# THE USE OF COMMUNICATIVE LANGUAGE  TEACHING (CLT) APPROACH IN SPEAKING SKILL AT THE TWELVE GRADE  OF SMA NEGERI 9 MAKASSAR

## A THESIS

*"Submitted to the Faculty of Teacher Training and Education Makassar Muhammadiyah University in Partial Fulfillment of requirement for the degree of SarjanaPendidikan in English Department"*

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### 2019

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# Motto

"*A fresh start isn't a place, it's a mindset*"

# ABSTRACT

**Rahmawati. 2018**. *The Use of Communicative Language Teaching (CLT) Approach in Teaching Speaking Skill (A Pre- Experimental Study at the Twelve Grade of SMA Negeri 9 Makassar).* Faculty of Teachers Training and Education , Makassar Muhammadiyah University (supervised by Nurdevi Bte Abdul and Muh. Asrianto Setiadi).

The research aimed at finding out the improvement of students' speaking accuracy in term of pronunciation and vocabulary after being taught through communicative language teaching (CLT) approach at the twelve grade of SMA Negeri 9 Makassar.

The researcher applied pre-experimental method with one group pretest posttest design. The data were collected by giving pretest, treatment and posttest. The sample of the research was students of Class XII MIA 5 of SMA Negeri 9 Makassar which consisted of 20 students . The sample was taken by using purposive sampling technique.

The result of data analysis was indicated that the percentage of improvement in students' pronunciation was 91.67 %. It was proven by the students' score in pretest was 1.8 and posttest was 3.45. Meanwhile, the students' improvement in term of vocabulary was 83.33 %. The students' score in posttest 2.75 was higher than pretest 1.5 and the hypothesis t-test value was 8.05 and t-table 2.09. It meant that H1 was accepted. Based on the findings that there was significate difference between the result of pre-test and post-test. In other words, using Communicative Language Teaching (CLT) approach improved speaking ability of the students. The researcher concluded that the use of Communicative Language Teaching (CLT) approach can improve the students' speaking in learning process.

*Keywords: Communicative Language Teaching (CLT) approach, Pronunciation and vocabulary.*

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*Bismillahirrahmanirrahim*

*(In the name of Allah, Most Gracious, Most Merciful)*

*Alhamdulillahi Rabbil Alamin*. This is worthy enough the researcher expresses her gratitude to the Almighty God Allah SWT, the most compassion, the most merciful. For blessing her, so that the researcher could finish writing this thesis. Salam and shalawat are addressed to the beloved and chosen prophet Muhammad SAW who has brought us to the *Nur* of Islam.

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The researcher realizes that this thesis is still the simplest ones. Remaining errors are the research's own; therefore, constructive criticism and suggestion will be highly appreciated.

Finally, willingly the researcher prays my all our efforts be blessed by Allah swt. Amin.

Makassar,   January 2018

The Researcher

**Rahmawati**

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# CHAPTER I
# INTRODUCTION

## A.  Background

English is the international language. The number of speakers spread throughout the world, either as a first language, second language or a foreign language. In Indonesia, English is generally taught as a foreign language. A foreign language is usually taught as one of the subject in school with the aim of communicating the base and mastering the four language skills. One of them is speaking ability.

Speaking is one of the important skills in daily life. It is an essential skill that must be practiced to communicate orally. Speaking is the ability to fluently and presupposes not only knowledge of language features, but also the ability to process information and language. According to Quianthy (1990: 7) defines that speaking as the process of transmitting ideas and information orally in variety of situations. People who have ability in speaking will be better in sending and receiving information or message to another.

There are several language components that should be mastered to improve speaking skill, one of them is pronunciation. When the students speak, they should focus on pronunciation. Because pronunciations is one of the important aspects on speaking. Second is vocabulary, students can speak English well when students have many vocabularies.

Based on the researcher' experience when the researcher practiced become a teacher on Magang 3 and P2K, there are many students still have difficulty to speak English well. The students are afraid of making mistakes when they speak English in pronouncing the words, students still had lack of vocabulary and they were afraid to speaking English, when the teacher gives the task to students like make a dialogue with their friends to try their speaking skill, but only several students who practice their speaking. It is the weaknesses of students in speaking besides their vocabulary, pronunciation and grammar. Moreover, it can make students lose their self confidence.

One of innovative approach that can increase the activity of students in learning is communicative language approach (CLT). It is an approach in which the focus is on communication and developing students' ability to communicate. In order to achive this goal, CLT places great emphasis on helping students use the target language in a variety of contexts and situations . Its primary focus is on helping learners create meaningful communication rather than helping them develop perfect grammatical abilities or achieve native.

Richard (2006) theory, there are some important principles of CLT approach as follow, make a real communication, the focus of language learning, provide opportunities for learner to experiment and try out what they know, be tolerant of learners' errors as they indicate that the learners are building up their communicative competence, provide opportunities for learners to develop both accuracy and fluency, link the different skills such as speaking, reading, and listening together, since they are usually occur in the real world, the students induce or discover grammar rules.

Based on the experience after surveying in the twelve grade of SMA Negeri 9 Makassar, the researcher got information that many students are difficult to speak English well. The students are afraid of making mistakes when they speak English in pronouncing the words, students still had lack of vocabulary and they were afraid to speaking English

Based on the short explanation above, the researcher is interested to formulate the research title in under title *"The Use of Communicative Language Teaching in Speaking Skill"*.

## B. Problem of the Research

Based on the previous background, this research seeks to answer the following question : Does the students' speaking accuracy increase after the using Communicative Language Teaching (CLT) approach in speaking class?

## C. Objective of the Research

Based on the research questions above, the objectives of this research is to find out the increase of students' speaking accuracy after using Communicative Language Teaching (CLT) approach in speaking class.

## D. Significance of the Research

This research is expected to be useful information for giving a new contribution in teaching language other language and other subjects. This research may motivate EFL tearchers to reflect their way of teaching concepts and it may help ELF teacher to create the effectiveness of teaching and learning process in the

classroom. Then, the present research may guide the other education practitioners to develop and investigate some other phenomena of communicative language teaching approach.

## E. Scope of The Research

The research investigate the twelve grade of SMA Negeri 9 Makassar by used communicative language teaching (CLT) approach in the classroom. The research her gave 4 topict which contain of news that be discussed by students. In this case the speaking focused on the pronunciation and vocabulary.

# CHAPTER II

# REVIEW OF RELATED LITURATURE

## A. Previous Research Finding

There are some previous findings of some researchers have relation to this research as follows :

1. Setiadi (2012), in his research *"using communicative language teaching (CLT) approach trough small group discussion as a device to stimulate the students to speak in English"* discussed about using CLT approach through small group discussion to stimulate the students to speak in English. This resrearch employed a Pre-Experimental research method with One Group Pre-test and Post-test Design. The data obtained from the test was analyzed quantitatively and then it's result was compared with questionnaire to know whether the students interested in learning speaking by using Communicative Language Teaching (CLT) Approach or not. The data showed that the student's speaking skills in post-test was higher than the pre-test. The data obtained from questionnaire showed the mean score 78,67. It means that the students were highly interested to the application of speaking materials through Communicative Language Teaching Appproach through small group discussion.

2. Ulfa (2013), in her research "*the implementation of CLT approach in teaching speaking*". The research showed if the thing that becomes consideration in teaching-learning practices is the function of speaking to interact with others.

In her research she used illustrative case study type. This type of case study is used to describe an intervention or phenomenon and real-life context in which it occurs. Data analysis includes data reduction, data presentation, and drawing conclusions. The researcher conducted the research by observing or interviewing informant. The finding of the study showed that the teacher applied the characteristics of CLT approach in their teaching speaking. Also the reseach showed that the implementation of Communicative Language Teaching (CLT) approach in teaching speaking was carried out well by both the teacher and the students.

3. Wibowo (2013), in his paper *"CLT approach in speaking class at second grade of MAN Tangeran in the academic year 2013/2014"*, the design for this particular study is descriptive qualitative study by analyzing interview result based on framework of CLT and overview of speaking. The finding of the study present that the teacher applied the characteristics of CLT approach in their teaching speaking. In addition, with the different problems by the teacher consequently make their ways to overcome the problems a little bit different from each other.

4. Wahyudi (2015) in his paper *"the use of communicative language teaching (CLT) approach in teaching speaking class"* has conducted a research about the use of communicative language teaching (CLT) in speaking class. The method of the research is descriptive qualitative, the object in this research was the English teacher of SMKN 1 Salatiga. He used interview guidline to collect data of the CLT method in learning process, especially in improving

students' speking skills. The data analysis result shows the learning process of using CLT applied in the speaking class based on the characteristic of teaching speaking skill using the CLT method. In addition, teacher faced problems in implementing CLT characteristics and make their ways to overcome the problems.

Based on the result of previous studies above, there are having a similarities each other about the implementation of communicative language teaching approach (CLT) in teaching speaking skill. This research was different from other researchers had been mentioned above. In this research the researcher focused on using of communicative language teaching (CLT) approach to improve the students' speaking pronunciation and students' speaking vocabulary.

## B. Some Pertinent Ideas

### 1. Definition of Speaking

Speaking is one of the four components of language ability beside listening, reading, and writing. There are many experts explain about definition of speaking. Speaking is productive skill. It means that speaking is a person's skills to produce sounds that exists at the meaning and be understood by other people, so that able to create a good communication. It is mental concept that processed by someone in such a way to form a meaning when uttered.

According to Brown in Wahyuni (2016) states that " speaking is an interactive process of construction meaning that involves producing, receiving and processing information". It means that in speaking we have to express our opinion,

feeling and ideas correctly in order to every single person can understand the massage. In addition, speaking as one of the important skill has to be used directly when there are some persons meet the others. So, speaking involves responding to what has been heard.

Chainstand in Wahyuni (2016) state that "speaking is learning to speak is obviously more difficult than learning to understanding the spoken language". On the other hand, we can say that speaking is learning how to speak, and it is so hard better than knowing what people saying.

Wendy and Listbeth in Wahyuni (2016) state that speaking is perhaps the demanding skill for the teacher to teach. In their own language children are able to express emotions, communicate intonations and reactions, explore the language and make fun of it, so they expect to be able to do the same in English. In other words, speaking activity must be done on fun situation that make the students feel enjoy to learn it. When the condition of the learning process class are good, enjoy, fun, full of spirits,etc. it will make brain of students are processed, so that acquisition process of the students run effectively.

Based on the definitions above, it can be inferred that speaking is a basic of person skill to produce language that has meaning and be understood by other people about what the speakers says. It is a skill of speaker to give information to listeners or group of listeners by transfers it effectively. And speaking activity must be set on fun situation.

## 2. Strategies in Teaching Speaking

In the communicative model of language teaching, the the teacher helps the students in real-life communication. They help their students develop the ability to produce grammatically correct, logically connected sentence that are appropriate to specific contexts. According to Nunan (2003:156), there are some principle for teching speking. Some of which are described below :

a. Give students practice with both fluency and accuracy

   At the beginning and intermediate level of studies, learners must be given opportunities to improve their fluency as well as accuracy. Accuracy means using the target language correctly and fluency is using language quickly and confidently. The teacher should not emphasize on any one aspect of speaking. Rather, students should get practice on both accuracy and fluency.

b. Use group work or pair work

   To improve students' speaking skill, they should be given enough opportunities to speak in class. So, teacher talk time should be less and student talk time should be more. It is important for language teachers do not take up all the time. According to Nunan (2003) also, "Pair work and group work can be used to increase the amount of time that learners get to speak in the target language during lesson." In this way, the students will get chance to interact and practice the language with other students. From a communicative purpose, speaking is closely related to

listening. The interaction between these two skills is shown in the conversation.

### 3. Elements of Speaking

#### a. Pronunciation

Pronunciation is one of the elements of speaking, according to Asriandi in Asyura (2018) states that pronunciation is an act or the result of production of the sound of speech including articulation vowel formation, accent and inflection. He continues that language user can imitate from other. In this case, listener imitates from speaker and that say something to others listener. According to Harmer in Arpiah (2012:21), pronunciation is how to say a word in made of sound, stress, and intonation.

#### b. Vocabulary

Vocabulary is a fundamental requirement that influence students' achievement in studying English. Without vocabulary there is no communication, read and write can be conveyed. So that, it is important to know what the vocabulary is. According to Hornby in Wahyudi (2016) defines vocabulary as :

a) Total members or words, which make up a language.

b) Range of words known, or used by a person in a trade, profession.

c) Book containing a list of words, list of words used in a book, used with defition and translation.

Furthermore, Harmer in Wahyudi (2012) distinguishes two types of vocabulary in the word, which students will vocabulary. Active vocabulary and

themselves, and passive vocabulary is the words, which we want to understand, but they will not use themselves.

### 4. Description of Communicative Language Teaching (CLT) Approach

According to Murcia in Wibowo (2013), communicative language teacthing CLT reflects a certain model or research paradigm, or a theory it is based on the theory that the primary function of language use is communication. Its primary goal is for learners to develop communicative competence Hymes in Wibowo (2013), or simply put communicative ability. In other words, its goal is to make use of real-life situations that necessitate communication.

In different definitions, Communicative language teaching (CLT) is an approach to the teaching of second and foreign languages that emphasizes interaction as both the means and the ultimate goal of learning a language. It is also referred to as "communicative approach to the teaching of foreign languages" or simply the "communicative approach". The communicative approach could be said to be the product of educators and linguists who had grown dissatisfied with the audio-lingual and grammar-translation methods of foreign language instruction. This method aims at developing procedures for the teaching of the four skills that acknowledge the interdependence of language and communication. It aims at having students become communicatively competent.

In CLT, "communication" means using language to make request, give advice, agree and disagree, complain, praise, to try to persuade people to do things, and so on. The focus should be on meaning, not on form. Some supporters of CLT, as

Thompson in Setiadi (2012) argue that this is misconception of CLT. However, even he admits that there are good reasons for this "misconception". Therefore, language is primarily a tool communication. Learning a language means learning to perform communicative speech act with it.

Based on the some views above presented by some linguists, we can conclude that Communicative Language Teaching (CLT) is a very closely related with various activities used by the teacher in teaching language through communicative approach where the teacher created language immersion setting in the classroom, planned lesson around themes that were interesting to the students, asked the students to think critically, reinforced concept and skills from the regular classroom, integrated culture, and gave students opportunities to use the target language in a variety situations.

5. **Goals of Communicative Language Teaching**

According to Richard (2006:3) CLT sets as its goal the teaching of communicative competence. Communicative competence includes the following aspects of language knowledge.

a. Knowing how to use language for range of different purpose and function.

b. Knowing how to vary our use of language according to the setting and the participants (e.g. knowing when the use formal and informal speech or when to use language appropriately forwritten 'as opposed to spoken communication).

c. Knowing how to produce and understand different types of text (e.g. narratives, reports, interviews, conversations).

d. Knowing how to maintain communication despite having limitation in one's language knowledge (e.g. through using different kinds of communication strategies.

## 6. Characteristics of Communicative Language Teaching

Brown in Wood (2011:232) also offers six interconnected characteristics of CLT, namely:

a. Classroom goals are focused on ail of the components of CC (communicative competence) and not restricted to grammatical or linguistic competence.

b. Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language is not the central focus but rather aspects of language that enable the learner to accomplish those purposes.

c. Fluency and accuracy are seen as complementary principles underlying communicative techniques. At time fluency may have to take on more important than accuracy in order to keep learners meaningfully engaged in language use.

d. Students in a communicative class ultimately have to use language, productively and receptively, in unrehearsed contexts outside the

classroom. Classroom tasks must therefore equip students with the skills necessary for communication in those contexts.

e. Students are given opportunities to focus on their own learning process through an understanding of their own styles of learning and through the development of appropiate strategies for autonomous learning.

f. The role of the teacher is that of faclitator and guide, not an all knowing bestower of knowledge. Students are therefore encouraged to construct meaning through genuine linguistic interaction with others.

These characteristics show the main focus of communicative language teaching. Communicative language teaching (CLT) approach enables students to communicate in the foreign language using the different types of communicative competence. However, the language techniques encourage them to use the target language in different situations. In addition, communicative language teaching pays less attention to accuracy (the degree to which learners use target language is remarkably free of errors, students errors are tolerated into some extent since it focuses more on meaning and fluency which helps students to communicate spontaneously, finally the teacher in communicative language teaching (CLT) approach is a facilitator not a controller.

7. **Classroom Activity in Communicative Language Teaching**

According to Richard (2006), there are some classroom activity in communicative language teaching (CLT) as follows :

### a. Information Gap- Activities

An important aspect of communication in CLT is the notion of information gap. This refers to the fact that in real communication people normally communicate in order to get information they do not posses. This is known as an information gap. More authentic communication is likely to occur in and use their linguistic and communicative resources in order to obtain information. In so doing they will draw available vocabulary, grammar, and communication strategies to complete a task.

### b. Opinion Sharing activities

Opinion sharing is a content-based activity, whose purpose is to engage students' conversation skill, while talking about something they care about. In this acivity the students are compare values, opinion, belief, such as ranking task in which students list six qualities in order of importance which they might consider in choosing a date or spouse. For example : the teacher introduce a topict and ask students to complete their opinions about it (dating, school dress codes, global warming, etc), the students talk in pairs or small groups, debating their opinions on the topict.

### c. Jigsaw Activity

These are also based on the information – gap principle. Typically the class is divided into groups and each group has part of the information needed to complete an activity. The class must fit the language resources to communicate meaningfully and so take part in meaningful communication practice. The following are example of jigsaw activities :

The researcher divides students into four groups. Each group is given one news topic and then discuss it with each group member. Students are then rearranged into groups containing students from groups A, B and C. They now play a discussion role using the information they obtain. Each group member must exchange information about the news obtained. After exchanging information, students then return to the original group and and discuss the information obtained from other groups. Students then present news obtained from other groups and other group will give their comments about the news.

d. **Presentation and Discussion**

Presentation and discussion can build a relationship between the group and the audience. In presentation and discussion we can communicate between each other too discuss something. Discussion means talk between people, a talk between two or more people about subject, usually to exchange ideas or reach a conclusion, or talk of this kind. Many teachers can be heard complaining that their students 'have nothing to say' they complain, for example, that they have no opinions and are not prepared for discuss anything. Part of the problem here is the way in which some teachers approach discussion as an activity.

8. **Learner's and Teacher's Role in CLT**

Discussing about learner's role, Breen and Candlin in Richards (2001:166) describe the learner's role within CLT is as negotiator between the self, the learning process, and the object of learning, emerges from and interacts with the role of join

negotiator within the group and wi thin the classroom procedure. According to Breen and Candlin in Richards (2001:167) that teacher has two main roles in CLT:

1. Teachers are to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and text.

2. Teachers are to act as an independent participant within the learning-teaching group. Other roles assumed for teachers are needanalyst, counselor, and group process manager.
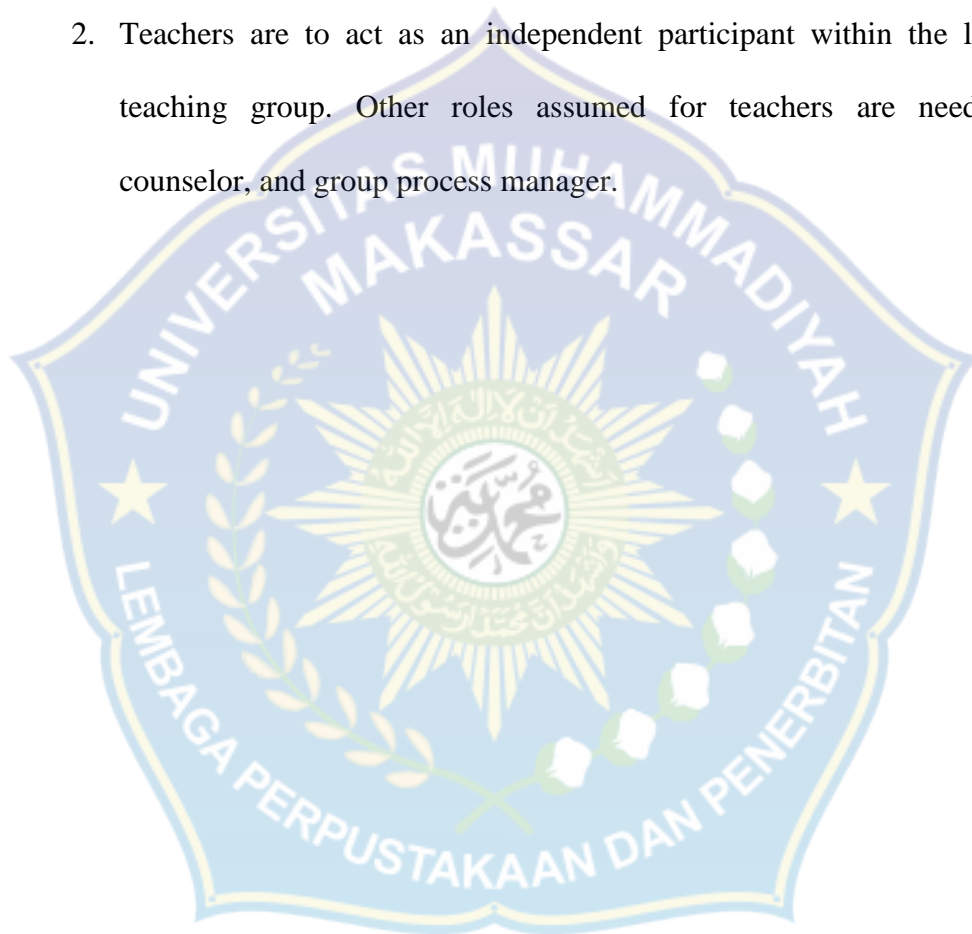
## C. Conceptual Framework

The framework of this research can be illustrated as follows :
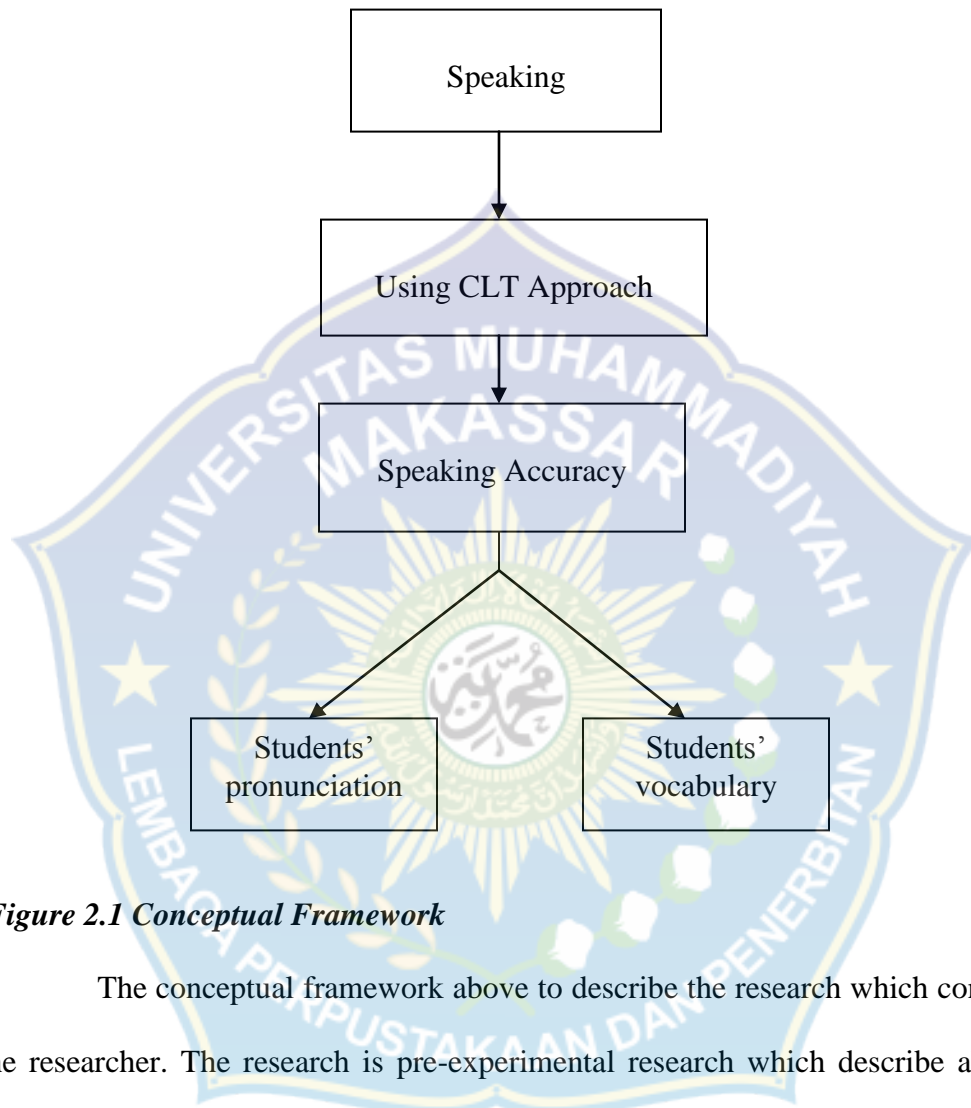


**Figure 2.1 Conceptual Framework**

The conceptual framework above to describe the research which conduct by the researcher. The research is pre-experimental research which describe about the use of communicative language teaching (CLT) approach in teaching speaking skill. There are many approach that can be teachers applied in teaching English, such as communicative language teaching (CLT) approach. CLT approach is one of innovative approach that can increase the activity of students in learning.

Communicative language teaching (CLT) approach is one of innovative approach that can incrase te activity of students in learning. It is an approach in which the focus is on communication and developing students' ability to communicate. In order to achive this goal, CLT places great emphasis on helping students use the target language in a variety of contexts and situations . Its primary focus is on helping learners create meaningful communication rather than helping them develop perfect grammatical abilities or achieve native.

In this research the researchers will be using pre-test, treatment, and post-test to test students' speaking ability. The researcher add the learning process as the additional result in order to make sure that there is positive improve of students' speaking after being taught by using communicative language teaching (CLT) approach. And it is proven by analyzing the result of the students' tests and the treatment. Before treatment the researcher will explain to the students about the topict and student will give their answer about the news (pre-test). In assessing the students, the researcher will use speaking assessment of speaking performance. The assessment is divided into two categories : pronunciation and vocabulary.

After pre-test the researcher give a treatment for the students. The researcher give four sub topic to the students and ask students to sit in groups. After that the students presented the topic. After the treatments done, the researcher analyzed students' speaking skill and see the result of the students work.

**D. Hypothesis**

a. Null hypothesis (H0) there is no significant difference between the result of pre-test and post-test on students' speaking ability before and after the implementation of communicative language teaching (CLT) approach.

b. Alternative hypothesis (H1) there is a significant difference between the result of pre-test and post-test on students' speaking ability before and after the implementation of communicative language teaching (CLT) approach.

# CHAPTER III

# RESEARCH METHOD

## A. Research Design

In this research the researcher applied pre-experimental method with one group pretest posttest design to improve students' speaking accuracy by using communicative language teaching (CLT) approach.

The pre test was given to find out the students' speaking ability before the treatment, and the post test was given to find out the students speaking ability after the treatment. The design below involved one group pre-test and post-test, the research design is described as follows:

| Pre-test | Treatment | Post-test |
|----------|-----------|-----------|
| O1 | X | O2 |

O1    : Pre-test.

X    : Experimental technique.

O2    : Post-test.                                                              (Gay,et.al, 2006)

The pre-test was used to find out finding about the prior knowladge to stimulate the students speaking ability at the twelve grades of SMA Negeri 9 Makassar. The pre-test has gives to know students' knowladge. In the treatment, where the communicative language teaching (CLT) applied as approach in the class

after implementing the treatment, the researcher applied the post-test in same from as in the pre-test.

## B. Variables and Indicators of the Research

1. Variable

This research consisted of two variables, dependent variable and independent variable. The dependent variable is speaking ability and independent variable is communicative language teaching (CLT) approach

2. Indicators

The indicators of this research was pronounciation and vocabulary.

## C. Population and Sample

1. Population

The population of this research was the students of the second grades SMA Negeri 9 Makassar. The number of population is 30 students.

2. Sample

The researcher used purposive sampling technique and the the sample only taken one class. The certain reason taken XII MIA 5 as a sample because on this level the students' low in speaking. The number of sample was taken are 20 students.

**D. Instrument of the Research**

In collecting data, the researcher used a speaking test that consists of pre-test (presentation for 5 minutes/person), and post-test (presentation for 5 minutes/person). The researcher gave the students topict to measure the students' competence in speaking before treatment and post-test to measure the students' competence in speaking after treatment.

**E. Procedures of Collecting Data**

In collecting data the researcher used three steps : namely pre-test, treatment and post-test.

1. Pre-test

   Pre-test was given to the students before the treatment. It aim to know the students' speaking skill before treatment. It was done individually. In the pre test, the researcher explained to the students about news topict and then the students gave their answer with orally. In assessing the students, the researcher used speaking assessment of speaking performance. The assessment was divided into two categories : pronunciation and vocabulary. Each category have different way in scoring the students achievement.

2. Treatment

   After giving the pre-test to know the first knowledge of the students, the researcher applied the communicative language teaching (CLT) approach to the students. The researcher asked students to sit in groups, one group

consisting of five people. The researcher gave an example of news items to students, explaining the social function of the news items and generic structure of news items. The treatment was conducted in four times in a month as follows :

a. The researcher divided students into four groups. Each group is given one news topic and then discuss it with each group member.

b. The researcher asked the students to determine social function and generic structure of the news items text.

c. The researcher gave each group representative an opportunity to present briefly.

d. Researcher asked other students to pay attention to students who are presenting.

e. After each group presenting, other groups were given the opportunity to ask questions or give advice.

3. Post-test

After the treatment, the post test distributed to find out the students progress. Like the researcher did in the pre-test the researcher gave the students one news items topict, the researcher explained to the students about topict and then the students gave their answer about the topict. In assessing the students, the researcher used speaking assessment of speaking performance. The assessment was divided into two categories : pronunciation and vocabulary. Each category have different way in scoring the students achievement.

**F. Technique of Data Analysis**

The data from English speaking test were given scores based on the English speaking ability scoring classification. The data from the pre-test and post-test were analyzed by using these formula as follow:

1. The Assessment of Speaking Accuracy

   a. The Assessment of Pronunciation

**Table 3.3 Scoring of pronunciation ability**

| Classification | Score | Criteria |
|---|---|---|
| Excellent | 5 | Pronunciation and intonation are almost always very clear/accurate |
| Good | 4 | Pronunciation and intonation are almost always very clear/accurate |
| Fair | 3 | Pronunciation and intonation errors sometimes make it difficult to understand the students |
| Less | 2 | Frequent problems with pronunciation and intonation |
| Poor | 1 | The students speak very hasty, and more sentensces are not appropriate in pronunciation and litte or no communication |

(Longman, 2005)

b.   The Assessment of Vocabulary

**Table 3.4 Scoring of vocabulary**

| Classification | Score | Criteria |
|---|---|---|
| Excellent | 5 | Uses a variety of vocabulary and expressions |
| Good | 4 | Uses a variety of vocabulary and expression but makes some errors in word choice |
| Fair | 3 | Uses limited vocabulary and expressions |
| less | 2 | Uses only basic vocabulary and expressions |
| Poor | 1 | The students speak very hasty and more sentences are not appropriate using vocabulary and litte no communication |

(Longman, 2005)

2.  Calculating mean score and of the students test by using the formula :

$$\bar{X} = \frac{\sum X}{N}$$

Where :  $X$    = Mean score

         $\sum X$   = The sum of all scores

         $N$     = The total number of sample

(Gay et.al, 2006)

3. The improvement of students' speaking calculated by using :

$$P = \frac{X2 - X1}{X1} \times 100$$

Where :

P : percentage

X1 : the score of pre-test

X2 : the score of post-test

(Gay et.al, 2006)

4. Finding out the significant Difference between the pretest and posttest by calculating the value of the test.

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

Where : D = Devition

$\sum D$ = Standard Deviation

N = The number of subject

$$T = \frac{\overline{D}}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(n-1)}}}$$

Where : T = Test of significant

$\overline{D}$ = Different between the matcher pairs

$\left( \sum D \right)_2$ = The square of $\sum D$

$\sum D2$ = The sum of D squares

N = The number of samples

(Gay et.al, 2006)

# CHAPTER IV

# FINDINGS AND DISCUSSION

## A. The Findings

The findings of speaking test in this research show that communicative language teaching (CLT) approach at the third grade students of XII MIA VI of SMA Negeri 9 Makassar improves the students speaking skill in term of speaking accuracy dealing with vocabulary and pronunciation. The students' improvement can be seen clearly in the following explanation :

## 1. The Students' Speaking Accuracy by Using Communicative Language Teaching (CLT) Approach

The finding of the research deals with the scoring classification of the students' pretest and posttest, hypotheses testing of paired sample containing mean score, and t-test of significance these findings described as follows:

### a. Accuracy in Pronunciation (Pre-test)

**Table 4.1 The Percentage of students' pronunciation result in pre-test**

| Category | Pre-test | | |
|---|---|---|---|
| | **Score** | **Frequency** | **Percentage** |
| Excellent | 5 | - | 0 % |
| Good | 4 | - | 0 % |
| Fair | 3 | 3 | 15 % |
| Less | 2 | 10 | 50 % |
| Poor | 1 | 7 | 35 % |
| Total | | 20 | 100 % |

The data in Table 4.1 shows the rate percentage and frequency of the students' pronunciation in speaking gained from pretest. There were variant score on the table of the students' pretest. The table shows that, from 20 students and none of them got good score in the classification because they are very law in speaking, actually in pronunciation. There were 3 students (15 %) achieved fair score, 10 students (50 %)  achieved less score and 7 students (35 %) achieved poor score in pre-test.

To see clearly the students' score percentage of accuracy in speaking, the chart would be showed the pre-test result:

**Chart 4.1 Rate Percentage and Frequency in Pretest and of the Speaking Accuracy in Pronunciation Form**
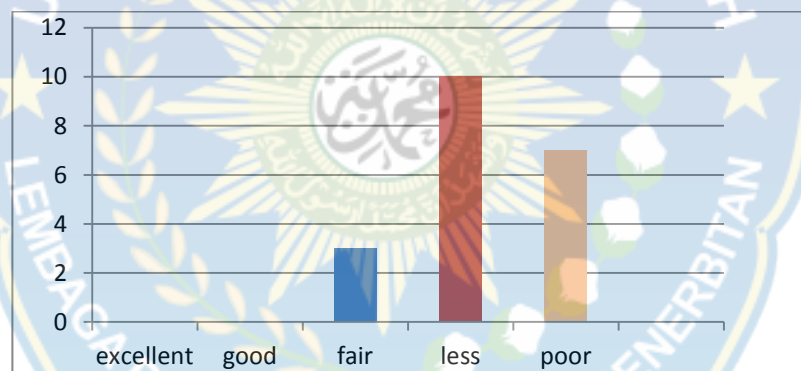


Chart 4.1 indicated the score percentage of students' speaking accuracy in term pronunciation were too less. Before used the communicative language teaching (CLT) approach, some of students felt difficult to speak English. It was showed by the graphic that it was 3 students (15 %) achieved fair score, 10 students (50 %)  achieved less score and 7 students (35 %) achieved poor score in pre-test.

## b. Accuracy in Pronunciation (Post-test)

**Table 4.2 The Percentage of students' pronunciation result in Post-test**

| Category | Pre-test | | |
|----------|----------|-----------|------------|
| | Score | Frequency | Percentage |
| Excellent | 5 | - | 0 % |
| Good | 4 | 10 | 50 % |
| Fair | 3 | 9 | 45 % |
| Less | 2 | 1 | 5 % |
| Poor | 1 | - | - |
| Total | | 20 | 100 % |

The data in Table 4.2 shows the rate percentage and frequency of the students' pronunciation in speaking gained from posttest. There were variant score on the table of the students' posttest. The table showed that from 20 students, in the classification showed that the students can improve their speaking ability in pronunciation. There were 10 students (50%) classified into good score, 9 students (45 %) were classified into fair score and 1 students (5 %) classified into less score.

To see clearly the students' score percentage of accuracy in speaking, the chart would be showed the post-test result:

**Chart 4.2 The Percentage of students' pronunciation result in Post-test**



Chart 4.2 indicated the score percentage of students' speaking accuracy in term pronunciation were better higher than in the pre-test. After used the communicative language teaching (CLT) approach in treatment, the students' speaking pronunciation was better than pre-test. It was showed by the graphic that it was 10 students (50%) classified into good score, 9 students (45 %) were classified into fair score and 2 students (10 %) classified into less score.

c. *Accuracy in Vocabulary (Pre-test)*

**Table 4.3 The Precentage of students' vocabulary result in speaking**

| Category | Pre-test | | |
|---|---|---|---|
| | Score | Frequency | Percentage |
| Excellent | 5 | - | - |
| Good | 4 | - | - |
| Fair | 3 | - | - |
| Less | 2 | 10 | 50 % |
| Poor | 1 | 10 | 50 % |
| Total | | 20 | 100 % |

Based on the table 4.3 shows the rate percentage and frequency of the students' vocabulary in speaking gained from pretest. There were variant score on

the table of the students' pretest. The table showed that from 20 students and none of them got good score in the classification because they are very law in speaking, actually in vocabulary. There were 10 students (50 %) classified into less score, 10 students (50%) were classified into poor score.

To see clearly the students' score percentage of accuracy in speaking, the chart would be showed the pre-test result:

**Chart 4.3 Rate Percentage and Frequency in Pretest of the Speaking Accuracy in Vocabulary Form**
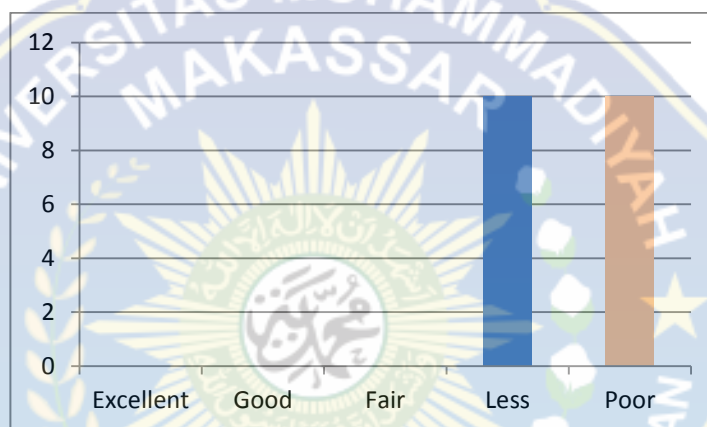


Chart 4.3 indicated the score percentage of students' speaking accuracy in term vocabulary were too less. Before used the communicative language teaching (CLT) approach, some of students felt difficult to speak English. It was showed by the graphic that it was 10 students (50 %) classified into less score, 10 students (50%) were classified into poor score.

### d. Accuracy in Vocabulary (Post-test)

**Table 4.4 The Precentage of students' vocabulary result in speaking**

| Category | Post-test | | |
|----------|-------|-----------|------------|
|          | Score | Frequency | Percentage |
| Excellent | 5 | - | - |
| Good | 4 | 2 | 10 % |
| Fair | 3 | 11 | 55 % |
| Less | 2 | 7 | 35 % |
| Poor | 1 | - | - |
| Total | | 20 | 100 % |

The data in Table 4.4 shows the rate percentage and frequency of the students' vocabulary in speaking gained from pretest. There were variant score on the table of the students' pretest. The table showed that from 20 students in the classification showed that the students can improve their speaking ability in vocabulary. There were 2 students (10 %) classified into good score, 11 students (55%) were classified into fair score and 7 students (35 %) were classified into less score.

To see clearly the students' score percentage of accuracy in speaking, the chart would be showed the pre-test result:

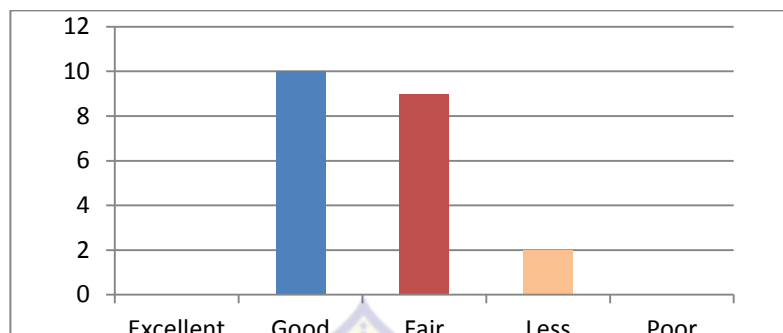**Chart 4.4 Rate Percentage and Frequency in Pretest of the Speaking Accuracy in Vocabulary Form**
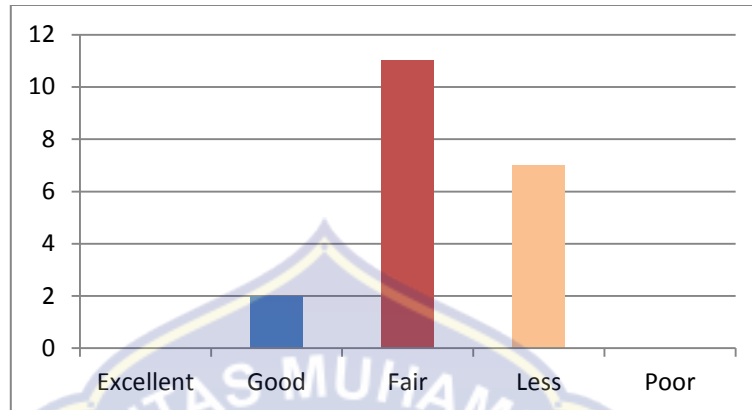


Chart 4.4 indicated the score percentage of students' speaking accuracy in term vocabulary were better higher than in the pre-test. After used the communicative language teaching (CLT) approach in treatment, the students' speaking vocabulary was better than pre-test. It was showed by the graphic that it was 2 students (10 %) classified into good score, 11 students (55%) were classified into fair score and 7 students (35 %) were classified into less score.

2. **The Improvement of Students' Accuracy in Speaking Ability**

The improvement of students' pronunciation and vocabulary through communicative language teaching (CLT) approach in twelve grade students' of SMA Negeri 9 Makassar can be seen clearly based on the following table:

**Table 4.5 Statistics Percentage of Pronunciation and Vocabulary in Speaking**

| Indicator | Mean Score | | Improvement % |
|---|---|---|---|
| | Pre-test | Post-test | |
| Pronunciation | 1.8 | 3.45 | 91.67 % |
| Vocabulary | 1.5 | 2.75 | 83.33 % |

**Chart 4.5: The Improvement of Students' Accuracy in Speaking Ability**
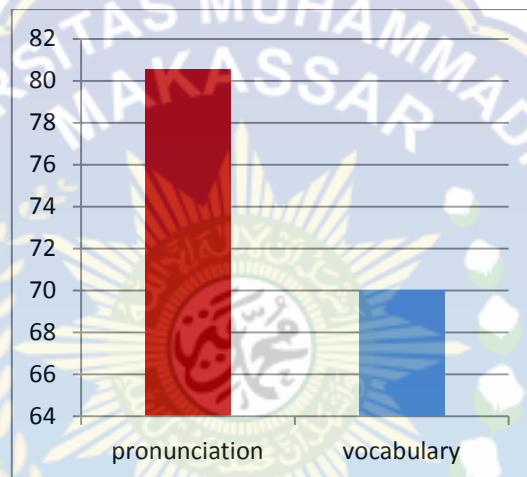


Data descriptive statistics percentage of pronunciation and vocabulary, in speaking showed in pronunciation was 91.67 % improve from the post-test score was 3.45 and pre-test pre-test was 1.8. The data in speaking of vocabulary was 83,33 % improve from the post-test was 2.75 and pre-test was 1.5. Based on the data it can conclude that learning by using of communicative language teaching (CLT) approach in teaching speaking in term of pronunciation and vocabulary is significantly improve.

### 3. Hypothesis Testing

To know the level of significance value of the pre-test and post-test, the researcher used t-test analysis on the level of significance (p) = 0.05 with the degree of freedom (df) = N-1,where N= Number of subject (20 students) then the value of t-table is 2.09. The t-test statistical, analysis for independent sample was applied. The following table shows the result of t-test calculation:

**Table 4.6: The Improvement of Students' Accuracy in Speaking Ability**

| Variable | T-test Value | T-table Value |
|---|---|---|
| | 8.05 | 2.09 |

The hypothesis was need to find out whether hypothesis was accepted or rejected. If the result of t-test was lower than t-table value, the null hypothesis (H0) will be rejected of t-test was higher than the t-table value, the alterternative hypothesi (H1) will be accepted.

**Table 4.7 Result of Hypothesis**

| Result of Comparison | Hypothesis | |
|---|---|---|
| | $H_0$ | $H_1$ |
| t-test>t-table | 2.09 | 8.05 |

From the result of the calculating, the total t-test value of the research is 8.05 with the degree of freedom (df) is 19 and level significant 0,05, so the value of t-table is 2.09, it showed that t-test value is higher than t-table (8.05> 2.09).

The criterion of the best is used to refuse H0, if the t-test is higher or same with the t-table (t-test> or = t-table), it means H1 is accepted and if t-test value is lower than t-table (t-test< or = t-table) H0, is rejected. The calculating shows that the t-test value higher than t-table. It means that the students achievement in speaking was better after taught by used communicative language teaching (CLT) approach, so H1 is accepted.

**B. Discussion**

The description of data collection from speaking test as explained in the previous section shows that increasing students' ability. It is supported by the frequency and rate percentage of the result of students pre-test and post-test. Based on the finding above in applying communicative language teaching (CLT) in the class, the data is collected through the test to explain in the previous finding section shows that the increasing students' ability in pronunciation and vocabulary are developed the students' mean score significantly after treated by communicative language teaching (CLT) approach. The students' mean score after presenting in teaching speaking using CLT is better than before the treatment is given to the students.

1. **The Effectiveness of Using Communicative Language Teaching (CLT) in Teaching Speaking Term of the Accuracy (Pronunciation and Vocabulary)**

   The description of the data collected, used communicative language teaching (CLT) approach as explained in the previous section showed that the students' was stimulated. It was supported by the frequency and rate percentage of the result of the students' score of pre-test and post-test. The students score after implemented the students to speak English through communicative language teaching (CLT) approach in small group discussion was better than before the treatment given to the students.

   Based on the findings result, the students' score percentaged in speaking before used the communicative language teaching (CLT) approach showed that the students' ability in speaking at the twelve grade students of SMA Negeri 9 Makassar especially class XII MIA 5 were very less. It was showed in pre test that out of 20 students, none of them got excellent (5) and good (4) score for speaking ability in accuracy term of pronunciation. There were 4 students (15 %) got fair (3) score, 10 of them (50 %) got less (2) score, 7 students (35 %) got poor (1). And the score for speaking in accuracy in term of vocabulary, there were 10 students (50 %) got less (2) score, 10 of them (50 %) got poor (1)  score. So the result can be concluded that the students' in pre-test was poor categorized . It was because most of students did not know how to speak English especially in accuracy (pronunciation and vocabulary).

**Table 4.8 Students' Pronunciation Error**

| Words | Students' Pronunciation | Correct Pronunciation |
|---|---|---|
| /heavy/ | /heafi/ | /ˈhevɪ/ |
| /occured/ | /okured/ | /əˈkɜː(r)/ |
| /military/ | /military/ | /ˈmɪlətri/ |
| /triggered/ | /trigeret/ | /ˈtrigə(r)/ |

In treatments, at the first meeting the researcher actually found that there were most of the students got problem in speaking, because the most of students still difficult to speak English .The second meeting until last they tried to speak well and also they paid attention to explanation that given by the researcher to them at the end of each meeting. The researcher applied communicative language teaching (CLT) approach in English teaching and learning to stimulated students to speak English.

After giving some treatments, the students speaking in term of accuracy (pronunciation and vocabulary) was improved. It was suitable with Hymes in Wibowo (2013) stated that the primary goal of communicative language teaching (CLT) is for help the students to develop communicative competence, or simply put communicative ability. In other words, its goal is to make use of real-life situations that necessitate communication.

**Table 4.9 Students' Speaking Vocabulary**

| Students' Answer in Posttest |
|---|
| 1. What is newsworthy event of the text ?<br><br>In my opinion, newsworthy event of the text is "at least 35 people have died after heavy rains and floods triggered landslides in the Indonesian province of Central Java". |
| 2. What is background event of the text ?<br><br>In my opinion, background event of the text is "Most of the landslides and flooding occurred in the Purworejo subdistrict, where 11 people died and several are reported missing. Disaster officials, the military and police joined forces with non-governmental agencies and volunteers to rescue and evacuate residents from affected areas". |

. The improvement was proved by the students' score percentaged in speaking before pre-test and post-test. In the post-test result, showed none of the students got poor score for speaking ability in term of accuracy (pronunciation). There were 2 students (10 %) got less (2) score, 11 of them (55 %) got fair (3) score and also 7 students (35%) got good (4) score. And the score for speaking in term of accuracy (vocabulary), none of them got poor (1) score for speaking ability in term of accuracy. There were 10 students (50%) got less (2) score, 9 of them (45%) got fair score ,and only 1 students (5%) got good (4) score. So the result can be concluded that the students' in pre test was good categorized.

It was suitable with Brown (2011:232) suggested that the characteristics of communicative language teaching (CLT) approach is Students are given opportunities

to focus on their own learning process through an understanding of their own styles of learning and through the development of appropiate strategies for autonomous learning. And also The role of the teacher is that of facilitator and guide, not an all knowing bestower of knowledge. Students are therefore encouraged to construct meaning through genuine linguistic interaction with others.

2. **Test of Significance Testing and Hypothesis**

From the t-test, the researcher found that the value of t-test (22.45) was greater than the value of t-table (2.09) on alpha level @ or level of significance p = 0.05 at the degree of freedom (df) of 19. It was means that the result of teaching the students in speaking through communicative language teaching (CLT) approach in the classroom.

Based on the result of the t-test, the researcher found that there was a significant difference between the result of pre-test before and post pest. It means that there was significant difference result of the pre test before and after teaching and learning processed by used communicative language teaching (CLT) approach in the classroom. It was because the students learned and practiced their English through communicative language teaching (CLT) approach in the classroom that could enlarge their new experience and knowledge. Based on the data it can be concluded that the twelve grade students of SMA Negeri 9 Makassar was improved.

## CHAPTER V

## CONCLUSION AND SUGGESTION

This chapter present the conclusion and suggestion based on the findings and discussion of the data analysis.

### A. Conclusion

The researcher conclusion is presented according with the data which have been analyzed in the previous chapter. From all data analysis about the use of communicative language teaching (CLT) approach to improve students' speaking accuracy in pronunciation and vocabulary skills in discussion texts (pre-experimental at the twelve grade of SMA Negeri 9 Makassar), it concludes :

1.  In speaking accuracy in term of pronunciation, it is proved by the pre-test is (1.8) compared to the mean score of the post-test is (1.45).

2.  In speaking accuracy in term of vocabulary, it is proved by the pre-test is (1.5) compared to the mean score of the post-test is (2.55).

3.  There is a significant improvement in the students' in speaking in term of accuracy after being communicative language teaching (CLT) approach activities in the classroom. It is indicated by the greater value of the t-test value shows that the t-test is smaller than 0.05.

## B. Suggestions

Based on conclusions, the researcher gives some suggestions as follows :

1. For the the teacher

   a. The teacher should continuosly create various strategy in giving assignment for the students.

   b. The use of communicative language teaching (CLT) approach can be considered in teaching English in order to help the students' speaking skill.

2. For the students

   a. The students should be diligent to practice their speaking not only in the classroom context but also in their daily life.

   b. The students are ecpected to improved their intensity in speaking skill through Communicative language teaching (CLT) approach.

3. For the next researchers

   a. The result of this researcher can be also used an additional reference for the further research.

   b. There are still many things that have to be observed by the next researcher related to the English subject especially in speaking skill.

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# APPENDICES

**APPENDIX 1**

**THE RESULT OF STUDENTS' SPEAKING PRONUNCIATION IN PRE-TEST AND POST TEST**

| NO | Name | Pre-test | | Post-test | |
|---|---|---|---|---|---|
| | | Pronunciation | Vocabulary | Pronunciation | Vocabulary |
| 1. | S-1 | 2 | 1 | 3 | 3 |
| 2. | S-2 | 2 | 2 | 3 | 3 |
| 3. | S-3 | 2 | 1 | 3 | 2 |
| 4. | S-4 | 2 | 2 | 3 | 3 |
| 5. | S-5 | 2 | 1 | 4 | 2 |
| 6. | S-6 | 2 | 1 | 4 | 2 |
| 7 | S-7 | 3 | 2 | 4 | 3 |
| 8. | S-8 | 3 | 2 | 4 | 4 |
| 9. | S-9 | 2 | 1 | 3 | 2 |
| 10 | S-10 | 1 | 2 | 2 | 3 |
| 11 | S-11 | 2 | 1 | 4 | 2 |
| 12 | S-12 | 1 | 1 | 3 | 2 |
| 13 | S-13 | 2 | 2 | 4 | 3 |
| 14 | S-14 | 2 | 1 | 4 | 2 |
| 15 | S-15 | 1 | 1 | 3 | 3 |
| 16 | S-16 | 2 | 1 | 3 | 3 |

| 17 | S-17 | 2 | 2 | 3 | 3 |
|----|------|---|---|---|---|
| 18 | S-18 | 2 | 2 | 4 | 3 |
| 19 | S-19 | 1 | 2 | 4 | 3 |
| 20 | S-20 | 3 | 2 | 4 | 4 |
| **Total** | | **36** | **30** | **69** | **55** |
| **Mean** | | **1,8** | **1,5** | **3,45** | **2,75** |
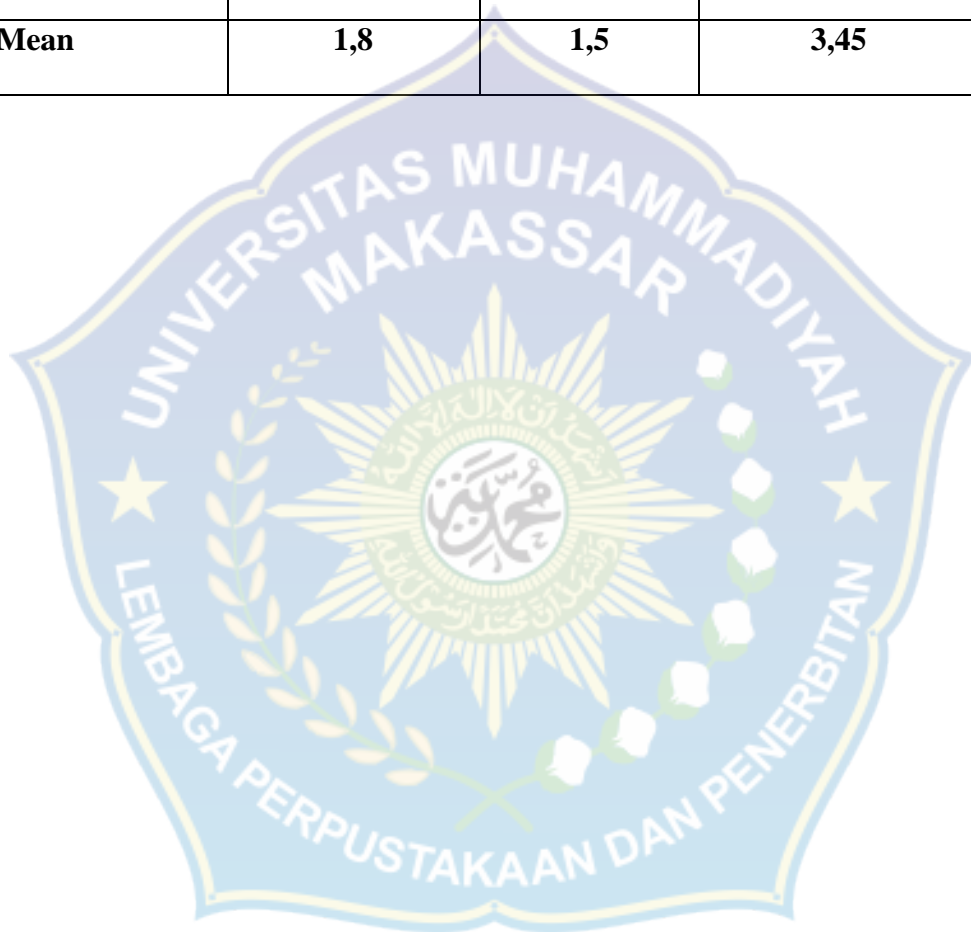
# APPENDIX 2

## THE SCORE OF PRE-TEST PROUNCIATION AND VOCABULARY IN SPEAKING

| NO | Name | Pre-test | | |
|----|------|---------------|------------|-------|
| | | Pronunciation | Vocabulary | Score |
| 1. | S-1 | 2 | 1 | 1,5 |
| 2. | S-2 | 2 | 2 | 2 |
| 3. | S-3 | 2 | 1 | 1,5 |
| 4. | S-4 | 1 | 2 | 1,5 |
| 5. | S-5 | 2 | 1 | 1,5 |
| 6. | S-6 | 1 | 1 | 1 |
| 7 | S-7 | 3 | 2 | 2,5 |
| 8. | S-8 | 3 | 2 | 2,5 |
| 9. | S-9 | 2 | 1 | 1,5 |
| 10 | S-10 | 1 | 2 | 1,5 |
| 11 | S-11 | 2 | 1 | 1,5 |
| 12 | S-12 | 1 | 1 | 1 |
| 13 | S-13 | 2 | 2 | 2 |
| 14 | S-14 | 2 | 1 | 1,5 |
| 15 | S-15 | 1 | 1 | 1 |

| 16 | S-16 | 1 | 1 | 1 |
|----|------|---|---|---|
| 17 | S-17 | 2 | 2 | 2 |
| 18 | S-18 | 2 | 2 | 2 |
| 19 | S-19 | 1 | 2 | 1,5 |
| 20 | S-20 | 3 | 2 | 2,5 |
| **Total** | | **36** | **30** | **33** |
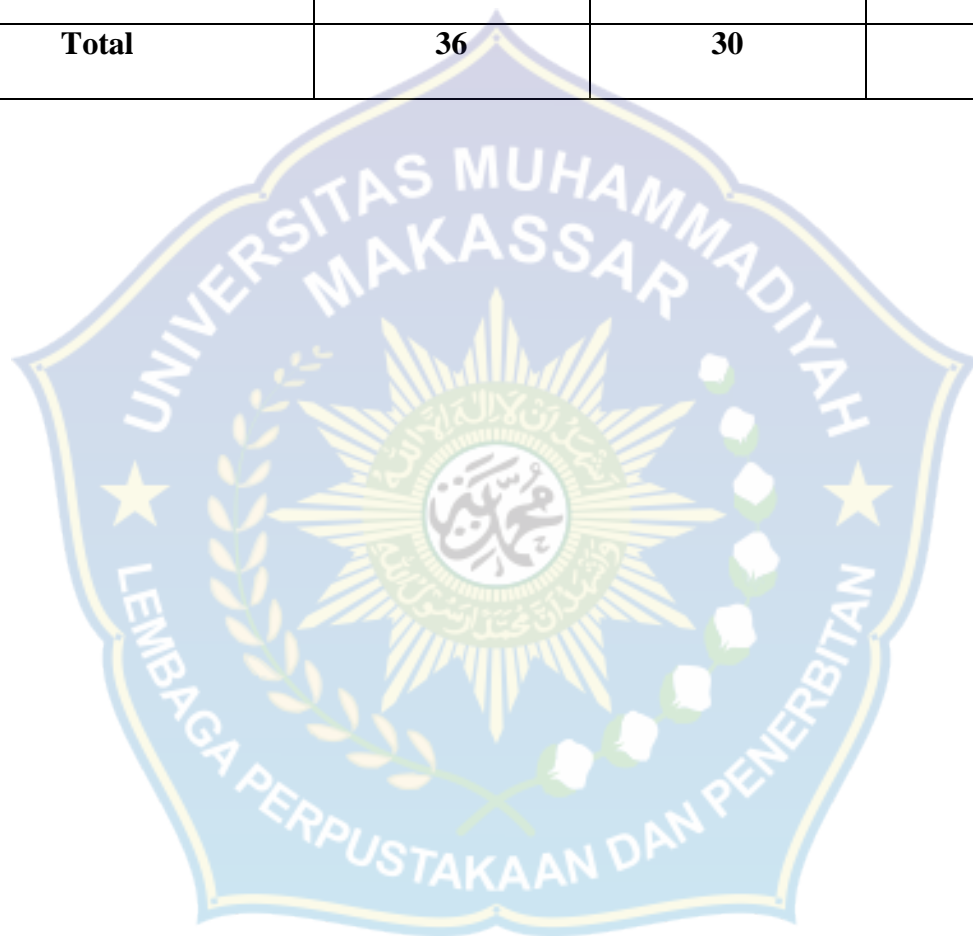
# APPENDIX 3

**THE SCORE OF POST-TEST PROUNCIATION AND VOCABULARY IN SPEAKING**

| NO | Name | Post-test | | |
|----|------|-----------|---|---|
| | | Pronunciation | Vocabulary | Score |
| 1. | S-1 | 3 | 3 | 3 |
| 2. | S-2 | 3 | 3 | 3 |
| 3. | S-3 | 3 | 2 | 2,5 |
| 4. | S-4 | 3 | 3 | 3 |
| 5. | S-5 | 4 | 2 | 3 |
| 6. | S-6 | 4 | 2 | 3 |
| 7 | S-7 | 4 | 3 | 3,5 |
| 8. | S-8 | 4 | 4 | 4 |
| 9. | S-9 | 3 | 2 | 2,5 |
| 10 | S-10 | 2 | 3 | 2,5 |
| 11 | S-11 | 4 | 2 | 3 |
| 12 | S-12 | 3 | 2 | 2,5 |
| 13 | S-13 | 4 | 3 | 3,5 |
| 14 | S-14 | 4 | 2 | 3 |
| 15 | S-15 | 3 | 3 | 3 |

| | | | | |
|---|---|---|---|---|
| 16 | S-16 | 3 | 3 | 3 |
| 17 | S-17 | 3 | 3 | 3 |
| 18 | S-18 | 4 | 3 | 3,5 |
| 19 | S-19 | 4 | 3 | 3,5 |
| 20 | S-20 | 4 | 4 | 4 |
| **Total** | | **69** | **55** | **61,6** |
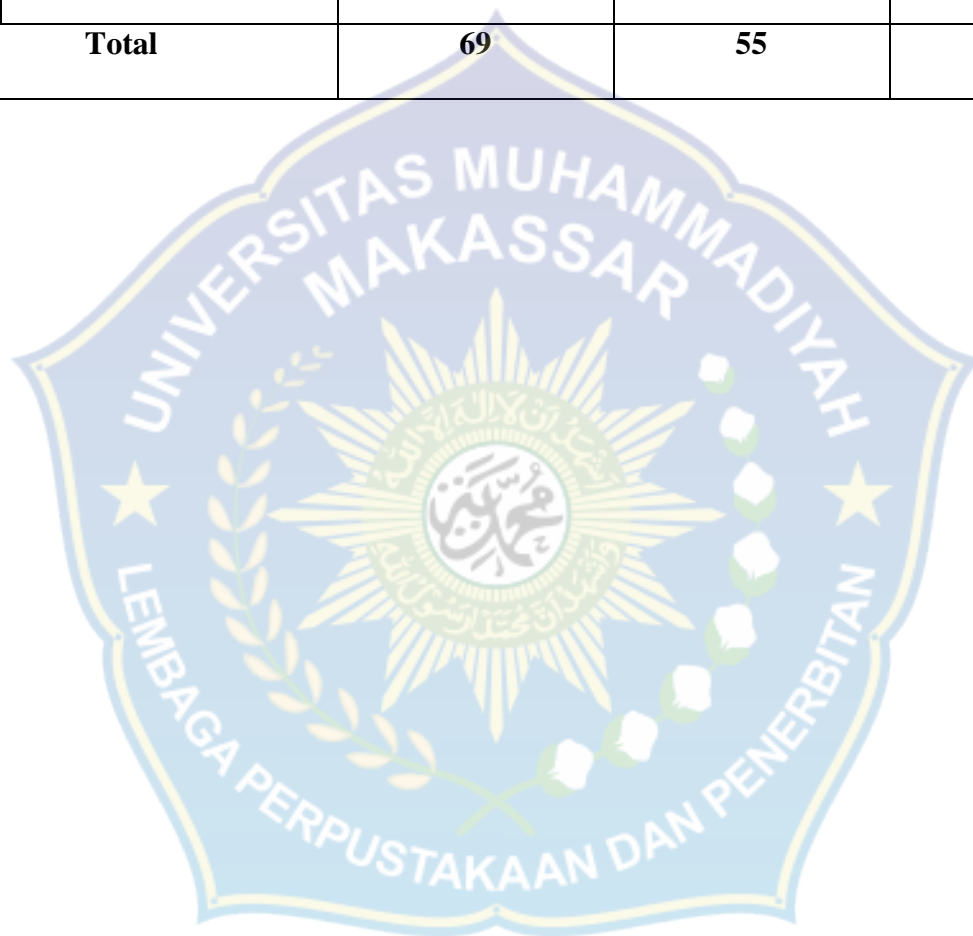
# APPENDIX 4

**TESTING THE HYPOTHESIS TO FIND OUT THE DIFFERENCE BETWEEN THE STUDENTS' PRE-TEST AND POST-TEST, THE RESEARCH CALCULATED WITH THE FORMULA USED**

| NO | Name | Speaking | | | |
|---|---|---|---|---|---|
| | | Pre-test | Post-test | D | $D^2$ |
| 1. | S-1 | 1,5 | 3 | 1,5 | 2,25 |
| 2. | S-2 | 2 | 3 | 1 | 1 |
| 3. | S-3 | 1,5 | 2,5 | 1 | 1 |
| 4. | S-4 | 1,5 | 3 | 1,5 | 2,25 |
| 5. | S-5 | 1,5 | 3 | 1,5 | 2,25 |
| 6. | S-6 | 1 | 3 | 2 | 4 |
| 7 | S-7 | 2,5 | 3,5 | 1 | 1 |
| 8. | S-8 | 2,5 | 4 | 1,5 | 2,25 |
| 9. | S-9 | 1,5 | 2,5 | 1 | 1 |
| 10 | S-10 | 1,5 | 2,5 | 1 | 1 |
| 11 | S-11 | 1,5 | 3 | 1,5 | 2,25 |
| 12 | S-12 | 1 | 2,5 | 1,5 | 2,25 |
| 13 | S-13 | 2 | 3,5 | 1,5 | 2,25 |
| 14 | S-14 | 1,5 | 3 | 1,5 | 2,25 |
| 15 | S-15 | 1 | 3 | 2 | 4 |

| 16 | S-16 | 1 | 3 | 2 | 4 |
|----|------|---|---|---|---|
| 17 | S-17 | 2 | 3 | 1 | 1 |
| 18 | S-18 | 2 | 3,5 | 1,5 | 2,25 |
| 19 | S-19 | 1,5 | 3,5 | 2 | 4 |
| 20 | S-20 | 2,5 | 4 | 1,5 | 2,25 |
| | **Total** | **33** | **61,6** | **29** | **55,75** |
| | **Mean** | **1,65** | **3,08** | **1,45** | **2,78** |
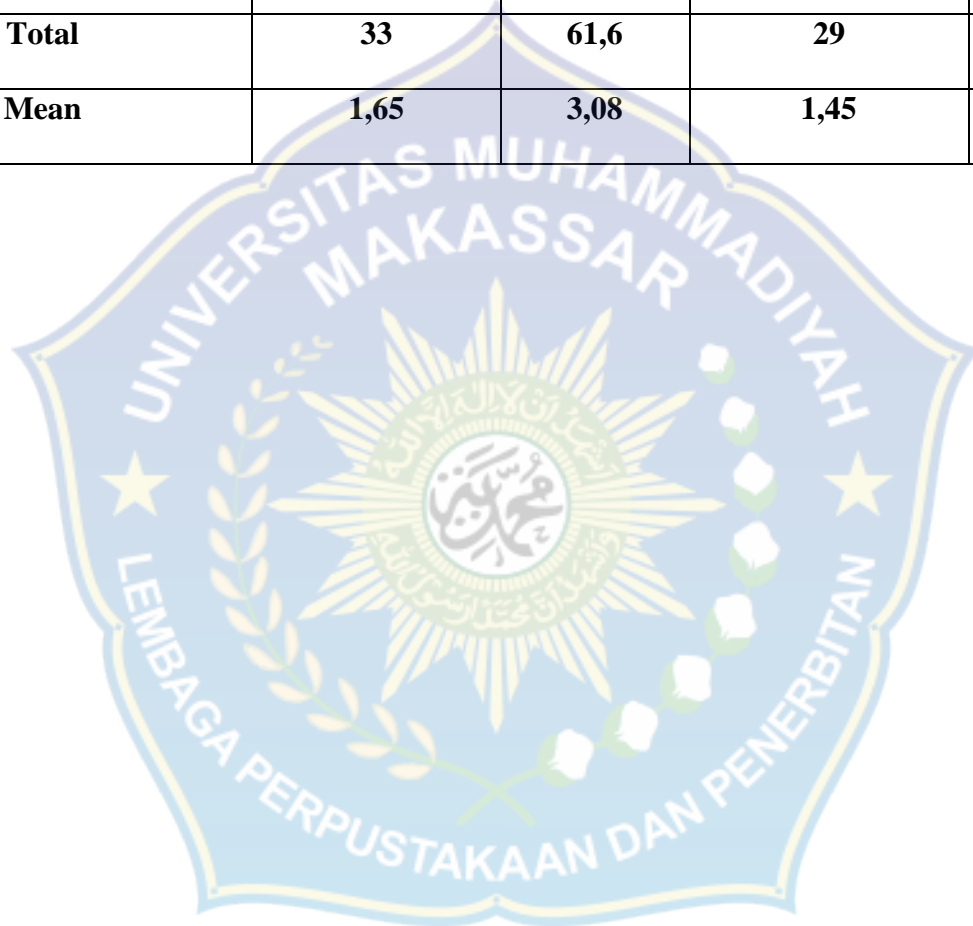
## APPENDIX 5
## THE MEAN SCORE OF STUDENTS' PRE-TEST & POST-TEST

### A. PRE-TEST

1. Students' vocabulary

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{30}{20}$$

$$= 1{,}5$$

2. Students' pronunciation

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{36}{20}$$

$$= 1{,}8$$

### B. POSTEST

1. Students' vocabulary

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{55}{20}$$

$$= 2{,}75$$

2. Students' pronunciation

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{69}{20}$$

$$= 3{,}45$$
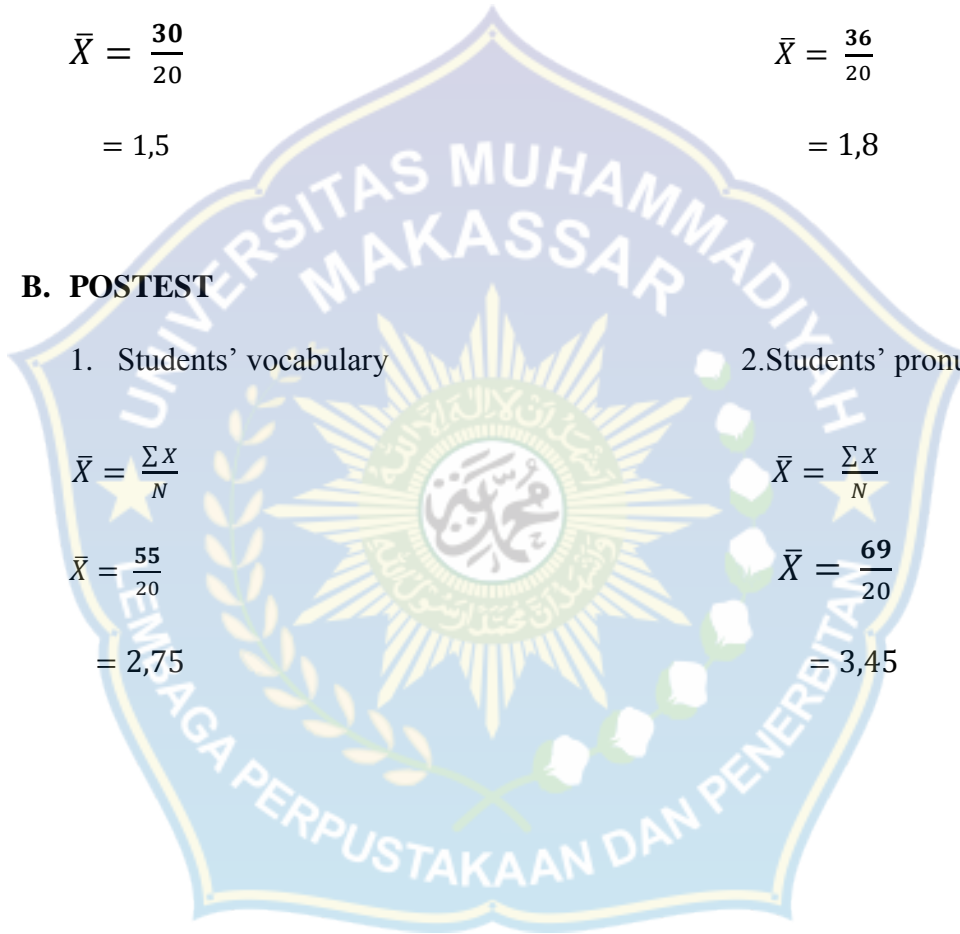
## APPENDIX 6

## TESTING THE HYPOTHESIS TO FIND OUT THE DIFFERENCE

## BETWEEN THE STUDENTS' PRE-TEST AND POST-TEST

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

$$= \frac{29}{20}$$

$$= 1,45$$

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

$$T = \frac{1,45}{\sqrt{\dfrac{55,75 - \dfrac{841}{20}}{20\,(20-1)}}}$$

$$T = \frac{1,45}{\sqrt{\dfrac{13,7}{380}}}$$

$$T = \frac{1,45}{\sqrt{0,036}}$$

$$T = 8,05$$

**APPENDIX 7**

**RENCANA PELAKSANAAN PEMBELAJARAN**
**(RPP)**

Sekolah           : SMAN 9 Makassar

Mata Pelajaran    : Bahasa Inggris

Materi Pokok      : Speaking

Alokasi Waktu     : 2 x 45

## A. Kompetensi Inti (K1)

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 menunjukan sikap sebagai bagian dari solusi atas sebagai 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 dan metakognitif 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 diri yang dipelajarinya disekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidal keilmuan.

**B. Kompetensi Dasar dan Indikator Pencapaian Komptensi**

3.4 Membedakan fungsi social, stuktur teks, dan unsur kebahasaan beberapa teks news item lisan dan tulis dengan memberi dan meminta informasi terkait berita sederhana dari Koran/radio/TV, sesuai dengan konteks penggunaanya.

**C. Indikator Pencapain Kompetensi**

Setalah pembelajaran siswa diharapkan dapat :

3.4.1 Menyebutkan contoh teks news item berbentuk berita sederhana dari Koran/radio/TV

3.4.2 Menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks news item berbentuk berita sederhana dari Koran/radio/TV.

**D. Materi Pembelajaran**

- Definition of News Item

  News item is a text which informs readers about events of the day. The events are considered newsworthy or important. It means if there is an important event that should be known by many people, then this event deserves news.

Well, the news text is called the news item text. However, if there are events that people do not deserve, then they are not definitely worth to be news.

- Generic Structure of News Item

  ➢ Headlines (judul)

  ➢ Main Events / Newsworthy events, it recounts the event in summary form.

  ➢ Background events, they elaborate what happened, to whom, in what circumstance.

  ➢ Source, it contains comment by participants in, witness to and authorities expert on the event.

- Purpose of News Item

  ➢ To inform the reader about newsworthy or important events of the day

  ➢ To present information the readers about newsworthy or important events of the day

- Language Feature

  ➢ Information on the use of headlines

  ➢ Using action verbs (e.g.: *hit, attack, curb)*

  ➢ Using saying verbs (e.g.: *said, added, claimed)*

  ➢ Using passive sentences (e.g.: *Aceh was hit by a Tsunami in 2004)*

  ➢ Using adverbs in passive sentences (e.g.: *The victims were badly injured)*

*Example of News Item Text*

**Man Jailed for Striking RI Maid**

***Newsworthy event:***
SINGAPORE: A supervisor was jailed for two months for repeatedly striking his Indonesian maid on the head and back with a television remote control, news reports said on Thursday.

***Background event:***
Muhammad Shafiq Woon Abdullah admitted in a Singapore court he physically abused the woman on several occasions between June and October 2002, The Strait Times said.
The magistrate's court hears that Shafiq, 31, began striking Winarti, 22 about a month after she started working for him.
He hit her on the head with the TV set's remote control because he was unhappy with her work. On one occasion, he punched her on the back after accusing her of daydreaming.

***Sources:***
S.S. Dhillon, Shafiq's lawyer said his client lost his 'better sense' when he saw his daughter's face covered as she lay in bed.
He said his client thought the maid had put the child in danger. – DPA

**E. Metode Pembelajaran**

Pendekatan : Communicative Language Teaching (CLT)

Strategi       : jigsaw

**F. Media, Alat, dan Sumber Pembelajaran**

1. Media            : Kertas, gambar

2. Alat               : Pulpen

3. Sumber Belajar  : Buku paket Bahasa Inggris SMA/MA/SMK/MAK kelas XII,

google.com

**G. Langkah-langkah Kegiatan Pembelajaran**

**PERTEMUAN 1**

| Phase | Activities | Time |
|---|---|---|
| Opening | 1. The researcher opens the lesson by greeting "Assalamualaikum wr. Wb, Good Morning students…"<br><br>2. The researcher checks the students' roll<br><br>3. The researcher introduces herself and her purpose<br><br>4. The researcher asked the students about students experience with speaking English<br><br>5. The researcher builds the students' motivation | 15 minutes |
| Main | **Stimulation :**<br><br>1. Students read simple news text from newspaper and magazines, to understand content of the news.<br><br>2. The researcher explained to the students the steps to identify social functions and the structure of simple news text from newspapers/radio/TV.<br><br>**Asking :** | 60 minutes |

| | | |
|---|---|---|
| | 3. With the guidance and direction of the teacher, students ask and question about the social functions, text structure, and linguistic elements of each simple news text from newspapers / radio / TV (news items) about people, animals, objects, symptoms and natural and social events . | |
| | **Data collection/Information** | |
| | 4. The researcher divides students into four groups. Each group is given one news topic and then discuss it with each group member. | |
| | 5. The researcher asked students to find the newsworthy event of the text, the background event of the text and the event source of the text. | |
| | **Presentation** | |
| | 6. The researcher gives each group representative an opportunity to present briefly. | |
| | 7. Researchers ask other students to pay attention to students who are presenting. | |

| | 8. After each group has finished the presentation, other groups are given the opportunity to ask questions or give advice. | |
|---|---|---|
| Closing | 1. The researcher assess students presentation<br><br>2. The researcher convey the words that students must be correct<br><br>3. The researcher gives a conclusion about the materials.<br><br>4. The researcher closes the lesson by praying. | 10 minutes |

## H. PENILAIAN

1. Technique : Performance Assessment

2. Scoring Rubric :

   **a.** The Assessment of Pronunciation

| **Classification** | **Score** | **Criteria** |
|---|---|---|
| Excellent | 5 | Pronunciation and intonation are almost always very clear/accurate |
| Good | 4 | Pronunciation and intonation are almost always very clear/accurate |

| Fair | 3 | Pronunciation and intonation errors sometimes make it difficult to understand the students |
|------|---|-----------------------------------------------------------------------------------------------|
| Less | 2 | Frequent problems with pronunciation and intonation |
| Poor | 1 | The students speak very hasty, and more sentensces are not appropriate in pronunciation and litte or no communication |

b.  The Assessment of Vocabulary

| Classification | Score | Criteria |
|----------------|-------|----------|
| Excellent | 5 | Uses a variety of vocabulary and expressions |
| Good | 4 | Uses a variety of vocabulary and expression but makes some errors in word choice |
| Fair | 3 | Uses limited vocabulary and expressions |
| less | 2 | Uses only basic vocabulary and expressions |
| Poor | 1 | The students speak very hasty and more sentences are not appropriate using vocabulary and litte no |

| | | communication |
|---|---|---|
| | | |

Mengetahui,                                 Makassar,     2018
Guru Kelas                                    Peneliti

**(……………………..)**                    **(………………………)**

Sekolah : SMAN 9 Makassar

Mata Pelajaran : Bahasa Inggris

Materi Pokok : Speaking

Alokasi Waktu : 2 x 45

## A. Kompetensi Inti (K1)

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 menunjukan sikap sebagai bagian dari solusi atas sebagai 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 dan metakognitif 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 diri yang dipelajarinya disekolah secara mandiri,

bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

**B. Kompetensi Dasar**

3.4 Membedakan fungsi social, stuktur teks, dan unsur kebahasaan beberapa teks news item lisan dan tulis dengan memberi dan meminta informasi terkait berita sederhana dari Koran/radio/TV, sesuai dengan konteks penggunaanya.

**C. Indikator Pencapaian Kompetensi**

3.4.1 Menyebutkan contoh teks news item berbentuk berita sederhana dari Koran/radio/TV

3.4.2 Menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks news item berbentuk berita sederhana dari Koran/radio/TV.

**D. Materi Pembelajaran**

Materi pokok : News Item

*Task*

Discuss with your group to answer the questions about the text above orally and present your answer to other group :

1. What is newsworthy event of the text ?

2. What is background event of the text ?


a. Group 1

**Couple arrested for dealing drugs in shopping center**

A couple was arrested for bringing five grams of crystal methamphetamine , or shabu-shabu, to the Pasar Sentral shopping center in Majene, West Sumatra.

The couple usually met their buyers at the shopping center. They have sold the drugs for 1 year.

According to Majene police drug unit chief Second Insp. Muhammad Nur Parape, the arrest of Muslimin and his wife, Risma, was one of the largest given the amount of shabu confiscated.

"We have kept the suspects' move under surveillance for more than a month. Our officers arrested them immediately once they were certain that there was evidence," he said on Wednesday,

Parepe added, "The suspects are being charged with the 2009 anti-drug law which carries a maximum of 12 years imprisonment." Police officers are currently tracing the supplier of the drugs.

**E. Metode Pembelajaran**

Pendekatan : Communicative Language Teaching (CLT)

**F. Media, Alat, dan Sumber Pembelajaran**

1. Media : Kertas, gambar

2. Alat : Pulpen

3. Sumber Belajar : Buku paket Bahasa Inggris SMA/MA/SMK/MAK kelas XII,

google.com

## G. Langkah-langkah Kegiatan Pembelajaran

### Pertemuan ke-2

| Phase | Activities | Time |
|-------|-----------|------|
| Opening | 6. The researcher opens the lesson by greeting "Assalamualaikum wr. Wb, Good Morning students…"<br><br>7. The researcher checks the students' roll<br><br>8. The researcher introduces herself and her purpose<br><br>9. The researcher asked the students about students experience with speaking English<br><br>10. The researcher builds the students' motivation | 15 minutes |
| Main | **Stimulation :**<br><br>9. Students read simple news text from newspaper and magazines, to understand content of the news.<br><br>10. The researcher explained to the students the steps to identify social functions and the structure of simple news text from newspapers/radio/TV.<br><br>**Asking :** | 60 minutes |

| | 11. With the guidance and direction of the teacher, students ask and question about the social functions, text structure, and linguistic elements of each simple news text from newspapers / radio / TV (news items) about people, animals, objects, symptoms and natural and social events . | |
| | **Data collection/Information** | |
| | 12. The researcher divides students into four groups. Each group is given one news topic and then discuss it with each group member. | |
| | 13. The researcher asked students to find the newsworthy event of the text, the background event of the text and the event source of the text. | |
| | **Presentation** | |
| | 14. The researcher gives each group representative an opportunity to present briefly. | |
| | 15. Researchers ask other students to pay attention to students who are presenting. | |

| | | |
|---|---|---|
| | 16. After each group has finished the presentation, other groups are given the opportunity to ask questions or give advice. | |
| Closing | 5. The researcher assess students presentation<br><br>6. The researcher convey the words that students must be correct<br><br>7. The researcher gives a conclusion about the materials.<br><br>8. The researcher closes the lesson by praying. | 10 minutes |

## H. Penilaian Hasil Belajar

3. Technique : Performance Assessment

4. Scoring Rubric :

    **c.** The Assessment of Pronunciation

| Classification | Score | Criteria |
|---|---|---|
| Excellent | 5 | Pronunciation and intonation are almost always very clear/accurate |
| Good | 4 | Pronunciation and intonation are |

| | | almost always very clear/accurate |
|---|---|---|
| Fair | 3 | Pronunciation and intonation errors sometimes make it difficult to understand the students |
| Less | 2 | Frequent problems with pronunciation and intonation |
| Poor | 1 | The students speak very hasty, and more sentensces are not appropriate in pronunciation and litte or no communication |

d. The Assessment of Vocabulary

| Classification | Score | Criteria |
|---|---|---|
| Excellent | 5 | Uses a variety of vocabulary and expressions |
| Good | 4 | Uses a variety of vocabulary and expression but makes some errors in word choice |
| Fair | 3 | Uses limited vocabulary and expressions |
| Less | 2 | Uses only basic vocabulary and expressions |
| Poor | 1 | The students speak very hasty and more sentences are not appropriate using vocabulary and litte no |

| | | communication |
| --- | --- | --- |
| | | |

Mengetahui,                                Makassar,    2018

Guru Kelas                                    Peneliti

**(……………………….)**                **(……………………)**

# RENCANA PELAKSANAAN PEMBELAJARAN
# (RPP)

Sekolah : SMAN 9 Makassar

Mata Pelajaran : Bahasa Inggris

Materi Pokok : Speaking

Alokasi Waktu : 2 x 45 menit

## A. Kompetensi Inti (K1)

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 menunjukan sikap sebagai bagian dari solusi atas sebagai 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 dan metakognitif 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 diri yang dipelajarinya disekolah secara mandiri,

bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

**B. Kompetensi Dasar**

4.4 Menangkapkan makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks news items lisan dan tulis, dalam bentuk berita sederhana Koran/radio/TV

**I. Indikator Pencapaian Kompetensi**

4.4.1   Mendemonstrasikan teks berita sederhana dari Koran/radio/TV

4.4.2   Menulis rangkuman teks berita sederhana dari Koran/radio/TV

**J. Materi Pembelajaran**

Materi pokok : News Item

***Task***

Discuss with your group to answer the questions about the text above orally and present your answer to other group :

3.   What is newsworthy event of the text ?

4.   What is background event of the text ?

Group 2



**Students Arrested for Doing Pepper Spraying**

For about 100 students at a suburban Atlanta high school were evacuated on Wednesday morning after a material was released in a school hallway.

It noticed that something was causing teachers and students to cough during a class change Wednesday morning. It started around 10:15 a.m. when students and teachers in the school's Banks building began complaining of itchy eyes and noses. Some of them couldn't breathe or see.

The building was evacuated and custodians installed fans to clear the air. Firefighters needed an hour to clear the building before classes resumed a short time later.

Security cameras inside the school caught the students spraying pepper spray inside a downstairs hallway in the lower section of the building. Police said that it was the result of a prank.
Three students were arrested on Wednesday afternoon and charged with pepper spraying. the students would face a tribunal through the Board of Education and that any punishment by the school system would be determined, the school official said.

**K. Metode Pembelajaran**

Pendekatan : Communicative Language Teaching (CLT)

**L. Media, Alat, dan Sumber Pembelajaran**

1. Media         : Kertas, gambar

2. Alat          : Pulpen

3. Sumber Belajar  : Buku paket Bahasa Inggris SMA/MA/SMK/MAK kelas XII,

google.com

## M. Langkah-langkah Kegiatan Pembelajaran

**Pertemuan ke-3**

| Phase | Activities | Time |
|---|---|---|
| Opening | 11. The researcher opens the lesson by greeting "Assalamualaikum wr. Wb, Good Morning students…" <br> 12. The researcher checks the students' roll <br> 13. The researcher introduces herself and her purpose <br> 14. The researcher asked the students about students experience with speaking English <br> 15. The researcher builds the students' motivation | 15 minutes |
| Main | **Stimulation :** <br> 17. Students read simple news text from newspaper and magazines, to understand content of the news. <br> 18. The researcher explained to the students | 60 minutes |

| | | |
|---|---|---|
| | the steps to identify social functions and the structure of simple news text from newspapers/radio/TV.<br><br>**Asking :**<br><br>19. With the guidance and direction of the teacher, students ask and question about the social functions, text structure, and linguistic elements of each simple news text from newspapers / radio / TV (news items) about people, animals, objects, symptoms and natural and social events .<br><br>**Data collection/Information**<br><br>20. The researcher divides students into four groups. Each group is given one news topic and then discuss it with each group member.<br><br>21. The researcher asked students to find the newsworthy event of the text, the background event of the text and the event source of the text.<br><br>**Presentation**<br><br>22. The researcher gives each group | |

| | | |
|---|---|---|
| | representative an opportunity to present briefly.<br><br>23. Researchers ask other students to pay attention to students who are presenting.<br><br>24. After each group has finished the presentation, other groups are given the opportunity to ask questions or give advice. | |
| Closing | 9. The researcher assess students presentation<br><br>10. The researcher convey the words that students must be correct<br><br>11. The researcher gives a conclusion about the materials.<br><br>12. The researcher closes the lesson by praying. | 10 minutes |

**N. Penilaian Hasil Belajar**

5. Technique : Performance Assessment

6. Scoring Rubric

   a. The Assessment of Pronunciation

| Classification | Score | Criteria |
|---|---|---|
| Excellent | 5 | Pronunciation and intonation are almost always very clear/accurate |
| Good | 4 | Pronunciation and intonation are almost always very clear/accurate |
| Fair | 3 | Pronunciation and intonation errors sometimes make it difficult to understand the students |
| Less | 2 | Frequent problems with pronunciation and intonation |
| Poor | 1 | The students speak very hasty, and more sentensces are not appropriate in pronunciation and litte or no communication |

   b. The Assessment of Vocabulary

| Classification | Score | Criteria |
|---|---|---|
| Excellent | 5 | Uses a variety of vocabulary and expressions |
| | | Uses a variety of vocabulary and |

| | | |
|---|---|---|
| Good | 4 | expression but makes some errors in word choice |
| Fair | 3 | Uses limited vocabulary and expressions |
| Less | 2 | Uses only basic vocabulary and expressions |
| Poor | 1 | The students speak very hasty and more sentences are not appropriate using vocabulary and litte no communication |

Mengetahui,                                                    Makassar,      2018
Guru Kelas                                                      Peneliti


(……………………..)                              (………………………)

# RENCANA PELAKSANAAN PEMBELAJARAN
## (RPP)

Sekolah              : SMAN 9 Makassar

Mata Pelajaran      : Bahasa Inggris

Materi Pokok       : Speaking

Alokasi Waktu     : 2 x 45 Menit

## A. Kompetensi Inti (K1)

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 menunjukan sikap sebagai bagian dari solusi atas sebagai 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 dan metakognitif 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 diri yang dipelajarinya disekolah secara mandiri,

bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

**B. Kompetensi Dasar**

4.4 Menangkapkan makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks news items lisan dan tulis, dalam bentuk berita sederhana Koran/radio/TV

**O. Indikator Pencapaian Kompetensi**

4.4.3  Mendemonstrasikan teks berita sederhana dari Koran/radio/TV

4.4.4  Menulis rangkuman teks berita sederhana dari Koran/radio/TV

**P. Materi Pembelajaran**

Materi pokok : News Item

*Task*

Discuss with your group to answer the questions about the text above orally and present your answer to other group :

5.  What is newsworthy event of the text ?

6.  What is background event of the text ?


b.  Group 4

**President Jokowi Orders to Sink the Illegal Fishing Boat**

Jokowi has instructed his subordinate to sink foreign ships which invade and steal fish from Indonesia's territorial water on the spot.

Jokowi explained that we have to do serious action in facing this problem because it is so detrimental for Indonesia. "We have been lost around Rp. 300 trillion (US$24.7 Billion) every year from illegal fishing" he added. This new policy needs to be done to prevent the bigger lose and scare another foreign fish that want to come to Indonesia.

"There is no need to arrest them. We have to act decisively so that they are wary to steal our fish" said Jokowi. There are approximately 5.400 illegal ships which invade to Indonesia territory and steal fish from Indonesia. "It is better to sink 10 to 20 ships rather than we lose our fish to create a deterrent effect" Jokowi said. Although our president asked to sink the ships but he reminds the safety of the crew must be priority. They will be arrested and sent to their country. To do this policy Jokowi would asked the relevant officials, including Indonesian Military Commander Gen. Moeldoko, Navy Chief of staff Adm. Marsetio and Fisheries Minister Susi Pudjiastuti, to arrange the necessary step. This policy was delivered by President Jokowi in his speech at National Resilience Institute's (Lemhannas) annual training on Sunday night (5/1).

## Q. Metode Pembelajaran

Pendekatan : Communicative Language Teaching (CLT)

## R. Media, Alat, dan Sumber Pembelajaran

1. Media            : Kertas, gambar

2. Alat              : Pulpen

3. Sumber Belajar  : Buku paket Bahasa Inggris SMA/MA/SMK/MAK kelas XII, google.com

## S.  Langkah-langkah Kegiatan Pembelajaran

**Pertemuan ke-4**

| Phase | Activities | Time |
|---|---|---|
| Opening | 16.     The researcher opens the lesson by greeting "Assalamualaikum wr. Wb, Good Morning students…" <br> 17.     The researcher checks the students' roll <br> 18.     The researcher introduces herself and her purpose <br> 19.     The researcher asked the students about students experience with speaking English <br> 20.     The researcher builds the students' motivation | 15 minutes |
| Main | **Stimulation  :** <br> 25. Students read simple news text from newspaper and magazines, to understand content of the news. <br> 26. The researcher explained to the students | 60 minutes |

| | | |
|---|---|---|
| | the steps to identify social functions and the structure of simple news text from newspapers/radio/TV.<br><br>**Asking :**<br><br>27. With the guidance and direction of the teacher, students ask and question about the social functions, text structure, and linguistic elements of each simple news text from newspapers / radio / TV (news items) about people, animals, objects, symptoms and natural and social events .<br><br>**Data collection/Information**<br><br>28. The researcher divides students into four groups. Each group is given one news topic and then discuss it with each group member.<br><br>29. The researcher asked students to find the newsworthy event of the text, the background event of the text and the event source of the text.<br><br>**Presentation**<br><br>30. The    researcher    gives    each    group | |

| | | |
|---|---|---|
| | representative an opportunity to present briefly.<br><br>31. Researchers ask other students to pay attention to students who are presenting. After each group has finished the presentation, other groups are given the opportunity to ask questions or give advice. | |
| Closing | 13. The researcher assess students presentation<br><br>14. The researcher convey the words that students must be correct<br><br>15. The researcher gives a conclusion about the materials.<br><br>16. The researcher closes the lesson by praying. | 10 minutes |

**T. Penilaian Hasil Belajar**

7. Technique : Performance Assessment

8. Scoring Rubric

   a. The Assessment of Pronunciation

| Classification | Score | Criteria |
|---|---|---|
| Excellent | 5 | Pronunciation and intonation are almost always very clear/accurate |
| Good | 4 | Pronunciation and intonation are almost always very clear/accurate |
| Fair | 3 | Pronunciation and intonation errors sometimes make it difficult to understand the students |
| Less | 2 | Frequent problems with pronunciation and intonation |
| Poor | 1 | The students speak very hasty, and more sentensces are not appropriate in pronunciation and litte or no communication |

b. The Assessment of Vocabulary

| Classification | Score | Criteria |
|---|---|---|
| Excellent | 5 | Uses a variety of vocabulary and expressions |
| Good | 4 | Uses a variety of vocabulary and expression but makes some errors in word choice |
| Fair | 3 | Uses limited vocabulary and expressions |

| | | |
|---|---|---|
| Less | 2 | Uses only basic vocabulary and expressions |
| Poor | 1 | The students speak very hasty and more sentences are not appropriate using vocabulary and litte no communication |

Mengetahui,                                               Makassar,      2018
Guru Kelas                                                 Peneliti

(…………………….)                              (………………………)

# APPENDIX 8

## PRE-TEST INSTRUMENT

Type of the text        : Speaking Performance
Skill                        : Speaking
Text                         : News Items Text
*Procedure :*
Please read carefully and answer the question of text bellow with orally :

**Floods, landslides kill 35 in Central Java**
    **Jakarta, Indonesia** At least 35 people have died after heavy rains and floods triggered landslides in the Indonesian province of Central Java.
    Most of the landslides and flooding occurred in the Purworejo subdistrict, where 11 people died and several are reported missing. Disaster officials, the military and police joined forces with non-governmental agencies and volunteers to rescue and evacuate residents from affected areas.
    Sutopo Nugroho, spokesman for the Indonesian Disaster Management Agency said, "The landslides buried dozens of homes, and floodwaters inundated thousands of houses. Of the 35 killed, 31 died in landslides and four died in the flooding. An additional 25 people remain missing."
    Nugroho said that the weather anomaly is the result of several factors -- including warm sea temperatures and the massive flow of moist air from the Indian Ocean -- converging in Sumatra and Kalimantan, resulting to unstable atmospheric conditions and increased rainfall.

1. What is newsworthy event of the text ?

2. What is background event of the text ?

3. Please retell the text above with your own word !

**POST TEST INTRUMENT**

Type of the text         : Speaking Performance
Skill                      : Speaking
Text                     : News Items Text

*Procedure :*
Please read carefully and answer the question of text bellow with orally :

**Six fishermen arrested in Malaysia**

Malaysian powers have confined six anglers from West Brandan, Langkat, North Sumatra, on Langkawi Island.

"Six customary anglers from Langkat were captured and kept in Langkawi, Malaysia," executive of the North Sumatra office of the Indonesian Traditional Fishermen Association (KNTI) Tajruddin Hasibuan said as cited by Antara.

The captures were made as the anglers were returning home from a three-day trip. Tajruddin said that Malaysian oceanic police captured the anglers on May 9. The anglers were recognized as Abdul Rais, Daiman, Zailani, M. Zais, Radit and Hery. Hasibuan encouraged the administration to help discharge the six anglers.

1. What is newsworthy event of the text ?

2. What is background event of the text ?

3. Please retell the text above with your own word !

# APPENDIX 9

## Transcript of Recording

### A. Pre-test

> **Interview (Assessment for vocabulary)**

R : "What is newsworthy event of the text ?"

S1 : "ee…newsworthy event is 35 people have died after heavy rains and floods triggered landslides."

R : "What is background event of the text ?"

S1 : "eee…the landslides and flooding occurred in the Purworejo subdistrict, where 11 people died and several are reported missing."

> **Monologue (Assessment for pronunciation)**

R : "Ok now please retell the text above with your own words in front of the class !"

S1 : "Hi guys ! I will tell you about the text which title is floods, landslides kill 35 in Central Java. There are thirty five people have died after heavy rains and floods triggered landslides. The landslides and flooding occoured in the Purworejo subdistrict, where 11 people died and several are reported missing".

R : "Ok thank you !"

S1 : "Thank you !"

**B. Post-test**

➢ **Interview (Assessment for vocabulary)**

R : "what is newsworthy event of the text ?"

S1 : "In my opinion newsworthy event of the text is Malaysian powers have confined six anglers from West Brandan, Langkat, North Sumatra, on Langkawi Island."

R : "What is background event of the text ?"

S1 :"In my opinion background event of the text is Tajruddin said that Malaysian oceanic police captured the anglers on May 9. The anglers were recognized as Abdul Rais, Daiman, Zailani, M. Zais, Radit and Hery. Tajruddin Hasibuan encouraged the administration to help discharge the six anglers."

➢ **Monologue (Assessment for pronunciation)**

R : "Ok now please retell the text above with your own words in front of the class !"

S1 : " Hello everybody ! thanks for the chance today I will tell you about the text which title is Six fishermen arrested in Malaysia. On may 9 Malaysian powers have confined six anglers from west Brandan, Langkat, North Sumatra on Langkawi Island. Tajruddin Hasibuan as executive of the

North Sumatra office of the Indonesian Traditional Fishermen Association (KNTI)   said that Malaysian oceanic police captured the angelers were recognice as Abdul Rais, Daiman, Zailani, M. Zais, Radit and Hery. Tajruddin Hasibuan encouraged the administration to help discharge the six anglers.

R            : "Ok thank you !"

# APPENDIX 10

# DOCUMENTATION

# CURRICULUM VITAE

Rahmawati was born on June 11th, 1997 in Bulukumba, West Sulawesi. The first daughter of three siblings of Syamsuddin Adam. and Armiati. She began her study at SDN 178 Tulekko in 2003 until 2008. She continued her study at Madrasah Tsanawiyah Negeri 2 Bonto Tanga, in 2008 and finished it in 2011. At the same year, she continued her study at SMA Negeri 11 Bulukumba and finished it in 2014. She continued her study as the student of English Department, Faculty of Teacher Training and Education, Makassar Muhammadiyah University.

By the bless and mercy of Allah SWT and pray also support from beloved family, the researcher can finish her study at Makassar Muhammadiyah University by compiling a thesis under the title " The Implementation of Communicative Language Teaching (CLT) Approach in Teaching Speaking Skill at SMA Negeri 9 Makassar".