

**THE USE OF COMMUNICATIVE LANGUAGE TEACHING
TECHNIQUES TO INCREASE SPEAKING ABILITY
OF THE SECOND YEAR STUDENTS OF
SMAN 3 KAMPAR DISTRICT OF
KAMPAR REGENCY**



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PEKANBARU
1432 H/2011 M**

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Thesis

Submitted to Fulfill One of Requirements
for Undergraduate Degree in English Education



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EXAMINER APPROVAL

The thesis entitled “*The Use of Communicative Language Teaching Techniques to Increase Speaking Ability of the Second Year Students of SMAN 3 Kampar District of Kampar Regency*” is written by Awalia Rizka, NIM. 10614003464. It has been approved and examined by the final examination committee of undergraduate degree on May 3, 2011 M/ Jumadil Awwal 29, 1432 H at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau as one of requirements for undergraduate degree (S. Pd.) in English Education.

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The writer

Awalia Rizka

ABSTRACT

Awalia Rizka (2011): “The Use of Communicative Language Teaching Techniques to Increase Speaking Ability of the Second Year Students of SMAN 3 Kampar District of Kampar Regency”.

Basically, English is one of the compulsory subjects which are taught at SMAN 3 Kampar. Even though English has been taught in this school in various methods such as grammar translation method, and reading method, but in fact, the students still do not know how to speak English for example how to express and respond the expression of opinion, satisfaction, advising, warning, permission, and using the simple present such as in expressing report. Ideally, the students are able to express and respond the expression such as the expression of opinion, satisfaction, advising, warning, and permission, and using the simple present such as in expressing report. Therefore, the writer offers the Communicative Language Teaching techniques to increase the students' speaking ability. The aim of this research is to find out the use of Communicative Language Teaching techniques to increase speaking ability of the second year students of SMAN 3 Kampar district of Kampar regency.

This research is Quasi-experimental: non-equivalent control group design. The subject of this research was the second year students of SMAN 3 Kampar, and the object of this research was the use of Communicative Language Teaching techniques. Two classes of natural sciences; XI IPA¹ (29 students) and XI IPA² (30 students) were taken to be the sample of the research. One was grouped to be the experimental class and another was the control class. This technique is called cluster sampling. The instruments of this research were test and observation. In analyzing the data, the writer used Paired Sample T-test and it was calculated by SPSS version 17.00.

Based on the score of T-test (4.527), the average score of experimental group was (67.03) and the average score of control group was (55.8), this is proved by the finding t-test (4.527) which is greater than t-table at 5% degree of significance (2.05), while in the level significance 1% (2.76). So, the writer found that $2.05 < 4.527 > 2.76$. It can be said that H_0 is rejected and H_a is accepted. So, there is significant different effect between the students' speaking ability taught by using CLT techniques and those who taught without using CLT techniques.

ABSTRAK

Awalia Rizka (2011): “Penggunaan Teknik-Teknik Communicative Language Teaching Untuk Meningkatkan Kemampuan Berbicara Pada Siswa Kelas Dua SMAN 3 Di Kecamatan Kampar Kabupaten Kampar”.

Pada dasarnya, bahasa inggris adalah salah satu pelajaran pokok yang di ajarkan di SMAN 3 Kampar. Walaupun bahasa inggris telah diajarkan dengan berbagai metode seperti; metode grammar translation dan metode reading. Akan tetapi pada kenyataan nya, siswa-siswa masih belum bisa berbicara dengan bahasa inggris, contohnya bagaimana mengekspresikan dan merespon menyampaikan pendapat, menyatakan puas, menasehati, memperingatkan, dan menggunakan simple present seperti dalam menyampaikan report. Seharusnya, siswa mampu untuk mengekspresikan dan merespon, dan menggunakan simple present seperti dalam menyampaikan report. Oleh karena itu, penulis menawarkan teknik-teknik Communicative Language Teaching untuk meningkatkan kemampuan siswa dalam berbicara. Tujuan penelitian ini adalah untuk menemukan penggunaan teknik-teknik Communicative Language Teaching untuk meningkatkan kemampuan berbicara pada siswa kelas dua SMAN 3 di kecamatan Kampar kabupaten Kampar.

Penelitian ini adalah penelitian eksperimen semu dan subjek penelitian ini adalah siswa-siswa kelas dua SMAN 3 Kampar. Objek penelitian ini adalah penggunaan teknik-teknik Communicative Language Teaching. Dua kelas IPA; XI IPA¹ (29 siswa) dan XI IPA² (30 siswa) adalah sample yang diambil untuk penelitian ini. Satu grup menjadi kelas eksperimental dan yang lain menjadi kelas control. Teknik ini disebut kluster sampling. Instrument dalam penelitian ini adalah observasi dan tes. Dalam menganalisa data, penulis menggunakan Paired Sample T-test dan ini diolah dengan menggunakan SPSS versi 17.00.

Berdasarkan nilai T-tes (4,527), rata-rata kelompok eksperimen (67.03) dan rata-rata kelompok kontrol (55.8), ini dibuktikan dalam nilai t-tes (4.527) yang lebih besar dari pada t-table pada 5% taraf signifikan (2.05), adapun level signifikan 1% (2.76). oleh karena itu, penulis menyimpulkan bahwa $2.05 < 4.527 > 2.76$. Oleh karena itu, ada perbedaan efek yang signifikan dalam penggunaan teknik-teknik Communicative Language Teaching terhadap peningkatan kemampuan siswa dalam berbicara.

الملخص

رزكي () : ليم اللغة الاتصالية لتحسين مهارات الطلاب في
الاية الحكومية في الفصل الثاني من كمفر ريجنسي.

في الاعداس، اللغة الانجليزية هي الدرس المهم الذي يعلم في هذه المدرسة.
الانجليزية قدتعلم في اساليب مختلفة مثل: اسلوب الترجمة الحوية، وطريقة القراءة ولكن في
يزال لا يستطيع
عن ارتياحه من من المفترض، وتقديم المشورة ، تحذير ، واستخدام الفعل المضارع. بالحقيقة،
ان يستطيعوا عن كيفية التعبير و الاءستجابة عن الرأي، عن ارتياحه من من المفترض، وتقديم
المشورة ، تحذير ، واستخدام الفعل المضارع. كما هو الحال في هذا
طريقة تدريس اللغة
الاتصالية لتحسين مهارات الطلاب في المنطقة. الغرض من هذا البحث هو استخدام التعليم اللغة الاتصالية
لتحسين مهارات الطلاب في المنطقة في المدرسة العالية الحكومية في الفصل الثاني من كمفر ريجنسي..
هذا البحث هو التجريبية و
استخدام التعليم اللغة الاتصالية.
هو الطلاب من الدرجة الثانية من كمفر:
() واحدة الطبقة التجريبية
()
طريقة جميع البيانات .

من هذا البحث ، استنادا إلى قيمة من تجارب ت () ، وفئة متوسط التجريبية ()
() هذا المنظور () هو أكبر من الج
كبير () في حين أن مستوى كبير من () .
نتيجة
$$H_a < H_o$$

كان استخدام التعليم اللغة الاتصالية لتحسين مهارات الطلاب في المنطقة فعاليا.

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CHAPTER I

INTRODUCTION

A. Background

Speaking is one of the four skills that should be mastered by each student if he or she wants to be successful in term of communicative competence. In process of communication, speaking is a main component to interact between one and others. Speaking is the important thing for the second or foreign students, and the students should master the speaking skill. This statement is supported by Richards (2010:1) that the mastery of speaking skills in English is the priority for many second or foreign learners. Therefore, the mastery of speaking skill is very important.

Dealing with Brown and Yule in Richard (2010:2) that there are three functions of speaking; talk as interaction, and talk as transaction, talk as performance. Each of these speech activities has the different way in teaching and learning process.

In learning process, teachers must have the capability to use some learning method, techniques, and activities in order to make students active. One of the approaches in teaching and learning English is Communicative Language Teaching; it is supported by Applebaum (2007:267). Communicative Language Teaching was begun in 1971 as stated in Richard (1991:65), and it is still used in curriculum of education in Indonesia but, the teachers are still not used the communicative techniques in teaching process. Communicative Language Teaching has various techniques, such as information gap, jigsaw, task

completion, information gathering, opinion sharing, information-transfer, reasoning gap activities, and role plays.

According to Nunan (1987:24), this methodology is learner-centered and emphasizes communication and real-life situations. In the traditional methods of language teaching, the teacher is the expert and carries the responsibility for students learning. So, teacher is the most important role in the learning. Students only need to listen and write. They have no time to practice their speaking ability. In CLT, students can practice every situation in daily life. In this way, students can improve their speaking ability. Therefore, it is very useful in developing students' ability while they speak English. Dealing with the statement above, Brown (1994:226) also states:

“.....a focus on Communicative Language Teaching-teaching second languages for the ultimate goal of communication with other speakers of the second language. Such a focus has centered on speaking and listening skills, on writing for specific communicative purpose, and on authentic reading texts”.

SMAN 3 Kampar is one of the familiar schools in Kampar. SMAN 3 Kampar uses KTSP in their teaching and learning process, it is based on the rules of government in Indonesia no 20/2003 about the national system of education which is stated by Karsidi (2007:1). Based on syllabus (2010:1), the base competence of speaking in English lesson are expressing the transactional and interpersonal dialogue formal and informal occurrence accurately, fluently, and acceptable in meaningful context of daily life that involves utterance of expressing opinion, asking opinion, expressing satisfaction, dissatisfaction, advising, warning, permission, expressing feeling of relief, pain, pleasure; expressing the

transactional and interpersonal dialogue in formal and informal occurrence accurately, fluently, and acceptable in meaningful context of daily life that involves text of report, narrative, and analytical exposition.

Besides, there are indicators which become the barometer of the purpose in the teaching and learning process. The indicators can be seen from syllabus such as using of expressing opinion, responding of expressing opinion, using of asking opinion, responding of asking opinion, using of expressing satisfaction, responding of satisfaction, using of advising, responding of advising, using of warning, responding of warning, using of permission, responding of permission, using of expressing feeling, responding of expressing feeling, using the simple present in expressing report, doing the narrative monolog, doing the analytical exposition monolog, and debating.

English is one of the compulsory subjects taught in this school. Even though English has been taught in this school in various methods such as grammar translation method, and reading method, but in fact, the students still do not know how to speak English for example how to express and respond the expression of opinion, satisfaction, advising, warning, permission, and using the simple present such as in expressing report. Ideally, the students are able to express and respond the expression such as the expression of opinion, satisfaction, advising, warning, and permission, and using the simple present such as in expressing report. Therefore, the writer offers the Communicative Language Teaching techniques to increase the students' speaking ability.

Based on the opinion above and writer's pre-research, although English has been taught to the students, the writer found the phenomena as follows:

- 1) Some of the students of SMAN 3 Kampar have been taught by the teacher, but they still do not know how to speak English e.g.: expressing the expression of opinion, satisfaction, advising, warning, and permission.
- 2) Some of the students of SMAN 3 Kampar are not able to give the respond in English such as: responding of expressing of opinion, satisfaction, advising, warning, and permission.
- 3) Some of the students of SMAN 3 Kampar are not able to use the simple present in speaking e.g.: expressing report.
- 4) The use of various methods such as grammar translation method, and reading method are not effective to increase the students' speaking ability.

Based on the phenomena which the writer states above, the writer is interested in researching the problem entitled: **“THE USE OF COMMUNICATIVE LANGUAGE TEACHING TECHNIQUES TO INCREASE SPEAKING ABILITY OF THE SECOND YEAR STUDENTS OF SMAN 3 KAMPAR DISTRICT OF KAMPAR REGENCY”**.

B. Problem

1. Identification of the Problem

Based on the phenomena above, the writer makes identification of the problems as follows:

- 1) Why are some of the students not able to speak English?
- 2) Why are some of the students not able to give the respond in English?
- 3) Why are some of the students not able to use the simple present in speaking?
- 4) Is the use of CLT effective to increase students' speaking ability?

2. Limitation of the Problem

Based on the identification of the problems above, the writer needs to limit her research problems into the students' speaking ability through communicative language teaching at the second year students of SMAN 3 Kampar.

3. Formulation of the Problem

Based on the limitation of the problems above, thus, the problems of this research will be formulated into the following research questions:

- 1) How is the students' speaking ability taught by using CLT techniques?
- 2) How is the students' speaking ability taught without using CLT techniques?
- 3) Is there any significant different between the students' speaking ability taught by using CLT and those who are taught without using CLT techniques?

C. Reasons for Choosing the Title

This research is done because Communicative Language Teaching was begun in 1971, and it is still used in curriculum of education in Indonesia but, the teachers at SMAN 3 Kampar are still not used the Communicative Language Teaching techniques in teaching process. Therefore, the problem is interested to be researched by the researcher.

D. Objective and Significance of the Problem

1. Objective of the Research

The objectives of the research are to find out the obvious depiction about:

- 1) The students' speaking ability taught by using communicative language teaching techniques.
- 2) The students' speaking ability taught without using communicative language teaching techniques.
- 3) The significant different between the students' speaking ability taught by using CLT techniques and those taught without using CLT techniques.

2. Significance of the Problem

Besides the specific objective above, this research is also directed to provide a scientific investigation on the use of communicative language teaching techniques to increase speaking ability of the second year students of SMAN 3 Kampar. The research findings are expected to provide both theoretical and practical benefits for teacher of English at SMAN 3 Kampar.

E. Definition of the Terms

For avoiding mix-up over the topic of this study, the writer needs to define the terms used in this paper as follows:

1. Student

Manser (1991:475) defines that student is a person, who is studying at college, university or polytechnics. Dealing with the definition above, online dictionary home (2010:1) stated that the student is a person who studies, or investigates: a *student* of human behavior. In this study, the student means the second year students of SMAN 3 Kampar who are chosen to be sample of the research.

2. Speaking Ability

According to Manser (1991:398), that the definition of speaking is saying things or talking. In this research, it means that the students should talk English.

According to dictionary thesaurus (2010:1) ability means:

- a) The quality of being able to do something, especially the physical, mental, financial, or legal power to accomplish something.
- b) A natural or acquired skill or talent.
- c) The quality of being suitable for or receptive to a specified treatment

In this case, ability here means that the students ability in speaking English.

Then, speaking ability means that the quality of being able to say things or talking.

3. Communicative Language Teaching

Richards, et al (1992:65) define that communicative language teaching is an approach to foreign or second language teaching which emphasizes that the goal of language learning is communicative competence.

4. Technique

Richard and Rodgers (1991:16 as quated by Promadi 2008:4) define that technique is as procedure in teaching. Technique in this research means techniques in Communicative Language Teaching.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. The Speaking Ability

As explained in the definition of term, speaking is making use words in an ordinary voice, uttering words, knowing and being able to use language; expressing one in words; making speech. While skill is the ability to do something well. Therefore, the writer can infer that speaking is the ability to make the use of words or the language to express oneself in an ordinary voice. In short, the speaking skill is the ability to perform the linguistics knowledge in actual communication.

Chistian (1975:333 as quated by Musdalifah 2008:120) says that speaking is productive skill since it produces ideas, messages, or suggestions. It means that the goal of someone is to get or achieve what the speakers want to with giving and getting information.

From definition above, it can be concluded that speaking is language skill or meaning of communication in which one can express his or her idea or information in a good logical order and master the rule mechanics of speaking; fluency, accuracy, pronunciation, and vocabulary as stated in CALL (2010:1).

2. The Components of Speaking

Hasibuan (2007:110) stated that speaking involves three areas of knowledge:

1) Mechanics

In this case, mechanics are divided into three categories: pronunciation, grammar, and vocabulary. The speaker should use the right words in the right order with the right pronunciation.

2) Functions

Function involves of transaction and interaction in speaking. The speaker should know when the clarity of message is important and when it is not needed.

3) Social and cultural rules and norms

Knowing about who is speaking to whom, in what environment or circumstances, about what the people speak, and for what reason.

Dealing with the statement above, there are some components of speaking according to Haris (1969 as quated by Pramita 2008: 18) that should be known:

1) Fluency

Speaking is an activity of reproducing words orally. It means that there is a process of exchanging ideas between a speaker and listener. Therefore, it is important to have fluency as having the capability of other components of speaking. In Longman dictionary (1992:141), that fluency is the feature which gives speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking and use of interjections and interruptions.

2) Grammar

Grammar is needed for students to arrange a correct sentence in conversation. The speaking will be good if the speaker speaks grammatically or

accurately. Richards, et al (1992:161) define that grammar is the structure of language which word and phrases are combined in producing sentence.

3) Vocabulary

Many students still confuse in speaking because of the lack of the vocabulary. The students need to have plenty of vocabularies. People cannot communicate effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. So, vocabulary means the appropriate diction which is used in communication. Richards, et al (1992:400) define that vocabulary is a set of lexemes, including single words, compound words and idioms. Furthermore, Manser (1991:461) defines that vocabulary is total number of words in a language.

1) Pronunciation

Pronunciation is the way for students' to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language.

Richards, et al (1992:296) define that pronunciation is the way a certain sound or sounds are produced. It means that pronunciation also needed in speaking in order to differentiate the sounds which are produced.

2) Comprehension

In brief, speaking requires that person not only know how to produce specific points of language includes grammar, pronunciation, vocabulary and fluency, but also understand when, why, and in what ways to produce language.

To measure those components theoretically, we must have typical scale in which each component has a set of qualities (level) to be rated, Haris (1969 as quoted by Ayu 2009: 21) described the rating as follows:

Table II. 1.
The Category Level of Speaking Ability

Proficiency	Level 5	Level 4	Level 3	Level 2	Level 1
Fluency	5	4	3	2	1
Grammar	5	4	3	2	1
Vocabulary	5	4	3	2	1
Pronunciation	5	4	3	2	1
Comprehension	5	4	3	2	1

1. Fluency

5= speech as fluently and effortless as a native speaker

4= speed of speech seem to be slightly because of language problem

3=speed and fluently as rather strongly because language problem

2=usually hesitant, often be silence

1=speech is halting and fragmentary as to make speech virtually.

2. Grammar

5= making any errors in grammar or word order

4= making few errors in grammatical. However, obscure meaning

3= making frequent errors in grammar that occasionally obscure meaning

2= grammar is difficult to be comprehended.

1= errors in grammar and unintelligible

3. Vocabulary

5= using vocabularies virtually that of a native speaker

4= sometimes uses inappropriate term and must rephrase ideas

3= frequently uses the wrong words

2= misuses of words and difficult to be comprehended

1=vocabulary limitations and use Indonesian words

4. Pronunciation

5= has few traces of foreign accent

4= always intelligible

3= pronunciation problem and occasionally lead to misunderstanding

2= very hard to understanding. Must frequently be asked to repeat

1= pronunciation problem and unintelligible

5. Comprehension

5= complexity and clarity ideas

4= has few inappropriate clarity ideas

3= content is rather difficult to be comprehended.

2= content is very difficult to be comprehended.

1= content can not be comprehended.

Table II.2
The Specification of the Test

No	Speaking Component	High Score
1	Fluency	20
2	Grammar	20
3	Vocabulary	20
4	Pronunciation	20
5	Comprehension	20
Total		100

Table II.3
The Classification of Speaking Ability

No	Level	Percentage	Category
1	Level 5	81-100	Excellent
2	Level 4	61-80	Very Good
3	Level 3	41-60	Good
4	Level 2	21-41	Fair
5	Level 1	0-21	Bad

Table II.4
Category Level and Score of Speaking

Category Level	Score
5	17-20
4	13-16
3	9-12
2	5-8
1	1-4

3. The Teaching Speaking

The goal of teaching speaking skills is to communicate efficiently. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary and to observe the social and cultural rules that apply in each communication situation (Burnkart. 1998:2).

According to Kayi (2006:1 in Nunan 2003) that meant by "teaching speaking" is to teach ESL learners to:

- 1) Produce the English speech sounds and sound patterns
- 2) Use word and sentence stress, intonation patterns and the rhythm of the second language.
- 3) Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.

- 4) Organize their thoughts in a meaningful and logical sequence.
- 5) Use language as a means of expressing values and judgments.
- 6) Use the language quickly and confidently with few unnatural pauses, which are called as fluency.

4. The Nature of Communicative Language Teaching

In 1971, the group of experts (American and British) began to design the language teaching which focused in communicative competence because of dissatisfied in other method such as situational language teaching and this led by Wilkins as stated in Richard (1991:65). In the mid-1970s, the Communicative Language Teaching method started had the good development and was received by the society. Hasibuan (2007:59) also stated:

“In the 1980s, these methods in turn came to be overshadowed by more interactive views of language teaching, which collectively came to be known as Communicative Language Teaching.”

CLT have the purpose to form and develop communicative competence and develop procedures for teaching four language skills. According to Richard in Communicative Language Teaching Today (2010:5), communicative competence includes the following aspects of language knowledge:

- a. Knowing how to use language for a variety of different purposes and functions.
- b. Knowing how to use of many language according to the setting and the participants (e.g. knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication).
- c. Knowing how to produce and understand different types of texts (e.g. narratives, reports, interviews, conversations).

- d. Knowing how to keep communication besides there are limitations in one's language knowledge (e.g. through using different kinds of communication strategies).

5. The Characteristic of Communicative Language Teaching

According to Nunan (in Applebaum, 2007:267), there are basically five characteristics that make CLT different from other approaches like Audio-Lingual Method or traditional approaches like Grammar-Translation Method. They are as follows:

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

Besides, Richards and Rodgers in Hasibuan (2007:60) said that there are three characteristics of communicative language teaching:

- 1) Language should be a means to an end and the focus should be on meaning, not on the form.
- 2) The learners are encouraged to be expressive because they have to formulate and produce the ideas.

- 3) The teacher must be careful to give feedback and in correcting mistakes should be minimal.

Dealing with statement above, Brown (1994:245) said that there are four characteristics of CLT:

- 1) The goals of classroom are focused on all of the components of communicative competence and not to grammatical or linguistic competence.
- 2) The language techniques are designed to involve learners in the pragmatic, authentic, functional use of language for meaningful purpose.
- 3) Fluency and accuracy are seen as complementary principles, based on communicative techniques. At times fluency is more importance than accuracy in order to keep learners meaningfully in language use.
- 4) In the communicative classroom, at the end, students have to use the language productively, receptively, and without more exercise.

5. The Classroom Activities in Communicative Language Teaching

According to Richards in Communicative Language Teaching Today (2010:14), there are classroom activities in Communicative Language Teaching, such as bellow:

- 1) Fluency versus accuracy activities

One of the goals of CLT is to develop fluency in language use. Fluency is natural language use which occurs when a speaker uses in meaningful interaction and keeps comprehensible and on going communication although limitations in his or her communicative competence. Fluency is developed by creating classroom activities in which students must negotiate meaning, use

communication strategies, correct misunderstandings and work to avoid miscommunication.

Fluency practice can be contrasted with accuracy practice, which focuses on creating correct examples of language use. Differences between activities that focus on fluency and those that focus on accuracy can be summarized as follows:

a. Activities focusing on fluency

- a) Reflect natural use of language
- b) Focus on achieving communication
- c) Require meaningful use of language
- d) Require the use of communication strategies
- e) Produce language that may not be predictable
- f) Seek to connect language use to context

b. Activities focusing on accuracy

- a) Reflect classroom use of language
- b) Focus on the formation of correct examples of language
- c) Practice language out of context
- d) Practice small samples of language
- e) Do not require meaningful communication
- f) Choice of language is controlled

2) Mechanical, Meaningful, and Communicative

- a. Mechanical practice refers to a controlled practice activity which students can do practice without understanding the language that they are using. Examples

of this kind of activity would be repetition drills and substitution drills designed to practice use of particular grammatical or other items.

- b. Meaningful practice refers to an activity where language control is still provided but where students are required to make meaningful choices when do the practice. For example, in order to practice the use of prepositions to describe locations of places, students might be given a street map with various buildings identified in different locations. They are also given a list of prepositions such as across from, on the corner of, near, on, or next to. They then have to answer questions such as “Where is the book shop? Where is the café?”, etc. The practice is now meaningful because they have to respond according to the location of places on the map.
- c. Communicative practice refers to activities where practice in using language within a real communicative context is the focus, where real information is exchanged, and where the language used is not totally predictable. For example, students might have to draw a map of their neighborhood and answer questions about the location of different places in their neighborhood, such as the nearest bus stop, the nearest café, etc.

The different between mechanical, meaningful, and communicative activities is similar to that given by Littlewood (1981:86), who groups activities into two kinds:

Pre-communicative activities	Communicative activities
------------------------------	--------------------------

Structural activities	Functional communication activities
Quasi-communicative activities	Social interaction activities

Functional communication activities make students to use their target language to solve an information gap or solve a problem. Social interactional activities require the students to pay attention to the context and the roles of the people involved. The steps of teaching CLT begin from Pre-communicative activities to Communicative activities.

3) Information-gap activities

An important aspect of communication in CLT is the information gap. This refers to the fact that in real communication people normally communicate in order to get information they do not get. This is known as an information-gap. The following exercises of the information-gap:

Students are divided into A-B pairs. The teacher has copied two sets of pictures. One set (for A students) contains a picture of a group of people. The other set (for B students) contains a similar picture but it contains a number of slight differences from the A-picture. Students must sit back to back and ask questions to try to find out how many differences there are between the two pictures.

Students practice a role-play in pairs. One student is given the information she/he needs to play the part of a clerk in the railway station information booth and has information on train departures, prices etc. The other needs to obtain

information on departure times, prices etc. They role play the interaction without looking at each other's cue cards.

4) Jig-saw activities

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 pieces together to complete the whole. In so doing they must use their language resources to communicate meaningfully and so take part in meaningful communication practice.

Many other activity types have been used in CLT, among which are as follows:

- 1) Task-completion activities: puzzles, games, map-reading and other kinds of classroom tasks in which the focus was on using one's language resources to complete a task.
- 2) Information gathering activities: student conducted surveys, interviews and searches in which students were required to use their linguistic resources to collect information.
- 3) Opinion-sharing activities: activities where students compare values, opinions, beliefs, such as a ranking task in which students list six qualities in order of importance which they might consider in choosing a date or spouse.
- 4) Information-transfer activities: these require learners to take information that is presented in one form, and represent it in a different form. For example they may read instructions on how to get from A to B, and then draw a map

showing the sequence, or they may read information about a subject and then represent it as a graph.

- 5) Reasoning gap-activities: these involve getting some new information from given information through the process of conclusion, practical reasoning etc. For example, working out a teacher's timetable on the basis of given class timetables.
- 6) Role-plays: activities in which students are assigned roles and improvise a scene or exchange based on given information or clues.

The activities of communicative language teaching must:

- 1) Use authentic language/target language, materials and language situations;
- 2) Have a purpose that the teacher can state and be reached
- 3) Allow for freedom and unpredictability

6. The Teaching Speaking by Using Communicative Language Teaching Techniques

Learning and teaching speaking process will be interactive through communicative language teaching. Hasibuan (2007:101) states:

“In the communicative model of language teaching, instructors help their students develop this body of knowledge by providing authentic practice that prepares students for real-life communication situation. They help their students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific context, and to do so using acceptable pronunciation.”

Dealing with statement above, Rini (2007: 32 in Harmer 2001: 86) explains that the aim of Communicative Language Teaching as follows:

“The communicative approach or CLT have now become generalized terms to describe learning sequences which aim to improve the student's

ability to communicate, in stark contrast to teaching which is aimed more at learning bits of language just because they exist and without focusing on their use in communication.”

Related to the expert contribution, the writer concludes that the goal of CLT is to create and improve the student's ability in communication.

According to Kayi (2006:2) there are some steps in teaching speaking by using Communicative Language Teaching techniques:

- 1) Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work using Information Gap, authentic materials and tasks based on information gap, and shared knowledge.
- 2) Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.
- 3) Reduce teacher speaking time in class while increasing student speaking time. Step back and observe students.
- 4) Involve speaking activities not only in class but also out of class.
- 5) Circulate around classroom to ensure that students are on the right track and see whether they need help while they work in groups or pairs.

B. Relevant Research

In order to avoid plagiarism, the writer states two researchers dealing with the speaking through Communicative Language Teaching.

- a. Cai Wenjie (2009) did his online published research entitled “Using Communicative Language Teaching (CLT) to Improve Speaking Ability of Chinese Non-English Major Students”. The study was conducted with the

cooperation of Chinese Non-English Major Students at University of Wisconsin-Platteville which the problem presented in this paper was to identify how Communicative Language Teaching (CLT) improved the speaking ability of Chinese non-English major students. The main purpose of learning language was to communicate with native speakers. But the commonest teaching method in the university in China was the Grammar Teaching. This kind of teaching method emphasized the reading and writing skills. Also, it was a teacher-centered situation, students just need to listen. Students have no time to practice their speaking skill. Therefore, the researcher researched it as problem of the research. The population of the research was the Chinese non-English major students that consisted of 46-55 students.

- b. Herlina (2008) did her research entitled “The Effectiveness of Using Communicative Language Teaching (CLT) in Developing Students’ Activeness in Completing Pair and Group Task at The Second Year of MAN 2 MODEL Pekanbaru”. The object of her study was to find out the effectiveness of CLT in developing students’ activeness in completing pair and group task. This research was conducted by experiment study toward two groups. The subject of the study was the students at the second year of MAN 2 MODEL. The population of her study was 64 students. She or the researcher applied the pre-test and post-test of speaking ability into two groups. After testing, the students who used the CLT have better increasing in completing pair and group task than the students who did not used the CLT.

C. Operational Concept

The operational concept is proposed to give the explanation about theoretical framework in order to clarify the theories which are used in this research. This research is designed into two variables; independent variable (X) and dependent variable (Y). X variable is communicative language teaching and Y variable is the students' speaking ability.

Teaching procedures of CLT techniques in speaking:

- 1) The teacher uses English language in teaching.
- 2) The teacher introduces of authentic text and materials in the lesson.
- 3) The teacher gives the communicative activities to the students, such as conversation, mini dialog, group work, pairs work, information gap and role play.
- 4) The teacher involves and gives the chance to the students to make their own learning actively.
- 5) The teacher sets up the situation that students are likely to encounter the real life situation.
- 6) The teacher gives the respond to students' needs and interests.
- 7) The teacher reduces the teacher speaking time.

The indicators of speaking ability:

- 1) The students are able to speak English with a good pronunciation.
- 2) The students are able to speak English with appropriate vocabularies.
- 3) The students are able to speak English with grammatical correct.
- 4) The students are able to speak English fluently.

- 5) The students are able to speak English with a good comprehension.

D. Assumption and Hypothesis

1. Assumption

- 1) The second year students of SMAN 3 Kampar have different ability in speaking.
- 2) The activities in CLT techniques can increase students' ability in speaking.
- 3) The students will able to speak English with a good pronunciation, appropriate vocabularies, grammatical correct, a good comprehension, and speak fluently.
- 4) The students will be interested in speaking English.

2. Hypothesis

Ho: There is no significant effect of the use of communicative language teaching techniques in increasing the students' speaking ability.

Ha: There is a significant effect of the use of communicative language teaching techniques in increasing the students' speaking ability.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Methodology

This research is Quasi-experimental: non-equivalent control group design and the study consists of two variables. The purpose of quasi-experimental research is to get information through some assumption from the true experiment which is impossible to control or manipulate the entire relevant variables.

Experimental	O1	X	O2

Control	O3		O4

O1 : Pre test of experimental group

O3 : Pre test of control group

X : Treatment

O2 : Post test of experimental group

O4 : Post test of control group

-----: no randomization

Cohen (2007:283)

B. Time and Location of the Research

This research was conducted from 28 of September 2010 until 24 of November 2010. The location of the research was at the second year students of SMAN 3 Kampar.

C. Subject and Object of the Research

The subject of this research was the second year students of SMAN 3 Kampar and the object of the research was the using of communicative language teaching techniques.

D. Population and Sample of the Research

The population of this research was the students at the second year of SMAN 3 Kampar which consisted of 5 classes, three classes of social sciences XI IPS¹ (39 students), IPS² (36 students), IPS³ (35 students) and two classes of natural sciences; XI IPA¹ (29 students), XI IPA² (30 students). Two classes of natural sciences; XI IPA¹ (29 students), XI IPA² (30 students) were taken to be the sample of the research. One was grouped to be the experimental class and another was the control class. This technique is called cluster sampling.

E. Technique of Data Collection

In getting the data needed to support this research, the writer used some techniques:

a. Test

In this case, in order to find out the effectiveness of using CLT in increasing the students' speaking ability, the writer gave the test. The test is consisting of pre test and post test. The pre test was given to the students in the experimental and control class to know the students' speaking ability. Before giving post test to the students, the writer gave the treatment based on the activities in CLT. The treatment was only given to the students in the experimental class to find out the effectiveness of using CLT in increasing the students' speaking ability. Then, the post test was given after conducting eight meetings in both experimental class and control class.

The scores of the students' mastery in the test were classified to determine their level of their mastery; the classification was as follows:

Table III.1
The Classification of Students' Scores

Score classification	Category
80 – 100	Good to excellent
60 – 79	Average to good
50 – 59	Poor to average
0 - 49	Poor

Harris in Asni (2007:25)

b. Observation

This was used to know the most effective of using communicative language teaching in increasing the students' speaking ability. This observation was conducted in classroom, where the observation was done by the English teacher and the method was implemented by the writer in teaching the students at experimental class.

F. Technique of Data Analysis

To analyze the data, the writer used score of post-test of the experimental and control groups. These scores were analyzed by using statistical analysis. The data was analyzed by using T-test (pair sample t-test) and it was calculated by using software SPSS 17.

The T-table was employed to see whether or not there was significant different between the mean score in both experimental and control groups.

Statistically hypothesis:

$$H_0 = t_0 < t \text{ table}$$

$$H_a = t_0 > t \text{ table}$$

Criteria of hypothesis:

1. H_0 is accepted if $t_0 < t_{\text{table}}$ or it can be said that there is no a significant effect of using communicative language teaching in increasing the students' speaking ability.

2. H_a is accepted if $t_0 > t_{\text{table}}$ or there is significant effect of using communicative language teaching in increasing the students' speaking ability.

CHAPTER IV

PRESENTATION OF DATA ANALYSIS

A. Description of Research Procedure

The purpose of this research is to obtain the students' speaking ability which are taught by using CLT techniques and without using CLT techniques, and to know the significant different between the students' speaking ability are taught by using CLT techniques and those who are taught without using CLT techniques. The data were obtained from students' post-test scores of experimental and control group. Before taking the data from the sample, the writer tried one of the second classes in order to prove whether the test was reliable or not reliable. The result found in the try out was 0.880. It means that the test is highly reliable. Then, to obtain the homogeneity and normality of students' ability, the writer gave pre test and post test to XI IPA¹ and XI IPA². The writer asked students to describe the picture based on what they have seen. The picture used was the same in the both classes. Based on result of pre-test, it was found that XI IPA¹ as experimental class and XI IPA² as control class. Then, the writer gave treatments to experimental class for eight meetings.

After giving treatments to experimental group, the writer gave same picture as used in pre-test to test students' speaking ability for their post-test at experimental group. Every student had different opinion about pictures what they had seen. In control group, the writer used same picture to test students' speaking ability. Students' speaking ability was evaluated based on grammar, comprehension, vocabulary, oral expression (pronunciation), fluently. The totals

of pre-test and post-test in both classes were significantly different. The total score of the experimental group was 3460 while the highest score was 76 and the lowest was 42. The total score of control group was 3154 while the highest was 70 and the lowest was 40. To support data, the writer used classroom observation. It just had been used in experimental group. Based on data analysis, the result of observation for answer “yes” was 82.15% and for answer “No” was 17.86%.

B. Data of Students’ Speaking Ability

The data of this research were gotten from the score of students’ pre test and post-test. All of data were collected through the following procedures:

1. In Both classes (experimental and control group), students were asked to describe the situation which they had seen from the picture.
2. Students’ speaking ability was recorded by sound recorder.
3. The score of students’ speaking ability was determined by the raters; the first rater was Mr. Yasir Amri, M.Pd and the second rater was Mrs. Kurnia Budiyaniti, M.Pd. Each score was gotten from the score given by the first rater and the second rater. The total scores were divided into two. For example: Student 1: the rater 1 gave score 48 and rater 2 gave 44. The total is $92:2= 46$. So the score of student 1 is 46.

There were two data of students’ speaking ability served by the writer. They were: the data of students speaking ability taught by using CLT techniques and the data of the students’ speaking ability taught without using CLT techniques, and they are as follows:

1. Students' Speaking Ability Taught by Using CLT Techniques

The data of students' speaking ability taught by using CLT techniques were gotten from pre-test and post-test of XI IPA¹ as experimental group taken from the sample of this class (29 students). The data can be seen from the table below:

Table IV.1
The score of the students' speaking ability taught by using CLT techniques

NO	Students	EXPERIMENTAL CLASS		Gain
		PRE-TEST	POST-TEST	
1	Student 1	44	60	16
2	Student 2	48	58	10
3	Student 3	50	66	16
4	Student 4	42	74	32
5	Student 5	70	76	6
6	Student 6	62	72	10
7	Student 7	60	72	12
8	Student 8	64	74	10
9	Student 9	64	76	12
10	Student 10	42	64	22
11	Student 11	44	54	10
12	Student 12	44	62	18
13	Student 13	46	64	18
14	Student 14	48	66	18
15	Student 15	46	70	24
16	Student 16	54	52	-2
17	Student 17	52	56	4
18	Student 18	56	56	0
19	Student 19	46	60	14
20	Student 20	46	64	18
21	Student 21	48	70	22
22	Student 22	60	66	6
23	Student 23	54	72	18
24	Student 24	46	68	22
25	Student 25	56	72	16
26	Student 26	56	76	20
27	Student 27	48	74	26
28	Student 28	62	76	14
29	Student 29	58	74	16
Total		1516	1944	428

From the table IV.1, the writer found that the total score of pre test in experimental group was 1516 while the highest was 70 and the lowest was 42 and the total score of post- test in experimental group was 1944 while the highest was 76 and the lowest was 52. It means that the students have significant increasing of their ability in speaking, it proved by the total score and the score of frequency from pretest and post test which is significantly different, and it can be seen as below:

Table IV.2
The frequency score of pre test and post test of experimental group

No	Valid of pre test	Frequency of pre test	Valid of post test	Frequency of post test
1	42	2	52	1
2	44	3	54	1
3	46	5	56	2
4	48	4	58	1
5	50	1	60	2
6	52	1	62	1
7	54	2	64	3
8	56	3	66	3
9	58	1	68	1
10	60	2	70	2
11	62	2	72	4
12	64	2	74	4
13	70	1	76	4
Total		29	-	29

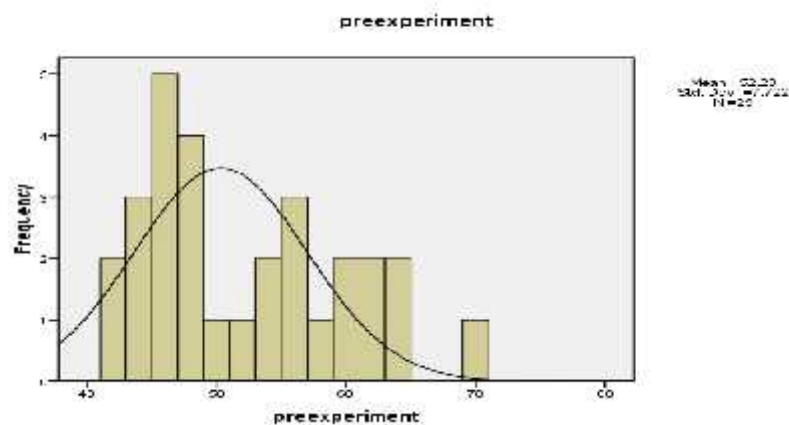
Besides, the mean and standard deviation are also needed in analyzing data which was gotten from the score of pre test and post test. In determining the mean and standard deviation, the writer used the software SPSS 17 to calculate it. The mean and standard deviation of pre test and post test are as in the following table:

Table IV.3

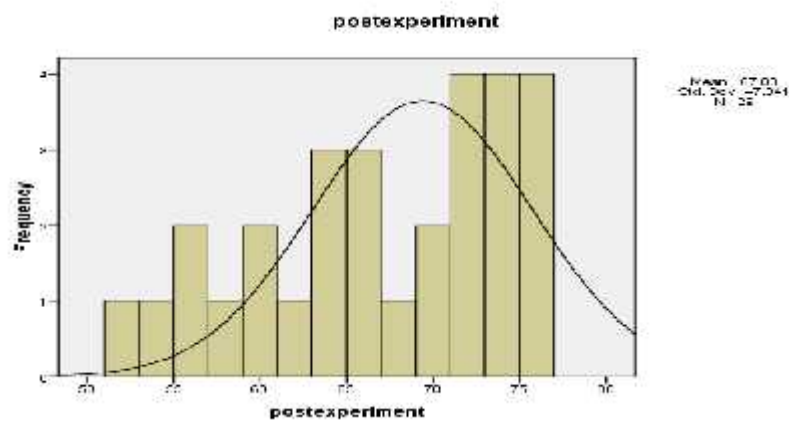
The mean and standard deviation of pre test and post test of experimental group

	Mean	Std. Dev
	52.28	7.722
Post test	67.03	7.341

Histogram IV.1



Histogram IV.2



2. Students' Speaking Ability Taught Without Using CLT Techniques

The data of students' speaking ability taught without using CLT techniques were also taken from pre-test and post-test of XI IPA² as control class taken from the sample of this class (30 students). The data can be seen from the table below:

Table IV.4
The score of the students' speaking ability taught without using CLT techniques

NO	Students	CONTROL CLASS		Gain
		PRE-TEST	POST-TEST	
1	Student 1	46	50	4
2	Student 2	48	54	6
3	Student 3	40	44	4
4	Student 4	54	62	8
5	Student 5	46	58	12
6	Student 6	50	54	4
7	Student 7	42	54	12
8	Student 8	46	64	18
9	Student 9	46	62	16
10	Student 10	40	58	18
11	Student 11	46	58	12
12	Student 12	48	58	10
13	Student 13	52	58	6
14	Student 14	44	44	0
15	Student 15	56	60	4
16	Student 16	54	58	4
17	Student 17	52	56	4
18	Student 18	46	54	8
19	Student 19	62	70	8
20	Student 20	54	46	-8
21	Student 21	48	60	12
22	Student 22	58	54	-4
23	Student 23	48	52	4
24	Student 24	56	54	-2
25	Student 25	42	48	6
26	Student 26	48	56	8
27	Student 27	48	56	8
28	Student 28	46	52	6
29	Student 29	60	64	4
30	Student 30	54	56	2
Total		1480	1674	194

From the table IV.4, The writer found that the total score of pre test in control group was 1480 while the highest was 60 and the lowest was 40 and the total score of post-test in control group was 1674 while the highest was 70 and the lowest was 44.

It means that the students have little increasing of their ability in speaking, and it is not as experimental group. Besides, the mean of pre test and post test of

control group and experimental group also have a big different. The frequency score and the mean of pre test and post test of control group can be seen as below:

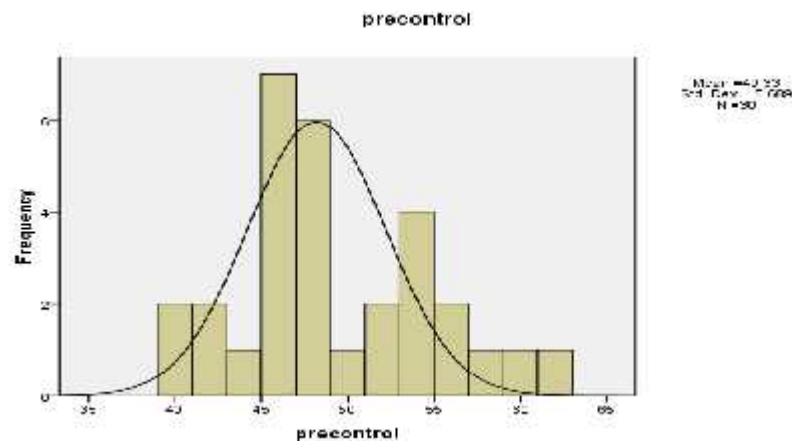
Table IV.5
The frequency score of pre test and post test of control group

No	Valid of pre test	Frequency of pre test	Valid of post test	Frequency of post test
1	40	2	44	2
2	42	2	46	1
3	44	1	48	1
4	46	7	50	1
5	48	6	52	2
6	50	1	54	6
7	52	2	56	4
8	54	4	58	6
9	56	2	60	2
10	58	1	62	2
11	60	1	64	2
12	62	1	70	1
Total		30		30

Table IV.6
The mean and standard deviation of pre test and post test of control group

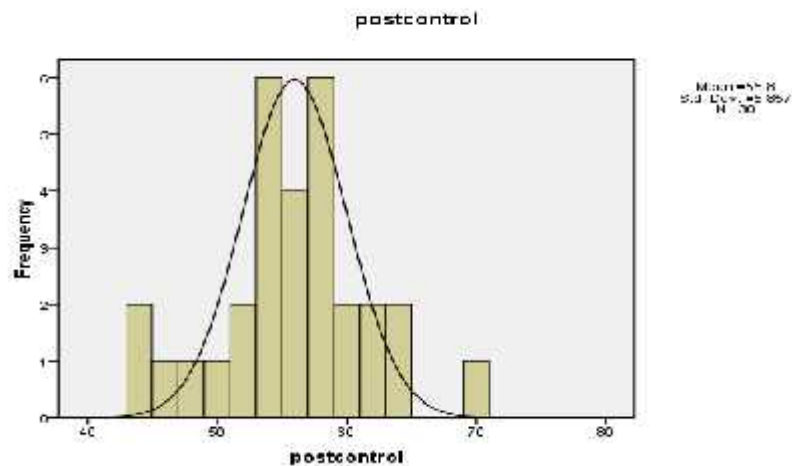
	Mean	Std. Dev
Pre test	49.33	5.689
Post test	55.8	5.857

Histogram



IV.3

Histogram IV.4



In this research, the writer used the observation to support the writer's research in collecting the data. When the observation was done by the writer, the writer taught the students directly. The English teacher always observed the writer in the classroom. The English teacher observed the writer for eight meetings in experimental group. To obtain how to use CLT techniques in increasing students' speaking ability, the writer took data from classroom observation. It will be described in the tables that present frequency distribution of each observation. To make data clearer, it can be seen in table below:

Table IV.7
Observation Percentage Recapitulation of Using Communicative Language Teaching Techniques in the Classroom

No	Indicators of using Communicative Language Teaching Techniques	Alternative Answers	
		Yes	No
1	The teacher uses English language in teaching.	8	0
2	The teacher introduces of authentic text	8	0

	and materials in the lesson.		
3	The teacher gives the communicative activities to the students, such as conversation, mini dialog, group work, pairs work, information gap and role play.	8	0
4	The teacher involves and gives the chance to the students to make their own learning actively.	6	2
5	The teacher sets up the situation that students are likely to encounter the real life situation.	8	0
6	The teacher gives the respond to students' needs and interests.	4	4
7	The teacher reduces the teacher speaking time.	4	4
	Total	46	10
	Percentage	82.15%	17.86%

The writer used the following formula to get the percentage of the observation:

$$P = \frac{F}{N} \times 100\%$$

Where: P: Percentage

F: Frequency of the score

N: Number of Case

Sudjiono (2007:43)

$$\frac{46}{56} \times 100\% = 82.15\%$$

$$\frac{10}{56} \times 100\% = 17.86\%$$

Based on the data, the category of the observation can be seen below:

a. 76-100 = Very good

b. 56-76 = Enough

c. 40-55 = Less

d. Less than 40 = Bad

Ari Kunto (1996:246)

The table IV.7 shows the result of observation of using CLT techniques in experimental group. The result of observation for answer “yes” is 82.15% and it can be said very good and for answer “No” is 17.86%, it can be said bad.

The table indicators show some frequently aspects implemented by the writer as a teacher in the classroom. It can be seen as follows:

- 1) The teacher uses English language in teaching. It means that the teacher uses the communicative language which is easy to understand.
- 2) The teacher introduces of authentic text and materials in the lesson. The teacher gives the authentic material in teaching process.
- 3) The teacher gives the communicative activities to the students, such as conversation, mini dialog, group work, pairs work, information gap and role play. The students do the mini dialog in pairs or group work and share it each others.
- 4) The teacher involves and gives the chance to the students to make their own learning actively. by giving more time to the students to speak in the classroom.
- 5) The teacher sets up the situation that students are likely to encounter the real life situation, such as giving the example of material which is related to their daily life.
- 6) The teacher gives the respond to students' needs and interests. The teacher gives the respond when the students ask about the material, when they are

difficult to know the meaning of word, and what they are interested in the material.

- 7) The teacher reduces the teacher speaking time. The teacher gives the chance to the students in order they can speak freely.

‘The table indicators show some frequently aspects that are not implemented by the teacher in the classroom. It can be seen as follows:

- 1) The teacher involves and gives the chance to the students to make their own learning actively. It is not implemented in teaching and learning process because the limited time.
- 2) The teacher gives the respond to students' needs and interests.
- 3) The teacher reduces the teacher speaking time.

Based on the table IV.7, it can be seen that the most frequent treatments of using CLT techniques implemented by the teacher (writer) had increased the students' speaking ability.

C. Test of Reliability, Normality, and Homogeneity

a. Test of Reliability

Test of reliability is to know whether the tests which should be given to experimental group and control group are reliable or not reliable therefore, the writer took try out from other classes of the second years. The score of try out as below:

Table IV.8
The score of try out

No	Group 1	Group 2
1	70	70
2	70	60
3	65	65
4	65	65
5	64	60
6	60	60
7	60	60
8	60	60
9	60	55
10	55	70
11	70	55
12	70	70
13	60	55
14	60	50
15	60	50
16	50	50
17	50	45
18	45	45
19	40	40
20	40	36

Table IV.9
Reliability Statistics of Try Out

Cronbach's Alpha	N of Items
.880	2

Table IV.10
Mean and standard deviation of try out

	Mean	Std. Deviation	N
Group 1	58.70	9.409	20
Group 2	56.14	9.216	20

Number items: 2

Mean of Group 1: 58.70

Mean of Group 2: 56.14

Standard deviation of Group 1: 9.409

Standard deviation of Group 2: 9.216

Cronbach's Alpha: 0.880

df: 18

The score obtained compares to r table of product moment that the degree of freedom is 18 " r " product moment at level 5% is 0.444 and 1% is 0.561. The score obtained of Cronbach's Alpha was 0.880 higher then r table whether 5% and 1% ($0.444 \leq 0.880 \geq 0.561$). It means that the test was reliable

b. Test of Normality

Test of normality is done to know whether the data on experimental group and control group are normal or not normal. When there is normality, residual will distributed normally. In this research, to know the data normality used Kolmogorov-Smirnov and it was counted by using software SPSS 17, the criteria were used if the variable $p > 0.05$ it could be concluded that each data of variables distributed normally as stated by Yunardi (2009: 192). The result of normality test is as follows:

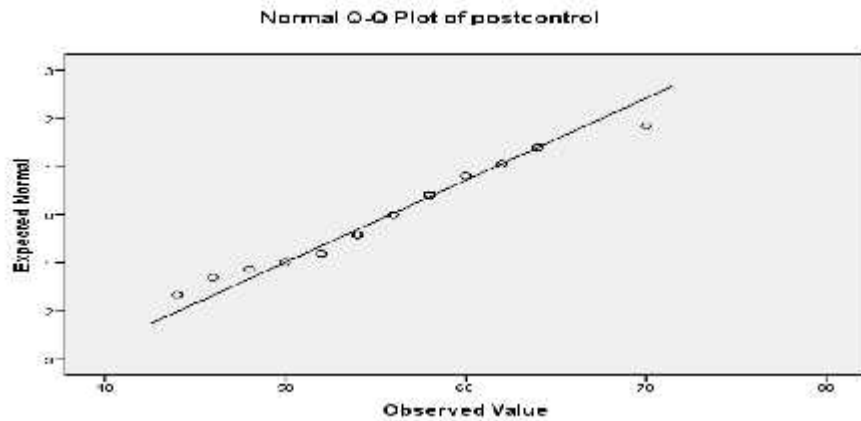
Table IV.11
Test of Normality for Experimental and Control Group

	Kolmogorov-Smirnov ^a		
	Statistic	df	Sig.
Experimental Group	.164	29	.044
Control Group	.146	30	.102

^aLilliefors Significance Correction

Based on the table IV.11, it shows that the significance of experimental group is $0.044 > 0.05$ and the control group is $0.102 > 0.05$. It can be stated that the data of experimental and control group are normal.

Detection of the normality can be seen by using normal graph Q-Q Plot. The graph below shows that points spread around diagonal lines and spreading follow to diagonal lines. It means that it is full out the normality assumption.



c. Test of Homogeneity

Test of homogeneity was used to know whether the data of speaking ability on experimental group and control group were homogeneity or not.

Table IV.12
Test of Homogeneity for Experimental and Control Group

	Levene Statistic	df1	df2	Sig.
Experimental Group	1.414	7	18	.260
Control Group	3.281	7	16	.023

The test of homogeneity can be said homogeneity if $\text{sig.} > 0.05$. The homogeneity of the data can be seen from table above which uses Levene test that experimental group is $0.260 > 0.05$ and control group is $0.023 > 0.05$. Then, it can be concluded that the experimental and control group have the homogeneity data.

D. Data Analysis

1. The Students' Speaking Ability

The writer did test to find out students' speaking ability. The data were obtained through the gain of experimental group and control group. To analyze the data, the writer used t-test formula by using software SPSS 17.

Table IV.13
Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Control group	6.62	30	5.931	1.101
Experimental group	14.76	29	7.624	1.416

Table IV.14
Paired Samples Test

Paired Differences						t	df	Sig. (2-tailed)
Pair 1	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Control Group – Experimental Group	-8.138	9.680	1.797	-11.820	-4.456	-4.527	28	.000

Based on the result of Paired Sample t-test by using SPSS above, the sig. (2-tailed) is. $< \alpha (0.00 < 0.05)$, it shows us that H_0 is rejected and H_a is accepted.

2. Testing Hypothesis

Based on table IV.14 that t_o is 4.527, the T table is compared by getting degree of freedom (df) 28. T-table in the degree of significance 5% and 1% was

obtained 2.05 and 2.76. So, the writer found that $2.05 < 4.527 > 2.76$. So, it can be analyzed that t_o is higher than T-table in either 5% or 1%. It can be said that H_o is rejected and H_a is accepted. It shows that using Communicative Language Teaching techniques has effect positively toward increasing students' speaking ability. So, there is significant effect of using Communicative Language Teaching techniques toward increasing students' speaking ability.

3. Interpretation

This experiment showed that the mean score of both groups were different. The mean score of result post test in experimental group was 67.03 and control group was 55.8. It can be stated that using Communicative Language Teaching techniques had effect positively toward increasing students' speaking ability. It is proved by the different score in experimental group and control group was 11.23. So, using CLT techniques could increase students' speaking ability.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

There are three conclusions of this research based on the objectives of the research. The first is to find out students' speaking ability who are taught by using CLT techniques. After conducting the research, the students' speaking ability who are taught by using communicative language teaching techniques at the second year students of SMAN 3 Kampar is categorized as good (67.03).

The second is to find out to students' speaking ability which is taught without using CLT techniques. The students' speaking ability which is taught without using communicative language teaching techniques at SMAN 3 Kampar is categorized as average (55.8).

The last question is to investigate significant difference between the students' speaking ability taught by using CLT techniques and those who are taught without using CLT techniques. Based on the score of T-test (4.527) and the average (67.03), it shows that there is a significant difference between the students' speaking ability which is taught by using CLT techniques and those who are taught without using CLT techniques. This is provided by the finding t-test (4.527) which is greater than t-table at 5% degree of significance (2.05), while in the level significance 1% is (2.76). So, the writer found that $2.05 < 4.527 > 2.76$. So, it can be analyzed that t_o is higher than t-table in either 5% or 1%. It can be said that H_o is rejected and H_a is accepted. It shows that using Communicative Language Teaching techniques has effect positively toward increasing students'

speaking ability. So, there is significant different effect between the students' speaking ability taught by using CLT techniques and those who is taught without using CLT techniques.

B. Suggestion

Considering the effectiveness of using CLT techniques toward increasing students' speaking ability, the writer would like to give some suggestions as follows:

1) Suggestions for the teacher:

- a. It is recommended to teacher to use CLT techniques in teaching and learning process.
- b. The teacher should have ability to guide the students in learning English in order their ability is increasing especially in speaking English.
- c. The teacher should give the students opportunities to share or express their ideas in front of their friends.
- d. The teacher should be creative in improving teaching and learning process.
- e. The teacher should give attention to the students' interest.

2) Suggestion for the students:

- a. The students should pay more attention to the lesson that has explained by the teacher.
- b. The students should do the discussion and sharing information in order to improve their speaking ability.
- c. The students should more often speak English.

- d. Practice English whenever you are.

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APPENDIX A

Speaking Test

1. Please tell or describe what you have seen at the picture!
2. Each student has to give their short story in five minutes!

APPENDIX B

TEACHING DESIGN OF EXPERIMENTAL GROUP

Subject : English
Semester/class : I/XI
Level : High School
Meeting : 1 (One)
Time Allocated : 2 X 45 minutes

- I. Competency Standard: **Speaking**: to express the meaning of transactional and interpersonal formal dialogue and sustained in context of daily life.
- II. Base Competence: to express the meaning of transactional (to get things done) and interpersonal (socialization) formal dialogue and sustained which use oral language accurately, fluently, and acceptable in the context of daily life and involve the utterance of giving opinion, asking opinion, expressing satisfaction, and dissatisfaction.
- III. Indicators:
 1. Using the utterance of giving opinion.
 2. Responding the utterance of giving opinion.
 3. Using the utterance of asking opinion.
 4. Responding the utterance of asking opinion.
- IV. Aims :
 1. The students are able to use the utterance of giving opinion.
 2. The students are able to respond the utterance of giving opinion.
 3. The students are able to use the utterance of asking opinion.
 4. The students are able to respond the utterance of asking opinion.
- V. Materials:
 - Expressing/Giving Opinion:
 - In my opinion,
 - I think.....
 - I believe....
 - In my case....

- Asking Opinion:
 - What do you think of....
 - Do you think it is going....
 - Do you have any idea?
 - What is your opinion?
 - How do you like...?

VI. Strategies: CLT method.

VII. Steps in teaching:

- Pre-teaching (10')
 - Teacher and students pray to the God.
 - Teacher greets the students, introduction and check register.
 - Teacher elicits the students by asking the students their opinion about the classroom's situation.
- Whilst-teaching (70')
 - Teacher expresses the expression of Expressing/Giving and Asking Opinion by giving the real example.
 - The students share the information to their friends what they have gotten about the expressing of Expressing/Giving and Asking Opinion and give the example in their own word.
 - The students practice the Expressing/Giving and Asking Opinion to their classmate in pairs.
- Post-teaching (10')
 - The students give their opinion about the quiz program of TV in the English language in pair work.
 - The teacher resumes the lesson and closes the meeting.

VIII. Sources/Tools:

- Book look ahead 2

Padang Mutung, October 11, 2010

English Teacher

Researcher

AKMAL. S.Pd.I

Awalia Rizka

NIP. 198007132008011012

NIM. 10614003464

TEACHING DESIGN OF EXPERIMENTAL GROUP

Subject : English
Semester/class : I/XI
Level : High School
Meeting : 2 (Two)
Time Allocated : 2 X 45 minutes

- I. Competency Standard: **Speaking**: to express the meaning of transactional and interpersonal formal dialogue and sustained in context of daily life.
- II. Base Competence: to express the meaning of transactional (to get things done) and interpersonal (socialization) formal dialogue and sustained which use oral language accurately, fluently, and acceptable in the context of daily life and involve the utterance of giving opinion, asking opinion, expressing satisfaction, and dissatisfaction.
- III. Indicators:
 1. Using the utterance of expressing satisfaction.
 2. Responding the utterance of expressing satisfaction.
 3. Using the utterance of dissatisfaction.
 4. Responding the utterance of dissatisfaction.
- IV. Aims :
 1. The students are able to use the utterance of expressing satisfaction.
 2. The students are able to respond the utterance of expressing satisfaction.
 3. The students are able to use the utterance of dissatisfaction.
 4. The students are able to respond the utterance of dissatisfaction.
- V. Materials:
 - Expressing Satisfaction:
 - It was satisfactory.
 - Good enough.
 - I am happy enough with it.
 - Everything was just perfect.

- Expressing Dissatisfaction:
 - I have a complaint.
 - I want to make a complaint.
 - I am very dissatisfied with the condition.
- Responding Dissatisfaction:
 - I see.
 - I am sorry to hear that.
 - I will see what I can do about it.
- Asking about Satisfaction/ Dissatisfaction:
 - Is every thing ok?
 - Are you satisfied?
 - Do you want to complain about something?

VI. Strategies: CLT method.

VII. Steps in teaching:

- Pre-teaching (10')
 - Teacher and students pray to the God.
 - Teacher greets the students, introduction and check register.
 - Teacher elicits the students by asking the students about satisfaction and dissatisfaction.
- Whilst-teaching (60')
 - Teacher expresses the expression of satisfaction and dissatisfaction by giving the real example.
 - The students share the information to their friends what they have gotten about the expressing of satisfaction and dissatisfaction and give the example in their own word.
 - The students practice the expression of satisfaction and dissatisfaction to their classmate in pairs.
- Post-teaching (20')
 - The students give their perform about the expression of satisfaction and dissatisfaction based their own situation in pair work.
 - The teacher resumes the lesson and closes the meeting.

VIII. Sources/Tools:

- Book look ahead 2

English Teacher

Padang Mutung, October 12, 2010

Researcher

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Awalia Rizka

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TEACHING DESIGN OF EXPERIMENTAL GROUP

Subject : English
Semester/class : I/XI
Level : High School
Meeting : 3 (Three)
Time Allocated : 2 X 45 minutes

- I. Competency Standard: **Speaking**: to express the meaning of transactional and interpersonal formal dialogue and sustained in context of daily life.
- II. Base Competence: to express the meaning of transactional (to get things done) and interpersonal (socialization) formal dialogue and sustained which use oral language accurately, fluently, and acceptable in the context of daily life and involve the utterance of advising, warning, permission, relief, pain, and pleasure.
- III. Indicators:
 1. Using the utterance of advising.
 2. Responding the utterance of advising.
 3. Using the utterance of warning.
 4. Responding the utterance of warning.
- IV. Aims :
 1. The students are able to use the utterance of advising.
 2. The students are able to respond the utterance of advising.
 3. The students are able to use the utterance of warning.
 4. The students are able to respond the utterance of warning.
- V. Materials:
 - Asking for advice:
 - What do you think?
 - Do you have any ideas?
 - Do you have any advice for me?
 - Can you give me some advice?
 - Do you have any recommendation?

- Offering advice:

- I think you'd better.....
- If I were you, I'd.....
- I advise you to.....
- My advice is.....
- I suggest that....
- Let me suggest that.....

The expression of warning:

- Informative notices:

- Out of order (for a machine that is not working).
- Sold out (the tickets are sold out).

- Do this:

- Please queue out side.
- Keep right.

- Do not do this:

- No smoking.
- No parking.
- Please do not disturb.
- Please do not feed the animal.

- Watch out:

- Watch your head.
- Watch your step.

VI. Strategies: CLT method.

VII. Steps in teaching:

- Pre-teaching (10')

- Teacher and students pray to the God.
- Teacher greets the students, introduction and check register.
- Teacher elicits the students by giving advising and warning.

- Whilst-teaching (60')
 - Teacher asks the students to give example of the expression of advising and warning by giving the real example.
 - The students share the information to their friends what they have gotten about the expressing of advising and warning and give the example in their own word.
 - The students practice the expression of advising and warning to their classmate in pairs.
- Post-teaching (20')
 - The students write their own problem on a piece of paper then, they change their paper to their friend with writing the expression of advising and warning. Then, they make a mini dialog in front of class.
 - The teacher resumes the lesson and closes the meeting.

VIII. Sources/Tools:

- Book look ahead 2
- Paper

English Teacher

Padang Mutung, October 18, 2010

Researcher

AKMAL. S.Pd.I

Awalia Rizka

NIP. 198007132008011012

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TEACHING DESIGN OF EXPERIMENTAL GROUP

Subject : English
Semester/class : I/XI
Level : High School
Meeting : 4 (Four)
Time Allocated : 2 X 45 minutes

- I. Competency Standard: **Speaking**: to express the meaning of transactional and interpersonal formal dialogue and sustained in context of daily life.
- II. Base Competence: to express the meaning of transactional (to get things done) and interpersonal (socialization) formal dialogue and sustained which use oral language accurately, fluently, and acceptable in the context of daily life and involve the utterance of advising, warning, permission, relief, pain, and pleasure.
- III. Indicators: 1. Using the utterance of permission.
2. Responding the utterance of permission.
- IV. Aims :
 1. The students are able to use the utterance of permission.
 2. The students are able to respond the utterance of permission.
- V. Materials:

The expression of permission:

 - Asking permission:
 - Can I close the window?
 - May I have your permission?
 - Giving permission:
 - Sure, go ahead.
 - You have my permission.
 - Denying permission:
 - No, you may not.
 - I will not permit you to do.
 - I absolutely forbid you.

- VI. Strategies: CLT method.
- VII. Steps in teaching:
- Pre-teaching (10')
 - Teacher and students pray to the God.
 - Teacher greets the students, introduction and check register.
 - Teacher elicits the students about expression of permission.
 - Whilst-teaching (60')
 - Teacher asks the students to give example of the expression of permission by giving the real example.
 - The students share the information to their friends what they have gotten about the expressing of permission and give the example in their own word.
 - The students practice the expression of permission to their classmate in pairs.
 - Post-teaching (20')
 - The students make their own situation of the expression of permission. Then, they make a mini dialog in front of class.
 - The teacher resumes the lesson and closes the meeting.
- VIII. Sources/Tools:
- Book look ahead 2

English Teacher

Padang Mutung, October 19, 2010

Researcher

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TEACHING DESIGN OF EXPERIMENTAL GROUP

Subject : English
Semester/class : I/XI
Level : High School
Meeting : 5 (Five)
Time Allocated : 2 X 45 minutes

- I. Competency Standard: **Speaking**: to express the meaning of transactional and interpersonal formal dialogue and sustained in context of daily life.
- II. Base Competence: to express the meaning of transactional (to get things done) and interpersonal (socialization) formal dialogue and sustained which use oral language accurately, fluently, and acceptable in the context of daily life and involve the utterance of advising, warning, permission, relief, pain, and pleasure.
- III. Indicators: 1. Using the utterance of relief, pain, and pleasure.
2. Responding the utterance of relief, pain, and pleasure.
- IV. Aims :
 1. The students are able to use the utterance of relief, pain, and pleasure.
 2. The students are able to respond the utterance of relief, pain, and pleasure.
- V. Materials:
 - The expression of relief:
 - Oh, that's a relief.
 - Thank goodness for that.
 - The expression of pain:
 - Ouch! It hurts me so much.
 - It is very painful. I can't stand it
 - The expression of pleasure:
 - I'm very pleased.
 - Oh, it is wonderful.

VI. Strategies: CLT method.

VII. Steps in teaching:

- Pre-teaching (10')

- Teacher and students pray to the God.
- Teacher greets the students, introduction and check register.
- Teacher elicits the students about expression of relief, pain, and pleasure.

- Whilst-teaching (60')

- Teacher asks the students to give example of the expression of relief, pain, and pleasure by giving the example.
- The students share the information to their friends what they have gotten about the expressing of relief, pain, and pleasure and give the example in their own word.
- The students practice the expression of relief, pain, and pleasure to their classmate in pairs.

- Post-teaching (20')

- The students make the dialog of the expression of relief, pain, and pleasure based on the paper which is given from the teacher.
- The teacher resumes the lesson and closes the meeting.

VIII. Sources/Tools:

- Book look ahead 2
- Paper

English Teacher

Padang Mutung, October 25, 2010

Researcher

AKMAL. S.Pd.I

Awalia Rizka

NIP. 198007132008011012

NIM. 10614003464

TEACHING DESIGN OF EXPERIMENTAL GROUP

Subject : English
Semester/class : I/XI
Level : High School
Meeting : 6 (Six)
Time Allocated : 2 X 45 minutes

- I. Competency Standard: **Speaking**: to express the meaning of short functional text and monolog text which form report, narrative, and analytical exposition in the context of daily life.
- II. Base Competence: to express the meaning of monolog text which use oral language accurately, fluently, and acceptable in the context of daily life such as report text, narrative text, and analytical exposition.
- III. Indicators: 1. Using sentence of simple present in expressing report.
2. Doing debate.
- IV. Aims :
 1. The students are able to use sentence of simple present in expressing report.
 2. The students are able to do debate.
- V. Materials:
 - Reports
 - Purpose: to describe the way things such as a man-made thing, animals, and plants.
 - Text organization:
 1. General classification (introduces the topic of report such as the class or sub class).
 2. Identification (give the shape/form, parts, behavior, habitat, way of survival).
 - Language features
 1. The use of general nouns (e.g.: c komodoes, computers, orchids).
 2. The use of relating verbs (e.g.: is, are, has).

3. The use of present tenses (e.g.: komodo dragons usually weigh more than 160 kg).
4. The use of behavioral verbs (e.g.: snakes often sunbathe in the sun).
5. The use of technical terms (e.g.: water contains oxygen and hydrogen).

VI. Strategies: CLT method.

VII. Steps in teaching:

- Pre-teaching (10')
 - Teacher and students pray to the God.
 - Teacher greets the students, introduction and check register.
 - Teacher elicits the students about simple present tense.
- Whilst-teaching (50')
 - Teacher shows the students a picture and then asks them to report about the picture.
 - The teacher explains the report text.
 - The students discuss in a group and report the picture.
- Post-teaching (30')
 - The students make a debate about the picture which is reported.
 - The teacher resumes the lesson and closes the meeting.

VIII. Sources/Tools:

- Book look ahead 2
- pictures

Padang Mutung, October 26, 2010

English Teacher

Researcher

AKMAL. S.Pd.I

NIP. 198007132008011012

Awalia Rizka

NIM. 10614003464

TEACHING DESIGN OF EXPERIMENTAL GROUP

Subject : English
Semester/class : I/XI
Level : High School
Meeting : 7 (Seven)
Time Allocated : 2 X 45 minutes

- I. Competency Standard: **Speaking**: to express the meaning of short functional text and monolog text which form report, narrative, and analytical exposition in the context of daily life.
- II. Base Competence: to express the meaning of monolog text which use oral language accurately, fluently, and acceptable in the context of daily life such as report text, narrative text, and analytical exposition.
- III. Indicators: 1. Doing monolog in narrative.
- IV. Aims :
 1. The students are able to do monolog in narrative.
- V. Materials:

Lebai malang

Once upon a time, there was a man who lived on the bank a river in central Sumatra. His house laid between two village. He was a religious teacher. His name was lebai. He made a living both by teaching people and fishing. He was well-known by two village.

One day, two rich families in the two village were having a big party. Both of them invited him at the same day of the same hour. In the morning of the feast. Lebai was ready to attend the party by his boat. However a greedy thought struck his mind before he went. He could not decide which village to visit first. Because the one in the north of the river only sloughtered one buffallo, while, in the south of the river sloughtered two buffaloes.

As the north was near his house, he rowed his boat upstream to the north of the river. On his way he thought that people didn't know him well, they would not respect him very much. He turned his boat to the downstream, beside he would get much respect in the south, he can also get two buffaloes heads. He thought again that they could not cook well. He thought whether he went upstream or downstream. He turned his boat to the upstream. When he nearly reached the place, he saw some people going back from the party. He turned his boat quickly to the downstream. Unfortunately, when he arrived there, he saw people leaving the house. He spent his time to go upstream and downstream until the feast was over; he got nothing.

He felt weak; he managed his boat slowly to reach his house. People had enjoyed delicious food, and pleasant hours. But it had ended in a great disappointment for lebai. He had an unlucky day. Therefore so he was called lebai malang – lebai who was unfortunate.

VI. Strategies: CLT method.

VII. Steps in teaching:

- Pre-teaching (10')
- Teacher and students pray to the God.
- Teacher greets the students, introduction and check register.
- Teacher elicits the students about narrative text by showing picture.
- Whilst-teaching (75')
- Teacher asks the students to make groups. Each group discusses a story given by the teacher and chooses the figure for their selves.
- Each group perform a drama in front of class.
- Post-teaching (5')
- The teacher resumes the lesson and closes the meeting.

VIII. Sources/Tools:

- Book look ahead 2
- pictures

English Teacher

Padang Mutung, November 01, 2010
Researcher

AKMAL. S.Pd.I
NIP. 198007132008011012

Awalia Rizka
NIM. 10614003464

TEACHING DESIGN OF EXPERIMENTAL GROUP

Subject : English
Semester/class : I/XI
Level : High School
Meeting : 8 (Eight)
Time Allocated : 2 X 45 minutes

- I. Competency Standard: **Speaking**: to express the meaning of short functional text and monolog text which form report, narrative, and analytical exposition in the context of daily life.
- II. Base Competence: to express the meaning of monolog text which use oral language accurately, fluently, and acceptable in the context of daily life such as report text, narrative text, and analytical exposition.
- III. Indicators: 1. Doing monolog in analytical exposition.
2. Doing debate.
- IV. Aims :
 1. The students are able to do monolog in exposition.
 2. The students are able to do debate.
- V. Materials:
 - Reports
 - Purpose: to persuade by presenting arguments, and to analyze or explain 'how' and 'why'.
 - Text organization:
 1. A thesis
 2. Arguments
 3. Reiteration
- VI. Strategies: CLT method.
- VII. Steps in teaching:
 - Pre-teaching (10')
 - Teacher and students pray to the God.
 - Teacher greets the students, introduction and check register.

- Teacher elicits the students about how to persuade or analyze something.
- Whilst-teaching (50')
 - Teacher explains the purpose and text organization of analytical exposition.
 - The teacher shows the picture and then the students divided into some groups for discussing.
 - The students discuss the picture.
- Post-teaching (30')
 - The students make a debate about the picture.
 - The teacher resumes the lesson and closes the meeting.

VIII. Sources/Tools:

- Book look ahead 2
- pictures

Padang Mutung, November 02, 2010

English Teacher

Researcher

AKMAL. S.Pd.I

Awalia Rizka

NIP. 198007132008011012

NIM. 1061400

TEACHING DESIGN OF CONTROL GROUP

Subject : English
Semester/class : I/XI
Level : High School
Meeting : 1 (One)
Time Allocated : 2 X 45 minutes

VIII. Competency Standard: **Speaking**: to express the meaning of transactional and interpersonal formal dialogue and sustained in context of daily life.

IX. Base Competence: to express the meaning of transactional (to get things done) and interpersonal (socialization) formal dialogue and sustained which use oral language accurately, fluently, and acceptable in the context of daily life and involve the utterance of giving opinion, asking opinion, expressing satisfaction, and dissatisfaction.

- X. Indicators:
1. Using the utterance of giving opinion.
 2. Responding the utterance of giving opinion.
 3. Using the utterance of asking opinion.
 4. Responding the utterance of asking opinion.

XI. Aims :

1. The students are able to use the utterance of giving opinion.
2. The students are able to respond the utterance of giving opinion.
3. The students are able to use the utterance of asking opinion.
4. The students are able to respond the utterance of asking opinion.

XII. Materials:

- Expressing/Giving Opinion:
 - In my opinion,
 - I think.....
 - I believe....
 - In my case....
- Asking Opinion:
 - What do you think of....

- Do you think it is going....
- Do you have any idea?
- What is your opinion?
- How do you like...?

XIII. Strategies: conventional method.

XIV. Steps in teaching:

• Pre-teaching (10')

- Teacher and students pray to the God.
- Teacher greets the students, introduction and check register.

• Whilst-teaching (50')

- The teacher writes the material on black board.
- The teacher reads the material and translates it into Indonesian language.
- The teacher and students read the material together.

• Post-teaching (30')

- The teacher orders the students to memorize the material (expression) and do the task based on text book.
- The teacher resumes the lesson and closes the meeting.

IX. Sources/Tools:

- Book look ahead 2

Padang Mutung, October 12, 2010

English Teacher

Researcher

AKMAL. S.Pd.I

Awalia Rizka

NIP. 198007132008011012

NIM. 10614003464

TEACHING DESIGN OF CONTROL GROUP

Subject : English
Semester/class : I/XI
Level : High School
Meeting : 2 (Two)
Time Allocated : 2 X 45 minutes

VIII. Competency Standard: **Speaking**: to express the meaning of transactional and interpersonal formal dialogue and sustained in context of daily life.

IX. Base Competence: to express the meaning of transactional (to get things done) and interpersonal (socialization) formal dialogue and sustained which use oral language accurately, fluently, and acceptable in the context of daily life and involve the utterance of giving opinion, asking opinion, expressing satisfaction, and dissatisfaction.

X. Indicators: 1. Using the utterance of expressing satisfaction.
2. Responding the utterance of expressing satisfaction.
3. Using the utterance of dissatisfaction.
4. Responding the utterance of dissatisfaction.

XI. Aims :
1. The students are able to use the utterance of expressing satisfaction.
2. The students are able to respond the utterance of expressing satisfaction.
3. The students are able to use the utterance of dissatisfaction.
4. The students are able to respond the utterance of dissatisfaction.

XII. Materials:
• Expressing Satisfaction:
- It was satisfactory.
- Good enough.
- I am happy enough with it.
- Everything was just perfect.

- Expressing Dissatisfaction:
 - I have a complaint.
 - I want to make a complaint.
 - I am very dissatisfied with the condition.
- Responding Dissatisfaction:
 - I see.
 - I am sorry to hear that.
 - I will see what I can do about it.
- Asking about Satisfaction/ Dissatisfaction:
 - Is every thing ok?
 - Are you satisfied?
 - Do you want to complain about something?

XIII. Strategies: conventional method.

XIV. Steps in teaching:

- Pre-teaching (10')
 - Teacher and students pray to the God.
 - Teacher greets the students, introduction and check register.
- Whilst-teaching (50')
 - The teacher writes the material on black board.
 - The teacher reads the material and translates it into Indonesian language.
 - The teacher and students read the material together.
- Post-teaching (30')
 - The teacher orders the students to memorize the material (expression) and do the task based on text book.
 - The teacher resumes the lesson and closes the meeting.

IX. Sources/Tools:

- Book look ahead 2

English Teacher

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NIP. 198007132008011012

Padang Mutung, October 13, 2010

Researcher

Awalia Rizka

NIM. 10614003464

TEACHING DESIGN OF CONTROL GROUP

Subject : English
Semester/class : I/XI
Level : High School
Meeting : 3 (Three)
Time Allocated : 2 X 45 minutes

VIII. Competency Standard: **Speaking**: to express the meaning of transactional and interpersonal formal dialogue and sustained in context of daily life.

IX. Base Competence: to express the meaning of transactional (to get things done) and interpersonal (socialization) formal dialogue and sustained which use oral language accurately, fluently, and acceptable in the context of daily life and involve the utterance of advising, warning, permission, relief, pain, and pleasure.

X. Indicators: 1. Using the utterance of advising.
2. Responding the utterance of advising.
3. Using the utterance of warning.
4. Responding the utterance of warning.

XI. Aims :
1. The students are able to use the utterance of advising.
2. The students are able to respond the utterance of advising.
3. The students are able to use the utterance of warning.
4. The students are able to respond the utterance of warning.

XII. Materials:

- Asking for advice:
 - What do you think?
 - Do you have any ideas?
 - Do you have any advice for me?
 - Can you give me some advice?
 - Do you have any recommendation?

- Offering advice:

- I think you'd better.....
- If I were you, I'd.....
- I advise you to.....
- My advice is.....
- I suggest that....
- Let me suggest that.....

The expression of warning:

- Informative notices:

- Out of order (for a machine that is not working).
- Sold out (the tickets are sold out).

- Do this:

- Please queue out side.
- Keep right.

- Do not do this:

- No smoking.
- No parking.
- Please do not disturb.
- Please do not feed the animal.

- Watch out:

- Watch your head.
- Watch your step.

XIII. Strategies: conventional method.

XIV. Steps in teaching:

- Pre-teaching (10')

- Teacher and students pray to the God.
- Teacher greets the students, introduction and check register.

- Whilst-teaching (50')

- The teacher writes the material on black board.

- The teacher reads the material and translates it into Indonesian language.
- The teacher and students read the material together.
- Post-teaching (30')
 - The teacher orders the students to memorize the material (expression) and do the task based on text book.
 - The teacher resumes the lesson and closes the meeting.

IX. Sources/Tools:

- Book look ahead 2
- Paper

English Teacher

Padang Mutung, October 19, 2010

Researcher

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Awalia Rizka

NIP. 198007132008011012

NIM. 10614003464

TEACHING DESIGN OF CONTROL GROUP

Subject : English
Semester/class : I/XI
Level : High School
Meeting : 4 (Four)
Time Allocated : 2 X 45 minutes

- VI. Competency Standard: **Speaking**: to express the meaning of transactional and interpersonal formal dialogue and sustained in context of daily life.
- VII. Base Competence: to express the meaning of transactional (to get things done) and interpersonal (socialization) formal dialogue and sustained which use oral language accurately, fluently, and acceptable in the context of daily life and involve the utterance of advising, warning, permission, relief, pain, and pleasure.
- VIII. Indicators: 1. Using the utterance of permission.
2. Responding the utterance of permission.
- IX. Aims :
1. The students are able to use the utterance of permission.
 2. The students are able to respond the utterance of permission.
- X. Materials:
- The expression of permission:
- Asking permission:
 - Can I close the window?
 - May I have your permission?
 - Giving permission:
 - Sure, go ahead.
 - You have my permission.
 - Denying permission:
 - No, you may not.
 - I will not permit you to do.
 - I absolutely forbid you.

- VI. Strategies: conventional method.
- VIII. Steps in teaching:
- Pre-teaching (10')
 - Teacher and students pray to the God.
 - Teacher greets the students, introduction and check register.
 - Whilst-teaching (50')
 - The teacher writes the material on black board.
 - The teacher reads the material and translates it into Indonesian language.
 - The teacher and students read the material together.
 - Post-teaching (30')
 - The teacher orders the students to memorize the material (expression) and do the task based on text book.
 - The teacher resumes the lesson and closes the meeting.
- IX. Sources/Tools:
- Book look ahead 2

English Teacher

Padang Mutung, October 20, 2010

Researcher

AKMAL. S.Pd.I

Awalia Rizka

NIP. 198007132008011012

NIM. 10614003464

TEACHING DESIGN OF CONTROL GROUP

Subject : English
Semester/class : I/XI
Level : High School
Meeting : 5 (Five)
Time Allocated : 2 X 45 minutes

- VI. Competency Standard: **Speaking**: to express the meaning of transactional and interpersonal formal dialogue and sustained in context of daily life.
- VII. Base Competence: to express the meaning of transactional (to get things done) and interpersonal (socialization) formal dialogue and sustained which use oral language accurately, fluently, and acceptable in the context of daily life and involve the utterance of advising, warning, permission, relief, pain, and pleasure.
- VIII. Indicators: 1. Using the utterance of relief, pain, and pleasure.
2. Responding the utterance of relief, pain, and pleasure.
- IX. Aims :
1. The students are able to use the utterance of relief, pain, and pleasure.
 2. The students are able to respond the utterance of relief, pain, and pleasure.
- X. Materials:
- The expression of relief:
 - Oh, that's a relief.
 - Thank goodness for that.
 - The expression of pain:
 - Ouch! It hurts me so much.
 - It is very painful. I can't stand it
 - The expression of pleasure:
 - I'm very pleased.
 - Oh, it is wonderful.

- VI. Strategies: conventional method.
- VIII. Steps in teaching:
- Pre-teaching (10')
 - Teacher and students pray to the God
 - Teacher greets the students, introduction and check register
 - Whilst-teaching (50')
 - The teacher writes the material on black board.
 - The teacher reads the material and translates it into Indonesian language.
 - The teacher and students read the material together.
 - Post-teaching (30')
 - The teacher orders the students to memorize the material (expression) and do the task based on text book.
 - The teacher resumes the lesson and closes the meeting.
- IX. Sources/Tools:
- Book look ahead 2
 - Paper

English Teacher

Padang Mutung, October 26, 2010
Researcher

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NIP. 198007132008011012

Awalia Rizka
NIM. 10614003464

TEACHING DESIGN OF CONTROL GROUP

Subject : English
Semester/class : I/XI
Level : High School
Meeting : 6 (Six)
Time Allocated : 2 X 45 minutes

- III. Competency Standard: **Speaking**: to express the meaning of short functional text and monolog text which form report, narrative, and analytical exposition in the context of daily life.
- IV. Base Competence: to express the meaning of monolog text which use oral language accurately, fluently, and acceptable in the context of daily life such as report text, narrative text, and analytical exposition.
- IV. Indicators: 1. Using sentence of simple present in expressing report.
- V. Aims :
1. The students are able to use sentence of simple present in expressing report.
- VIII. Materials:
- Reports
 - Purpose: to describe the way things such as a man-made thing, animals, and plants.
 - Text organization:
 3. General classification (introduces the topic of report such as the class or sub class).
 4. Identification (give the shape/form, parts, behavior, habitat, way of survival).
 - Language features
 6. The use of general nouns (e.g.: c komodoes, computers, orchids).
 7. The use of relating verbs (e.g.: is, are, has).

8. The use of present tenses (e.g.: komodo dragons usually weigh more than 160 kg).
9. The use of behavioral verbs (e.g.: snakes often sunbathe in the sun).
10. The use of technical terms (e.g.: water contains oxygen and hydrogen).

VI. Strategies: conventional method.

VII. Steps in teaching:

- Pre-teaching (10')
 - Teacher and students pray to the God.
 - Teacher greets the students, introduction and check register.
 - Teacher elicits the students about simple present tense.
- Whilst-teaching (50')
 - The Teacher explains about simple present.
 - The Teacher explains about report text.
- Post-teaching (30')
 - The students do the task of using simple present in expressing report.
 - The teacher resumes the lesson and closes the meeting.

IX. Sources/Tools:

- Book look ahead 2
- pictures

Padang Mutung, October 27, 2010

English Teacher

Researcher

AKMAL. S.Pd.I

Awalia Rizka

NIP. 198007132008011012

NIM. 10614003464

TEACHING DESIGN OF CONTROL GROUP

Subject : English
Semester/class : I/XI
Level : High School
Meeting : 7 (Seven)
Time Allocated : 2 X 45 minutes

- III. Competency Standard: **Speaking**: to express the meaning of short functional text and monolog text which form report, narrative, and analytical exposition in the context of daily life.
- IV. Base Competence: to express the meaning of monolog text which use oral language accurately, fluently, and acceptable in the context of daily life such as report text, narrative text, and analytical exposition.
- IV. Indicators: 1. Doing monolog in narrative.
- VIII. Aims :
1. The students are able to do monolog in narrative.
- IX. Materials:

Lebai malang

Once upon a time, there was a man who lived on the bank a river in central Sumatra. His house laid between two village. He was a religious teacher. His name was lebai. He made a living both by teaching people and fishing. He was well-known by two village.

One day, two rich families in the two village were having a big party. Both of them invited him at the same day of the same hour. In the morning of the feast. Lebai was ready to attend the party by his boat. However a greedy thought struck his mind before he went. He could not decide which village to visit first. Because the one in the north of the river only sloughtered one

buffallo, while, in the south of the river sloughered two buffaloes.

As the north was near his house, he rowed his boat upstream to the north of the river. On his way he thought that people didn't know him well, they would not respect him very much. He turned his boat to the downstream, beside he would get much respect in the south, he can also get two buffaloes heads. He thought again that they could not cook well. He thought whether he went upstream or downstream. He turned his boat to the upstream. When he nearly reached the place, he saw some people going back from the party. He turned his boat quickly to the downstream. Unfortunately, when he arrived there, he saw people leaving the house. He spent his time to go upstream and downstream until the feast was over; he got nothing.

He felt weak; he managed his boat slowly to reach his house. People had enjoyed delicious food, and pleasant hours. But it had ended in a great disappointment for lebai. He had an unlucky day. Therefore so he was called lebai malang – lebai who was unfortunate.

VI. Strategies: conventional method.

VII. Steps in teaching:

- Pre-teaching (10')
 - Teacher and students pray to the God.
 - Teacher greets the students, introduction and check register.
- Whilst-teaching (40')
 - The Teacher explains about narrative.
- Post-teaching (40')
 - The students memorize the dialog which is given.
 - The teacher resumes the lesson and closes the meeting.

IX. Sources/Tools:

- Book look ahead 2
- pictures

English Teacher

AKMAL. S.Pd.I

NIP. 198007132008011012

Padang Mutung, November 02, 2010

Researcher

Awalia Rizka

NIM. 10614003464

TEACHING DESIGN OF CONTROL GROUP

Subject : English
Semester/class : I/XI
Level : High School
Meeting : 8 (Eight)
Time Allocated : 2 X 45 minutes

- III. Competency Standard: **Speaking**: to express the meaning of short functional text and monolog text which form report, narrative, and analytical exposition in the context of daily life.
- IV. Base Competence: to express the meaning of monolog text which use oral language accurately, fluently, and acceptable in the context of daily life such as report text, narrative text, and analytical exposition.
- IV. Indicators: 1. Doing monolog in analytical exposition.
- VIII. Aims :
1. The students are able to do monolog in exposition.
- IX. Materials:
- Reports
 - Purpose: to persuade by presenting arguments, and to analyze or explain 'how' and 'why'.
 - Text organization:
 - 4. A thesis
 - 5. Arguments
 - 6. Reiteration
- VI. Strategies: conventional method.
- VII. Steps in teaching:
- Pre-teaching (10')
 - Teacher and students pray to the God.
 - Teacher greets the students, introduction and check register.
 - Whilst-teaching (40')
 - The Teacher explains about analytical exposition.

- Post-teaching (40')

- The students memorize the dialog which is given.
- The teacher resumes the lesson and closes the meeting.

IX. Sources/Tools:

- Book look ahead 2
- pictures

Padang Mutung, November 03, 2010

English Teacher

Researcher

AKMAL. S.Pd.I

Awalia Rizka

NIP. 198007132008011012

NIM. 10614003464

APPENDIX C

Observation list of using Communicative Language Teaching toward increasing students speaking ability

No	Indicators of using Communicative Language Teaching	Alternative Answers	
		Yes	No
1	The teacher uses English language in teaching.		
2	The teacher introduces of authentic text and materials in the lesson.		
3	The teacher gives the communicative activities to the students, such as conversation, mini dialog, group work, pairs work, information gap and role play.		
4	The teacher involves and gives the chance to the students to make their own learning actively.		
5	The teacher sets up the situation that students are likely to encounter the real life situation.		
6	The teacher gives the respond to students' needs and interests.		
7	The teacher reduces the teacher speaking time.		
	Total		
	Percentage		

APPENDIX D

The Scores of Students' Speaking Ability

NO	Students	CONTROL CLASS		EXPERIMENTAL CLASS	
		PRE-TEST	POST-TEST	PRE-TEST	POST-TEST
1	Student 1	46	50	44	60
2	Student 2	48	54	48	58
3	Student 3	40	44	50	66
4	Student 4	54	62	42	74
5	Student 5	46	58	70	76
6	Student 6	50	54	62	72
7	Student 7	42	54	60	72
8	Student 8	46	64	64	74
9	Student 9	46	62	64	76
10	Student 10	40	58	42	64
11	Student 11	46	58	44	54
12	Student 12	48	58	44	62
13	Student 13	52	58	46	64
14	Student 14	44	44	48	66
15	Student 15	56	60	46	70
16	Student 16	54	58	54	52
17	Student 17	52	56	52	56
18	Student 18	46	54	56	56
19	Student 19	62	70	46	60
20	Student 20	54	46	46	64
21	Student 21	48	60	48	70
22	Student 22	58	54	60	66
23	Student 23	48	52	54	72
24	Student 24	56	54	46	68
25	Student 25	42	48	56	72
26	Student 26	48	56	56	76
27	Student 27	48	56	48	74
28	Student 28	46	52	62	76
29	Student 29	60	64	58	74
30	Student 30	54	56	-	-
Total		1480	1674	1516	1944