THE EFFECT OF COMMUNICATIVE LANGUAGE TEACHING TO IMPROVE STUDENTS' SPEAKING SKILL AT SMKT SOMBA OPU

(A Quasi Experimental Research)

A THESIS

Submitted to the faculty of teachers and education Muhammadiyah University of Makassar in partial fulfillment of the reqruitment for the degree of sarjana Pendidikan

ABDUL RAUF
10535610414

ENGLISH DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR

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LEMBAR PENGESAHAN

Skripsi atas nama **Abdul Rauf,** NIM **10535 6104 14** diterima dan disahkan oleh Panitia Ujian Skripsi berdasarkan Surat Keputusan Rektor Universitas Muhammadiyah Makassar **Nomor: 0018 TAHUN 1440 H / 2019 M ,** Sebagai salah satu syarat guna memperoleh Gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris (S1) Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Jumat tanggal **01 Februari 2019**

04 Februari 2019 M
Makassar, -------------------------------
28 Jumadil Awal 1440 H

PANITIA UJIAN

Pengawas Umum : Prof. Dr. H. Abdul Rahman Rahim, S.E., M.M. (....................)

Ketua : Erwin Akib, M.Pd., Ph.D. (....................)

Sekretaris : Dr. Baharullah, M.Pd. (....................)

Penguji :

1. Erwin Akib, M.Pd., Ph.D. (....................)

2. Herlina Daddi, S.Pd., M.Pd. (....................)

3. Awalia Azis, S.Pd., M.Pd. (....................)

4. Dr. H. M. Arief Paturusi., M.Pd. (....................)

Disahkan Oleh :
Dekan FKIP Universitas Muhammadiyah Makassar

Erwin Akib, M.Pd., Ph.D.
NBM: 860 934

APPROVAL SHEET

Title	:	**The Effect of Communicative Language Teaching to Improve Students' Speaking Skill at SMKT Somba Opu. (A Quasi Experimental Research)**
Name	:	**Abdul Rauf**
Reg. Number	:	**10535 6104 14**
Program	:	**English Education Department Strata 1 (S1)**
Faculty	:	**Faculty of Teacher Training and Education**

Makassar,   Februari 2019

Approved by:

Consultant I   Consultant II
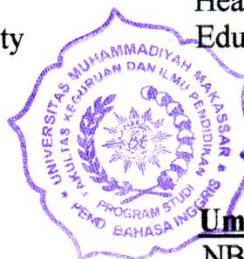
Erwin Akib, M.Pd., Ph.D.   **Muh. Arief Muhsin, S.Pd., M.Pd**

Dean of FKIP   Head of English
Makassar Muhammadiyah University   Education Department

Erwin Akib, M.Pd., Ph.D.   **Ummi Khaerati Syam, S.Pd., M.Pd**
NBM: 860 934   NBM: 977 807

SURAT PERJANJIAN

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Nama : **Abdul Rauf**

Stambuk : 10535 6104 14

Jurusan : Pendidikan Bahasa Inggris

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Abdul Rauf

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SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini:

    Nama   : **Abdul Rauf**

    Stambuk   : 10535 6104 14

    Jurusan   : Pendidikan Bahasa Inggris

    Dengan Judul : **" The Effect of Communicative Language Teaching to Improve Students' Speaking Skill at SMKT Somba Opu"**

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MOTTO

"Opportunity does not occur. You're the one who created it"

"I Dedicated This Thesis to My Parent That Motivated Me and Always Pray For My Success"

ABSTRACT

Abdul Rauf, 2014.*The Effect of Communicative Language Teaching to Improve Students Speaking Skill at SMKT SombaOpu.*Guided by Erwin Akib, and Muh.AriefMuhsin. A Thesis of English Department, TheFaculty ofTeacher Training and Education, Muhammadiyah University of Makassar.

The research aimed at finding outthe improvement of students' speaking Skill through Communicative Language Teaching at SMKT SombaOpu (Gowa).

The method of this research was Quasi Experimental research that consisted of Six meetings. As subject in this research was class XI-TKR2 (Experimental Class) and XI TKJ1 (Control Class).XI-TKR2 consist of 20 students and XI-TKJ1 consist of 21 students. The Instruments were speaking test (pre-test and Post-test).

The findings of this research werein Experimental class showed that the Successful criteria of the students was improved from 15% to 75% (good), andthe percentage of the students' improvement in experimental class has shown that the students' speaking skill was improved to 39.44% .

The result above indicated that there was significant improvement of the students' speaking skill through Discussion (CLT) at SMKT SombaOpu (Gowa).

Key Words : CLT, Speaking Skill.

ABSTRAK

Abdul Rauf, 2014. Pengaruh Pengajaran Bahasa Komunikatif (Communicative Language Teaching) untuk Meningkatkan Keterampilan Berbicara Siswa di SMKT Somba Opu. Dibimbing oleh Erwin Akib, dan Muh. Arief Muhsin. Tesis Jurusan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar.

Penelitian ini bertujuan untuk mengetahui peningkatan keterampilan berbicara siswa melalui Pengajaran Bahasa Komunikatif (Communicative Language Teaching) di SMKT SombaOpu (Gowa).

Metode penelitian ini adalah penelitian Quasi Eksperimental yang terdiri dari enam pertemuan. Subjek dalam penelitian ini adalah kelas XI-TKR2 (Kelas Eksperimental) dan XI TKJ1 (Kelas Kontrol). XI-TKR2 terdiri dari 20 siswa dan XI-TKJ1 terdiri dari 21 siswa. Instrumen tes berbicara (pre-test dan Post-test).

Hasil penelitian pada kelas Eksperimental menunjukkan bahwa kriteria Keberhasilan siswa meningkat dari 15% menjadi 75% (baik), dan persentase peningkatan siswa di kelas eksperimen telah menunjukkan bahwa keterampilan berbicara siswa meningkat menjadi 39,44. %.

Hasil di atas menunjukkan bahwa ada peningkatan yang signifikan dari keterampilan berbicara siswa melalui Diskusi (CLT) di SMKT Somba Opu (Gowa).

Kata Kunci: CLT, Keterampilan Berbicara.

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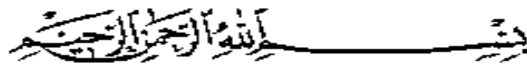
In the name of Allah, Most Gracious, Most Merciful

Alhamdullilahi Robbil 'Alamin, first of all I would like to express my deepest praise and gratitude to Allah SWT who has given me His blessing and merciful to complete this thesis. Shalawat and salam are addressed to the final chosen religious messenger, the Prophet Muhammad Sallalahu Alaihi Wasallam.

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May almighty, Allah SWT bless us all now and forever, *Aamiin.*

Makassar,   November 2018

Abdul Rauf

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CHAPTER I

INTRODUCTION

A. Background

Speaking has an important role in our lives.Without it, life in society will be impossible to do, because good relationships and cooperation with fellow human beings require communication and direct interaction, in the sense of speaking directly. Through speaking, we can explain freely about our idea or feelings, and the information that we have it's easier to share and sooner receive by listener.

From the researcher experience, when the teacher asks the students to speak. Suddenly, they are worry and fear, and sometimes they choose to be silent and don't say anything. It shows that the students have a problem in speaking. There are some problems that cause students' poor in speaking skill. These problems are divided into four parts, there are inhibition, lack of topical knowledge, low participation, and mother tongue use.

The first problems is Inhibition, according to Ur in Humaerah (2015) state that Inhibition is condition which someone or students are losing face, worry about making mistakes and afraid of the attention that their speech attraction. According to Littlewood in Leong (2017) expressed that a language classroom can also create inhibitions and apprehension for the students. Inhibition is the problems that the students feel when they want to speak, they

are worried to make mistake and afraid of criticism. And some of them are ashamed of their friends' attention toward them when they want to speak.From the explanation, inhibition is the worries of making mistake, ashamed of their friends that make the student are not confidence and influence their speaking skill.

The second is lack of topical knowledge, sometimes when the teacher asks the students to speak they cannot say anything. According to Rivers in Leong (2017) state that learners often have nothing to say probably because their teacher had selected a topic that is not appropriate for them or they don't have enough information about it. The students are lost their idea, and don't remember anything to say, cause they don't have enough information about the topic that their teacher choose, that is way the students are not freely to speak and tell their opinion.

From the explanation of the expert, the researcher concludes that the problems who effect lack of topical knowledge are from the topic that choose by the teacher who not appropriate with the students knowledge or less information about that topic , and finally make the students cannot say anything .

The third is low participants of the students, There are two factors that affect the participant in the class. The first factor lies in the personality of the students.According to Chong in (Abdullah, et al., 2012)Self-efficacy trait with displaying more of that curiosity and exploring urge would motivate students to become more active and positive reciprocity. Thus, if students' self-efficacy

is high, it will enhance their motivation, their interest and confident level to become more active and speak more in the classroom.

The second factor is the skill or the ability of instructor or in this case is the teacher increate a conducive classroom environment. According to Maziha, et al., in (Abdullah, et al., 2012) state that Traits that have been shown by instructor, such as supportive, understanding, approachable, friendliness through positive nonverbal behavior, giving smiles and nodded for admitting the answers that are given by students.

From the explanations, the researcher concludes that the students who have low Self-Efficacy is the student who doesn't feel interest and motivated in learning process, cause of that, the skill of the teacher to manage the class is needed to improve the students Motivation to make the class more conducive.

The last problems is mother tongue use, the mother tongue use is so influence to the students speaking skill. The students always use their mother tongue language when they don't know anything to say again in foreign language. According to Manrique in Denizer (2017) stated that "mispronunciation and grammatical errors are the most common types of interference between the mother tongue and the target language".From that explanation, the mother tongue not only influences the behavior of the students in using language but also affect on the students pronunciation.

To improve the students speaking skill, of course the researcher needs to solve all of the problems above by apply the right approach in learning

process. Communicative language teaching is the approach that the researcher believesable to solve the students' problems in speaking and improve the students speaking skill. To Proving that statement the writer make a research about "The Effect of Communicative Language Teachingto improve students speaking skill."

B. Problem statement

Based on the background above, the researcher formulated the main problems of the research as follows:

"Does Communicative Language Teaching have effectiveness to improve students' speaking skill?"

C. Objective of the Research

Based on problem of the research, the objective of the research is to find out whether Communicative Language Teaching have effect to improve students speaking skill or not.

D. Significance of the Research.

The researcher hopes that the result of the research can be useful for:

1. The Teacher

This research expected to be useful to help the teacher in solving their problem in teaching English, especially in the speaking subject.

2. The Students

This research expected to help the students solve their problem in learning English, and improve their speaking skill.

3. The other Researcher.

    The result of the research may become a reference and contribute informative input to solve the similar problem.

E. Scope of the Research.

    This research focuses to improve students speaking skill by achieve the aspects of speaking. There are Vocabulary, accuracy, fluency and pronunciation. To achieving the aspects of speaking, the researcher will be applied the Communicative Language Teaching approach in learning process, in this case is Discussion method.

CHAPTER II

REVIEW AND RELATED LITERATURE

A. Previous of related literature

There are some similar research studies that had been conducted before. The result of the research is described as follows.

1. The first study was done by Dwi Listiany from STAIN Tulungagung in 2012. The title is "The Effect of Group Discussion toward Students' Speaking Ability." The researcher used the experimental research design to conduct this study. The population is the students of the second grade of SMA Negeri 1 Karangrejo. The sample is IPS class as experimental group and IPA as control group . Every group has 35-38 students The result of the study revealed that using group discussion is effective to practice in teaching learning speaking English.

2. The second study was done by Dyah Nindya Yuanita. The title is "Improving Students' Speaking Skill by Using the Role Play". Based on data analysis the mean score of students on the first cycle is 73 average score, and the mean score of the students on the second cycle is 90 that is qualified average to good. They get 28 score improvement. It means that action hypothesis the using role play to improve students' speaking ability is class is proved.

3. The research about speaking had done by Nasidah Lubis that was "The Effect of Socio Drama Method in Teaching Speaking". This research explained about the application of socio drama method in teaching speaking, a study at the VII grade of SMP N 1 Penyabungan Barat. Her population of study is 25 students. The result of hypothesis test shows that t_o = 2.10 and the t_t degree significance 5% 2,02. It meant that the alternative hypothesis was accepted and null hyphothesis was rejected. There was a significance effect of socio drama method in teaching speaking.

4. The next researchwas done by Armasita from UIN SU Medan. The title is "Improving Students' Speaking Skill In English Lesson With Action Learning Strategy". This research was conducted to find out the improving of the students'speaking skill in English lesson by using action learning strategy. The result of the research is , In thefirst test (pre-test) the students who passed the KKM 75 were 4 students of 48students (9.09%). In the second test (post-test 1) the students who got the scoreup 75 or passed KKM were 30 students of 48 students (68.18%). In the third test (post-test 2) the students passed KKM 75 were 38 students of 48 students (86.36%). It concluded that the result of the research showed that the implementation of action learning strategy could improve the students' ability in speaking.

All of the research aboveare the implementation of communicative language teaching, same as in this research. And the difference between those researches and this research are from the population, sample and the research place. All of the research above shows the improvement of the students᾽ achievement in speaking class.

Based on the result above the researcher believes that the implementation of communicative language teaching approach is useful to improving the student speaking skill. Caused of that, the researcher apply the CLT approach,in this case is Discussion method.

B. Speaking skill

1. Definition of speaking

According to Chaney in Leong (2017) defines that speaking is the process of making and sharing meaning by using verbal and non-verbal symbols in different contexts. According to Brown in Leong (2017) state that speaking is an interactive process of making meaning that includes producing, receiving, and processing information.

Based on some opinions above, the researcher infers speaking is a form of communication. Speaking is communicative activity to produce some word or sentence to express the feelings, idea, wish, etc. Then it's delivered to listener for achieving information. As human beings, especially social creature we need to express our thoughts, opinion, or feelings in order to be accepted in social life.

2. The Purpose of Speaking.

Speaking is the tool of communication that makes the people easier to interaction. According to Kingen in Uonis (2017), the purpose of speaking both the transactional and interpersonal into an extensive list of twelve categories as follows:

a. Personal-expressing personal feelings, opinion, beliefs and ideas.

b. Descriptive-describing someone or something real or imagined.

c. Narrative-creating and telling stories or chronologically sequence events.

d. Instructive-giving instruction or providing directions designed to produce an outcome.

e. Questioning-asking question to obtain information.

f. Comparative-comparing two or more objects, people, ideas, or opinions to make judgments about them.

g. Imaginative-expressing mental of people, place, events, and objects.

h. Predictive-predicting possible future events.

i. Interpretative-exploring meanings, creating hypothetical deduction, and considering inferences.

j. Persuasive-changing others opinions, attitudes, or point of view, or influencing the behavior of others in some way.

k. Explanatory-explaining, clarifying, and supporting ideas and opinions.

l. Informative-sharing, information with others.

3. Aspects of Speaking Skill

There are some aspects of speaking such as pronunciation, vocabulary, fluency, accent, and grammar, that should be mastered in order to be able to speak well. As a complex activity, speaking has three main aspects as follows:

a) Accuracy

Accuracy in speaking is the use of correct form of grammar, vocabulary and pronunciation. Those three parts involve together in making accurate utterance.

Pronunciation is a basic quality of language learning especially in speaking ability Kelly in Humaerah (2015) state that Pronunciation is the important part in oral communication to produce accurate information and meaningful communication. Pronunciation is concerns the way we say, articulate, assimilate, intonate, and stress words. Having poor pronunciation skill can obscure communication and prevent us from making meaningful utterances.

Vocabulary is a foundation of a language. To create meaningful utterance or sentences, it needs to use appropriate vocabulary to express something. According to Levelt in Abbaspour (2016) state that,the ability to remember words from one's mind may cover the speaking fluency. In other words, the requirement for students who want to have a good speaking ability is mastering vocabulary.

Grammar is very important in speaking accuracy. According to Richards in Abbaspour (2016) state that, grammatical competence helps speakers to use and understand English language structures accurately and immediately, which facilitates their fluency. If our conversation is full of grammatical mistakes, your ideas will not get across so easily. Studying grammar rules will certainly help students speak more accurately.

Those three parts are very important elements to accomplish the accuracy in the effort of being able to speak well.

b) Fluency

According to Richards in Fatemeh (2016) points out that fluency is the use of naturally occurring language when a speaker engages and maintains in meaningful communicationis speaking at a normal speed without hesitation, repetition and with smooth use of connected speech. It deals with how comfortable students are when they speak, how easily the words come out and whether there are great pauses and gaps in the students' speaking. It is a parameter of students" speaking ability goal. It deals with the quality of the way they speak fluently.

c) Accent

Language accent of one speaker and other is different. This is because every person has their own way in saying words depending on the cultures the speakers have. According to Roach inAwaliyah (2017) states that there is no speaker who can be taken to represent a particular accent or dialect in this world.

4. The Principles of Teaching Speaking

According to Balley in Purwanto (2016) mentions some principles of teaching speaking to students. The principles are as the following.

a. Be aware of the differences of the second language and foreign language learning context. Language as a foreign language is in which the language is not used by the people in the country. It is as a foreign language. This situation, the students are challenged to use and study the target language.

b. Give students practice with both fluency and accuracy. Accuracy is as much as the learner uses the target language when they use the language. While fluency is how far the speaker uses the language quickly and has self confidence to utter the language.

c. Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk. Experience is the best way to improve students' competence in speaking.

d. Plan speaking tasks that involve negotiation for meaning. Speaking tasks that involve negotiation for meaning will help students to interact with others.

e. Design classroom activities that involve guidance and practice in both transactional and interactional speaking. Transactional and interactional speaking can be reached through activities which is fun, enjoying, and motivating.

5. **The Roles of The Teacher in Teaching Speaking.**

The role of the teacher is important in learning process. The successes of the learning process is depend on the teachers understanding about their role in teaching and learning process, especially in teaching speaking. According to Harmer in Awaliyah(2017) classify roles of teacher in teaching speaking, as follows:

a. Prompter: The teachers provide the students with discrete suggestions, leave them to struggle by themselves, and give them chunks not words, without disrupting the discussion.

b. Participant: The teachers participate in the discussion by introducing new information and by ensuring the continuation of students' engagement. The main point is the teacher should not monopolize the conversation.

c. Feedback provider: The teachers can give some feedbacks by giving helpful and gentle correction and by telling the students about their performance. Besides that, they should avoid over-correction, since it might lead to students' reluctance to continue the dialogue.

d. Assessor: The teachers can write down some written samples of languages produced by students, or memorize some of it, then tell it to their students.

e. Observer: The teachers should observe the class speaking activity and find out what makes the activity breakdown.

f. Resource: The teachers have to provide some tools to improve their students' oral competence.

g. Organizer: The teachers manage the classroom to set the activities and get the students engaged.

6. Problems in Teaching and Learning Speaking

Learners sometimes have some obstacles when they want to talk in the class. According to Mai In Leong (2017) state that there are some problems for speaking skill that teachers can come across in helping students to speak in the classroom. These are inhibition, lack of topical knowledge, low participation, and mother-tongue use :

a. *Inhibition.* Learners are often inhibited about trying things in foreign language classroom, afraid to make mistakes or to be criticized, and shy to utter words.

b. *Lack of topical knowledge*. Learners sometimes find fault that they do not have something to say. In other words, they cannot express themselves.

c. *Low participation*. Only one participant talks because some learners dominate, while other speaks a little or not at all.

d. *Mother tongue use*. In the class, all learners share the same mother tongue, so they feel unnatural to speak in the foreign language.

From the theories above, those problems in speaking are possible to obstruct student language development in the teaching-learning process. In teaching speaking, teachers should always encourage the students, not allowing students to become discouraged when they make mistakes. They have to understand that making mistakes is part of the learning process. Then, the teachers should provide some classroom speaking activities in which the students can engage actively.

7. Principle in Designing Speaking Technique

There are a number of practical principles for designing techniques that include speaking. Brown in Ginusti (2014) proposes seven principles in designing teaching speaking to help teachers to conduct the speaking class.

a. Use techniques that cover the range of learner needs, from language- based focus on accuracy to message-based focus on interaction, meaning and fluency. Teacher is expected to design tasks and to use techniques that help students to gain and apply all materials which should be learnt. At the same time, teachers should make any drilling as meaningful as possible without making students boring.

b. Provide intrinsically motivating techniques. Teacher should try to appeal to students" ultimate goals and interests in their need for knowledge, for status, for achieving competence and autonomy,

and for being all that they can be. Helping the students to see how the activity will give them benefit encourages them to get involved.

c. Encourage the use of authentic language in meaningful contexts. It deals with the design authentic contexts and meaningful interaction that supported by teacher's creativity in designing the materials.

d. Provide appropriate feedback and correction. The feedback is mostly from the teacher, but it can be found outside of the classroom. However, it is important for teachers to give the kinds of corrective feedback that are appropriate for the moment.

e. Capitalize on the natural link between speaking and listening. Because speaking and listening are categorized as interrelated skills can reinforce each other. It means that in teaching speaking, the teachers should include listening skill aspect.

f. Give students opportunities to make an oral communication. Teachers can stimulate the students" communicative competence by asking them to initiate conversations, to nomine topics, to ask questions, to control conversation and to change the subject. So, teachers should design speaking techniques allowing students to communicate by using the language.

g. Encourage the development of speaking strategies. Teachers should develop strategies to help the students accomplish oral communicative purposes. The strategies include asking for clarification (e.g. What?), asking someone to repeat something (e.g.

Excuse me?), using fillers (e.g. uh, I mean, Well), using conversation maintenance cues (e.g. Huh, Right, Yeah), getting someone's attention (e.g. Hey, So) and so forth.

8. **Assessing Speaking**

Brown in Purwanto (2017) proposed five categories of speaking assessment tasks :

a. *Imitative.* This is types of speaking performance tasks that deal with the ability to imitate a word or phrase or possibly a sentence. The example of these kinds of tasks is repetition.

b. *Intensive.* This category of speaking assessment tasks related to the linguistic difficulties either phonological or grammatical aspect of language. Kinds of intensive speaking tasks are direct response, read-aloud, dialogue completion tasks and oral questionnaires, picture-cued tasks, and translation.

c. *Responsive.* This kinds of tasks include interaction and test comprehension but at somewhat length of utterance. Question and answer, giving instruction and directions and paraphrasing are categorized as responsive speaking tasks.

d. *Interactive.* Interactive speaking tasks can be described as tasks which produce interaction either transactional language or interpersonal exchange. Interview, role play, discussions and conversations, and games can be set as interactive tasks.

e. *Extensive.* These oral production tasks which are termed as monologue tasks include speeches, oral presentation, and story-telling.

C. Communicative Language Teaching

1. Definition of Communicative Language Teaching

Communicative language teaching itself, according to Richard in Wulandari(2017), can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom.

Meanwhile, Harmer inWulandari(2017), defines communicative language teaching as a set of beliefs which includes not only a re-examination of what aspects of language to teach but also a shift in emphasis in how to teach. In other word, both what to teach aspects which stress on the significance of language functions and how to teach which concerns to the use of language forms take important part in communicative language teaching.

From the definitions mentioned above, we know that communicative language teaching emphasizes the reaching goal of the teaching communicative competence in which the students are more actively involved to develop their ability.

2. The Important of Communicative Language Teaching

Littlewoodin Huang (2016), summarized several contributions CLT activities make. They provide learners with whole-task practices, structured to suit learners' level of ability and help maintain orenhance learning motivation. Learners' motivation is more likely to be maintained if seeing how and what they have learned is successfully employed in communication with others.

The more effective in communicating with others, the higher the motivation will be maintained, or even enhanced. Brown in Huang (2016), argued that it is the 'goal' of language classrooms and should be achieved byconstant and extensive language use. Zhang inHuang (2016), also confirmed that the ultimately successful language learning experiences were created through interactive and meaningful communication.

Researcher conclude that, the Effectiveness in communicating between students and teachers in learning process can create a conducive class and make the learning process more direct to the goals desire by a teacher

3. The Competence of Communicative Teaching Learning

Canalein Mariana (2013), provided a more recent description of Communicative Competence divided in four dimensions.

    a. The *Grammatical competence,*refers to the domain of grammatical and lexical capacity.

b. The *Sociolinguistic competence,*refers to an understanding of the social context in which communication takes place, including role relationships, the shared information of the participants, and the communicative purpose for their interaction.

c. The *Discourse competence,*focuses on the individual message elements and how the meaning is represented to the entire discourse or text.

d. The *Strategic competence,*refers to the coping strategies that communicators employ to initiate, terminate, maintain, repair, and redirect communication.

4. Communicative Teaching Learning Activities

The communication method has a different point of view compared to some other methods where the student becomes the centre of the class and where the teacher is only a facilitator. CLT approach is one of the communication methods where the learning process is focused on the students and the teacher as the facilitator.

Richards in Kasumi (2015) describes learning through Communication method as follows:

a. Interactivity between language learners and speakers.

b. Creating a cooperative meaning.

c. Establish a meaningful interactivity through a language.

d. Learning through a student participation feedback when they learn or use a language.

e. Being carefully about the language they hear (the input) and attempt to incorporate new forms with anyone who develops communicative competences.

f. Attempt of using the language and experiment with various forms the language.

5. Types of Communicative Activities

There are a large number of methodology books and their classification of communicative activities. All of them mention the same or similar communicative tasks with the same purposes but in different extent. The following are the types of communicative activities that can be applied for speaking class:

a. Information gap activities

Information gap activities are described by ThornburyinWulandary(2017)who claims that in these kinds of tasks there is a knowledge gap among learners and it can be bridged by using the language. So, in order to obtain the information, the communication must be held.

b. Discussions

Discussions are a commonly used activity in a speaking lesson. A topic is introduced to the students via a reading or a listening passage and

then they are asked to discuss a related topic in order to come up with a solution or a response. According to Murcia in Wulandari (2017) mentions that students need to be reminded that each person within a group should have a specific responsibility in the discussion – either keeping time, taking notes or reporting the results made by the group members.

c. Role plays

A widely-spread and one of the best communicative activities is a role play which trains the students in the classroom to deal with unpredictable real-life conversation in an English speaking environment. NunaninWulandari (2017) says that, roles plays give learners practices to speak in the target language before they apply it in a real environment. Role play is an essential communicative technique which develops fluency, promotes interaction in the classroom and increases motivation.

d. Language Games

A game is an enjoyable activity with a set of rules or terms against each other (HaldfieldinWulandari, 2017). Freemanin wulandari(2017) agree that games make students enjoy learning. They also say that if they are properly designed, they will give students valuable communicative practice.

6. Steps in conducting Discussion activity.

In Discussions activity, there are some steps likely to be performed. Those steps are:

a. Introduction step

In this step, the researcher previously presented some certain easy topic to discus. The researcher gave a simple explanation about each of the topic. Afterward, those topics were offered to the students to be chosen which one they like best.

b. Group Activity Step

After introducing and selecting the topic would be discussed, the student were then divided into several small group in which each group maximum consisted of five members and at least two members. Each group has a leader. Each simple preface about the topic then asked the members to express their ideas, opinion, or their information about the topic discussed.

1) Presentation or practice step.

In this step, each group conveys what they have discussed. Each group leader then perform it at the front of the class and other group as listeners while preparing question.

2) Question and Answer Step.

The group and his or her members ready to answer or give explanation about the question may come from the other groups.

In performing those steps above, the researcher put a position as a monitor and give guidance as long as the students needed.

D. Conceptual Framework

The researchers will improve students speaking skill through CLT approach. There are some aspects of speaking such as pronunciation, vocabulary, fluency, accent, and grammar, that should be mastered in order to be able to speak well. The researcher will beapplied Discussions and Talking Stick to reach all of aspect in speaking, and finally can improve the students speaking skill.

2.1 ConceptualFramework
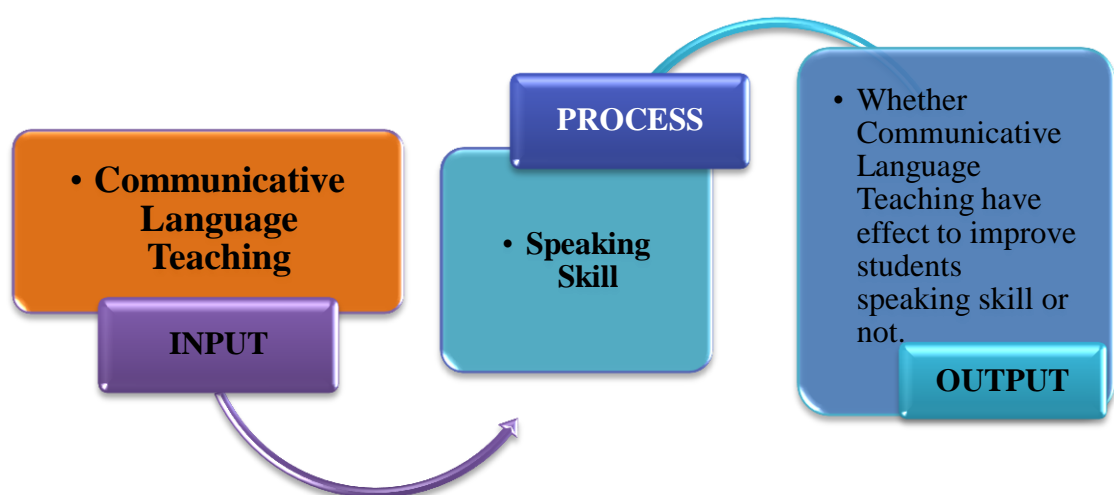
The teacher prepares speaking material, in this case the teacher gives some topic that will discuss by students. Next the teacher use Discussions and Talking Stick to improve speaking skill in classroom. And finally the researcher will get the result whether Discussion and Talking stick have difference effect in improving students speaking skill or not.

E. Hypothesis

Thehypothesis of this research are:

H^0: Communicative Language Teaching doesn't haveeffect to improve students speaking skill

H^1: Communicative Language Teaching haveeffect to improve students speaking skill

CHAPTER III

RESEARCH METHOD

A. Research Design

The researchdesign in this research was quasi experimental design, there were two kinds of quasi experimental, but in this research the researcher applied non-equivalent control group. Non-equivalent control group design was almostsame as the pretest-posttest control group design, butthe difference comes from the sample that not randomly selected.

In this design, both experimental and control groups compared, and the group selected and place without random sampling. In this design the researcher choosed two classes, there were experimental class where in this class the researcher gave the pre test before treatment, and gave the post test after treatment.

The second was control class, in this class the researcher also give the same pre test and post test as like experimental class, but the treatment that applied in this class was different with experimental class. The scheme of this research model was:

Table 1.1 Scheme of the research design

Group	Pre-test	Treatment	Post-test
(EC)	Y_1	X_1	Y_2
(CC)	Y_1	X_2	Y_2

Where:

EC : Experimental Class $\quad\quad Y_1 \quad$: Pre-test

CC : Control Class $\quad\quad\quad Y_2 \quad$: Post-test

X_1 : Treatment (Discussion)

X_2 : Treatment (Talking stick)

(Sudjiono, 86:2014)

B. Population and Sample

1. Population

The population of the research is the 11th grade students of SMKTSombaOpuin academic year 2018/2019. The researcher chooses two classes as sample, the total of the sample consist of 41 students.

2. Sample

In this study, the researcher took twoclasses assample. They are XI-TKR 2as the experiment class and XI-TKJ1 as the control class. The sample in experimental class consists of 20 students and the control class consists of 21 students. The total of the sample are 41 students.

C. Variable of the research

There were two variables in this research, there were independent and dependent variable:

1. The independent variable in this research was Discussion.

2. The dependent variable in this research was speaking skill.

D. Instrument of Collecting Data

The instrument of collecting data in this research was collecting by doing directtest to the students. There were two tests that researcher used in this research as follows:

a. *Pre-test* : Pre-test applied to know the ability or achievement of the students before implementing the technique of teaching and learning.

b. *Post-test* : Post-test applied to know the improvement or the differences of the students' achievement after using the technique of teaching and learning.

c. *Lesson Plan* : Lesson plan was the steps of activity of the treatment or strategy that the researcher will be applied in learning process.

E. Procedure of Collecting Data

In procedure to collecting the data, the researcher divided in three general steeps. There are Pre-test, treatment, and Post-test. The test that the researcher applied in pre-test and Post-test was same, the reason why the researcher applied the same test in both test, cause the researcher wanted

to know the improvement of the students skill, the researcher believed that the improvement of the skill could be seen on the tests that have the same difficulties levels. The other steep were the treatment, there were two treatments in this research. There were Discussions and Talking stick. Discussion was the technique of teaching and learning that focus on the group work, and then Talking stick was the technique of teaching and learning that focus on individuals work. Discussions applied in Experimental class and talking stick applied in control class. To see the activities of the process in collecting the data, the researcher made a table:

TABLE 3.1 Procedure of Collecting Data

No	General Activity	Experimental class Activity	Control class Activity
1.	Pre-test	1. The teacher prepared some topic to the students, the topic will be choose randomly, and after get the topic then the teacher ask the students to explain their topic at the front of their friends. The topic are:	1. The teacher prepared some topic to the students, the topic will be choose randomly, and after get the topic then the teacher ask the students to explain their topic at the front of their friends. The topic are:

		a. Bitter or sweetest memoriam b. Tell about yourself c. Tell about your best friend. d. What do you want to be?	a. Bitter or sweetest memoriam b. Tell about yourself c. Tell about your best friend. d. What do you want to be?

2.	Treatment	1. The teacher enters the class on time
		2. The teacher explained what students learned
		3. The researcher divided the students into several group, and each group has a leader
		4. The researcher explains the material to the student.
		5. After giving explanation, the researcher asks the students to choose the
			1. Before starting the lesson the teacher asks students to arrange a bench in the form of "U", to make it easier to do talking stick activities later.
			2. After that the teacher explains about the material that will be learned about;
			  a. what do you think of ...?
			  b. What is your opinion about ...?
			3. After explain the

		topic. Each group has a different topic.	material, and make sure that the students are understanding about the material, then the teacher is prepared some topic that will be choose by the student.
		6. After choosing the topic, each group will discuss about the topic, in this case the researcher will be monitoring the students. And the group leader will lead their friends in discussion.	4. The teacher gives instructions about talking stick activities
		7. The group leader asked their friends to give their opinion about their topic.	5. After students understand about the activity, the teacher then starts an experiment to find out the students' understanding of the talking stick activity.
		8. Each members of the group have to give their idea or opinion.	
		9. After discuss, each leader group presented their job.	6. After the students understand, the talking stick activity starts, the
		10. Another group will	music is played, and

		give feedback to the group leader who present their job. 11. The member of the group could be helped the leader if the leader cannot answer the question or critic, or comment from another group. 12. After all of the group present their job, the researcher will take over the class, and give the students some evaluation to remind the material and the topic.	when the music stops, the stick must stop and the place where the stick stops is a sign that it is the turn to explain the topic it got. 7. And when students explain their opinions about their topic, the teacher gives an assessment of the student's explanation. after doing the talking stick activity, then the teacher evaluates students' understanding of the material they have learned.
3.	Post-test	1. Same as Pre-test, the teacher also prepare	1. Same as Pre-test, the teacher also prepare

		some topic to the students, the topic will be choose randomly, and after get the topic then the teacher ask the students to explain their topic at the front of their friends. The topic are: a. Bitter or sweetest memoriam b. Tell about yourself c. Tell about your best friend. d. What do you want to be?	some topic to the students, the topic will be choose randomly, and after get the topic then the teacher ask the students to explain their topic at the front of their friends. The topic are: a. Bitter or sweetest memoriam b. Tell about yourself c. Tell about your best friend. d. What do you want to be?

F. Technique of Collecting Data

The technique of collecting data in this research was Quantitative research.Quantitative research was research that uses numbers in the calculation process and identification of research results. The researcher collected the Pre-test and Post-test data to get the final result of the research.

Pre-test appliedto get the first achievement of the students before treatment, and the post test applied to get the student's achievements after treatment.In treatment, the researcher observed the learning process when apply the strategy, whether the students have good attitude or not toward the treatment.

Meanwhile, to get the data of Pre-test and Post test, the researcher gave the student an direct test where the students express their opinion about a topic that they choose from several topics that the researcher prepared.In collecting the data of speaking test, the researcher prepared a speaking rubric with used the category that evaluates for criterions. The maximal score of each criterion was 25 point. So for all criterions, the students got 100 points. Every aspect of speaking was arrange from 1-25. The categories are Vocabulary, Pronunciation, accuracy, and fluency.

TABLE 3.2 Speaking Skill Assessment Collects

NO	CATEGORIES	RANGE	CRITERIONS	SCORE
1.	VOCABULARY			
	Unsatisfactory	1-6	Very limited vocabulary, make comprehension quite difficult	
	Fair	7-12	Frequent uses wrong speech limited to simple vocabulary	
	Good	13-18	Sometimes uses inappropriate terms about language because of inadequate vocabulary	
	Very good	19-25	Rarely has trouble	
2.	PRONUNCIATION			
	Unsatisfactory	1-6	Had to understand because of sound, accent, pitch, difficult, incomprehensible	
	Fair	7-12	Error of basic	

			pronunciation	
	Good	13-18	Few noticeable errors	
	Very good	19-25	Understandable	
3.	ACCURACY			
	Unsatisfactory	1-6	Usage definitely unsatisfactory, frequently needs to rephrase construction or restrict himself to basic structure	
	Fair	7-12	Error of the basic structure, meaning occasionally obscured by grammatical error	
	Good	13-18	Occasional grammatical errors which do not obscure meaning	
	Very good	19-25	No more than two errors/speech is generally natural	
4.	FLUENCY			
	Unsatisfactory	1-6	Speed of speech and	

			length of utterances are below normal, long pause, utterance left unfinished	
	Fair	7-12	Some definite stumbling, but manage to rephrase and continue	
	Good	13-18	Speech is generally natural	
	Very good	19-25	Understandable	
	TOTAL SCORE			100

G. Technique of Analysis Data

This study applied the quantitative data. The quantitative data used to analyze the score of students on the teaching process. By applying this technique, it assumed to get the satisfying result about the effect of Discussion to improve students speaking skill. The quantitative data will be analyzed to see the improvement of student speaking skill. The researcher searched the mean of the post test in each class from the observation. The researcher applied the following formula:

$$X = \frac{\Sigma X}{N}$$

Where:

X   =The mean of the students score

ΣX   = The total score

N   = The member of the students

(Sudjiono, 86:2014)

In order to categories the member of master students in each class, the researcher use the following formula:

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

Where:

P   = The percentage of students who get the point 75

R   = The number of students who get point up to 75 above

T   = The total of students who do the test

(Sudjiono, 86:2014)

Then, after got mean of students' score per actions, the researcher identified whether there might have students' improvement score on speaking skill from pre-test and post-test or not. To analyze that, the researcher used the formula:

$$P = \frac{Y2 - Y1}{Y1} X100\%$$

Where:

P = Percentage of students' improvement

Y_1 = Pre-test result

Y_2 = Post-test

(Anas Sudjiono, 86:2014)

After collected all of data in each class, the researcher calculated the data from experimental class and control class. After calculating the data the researcherknown whether opinion Exchange have effect to improve the students speaking skill or not.

To get the validity of the instruments, the research will calculated the data trough formula below:

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

Where:

X: Score from each item

Y: Total score from all of item

N: The Total of Subject

ΣY: Distribution Score of Y

ΣX: Distribution score of X

ΣX^2: The Square of X

ΣY^2: The Square of Y

$\Sigma Y.T$: multiplying the items score with the total sore

If the r- result > r-table , the data that collected is valid and if r- result < r-table the data that collected is invalid.

The significance difference between the students' pre-test and post-test, the researcher applied the formula as follow:

$$t = \frac{\overline{D}}{\sqrt{\dfrac{\sum D^2 - \dfrac{\left(\sum D\right)^2}{N}}{N(N-1)}}}$$

Where:

T   = Test of significance

D   = The difference between the method pairs $(X1 - X_2)$

$\overline{D}$ = The mean of Ds

$\sum D^2$ = The sum of the square

$\left(\sum D\right)^2$ = The square of $\sum D$

N   = Number of students

(Gay, 2006)

a. The criteria for the hypothesis testing is as follows:

Table 3.4: **Hypothesis Testing**

Comparison	Hypothesis	
	H0	H1
t-test < t-table	Accepted	Rejected
t-test > t-table	Rejected	Accepted

(Gay, 2006)

The table above show if (1) the t-test value was smaller than t-table value, the null hypothesis was accepted, while the alternative hypothesis was rejected, and if (2) the t-test value is equal to greater than t-table value, the null hypothesis was rejected while the alternative was accepted.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Findings

The collecting data in this study was quantitative data. The quantitative data took from the mean of students score in some tests. This research was conducted in XI-TKJ 1 (Control class) with 21 students and XI-TKR2 (Experimental Class) with 20 students at SMKT SombaOpu. There were two tests that the researcher applied to getting the data. There were Pre-test and Post-test. The pre test data took before implementing the treatment, and the post-test took after implementing the treatment.

There are two classes that the researcher was observed. There are XI-TKR2 as the experimental group and XI-TKJ1 as the control group. To show the data in each class or group, the researcher divided the data in two parts.

a. Experiments Class

1) Vocabulary.

Tabel. 4.1 Vocabulary Pre-test and Post-test Result

NO.	Pre-Test and Post-Test	The main score	The percentage of the students' improvements
1.	Pre-Test	14.55	36.42%
2.	Post-Test	19.85	

The first test gave by the researcher was Pre-test. The results data showed that the total of the students Vocabulary score in Experiment class was 291 and the total of the students who do the test was 20 students, so the students mean score was 14.55. Based on the data above, the researcher concluded that the ability of the students in speaking English was still low. So, after got the data of the Pre-test, the researcher was continued to implementing the treatment.

The treatment that the researcher applied in experimental class was Communicative Language Teaching. The treatment was done in 4 meetings. To seen, whether the communicative language teaching has effect to improve the students speaking skill or not. The researcher was conducted the post-test result. The data showed that the total of the students' Vocabulary score in experimental class was 397 and the total of the students who do the test was 20 students, so the students mean score was 19.85. Based on the result, the mean score of the students was improved from 14.55 to 19.85. After got the data of pre-test and post-test , the researcher calculated the percentage of students improvements, and the result showed that the students' improvements in vocabulary categories was 36.42%.

2) Pronunciation

Tabel. 4.2 Pronunciation Pre-test and Post-test Result

NO.	Pre-Test and Post-Test	The main score	The percentage of the students' improvements
1.	Pre-Test	14.05	43.77%
2.	Post-Test	20.2	

The table above showed that the pre-tests' mean score of the students' pronunciation in Experiment class was 14.05 and the students mean score of post-test was 19.85. Based on the result, the mean score of the students was improved from 14.55 to 19.85. Then, the researcher calculated the percentage of students' improvements, and the result showed that the students' improvement in pronunciation categories was 43.77%.

3) Accuracy

Tabel. 4.3 Accuracy Pre-test and Post-test Result

NO.	Pre-Test and Post-Test	The main score	The percentage of the students' improvements
1.	Pre-Test	12.45	36.94%
2.	Post-Test	17.05	

The table above showed that the pre-tests' mean score of the students Accuracy in Experiment class was 12.45 and the mean score of students' post-test was 17.05. Based on the result, the mean score of the

students was improved from 12.45 to 17.05. Then, the researcher calculated the percentage of students' improvements, and the result showed that the students' improvement in Accuracy categories was 36.94%.

4) Fluency

Tabel. 4.4 Fluency Pre-test and Post-test Result

NO.	Pre-Test and Post-Test	The main score	The percentage of the students' improvements
1.	Pre-Test	13.7	
2.	Post-Test	18.7	36.5%

The table above showed that the pre-tests' mean score of the students Accuracy in Experiment class was 13.7 and the mean score of students' post-test was 18.7. Based on the result, the mean score of the students was improved from 13.7 to 18.7. Then, the researcher calculated the percentage of students' improvements, and the result showed that the students' improvement in Fluency categories was 36.5%.

Based on the data of the four categories, the data showed that the students speaking skill in experimental class was improve. So the researcher concluded that the use of the Communicative Language Teaching in experimental class was effectiveness to improve the students speaking skill.

The researcher also conducted the students who were in successful criteria. The successful criteria was the students who got > 75 point from the total of the categories that assessed. And the unsuccessful criteria was the student who got the score < 75. From the result of the research that the researcher collected, the result showed that in pre test, 15% of the student was successful, and 85% the students were Unsuccessful. After that the researcher conducted the successful criteria in post-test, and the data showed that, 75% of the students were successful and 25% of the students was unsuccessful.

The researcher concluded the data of the successful criteria from Pre-test and post-test, and the result was showed in a chart as followed:

Chart 1.1 the result data of students' Successful criteria

	Pre-test	Post-test
Successful	15%	75%
Unsuccessful	85%	25%

The result showed that the Successful criteria of the students was improved from 15% to 75% and the students who Unsuccessful was decreased from 85% to 25%. It was showed that the treatment was implemented by the researcher was effective to improve the students speaking skill

b. Control Class

1) Vocabulary

Tabel. 4.5 Vocabulary Pre-test and Post-test Result

NO.	Pre-Test and Post-Test	The main score	The percentage of the students' improvements
1.	Pre-Test	14.52	21.62%
2.	Post-Test	17.66	

The results data showed that the total of the students' vocabulary score in control class was 305 and the total of the students who do the test was 21 students, so the students mean score was 14.52. After collected the data of pre test, the researcher continued to implementing the treatment.

The treatment in control class was Talking stick. The learning process was done by four meetings. The research collected the Post-test data after implemented the treatment. The researcher calculated the mean score in post test in control class was 17.66. The mean score in post test was improved from 14.52 to 17.66. Then, the researcher calculated the percentage of students' improvements, and the result showed that the students' improvement in vocabulary categories was 21.62%.

2) Pronunciation

Tabel. 4.6 Pronunciation Pre-test and Post-test Result

NO.	Pre-Test and Post-Test	The main score	The percentage of the students' improvements
1.	Pre-Test	13.80	
2.	Post-Test	17.96	30.14%

The table above showed that the pre-tests' mean score of the students' pronunciation in Experiment class was 13.80 and the students mean score of post-test was 17.96. Based on the result, the mean score of the students was improved from 13.80 to 17.96. Then, the researcher calculated the percentage of students' improvements, and the result showed that the students' improvement in pronunciation categories was 30.14%.

3) Accuracy

Tabel. 4.7 Accuracy Pre-test and Post-test Result

NO.	Pre-Test and Post-Test	The main score	The percentage of the students' improvements
1.	Pre-Test	12.90	
2.	Post-Test	14.90	15.50%

The table above showed that the pre-tests' mean score of the students Accuracy in Experiment class was 12.90 and the mean score of students' post-test was 14.90. Based on the result, the mean score of the students was improved from 12.90 to 14.90. Then, the researcher calculated the percentage of students' improvements, and the result showed that the students' improvement in Accuracy categories was 15.50%.

4) Fluency

Tabel. 4.8 Fluency Pre-test and Post-test Result

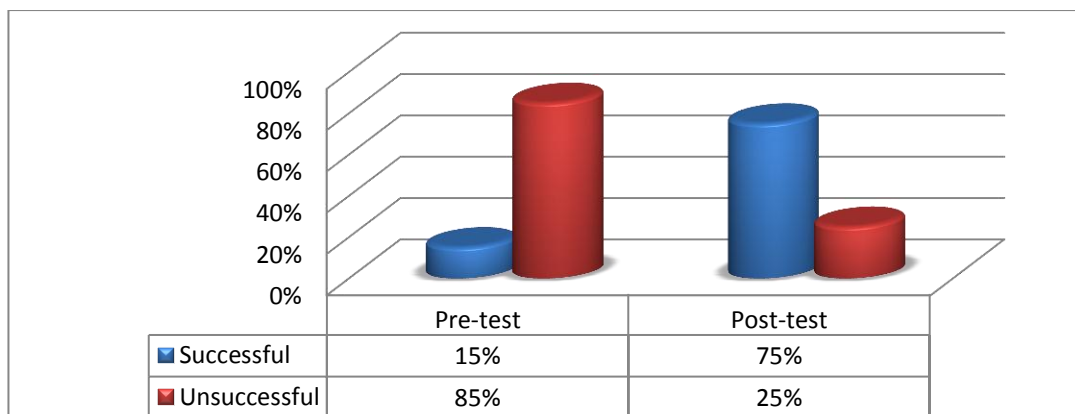| NO.	Pre-Test and Post-Test	The main score	The percentage of the students' improvements
1.	Pre-Test	13.57	23.14%
2.	Post-Test	16.71	

The table above showed that the pre-tests' mean score of the students Accuracy in Experiment class was 13.57 and the mean score of students' post-test was 16.71. Based on the result, the mean score of the students was improved from 13.57 to 16.71. Then, the researcher calculated the percentage of students' improvements, and the result showed that the students' improvement in Fluency categories was 23.14%.

Based on the data of the four categories, the data showed that the students speaking skill in experimental class was improve. So the

researcher concluded that the use of the talking stick was effectiveness to improve the students speaking skill.

The researcher collected the data of the students who were in successful criteria. The successful criteria were the students who got > 75 point from the total of the categories that assessed. And the unsuccessful criteria were the student who got the score < 75. From the result of the research that the researcher collected, the result showed that in pre test, 14.28% of the student was successful, and 85.72% the students were Unsucessful. After that the researcher conducted the successful criteria in post-test, and the data showed that, 38% of the students were successful and 62% of the students were unsuccessful.

The researcher concluded the data of the successful criteria from Pre test and Post-test, and the result data showed in a chart as followed:

Chart 4.2 The students successful criteria in control class

	Pre-test	Post-test
Successful	14.28%	33.00%
Unsuccessful	85.72%	67%
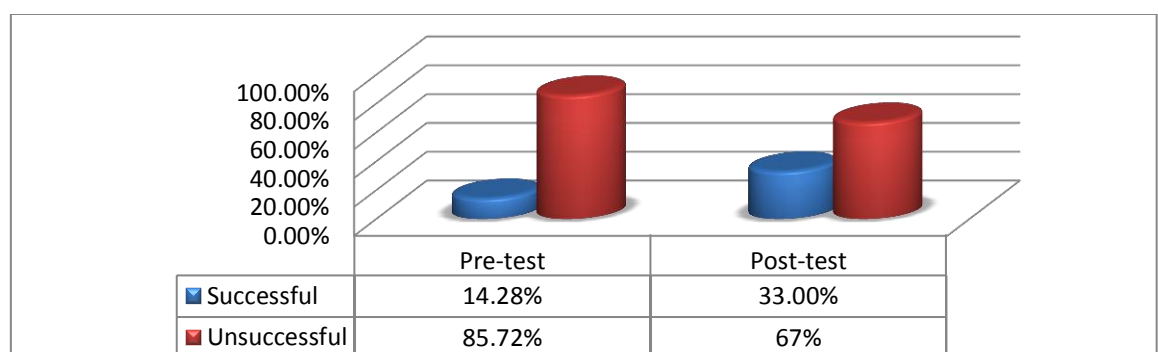
The result showed that the Successful criteria of the students was improved from 14.28% to 33% and the students who Unsuccessful was decreased from 85.72% to 67%. It could be conclude that the treatment was

implementing by the researcher could be improved the students speaking skill but effective less.

c. The Validity

The researcher calculated the validity of the research in experimental research through calculating (r $_{result}$) data of the categories in researches' instruments. There are four categories, and the research calculated the data of the r-result in each categories. The data showed in this following table:

Table.4.3. The Validity Table of The Instruments

NO.	Categories	r-$_{result}$	r-$_{table}$	r $_{table}$ > r $_{result}$ or r $_{table}$ < r $_{result}$	Whether the data was valid or not.
1.	Vocabulary	2.9000		r $_{table}$ < r $_{result}$	Valid
2.	Pronunciation	0.9066	0,4329	r $_{table}$ < r $_{result}$	Valid
3.	Accuracy	0.7783		r $_{table}$ < r $_{result}$	Valid
4.	Fluency	0.8848		r $_{table}$ < r $_{result}$	Valid

*(r-result and r-table showed in appendix I)

The Degree of freedom (df)=N−1= 20−2=18, so the researcher found the points of r-table was 0,4329 . Based on the rule, if the points of r-result>r-table, it showed that the data of the research was valid, and if r-result<r-table it showed that the data was invalid. The data above showed that the r-result>r-table, based on that result the researcher concluded that the data of this research was valid.

d. T-Test.

The researcher calculated the Significant different between pre-test and post-test in experimental class. After calculated, The researcher got that the T-test point was 9.14. If we seen fromDegree of freedom (df)= N(subject of experimental class) $-1= 20-1=19$, the researcher found the points of T-table was 2.09 from the rule, if the points of T-Test>T-table it was mean that the alternative hyphotesis (H^1) was accepted and the null hyphotesis (H^0) was rejected, so the researcher concluded that the hypothesis in this research was:

H^1: Communicative Language Teaching haveeffect to improve students speaking skill.

Table.4.4. The Comparative T-test and T-table .

	The Hyphoteses	T-test	T-table
1.	(H^1) = T-test>T-table		
		9.14	2.09
2.	(H^0) = T-test<T-table		

*(t-table and t-test showed in Appendix H)

B. Discussions.

The research about The application of Communicative Language Teaching in teaching learning process have been conducted and observed by the previews researches. Some of them were; The study was done by Dwi Listiany about The Effect of Group Discussion toward Students' Speaking

Ability. The researcher used the experimental research design to conduct this study. The results of the study showed that the used of group discussion was effective to improve the students speaking skill.

The next research was done by Armasita from UIN SU Medan. The title was "Improving Students' Speaking Skill In English Lesson With Action Learning Strategy". This research was conducted to find out the improving of the students'speaking skill in English lesson by using action learning strategy. the result of the research showed that the implementation of action learning strategy could improve the students' ability in speaking.

Another reserach was done by Nasidah Lubis, this research was focused on the implementation of socio drama method in teaching english. The results of this research showed that the used of socio drama method was effective in teaching english.

All of the researches above were the research that used the Communicative Language Teaching to improve the sudents speaking skill.From the previews research. They got the results that the application of Communicative Language Teaching was effective to improve the students speaking skill. Based on those researches, the researcers got the same result as the previews research above. In this research, the researcher got the data that the used of Communicative has effect to improve the students speaking skill. So this research could be support the previews research, and could be proved that the used of Communicative language Teaching could be improve the students speaking skill.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher would like to give several conclusion and suggestion based on the previous chapter:

A. Conclusion

Based on the research findings and discussion in the previous chapter, the researcher draws conclusion . The researcher was concluded that the used of discussion method and talking stick methods were improve the students speaking skill but the result showed that discussions methods was more effective than talking stick.   All of data above proves that the application of Discussion(Communicative Language Teaching) could significantly improve the students' speaking skill at eight grade students of SMKT Somba Opu.

B. Suggestions

In relation to the speaking performance in terms of accuracy and fluency in this thesis. The researcher would like to give some suggestions as follows:

1. The application of Discussion technique (CLT) could significantly improve the students' speaking skill at SMKT Somba Opu. So it is strongly suggested for English teacher to be applied in teaching English speaking in the classroom to improve the students' improvement.

2. For future researchers, it is suggested that this study could be a reference to conduct other research on the same field. Future researchers may use quasi-

Experimetal Research design to know whether use of Communicative Language Teaching has effect to improve students' abilities in other skills, such as writing, reading and listening. Then, future researchers also may conduct the study on the use of Communicative Language Teaching approach in writing other genres to see the effect on the use of it.

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APPENDICES

<div align="center">

Rencana Pelaksanaan Pembelajaran

Control Class

</div>

Satuan Pendidikan : SMA/SMK

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : XI / I

Materi Pokok : ***asking and giving opinion.***

Alokasi Waktu : 6 × 45 menit

A. KOMPETENSI INTI (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya

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

3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan

kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

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

B. KOMPETENSI DASAR

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.

2.3 Menunjukkankan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya.

4.2. Menyusun teks lisan dan tulis untuk menyatakan dan merespons ungkapanasking and giving opinion, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai kontek.

C. INDIKATOR PENCAPAIAN KOMPETENSI

1. Siswa dapat menentukan fungsi dan tujuan ungkapan menyatakan pendapat dan pikiran.

2. Siswa menemukan informasi berdasarkan ungkapan menyatakan pendapat dan pikiran.

3. Siswa menjawab pertanyaan berdasarkan ungkapan menyatakan pendapat dan pikiran.

4. Siswa dapat menggunakan ungkapan pendapat dan pikiran dalam kehidupan sehari-hari.

D. TUJUAN PEMBELAJARAN

Setelah pembelajaran siswa diharapkan dapat :

1. Siswa dapat menentukan fungsi dan tujuan ungkapan menyatakan pendapat dan pikiran.

2. Siswa menemukan informasi berdasarkan ungkapan menyatakan pendapat dan pikiran.

3. Siswa menjawab pertanyaan berdasarkan ungkapan menyatakan pendapat dan pikiran.

4. Siswa dapat menggunakan ungkapan pendapat dan pikiran dalam kehidupan sehari-hari.

E. MATERI PEMBELAJARAN

1.   Definition of Asking and Giving Opinion.

To describes how to ask the opinions of others and how we provide opinions to others. That dialog include dialog of asking for and giving opinion. Because, the first man ask for opinion and second one give his opinion.

2. What is Opinion ?

In general, an opinion is a subjective belief, and is the result of emotion or interpretation of facts. An opinion may be supported by an argument, although people may draw opposing opinions from the same set of facts. Opinions are never right or wrong, they are merely a figment of what someone believes. However it can be reasoned that one opinion is better supported by the facts than another by analysing the supporting arguments. In casual use, the term *opinion* may be the result of a person's perspective, understanding, particular feelings, beliefs, and desires.

3. Asking Opinion

a. What's your view?

b. What's your opinion?

c. What do you feel?

d. What do you think?

e. What about………………..?

f. How do you feel about…………..?

g. Do you have any opinion on……..?

h. Don't you think……..?(very polite)

i. What do you think about………..?

j. What are you feeling about………?

4. Giving Opinion

a. Well, I think ...

b. In my opinion I think ...

c. I feel that we should ...

d. May I make a comment on that?

F. METODE PEMBELAJARAN

Metode   : *Talking stick.*

G. MEDIA ATAU BAHAN AJAR

Media   : Speaker, and Laptop

Bahan ajar   : Buku paket sekolah

H. KEGIATAN PEMBELAJARAN

a.   Kegiatan Pendahuluan

- Guru mengucapkan salam sebelum memasuki kelas.

- Guru mengecek kehadiran siswa.

- Guru melakkukan warming up, sebelum memasuki materi.

b. Kegiatan Inti

Observasi :

- Guru memberikan penjelasan mengenai materi asking and giving opinion.

- Siswa mengamati guru yang memberikan contoh tentang asking and giving opinion.

- Siswa berupaya menemukan informasi yang diberikan guru tentang ungkapan asking and giving opinion.

Questioning :

- Guru mengarahkan agar siswa dapat bertanya mengenai materi yang akan di pelajari.

- Guru menyuruh Siswa untuk membuat pertanyaan terkait contoh yang diberikan guru tentang ungkapan menyatakan pendapat dan pikiran.

Eksplorasi :

- Siswa berlatih mengucapkan ungkapan menyatakan asking and giving opinion.
- Guru menguatkan pemahaman siswa dengan membiasakan mengucapkan ungkapan asking and giving opinion.

Mengasosiasi :

- Secara individu siswa menjawab pertanyaan berdasarkan ungkapan asking and giving opinion.
- Setelah siswa memahami tentang materi yang di berikan, guru memberikan instruksi tentang kegiatan yang akan di lakukan.
- Guru kemudian memutar sebuah lagu dan kemudian tongkat ataupun pensil mulai berpindah tempat selama lagu masih di mainkan.
- Ketika lagu berhenti, maka tongkat pun ikut berhenti.
- Siswa yang mendapatkan tongkat tersebut maju ke depan dan mulai mengundi topic yang akan dia bahas.

Mengkomunikasi :

- Setelah mendapatkan topik, siswa kemudian menjelaskan pendapat mereka tentang topic yang mereka dapatkan.

- Kemudian siswa lainnya mendengarkan dan mengamati pendapat temannya.

c. Kegiatan Penutup

- Guru melakukan evaluasi mengenai kegiatan yang telah di lakukan.
- Siswa bersama guru menyampaikan manfaat, tujuan dan makna yang terkandung dalam ungkapan menyatakan pendapat dan pikiran.
- Siswa menyimak informasi mengenai rencana tindak lanjut pembelajaran.

I. PENILAIAN

1. **Penilaian proses (sikap).**

No	Nama Siswa	Semangat				Santun				Peduli			
		1	2	3	4	1	2	3	4	1	2	3	4
1.													
2.													
3.													
4.													
5.													

Berilah nilai 4,3,2,1 pada kolom-kolom sesuai hasil pengamatan.

Keterangan :

4   = amat baik

3   = baik

2   = cukup

1   = kurang

Nilai   = skor yang didapat / skor maksimal X 100

Kriteria Nilai

A =   80 – 100   : Baik Sekali

B =   70 – 79   : Baik

C =   60 – 69   : Cukup

D =   < 60   : Kurang

2. Penilaian Praktek

Rubrik berbicara :

No	Nama Siswa	Aspek				Skor	NA
		Fluency	Pronunciation	Intonation	Content		
1.							
2.							

3.						
4.						
5.						

Berilah nilai 4,3,2,1 pada kolom-kolom sesuai hasil pengamatan.

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D =   < 60   : Kurang

Peneliti,

Abdul Rauf
10535610414

Rencana Pelaksanaan Pembelajaran

Experimental Class

Satuan Pendidikan   : SMA/SMK

Mata Pelajaran   : Bahasa Inggris

Kelas/ Semester   : XI / I

Materi Pokok   : *asking and giving opinion.*

Alokasi Waktu   : 6 × 45 menit

A. KOMPETENSI INTI (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya

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2. Siswa menemukan informasi berdasarkan ungkapan menyatakan pendapat dan pikiran.

3. Siswa menjawab pertanyaan berdasarkan ungkapan menyatakan pendapat dan pikiran.

4. Siswa dapat menggunakan ungkapan asking and giving opinion dalam kehidupan sehari-hari.

D. TUJUAN PEMBELAJARAN

Setelah pembelajaran siswa diharapkan dapat :

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supported by the facts than another by analysing the supporting arguments. In casual use, the term *opinion* may be the result of a person's <u>perspective</u>, <u>understanding</u>, particular feelings, <u>beliefs</u>, and <u>desires</u>.

3. **Asking Opinion**

a. What's your view?

b. What's your opinion?

c. What do you feel?

d. What do you think?

e. What about………………..?

f. How do you feel about…………..?

g. What is your reaction to………….?

h. Do you have any opinion on……..?

i. Don't you think……..?(very polite)

j. What do you think about………..?

k. What are you feeling about………?

4. **Giving Opinion**

a. Well, I think ...

b. In my opinion I think ...

c. I feel that we should ...

d. My reaction is that we should ..

e. May I make a comment on that?

F. METODE PEMBELAJARAN

Pendekatan : *Communicative Language Learning*

Metode :**Opinion Exchange (diskusi, tanya-jawab)**

G. MEDIA ATAU BAHAN AJAR

Media **: Laptop**

Bahan ajar **: Buku paket sekolah**

.

H. KEGIATAN PEMBELAJARAN

a. Kegiatan Pendahuluan

- Guru mengucapkan salam sebelum memasuki kelas.

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Eksplorasi :

- Siswa berlatih mengucapkan ungkapan menyatakan asking and giving opinion.

- Guru menguatkan pemahaman siswa dengan membiasakan mengucapkan ungkapan asking and giving opinion.

Mengasosiasi :

- Secara individu siswa menjawab pertanyaan berdasarkan ungkapan asking and giving opinion.

- Guru membagi siswa ke dalam beberapa kelompok

- Setiap kelompok terdiri dari 5 orang.

- Setelah siswa membentuk kelompok,kemudian mereka duduk dengan teman kelompok mereka.

- Setiap kelompok memiliki ketua kelompok.

- Ketua kelompok memilih topik di antara beberapa topic yang telah di sediakan.

- Ketua memimpin jalannya diskusi di kelompok mereka masing".

- Ketua kelompok bertugas untuk mencatat pendapat dari teman" kelompok mereka.

- Dalam diskusi hanya ketua kelompok yang memegang catatan,dan anggotanya hanya akan memberikan pendapat , dan ketua kelompok yang akan menanyakan pendapat teman" mereka terkait dengan topic yang mereka pilih.

Mengkomunikasi :

- Setelah melakukan diskusi,kemudian setiap kelompok memaparkan hasil diskusi mereka, dengan perwakilan ketua kelompok.

- Kelompoklain menanggapi dengan memberi komentar,pertanyaan,ataupun kritikan.

c. Kegiatan Penutup

- Guru melakukan evaluasi mengenai kegiatan yang telah di lakukan.

- Siswa bersama guru menyampaikan manfaat, tujuan dan makna yang terkandung dalam ungkapan menyatakan pendapat dan pikiran.

- Siswa menyimak informasi mengenai rencana tindak lanjut pembelajaran.

I. PENILAIAN

1. **Penilaian proses (sikap).**

No	Nama Siswa	Semangat	Santun	Peduli

		1	2	3	4	1	2	3	4	1	2	3	4
1.													
2.													
3.													
4.													
5.													

Berilah nilai 4,3,2,1 pada kolom-kolom sesuai hasil pengamatan.

Keterangan :

4 = amat baik

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Nilai   = skor yang didapat / skor maksimal X 100

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A =   80 – 100   : Baik Sekali

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2. Penilaian Praktek

Rubrik berbicara :

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A =   80 – 100   : Baik Sekali

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C =   60 – 69   : Cukup

D =   < 60   : Kurang

Peneliti,

<u>Abdul Rauf</u>
10535610414

APPENDICES B

Pre-test

1. The teacher prepare some topics to the students, the topic will be choose randomly, and after get the topic, then the teacher ask the students to explain their topic at the front of their friends.

   1. Instruction

      Explain about the topic that you get from several topics that prepared by researcher!

   The topics are:

   a. Bitter or sweetest memoriam

   b. Tell about yourself

c. Tell about your best friend.

d. What do you want to be?

Post-test

1. The teacher prepare some topics to the students, the topic will be choose randomly, and after get the topic, then the teacher ask the students to explain their topic at the front of their friends.

   1. Instruction

      Explain about the topic that you get from several topics that prepared by researcher!

   The topics are:

   a. Bitter or sweetest memoriam

   b. Tell about yourself

   c. Tell about your best friend.

   d. What do you want to be?

APPENDIX C

The Result of Students' Scores on Pre-test and Post-test

The List Name of The Students of Class XI–TKR2SMKT Somba Opu.

(Experimental Class)

No	Sample	Code
1	Riswandi	S-1
2	Syahril	S-2
3	Muh. Aldi A.S	S-3
4	Zul Iman Ramadhan	S-4
5	M. Fajri	S-5
6	Abdul Rahman	S-6
7	Muh Sukri	S-7
8	Muh. Reynaldi	S-8
9	Wahyudi	S-9
10	Alamsyah	S1-0

No	Sample	Code
11	Muh. Nur Alamsyah	S11
12	Haerullah	S-12
13	Rahmat S	S-13
14	M.Ilham	S-14
15	Muh. Reihan	S-15
16	M. Afandi	S-16
17	Mahesa prasetyo	S-17
18	M. Danial	S-18
19	Nur Ihwan Ramadhan	S-19
20	Alif jaelani	S-20

The List Name of The Students of Class XI–TKJ1 SMKT Somba Opu.

(Control Class)

No	Sample	Code
1	Muh.Fauzan Ade Puttra	S-1
2	Nur Aisyah	S-2
3	Mahrun nisa	S-3
4	Sufilah Nur Auralia	S-4
5	Andi Nur Awani	S-5
6	Nur Asia	S-6
7	Ismail	S-7
8	Marlisa M. Syarief	S-8
9	Alfina Damayanti	S-9
10	Dhea Marliana	S1-0
11	Sindy Aulia M	S11
12	Muh. Ardi Firmansyah	S-12
13	Kartika Putri Pratama	S-13

14	Abd.Khaliq	S-14
15	Muh. Ainun	S-15
16	Qhaerul Idris	S-16
17	Ayu Nur Aini	S-17
18	Muh. Yusran	S-18
19	Bambang Suhardiman	S-19
20	Umi Kalsum	S-20
21	Adel Raeny syahputry	S-21

1. **Mean score of the Pre-test and Post-test**

   a. The students' mean score of pre-test in Experimental Class.

NO	Name	Vocabulary	Pronunciation	Accuracy	Fluency	Total
1	S-1	12	10	10	12	44
2	S-2	10	12	10	10	42
3	S-3	15	15	15	15	60
4	S-4	20	20	18	18	76
5	S-5	18	18	15	18	69
6	S-6	9	10	8	9	36
7	S-7	10	10	10	12	42
8	S-8	8	8	6	7	29
9	S-9	12	10	10	10	42
10	S1-0	15	10	12	10	47

11	S11	15	12	10	12	49
12	S-12	15	15	10	15	55
13	S-13	12	10	12	15	49
14	S-14	20	20	15	15	70
15	S-15	20	20	16	19	75
16	S-16	15	15	15	15	60
17	S-17	10	10	12	10	42
18	S-18	21	20	17	19	77
19	S-19	15	16	12	15	58
20	S-20	19	20	16	18	73
		291	281	249	274	1095

a. vocabulary

$$X = \frac{\Sigma x}{N}$$

$$X = \frac{291}{20}$$

$$X = 14.55$$

b. *pronunciation*

$$X = \frac{\Sigma x}{N}$$

$$X = \frac{281}{20}$$

$$X = 14.05$$

c. *Accuracy*

$$X = \frac{\Sigma x}{N}$$

$$X = \frac{249}{20}$$

$$X = 12.45$$

d. *Fluency*

$$X = \frac{\Sigma x}{N}$$

$$X = \frac{274}{20}$$

$$X = 13.7$$

b. The students' mean score of post-test in Experimental Class.

NO	Name	Vocabulary	Pronunciation	Accuracy	Fluency	Total
1	S-1	20	20	17	20	77
2	S-2	20	20	15	15	70
3	S-3	20	20	20	20	80
4	S-4	20	20	18	18	76
5	S-5	20	20	15	20	75
6	S-6	20	20	15	20	75
7	S-7	20	20	20	20	80
8	S-8	15	15	15	15	60

9	S-9	20	20	15	20	75
10	S1-0	20	17	15	16	68
11	S11	17	17	15	15	64
12	S-12	20	20	15	20	75
13	S-13	20	20	15	15	70
14	S-14	20	20	18	20	78
15	S-15	20	25	20	20	85
16	S-16	20	20	20	20	80
17	S-17	20	20	15	20	75
18	S-18	25	25	20	20	90
19	S-19	20	20	18	20	78
20	S-20	20	25	20	20	85
		397	404	341	374	1516

a. vocabulary

$$X = \frac{\Sigma x}{N}$$

$$X = \frac{397}{20}$$

$$X = 19.85$$

b. *pronunciation*

$$X = \frac{\Sigma x}{N}$$

$$X = \frac{404}{20}$$

$$X = 20.2$$

c. *Accuracy*

$$X = \frac{\Sigma x}{N}$$

$$X = \frac{341}{20}$$

$$X = 17.05$$

d. *Fluency*

$$X = \frac{\Sigma x}{N}$$

$$X = \frac{374}{20}$$

$$X = 18.7$$

c. The students' mean score of pre-test in Control Class.

NO	Name	Vocabulary	Pronunciation	Accuracy	Fluency	Total
1	S-1	20	20	18	18	76
2	S-2	15	10	10	12	47
3	S-3	15	14	15	13	57
4	S-4	15	18	15	15	63
5	S-5	9	7	8	7	31
6	S-6	20	19	18	18	75
7	S-7	12	12	10	15	49
8	S-8	15	12	12	12	51
9	S-9	12	10	10	10	42
10	S1-0	15	10	12	10	47
11	S11	8	8	6	7	29
12	S-12	15	15	12	15	57

13	S-13	20	18	17	18	73
14	S-14	15	17	15	17	64
15	S-15	10	10	12	10	42
16	S-16	17	16	15	15	63
17	S-17	20	20	17	18	75
18	S-18	12	10	12	15	49
19	S-19	18	18	15	16	67
20	S-20	10	12	10	10	42
21	S-21	12	14	12	14	52
Total		305	290	271	285	1151

a. *vocabulary*

$$X = \frac{\Sigma x}{N}$$

$$X = \frac{305}{21}$$

$$X = 14.52$$

b. *pronunciation*

$$X = \frac{\Sigma x}{N}$$

$$X = \frac{290}{21}$$

$$X = 13.80$$

c. *Accuracy*

$$X = \frac{\Sigma x}{N}$$

$$X = \frac{271}{21}$$

$$X = 12.90$$

d. *Fluency*

$$X = \frac{\Sigma \text{x}}{N}$$

$$X = \frac{285}{21}$$

$$X = 13.57$$

d. The students' mean score of post-test in Control Class.

NO	Name	Vocabulary	Pronunciation	Accuracy	Fluency	Total
1	S-1	20	20	18	20	78
2	S-2	17	15	12	14	58
3	S-3	20	20	18	18	76
4	S-4	20	20	15	19	74
5	S-5	15	17	13	14	59
6	S-6	20	20	18	19	77
7	S-7	19	20	15	18	72
8	S-8	18	19	15	17	69
9	S-9	16	18	14	16	64
10	S1-0	19	20	15	17	71
11	S11	14	15	11	12	52
12	S-12	18	19	15	18	70

13	S-13	18	15	15	18	66
14	S-14	20	20	17	19	76
15	S-15	15	17	13	15	60
16	S-16	12	12	10	12	46
17	S-17	20	22	18	20	80
18	S-18	13	11	13	14	51
19	S-19	20	20	17	18	75
20	S-20	17	17	13	15	62
21	S-21	20	20	18	18	76
Total		371	377	313	351	1412

a. vocabulary

$$X = \frac{\Sigma x}{N}$$

$$X = \frac{371}{21}$$

$$X = 17.66$$

b. *pronuntiation*

$$X = \frac{\Sigma x}{N}$$

$$X = \frac{377}{21}$$

$$X = 17.95$$

c. *Accuracy*

$$X = \frac{\Sigma x}{N}$$

$$X = \frac{313}{21}$$

$$X = 14.90$$

d. *Fluency*

$$X = \frac{\Sigma x}{N}$$

$$X = \frac{351}{21}$$

$$X = 16.71$$

APPENDIX D

Scoring of the students Successful criteria in pre-test and post-test

1. Scoring of the students Successful criteria pre-test and post-test

Name	Experimental Class			
	Pre-test	Successful Criteria (>75)	Post-test	Successful Criteria (>75)
S-1	44	Unsuccessful	77	**Successful**
S-2	42	Unsuccessful	70	Unsuccessful
S-3	60	Unsuccessful	80	**Successful**
S-4	76	**Successful**	76	**Successful**
S-5	69	Unsuccessful	75	**Successful**
S-6	36	Unsuccessful	75	**Successful**
S-7	42	Unsuccessful	80	**Successful**

S-8	29	Unsuccessful	60	Unsuccessful
S-9	42	Unsuccessful	75	**Successful**
S1-0	47	Unsuccessful	68	Unsuccessful
S11	49	Unsuccessful	64	Unsuccessful
S-12	55	Unsuccessful	75	**Successful**
S-13	49	Unsuccessful	70	Unsuccessful
S-14	70	Unsuccessful	78	**Successful**
S-15	75	**Successful**	85	**Successful**
S-16	60	Unsuccessful	80	**Successful**
S-17	42	Unsuccessful	75	**Successful**
S-18	77	**Successful**	90	**Successful**
S-19	58	Unsuccessful	78	**Successful**
S-20	73	Unsuccessful	85	**Successful**

2. **Scoring of the students successful criteria in pre-test and post-test**

Name	Control Class			
	Pre-test	Successful Criteria (>75)	Post-test	Successful Criteria (>75)
S-1	76	**Successful**	78	**Successful**
S-2	47	Unsuccessful	58	Unsuccessful
S-3	57	Unsuccessful	76	**Successful**
S-4	63	Unsuccessful	74	Unsuccessful
S-5	31	Unsuccessful	59	Unsuccessful
S-6	75	**Successful**	77	**Successful**

S-7	49	Unsuccessful	72	Unsuccessful
S-8	51	Unsuccessful	69	Unsuccessful
S-9	42	Unsuccessful	64	Unsuccessful
S1-0	47	Unsuccessful	71	Unsuccessful
S11	29	Unsuccessful	52	Unsuccessful
S-12	57	Unsuccessful	70	Unsuccessful
S-13	73	Unsuccessful	66	Unsuccessful
S-14	64	Unsuccessful	76	**Successful**
S-15	42	Unsuccessful	60	Unsuccessful
S-16	63	Unsuccessful	46	Unsuccessful
S-17	75	**Successful**	80	**Successful**
S-18	49	Unsuccessful	51	Unsuccessful
S-19	67	Unsuccessful	75	**Successful**
S-20	42	Unsuccessful	62	Unsuccessful
S-21	52	Unsuccessful	76	**Successful**

e. **The Successful Criteria of the students in Experimental Class.**

Pre-Test:

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

$$P1 = \frac{3}{20} X 100\% = 15\%$$

$$P2 = \frac{17}{20} X 100\% = 85\%$$

	Criteria	Total students	Percentage
P_1	Successful	3	15%
P_2	Unsuccessful	17	85%

Post-Test:

$$P = \frac{R}{T}X100\%$$

$$P1 = \frac{15}{20}X100\% = 75\%$$

$$P2 = \frac{5}{20}X100\% = 25\%$$

	Criteria	Total students	Percentage
P_1	Successful	15	75%
P_2	Unsuccessful	5	25%

f. **The Successful Criteria of the students in Control Class.**

Pre-test:

$$P = \frac{R}{T}X100\%$$

$$P1 = \frac{3}{21}X100\% = 14.28\%$$

$$P2 = \frac{18}{21}X100\% = 85{,}72\%$$

	Criteria	Total students	Percentage
P_1	Successful	3	14.28%
P_2	Unsuccessful	18	85.72%

Post-Test:

$$P = \frac{R}{T} X100\%$$

$$P1 = \frac{7}{21} X100\% = 33\%$$

$$P2 = \frac{14}{21} X100\% = 67\%$$

	Criteria	Total students	Percentage
P_1	Successful	8	33%
P_2	Unsuccessful	13	67%

APPENDIX E

The Percentage of the Students' Improvement on Pre-test and Post-test

1) **Experimental Class:**

Vocabulary

$$P = \frac{Y2 - Y1}{Y1} X100\%$$

$$P = \frac{19.85 - 14.55}{14.55} X100\%$$

$$P = \frac{5.3}{14.55} X100\% = 36.42\%$$

Pronunciation

$$P = \frac{Y2 - Y1}{Y1} X100\%$$

$$P = \frac{20.2 - 14.05}{14.05} X100\%$$

$$P = \frac{6.15}{14.05} X100\% = 43.77\%$$

Accuracy

$$P = \frac{Y2 - Y1}{Y1} X100\%$$

$$P = \frac{17.05 - 12.45}{12.45} X100\%$$

$$P = \frac{4.6}{12.45} X100\% = 36.94\%$$

Fluency

$$= \frac{Y2 - Y1}{Y1} X100\%$$

$$P = \frac{18.7 - 13.7}{13.7} X100\%$$

$$P = \frac{5}{13.7} X100\% = 36.49\%$$

2) **Control Class:**

Vocabulary

$$P = \frac{Y2 - Y1}{Y1} X100\%$$

$$P = \frac{17.66 - 14.52}{14.52} X100\%$$

$$P = \frac{3.14}{14.52} X100\% = 21.62\%$$

Pronunciation

$$P = \frac{Y2 - Y1}{Y1} X100\%$$

$$P = \frac{17.95 - 13.80}{13.80} X100\%$$

$$P = \frac{4.15}{13.80} X100\% = 30.07\%$$

Accuracy

$$P = \frac{Y2 - Y1}{Y1} X100\%$$

$$P = \frac{14.90 - 12.90}{12.90} X100\%$$

$$P = \frac{2}{12.90} X100\% = 15.50\%$$

Fluency

$$P = \frac{Y2 - Y1}{Y1} X100\%$$

$$P = \frac{16.71 - 13.57}{13.57} X100\%$$

$$P = \frac{3.14}{13.57} X100\% = 23.13\%$$

APPENDIX F

Test of Significance

The students' Scores of Pre-test (Y_1) and Post-test (Y_2), Gain/Difference

between The matched pairs (D), and Square of the Gain (D^2) of Experimental

class.

1. **Experimental Class**

Name	Organization			
	Pre-test	Post-test	D (X2-X1)	D^2
S-1	44	77	33	1089
S-2	42	70	28	784
S-3	60	80	20	400
S-4	76	76	0	0
S-5	69	75	6	36
S-6	36	75	39	1521
S-7	42	80	38	1444
S-8	19	60	41	1681
S-9	42	75	33	1089
S1-0	47	68	21	441
S11	44	64	20	400
S-12	42	75	33	1089
S-13	60	70	10	100
S-14	76	78	2	4
S-15	69	85	16	256
S-16	36	80	44	1936
S-17	42	75	33	1089
S-18	29	90	61	3721
S-19	42	78	36	1296
S-20	47	85	38	1444
Total	$\sum$ X=1095	$\sum$ X =1516	$\sum$ D=552	$\sum$ D²=19820

The students' Mean score of gain (D) of Experimental Class :

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

$$\overline{D} = \frac{552}{20}$$

$$\overline{D} = 27.6$$

Test of significance of Experimental class

$$t = \frac{\overline{D}}{\sqrt{\dfrac{\sum D^2 - \dfrac{\left(\sum D\right)^2}{N}}{N(N-1)}}}$$

$$= \frac{27.6}{\sqrt{\dfrac{19820 - \dfrac{(552)^2}{20}}{20(20 - 1)}}}$$

$$= \frac{27.6}{\sqrt{\dfrac{19820 - \dfrac{308704}{20}}{20(19)}}}$$

$$= \frac{27.6}{\sqrt{\dfrac{19820 - 15435.2}{380}}}$$

$$= \frac{27.6}{\sqrt{\dfrac{4384.8}{380}}}$$

$$= \frac{27.6}{\sqrt{11.5}}$$

$$= \frac{27.6}{3.39}$$

$$= 8.14$$

TABLE DISTRIBUTION OF T-VALUE

Degree of freedom (df) = N − 1 = 20 − 1 = 19

T- table= 2.09302

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
df	0.50	0.20	0.10	0.05	0.02	0.010	0.002
1	1.0000	3.07768	6.31375	12.7062	31.82052	63.65674	318.30
2	0.8165	1.88562	2.91999	4.30265	6.96456	9.92484	22.327
3	0.7648	1.63774	2.35336	3.18245	4.54070	5.84091	10.214
4	0.7407	1.53321	2.13185	2.77645	3.74695	4.60409	7.1731
5	0.7266	1.47588	2.01505	2.57058	3.36493	4.03214	5.8934
6	0.7175	1.43976	1.94318	2.44691	3.14267	3.70743	5.2076
7	0.7111	1.41492	1.89458	2.36462	2.99795	3.49948	4.7852
8	0.7063	1.39682	1.85955	2.30600	2.89646	3.35539	4.5007
9	0.7027	1.38303	1.83311	2.26216	2.82144	3.24984	4.2968
10	0.6998	1.37218	1.81246	2.22814	2.76377	3.16927	4.1437
11	0.6974	1.36343	1.79588	2.20099	2.71808	3.10581	4.0247
12	0.6954	1.35622	1.78229	2.17881	2.68100	3.05454	3.9296
13	0.6938	1.35017	1.77093	2.16037	2.65031	3.01228	3.8519
14	0.6924	1.34503	1.76131	2.14479	2.62449	2.97684	3.7873
15	0.6912	1.34061	1.75305	2.13145	2.60248	2.94671	3.7328
16	0.6901	1.33676	1.74588	2.11991	2.58349	2.92078	3.6861
17	0.6892	1.33338	1.73961	2.10982	2.56693	2.89823	3.6457
18	0.6883	1.33039	1.73406	2.10092	2.55238	2.87844	3.6104
19	0.6876	1.32773	1.72913	2.09302	2.53948	2.86093	3.5794
20	0.6869	1.32534	1.72472	2.08596	2.52798	2.84534	3.5518
21	0.6863	1.32319	1.72074	2.07961	2.51765	2.83136	3.5271
22	0.6858	1.32124	1.71714	2.07387	2.50832	2.81876	3.5049
23	0.6853	1.31946	1.71387	2.06866	2.49987	2.80734	3.4849
24	0.6848	1.31784	1.71088	2.06390	2.49216	2.79694	3.4667
25	0.6844	1.31635	1.70814	2.05954	2.48511	2.78744	3.4501
26	0.6840	1.31497	1.70562	2.05553	2.47863	2.77871	3.4350
27	0.6836	1.31370	1.70329	2.05183	2.47266	2.77068	3.4210
28	0.6833	1.31253	1.70113	2.04841	2.46714	2.76326	3.4081
29	0.6830	1.31143	1.69913	2.04523	2.46202	2.75639	3.3962
30	0.6827	1.31042	1.69726	2.04227	2.45726	2.75000	3.3851
31	0.6824	1.30946	1.69552	2.03951	2.45282	2.74404	3.3749
32	0.6822	1.30857	1.69389	2.03693	2.44868	2.73848	3.3653
33	0.6820	1.30774	1.69236	2.03452	2.44479	2.73328	3.3563
34	0.6817	1.30695	1.69092	2.03224	2.44115	2.72839	3.3479
35	0.6815	1.30621	1.68957	2.03011	2.43772	2.72381	3.3400
36	0.6813	1.30551	1.68830	2.02809	2.43449	2.71948	3.3326
37	0.6811	1.30485	1.68709	2.02619	2.43145	2.71541	3.3256
38	0.6810	1.30423	1.68595	2.02439	2.42857	2.71156	3.3190
39	0.6808	1.30364	1.68488	2.02269	2.42584	2.70791	3.3127

Appendix G

The validity of the research Intrument.

a. Vocabulary

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

$$= \frac{20(2767) - (100)(404)}{\sqrt{\{20(764) - (100)^2\}\{20(10674) - (404)^2\}}}$$

$$= \frac{55.340 - 40.400}{\sqrt{\{15.280 - 10.000\ \}\{213480 - 163216\ \}}}$$

$$= \frac{14940}{\sqrt{\{528\ \}\{50264\ \}}}$$

$$= \frac{14940}{\sqrt{26539392}}$$

$$= \frac{14940}{5151.63}$$

$$= 2.9000$$

b. Pronunciation.

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

$$= \frac{20(3069) - (121)(404)}{\sqrt{\{20(921) - (121)^2\}\{20(10674) - (404)^2\}}}$$

$$= \frac{61380 - 48884}{\sqrt{\{18420 - 14641\}\{213480 - 163216\}}}$$

$$= \frac{12496}{\sqrt{\{3779\}\{50264\}}}$$

$$= \frac{12496}{\sqrt{189947656}}$$

$$= \frac{12496}{13782.14}$$

$$= 0.9066$$

c. Accuracy

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

$$= \frac{20(2167) - (84)(404)}{\sqrt{\{20(498) - (84)^2\}\{20(10674) - (404)^2\}}}$$

$$= \frac{43340 - 33936}{\sqrt{\{9960 - 7056\}\{213480 - 163216\}}}$$

$$= \frac{9404}{\sqrt{\{2904\}\{50264\}}}$$

$$= \frac{9404}{\sqrt{145966656}}$$

$$= \frac{9404}{12081.66}$$

$$= 0.7783$$

d. Fluency

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

$$= \frac{20(2671) - (99)(404)}{\sqrt{\{20(719) - (99)^2\}\{20(10674) - (404)^2\}}}$$

$$= \frac{53420 - 39996}{\sqrt{\{14380 - 9801\ \}\{213480 - 163216\ \}}}$$

$$= \frac{13424}{\sqrt{\{4579\}\{50264\ \}}}$$

$$= \frac{13424}{\sqrt{230158856}}$$

$$= \frac{13424}{15170.98}$$

$$=\ 0.8848$$

(df): n-2= 20-2=18

The r-table :0,4438

DF = n-2	0.1	0.05	0.02	0.01	0.001
	r 0,005	r 0,05	r 0,025	r 0,01	r 0,001
1	0.9877	0.99.9	0.9995	0.9999	1.0000
2	0.9000	0.95.0	0.9800	0.9900	0.9990
3	0.8054	0.87.3	0.9343	0.9587	0.9911
4	0.7293	0.81.4	0.8822	0.9172	0.9741
5	0.6694	0.75.5	0.8329	0.8745	0.9509
6	0.6215	0.70.7	0.7887	0.8343	0.9249
7	0.5822	0.66.4	0.7498	0.7977	0.8983
8	0.5494	0.63.9	0.7155	0.7646	0.8721
9	0.5214	0.60.1	0.6851	0.7348	0.8470
10	0.4973	0.57.0	0.6581	0.7079	0.8233
11	0.4762	0.55.9	0.6339	0.6835	0.8010
12	0.4575	0.53.4	0.6120	0.6614	0.7800
13	0.4409	0.51.0	0.5923	0.6411	0.7604
14	0.4259	0.49.3	0.5742	0.6226	0.7419
15	0.4124	0.48.1	0.5577	0.6055	0.7247

16	0.4000	0.4683	0.5425	0.5897	0.7084
17	0.3887	0.4555	0.5285	0.5751	0.6932
18	0.3783	0.4438	0.5155	0.5614	0.6788
19	0.3687	0.4329	0.5034	0.5487	0.6652
20	0.3598	0.4227	0.4921	0.5368	0.6524
21	0.3515	0.4132	0.4815	0.5256	0.6402
22	0.3438	0.4044	0.4716	0.5151	0.6287
23	0.3365	0.3961	0.4622	0.5052	0.6178
24	0.3297	0.3882	0.4534	0.4958	0.6074

APPENDICES H

Documentation of the research

Class XI TKJ1

CURRICULUM VITAE

Abdul Rauf, was born on october 22nd, 1996 in Jeneponto District, South Sulawesi. He is the first child from three brothers which one sisters and one brother from the marriage of her parents Hamzah and Rosmawati. In 2002 the writer registered as student elementary school SD Inpres 147 Bulo-Bulo Towa, Jeneponto, and he was graduated in 2008. In the same year the writer registered as a student in SMP Negeri 2 Bontoramba and graduated in 2011. Then the writer registered in senior high school, SMA Negeri 1 Tamalatea that change name becomes SMA Negeri 2 Jeneponto and graduated in 2014. In 2014, the writer registered to study of English department in Makassar Muhammadiyah University.