

**IMPROVING STUDENTS SPEAKING SKILL BY USING  
CLT(COMUNICATIVE LANGUAGE TEACHING) APPROACH AT THE  
SEVENTH YEAR STUDENTS OF MTS BATUSITANDUK**



**A THESIS**

Submitted to the English Language of S1 Tarbiyah Department of State  
Collage for Islamic Studies of Palopo in Partial Fulfillment of Requirement for S.Pd  
Degree in English Education

Composed By,

**VERAWATI**

Reg.num: 09.16.3.0106

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**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT OF THE  
STATE COLLEGE FOR ISLAMIC STUDIES (STAIN) PALOPO  
2014**

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STATE COLLEGE FOR ISLAMIC STUDIES (STAIN) PALOPO**

**2014**

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## THESIS APPROVAL

This thesis entitled “**Improving Students Speaking Skill by Using CLT (Communicative Language Teaching) approach at the Seventh Year Students of Madrasah Tsanawiyah Batusitanduk**”, Which is written by **Verawati, Reg. Num. 09.16.3.0106**, English S1 study program of Tarbiyah Department of State College For Islamic Studies Palopo, and has been examined and defended in MUNAQASYAH session which is carried out on **Monday, January, 6<sup>th</sup> 2014 M**, Coincide with **Rabbiul Awal 4<sup>th</sup> 1435 H.**, and it is authorized and acceptable as partial fulfillment of requirement for S.Pd. degree in English language teaching.

Palopo, January, 6<sup>th</sup> 2014 M  
Rabbiul Awal, 4<sup>th</sup> 1435 H

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Palopo, Friday, 13<sup>th</sup> 2013 M  
Muharram, 10<sup>th</sup> 1435 H

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## ABSTRACT

**Verawati , 2013. Improving Students Speaking Skill by Using Communicative Language Teaching (CLT) approach at the Seventh Year Students' of Madrasah Tsanawiyah Batusitanduk. Thesis, English Study Program of Educational Departement in Sekolah Tinggi Agama Islam Negeri (STAIN) Palopo. Consultant (1) Wisran, S.S., M.Pd. and Consultant (2) Amalia Yahya, S.E., M.Hum.**

**Key words : Improving, Speaking Skill, Communicative Language Teaching (CLT) approach.**

The objectives of this research are to explain the improvement students' Speaking skill and the student's attitude by using Communicative Language Teaching (CLT) approach.

This research applied pre- experimental method using of pre-test and post-test and using Communicative Language Teaching (CLT) approach. And the researched focused on the Seventh year students of Mts Batusitanduk, who were the academic year 2012/2013. The number of population is 22 students and as a sample using the purposive sampling technique. The researcher used test interview or dialogue, and questionnaires as instruments of the data collection.

The result of this research shows that were significant developments on students' speaking skill at the Seventh year students of Mts Batusitanduk after conducting the treatments by using Communicative Language Teaching (CLT) approach. In which, the score of  $t_{test}$  (11,84) is bigger than the score of  $t_{table}$  (2,831). It means that Communicative Language Teaching (CLT) approach gives significant improvement to the students' speaking skill. In addition, the researcher found almost all of the students gave positive responds toward Communicative Language Teaching (CLT) approach applied in learning speaking.

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Palopo, ....December 2013

The writer



**IAIN PALOPO**

## ABSTRACT

Name : Verawati  
NIM : 09.16. 3. 0106  
Title : Improving Students Speaking Skill by Using Communicative Language Teaching (CLT) approach at the Seventh Year Students' of Madrasah Tsanawiyah Batusitanduk.

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The objective of the research is to find out the the effectiveness of CLT (Communicative Languages Teaching) approach in improving speaking skill at the Seventh year students of MTs Batusitanduk and to find out the students attitude toward CLT (Communicative Languages Teaching) approach in improving speaking skill.

This research used pre- experimental method using of pre-test and post-test in CLT (Communicative Language Teaching) approach. And the respondent researched were the Seventh year students of Mts Batusitanduk, who were the academic year 2012/2013. The number of population were 124 students, and the subject of the research consists of 22 sample and as a sample using the purposive sampling technique.

The researcher used test interview or dialogue, and questionnaires as instruments of the data collection.

The result of this research shows that there were significant improvement on students' speaking skill at the Seventh year students of Mts Batusitanduk after conducting the treatments by using Communicative Language Teaching (CLT) approach. In which, the score of  $t_{test}$  (11,84) is bigger than the score of  $t_{table}$  (2,831) and the result of  $t_{test} > t_{table}$ , it indicated that  $H_0$  was rejected and accepted  $H_a$ . It means that Communicative Language Teaching (CLT) approach gives significant improvement to the students' speaking skill. In addition, the researcher found almost all of the students gave positive responds toward Communicative Language Teaching (CLT) approach applied in learning speaking.

## CHAPTER I

### INTRODUCTION

#### *A. Background*

Learning and teaching English as a foreign language will be more complicated since English is used as a means of communication. There is only a little opportunity to communicate in this language. For that reason, the students of Mts Batusitanduk have not known about English, especially speaking. That most of the students didn't have a good skill in speaking because they didn't use to practice it in their daily life and did not perform English in their language conversation, It because of the method in teaching English that is used by English teacher in classroom is boring, there is no innovation in teaching English, so that made English atmosphere in classroom seems monotone.

Practice is the key word for the four basic skills in English. Concerning with the speaking skill, the learners of English as the foreign language have to be able to speak the English vocabulary correctly when they practice this language. Speaking skill as the first requirement for language learner, more over in interacting to other people needs approach "How to improve their speaking skill. So, the problem is how to improve english speaking?".

Speaking is one way to communicate which ideas and though a message orally. To enable students to communicate, we need to apply the language in real communication. According to Brown and Yule ‘ state that speaking is depending on the complexity of the information to be communicated; however, the speaker sometimes finds it difficult to clarify what they want to say’.

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.<sup>1</sup> Speaking is an inseparable component of communication. By communicating effectively, we can make our rival spoken to understand what we say. It means that people must study speaking as well as the first communication if we want to communicate directly by themselves with the native speaker or want to do international activity. It is supported by statement of Penny Ur that:

“Of all the four skills (listening, speaking, reading , and writing), speaking seems intuitively the most important : People who know a language, as is speaking include all the kinds of knowing and many if not most foreign language learners are primarily interested in learning to speak.”<sup>2</sup>

There are many learners who study English encountered problem of how to speak to the other people well. Actually the teacher has implemented a number of approaches and methods to help the students in order to reduce their weaknesses in

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<sup>1</sup> Burns, A., & Joyce, H, *Focus on speaking*. Sydney: National Center for English Language Teaching and Research. (1997),p.365.

<sup>2</sup> Penny Ur, *A Course in Language Teaching*, (1<sup>st</sup> Edition; Cambridge University Press, 1996,), p.120.

English speaking skill. The teacher using the CLT (Communicative Language Teaching) as the way out or solution of the speaking problem if the students in the classroom. CLT is a kind of approach in teaching and learning a language communicatively, or we can say learning a language by using (or practicing) .In implementing CLT in teaching English speaking, teacher has to remember that the characteristics of CLT; there must be a communication activity, in this case, the listening and speaking skills must be the targets in teaching and learning activity. The activity itself can be dialogs and discuss between teacher and students, or among the students themselves, it also can be interviews, role plays, and so on. The activities have to be able to force the students to get involved in the communicative activities. They have to listen to what people say to them and try to recognize and understand, then how to respond them by speaking (producing by them). Promadi says that the activities taken by the teacher into the classroom have to be able to help the students in reaching the communicative target. The activities make them active in communication such as sharing information, negotiating, and to fulfill the information gap.

The opportunity in practicing the language means that the teaching and learning activities have come into the term of CLT (Communicative Language Teaching).

### ***B. Problem Statement***

Based on the explanation in the background, the researcher formulates the research questions as follows:

1. Can the CLT (Communicative Languages Teaching) approach improve the students speaking skill at the Seventh year students of MTs Batusitanduk?
2. How is the students attitude toward CLT (Communicative Languages Teaching) approach in improving speaking skill at the Seventh year students of MTs Batusitanduk?

### ***C. Objective of research***

1. To find out the effectiveness of CLT (Communicative Languages Teaching) approach in improving speaking skill at the Seventh year students of MTs Batusitanduk?
2. To find out the students attitude toward CLT (Communicative Languages Teaching) approach in improving speaking skill at the Seventh year students of MTs Batusitanduk?

### ***D. Significance of the research***

In this study the writer expects that the research paper has benefits both;

1. Theoretically

The result of this research can be used as the reference for those who want to conduct a research for English teacher in their teaching learning process, especially in teaching speaking.

## 2. Practically

It will improve both teacher and students' ability to solve their problem to master English especially in speaking, and the writer can get large knowledge about class action in applying and using it, especially in speaking teaching learning.

### ***E. Scope of the research***

This research intends to present some matters about the improve of students' English Speaking skill using CLT (Communicative Language Teaching) approach the at the Seventh year Students of MTs Batusitanduk. It focused on three aspect of speaking namely: fluency, accuracy, and comprehensibility.

### ***F. Definition of term***

In avoiding misunderstanding toward the title have been set, the researcher feels necessary to give the terms definitions of the title, they are:

1. English speaking skill is the oral proficiency that measured base on their competence which consists of fluency, accuracy, and comprehensibility.
2. CLT is a kind of approach in teaching and learning a language communicatively, or we can say learning a language by using practicing.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. The Previous of Related Literature

In writing this proposal, the researcher finds some related studies. They are cited below:

a. Dedi Efrizal (2012) “Improving student’s speaking through Communicative Language Teaching at Mts Ja- Alhaq Sentut Ali Basa Islamic Boarding School of (IAIN) Bengkulu, Indonesia”, He found that one of the method can be applied in teaching english speaking is CLT because by applying it can be more effective, and it is able to improve students’ Speaking achievement.

b. Nurhayati (2008) had conducted research about Developing Students Speaking skill through Interview at the Third year Students of MTs.N Belopa. She state that there is any positive influence in improving speaking skills through interview.

c. Pati (2008) ‘The Effectiveness of Communicative Approach in Teaching Speaking Skill at the Second Year of SMK Analisis Kimia Palopo’, She found that through Communicative Approach in Teaching speaking skill is effective to stimulate the student’s interest and improving students’ speaking skill.<sup>3</sup>

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<sup>3</sup> Pati, *The Effectiveness of Communicative Approach in Teaching Speaking Skill* at the Second Year of SMK Analisis Kimia Palopo (STAIN Palopo), 2008.p.59

Based on the research above, It can support this CLT to improve speaking skill and the writer make a concludes that teacher can use the CLT (Communicative Language Teaching) as one of the effective approach to improve student's Speaking. The generally some approach in teaching speaking is not effective because in teaching learning itself the teacher do not motivate the students speaking and the activity itself, using a dialog but among the students themselves, so that the researcher absorb to compose the thesis to improving speaking skill using CLT (Communicative Language Teaching). The CLT (Communicative Language Teaching) approach as the way out or solution of the speaking problem if the students in the classroom, The activity itself can be dialogs between teacher and students, or among the students themselves, it also can be interviews, role plays, and discussion, sometimes using technology such as video, Television, audio CD can aid the teacher, activities in teaching Speaking skill.

### **B. General Description of Speaking**

Speaking is the ability to talk in English.<sup>4</sup> On the other word, speaking is an inseparable component of communication. Therefore, in formal environment between teacher and students always interaction to make communication. Where communication is the output modality and learning is the input modality of language acquisition.<sup>5</sup> Because in fact, much of our daily communication remain interctional.

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<sup>4</sup> M. Solahuddin, *Kiat-kiat Praktis Belajar Speaking*. (Jakarta; Diva Press, 2008).

<sup>5</sup> H. Douglas Brown, *Principle of Language Learning and Teaching* ( New York: Practice Hall, 1980), p.87.

Being able to enter act in a language is essential. On the other word, language instructors should relevant topic by using learners, interaction as the key to teaching language for communcation because communcation derives essentially from interaction.

In another view, speaking is fundamentally and instrumentally act. Speaker talks in order to have some effect on their listeners. They assert things to change their state of knowledge. They ask them question to get them to provide information. They request things to affect them is still other ways. The nature of the speech act should the fore play a control role in the process of speech. Speaker begins with the intention of affecting their listeners in a particular way.

### **C. The Main Aspect of Assessing Speaking Skill**

The main objective of teaching spoken language is the development of the ability to interact successfully in that language and this involves comprehension as well as production.<sup>6</sup>

Testing students spoken language command is one of the most important aspects of an overall evaluation of the student's language performance. According to Rasyid and Nur devide speaking skill into two features, firstly is competency

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<sup>6</sup> M.Basri Wello and Hafsa J, Nur,*An Introduction To ESP* (Ujung Pandang : CV Sunu Surabaya, 1999), p. 71.

features that consists of fluency and accuracy. Second is a performance feature that consists of content and interaction.<sup>7</sup>

Appropriacy is the ability in use of language generally appropriate to the function. Syah says that appropriacy is use lexical, phonology and intonation properly and fairly base on situation and condition any own translation.<sup>8</sup> In this case , performance features is the appropriateness in using language.

Base on statement above, the writer divides speaking skill into three main components, as follows:

a. Fluency

Fluency is the ability to produce what one wishes to say smoothly and without undue hesitation and searching.<sup>9</sup> Speak without too great an effort with a fairly wide range of expression. In the past research Rasyid and Nur found that in that students speaking skill they were fairly fluent in interaction with speak of 75-89 word per minute. With not more that 3 false and repetitions and not more that 7 fillers per 100 words.<sup>10</sup>

Based on the experts' opinion above, the researcher concludes that fluency is one of the criteria of speaking assessment which focus on how fast the speakers produce words when they are performing speaking to the other people.

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<sup>7</sup> Muhammad Rasyid and Hafsa J. Nur, *Teaching as Foreign Language (TEOFL) in Indonesia*. (Department of English Education : FPBS IKIP Ujung Pandang, 1997), p. 200.

<sup>9</sup> Wilga M, Rivers, *Teaching Foreign Language Skill*,

<sup>10</sup> Muhammmad Rasyid and Hafsa J. Nur , *Teaching an Foreign Language*, p.201.

### b. Accuracy

Accuracy is the ability in use target language clearly intelligible pronunciation, particular grammatical and lexical accuracy. Brown says that accuracy is achieved to some extent by all allowing students to focus on the elements of phonology grammar and discourse in their spoken output.<sup>11</sup>

Based on the experts' opinion above, the researcher concludes that accuracy is one of the criteria of speaking assessment which focus on how far the speakers able to perform speaking appropriately on phonological, lexical and grammatical aspects.

### c. Comprehensibility

Comprehensibility is the ability to understand quite well to the topic nomination with considerable repetition and rephrasing. Comprehension is exercise to improve one understands.<sup>12</sup>

In testing speaking proficiency, we use some elicitation techniques. According to Madsen elicitation techniques is the ways to get students to say something in speaking test, for example through limited response; directed response, question about picture, reading – aloud, paraphrase explanation, guided role play or relaying information, visual and paraphrase techniques through oral interview.<sup>13</sup>

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<sup>11</sup> H. Douglas, Brown, *Teaching Principles*, p,268.

<sup>12</sup> Martin H, Manser, *Oxford Learners' s Pocket Dictionary*, (Ed, II ; Oxford : Oxford University Press, 1995), p.81.

<sup>13</sup> Harold Madsen, *Techniques In Testing* (Ed,II ; New York ;Oxford University, 1983),p.162.

Based on the experts' opinion above, the researcher concludes the comprehensibility is one of the criteria of speaking assessment which focus on how far are the speakers able to understand what their interlocutors mean when performing speaking.

After knowing the some criteria of speaking assessment stated by the expert above, it will be easier for the researcher to conduct the speaking assessment of this research in order the data collected accurately.

#### **D. The Role of Speaking in Communication**

Speaking is meaning of a communication. Teaching of pronunciation, an important component of conventional competence. The techniques and procedure he discuss, although not in than selves communication, could usefully form a follow up too.

Speaking is on of the central element of a communication. They function of spoken language area interactional and transactional. They function of spoken language area interactional and transactional, because much of our daily communications remains interactional communication of personal meaning, they soon, discover is suite another process.

Communication is happen as consequence of social relation and communication through speaking commonly performed in face interaction occur as part of a dialogue or other form of verbal exchange what is said, is dependent on and understanding of what else has been said in the interaction.

## **E. Principles for teaching speaking skills**

- a. Focus on both fluency and accuracy, depending on your objective.

In our current zeal for interactive language teaching, we can easily slip into a pattern of providing zesty content-based, interactive activities that don't capitalize on grammatical pointer or pronunciation tips. We need to bear in mind in spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency.

- b. Provide intrinsically motivating techniques.

Try at all times to appeal to students' ultimate goals and interests, to their need for knowledge, for status, for achieving competence and autonomy, and for "being all that they can be." Even in those techniques that don't send students into ecstasy, help them to see how the activity will benefit them. Often students don't know why we ask them to do certain things; it usually pays to tell them.

- c. Encourage the use of authentic language in meaningful contexts.

This theme has been played time and again in this book, but one more reminder shouldn't hurt! It is not easy to keep coming up with meaningful interaction. We all succumb to the temptation to do, say, disconnected little grammar exercises where we go around the room calling on students one by one to pick the right answer. It takes energy and creativity to devise authentic contexts and meaningful interaction, but with the help of a storehouse of teacher resource material it can be done.

d. Provide appropriate feedback and correction.

In most EFL (English as a Foreign Language) situations, students are totally dependent on the teacher for useful linguistic feedback. In ESL (English as a second language) situations, they may get such feedback “out there” beyond the classroom, but even then you are in a position to be of great benefit. It is important that you take advantage of your knowledge of English to inject the kinds of corrective feedback that are appropriate for the moment.

e. Capitalize on the natural link between speaking and listening.

Many interactive techniques that involve speaking will also of course include listening. Don't lose out on opportunities to integrate these two skills. As you are perhaps focusing on speaking goals, listening goals may naturally coincide, and the two skills can reinforce each other. Skills in producing language are often initiated through comprehension.

f. Give students opportunities to initiate oral communication.

A good deal of typical classroom interaction is characterized by teacher initiation of language. We ask questions, give directions, and provide information, and students have been conditioned only to “speak when spoken to.” Part of oral communication competence is the ability to initiate conversations, to nominate topics, to ask questions, to control conversation, and to change the subject. As you design and use speaking techniques, ask yourself if you have allowed students to initiate language.



g. Encourage the development of speaking strategies.

The concept of strategic competence is one that few beginning language students are aware of. They simply have not thought about developing their own personal strategies for accomplishing oral communicative purposes. Your classroom can be one in which students become aware of, and have a chance to practice, such strategies become aware of, and have a chance to practice.

### **F. Types of Classroom Speaking Performance**

According to Brown there are six types of classroom speaking performance that students are expected to carry out in the classroom.

a. Imitative

A very limited portion of classroom speaking time many legitimately be speech generating “human tape recorder speech” , where, for example, learner practice an intonation control or try to point a certain vowel sound and word.

b. Intensive

Intensive speaking goes to one step beyond imitative to include any speaking performance that is designed to practice some phonological aspect of language.

c. Responsive

A good deal of students’ speaking in the classroom is responsive, short replies a teacher or students imitated question or comments.

d. Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information is an extended form of responsive language.

e. Interpersonal (dialogue)

The other form of conversation mentioned in the previous was interpersonal dialogue, carried out more for the purpose of maintaining social relationship than for the form function of fact and information. Learners would need interlocutor, casual style, and sarcasm are called linguistically in this conversation.

f. Extensive (monologue)

Students at intermediate to advance levels are called on to give extended monologues in the form of oral report summaries or perhaps short speeches.<sup>14</sup>

Based on the explanation about “types of Classroom Speaking Performance” the researcher knowing about it, and can choose the types of Classroom Speaking Performance to improve the speaking skill.

After the teacher know about the types of situation during the learners their speaking, they can predict the situation probably happen at the time. Beside that, the teacher can make situation of class be enjoyable and fun by the students’ spontaneity and directly without a good planning before.

### **G. Characteristics of successful Speaking**

Penny Ur explains some characteristics of successful speaking activities which include: learners talk a lot, participant is even, motivation is high, and language is of an acceptable level. Each characteristic is explained as follows:<sup>15</sup>

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<sup>14</sup> H. Douglas Brown, *Teaching by Principles*, (Second edition; New York: Addison Wesley Longman, Inc, 2002), p.274.

a. Learners talk a lot

As much as possible of the period of time allocated to the activity is in fact occupied by learners talk. This may be obvious, but often most time is taken up with teacher 's talk pauses.

b. Participant is even

Classroom discussion is not dominated by a minority of talk active participants. It means that all students get a chance to speak and contributions are fairly evenly distributed.

c. Motivation is high

Learners are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieve a task objective.

d. Language is of an acceptable level

Learners express themselves in utterances that are relevant, easy comprehensible to teach others and of acceptable level of language accuracy. Speaking is the ability to use the language in ordinary way be speech. It is not only a matter of transferring some messages to other persons but is also communication, which needs more than one person to communicate with. When people speak,they construct ideas in words, express their perception,their feelings and intentions, so that interlocutors grasp meaning of what the speakers mean. If the learners do not have speaking skill, do not understand the English words that are said by the

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<sup>15</sup> Penny Ur, *A Course in Language Teaching*, (1<sup>st</sup> Edition; Cambridge University Press, 1996), p.250.

speaker, do not acknowledge the language, they cannot grasp meaning of what the speaker mean. In that condition, they cannot be said successful in learning English, because they do not have a meaningful interaction of English conversation. Due to it, students who want to speak English well need to learn and practice it as much as possible. As proverb says ‘practice makes perfect’. Therefore, students must practice to speak English as often as possible so that they are able to speak English fluently and accurately.

## **H. Communicative Language Teaching**

### **a. The Definition Of CLT**

CLT (Communicative Language Teaching) originated from the changes in the British Situational Language Teaching approach dating from the late. <sup>16</sup> Stemming from the socio-cognitive perspective of the socio-linguistic theory, with an emphasis on meaning and communication, and a goal to develop learners’ “communicative competence”, CLT (Communicative Language Teaching) approach involves as a prominent language teaching method and gradually replaced the previous grammar-translation method and audio-lingual method. Since the concept of “communicative competence” was first introduced by Hymes in the mid-, many researchers have helped develop theories and practices of Communicative Language Teaching approach. Hymes coined this term in contrast to Chomsky’s “Linguistic Competence”. As Stern explicated, “Competence represents proficiency at its most

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<sup>16</sup> Richard and rodger (2001), *Communicative Language Teaching*, Cambridge University Press.1987, p.67.

abstract and psychologically deepest level”.<sup>17</sup> Chomsky indicated that underlying the concrete language performance, there is an abstract rule system or knowledge and this underlying knowledge of the grammar of the language by the native speaker is his “linguistic competence”. In contrast, Hymes argue that in addition to linguistic competence, the native speaker has another rule system. In Hymes’ view, language was considered as a social and cognitive phenomenon; syntax and language forms were understood not as autonomous, contextual structures, but rather as meaning resources used in particular conventional ways and develop through social interaction and assimilation of others’. Therefore, speakers of a language have to have more than grammatical competence in order to be able to communicate effectively in a language; they also need to know how language is used by members of a speech community to accomplish their purposes . Based on this theory, Canale and Swain later extend the “Communicative competence” into four dimensions. In Canale and Swain, “‘Communicative competence’ was understood as the underlying systems of knowledge and skill required for communication. Knowledge refers here to what one knows (consciously or unconsciously) about the language and about other aspects of communicative language use; skill refers to how well one can perform this knowledge in actual communication. From this perspective, what language teachers need to teach is no longer just linguistic competence but also socio-linguistic competence (“which utterances are produced and understood

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<sup>17</sup> As Stern explicated, “*Competence represents proficiency at its most abstract and psychologically deepest level*” 1992, p.73.

appropriately in different socio-linguistic contexts”), discourse competence (“mastery of how to combine grammatical forms and meanings to achieve a unified spoken or written text in different genres”), and strategic competence (“mastery of verbal and non-verbal communication strategies that may be called into action for compensating or enhancing communication”).

During the early stages of the communicative movement in language teaching in Europe, objective needs were the focus of needs analysis, since language learning was seen as a means to an end: effective communication in the learner’s current or future domain of language teaching tended to concentrate on the end product: the actual language which learner’s had to use.

However, with the spread of “humanistic” approaches to language teaching (exemplified by community Language Learning, silent way, Suggestopedia, etc), there has been a renewed interest in the role of cognitive and affective variables in adult language learning. As a result, the focus on language content which characterized much “communicative” teaching in the 1970s is shifting back to the learning process itself: assisting learners to ‘learn how to learn’ is now for many teachers as much a goal as promoting effective communication’.

Is there a currently recognized approach that is generally accepted norm in the field? The answer depends on whom you ask. CLT (Communicative Language Teaching) is an accepted paradigm with many interpretations and manifestations. CLT is laden with issue of “authenticity, acceptability, and adaptability”, and

instead we are exhorted to TBLT (Embrace Task Based Language Teaching) as a move approach model.<sup>18</sup>

The latter arguments represent what appears to be too strong a rejection of a tradition that has been viable in many language-teaching circles for several decades.

All of these theoretical interests underlie what we can best describe as CLT. It is difficult to offer a definition of CLT. It is a unified but broadly based, theoretically well-informed set of tenets about the nature of language and of language learning and teaching. From the earlier seminar works in CLT.

#### **b. The Characteristics of CLT (Communicative Language Teaching)**

CLT is a kind of approach in teaching and learning a language communicatively, or we can say learning a language by using (or practicing) it immediately. Finocchario & Brumfit in Brown say the characteristics of CLT seem to be the answer of how to improve the students' Speaking skill. They are:<sup>19</sup>

1. Communicative competence is the desired goal.
2. Meaning is paramount.
3. Dialog, if used, center around communicative functions and are not normally memorized.
4. Contextualization is a basic premise.
5. Language learning is learning to communicate.

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<sup>18</sup> Savignon, S. (2005), *Communicative Language Teaching : state of The Art*, TESOL Quarterly, p. 25.

<sup>19</sup> Finocchario & Brumfit, (1983) *The Functional-national approach : From theory to practice*, NEW York: Oxford University Press, p.79.

6. Effective communication is sought.
7. Drilling may occur, but peripherally.
8. Comprehension pronunciation is sought.
9. Attempts to communicate may be encouraged from the very beginning.
10. Translation may be used where the students need or benefit from it.
11. Linguistic variation is a central concept in materials and methods.
12. Language is created by the individual often through trial and error.
13. Fluency and acceptable language is the primary goal: accuracy is judged not in the abstract but in context.
14. Students are expected to interact with other people, either in the flesh, through pair and group work, or in their writings.
15. Teachers help students in any way that motivates them to work with the language.

Some of the characteristics of CLT make it difficult for a nonnative-speaking teacher who might not be very proficient in the second language to teach effectively. Dialogues, drill, rehearsed exercises, and discussions (in the first language) of grammatical rules are much simpler for some nonnative-speaking teachers to contend with. This drawback should not deter one, however, from pursuing communicative goals in the classroom. Technology (such as video Television, audio Cd. The Internet, the Web, and Computer software) can aid such teacher. CLT is not by any means a brand-new approach. One of the most comprehensive lists of CLT



features came a quarter of a century ago<sup>20</sup>, in a comparison of audio-lingual methodology with what they then called the communicative approach.

Based on the characteristics of CLT, one of it is ‘Dialog, if used, center around communicative functions and are not normally memorized’. With a dialog Students are expected to interact with other people, either in the flesh, through pair and group work, the researcher concludes it can improve the Speaking skill because can stimulate the fluency and accuracy of students Speaking specially Junior high school, and also the Teachers help students in any way that motivates them to work with the language, so that the students become comfortable with the speaking to their peers in group work.

At the beginning of this section, it was noted that there are some who now argue that CLT may not be as sufficient a model as we once thought. Why the caution? Doesn’t all the above make perfectly good sense? Haven’t CLT principles been applied repeatedly, and successfully latch on the CLT label an, like a member of a cleaver that you ‘believe in CLT, ’and be allowed to step inside the gates. But as with every issue in our field, there are caveats to step inside the gates. But as with every issue in our field, there are caveats.

1. Beware of giving lip service to principles of CLT (and related principles like cooperative learning, interactive teaching, learner-centered classes, content – centered education, whole language, etc.

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<sup>20</sup> Finocchiaro, M., & Brumfit, C. (1983), *The Functional-national approach :From theory to practice*, NEW York: Oxford University Press.

2. Avoid overdoing certain CLT features: engaging in real-life, authentic language in the classroom to the exclusion of many potentially helpful controlled exercises, grammatical pointers, and other analytical devices; or simulating the real world but refraining from “interfering” in the ongoing flow of language. Such an “indirect” approach.<sup>21</sup> CLT only offers the possibility of incidental learning without specific focus on forms, rules, and principles of language organization.<sup>22</sup> A more effective application of CLT principles is manifested in a “direct” approach that carefully sequences and structures tasks for learner’s and offers optimal intervention to a learner’s in developing strategies for acquisition.

The communicative teaching of English is marked by an atmosphere of using and working with the target culture. Hence the emphasis on the use of a variety of media to bring example of authentic communication into the classroom, the value attached to genuine communication, and the important role of developing learners’ interpretive abilities, at whatever level of refinement they may be.

### **c. The Advantages of CLT (Communicative Language Teaching)**

There are basically five characteristics that make CLT different from other approaches like Audio-Lingual Method or traditional approaches like *Grammar-Translation Method*. They are as follows.

#### 1. Taught in the target language;

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<sup>21</sup> Howatt (1984), Littlewood (1981), and Nunan (1988) referred to this as the “strong” approach to CLT, noting that most practitioners would follow a “weak” version of CLT in which authenticity is coupled with structural and functional practice and other procedures of intervention.

<sup>22</sup> Celce-Murcia, M., Dornyei, Z., & Thurrell, S. (1997). *Direct approaches in L2 instruction: A turning point in communicative language teaching?* TESOL Quarterly, 31, 141 – 152.

2. Introduction of authentic text and materials in the lesson. An emphasis on learning to communicate through interaction with other students;
3. Opportunities for learners to focus, not only on the target language, but also on the learning process itself;
4. Learner's experiences are an important part of the classroom learning situation;
5. An attempt to link learning in the classroom to authentic usage outside the classroom.

(Nunan, 1991) This approach falls in with the changing attitude in recent years of creating a more student-centered classroom. It has also been my experience that most educational thinking is for teaching to be more focused on the students and to allow them the opportunity to produce the target language in meaningful and authentic situations. In looking at some of the basic principles we can see that there is a marked focus on the needs of the learner and his/her ability to manage their own learning. Some principles are as follows:

1. Students should have knowledge of linguistic forms, functions and meanings so they can communicate in the target language;
2. Teacher facilitates communication so students can manage their own learning;
3. Students interact with each other in a variety of configurations;
4. Function over form;
5. Students interact at discourse level utilizing all four skills;

6. Emphasis on pair and group work;
7. Everything is done with communicative intent;

Based on the principles of CLT, one of it is 'Students interact with each other in a variety of configurations' and the researcher concludes it can improve the speaking skill because interaction between students it can make students to be daily activity so that everything is done with communicative intent.

**d. Procedures of Teaching a Language Through CLT(Comunicative Language Teaching).**

The CLT classroom procedure below is the one suggested by Finocchiaro and Brumfit.

1. Presentation of a brief dialog or several mini-dialogs, and authentic text preceded by a motivation relating the dialog or topic situation to the learners' probable community experiences and a discussion of the function and situation-people, roles, setting, topic, and the informality or formality of the language which the function and situation demand. (at the beginning levels, where all the learners understand the same native language, the motivation can well be given in their native tongue).

2. Oral practice of each utterance of the dialog or authentic text segment to be presented by teacher (entire class repetition, half class, groups, and individuals).

3. Questions and answers based on the dialog topics and situation itself.

4. Questions and answers related to the students' personal experiences but centered around the dialog theme.

5. Study one of the basic communicative expressions in the discussion or one of the structures which exemplify the function. You will wish to give several additional examples of the communicative use of the expression structure with familiar vocabulary in unambiguous utterances or mini-dialogs (using pictures, simple real objects, or dramatization) to clarify the meaning of the expression or structure.

6. Learner discovery of generalizations or rules underlying the functional expression or structure.

7. Oral recognition, interpretative activities (two to five depending on the learning level, the language knowledge of the students, and related factors).

8. Copying of the dialog or mini-dialogs or modules if they are not in the class text.

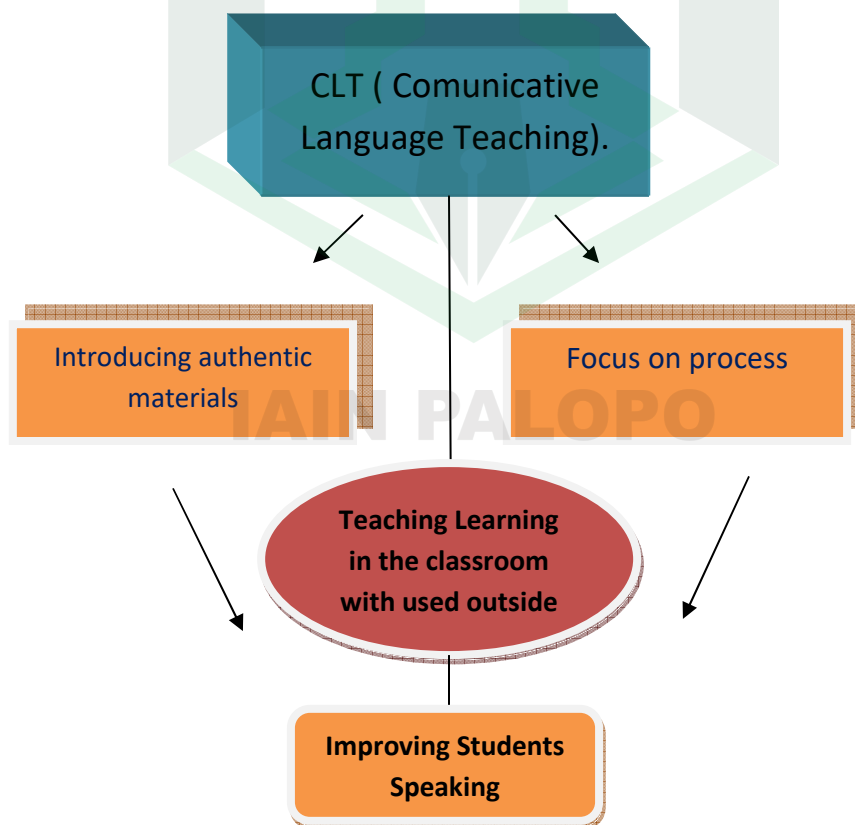
9. Sampling of the written homework assignment, if given.

10. Evaluation of learning (oral only), e.g. "How would you ask your friend to \_\_\_\_? And how would you ask me to \_\_\_\_?"(cited in Richards and Rodgers, 1986: 81).

### ***C. Conceptual Framework***

The conceptual framework in this research explain about the use of CLT in teaching learning to improve students speaking skill. Finocchiaro & Brumfit in Brown say CLT is a kind of approach in teaching and learning a language communicatively, or we can say learning a language by using (or practicing) it immediately, so that using CLT is effective to improve speaking skill. The activity itself can be dialogs between teacher and students, or among the students themselves, it also can be interviews, role plays, and discussion. In this activities the writer will using CLT so that to improve the speaking skill .

#### ***Flowchart of conceptual Framework:***



## CHAPTER III

### METHOD OF RESEARCH

#### *A. Method of research*

The method used the pre experiment method. This study analyze the improving Speaking skill using the CLT (Communicative Language Teaching). The research use dialogue between teacher and students, or among the students themselves, it also can be interviews, role plays, and discussion.

#### *B. Design*

An experiment method consist of pre test, treatment, and post test as theory of Arikunto.<sup>23</sup> The design of the research could be descanted as follows:

O<sub>1</sub> X O<sub>2</sub>

Remarks: O<sub>1</sub> : Pre test

X : Treatment

O<sub>2</sub>: Post test

#### *C. Research variable*

There are two categories of variable in this research. The variables are :

##### a. Independent variable

The independent variable in the implementation of teaching through Communicative Language Teaching (CLT).

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<sup>23</sup> Suharsimi Arikunto, *Prosedur Penelitian*, (cet.IV; Rineka Cipta, 1997), p.78

b. Dependent variable.

The dependent variable is the students speaking skill is improved during learning by used Communicative Language Teaching (CLT).

***D. Population and Samples***

a. Population

The population of this research is the students of at the Seventh year Students of MTs Batusitanduk. There are four classes and the total numbers of the students were 124 students.

b. Sample

The sample is a part of individual, as total population of research.<sup>24</sup> This research use purposive sampling technique. Since the research has purpose to improving students ability through Communicative Language Teaching (CLT) to lower level. In this case the research will take class VIIA there are 22 students as a sample. The researcher choose this class because in this class has ability that very less in Speaking. Beside that the students also feel boring toward method and technique that through from their teacher.

***E. Instrument of the research***

The instrument of the research are:

a. Test, in this case the researcher used oral test ( interview) and test dialog to measure and find out the students' speaking ability in the pre test and post test.

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<sup>24</sup> Amirul Hadi and H. Haryono, *Metodologi Penelitian Pendidikan*, ( Bandung : Setia Pustaka. 2005 ),p. 194



Since the test is oral test and dialog, the researcher divided the score into three criteria are accuracy, fluency, and comprehension.

b. Tape recorder, it is used to record the students' speaking ability in pre test and post test.

c. Questionnaire, to find out the students ability in speaking skill, students are given some list of question to be answer to get information about the perception of the students in following interview and role play activity. There are five choice in the questioner namely strongly agree = 5, agree= 4, neutral=3, disagree=2, and strongly disagree=1.

#### ***F. Procedures of collecting Data***

In collecting the data, the writer did some procedures. Such as :

a. Giving pre-test before treatment.

There are five treatments in this research. Every treatment using some step as follow;

b. Treatments

Steps in the treatments;

1. The teacher gives motivation to students so that the students did not feel shy to speak in front of in the class.
2. The teacher gives explain the material.
3. The students do dialogue and discussion with the pairs about the Topic.
4. The teacher asked the students explain about topic in front in the class with the pairs.

5. The teacher gives the some question to the students
  6. The teacher gives correction if there are mistakes.
- c. Giving treatment to the students after pre – test given.
  - d. Giving the post –test after treatment.
  - e. Analyzing the students’ result from both of the test (pre- test and Post- test).
  - f. Recording, tape recorder used by researcher for data collecting.

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

#### **a. Scoring Classification**

In analyzing the data which has been collected, the researcher has to determine the scoring classification which includes of accuracy, fluency and comprehensibility. Those assessment criteria explained-by J.B, Heaton as followed:

#### **1. Accuracy**

Classification	Score	Criteria
Excellent	6	Pronunciation is only very slightly influenced by the mother tongue (Indonesian language).Two or three minor grammatical and lexical errors.
Very good	5	Pronunciation is slightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterance is correct.
Good	4	Pronunciation is moderately influenced by the mother tongue but no serious phonological errors.

		A few grammatical and lexical errors but only cause confusion.
Average	3	Pronunciation is influenced by the mother tongue only a few serious phonological errors, some of which cause confusion.
Poor	2	Pronunciation is seriously influenced by mother tongue with errors causing a break down in communication. Many “basic” grammatical and lexical errors.
Very poor	1	Serious pronunciation errors as well as many “basic” grammatical and lexical errors. No evidence of having mastered any of the language skill and areas practiced in the course.

## 2. Fluency

Classification	Score	Criteria
Excellent	6	Speaker without too great effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.
Very good	5	Has to make an effort at times to search for

		words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
Good	4	Although he has to make and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Air range of expression.
Average	3	Has to make an effort for much of time. Often has to search for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times. Limited range of expression.
Poor	2	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery.
Very poor	1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times give up making the effort. Very limited range of expression.

## 3. Comprehensibility

Classification	Score	Criteria
Excellent	6	Easy for the listener to understand the speaker's intention and general meaning. Very few interruption or clarification required.
Very good	5	The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.
Good	4	Most of what speaker say is easy to follow. His intention is always clear but several interruption are necessary to help him convey message or to seek clarification.
Average	3	The listener can understand a lot what is said about he must constantly seek clarification. Can not understand many of time speaker's more complex or longer sentences.
Poor	2	Only small bits (usually short sentences and phrases) can be understood who is listening
Very poor	1	Hardly anything of what is said can be understood; Even when the listener makes a great

		effort or interrupts, the speaker is unable to clarify anything he seems to have said. <sup>25</sup>
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b. Calculating statistically to indicate the effectiveness following formula was employed.

1. Looking for D (Difference) between score variable I (X) pre test and score Variable II (Y) post test.

$$D = X - Y$$

2. Looking for mean from difference, by using the following formula according to Suharsimi Arikunto.<sup>26</sup>

$$MD = \frac{\sum D}{N} \quad N = \text{Total number of sample.}$$

Where :      Md      : Mean from Difference

$\sum D$     : Total of gain score

                 N        : Total Sample

3. Looking for squared deviation from difference by using the following formula according to Suharsimi Arikunto.<sup>27</sup>

$$\sum X_d^2 = \sum X^2 - \frac{(\sum d)^2}{N}$$

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<sup>25</sup> J. B. Heaton. *Writing English Language Test*, (New Edition; United State of America; Longman Inc., 1991), p.100

<sup>26</sup> Suharsimi Arikunto. *Prosedur Penelitian*, Jakarta: (PT. Rineka Cipta Press.) 1996.p.307

<sup>27</sup> *Ibid.*

4. Looking for “ to” by using the following formula according to Suharsimi Arikunto.<sup>28</sup>

$$t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}}$$

5. Looking for  $t_{table}$  by using the following formula

$$(db) = N - 1$$

Standard signification ( $\alpha$ ) = 0,05

$$\text{Table} = t_{tabel} = t \left( 1 \frac{1}{2} \alpha \right) (db)$$

6. Criteria of hypothesis acceptability according to Subana.<sup>29</sup>

$t_{test} > t_{tabel}$  : Reject null hypothesis

$t_{test} < t_{tabel}$  : Receive null Hypothesis

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<sup>28</sup> *Ibid*, p.306

<sup>29</sup>Subana, Rahardi Moestiyah. *Statistik Pendidikan*. (Bandung: CV. Pustaka Setia, 2001), p.178.

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

In this chapter, the researcher presents and analyzes the data about the improvement of students' speaking skill through Communicative Language Teaching (CLT) approach at the seventh year students of MTS Batusitanduk.

#### A. Findings

The findings of the research deals with the rate percentage of students score in pre-test and post-test, analysis of  $t_{test}$  in the area of accuracy, fluency, and comprehensibility, analysis of  $t_{test}$  from the raw score of pre-test and post-test, percentage of students' participation and the analysis of questionnaires.

##### 1. The analysis of test

##### a. Score of students in pre test

Tabel 4.2

The rate percentage of students' score in the area of accuracy of pre-test.

Classification	Score	Frequency	Percentage
Excellent	6	-	-
Very good	5	-	-
Good	4	-	-
Average	3	-	-
Poor	2	2	9.09%
Very poor	1	20	90.90%
	Total	22	100%



The table above shows that students' score in the area of accuracy of pre- test are varieties; in which there were no students (0%) got 'excellent' , (0%) 'very good' , (0%) 'good' and (0%) 'average' classification. 2 students (9.09%) got 'poor' , 20 students (90.90%) got 'very poor' classification.

Tabel 4.3

The rate percentage of students' score in the area of fluency of pre-test

Classification	Score	Frequency	Percentage
Excellent	6	-	-
Very good	5	-	-
Good	4	-	-
Average	3	-	-
Poor	2	9	40.90%
Very poor	1	13	59.09%
	Total	22	100%

The table above shows that students' score in the area of fluency of pre- test are varieties; in which there were no students (0%) got 'excellent' , (0%) 'very good' , (0%) 'good' and (0%) 'average' classification. 9 students (40.90%) got 'poor' and 13 students (59.09%) got 'very poor' classification.

Tabel 4.4

The rate percentage of students' score in the area of comprehensibility of pre- test.

Classification	Score	Frequency	Percentage
Excellent	6	-	-
Very good	5	-	-
Good	4	-	-
Average	3	3	13.63%

Poor	2	11	50%
Very poor	1	8	36.36%
	Total	22	100%

The table above shows that students' score in the area of comprehensibility of pre- test are varieties; in which there were no students (0%) got 'excellent' , (0%) got 'very good' , and (0%) 'good' classification. There were 3 students (13,63%) got 'avearge', 11 students (50%) got 'poor' and 8 students (36,36%) got 'very poor' classification.

Table 4.5

The students' raw score of pre-test.

Respondent	Three aspects of speaking assessment			Total
	Accuracy	Fluency	Comprehensibility	
<i>R1</i>	1	1	1	3
<i>R2</i>	1	1	2	4
<i>R3</i>	1	1	1	3
<i>R4</i>	1	1	1	3
<i>R5</i>	1	2	2	5
<i>R6</i>	1	1	2	4
<i>R7</i>	1	2	3	6
<i>R8</i>	1	1	1	3
<i>R9</i>	1	2	2	5
<i>R10</i>	1	2	2	5
<i>R11</i>	1	1	1	3
<i>R12</i>	1	1	1	3
<i>R13</i>	1	1	1	3
<i>R14</i>	1	1	2	4
<i>R15</i>	1	2	2	5
<i>R16</i>	1	1	1	3
<i>R17</i>	2	2	3	7
<i>R18</i>	1	2	2	5
<i>R19</i>	1	2	2	5
<i>R20</i>	1	1	2	4

<b><i>R21</i></b>	2	2	3	7
<b><i>R22</i></b>	1	1	2	4
<b><i>Total</i></b>	24	31	39	$X_1 = 94$

The table above shows the students' raw score of pre-test which consists of three main aspects of speaking assessment namely; accuracy, fluency, and comprehensibility. It can be seen that the number of sample are 22 students and the total score of the students' speaking skill in pre test are 94 points.

#### **b. Score of students in post- test**

Tabel 4.6

The rate percentage of students' score in the area of accuracy of post-test.

Classification	Score	Frequency	Percentage
Excellent	6	-	-
Very good	5	-	-
Good	4	-	-
Average	3	2	9,09%
Poor	2	15	68,18%
Very poor	1	5	22,72%
	Total	22	100%

The table above shows that students' score in the area of accuracy of post-test are varieties; in which there were no students (0%) got 'excellent' and (0%) got 'very good', and (0%) 'good' classification. There were 2 students (9,09%) got 'average', 15 students (68,18%) got 'poor' and 5 students (22,72%) got 'very poor' classification.

Tabel 4.7

The rate percentage of students' score in the area of fluency of post-test.

Classification	Score	Frequency	Percentage
Excellent	6	-	-
Very good	5	-	-
Good	4	2	9,09%
Average	3	8	36,36%
Poor	2	12	54,54%
Very poor	1	-	-
	Total	22	100%

The table above shows that students' score in the area of fluency of post- test are varieties; in which there were no students (0%) got 'excellent' and (0%) got 'very good' , 2 students (9,09%) 'good', 8 students (36,36%) got 'avearge', 12 students (54,54%) got 'poor' and 0 students (0%) got 'very poor' classification.

Tabel 4.8

The rate percentage of students' score in the area of comprehensibility of post-test.

Classification	Score	Frequency	Percentage
Excellent	6	-	-
Very good	5	-	-
Good	4	3	13,63%
Average	3	16	72,72%
Poor	2	3	13,63%
Very poor	1	-	-
	Total	22	100%

The table above shows that students' score in the area of comprehensibility of post- test are varieties; in which there were no students (0%) got 'excellent' and

(0%) got 'very good' , 3 students (13,63%) 'good', 16 students (72,72%) got 'average', 3 students (13,63%) got 'poor' and 0 students (0%) got 'very poor' classification

Tabel 4.9

The students' raw scores of post-test

Respondent	Three aspects of speaking assessment			Total
	Accuracy	Fluency	Comprehensibility	
<i>R1</i>	2	2	3	7
<i>R2</i>	2	3	3	8
<i>R3</i>	2	2	3	7
<i>R4</i>	1	2	3	6
<i>R5</i>	2	2	3	7
<i>R6</i>	1	2	3	6
<i>R7</i>	3	4	4	12
<i>R8</i>	2	2	3	7
<i>R9</i>	2	3	3	8
<i>R10</i>	1	2	3	6
<i>R11</i>	1	2	3	6
<i>R12</i>	2	2	3	7
<i>R13</i>	1	2	2	5
<i>R14</i>	2	3	2	7
<i>R15</i>	2	3	3	8
<i>R16</i>	2	3	3	8
<i>R17</i>	3	3	4	10
<i>R18</i>	2	3	3	8
<i>R19</i>	2	4	4	10
<i>R20</i>	2	2	3	7
<i>R21</i>	2	3	3	8
<i>R22</i>	2	2	2	6
<b>Total</b>	41	56	66	$X_2 = 164$

The table above shows the students' raw score of pre-test which consists of three main aspects of speaking assessment namely; accuracy, fluency, and comprehensibility. It can be seen that the number of sample are 22 students and the total score of the students' speaking skill in pre test are 164 points.

**c. Analysis of  $t_{test}$  in the area of accuracy of pre-test and post-test.**

Table 4.10

The students' gain scores in the area of accuracy.

<b>Respondent</b>	<b>Pre-test</b>	<b>Post-test</b>	<b>Gain (d)</b>
<i>R1</i>	1	2	+1
<i>R2</i>	1	2	+1
<i>R3</i>	1	2	+1
<i>R4</i>	1	1	0
<i>R5</i>	1	2	+1
<i>R6</i>	1	1	0
<i>R7</i>	1	3	+2
<i>R8</i>	1	2	+1
<i>R9</i>	1	2	+1
<i>R10</i>	1	1	0
<i>R11</i>	1	1	0
<i>R12</i>	1	2	+1
<i>R13</i>	1	1	0
<i>R14</i>	1	2	+1
<i>R15</i>	1	2	+1
<i>R16</i>	1	2	+1
<i>R17</i>	2	3	+1
<i>R18</i>	1	2	+1
<i>R19</i>	1	2	+1
<i>R20</i>	1	2	+1
<i>R21</i>	2	2	0
<i>R22</i>	1	2	+1
<b>Total</b>			$\Sigma d = 17$

$$a. Md = \frac{\sum d}{N} = \frac{17}{22} = 0,77 \quad Md = 0,77$$

- b. Looking for deviation standart for each subject (Xd) and squared deviation (X<sup>2</sup>d) in accuracy aspect as follow:

$$Md = 0,77$$

Tabel 4.11

Analysis of (Xd) and (X<sup>2</sup>d) in the area of fluency

Respondent	Gain (d)	Xd (d-Md)	X <sup>2</sup> d
<i>R1</i>	+1	0	0
<i>R2</i>	+1	0,23	0,0529
<i>R3</i>	+1	0,23	0,0529
<i>R4</i>	0	0	0
<i>R5</i>	+1	0,23	0,0529
<i>R6</i>	0	0	0
<i>R7</i>	+2	1,23	1,5129
<i>R8</i>	+1	0,23	0,0529
<i>R9</i>	+1	0,23	0,0529
<i>R10</i>	0	0	0
<i>R11</i>	0	0	0
<i>R12</i>	+1	0,23	0,0529
<i>R13</i>	0	0	0
<i>R14</i>	+1	0,23	0,0529
<i>R15</i>	+1	0,23	0,0529
<i>R16</i>	+1	0,23	0,0529
<i>R17</i>	+1	0,23	0,0529
<i>R18</i>	+1	0,23	0,0529
<i>R19</i>	+1	0,23	0,0529
<i>R20</i>	+1	0,23	0,0529
<i>R21</i>	0	0	0
<i>R22</i>	+1	0,23	0,0529
N= 22	Σd= 17		ΣX <sup>2</sup> d = 2,3064

$$c. t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}$$

Mean of difference (Md) = 0,77

Squared deviation ( $\sum X^2 d$ ) = 2,3064

Total respondents (N) = 22

$$t = \frac{0,77}{\sqrt{\frac{2,3064}{20(20-1)}}$$

$$t = \frac{0,77}{\sqrt{\frac{2,3064}{22 \times 21}}$$

$$= \frac{0,77}{\sqrt{\frac{2,3064}{462}}$$

$$= \frac{0,77}{\sqrt{0,0049922}}$$

$$= \frac{0,77}{0,0706555}$$

$$= 10,8979484$$

$$t_{\text{test}} = 10,89$$

In determining the  $t_{\text{table}}$  the researcher use the level of significance or standard signification ( $\alpha$ )= 0,05 and the degree of freedom (df)= N-1. The result of  $t_{\text{test}} = 10,89$  was analyzed by the testing criteria of  $t_{\text{table}}$  as follow:



## Testing the T -table

$$\text{Level of significance } (\alpha) = 0,05 \text{ or } 5 \%$$

$$\text{Degree of freedom (df)} = n - 1$$

$$= 22 - 1$$

$$= 21$$

$$= 2,831$$

The result of  $t_{\text{table}}$  was found in the tabulation of the test of significantion namely 10,89. It means that the result of  $t_{\text{test}}$  (10,89) is greater than  $t_{\text{table}}$  (2,831). Because of  $t_{\text{test}} > t_{\text{table}}$ , It means that there was significant development on students' speaking skill in the area of accuracy after following the treatments.

**d. Analysis of  $t_{\text{test}}$  in the area of fluency of pre-test and post-test.**

Table 4.12

The students' gain score in the area of fluency.

Respondent	Pre-test	Post-test	Gain (d)
<i>R1</i>	1	2	+1
<i>R2</i>	1	3	+2
<i>R3</i>	1	2	+1
<i>R4</i>	1	2	+1
<i>R5</i>	2	2	0
<i>R6</i>	1	2	+1
<i>R7</i>	2	4	+2
<i>R8</i>	1	2	+1
<i>R9</i>	2	3	+1
<i>R10</i>	2	2	0
<i>R11</i>	1	2	+1
<i>R12</i>	1	2	+1

<i>R13</i>	1	2	+1
<i>R14</i>	1	3	+2
<i>R15</i>	2	3	+1
<i>R16</i>	1	3	+2
<i>R17</i>	2	3	+1
<i>R18</i>	2	3	+1
<i>R19</i>	2	4	+2
<i>R20</i>	1	2	+1
<i>R21</i>	2	3	+1
<i>R22</i>	1	2	+1
Total			$\Sigma d = 25$

a.  $Md = \frac{\Sigma d}{N} = \frac{25}{22} = 1,13 \quad Md = 1,13$

- b. Looking for deviation standart for each subject ( $X_d$ ) and squared deviation ( $X^2d$ ) in accuracy aspect as follow:

$Md = 1,13$

$Md = 1,13$

Table 4.13

Respondent	Gain (d)	$X_d$ (d-Md)	$X^2d$
<i>R1</i>	+1	0,13	0,0169
<i>R2</i>	+2	0,87	0,7569
<i>R3</i>	+1	0,13	0,0169
<i>R4</i>	+1	0,13	0,0169
<i>R5</i>	0	0	0
<i>R6</i>	+1	0,13	0,0169
<i>R7</i>	+2	0,87	0,7569
<i>R8</i>	+1	0,13	0,0169
<i>R9</i>	+1	0,13	0,0169
<i>R10</i>	0	0	0
<i>R11</i>	+1	0,13	0,0169
<i>R12</i>	+1	0,13	0,0169
<i>R13</i>	+1	0,13	0,0169
<i>R14</i>	+2	0,87	0,7569

<b>R15</b>	+1	0,13	0,0169
<b>R16</b>	+2	0,87	0,7569
<b>R17</b>	+1	0,13	0,0169
<b>R18</b>	+1	0,13	0,0169
<b>R19</b>	+2	0,87	0,7569
<b>R20</b>	+1	0,13	0,0169
<b>R21</b>	+1	0,13	0,0169
<b>R22</b>	+1	0,13	0,0169
N= 22	Σd= 25		ΣX <sup>2</sup> d = 4,038

$$a. t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}}$$

Mean of difference (Md) = 1,13

Squared deviation (X<sup>2</sup>d) = 4,038

Total respondents (N) = 22

$$t = \frac{1,13}{\sqrt{\frac{4,038}{20(20-1)}}}$$

$$t = \frac{1,13}{\sqrt{\frac{4,038}{22 \times 21}}}$$

$$= \frac{1,13}{\sqrt{\frac{4,038}{462}}}$$

$$= \frac{1,13}{\sqrt{0,0087402}}$$

$$= \frac{1,13}{0,0934893}$$

$$= 12,0869447$$

$$t_{\text{test}} = 12,08$$

In determining the  $t_{table}$  the researcher use the level of significance or standard signification ( $\alpha$ )= 0,05 and the degree of freedom (df)= N-1. The result of  $t_{test} = 12,08$  was analyzed by the testing criteria of  $t_{table}$ .

Testing the T -table

Level of significance ( $\alpha$ ) = 0,05 or 5 %

Degree of freedom (df) =  $n - 1$

=  $22 - 1$

= 21

= 2, 831

The result of  $t_{table}$  was found in the tabulation of the test of signification namely 12,08 . It means that the result of  $t_{test}$  (10,89) is greater than  $t_{table}$  (2,831). Because of  $t_{test} > t_{table}$ , It means that there was significant development on students' speaking skill in the area of accuracy after following the treatments.

e. **Analysis of  $t_{test}$  in the area of comprehensibility of pre-test and post-test.**

Table 4.14

The students' gain score in the area of comprehensibility.

Respondent	Pre-test	Post-test	Gain (d)
<i>R1</i>	1	3	+2
<i>R2</i>	2	3	+1
<i>R3</i>	1	3	+2
<i>R4</i>	1	3	+2
<i>R5</i>	2	3	+1

<i>R6</i>	2	3	+1
<i>R7</i>	3	4	+1
<i>R8</i>	1	3	+2
<i>R9</i>	2	3	+1
<i>R10</i>	2	3	1
<i>R11</i>	1	3	+2
<i>R12</i>	1	3	+2
<i>R13</i>	1	2	+1
<i>R14</i>	2	2	0
<i>R15</i>	2	3	+1
<i>R16</i>	1	3	+2
<i>R17</i>	3	4	+1
<i>R18</i>	2	3	+1
<i>R19</i>	2	4	+2
<i>R20</i>	2	3	+1
<i>R21</i>	3	3	0
<i>R22</i>	2	2	0
Total			$\Sigma d = 27$

c.  $Md = \frac{\Sigma d}{N} = \frac{27}{22} = 1,22$        $Md = 1,22$

- d. Looking for deviation standart for each subject ( $X_d$ ) and squared deviation ( $X^2d$ ) in accuracy aspect as follow:

$$Md = 1,22$$

$$Md = 1,22$$

Table 4.15

Respondent	Gain (d)	$X_d$ (d-Md)	$X^2d$
<i>R1</i>	+2	0,78	0,6084
<i>R2</i>	+1	0,22	0,0484
<i>R3</i>	+2	0,78	0,6084
<i>R4</i>	+2	0,78	0,6084
<i>R5</i>	+1	0,22	0,0484
<i>R6</i>	+1	0,22	0,0484
<i>R7</i>	+1	0,22	0,0484
<i>R8</i>	+2	0,78	0,6084

<b>R9</b>	+1	0,22	0,0484
<b>R10</b>	+1	0,22	0,0484
<b>R11</b>	+2	0,78	0,6084
<b>R12</b>	+2	0,78	0,6084
<b>R13</b>	+1	0,22	0,0484
<b>R14</b>	0	0	0
<b>R15</b>	+1	0,22	0,0484
<b>R16</b>	+2	0,78	0,6084
<b>R17</b>	+1	0,22	0,0484
<b>R18</b>	+1	0,22	0,0484
<b>R19</b>	+2	0,78	0,6084
<b>R20</b>	+1	0,22	0,0484
<b>R21</b>	0	0	0
<b>R22</b>	0	0	0
N= 22	$\Sigma d = 27$		$\Sigma X^2 d = 5,3996$

$$b. t = \frac{Md}{\sqrt{\frac{\Sigma X^2 d}{N(N-1)}}}$$

Mean of difference (Md) = 1,22

Squared deviation ( $X^2d$ ) = 5,3996

Total respondents (N) = 22

$$t = \frac{1,22}{\sqrt{\frac{5,3996}{20(20-1)}}}$$

$$t = \frac{1,22}{\sqrt{\frac{5,3996}{22 \times 21}}}$$

$$= \frac{1,22}{\sqrt{\frac{5,3996}{462}}}$$

$$= \frac{1,22}{\sqrt{0,0116874}}$$

$$= \frac{1,22}{0,1081084}$$

$$= 11,2849695$$

$$t_{\text{test}} = 11,28$$

In determining the  $t_{\text{table}}$  the researcher use the level of significance or standard signification ( $\alpha$ )= 0,05 and the degree of freedom (df)= N-1. The result of  $t_{\text{test}} = 11,28$  was analyzed by the testing criteria of  $t_{\text{table}}$ .

Testing the T -table

$$\text{Level of significance } (\alpha) = 0,05 \text{ or } 5 \%$$

$$\text{Degree of freedom (df)} = n - 1$$

$$= 22 - 1$$

$$= 21$$

$$= 2,831$$

The result of  $t_{\text{table}}$  was found in the tabulation of the test of signification namely 11,28. It means that the result of  $t_{\text{test}}$  (11,28) is greater than  $t_{\text{table}}$  (2,831). Because of  $t_{\text{test}} > t_{\text{table}}$ , It means that there was significant development on students' speaking skill in the area of accuracy after following the treatments.

e. Analysis of  $t_{test}$  in three aspects of assessment consists of accuracy, fluency, and comprehensibility from pre-test and post-test.

Table 4.16

The students' gain score of pre-test and post-test.

Respondents	Pre-test	Post-test	Gain(d)
<i>R1</i>	3	7	+4
<i>R2</i>	4	8	+4
<i>R3</i>	3	7	+4
<i>R4</i>	3	6	+3
<i>R5</i>	5	7	+2
<i>R6</i>	4	6	+2
<i>R7</i>	6	12	+6
<i>R8</i>	3	7	+4
<i>R9</i>	5	8	+3
<i>R10</i>	5	6	+1
<i>R11</i>	3	6	+3
<i>R12</i>	3	7	+4
<i>R13</i>	3	5	+2
<i>R14</i>	4	7	+3
<i>R15</i>	5	8	+3
<i>R16</i>	3	8	+5
<i>R17</i>	7	10	+3
<i>R18</i>	5	8	+3
<i>R19</i>	5	10	+5
<i>R20</i>	4	7	+3
<i>R21</i>	7	8	+1
<i>R22</i>	4	6	+2
<i>N= 22</i>	$\sum X_1 = 94$ $\bar{X}_1 = 4,2$	$\sum X_2 = 164$ $\bar{X}_2 = 7,4$	$\sum d = 70$

Table above shows that the total number of sample (N) is 20. The sum of score in pre-test ( $\sum X_1$ ) is 94, the mean score in the Pre-test ( $\bar{X}_1$ ) is 4,2, the sum of



score in Post-test ( $X_2$ ) is 164, the mean score in Post-test ( $\bar{X}_2$ ) is 7,4 and the sum of gain score between Pre-test and Post-test ( $\Sigma d$ ) is 70.

The calculation of the mean score in the Pre-test ( $\bar{X}_1$ ) and Post-test ( $\bar{X}_2$ ), the difference means between Post-test ,Pre-test (Md), deviation for each subject (Xd) and the result of the test of signification are presented as follows:

- The mean score of the Pre-test ( $\bar{X}_1$ ) as follows:

$$\bar{X}_1 = \frac{\Sigma X_1}{N}$$

$$= \frac{94}{22}$$

$$= 4,2$$

$$\bar{X}_2 = \frac{\Sigma X_2}{N}$$

$$= \frac{164}{22}$$

$$= 7,4$$

From the data analysis above we can see that the mean score of students' speaking skill in post-test ( $\bar{X}_2 = 7,4$ ) is greater than the mean score of students' speaking skill pre-test ( $\bar{X}_1 = 4,2$ ). It means that most of the students underwent significant development on their speaking skill after the treatments.

- The difference means between pre-test and post-test ( $M_d$ ), are calculated as follows:

$$M_d = \frac{\sum d}{N} = \frac{70}{22} = 3,18 \quad M_d = 3,18$$

- Looking for deviation standart for each subject ( $X_d$ ) and squared deviation ( $X^2d$ ) of students' speaking skill in pre-test and post-test as follows:

$$M_d = 3,18$$

Table 4.17

Respondents	Gain(d)	$X_d$ (d-M <sub>d</sub> )	$X^2d$
<i>R1</i>	+4	0,82	0,6742
<i>R2</i>	+4	0,82	0,6742
<i>R3</i>	+4	0,82	0,6742
<i>R4</i>	+3	-0,18	0,0324
<i>R5</i>	+2	-1,18	1,3924
<i>R6</i>	+2	-1,18	1,3924
<i>R7</i>	+6	2,82	7,9524
<i>R8</i>	+4	0,82	0,6742
<i>R9</i>	+3	-0,18	0,0324
<i>R10</i>	+1	-2,18	4,7524
<i>R11</i>	+3	-0,18	0,0324
<i>R12</i>	+4	0,82	0,6742
<i>R13</i>	+2	-1,18	1,3924
<i>R14</i>	+3	-0,18	0,0324
<i>R15</i>	+3	-0,18	0,0324
<i>R16</i>	+5	1,82	3,3124
<i>R17</i>	+3	-0,18	0,0324
<i>R18</i>	+3	-0,18	0,0324
<i>R19</i>	+5	1,82	3,3124
<i>R20</i>	+3	-0,18	0,0324

<b>R21</b>	+1	-2,18	4,7524
<b>R22</b>	+2	-1,18	1,3924
	$\Sigma d = 70$		$\Sigma X^2 d = 33,2821$

$$a. t = \frac{Md}{\sqrt{\frac{\Sigma X^2 d}{N(N-1)}}$$

Mean of difference (Md) = 3,18

Squared deviation ( $X^2d$ ) = 33,2821

Total respondents (N) = 22

$$t = \frac{3,18}{\sqrt{\frac{33,2821}{20(20-1)}}$$

$$t = \frac{3,18}{\sqrt{\frac{33,2821}{22 \times 21}}}$$

$$= \frac{3,18}{\sqrt{\frac{33,2821}{462}}}$$

$$= \frac{3,18}{\sqrt{0,0720391}}$$

$$= \frac{3,18}{0,2684011}$$

$$= 11,8479395$$

$$t_{\text{test}} = 11,84$$

In determining the  $t_{\text{table}}$  the researcher uses the level of significance or standard signification ( $\alpha$ ) = 0,05 and the degree of freedom (df) = N-1. The result of  $t_{\text{test}} = 11,84$  was analyzed by the testing criteria of  $t_{\text{table}}$ .

### Testing the T -table

$$\text{Level of significance } (\alpha) = 0,05 \text{ or } 5 \%$$

$$\text{Degree of freedom (df)} = n - 1$$

$$= 22 - 1$$

$$= 21$$

$$= 2,831$$

The result of  $t_{\text{table}}$  was found in the tabulation of the test of significantion namely 11,84. It means that the result of  $t_{\text{test}}$  (11,84) is greater than  $t_{\text{table}}$  (2,831). Because of  $t_{\text{test}} > t_{\text{table}}$ , It means that there was significant development on students' speaking skill after following the treatments.

## 2. The analysis of Questionnaire

After doing research in MTS Batusitanduk, the writer found the students' perception about teaching speaking using Communicative Language Teaching (CLT). The students' perception is presented as follows :

**Table 4.18**

**Communicative Language Teaching (CLT) is one approach that very effective to improve Speaking skill**

Category	Frequency	Percentage
Strongly agree	9	40,90%
Agree	11	50%
Neutral	2	9,09%
Disagree	-	-

Strongly disagree	-	-
Total	22	100%

The table above that among 22 students, there were 9 students ( 40,90% ) choose strongly agree, 11 students ( 50% ) choose neutral, 2 (9,09%) none students choose disagree and strongly disagree. It means that the most of the students like this technique to be applied in improving speaking skill.

**Table 4.19**

**Communicative Language Teaching (CLT) can motivate the students to improve speaking skill.**

Category	Frequency	Percentage
Strongly agree	6	27,27%
Agree	14	63,63%
Neutral	2	9,09%
Disagree	-	-
Strongly disagree	-	-
	22	100%

The table above that among 22 students, there were 6 students ( 27,27% ) choose strongly agree, 14 students ( 63,63% ) choose agree, 2 ( 9,09%) students choose neutral and none students choose disagree and strongly disagree. It means that all of the students having a good spirit in improving their speaking skill.

**Table 4.20**  
**Communicative Language Teaching (CLT) approach can improve the**  
**students' speaking fluency.**

Category	Frequency	Percentage
Strongly agree	8	36,36%
Agree	13	59.09%
Neutral	1	4,54%
Disagree	-	-
Strongly disagree	-	-
	22	100%

The table above that among 22 students, there were 8 students ( 36,36% ) choose strongly agree, 13 students ( 59,09% ) choose agree, 1 ( 5% ) students choose neutral and none students choose disagree and strongly disagree. It means that the students can speak English fluently by using this technique.

**Table 4.21**  
**By using CLT the students are expected to interact with other people.**

Category	Frequency	Percentage
Strongly agree	1	4,54%
Agree	15	68,18%
Neutral	6	27,27%
Disagree	-	-
Strongly disagree	-	-
	22	100%

The table above that among 22 students, there were 1 students ( 4,54% ) choose strongly agree, 15 students ( 68,18% ) choose agree, 6 (27,27%) students choose neutral and none student choose disagree and students choose strongly

disagree. It means that most of the students had been realized that speaking is one of the important skill in English.

**Table 4.22**

**By using CLT the students can speak English easily**

Category	Frequency	Percentage
Strongly agree	11	50%
Agree	9	40,90%
Neutral	-	-
Disagree	-	-
Strongly disagree	2	9,09%
	22	100%

The table above that among 22 students, there were 11 students ( 50% ) choose strongly agree, 9 students ( 40,90% ) choose agree, 2 students (9,09%) choose Strongly disagree and none students choose neutral and choose disagree. It means the students realized that learning speaking in English is not difficult.

**Table 4.23**

**The using of dialog in learning affects the succesful of this CLT.**

Category	Frequency	Percentage
Strongly agree	4	6,66%
Agree	10	45,45%
Neutral	6	27,27%
Disagree	1	4,54%
Strongly disagree	1	4,54%
	22	100%

The table above that among 22 students, there were 4 students ( 6,66% ) choose strongly agree, 10 students ( 45,45% ) choose agree, 6 (27,27%) students choose neutral, 1 student ( 4,54%) choose disagree and 1 student (4,54%) choose

strongly disagree. It means that the using of media in learning affects the successful of this CLT.

**Table 4.24**

**Communicative Language Teaching (CLT) is more effectife in improving speaking skill than the other technique.**

Category	Frequency	Percentage
Strongly agree	2	9,09%
Agree	14	63,63%
Neutral	5	22,72%
Disagree	-	-
Strongly disagree	1	4,54%
	22	100%

The table above that among 22 students, there were 2 students ( 9,09% ) choose strongly agree, 14 students ( 63,63% ) choose agree, 5 (22,72%) students choose neutral, 1 student ( 4,54%) choose strongly disagree and none students choose disagree. It means that most of the students agree to apply this CLT in improving their speaking skill than the others.

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**Table 4.25**

**Communicative Language Teaching (CLT) approach is more pleased in learning speaking**

Category	Frequency	Percentage
Strongly agree	5	22,72%
Agree	13	59,09%
Neutral	1	4,54%%
Disagree	1	4,54%
Strongly disagree	2	9,09%
	22	100%

The table above that among 22 students, there were 5 students ( 22,72% ) choose strongly agree, 13 students ( 59,09% ) choose agree, 1 (4,54%) student choose neutral, 1 (4,54%) student choose disagree, 2 (9,09%) student choose strongly disagree. It means that most of the students are happily and enjoyable to the learning process by applying this CLT.

**Table 4.26**

**Communicative Language Teaching (CLT) approach can influent speaking skill.**

Category	Frequency	Percentage
Strongly agree	10	45,45%
Agree	8	36,36%
Neutral	1	4,54%
Disagree	1	4,54%
Strongly disagree	2	9,09%
	22	100%

The table above that among 22 students, there were 10 students ( 45,45% ) choose strongly agree, 8 students ( 36,36% ) choose agree, 1 (4,45%) students choose neutral, 1 (4,45%) students choose disagree and 2 (9,09%) students choose strongly disagree. It means that in improving speaking skill we should improve our vocabullary, because all of them can not be separated.

**Table 4.27**

**By applying this Communicative Language Teaching (CLT) can make the students are confidence to communicate.**

Category	Frequency	Percentage
Strongly agree	10	45,45%
Agree	10	45,45%
Neutral	2	9,09%
Disagree	-	-
Strongly disagree	-	-
	22	100%

The table above that among 22 students, there were 10 students ( 45,45% ) choose strongly agree, 10 students ( 45,45% ) choose agree, 2 (9,09%) students choose neutral, none students choose disagree and strongly disagree. It means, most of the students agree that by using this CLT we can learn speaking without the other one. On the other hand, we can practice speaking by ourselves.

### ***B. Discussion***

English speaking ability is very important for people interaction where people almost speak everywhere and everyday through English, and now many people using English as a media of communication and it makes people who come from different countries to be easier in making interaction and communication, as one of international language.

Speaking is one way to communicate which ideas and though a message orally. To enable students to communicate, we need to apply the language in real communication. According to Brown and Yule ' state that speaking is depending on the complexity of the information to be communicated; however, the speaker sometimes finds it difficult to clarify what they want to say'.

As language learners who had learned English intensively, the students should be able to interact orally each other through English. But in fact, most of the students in Mts Batusitanduk did not perform English in their language conversation, It because of the method in teaching English that is used by English teacher in classroom is boring method, there is no innovation in teaching English, which the teacher used traditional method that made English atmosphere in classroom seems monotone.

There are many learners who study English encountered problem of how to speak to the other people well. Actually the teacher has implemented a number of approaches and methods to help the students in order to reduce their weaknesses in English speaking skill. The teacher has asked them Communicative Language

Teaching (CLT) as the way out or solution of the speaking problem if the students in the classroom. CLT is a kind of approach in teaching and learning a language communicatively, or we can say learning a language by using (or practicing) .In implementing CLT in teaching English speaking, teacher has to remember that the characteristics of CLT; there must be a communication activity, in this case, the listening and speaking skills must be the targets in teaching and learning activity. The activity itself can be dialogs between teacher and students, or among the students themselves, it also can be interviews, role plays, and so on. The activities have to be able to force the students to get involved in the communicative activities. They have to listen to what people say to them and try to recognize and understand, then how to respond them by speaking (producing by them). The activities make them active in communication such as sharing information, negotiating, and to fulfill the information gap.

Similarly the researcher, Dedi Efrizal (2012) “Improving student’s speaking through Communicative Language Teaching at Mts Ja- Alhaq Sentot Ali Basa Islamic Boarding School of (IAIN) Bengkulu, Indonesia”, He found that one of the method can be applied in teaching english speaking is CLT (Communicative Language Teaching) because by applying it can be more effective, and it is able to improve students’ Speaking.<sup>30</sup>

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<sup>30</sup> Dedi Efrizal. *Improving Students’ Speaking through Communicative Language Teaching Method at Mts Ja-alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu, Indonesia*; Thesis IAIN Bengkulu.2012

Based on the above statement, the researcher tries to research students speaking using CLT (Communicative Language Teaching) at Mts Batusitanduk. The CLT (Communicative Language Teaching) approach as the way out or solution of the speaking problem if the students in the classroom, The activity itself can be dialogs between teacher and students, or among the students themselves, it also can be interviews, role plays, and disscussion,sometimes using technology can aid the teacher,activities in teaching Speaking skill.

In collecting data, the researcher did some procedures, the procedures as follows: Students were given a pre – test. After that they were given treatment, learning process through the Communicative Language Teaching approach. The researcher has treatment in five meetings:

1. The teacher gives motivation to the students so that the students did not feel shy to speak in front of in the class.
2. The teacher gives explain the material.
3. The teacher asked the students to explain and disscuse about the topic in front in the class with the pairs.
4. The teacher gives the some question to the students.
5. The teacher gives correction if there are mistakes.

After conducting both items, the researcher comes to the Questionnaire to find out the students' perception toward Communicative Language Teaching approach in improving their speaking skill. Finally, last items namely giving post - test to know whether any significance development to the students or the output

after giving questionnaire. In post test the researcher ask the students to introducing their self in front of in the class after that the researcher give question to the students.

The data analysis shows that the Communicative Language Teaching approach in improving their speaking skill at Mts Batusitanduk. It can be seen on the table before giving treatment and after giving treatment, there was significance different between pre -test and post- test, it was found that the result of  $t_{test}$  (10,89) in the area of accuracy is greater than  $t_{table}$  (2,831). It means that there were significant developments on students' speaking skill in the area of accuracy of speaking assessments.

In the area of fluency of speaking assessments, it was found that the result of  $t_{test}$  (12,08) is greater than  $t_{table}$  (2,831). It means that there were significant developments on students' speaking skill in the area of fluency of speaking assessments.

In the area of comprehensibility of speaking assessments, it was found that the result of  $t_{test}$  (11,28) is greater than  $t_{table}$  (2,831). It means that there were significant developments on students' speaking skill in the area of comprehensibility of speaking assessments.

In the area aspects of speaking assessments which consists of accuracy, fluency and comprehensibility in pre-test and post-test, it was found that the result of  $t_{test}$  (11,84) is greater than  $t_{table}$  (2,831). It means that there were significant developments on students' speaking ability after conducting the treatments.

The result of  $t_{\text{test}} > t_{\text{table}}$ , it indicated that  $H_0$  was rejected and accepted  $H_a$ . It means that there were significant developments on the students' speaking skill at the seventh Year students of MTS Batusitanduk.

In addition, the researcher found that most of the students give positive responds to the approach applied by the researcher.



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## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion and suggestion based on finding and discussion of the data analysis.

#### A. Conclusion

Based on the finding and discussion of research, the researcher concluded that:

1. The CLT (Communicative Language Teaching) can improve Students speaking skill of MTS Batusitanduk, based on “t” test analysis. It is shown that the testing “t” table show that,  $t_{test}$  (11,84) is bigger than  $t_{table}$  (2,83). When  $t_{test}$  is bigger than  $t_{table}$  ( $t_{test} > t_{table}$ ) the students’ speaking skill was improved.

2. Through Communicative Language Teaching (CLT), we could see that most of students were interested in learning English speaking through Communicative Language Teaching (CLT). They had good selves-confidence to express their ideas in speaking activity inside classroom. Another aspect in this study is the CLT (Communicative Language Teaching) could motivate students and minimize students’ problems in english speaking such as low motivation to speak, have not enough vocabularies to express their ideas, feeling shy when they spoke in front of their friends.



## **B. Suggestion**

Based on conclusion above, the researcher give the suggestion who have read this thesis that:

1. An English teacher in teaching process gives motivation to the students so that the students can be more active speaking in the classroom.
2. English teacher in teaching learning process should pay attention to choose a method or technique because every skill(listening, reading, writing, and speaking ) has different method and technique in learning process. To get the purpose of learning the teacher should choose method which has corelation between material and the purpose of teaching.
3. To improve the quality in English speaking, the teacher apply the technigue for example CLT (Communicative Language Teaching) so that teaching learning process is effective.

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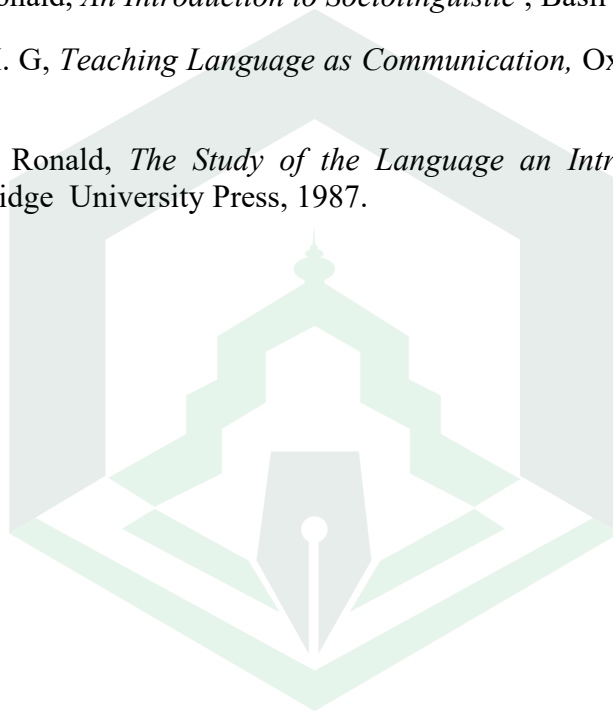
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**IAIN PALOPO**

1. Opening the class
2. The teacher motivate students so that the students don't be shy to speak in front in the class.
3. The teacher explain about materi .

## *The importance of Education*

by [Dimpy Chowdhry](#)

Generally, at the start of a very young age, children learn to develop and use their mental, moral and physical powers, which they acquire through various types of education. Education is commonly referred to as the process of learning and obtaining knowledge at school, in a form of formal education. However, the process of education does not only start when a child first attends school. Education begins at home. One does not only acquire knowledge from a teacher; one can learn and receive knowledge from a parent, family member and even an acquaintance. In almost all societies, attending school and receiving an education is extremely vital and necessary if one wants to achieve success.

However, unfortunately we have places in the world, where not everyone has an opportunity to receive this formal type of education. The opportunities that are offered are greatly limited. Sometimes there are not enough resources to provide schooling. Furthermore because parents need their children to help them work in factories, have odd jobs, or just do farm work.

Since it is not traditional, in some places, to receive a formal education, the one who receives an education is usually envied, praised and even admired by members of the community. Children sometimes look at other children with awe. Just the same way as one child might envy another because he got a new pair of sneakers, and wishes he could have too. There is a sense of admiration but at the same time there is a sense of jealousy as well. Seeing your peer do better than yourself causes some tension and jealousy because of the scarce opportunities available. As a child, it's hard to understand why there is a difference.

Learning subjects in school is not enough. One can learn history, math, science in school, and be "book-smart". In addition, one can learn how to live life by knowing what to say when, acting a certain way in certain situations and be "street-smart". These two types of knowledge are extremely essential to be successful in life. For example, you can have all the "book" knowledge in the world about a certain profession, but if you don't know how to behave with your co-workers and or your superiors, having "book" knowledge won't get you too far.

But no matter what, education is the key that allows people to move up in the world, seek better jobs, and ultimately succeed fully in life. Education is very important, and no one should be deprived of it.

12-Oct-2000 More by : [Dimpy Chowdhry](#)

3. The students do dialoq and discussion about the Topic with the pairs.
4. The teacher asked the students explain the topic in front of in the class with the pairs.
5. The teacher gives the some question to the students.
6. The teacher gives correction if there are mistakes.
7. Closing the class

## Treatment 2

1. Opening the class
2. The teacher motivate students so that the students don't be shy to speak in front in the class.
3. The teacher explain about Materials.

# The Importance Of Water and Human Health

“I'm dying of thirst!”

Well. We just might. It sounds so simple. H<sub>2</sub>O. Two parts hydrogen, one part oxygen. But this element, better known as water, is the most essential, next to air, to our survival. Water truly is everywhere, still most take it for granted.

Water makes up more than two thirds of the weight of the human body, and without it, humans would die in a few days. The human brain is made up of 95% water, blood is 82% and lungs 90%. A mere 2% drop in our body's water supply can trigger signs of dehydration: fuzzy short-term memory, trouble with basic math, and difficulty focusing on smaller print, such as a computer screen. (Are you having trouble reading this? Drink up!) Mild dehydration is also one of the most common causes of daytime fatigue. An estimated seventy-five percent of Americans have mild, chronic dehydration. Pretty scary statistic for a developed country, where water is readily available through the tap or bottle.

Water is important to the mechanics of the human body. The body cannot work without it, just as a car cannot run without gas and oil. In fact, all the cell and organ functions made up in our entire anatomy and physiology depend on water for their functioning.

- Water serves as a lubricant
- Water forms the base for saliva
- Water forms the fluids that surround the joints.
- Water regulates the body temperature, as the cooling and heating is distributed through perspiration.
- Water helps to alleviate constipation by moving food through the intestinal tract and thereby eliminating waste- the best detox agent.
- Regulates metabolism

In addition to the daily maintenance of our bodies, water also plays a key role in the prevention of disease. Drinking eight glasses of water daily can decrease the risk of colon cancer by 45%, bladder cancer by 50% and it can potentially even reduce the risk of breast cancer. And those are just a few examples! As you follow other links on our website, you can read more in depth about how water can aid in the prevention and cure of many types of diseases, ailments and disorders that affect the many systems of our bodies.

And you know what the best news about drinking water for health benefits is? It's virtually free! You can drink over 4,000 glasses of tap water for the price of a six-pack of your favourite cola.

4. The students do dialog and discussion about the Topic.
5. The teacher asks the students explain the topic in front in the class with the pairs.
6. The teacher gives the some question to the students
7. The teacher gives the correction if there are mistakes
8. Closing the class

## Treatment 3

1. Opening the class
2. The teacher motivate students so that the students don't be shy to speak in front in the class.
3. The teacher explain about Materials.

### **GLOBAL WARMING**

When you hear about the effects of global warming it is important to understand that the effects we are experiencing today are moderate compared to what the future will see if we do not take preventative action. Over the next century researchers and environmental professionals are stating that the effects of global warming will continue on a constant inclined curve. Temperatures heating up a little bit each decade until the earth's temperatures reach the sweltering levels that we experienced in history. Scientists believe that the earth's temperatures will rise between 2-9 degrees Fahrenheit by 2050.

The Arctic and the earth's northern latitudes will feel the most of the effects of global warming as they continue to escalate. As the Arctic packs and glaciers begin to melt from the increased temperatures the tundra and seas surrounding the areas will continue to absorb the warmth which was once reflected back into space. Climate models show that if temperatures throughout the rest of the world rise to 3 degrees Fahrenheit they will more than likely rise to at least 7 degrees Fahrenheit in the Arctic. From this the oceans throughout the world will become full with melting glaciers and ice from the Arctic likely to rise by at least 3ft.

As the temperatures continue to rise this will force the ocean to evaporate quicker and therefore more rainfall will be experienced. The problem with this effect is that the rainfall may hit areas of the world which do not need it at all causing massive floods and monsoons. Subtropical areas like India are expected to be the target of this particular effect of global warming. On the other hand it is safe to say that droughts are going to be more of a problem than flooding.

4. The students do dialog and discussion about the Topic.
5. The teacher asked the students explain the topic in front of in the class with the pairs.
6. The teacher gives the some question to the students
7. The teacher gives correction if there are mistakes
8. Closing the class

# Treatment 4

1. Opening the class
2. The teacher motivate students so that the students don't be shy to speak in front in the class.
3. The teacher explain about Materials.

## How do special education students benefit from technology?

Students with disabilities can benefit greatly by using technology in the classroom. This article examines the use of assistive technologies with special education students.

By [Kris Zorigian](#) and [Jennifer Job](#)

### The myth

*Students with disabilities cannot use the same technology that typical students use.*

### The facts

Technology can be the great equalizer in a classroom with diverse learners. Whereas teachers can find it difficult to differentiate instruction for 30+ students in one class, all with different needs and abilities, “assistive technology” (devices and software to assist students with disabilities) can often help teachers personalize lessons and skills enhancement to each child. Children with learning disabilities often have better technology skills than their teachers and are drawn to computers and other gadgets, so using them in the classroom makes perfect sense. For children with physical disabilities, technology can give access to learning opportunities previously closed to them. E-readers help students turn book pages without applying dexterity, and voice adaptive software can help students answer questions without needing to write. Computers are engaging and more advanced than the typical modified lesson allows. The widely-used teacher education textbook *Educating Exceptional Children* has a special section in each chapter focused on assistive technology explaining how it is used with exceptionalities ranging from giftedness to autism.

Assistive technology is not always just for students with disabilities; it can be used to help any student with motivation, academic skills, and social development. Here are some helpful resources for teachers looking for assistive technology for their students:

- **UNC's Center for Literacy and Disability Studies** uses technology in their mission to promote literacy and communication for individuals of all ages with disabilities. [The Center](#) has developed a three-part video on reading assessment and assistive technology that explains evidence-based practices of improving literacy through technology. Additionally, the Center has developed “alternative pencils” for students with disabilities who cannot hold a traditional pencil or see a page, including children with deaf-blindness. These technologies include alphabet eye gaze frames allowing children to “point” to letters with their eyes, onscreen keyboards that are controlled by switches, and electronic flipcharts.
- **LEARN NC** offers an extensive [set of resources](#) to help teachers meet the needs of all learners, including [“Reaching Every Learner: Differentiating Instruction in Theory and Practice,”](#) a series of articles and web conferences about differentiation. In addition, LEARN NC's [technology integration page](#) provides links to web resources, lesson plans, articles, and online courses designed to help educators incorporate technology into their teaching
- **VoiceThread** is a [free software program](#) that captures student voices and photos in order to collaborate on a topic. It is a technological substitute for written papers and allows students freedom to narrate their own projects.
- **Sounding Board** is an [iPad/iPod Touch app](#) that lets a student turn their device into a story board communicator. Students with writing disabilities and communication disorders can use the symbols to create their own messages in the same way that traditional symbol boards work, but easily and with a limitless supply of symbols.

- **TechMatrix** offers consumer guides and links to software and assistive technology devices for students with disabilities. [The site](#) is sponsored by the National Center for Technology Innovation and the Center for Implementing Technology in Education. TechMatrix gives information and links to resources for teaching science, math, reading, and writing using technology with special education students.

### **The bottom line**

Most students with disabilities can and do benefit from technology in the classroom. Incorporating technology increases students' motivation to learn and personalizes lessons to a student's individual needs. Even the students with the most severe and profound disabilities can use assistive technology to join a classroom of typical students, and their potential can be reached in ways we didn't have before.

4. The students do dialog and discussion about the Topic.
5. The teacher asked the students explain the topic in front of in the class with the pairs.
6. The teacher gives the some question to the students
7. The teacher gives correction if there are mistakes
8. Closing the class



**IAIN PALOPO**



## Treatment 5

1. Opening the class
2. The teacher motivate students so that the students don't be shy to speak in front in the class.
3. The teacher explain about Materials.

### Dangers Of Smoking

Almost everybody knows that smoking is bad for the health. Images of blackened lungs line school hallways and hospital waiting rooms, but despite this people continue to take up smoking. This may have to do with the pervasive romantic image of smoking -- an image that has nothing in common with reality.

There are many ways to take tobacco. You can chew it, inhale it through the nose, and smoke it in the form of cigars or cigarettes. No matter how it's taken it is dangerous, but because smoking is the most popular way to consume tobacco it has also received the greatest attention from the medical field and the media.

When a smoker inhales a puff of cigarette smoke the large surface area of the lungs allows nicotine to pass into the blood stream almost immediately. It is this nicotine "hit" that smokers crave, but there is a lot more to smoke than just nicotine. In fact, there are more than 4000 chemical substances that make up cigarette smoke and many of them are toxic.

Cigarette smoke is composed of 43 carcinogenic substances and more than 400 other toxins that can also be found in wood varnish, nail polish remover, and rat poison. All of these substances accumulate in the body and can cause serious problems to the heart and lungs.

Cancer is the most common disease associated with smoking. Smoking is the cause of 90% of lung cancer cases and is related to 30% of all cancer fatalities. Other smoking-related cancers include cancers of the mouth, pancreas, urinary bladder, kidney, stomach, esophagus, and larynx.

Besides cancer, smoking is also related to several other diseases of the lungs. Emphysema and bronchitis can be fatal and 75% of all deaths from these diseases are linked to smoking.

Smokers have shorter lives than non-smokers. On average, smoking takes 15 years off your life span. This can be explained by the high rate of exposure to toxic substances which are found in cigarette smoke.

Smokers also put others at risk. The dangers of breathing in second-hand smoke are well known. Smokers harm their loved ones by exposing them to the smoke they exhale. All sorts of health problems are related to breathing in second-hand smoke. Children are especially susceptible to the dangers of second-hand smoke because their internal organs are still developing. Children exposed to second-hand smoke are more vulnerable to asthma, sudden infant death syndrome, bronchitis, pneumonia, and ear infections.

Smoking can also be dangerous for unborn children. Mothers who smoke are more likely to suffer from miscarriages, bleeding and nausea, and babies of smoking mothers have reduced birth weights or may be premature. These babies are more susceptible to sudden infant death syndrome and may also have lifelong health complications due to chest infections and asthma.

It is never too late to give up smoking, even those who have smoked for 20 years or more can realize tremendous health benefits from giving up the habit.

4. The students do dialog and discussion about the Topic.
5. The teacher asked the students explain the topic in front of in the class with the pairs.
6. The teacher gives the some question to the students
7. The teacher gives correction if there are mistakes
8. Closing the class



## ANGKET PENELITIAN

### Keterangan

Daftar ini bertujuan untuk mengumpulkan data tentang sikap terhadap pengaplikasian Communicative Language Teaching (CLT) approach terhadap peningkatan berbahasa inggris siswa. Untuk itu anda diharapkan memberikan jawaban dengan sejujur-jujurnya. Kejujuran dan kebenaran penilaian anda merupakan sumbangan terbesar dalam penelitian ini dan atas kerjasama di ucapkan terimah kasih.

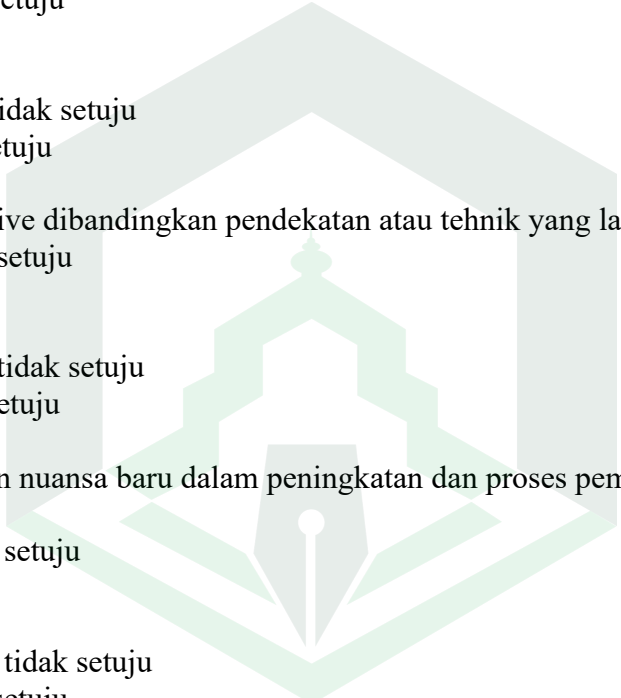
### Petunjuk :

1. Bacalah petunjuk kerja sebelum mengerjakan angket di bawah ini.
2. Pada setiap pertanyaan di sediakan 5 kriteria yaitu sangat setuju, setuju, netral, tidak setuju dan sangat tidak setuju.
3. Berilah tanda check list pada setiap pilihan.
4. Terimah kasih atas kejujuran anda dalam mengerjakan angket ini.

### IDENTITAS RESPONDEN

Nama :  
NIM :  
Kelas :

1. Communicative Language Teaching (CLT) sangat effective dalam bahasa inggris khususnya dalam peningkatan kecakapan berbahasa inggris Mts Batusitanduk.
  - a. Sangat setuju
  - b. Setuju
  - c. Netral
  - d. Sangat tidak setuju
  - e. Tidak setuju
2. Communicative Language Teaching (CLT) mampu memotifasi dalam peningkatan berbahasa inggris anda.
  - a. Sangat setuju
  - b. Setuju
  - c. Netral
  - d. Sangat tidak setuju
  - e. Tidak setuju
3. Communicative Language Teaching (CLT) dapat membantu kelancaran speaking anda.
  - a. Sangat setuju
  - b. Setuju
  - c. Netral
  - d. Sangat tidak setuju
  - e. Tidak setuju
4. Melalui Communicative Language Teaching (CLT) siswa-siswa dapat diharapkan berinteraksi dengan orang lain.
  - a. Sangat setuju
  - b. Setuju

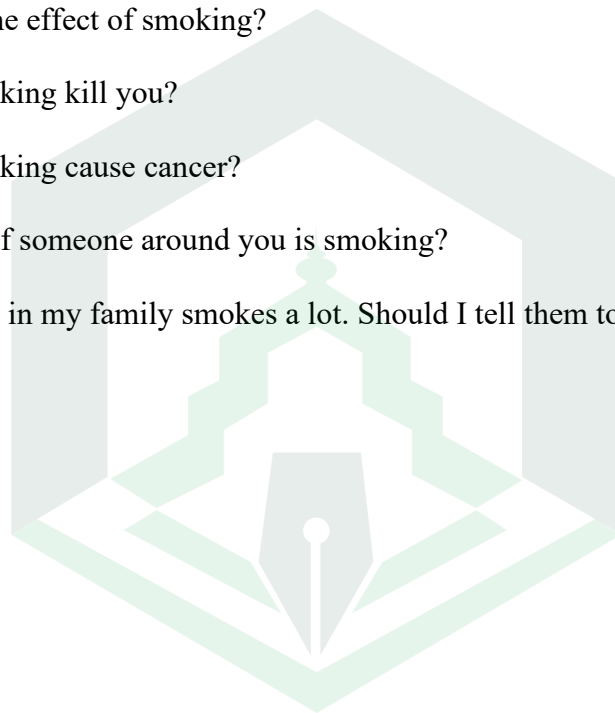
- c. Netral
    - d. Sangat tidak setuju
    - e. Tidak setuju
  5. Melalui CLT anda dapat dengan mudah berbicara dalam bahasa inggris.
    - a. Sangat setuju
    - b. Setuju
    - c. Netral
    - d. Sangat tidak setuju
    - e. Tidak setuju
  6. Penggunaan dialog sangat berperan dalam proses pembelajaran di CLT.
    - a. Sangat setuju
    - b. Setuju
    - c. Netral
    - d. Sangat tidak setuju
    - e. Tidak setuju
  7. CLT lebih effective dibandingkan pendekatan atau tehnik yang lainnya.
    - a. Sangat setuju
    - b. Setuju
    - c. Netral
    - d. Sangat tidak setuju
    - e. Tidak setuju
  8. CLT memberikan nuansa baru dalam peningkatan dan proses pembelajaran bahasa inggris.
    - a. Sangat setuju
    - b. Setuju
    - c. Netral
    - d. Sangat tidak setuju
    - e. Tidak setuju
  9. CLT mampu memperlancar kemampuan speaking
    - a. Sangat setuju
    - b. Setuju
    - c. Netral
    - d. Sangat tidak setuju
    - e. Tidak setuju
  10. Melalui CLT kita dapat membuat siswa-siswa percaya diri dalam berkomunikasi.
    - a. Sangat setuju
    - b. Setuju
    - c. Netral
    - d. Sangat tidak setuju
    - e. Tidak setuju
- 



## APPENDIX 3

### POST TEST

1. The writer asked the student to explain about the Authentic material about( Danger of Smoking) in front of in the class.
2. The writer gives the some question to the students
  - a. What do you think about smoking?
  - b. What is the effect of smoking?
  - c. Does smoking kill you?
  - d. Does smoking cause cancer?
  - e. Is it bad if someone around you is smoking?
  - f. Someone in my family smokes a lot. Should I tell them to stop?



**IAIN PALOPO**

## Appendix 1

### INTERVIEW TEST FOR THE PRE TEST

#### Personal Identity

- A : How are you today  
a : Apa Kabarnya hari ini
- B : I am fine mom  
b : Baik bu
- A : Do you like speak English  
a : apakah kamu suka bahasa Inggris
- B : Yes I do  
b : ya
- A : May ask you some questions?  
a : saya akan bertanya pada kalian
- B : Yes/no  
b : ya/tidak
- A : What is your name?  
a : siapa namamu
- B : My name is.....  
b : nama saya.....
- A : What is your nick name?  
a : siapa nama panggilanmu
- B : My nick name is.....  
b : nama panggilan saya.....
- A : When where you born?  
a : di mana anda lahir
- B : I was Born.....  
b : saya lahir di.....
- A : Where do you live?  
a : di mana anda lahir
- B : I live in.....  
b : saya lahir di.....
- A : What is your address?  
a : di mana anda tinggal
- B : My address is.....  
b : saya tinggal di.....
- A : How long have you lived here?  
a : berapa lama anda tinggal disini
- B : I live here.....  
b : saya tinggal disini.....
- A : What time did you get up this morning?  
a : jam berapa anda bangun pagi
- B : I get up at.....  
b : saya bangun pada pukul.....
- A : Do you like English song?  
a : apakah anda suka lagu bahasa Inggris
- B : Yes/no I do  
b : ya/ tidak
- A : What is your favorite colour?  
a : apa warna favorit anda
- B : My favorite colour is.....  
b : warna kesukaan saya adalah.....

## Interview test

1. a : What is your hobby?  
b. My hobby is collecting stamp
  
2. a. Do you have any special interest other than?  
b. Learning foreign language
  
3. a. Do you like studying English?  
b : Yes/ no
  
4. a : do you watching TV?  
b : yes/no
  
5. a : what is your favorite colour?  
b : My favorite colour is.....



**IAIN PALOPO**