data got from experimental class can be described as; the lowest score was 70. On the other hand, the high score was 95, mean was 79,94 and median from the score was 93,50. Besides, modus from the score in experimental class was 90,5, then, standard deviation was 7,82 and variants were 61,13.

Based on table above, it may be concluded that data got from control class can be described as; the lowest score was 60. On the other hand, the high score was 90, mean was 73,82 and median from the score was 84. Besides, modus from the score in control class was 69,50, then, standard deviation was 9,67 and variants were 93,53.

Table 9
Distribution Frequency of Data (*Post-test*) in
Experimental Class

Interval	Mid-Point	Experimental Class	
		Frequency	Percentages
70-75	73	3	18,75%
76-81	79	2	12,5%
82-87	85	3	18,75%
88-93	91	5	31,25%
94-99	97	3	18,75%
Total		16	100%

Table 10
Distribution Frequency of Data (*Post-test*) in
Control Class

Interval	Mid-Point	Experimental Class	
		Frequency	Percentages
60-66	63	3	17,65%
67-73	70	4	23,53%
74-80	77	4	23,53%
81-87	84	4	23,53%
88-96	91	2	11,77%
Total		16	100%

From the table above, the students' score in experimental class interval between 70 - 75 was 3 students (18,75%), class interval between 76 - 81 was 2 students in the percentage (12,5%). Then, class interval between 82-87 was 3 students (18,75%),interval class between 88-93 consisted 5 students in percentage (31,25%). Class interval between 94-99 was 3 students in percentage (18,75%).

Beside, from the table above, the students' score in control class interval between 60-66 was 3 students (17,65%), class interval between 67-73 was 4 students in the percentage (23,53%). Then, class interval between 74-80 was 4 students (23,53%),interval class between 81-87 consisted 4 students in percentage (23,53%). Class interval between 88-96 was 2 students in percentage (11,77%).

In order to get description of the data clearly and completely, post test value of experimental and control class if it is presented in the form of histogram can be seen at figure 4.3 and 4.4 as follows:
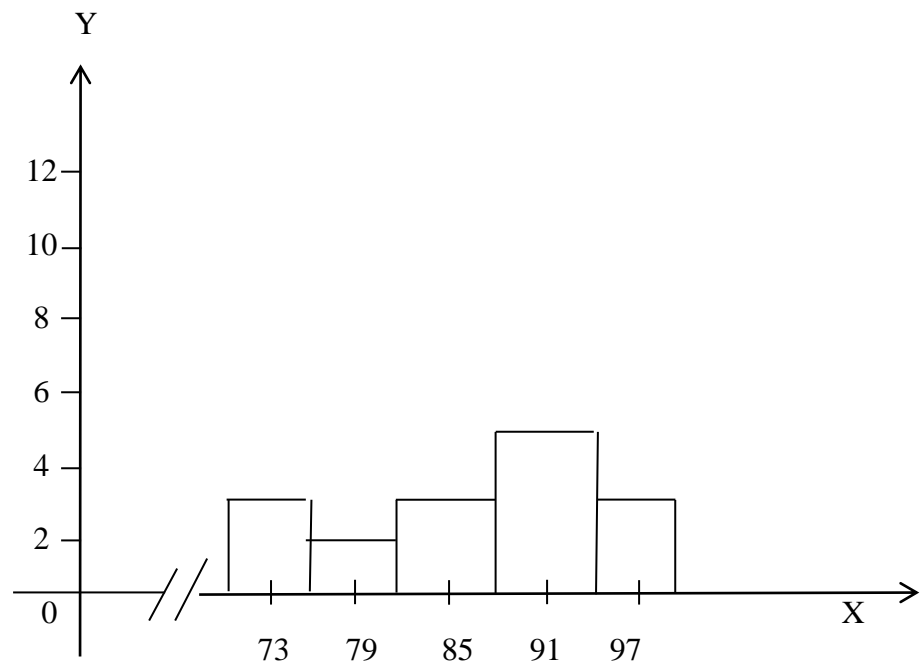
Figure 4: Post-Test Histogram of Experimental Class
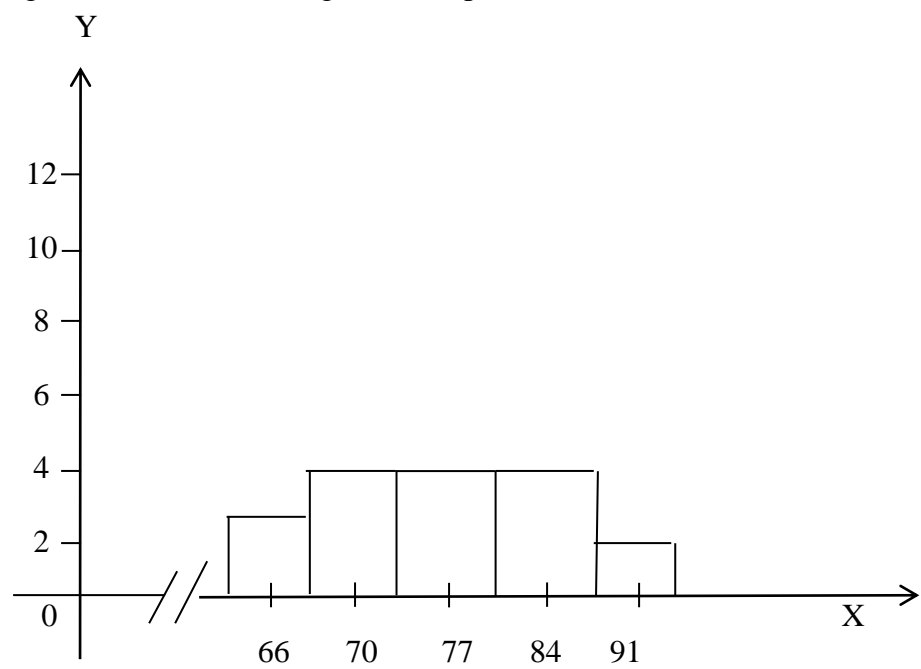
Figure 5: Post-Test Histogram of Control Class

B. Testing of Hypothesis

1. Hypothesis Test

After calculating the data of post-test, researcher found that post-test result of experimental class and control class is normal and homogenous. Based on the result, researcher used parametric test by using T-test to analyze the hypothesis. Alternative Hypothesis (H_a) of the research was "There was the significant effect of Communicative Language Teaching method on students' speaking ability at the eleventh grade of MAS An-Nur Padangsidimpuan". Then, in testing the hypothesis, this study used the *T test* formula manually with the following formula:

$$t = \frac{\overline{x_1} - \overline{x_2}}{\sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1+n_2-2}\left(\frac{1}{n_1}+\frac{1}{n_2}\right)}}$$

The hyphotesis to be tested is $H_0 : \mu_1 = \mu_2$; $H_1 : \mu_1 \neq \mu_2$

H_0 : There was no the significant effect of Communicative Language Teaching method on students' speaking ability at the eleventh grade of MAS An-Nur Padangsidimpuan

H_1 : There was the significant effect of Communicative Language Teaching method on students' speaking ability at the eleventh grade of MAS An-Nur Padangsidimpuan.

Table 11
Result of T-test from Both Averages

Pre-test		Post-test	
t_{count}	t_{table}	t_{count}	t_{table}
1,23	2,04	2,25	2,04

From the research data, it was found t_{count} 1,23 while t_{table} 2,04 in pre-test t_{count}< t_{table} (1,23<2,04), it means that hypothesis H_a was rejected and H_0 was accepted. It maybe concluded that two classes were same in pre-test. The pretest and posttest scores for the experimental class were obtained using *T-test,* the average of the experimental class was 56,18 and the posttest experimental class was 79,94. While t_{count} = 2,25 with the significant level of α = 5% and dk=31 obtained t_{table} =2,04 then, it might be concluded that t_{count} >t_{table}. So, from the calculation above, it can be seen that H_0 was rejected and H_1 was accepted. The calculation of gain score after doing this reseach can be seen in the following table:

Table 12
Gain Score of Experimental and Control Class

Class	Pre-Test	Post-Test	Enhancement	Gain score
Experimental	56,18	79,94	23,76	1, 12
Control	51,18	73,82	22,64	

Based on the table above, the researcher found that enhancement of students at experimental class was 23,76, while enhancement of students at control class was 22,64. The gain score was 1,12. It can be concluded that students' score of experimental was higher than the students' score in control class.

C. Discussion

Based on the data analysis, the researcher discussed the result of this research on the effectiveness of communicative language teaching method on students' speaking ability, where the result of mean score experimental class was

higher than control class. The researcher has been count the result in data analysis where the mean score in pre-test experimental class was 56,18 and control class was 51,18, in post-test mean score in experimental class was 79,94 and control class was 73,82. It means there is a significant effect of communicative language teaching method on students' speaking ability at the eleventh grade of MAS An-Nur Padangsidimpuan.

The researcher found several things since the study when applying Communicative Language Teaching method in the class. Students were more enthusiastic to interact directly with their classmates even though there were a lot of mistakes in their English pronunciation. Then, they also seemed curious about how to pronounce English well when hearing new vocabulary. Even so, some of them seemed reluctant to speak English because they were embarrassed to be laughed by their classmates.

The researcher wants to know differences of this research with the other researches through the data analysis or place of the research. The first is Dina Rohmah Safitri who found that there was a significant difference between students' speaking ability taught by Communicative Language Teaching and conventional method with consideration to = 5,75 was higher than T-table either significant 1% = 2,431 or in significant 5% = 1,687.[58] It may be inferred that there is a significant difference of using Communicative Language Teaching method toward students' speaking ability at the Eighth Grade students of SMPN 1 Semen Kediri in Academic Year 2014/2015. So that, the different aspect Dina Rohmah's

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[58] Dina Rohma Safitri, "The Effectiveness of Communicative Language Teaching in Learning Speaking To The Eighth Grade Students of SMPN 1 Semen Kediri in Academic Year 2014/2015" (Universitas Nusantara PGRI Kediri, 2015), p.4.

research with this study is object of the research. Dina rohmah did the research in SMP but this study was done in MA/ SMA level.

The second is Zakaria and Rani Royani who found that in experimental class the mean score of pre-test (52,2) was smaller than the mean score of post-test (62,6) which means that the increase of the students' speaking skill was 37% (0,51) and the value of T-test was bigger than T-table at the significant level 0,05 and degree of freedom −26, which means that H_0 was rejected and H_a was accepted.[59] It can be concluded that there was an effect of CLT method on students speaking skill at the second grade of MTsN 1 Kolaka. So that, the different aspect of Zakaria and Rani Royani research with this study is object of the research. They also did the research in MTs but this study was done in MA/ SMA level.

The third is Rahayu Nindya Ratih and the result was after doing the research, the data was calculated by using SPSS version 16 and the result shows that experimental group had mean score 66.82 for pretest and 75.23 for posttest. The mean different was 8.41. On the other hand, control group had mean score 70.23 for pretest and 71.82 for posttest. The mean different was 1.59. The result was the p-value of posttest is less than 5% or in other word, the p-value 0.016 < 0.05.[60] From the explanation, the null hypothesis (Ho) which stated that there was no significance effect of using Communicative Language Teaching Method on the students' speaking ability was rejected. In other words, the alternative hypothesis

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[59] Rani Royani et al., "The Effect of CLT Method on Students' Speaking Skill at The Second Grade of MTSN 1 Kolaka" 2, no. 2 (2017): p.1, www.researchgate.net.

[60] Rahayu Nindya Ratih, Hanafi, "The Effect of Using Communicative Language Teaching on Speaking Ability," *ELLITE: Journal of English Language, Literature, and Teaching* 1, no. 2 (2017): 97–106, https://doi.org/10.32528/ellite.v1i2.467.

(Ha) was accepted. It can be inferred that there is a significant effect of communicative language teaching method on students' speaking ability at MTsN. 2 Semarang. So that, the different aspect of Rahayu Nindya Ratih research with this study is object of the research. Rahayu Nindya Ratih also did the research in MTs but this study was in MA/ SMA level.

The fourth is Ilyas in which the result was on posttest T- observation value was 2,164 > t- table was 1,72, at .05 levels of significance with a degree of freedom of 20.[61] This data can indicate that there is a significant effect of communicative language teaching method on students speaking ability. It means that teaching by using communicative language teaching method at STAIN Watampone is effective. So that, the different aspect of Ilyas research with this study is object of the research. Ilyas did the research in University level but this study was done in MA/ SMA level.

So, those previous study used Communicative Language Teaching method proved the effect on students speaking ability. This research was based on the following aspect such; MAS An-Nur Padangsidimpuan is relatively new. On the other hand, teaching English is only done 2 hours a week in duration 2 x 45 minutes. This research conducted at high school level, where the previous related findings was carried out at the junior high school and university level .Therefore, those previous related findings strengthen the view that CLT has an effect on student's speaking ability. Based on the above explanation, the researcher

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[61] Ilyas, "The Effect of Communicative Approach on Speaking Achievement," *ETERNAL (English, Teaching, Learning and Research Journal)* 3, no. 1 (2017): 1–11, https://doi.org/10.24252/eternal.v31.2017.a1.

concluded that hypothesis alternative was accepted and there was significant effect of CLT method on students' speaking ability.

D. Threats of the Research

The researcher found the threats of the research as follows:

1. The students were not serious in answering the pre-test and post-test. Some of them still were cheating and imitating dialogue of their classmates. It made the answer of the test was not pure because they did not do it by themselves.

2. The students were noisy while the learning process. They were not concentrating in following the learning process. Some of them talked to their friends and some of them did something outside the teacher's rule. Clearly, it made them can not get the teacher's explanation well and gave the impact to the post-test answer.

3. The students were too enthusiastic in speaking. It made them be not followed the rule of treatment when the teacher gives other topic, the students feel confused to understand the other topic of speaking.

4. Some of them were not interested in learning English and give the impact to their answer.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, it may be concluded that:

1. Students' speaking ability at the eleventh grade of MAS An-Nur Padangsidimpuan before CLT method implemented was low. It can be seen from the students' score of pre-test, the higher score of pre-test implemented CLT method (experiment class) is 70 and the lowest score is 35.The result in data analysis where the mean score in pre-test experimental class was 56,18.

2. The students' ability of the grade XI students at MAS An-Nur Padangsidimpuan in speaking after CLT method implemented had higher score. It can be seen from the students' score of post-test, the higher score of post-test implemented CLT method (experiment class) is 95 and the lowest score is 70 and the mean score rose became 79,94.

3. This research hypothesis is the hypothesis alternative (H_a) was accepted. It was proven with t_{count} was higher than t_{table} (2,25>2.04). Therefore, the researcher concluded that CLT method has an effect or on students' speaking ability at the eleventh grade of MAS An-Nur Padangsidimpuan.

B. Suggestion

After finishing this research, the researcher got much information in English teaching and learning process. Therefore, the writer has suggestion to:

1. From the researcher result it is as the information for the headmaster to motivate the English teacher to teach as well as possible by maximizing the using Communicative Language Teaching Method in teaching, because this method can achieve the students speaking ability.

2. The English teacher, the researcher suggests as an English teacher were hoped to use appropriate method to teach or explain English subject to the students so that the students can enjoy and increase their skill in learning English.

3. Other researcher/reader, the researcher hopes that for the next research at SMA is not just one skill to do the research like speaking, but the other skills such as writing, reading, listening because most of students at SMA still less about all skills. In this era, most of students always use gadget in their daily activity so, we such as a teacher especially in the next researcher has to be stronger English subject or all the skill to the students.

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CURRICULUM VITAE

A. Identity

Name	: Desliana Sari
Reg. Number	: 17 203 00064
Place/ Birth	: Padangsidimpuan, Desember 2nd 1998
Gender	: Female
Religion	: Islam
Address	: Desa Purwodadi, Kec.Padangsisimpuan Batunadua

B. Parents

Father's Name	: Alm.Riadman
Mother's Name	: Almh.Rodiyah

C. Educational Background

1. Elementary School : SD Negeri 200309 Desa Purwodadi, 2011.
2. Junior High School : SMP Negeri 10 Padangsidimpuan, 2014.
3. Senior High School : SMA Negeri 1 Padangsidinpuan, 2017.
4. University : IAIN Padangsidimpuan, 2017 until now.

Appendix I

Experimental Class

LESSON PLAN

(EKSPERIMENTAL CLASS)

Sekolah   : MAS An-Nur Padangsidimpuan

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : XI/Genap

Alokasi Waktu   : 2 x 45 Menit

A. Kompetensi Inti

KI 1   :Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2   :Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli, (gotong royong, kerjasama, toleran, damai), santun, responsive, dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3   :Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, procedural, berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4   : Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

1. Kompetensi Dasar   : Mampu berbicara dan memahami Bahasa Inggris dengan benar.

2. Indikator   :

a. Mampu berbicara Bahasa Inggris dengan pelafalan yang baik, intonasi yang baik, akurasi yang tepat, dan pengucapan yang benar sesuai dengan konteks pembicaraan.

b. Mampu berinteraksi secara sosial dengan orang lain.

c. Mampu mengidentifikasi makna, fungsi social, struktur, dan unsur kebahasaan dari pembicaraan Bahasa Inggris yang sedang berlangsung.

C. Tujuan Pembelajaran

1. Siswa mampu berbicara Bahasa Inggris dengan baik melalui teknik belajar yang diberikan.

2. Siswa mampu berinteraksi sosial dan mengidentifikasi makna, fungsi sosial, struktur dan unsure kebahasaan dari pembicaraan yang sedang berlangsung.

D. Materi Pembelajaran

Suggesting and Offering Expressions

Suggestion means to give a suggestion which is to introduce or propose an

idea or a plan for someone's consideration. Suggestions are abstract and can be in form of solution, advice, plan, and idea. It can be accepted and refused. This social function is to facilitate interpersonal communication between different people.

Expressions of suggesting	Example of Suggestion
- Let's…. - Why don't we……..? - We could…………. - What about……….? - How about……..? - I suggest that…….. - You might want to change…… - I think…… - I don't think……	- Let's go to the library - Why don't you do your homework before going out? - We could eat at home today - What about visiting the new mosque? - How about going to Mecca to do Umrah? - You need to change your sleeping habit.

Responding to suggestion

Making suggestion	Accepting Suggestion	Declining Suggestion
Let's go to the library	Yes, let's go	No, thank you. I do not feel like going
Why don't you do your homework before going out?	Ok, I will	Sorry, I think I will go out first and then do my homework
What about visiting the new mosque?	Yeah. That's good idea.	I'm sorry, I can't
I think you should go and meet him	Ok, if you say so	Sorry, I think it is not good idea.

Offer means to give something physical or abstract to someone, which can be taken as a gift or a trade. Offers can be given in terms of food, money, solutions, friendship or a bargain. It can be taken or refused. This social function is to facilitate interpersonal communication between different people.

Expressions of Offering	Example of Suggestion
• May I ….? • Can I ……..? • Shall I ………….? • Would you……….? • How about I……..?	• May I help you? • Can I help you? • Shall I bring you some tea? • Would you like another piece of cake? • How about I help you with this? • Can I clean the veil for you? • Shall I buy this fruits for you? • I will cook the fried rice, if you like.

Responding to offers

Making offers	Accepting offers	Declining offers
Can I help you?	Yes, please I really appreciate it	It's ok, I can do it by myself
Shall I bring some tea?	Thank you, it is very kind of you	No, thank you
Would you like another helping of cake?	Yes, please That would be lovely.	No, thanks. I don't want another helping.

E. Metode Pembelajaran

1. Metode pembelajaran : Communicative Language Teaching Method.

F. Media Pembelajaran

1. Media   :Worksheet atau lembar kerja siswa, buku Paket

2. Alat/Bahan   : Spidol dan papan tulis

G. Sumber Belajar

Buku cetak Bahasa Inggris "Stand up Speak out" for SMA/MA/SMK/MAK

kelas XI.

H. Langkah-Langkah Pembelajaran

Pertemuan Ke-1 (2 x 45 menit)

Kegiatan Pendahuluan

1. Guru memberi salam

2. Berdoa

3. Guru memeriksa kehadiran siswa

4. Guru mengajukan pertanyaan antara pengetahuan sebelumnya sebelum materi yang akan dipelajari

5. Guru mempresentasikan dialog pendek tentang suggesting and offering expression.

6. Guru meminta siswa untuk mempraktikkan setiap ucapan di setiap segmen dialog secara berpasangan.

7. Guru memberikan waktu kepada siswa untuk bertanya dan menjawab sesuai dengan topic dialog suggesting and offers.

Kegiatan Pembelajaran/Kegiatan Inti

1. Guru mengajarkan suggestion and offers expression.

2. Guru meminta siswa untuk menemukan generalisasi ataupun aturan yang mendasari suggestion and offers expression.

3. Guru mencoba mendengarkan ucapan lisan tentang suggestion and offers expressions dari siswa.

4. Guru meminta siswa untuk mempraktikkan dialog yang mengandung suggestion and offers expression seseuai dengan kehidupan siswa sehari-hari.

Penutup

1. Guru memberikan contoh tugas tertulis

2. Guru memberikan penilaian dengan penilaian lisan.
Pertemuan Ke-2 (2 x 45 menit)
Kegiatan Pendahuluan
❖ Guru memberi salam ❖ Berdoa ❖ Guru memeriksa kehadiran siswa ❖ Memperkenalkan diri kepada siswa dan menyampaikan maksud kedatangan ke dalam kelas. ❖ Guru memberi motivasi belajar kepada siswa secara kontekstual. ❖ Guru menanyakankembali terkait pemahaman siswa terhadap materi pada pertemuan pertama
Kegiatan Inti
❖ Elaborasi - Memfasilitasi peserta didik melalui pembelajaran tugas dan lain- lain - Mengingatkan kembali materi/teks yang sudah dipelajari ❖ Konfirmasi - Guru menjawab pertanyaan peserta didik yang menghadapi kesulitan.
Penutup
❖ Guru memberikan tambahan penjelasan apabila ada yang kurang di mengerti oleh murid. ❖ Siswa dan guru membuat kesimpulan terhadap materi yang telah diajarkan. ❖ Siswa dan guru menutup pembelajaran dengan membaca do'a.

I. Penilaian

Teknik : Test

Bentuk : Lisan (spoken)

Rubrik Penilaian (Scoring Rubric of Speaking)

No.	Aspects	Criterions	Score
1.	Pronunciation	Almost perfect	5
		There are some mistakes but do not interfere the meaning	4
		There are some mistakes and interfere the meaning	3
		Many mistakes and interfere the meaning	2
		Too much mistakes and interfere the meaning	1
2.	Intonation	Almost Perfect	5
		There are some mistakes but do not interfere the meaning	4
		There are some mistakes but do not interfere the meaning	3
		Many mistakes and interfere the meaning	2
		Too much mistakes and interfere the meaning	1
3.	Fluency	Very Good	5
		Good	4
		Enough	3
		Not so bad	2
		Bad	1
4.	Accuracy	Very Good	5
		Good	4
		Enough	3
		Not too bad	2
		Bad	1

The score criteria:
Every point of indicator x 5

e.g: If the students got fluency very good means, the score is 4 and times by 5 (4x5)

Table 5
Criteria of value

No	Number of Score	Predicate
1	80- above	Very good
2	66-79	Good
3	56 - 65	Enough
4	41 - 55	Less
5	40 - down	Bad

Padangsidimpuan,   Agustus 2021

Mengetahui,

Validator   Peneliti

Nur Asiah, S.Pd   **Desliana Sari**

                                                                         NIM. 17 203 00064

LESSON PLAN

(CONTROL CLASS)

Sekolah   : MAS An-Nur Padangsidimpuan

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : XI/Genap

Alokasi Waktu   : 2 x 45 Menit

A. Kompetensi Inti

KI 1   :Menghayati dan mengamalkan ajaran agama yang dianutnya.

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KI 4 : Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi dasar dan Indikator Pencapaian

1. Kompetensi Dasar : Mampu berbicara dan memahami Bahasa Inggris dengan benar.

2. Indikator :

   a. Mampu berbicara Bahasa Inggris dengan pelafalan yang baik, intonasi yang baik akurasi yang tepat, dan pengucapan yang benar sesuai dengan konteks pembicaraan.

   b. Mampu berinteraksi secara sosial dengan orang lain.

   c. Mampu mengidentifikasi makna, fungsi social, struktur, dan unsur kebahasaan dari pembicaraan Bahasa Inggris yang sedang berlangsung.

C. Tujuan Pembelajaran

1. Siswa mampu berbicara Bahasa Inggris dengan baik melalui teknik belajar yang diberikan.

2. Siswa mampu berinteraksi sosial dan mengidentifikasi makna, fungsi sosial, struktur dan unsure kebahasaan dari pembicaraan yang sedang berlangsung.

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idea or a plan for someone's consideration. Suggestions are abstract and can be in form of solution, advice, plan, and idea. It can be accepted and refused. This social function is to facilitate interpersonal communication between different people.

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Responding to suggestion

Making suggestion	Accepting Suggestion	Declining Suggestion
Let's go to the library	Yes, let's go	No, thank you. I do not feel like going
Why don't you do your homework before going out?	Ok, I will	Sorry, I think I will go out first and then do my homework
What about visiting the new mosque?	Yeah. That's good idea.	I'm sorry, I can't
I think you should go and meet him	Ok, if you say so	Sorry, I think it is not good idea.

Offer means to give something physical or abstract to someone, which can be taken as a gift or a trade. Offers can be given in terms of food, money, solutions, friendship or a bargain. It can be taken or refused. This social function is to facilitate interpersonal communication between different people.

Expressions of Offering	Example of Suggestion
- May I ….? - Can I ……..? - Shall I ………….? - Would you……….? - How about I……..?	- May I help you? - Can I help you? - Shall I bring you some tea? - Would you like another piece of cake? - How about I help you with this? - Can I clean the veil for you? - Shall I buy this fruits for you? - I will cook the fried rice, if you like.

Responding to offers

Making offers	Accepting offers	Declining offers
Can I help you?	Yes, please I really appreciate it	It's ok, I can do it by myself
Shall I bring some tea?	Thank you, it is very kind of you	No, thank you
Would you like another helping of cake?	Yes, please That would be lovely.	No, thanks. I don't want another helping.

E. Metode Pembelajaran

1. Metode pembelajaran : Conventional Method

F. Media Pembelajaran

1. Media   :Worksheet atau lembar kerja siswa, buku Paket

2. Alat/Bahan   : Spidol dan papan tulis

G. Sumber Belajar

Buku cetak Bahasa Inggris "Stand up Speak out" for SMA/MA/SMK/MAK kelas XI.

H. Langkah-Langkah Pembelajaran

Pertemuan Ke-1 (2 x 45 menit)
Kegiatan Pendahuluan
- Guru memberi salam   - Berdoa   - Guru memeriksa kehadiran siswa   - Memperkenalkan diri kepada siswa dan menyampaikan maksud kedatangan ke dalam kelas.   - Guru memberi motivasi belajar kepada siswa secara kontekstual.   - Guru mengajukan pertanyaan antara pengetahuan sebelumnya sebelum materi yang akan dipelajari   - Guru menyampaikan tujuan pembelajaran yang harus dicapai siswa   - Menjelaskan mekanisme pelaksanaan sesuai dengan langkah- langkah pembelajaran.
Kegiatan Pembelajaran/Kegiatan Inti
- Guru meminta murid untuk membuka buku paket   - Guru menjelaskan dialog yang ada di buku paket tersebut.   - Setiap siswa diberikan bagian yang terdiri sebagai pembicara dan lawan bicara.   - Guru menugaskan siswa untuk menghapal dialog dengan waktu yang ditentukan.   - Siswa menampilkan dialog tersebut di depan kelas.
Penutup

❖ Guru memberikan kesempatan kepada siswa untuk menanyakan hal yang belum dipahami

❖ Siswa dan guru membuat kesimpulan terhadap materi yang telah diajarkan

❖ Siswa dan guru menutup pembelajaran dengan membaca do'a.

Pertemuan Ke-2 (2 x 45 menit

Kegiatan Pendahuluan

❖ Guru memberi salam

❖ Berdoa

❖ Guru memeriksa kehadiran siswa

❖ Memperkenalkan diri kepada siswa dan menyampaikan maksud kedatangan ke dalam kelas.

❖ Guru memberi motivasi belajar kepada siswa secara kontekstual.

❖ Guru menanyakan kembali terkait pemahaman siswa terhadap materi pada pertemuan pertama.

Kegiatan Inti

❖ Elaborasi

- Memfasilitasi peserta didik melalui pembelajaran tugas dan lain- lain

- Mengingatkan kembali materi/teks yang sudah dipelajari

❖ Konfirmasi

Guru menjawab pertanyaan peserta didik yang menghadapi kesulitan.

Penutup

❖ Guru memberikan tambahan penjelasan apabila ada yang kurang di mengerti oleh murid.

❖ Siswa dan guru membuat kesimpulan terhadap materi yang telah diajarkan.

❖ Siswa dan guru menutup pembelajaran dengan membaca do'a.

I. Penilaian

Teknik   : Test

Bentuk   : Lisan (spoken)

Penilaian   : Berdasarkan rubric penilaian Speaking.

Rubrik penilaian (Scoring Rubric of Speaking)

No.	Aspects	Criterions	Score
1.	Pronunciation	Almost perfect	5
		There are some mistakes but do not interfere the meaning	4
		There are some mistakes and interfere the meaning	3
		Many mistakes and interfere the meaning	2
		Too much mistakes and interfere the meaning	1
2.	Intonation	Almost Perfect	5
		There are some mistakes but do not interfere the meaning	4
		There are some mistakes but do not interfere the meaning	3
		Many mistakes and interfere the meaning	2
		Too much mistakes and interfere the meaning	1
3.	Fluency	Very Good	5
		Good	4
		Enough	3
		Not so bad	2
		Bad	1

4.	Accuracy	Very Good	5
		Good	4
		Enough	3
		Not too bad	2
		Bad	1

The score criteria:
Every point of indicator x 5
e.g: If the students got fluency very good means, the score is 4 and times by 5 (4x5)

Table 5
Criteria of value

No	Number of Score	Predicate
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3	56 - 65	Enough
4	41 - 55	Less
5	40 - down	Bad

Padangsidimpuan,   Agustus 2021

Mengetahui,

Validator   Peneliti

Nur Asiah, S.Pd   **Desliana Sari**

                                                                          NIM. 17 203 00064

Appendix 3

Instrument of Speaking Test for Experimental and Control Group

<p style="text-align:center;">PRE TEST SHEET</p>

Read the following instruction before doing the speaking test!

Practice a dialogue with **suggestion and offer expressions** about these 3

situations in your group!

    a. I'm sick   b. I failed the test.

    c.I'm hungry

Mengetahui,

Validator

<u>Nur Asiah, S.Pd.</u>

Appendix 4

Instrument of Speaking Test for Experimental and Control Group

POST TEST SHEET

Read the following instruction before doing the speaking test!

Practice a dialogue with **suggestion and offer expressions** about these 3

situations in your group!

a. I'm tired

c. I can't swim

b. I'm cold

Mengetahui,

Validator

Nur Asiah, S.Pd.

Appendix 5

a. Score of Experimental Class Pre-Test

No	Name	P	I	F	A	Total Score	Test Score
1	AR	4	3	4	3	14	70
2	A	2	2	4	2	10	50
3	ABN	3	2	2	2	9	45
4	ASL	3	2	4	4	13	65
5	DES	2	3	2	2	9	45
6	DL	3	2	3	2	10	50
7	DPS	4	4	4	4	16	80
8	EP	2	3	3	3	11	55
9	MM	1	2	2	2	7	35
10	NASL	2	2	2	2	8	40
11	P	3	3	3	3	12	60
12	PA	3	3	2	1	9	45
13	RBL	2	2	1	2	7	35
14	SM	3	2	3	4	12	60
15	US	3	2	3	3	11	55
16	YAM	2	3	4	3	12	60
Total						**170**	**828**

b. Score of Control Class Pre-Test

No	Name	P	I	F	A	Total Score	Test Score
1	AM	3	3	3	2	11	65
2	AM	2	3	2	2	9	45
3	AF	3	3	3	3	12	60
4	DN	4	4	4	4	16	80
5	DES	3	3	3	3	12	60
6	FA	2	2	3	2	9	45
7	F	2	2	2	1	7	35
8	FW	2	2	2	2	8	40
9	FA	3	3	3	3	12	60
10	IY	3	4	4	4	15	75
11	IL	3	3	3	3	12	60
12	IM	1	2	2	2	7	35
13	RM	2	3	3	3	11	55
14	JR	2	2	3	3	10	50
15	MAF	3	3	2	3	11	55
16	ZZ	3	3	3	3	12	60
17	ZM	2	3	2	4	11	55
Total						**185**	**952**

Appendix 6

Description of The Pre-Test Scores of Experimental Class

Interval Class			f	fcum	x	fx	$\bar{x}$	f(x- x̄)^2
35	-	43	2	2	39	78		590,30
44	-	52	3	5	48	144		200,74
53	-	61	5	9	57	285	56,18	3,36
62	-	70	3	13	66	198		289,30
71	-	79	3	16	75	225		1062,58
Total			16		285	930		2146,28

Mean	=	56,18
Median	=	60,83
Modus	=	55
Variants	=	169,58
Standar Deviasi	=	13,02

Description of The Pre-Test of The Control Class

Interval Class			f	fcum	x	fx	$\bar{x}$	f(x- x̄)^2
35	-	43	4	4	39	156		593,41
44	-	52	4	8	48	192		40,45
53	-	61	5	13	57	285	51,18	169,36
62	-	70	2	15	66	132		439,26
71	-	79	2	17	75	150		1134,78
Total			17		285	915		2377,27

Mean	=	51,18
Median	=	59,70
Modus	=	54
Variants	=	123,53
Standar Deviasi	=	11,11

Appendix 7

Table of Normality in Pre Test Experimental Class with Chi Quadrate Formula

No	Name	Total Score	Score
1	Anisa Rahmah	14	70
2	Anharuddin	10	50
3	Ahmad Busro Nasution	9	45
4	Aqilah Sari Lubis	13	65
5	Dasmi Epita Sahra	9	45
6	Dani Lubis	10	50
7	Dinda Puspita Sari	16	80
8	Elsa Putri	11	55
9	Masjuita Maysari	7	35
10	Nisa Aqilah Sari Lubis	8	40
11	Paridah	12	60
12	Pahra Abdillah	9	45
13	Rijal Basri Lubis	7	35
14	Siti Maysaroh	12	60
15	Ulan Salsabila	11	55
16	Yuni Amelia Matondang	12	60
Total		170	850

Interval Class	f	x	$\overline{fx}$	$\boldsymbol{x}$	$(x-\overline{x})^2$	$f(x-\overline{x})^2$	s
35 - 43	2	39	78		365,77	731,53	
44 - 52	4	48	192		102,52	410,06	
53 - 61	3	57	171	58,13	1,27	3,80	12,24
62 - 70	4	66	264		62,02	248,06	
71 - 79	3	75	225		284,77	854,30	
Total	**16**	**285**	**930**		**816,33**	**2247,75**	

Interval Class	f0	Real Lower Limit	z score	F(z)	Li	Fe	(f0-fe)^2/fe
35-43	2	34,5	-1,93	0,03	0,09	1,43	0,23
44-52	4	43,5	-1,19	0,12	0,21	3,31	0,14
53-61	4	52,5	-0,46	0,32	0,29	4,57	0,54
62-70	4	61,5	0,28	0,61	0,24	3,77	0,01
71-79	2	70,5	1,01	0,84	0,12	1,85	0,71
		79,5	1,75	0,96			
	16						1,64

x^2	1,64
x^2table	9,49

Testing the normality of distribution of two groups used Chi Quadrate with the formula as follows:

$$x^2 = \sum_{i=1}^{k} \frac{(f_0 - f_a)^2}{f_i}$$

Normality test in this study used Ms.Excel system. The data tested was the average value of the test (pretest) for the experimental class, the data obtained were $X_{count} = 1,64$ and $X_{table} = 9,49$ Hence, the calculation proved that $X_{count} < X_{table,}$ H_0 was accepted. As the result of the case, it might be concluded that the experimental class determined was normally distributed.

Table of Normality in Pre Test Control Class with Chi Quadrate Formula

No	Name	Total Score	Score
1	Ainun Mardiah	11	55
2	Aisyatul Mardiah	9	45
3	aulia Fahma	12	60
4	Deya Novarina	16	80
5	Fatimah Azzahra	12	60
6	Fatimah	9	45
7	Fitrah Wahyuni	7	35
8	Fitri Amelia	8	40
9	Irma Yanti	12	60
10	Irma Lubis	15	75
11	Intan maysaroh	12	60
12	Juliani Lubis	7	35
13	Roy Margolang	11	55
14	Junaidi Ritonga	10	50
15	Muhammad Aris Fathan	11	55
16	Zulf Zein	12	60
17	Zain Malik	11	55
Total		**185**	**925**

Interval Class	f	x	fx	$\bar{x}$	$(x-\bar{x})^2$	$f(x-\bar{x})^2$	s
35 - 43	4	39	156		219,74	878,95	
44 - 52	4	48	192		33,91	135,65	
53 - 61	5	57	285		10,09	50,45	
62 - 70	2	66	132	53,82	148,27	296,53	11,88
71 - 79	2	75	150		448,44	896,89	
Total	**17**	**285**	**915**		**860,45**	**2258,47**	

Interval Class	f0	real lower limit	z	F(z)	Li	Fe	(f0-fe)^2/fe
35 - 43	4	34,5	-1,63	0,05	0,14	2,39	1,09
44 - 52	4	43,5	-0,87	0,19	0,26	4,47	0,05
53 - 61	5	52,5	-0,11	0,46	0,29	4,85	0,00
62 - 70	2	61,5	0,65	0,74	0,18	3,04	0,36
71 - 79	2	70,5	1,40	0,92	0,08	1,36	0,30
		769,5	60,24	1,00			
	17						1,80

x^2	1,8
x^2tabel	9,49

Testing the normality of distribution of two groups used Chi Quadrate with the formula as follows:

$$x^2 = \sum_{i=1}^{k} \frac{(f_0 - f_a)^2}{f_i}$$

Normality test in this study used Ms.Excel system. The data tested was the average value of the test (pretest) for the control class, the data obtained were $X_{count} = 1,8$ and $X_{table} = 9,49$. Hence, the calculation proved that $X_{count} < X_{table}$, H_0 was accepted. As the result of the case, it might be concluded that the control class determined was normally distributed.

Appendix 8
Homogeneity Test (Pre-Test)

Experimental Class Score	Control Class Score
70	65
50	65
45	65
70	65
45	65
50	45
80	35
55	45
35	60
45	75
65	60
45	35
35	55
60	50
55	55
65	60
	55

variants 1	169,6
variants 2	123,5

f count	1,37
f table	2,35

Testing the normality of distribution of two groups used F formula with the formula as follows:

$$F_{count} = \frac{s_1^2}{s_2^2}$$

Homogeneity test in this study used Ms.Excel system. The result was obtained as follows:

The biggest variants were 169,6

The lowest variants were 123,5

$$F_{count} = \frac{169,6}{123,5} = 1,37 \text{ dan } F_{table} = 2,35$$

H_0 was accepted if $F_{count} \leq F_{table}$. Based on the calculation above, it might be concluded that $F_{count} \leq F_{table}$ (1,37 $\leq$ 2,35) so, H_0 was accepted and both class determined have homogenous variants.

Appendix 9

a. **Score of Experimental Class in Post-Test**

No	Name	P	I	F	A	Total Score	Test Score
1	AR	5	4	5	5	19	95
2	A	4	5	4	4	17	85
3	ABN	4	3,5	4	4	15,5	78
4	ASL	5	4	5	4	18	90
5	DES	4	4	5	5	18	90
6	DL	5	5	3,5	4	17,5	88
7	DPS	5	5	4	5	19	95
8	EP	4	4	4	4	16	80
9	MM	3	3	4	5	15	75
10	NASL	4	4	4	4	16	80
11	P	5	5	5	4	19	95
12	PA	3	5	3	4	15	75
13	RBL	3	3	4	4	14	70
14	SM	5	4	4	4	17	85
15	US	3,5	5	4	5	17,5	88
16	YAM	5	4	5	4	18	90
Total						**271,5**	**1381**

b. Score of Control Class in Post-Test

No	Name	P	I	F	A	Total Score	Test Score
1	AM	4	4	4	4	16	80
2	AM	4	3	3	3,5	13,5	68
3	AF	4	3	5	5	17	85
4	DN	4	5	3,5	5	17,5	88
5	DES	4	4	4	4	16	80
6	FA	2	3,5	4	4	13,5	68
7	F	4	3	3	2,5	12,5	63
8	FW	3	3	3	3	12	60
9	FA	4	4	4	4	16	80
10	IY	4	5	5	4	18	90
11	IL	4	3	4	4	15	75
12	IM	4	3	3	2	12	60
13	RM	3	5	4	3	15	75
14	JR	4	3	4	1	12	60
15	MAF	3	3	4	5	15	75
16	ZZ	4	4	3,5	4	15,5	78
17	ZM	3	3	4	4	14	70
Total						**250,5**	**1271**

Appendix 10

Description of The Post-Test Scores of Experimental Class

Scores			f	fcum	x	$\overline{fx}$	$\overline{x}$	f(x- x̄)^2
70	-	75	3	3	72,5	217,5		516,80
76	-	81	2	5	78,5	157		101,53
82	-	87	3	8	84,5	253,5	85,63	3,80
88	-	93	5	13	90,5	452,5		118,83
94	-	99	3	16	96,5	289,5		354,80
Total			16		422,5	1370		1095,75

Mean	=	79,94	
Median	=	93,50	
Modus	=	90,5	
Variants	=	61,13	
Standard Deviation	=	7,82	

Scores			f	fcum	x	$\overline{fx}$	$\overline{x}$	f(x- x̄)^2
60	-	66	4	4	63	252		663,82
67	-	73	3	7	70	210		103,81
74	-	80	4	11	77	308	75,88	5,00
81	-	87	4	15	84	336		263,58
88	-	96	2	17	92	184		519,56
Total			17		386	1290		1555,76

Mean	=	73,82	
Median	=	84	
Modus	=	69,50	
Varians	=	93,53	
Standar Deviation	=	9,67	

Appendix 11

Table of Normality in Post Test Experimental Class with Chi Quadrate Formula

No	Name	Total Score	Score
1	Anisa Rahmah	19	95
2	Anharuddin	17	85
3	Ahmad Busro Nasution	15,5	78
4	Aqilah Sari Lubis	18	90
5	Dasmi Epita Sahra	18	90
6	Dani Lubis	17,5	88
7	Dinda Puspita Sari	19	95
8	Elsa Putri	16	80
9	Masjuita Maysari	15	75
10	Nisa Aqilah Sari Lubis	16	80
11	Paridah	19	95
12	Pahra Abdillah	15	75
13	Rijal Basri Lubis	14	70
14	Siti Maysaroh	17	85
15	Ulan Salsabila	17,5	88
16	Yuni Amelia Matondang	18	90
Total		**271,5**	**1359**

Interval Class	f	x	fx	$\bar{x}$	$(x-\bar{x})^2$	$f(x-\bar{x})^2$	s
70 - 75	3	72,5	217,5		172,27	516,80	
76 - 81	2	78,5	157		50,77	101,53	
82 - 87	3	84,5	253,5	85,63	1,27	3,80	8,55
88 - 93	5	90,5	452,5		23,77	118,83	
94 - 99	3	96,5	289,5		118,27	354,80	
Total	**16**	**422,5**	**1370**		**366,33**	**1095,75**	

Interval class	f0	real lower limit	z	F(z)	Li	Fe	(f0-fe)^2/fe
70 -75	3	69,5	-1,89	0,03	0,09	1,42	1,77
76 - 81	2	75,5	-1,18	0,12	0,20	3,15	0,42
82 - 87	3	81,5	-0,48	0,31	0,27	4,35	0,42
88 - 93	5	87,5	0,22	0,59	0,23	3,76	0,41
94 - 99	3	93,5	0,92	0,82	0,13	2,02	0,48
		99,5	1,62	0,95			
Total	**16**						**3,50**

x^2	3,5
x^2tabel	9,49

Testing the normality of distribution of two groups used Chi Quadrate with the formula as follows:

$$x^2 = \sum_{i=1}^{k} \frac{(f_0 - f_a)^2}{f_i}$$

Normality test in this study used Ms.Excel system. The data tested was the average value of the test (*posttest)* for the experimental class, the data obtained were $X_{count} = 3,5$ and $X_{table} = 9,49$. Hence, the calculation proved that $X_{count} < X_{table}$, H_0 was accepted. As the result of the case, it might be concluded that the experimental class determined was normally distributed.

Table of Normality in Post Test Control Class with Chi Quadrate Formula

No	Name	Total Score	Score
1	Ainun Mardiah	16	80
2	Aisyatul Mardiah	13,5	68
3	aulia Fahma	17	85
4	Deya Novarina	17,5	88
5	Fatimah Azzahra	16	80
6	Fatimah	13,5	68
7	Fitrah Wahyuni	12,5	63
8	Fitri Amelia	12	60
9	Irma Yanti	16	80
10	Irma Lubis	18	90
11	Intan maysaroh	15	75
12	Roy Margolang	12	60
13	Roy Margolang	15	75
14	Junaidi Ritonga	12	60
15	Muhammad Aris Fathan	15	75
16	Zulfi Zein	15,5	78
17	Zain Malik	14	70
Score		250,5	1255

Score	f	x	fx	$\bar{x}$	$(x-\bar{x})^2$	$f(x-\bar{x})^2$	s
60 - 66	3	63	252		165,96	663,82	
67 - 73	4	70	210		34,60	103,81	
74 - 80	4	77	308	75,88	1,25	5,00	9,86
81 - 87	4	84	336		65,90	263,58	
88 - 96	2	92	184		259,78	519,56	
Total	**17**	**386**	**1290**		**527,48**	**1555,76**	

Interval Class	f0	real lower limit	z	F(z)	Li	Fe	(f0-fe)^2/fe
60 - 66	4	59,5	-1,66	0,05	0,12	2,08	1,77
67 - 73	3	66,5	-0,95	0,17	0,23	3,98	0,24
74 - 80	4	73,5	-0,24	0,40	0,28	4,69	0,10
81 - 87	4	80,5	0,47	0,68	0,20	3,41	0,10
88 - 96	2	87,5	1,18	0,88	0,10	1,72	0,05
		96,5	2,09	0,98			
	17						**2,26**

x^2	**2,26**
x^2tabel	**9,49**

Testing the normality of distribution of two groups used Chi Quadrate with the formula as follows:

$$x^2 = \sum_{i=1}^{k} \frac{(f_{0-} f_a)^2}{f_i}$$

Normality test in this study used Ms.Excel system. The data tested was the average value of the test (*posttest)* for the control class, the data obtained were X_{count} =2,26 and X_{table} = 9,49. Hence, the calculation proved that $X_{count} < X_{table}$, H_0 was accepted. As the result of the case, it might be concluded that the control class determined was normally distributed.

Appendix 12

Homogeneity Test (Post-Test)

Homogenity Test in Post-test

Experimental Class Score	Control Class Score
95	80
85	68
75	85
90	88
90	80
88	68
95	63
80	60
75	80
80	90
95	75
75	60
70	75
85	60
88	75
90	78
	70

varians 1	**93,5**
varians 2	**64,5**

f count	**1,45**
f table	**2,35**

Homogeneity test aims to find out whether data of sample has homogenous variants.

H_0 : $\sigma_1^2 = \sigma_2^2$ (the variants were homogenous)

H_1 : $\sigma_1^2 \neq \sigma_2^2$ (the variants were heterogenous)

Testing the normality of distribution of two groups used F formula with the formula as follows:

$$F_{count} = \frac{s_1^2}{s_2^2}$$

Homogeneity test in this study used Ms.Excel system. The result was obtained as follows:

The biggest variants were 93,5

The lowest variants were 64,5

$$F_{count} = \frac{93,5}{64,5} = 1,44 \text{ dan } F_{table} = 2,35$$

H_0 was accepted if $F_{count} \leq F_{table}$. Based on the calculation above, it might be concluded that $F_{count} \leq F_{table}$ ($1,44 \leq 2,35$), so, H_0 was accepted and both class determined have homogenous variants.

Appendix 13

T-test of Both Averages in Pre-Test

Students	Experimental Class	Control Class
1	70	65
2	50	65
3	45	65
4	70	65
5	45	65
6	50	45
7	80	35
8	55	45
9	35	60
10	45	75
11	65	60
12	45	35
13	35	55
14	60	50
15	55	55
16	65	60
17	0	55

$$Tt = \frac{X_1 - X_2}{\sqrt{\left(\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

	Experimental Class	Control Class
Mean	56,18	51,18
Std. Deviation	13,02	11,11
Variants	169,58	123,53
dk	n1+n2-2	31

Average Difference	5,00
1/n1	0,02
2/n2	0,02
	107,59
	0,04
	4,30
	2,35

t count	**1,23**
t table	**2,04**

Appendix 14

T-test of Both Average in Post-Test

Students	Experimental Class	Control Class
1	95	80
2	85	68
3	78	85
4	90	88
5	90	80
6	88	68
7	95	63
8	80	60
9	75	80
10	80	90
11	95	75
12	75	60
13	70	75
14	85	60
15	88	75
16	90	78
17	0	70

$$Tt = \frac{X_1 - X_2}{\sqrt{\left(\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

	Experimental Class	Control Class
Mean	79,94	73,82
Std. Deviation	7,82	9,67
Variants	61,13	93,53
dk	n1+n2-2	31

Average difference	6,12
1/n1	0,02
1/n2	0,02
	965,21
	0,04
	38,61
	5,19

t count	**2,25**
t table	**2,04**

Appendix 15

Chi-Square Table

Dk	Significant level					
	50%	**30%**	**20%**	**10%**	**5%**	**1%**
1	0,455	1,074	1,642	2,706	3,841	6,635
2	1,386	2,408	3,219	4,605	5,991	9,210
3	2,366	3,665	4,642	6,251	7,815	11,341
4	3,357	4,878	5,989	7,779	9,488	13,277
5	4,351	6,064	7,289	9,236	11,070	15,086
6	5,348	7,231	8,558	10,645	12,592	16,812
7	6,346	8,383	9,803	12,017	14,067	18,475
8	7,344	9,524	11,030	13,362	15,507	20,090
9	8,343	10,656	12,242	14,684	16,919	21,666
10	9,342	11,781	13,442	15,987	18,307	23,209
11	10,341	12,899	14,631	17,275	19,675	24,725
12	11,340	14,011	15,812	18,549	21,026	26,217
13	12,340	15,119	16,985	19,812	22,362	27,688
14	13,339	16,222	18,151	21,064	23,685	29,141
15	14,339	17,222	19,311	22,307	24,996	30,578
16	15,338	18,418	20,465	23,542	26,296	32,000
17	16,338	19,511	21,615	24,769	27,587	33,409
18	17,338	20,601	22,760	25,989	28,869	34,805
19	18,338	21,689	23,900	27,204	30,144	36,191
20	19,337	22,775	25,038	28,412	31,410	37,566
21	20,337	23,858	26,171	29,615	32,671	38,932
22	21,337	24,939	27,301	30,813	33,924	40,289
23	22,337	26.018	28,429	32,007	35,172	41,638
24	23,337	27,096	29,553	33,196	35,415	42,980
25	24,337	28,172	30,675	34,382	37,652	44,314
26	25,336	29,246	31,795	35,563	38,885	45,642
27	26,336	30,319	32,912	36,741	40,113	46,963
28	27,336	31,391	34,027	37,916	41,337	48,278
29	28,336	32,461	35,139	39,087	42,557	49,588
30	29,336	33,530	36,250	40,256	43,773	50,892

Appendix 16

Percentage Points of the t Distribution

Pr df	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38	0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39	0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40	0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688

Appendix 17

<center>**Documentation**</center>

16 Oktober 2020

Nomor   : 160/In.14/E.6a/PP.00.9/10/2020
Lamp   : -
Perihal : **Pengesahan Judul dan Pembimbing Skripsi**

Kepada Yth:
1. **Zainuddin, M.Hum.**   **(Pembimbing I)**
2. **Sokhira Linda Vinde Rambe, M.Pd.**   **(Pembimbing II)**

di –Padangsidimpuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Study TadrisBahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama   : Desliana Sari
NIM   : 17 203 000 64
Fak/Prodi   : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris
Judul Skripsi   : **The Effectiveness of Communicative Language Teaching Method on Students' Speaking Ability at The Eleventh Grade of MAS An-Nur Padangsidimpuan.**
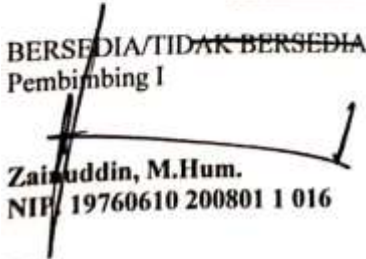
Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.
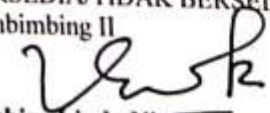
Ketua Program Studi Tadris Bahasa Inggris

Fitri Rayani Siregar, M.Hum.
NIP. 19820731 200912 2 004

PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

BERSEDIA/~~TIDAK BERSEDIA~~
Pembimbing I

Zainuddin, M.Hum.
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BERSEDIA/~~TIDAK BERSEDIA~~
Pembimbing II

Sokhira Linda Vinde Rambe, M.Pd.
NIP.19851010 201903 2 007

Nomor : B - 843   /In.14/E.1/TL.00/06/2021   2 Juni 2021
Hal   : Izin Penelitian
         Penyelesaian Skripsi.

Yth. Kepala An-Nur Boarding School Panyanggar Padangsidimpuan
Kota Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama   : Desliana Sari
NIM   : 1720300064
Program Studi   : Tadris/Pendidikan Bahasa Inggris
Fakultas   : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang
sedang menyelesaikan Skripsi dengan Judul "The Effectiveness of Communicative
Language Teaching Method on Students' Speaking Ability at the Eleventh Grade of
An-Nur Boarding School Panyanggar Padangsidimpuan".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian
sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n. Dekan
Wakil Dekan Bidang Akademik

Dr. Ahmad Nizar Rangkuti, S.Si., M.Pd.
NIP. 19800413 200604 1 002

SURAT KETERANGAN
No. 043/MA-ANP/III/IX/2021

Sehubungan dengan surat dari Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidimpuan, Nomor B-843/In.14/E.1/TL.00/06/2021, hal Izin Penelitian Penyelesaian Skripsi tertanggal 11 September 2021, maka Kepala Madrasah Aliyah An-Nur Padangsidimpuan dengan ini menerangkan nama Mahasiswa di bawah ini:

Nama   : Desliana Sari
NIM   : 1720300064
Program Studi : Tadris/Pendidikan Bahasa Inggris
Fakultas   : Tarbiyah dan Ilmu Keguruan
Jenjang   : S1

Benar telah mengadakan penelitian di Madrasah Aliyah An-Nur Padangsidimpuan 2 Juli - 11 Sepetember 2021 guna melengkapi data pada penyusunan skripsi yang berjudul "The Effectivieness of Communicative Language Teaching Method on Students' Speaking Ability at the Eleventh Grade of MAS An-Nur Padangsidimpuan".

Demikian Surat Keterangan ini kami buat untuk dipergunakan dengan semestinya. Terima Kasih.

Padangsidimpuan, 11 September 2021
Kepala Madrasah

Rusydi Hasan, S.Pd.I