IMPROVING STUDENTS' SPEAKING ABILITY THROUGH COMMUNICATIVE LANGUAGE TEACHING (CLT) AT THE ELEVENTH YEAR CLASS OF MAN TELUK KUANTAN, KUANTAN SINGINGI REGENCY

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PEKANBARU
1432 H/ 2011 M**

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SUPERVISOR APPROVAL

The thesis entitled *"Improving Students' Speaking Ability Through Communicative Language Teaching (CLT) at the Eleventh Year Class of MAN Teluk Kuantan, Kuantan Singingi Regency"*, is written by Subhan Shabri, NIM. 10714001198. It is accepted and approved to be examined in the meeting of the final examination of undergraduate committee at the Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

Pekanbaru, <u>Jumadil Tsaniah 1432 H</u>
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EXAMINER APPROVAL

The thesis entitled *"Improving Students' Speaking Ability Through Communicative Language Teaching (CLT) at the Eleventh Year Class of MAN Teluk Kuantan, Kuantan Singingi Regency"*, is written by Subhan Shabri, NIM. 10714001198. It is approved and has been examined by the final examination of undergraduate committee at the Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau at July 6th, 2011 as one of the requirements for undergraduate degree (S.Pd.) in English Education.

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Praises merely belong to Allah Almighty, with His blessing and guidance; the researcher can complete his scientific writing as an academic requirement to obtain the undergraduate degree at the Department of English Education of the Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau. Shalawat and salam to the Prophet Muhammad SAW.

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The Researcher,

Subhan Shabri

ABSTRACT

Subhan Shabri (2011):   **Improving Students' Speaking Ability through Communicative Language Teaching (CLT) at the Eleventh Year Class of MAN Teluk Kuantan, Kuantan Singingi Regency**

This paper is entitled "Improving Students' Speaking Ability through Communicative Language Teaching (CLT) at the Eleventh Year Class of MAN Teluk Kuantan, Kuantan Singingi Regency". This research aims to find out the improvement of students' speaking ability by using Communicative Language Teaching (CLT).

This is a Classroom Action Research (CAR) which was done in three cycles; there were three meetings for each cycle. In each cycle there were Planning, Action, Observing, and Reflection. The variables of this research are the implementation of CLT and students' speaking ability. The data was taken from observation sheets and students' test results orally. The data was analyzed by seeing the differences between the results of pre-test and post test and taking the percentage of the difference as the improvement of treatment of CLT.

As result of this classroom action research, the improvement of the students' speaking ability by using CLT is 117,72% in the range between 1 as the lowest score and 6 as the highest score of each student.

ABSTRAK

Subhan Shabri (2011):   **Meningkatkan Kemampuan Bicara Siswa melalui Pengajaran Bahasa Komunikatif (PBK) pada Kelas XI MAN Teluk Kuantan, Kabupaten Kuantan Singingi**

Penelitian ini berjudul "Meningkatkan Kemampuan Bicara Siswa melalui Pengajaran Bahasa Komunikatif (PBK) pada Kelas XI MAN Teluk Kuantan, Kabupaten Kuantan Singingi". Penelitian ini bertujuan untuk melihat peningkatan kemampuan bicara siswa dengan menggunakan Pengajaran Bahasa Komunikatif (PBK).

Bentuk penelitian ini adalah Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam tiga siklus; ada tiga pertemuan pada tiap siklus. Pada tiap siklus terdapat Perencanaan, pelaksanaan, Observasi, dan Refleksi. Variabel penelitiannya adalah implementasi PBK dan kemampuan bicara siswa. Data diambil dari lembar observasi dan tes oral siswa. Data tersebut dianalisa dengan melihat perbedaan antara hasil pre-tes dan post tes dan membuat porsentase dari perbedaan tersebut sebagai peningkatan dari penerapan PBK.

Sebagai hasil dari PTK ini, peningkatan kemampuan bicara siswa dengan PBK adalah 117,72% pada rentang 1 sebagai nilai terendah dan 6 sebagai nilai tertinggi.

تجريد

(2011) :   يـ   م الطلاب بتعليـ

رسة العالية الحكومية تالو   .

موضوع هذا البحت : ترفية استعاب تكلم الطلاب بتعليم اللغ

العالية الحكومية تالوك كوانتن. اهدافه ينظ   قية استعاب تكلم الط

تعليم الا   .

هذا البحث عمل الفصل بثلا ثة الدورات .   ل دور هناك استعداد

. تنفيذ مراق , والانعكاس متغير من هذا البحث تنفيذ تعليم اللغه الاتصالى واس

لاب أخذ البيانات من مرافية ,   لاب تلك البيا   يـ

تقديم فى الماءة من تلك فرق .

امانتيجة من هذا البحث هي ترقيـ   ليم الا   تصالى هي

117,72 % في طبقة ضعيف 1   6 في طبقة عالية.

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CHAPTER I

INTRODUCTION

A. Background

The target of teaching English as a compulsory subject at senior high school level is to fulfill the expectation to achieve the information level of literacy such as the ability in getting involved in communicating using English, spoken as well as written, not only for transactional and interpersonal purposes, but also for accessing information in this global age. Their ability in this foreign language should be able to be the access for them in getting new knowledge. English written books or documents should be the sources to get new information or knowledge. They should not have any difficulties in finding information from such the books.

The perspective is how to make the students not only know about the structure of this language (grammar and vocabulary), but something more important is how to make them use it as the means of communication.

Language learners have to realize the importance of speaking in a language as shown above. It means that in learning a language, including English, speaking ability has to be the main considerably attention even though the three other language skills are also important.

Yule (2001) in Utami Widiawati and Bambang Yudi Cahyono explains that communicative competence implies the essential purposes of spoken language. Spoken language functions interactionally and transactionally. Interactionally,

spoken language is intended to maintain social relationship, while transactionally, it is meant to convey information and ideas. [1]

Speaking ability means practicing or using the language being learnt. This ability needs several requirements such as choice of words (vocabulary), the way to produce or speak (pronunciation), the way to set it correctly (grammar), and the fluency and comprehension. In conclusion, how the language is used as the means of communication. It can be identified by how they get information from others and how they give information to other people. We can say how they communicate the language being learnt.

In the process of teaching and learning English as a foreign language, the learners face the problem which does not supported to aim above. English is not used as the means of communication. They tend to use their mother tongue in daily communication. They do not use English outside of the classroom. English is still considered as obligatory subject to fulfill scores, not as a need to enhance their life skill by having ability in using this language for many purposes. This assumption makes their speaking ability in English as a foreign language tends to be stagnant; there is no any significant progress in learning this foreign language. They do not give the time and opportunity for themselves in practicing this language in order to make their ability improved. The key words for this case are "learning by practice". The more they practice the better ability they will have.

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[1] Utami Widiawati and Bambang Yudi Cahyono. *The Teaching of EFL Speaking in the Indonesian Context: The State of Art.* An article in Bahasa dan Seni No. 2. 2006. p. 272

The eleventh year students of MAN Teluk Kuantan have English subject three times a week, each meeting takes ninety minutes. The subjects are delivered in English. Teaching and learning activities cover four language skills; listening, speaking, reading and writing. The students pay full attention to the teacher and the subjects. For the phenomenon above, the students should have good progress as the result of teaching and learning process. Their ability in the language skills, including speaking, should have been improved. In fact, when the teacher gives speaking test, they tend to be passive; their scores for speaking skill are still low. They do not feel confident speak in English as the target language. The standard competency can not be reached.

There must be an approach or method to overcome the lack of ability of the students in speaking. The approach or method must belong to practical things. Littlewood states that the criterion for success in communication is not so much whether he or she has managed to convey an intended meaning, but rather whether he or she has produced an acceptable piece of language. However, by emphasizing the communicative nature of this language, the activities also aim to help the learner develop links with meaning that will later enable him or her to use this language for communicative purposes.[2]

In teaching and learning English as a second or foreign language, there have been some natural changes happening. English is taught in a new perspective;

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[2] Littlewood, William. *Communicative Language Teaching; An Introduction*. Cambridge: Cambridge University Press. 1981. p. 8

how to make the learners not only know about the structure of this language (grammar and vocabulary), but something more important is how to make the learners use it as the means of communication. It has been changed from grammatical approach to the communicative one.

Based on the phenomenon above, the researcher is interested in conducting a classroom action research (CAR) entitled: **"Improving Students' Speaking Ability through Communicative Language Teaching (CLT) at the Eleventh Year Class of MAN Teluk Kuantan, Kuantan Singingi Regency."**

B. The Definition of the Key Term

The topic of this research is improving students' speaking ability through Communicative Language Teaching (CLT) at the eleventh year class of MAN Teluk Kuantan. In order to avoid misinterpretation and misunderstanding, it would be better to define the terms used in this research.

1. **Improving**

   Improving (improve) means achieve or produce something of a better standard or quality than something else. (Hornby, 1994, p 625).

2. **Speaking ability**

   Ability in doing speaking activity which covers the choice of words (vocabulary) in the right order (grammar) with the correct pronunciation of the message he is talking about (comprehension) fluently.

3. **Communicative Language Teaching**

CLT is a kind of approach in teaching languages. It is viewed as an approach or philosophy to teaching, not a set method; it sees fluency and the ability to communicate in a variety of settings and in a variety of ways (verbal and non-verbal, written) at the core of teaching and learning.

C. **The Formulation of the Problem**

The formulation of the problem is: 'Can Communicative Language Teaching (CLT) improve the speaking ability of the eleventh year class students of MAN Teluk Kuantan?'

D. **The Objective of the Research**

The objective of this research is CLT can improve the speaking ability of the eleventh year students of MAN Teluk Kuantan, Kuantan Singingi Regency.

E. **The Significance of the Research**

1. For students.

    The result of this action research will benefit the students in learning English especially in increasing their pronunciation ability.

2. For teachers

    This research possibly will enrich the teachers' ability and approach in teaching English as a foreign language to the students.

CHAPTER II

THEORITICAL FRAMEWORK

A. The Nature of Speaking

Communication is a need in human's life. According to Harmer, there are three reasons why people communicate. First, they want to say something. There is a desire to express messages to other people. People speak because they do not want to keep silent. Second, they have some communicative purpose. Speakers say things because they want something to happen as a result of what they say. They may want to charm their listeners, to give some information or to express pleasure. They may decide to be rude or to flatter, to agree or to complain. The third one is when people communicate, they select from their language store.[1]

When two people communicate, each of them normally has something that they need to know from the other. The interlocutor supplies information or knowledge that the speaker does not have. Thus, in natural communication, people communicate because there is an information gap between them, and they need the information from other people. The explanation above distinguishes the importance of speaking as one kind of communication. This importance is detailed by Harmer when someone having a private conversation, when politician delivering speech, when school teacher delivering subjects to the students, and also in court, market, radio, etc.

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[1] Harmer, Jeremy. *The Practice of English Language Teaching*. Cambridge: Longman. 1991. p. 46-47

People will be involved in communication if there is a need between or among them in sharing information. Concerning to the oral communication or speaking, how the people involved in the conversation have something from it.

As the conclusion, speaking plays the important role in human life for many purposes. It will not be normal if people do not do speaking activities in their life, even one person, sometimes, speaks alone in his loneliness consciously or not.

There are four communicative competences which have to be possessed by anyone in communication; grammatical competence, sociolinguistic competence, discourse competence, and strategic competence.

As Richards and Rodgers (1991) in Promadi explains:

> "Grammatical competence refers to what Chomsky calls linguistic competence and what Hymes intends by what is formally possible. It is the domain of grammatical and lexical capacity. Sociolinguistic competence refers to an understanding of the social context in which communication takes place, including the role relationships, the shared information of the participants, and the communication purpose for their interaction. Discourse competence refers to the interpretation of individual message elements in terms of their interconnectedness and how meaning is represented in relationship to entire discourse or text. Strategic competence refers to the coping strategies that communicators employ to initiate, terminate, maintain, repair, and redirect communication." [2]

Concerning to oral communication or speaking ability, the learner needs to know how to choose the appropriate words (vocabulary) in the right order

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[2]Promadi. *Cara Praktis Mengaplikasikan Communicative Language Teaching dalam Pembelajaran Bahasa.* Pekanbaru: Suska Press. 2010 . p. 21

(grammar) with the correct pronunciation of the messages he is talking about (comprehension of the context) fluently. It can be listed as follows:

1. Vocabulary

2. Pronunciation

3. Grammar

4. Comprehension

5. Fluency

In term of speaking ability for language learners, all things listed above have to be considerably attention.

B. Communicative Language Teaching (CLT)

Communicative Language Teaching (CLT) is a kind of approach in teaching languages. Kalayo Hasibuan and Fauzan Ansyari states that CLT is viewed as an approach or philosophy to teaching, not a set method; it sees fluency and the ability to communicate in a variety of settings and in a variety of ways (verbal and non-verbal, written) at the core of teaching and learning.[3]

CLT appeared as the reaction of a number of previous approaches in teaching second and foreign languages which were considered to be failed in reaching the target of learning. The grammatical approach of Chomsky primary brought the learners to the term of usage of the target language, it tended to pay less attention

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[3] Kalayo Hasibuan and M. Fauzan Ansyari. *Teaching English as a Foreign Language*. Pekanbaru: Alaf Riau. 2007. p. 60

to the use of the language.[4] The approach made by audio-lingualists with the drills and mimicry seems to be far away from the term of natural. It tends to be artificial.

As Richards and Rodgers say, there must be an emphasis to functional and communicative potential of language. The target of learning language is how to use it into the real life as the means of communication for many purposes.[5]

Kalayo Hasibuan and Fauzan Ansyari states that CLT advocates subscribed to a broad set of principles such as:

1. Learners learn a language through using it to communicate.

2. Authentic and meaningful communication should be the goal of classroom activities.

3. Fluency is an important dimension of communication.

4. Communication involves the integration of different language skills.

5. Learning is a process of creative construction and involves trial and error.[6]

Brown offers four interconnected characteristics as a definition of CLT as follows:

1. Classroom goals are focused on all of the components of communicative competence and not restricted to grammatical or linguistic competence.

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[4] Richards, Jack C. and Theodore S. Rodgers. *Approaches and Methods in Language Teaching. A Description and Analysis.* Cambridge: Cambridge University Press. 1999. p. 64
[5] *Ibid*. p. 59
[6] Kalayo Hasibuan and M. Fauzan Ansyari. *Op.cit*. p. 59

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

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

4. In the communicative classroom, students ultimately have to use the language, productively and receptively, in unrehearsed context.[7]

Brown also states that in applying CLT, grammatical structure might better be subsumed under various functional categories. In CLT we pay considerably less attention to the overt presentation and discussion of grammatical rules than we traditionally did. A great deal of use of authentic language is implied in CLT, as we attempt to build fluency (Chambers: 1997). It is important to note, however, that fluency should be never encouraged at the expense of clear, unambiguous, direct communication. Finally, much more spontaneity is present in communicative classrooms: students are encouraged to deal with unrehearsed situation under the guidance, but not control, of the teacher.

Furthermore Kalayo Hasibuan and Fauzan Ansyari quote the key principles of CLT from Richard and Rodgers (1986) in Parrish (2006):

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[7] Brown, H. Douglas. *Principles of Language Learning and Teaching*. San Francisco: San Francisco State University. 2000. p. 266

1. The goal of instruction is learning to communicate affectively and appropriately.
2. Instruction is contextualized and meaning-based.
3. Authentic materials are incorporated from the start.
4. Repetition and drilling are used minimally.
5. Learner interaction is minimized; the teacher acts as a facilitator of learning.
6. Fluency is emphasized over accuracy.
7. Errors are viewed as evidence of learning.[8]

The key principles above notice that CLT is an umbrella under which an array of methods and techniques can be used. It implies that teacher as the manager in the classroom can apply several methods and techniques in expressing subjects in the classroom but he has to emphasize everything which belongs to the characteristics of CLT.

Finocchario & Brumfit (1983) in Brown list the characteristics of CLT as follows:

1. Communicative competence is the desired goal.
2. Meaning is paramount.
3. Dialog, if used, center around communicative functions and are not normally memorized.
4. Contextualization is a basic premise.
5. Language learning is learning to communicate.
6. Effective communication is sought.
7. Drilling may occur, but peripherally.
8. Comprehension pronunciation is sought.
9. Attempts to communicate may be encouraged from the very beginning.
10. Translation may be used where the students need or benefit from it.
11. Linguistic variation is a central concept in materials and methods.

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[8] Kalayo Hasibuan and M. Fauzan Ansyari. *Op.Cit.* p. 60

12. Language is created by the individual often through trial and error.
13. Fluency and acceptable language is the primary goal: accuracy is judged not in the abstract but in context.
14. Students are expected to interact with other people, either in the flesh, through pair and group work, or in their writings.
15. Teachers help students in any way that motivates them to work with the language.
16. The teacher cannot know exactly what language the student will use.[9]

The characteristics of CLT stated above imply that the main goal of learning language is how to communicate the language; how learners try to begin use the language.

Nunan (1991) in Brown offers five features to characterize CLT:

1. An emphasis on learning to communicate through interaction in the target language.
2. The introduction of authentic texts into the learning situation.
3. The provision of opportunities for learners to focus, not only on language but also on the learning process itself.
4. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
5. An attempt to link classroom language learning with language activation outside the classroom.[10]

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[9] Brown, H. Douglas. 1994. *Teaching by Principles; An Interactive Approach to Language Pedagogy*. San Francisco: San Francisco State University. 1994. p. 79
[10] *Ibid.* p. 78

C. Teaching Speaking through CLT

According to Kalayo Hasibuan and Fauzan Ansyari, language learners need to recognize that speaking involves three areas of knowledge:

1. Mechanics (pronunciation, grammar, and vocabulary). Using the right words in the right order with the correct pronunciation.

2. Function (transaction and interaction). Knowing when clarify of messages is essential, (transaction/ information exchange) and when precise understanding is not required (interaction/ relationship building).

3. Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants). Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.[11]

Furthermore Kalyo Hasibuan and Fauzan Ansyari explain that in the communicative model of language teaching, instructors or teachers have to help their students develop the body of the knowledge by providing authentic practice that prepares students for the real-life communication situations. The teachers have to help the students to develop the ability to produce

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[11] Kalayo Hasibuan and M. Fauzan Ansyari. *Op.Cit.* p.101

grammatically correct, logically connected sentences that appropriate to specific contexts, and also acceptable pronunciation.[12]

To help students develop communicative efficiency in speaking, Kalayo Hasibuan and Fauzan Ansyari explain, teachers can use a balanced activities approach that combines language input, structured output, and communicative output.

Language input comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of class. These input can be the material for the learners to begin to produce (speak) by themselves. The teacher can be the first model for the students in speaking which is not only about the content of the speaking, but also the way to produce it. It is about the choice of words, pronunciation, grammatically rules. Shumin (2002) in Utami Widiawati and Bambang Yudi Cahyono says effective oral communication requires the ability to use the language appropriately in social interactions. Teacher should also provide reading material for the students to enrich students' vocabulary and the way to use or set them in sentences to be spoken. Furthermore, teacher also asks the students to find reading material by themselves.[13]

Structured output focuses on the way of the teacher correcting the structural form of the students in speaking. It is also about the difference

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[12] *Ibid.* p.102

[13] Utami Widiawati and Bambang Yudi Cahyono. *Op.Cit.* p. 273

between written language in which the students get information and spoken language in which they will say something based on the information from the reading material.

Communicative output is the target which has to be reached by the students. It is the time for the students to produce what they have got from language input and structured output. The activity of communicative output can be information gap, completing a task, or other activity as long as they are still in the term of communicative. Language as a means of communication has to be the main issue for these activities.

Nunan (1989) in Promadi (2008: p. 35) suggests some steps in conducting CLT in the classroom:

1. Identifying the goals and objective of instruction

2. Selecting contents

3. Learning experience

4. Assessing learning

5. Evaluating the course[14]

Furthermore Promadi tells that the activity in learning experiences consists of three stages: presentation stage, practice stage, and production stage.[15]

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[14] Promadi. *Op.Cit.* p. 83
[15] *Ibid.* p. 84

Presentation gives the chance to the learners to know and realize the importance of the subject so they will have reason why they have to learn it. It also aims to pay attention to the meaning, pronunciation, tone, stressing, grammar, word order, and so on.

The procedure of presentation is to introduce the context by using pictures, dialogues, and so on. By introducing the context, the learners are expected to understand the meaning of the sentences made by the teacher. Then, they are asked to tell something related to the topic. Possibly the learners have not understood about the subject, but this stage will motivate them to begin to be focused to the subject and have a will to catch something from the presentation.

The next process in this stage is asking them to pay their attention to the examples given and then to mimicry the examples. The students are asked to recognize the new form of the language being learnt in order to make them easy to mimicry and then to create their own sentences.

The next stage is practice. Alan Matthew et. al (1990) in Promadi tells that practice aims to give the opportunity to the students to use the language in the guidance of the teacher so they can recognize the form of the language and understand its meaning.[16]

The key word on this stage is guidance from the teacher. How the teacher create the exercises interactively and contextually.

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[16] *Ibid.* p. 85

The last stage is production. It is the turn for the students to use the language in the terms freely, creatively, spontaneously, and confidently. There are many activities which can be used in this stage. They can be role play, discussion, gap information, or games.

It is clear that even though the emphasis of this research is speaking ability, it does not mean that three other language skills (listening, reading, and writing) do not take place since they cannot be separated away one from another. In conducing CLT as an approach, the researcher direct method and role play as the technique.

D. The Hypothesis of the Research

Based on the theoretical framework above, the hypothesis of this classroom action research is:

Through Communicative Language Teaching, the speaking ability of the eleventh year class students of MAN Teluk Kuantan can be improved.

E. The Relevant Research

The relevant research about Communicative Language Teaching (CLT) in the context of teaching English as a foreign language had been conducted by Herlina (2008) entitled *The Effectiveness of Using Communicative Language Teaching (CLT) in Developing Students' Activeness in Completing Pair and Group Tasks at the Second Year of MAN 2 Model Pekanbaru.*

Another research is the thesis of Rizki Amelia (2009) entitled *Improving Students' English Speaking Skill by Using Role Play at the Second Semester of Economic Class A at Language Center of State Islamic University Sultan Syartif Kasim Riau.*

CHAPTER III

RESEARCH METODOLOGY

A. The Design of the Research

This research is a kind of classroom action research carried out at the eleventh year of natural science of MAN Teluk Kuantan. It consists of 36 students; 11 males and 25 females.

Action research is a process in cycle. There are some steps that the researchers should know if they want to conduct the action research. Kunandar states that there are four fundamental aspects of the action research; they are planning, action, observation, and reflection.[1] The research design can be drawn as follow:
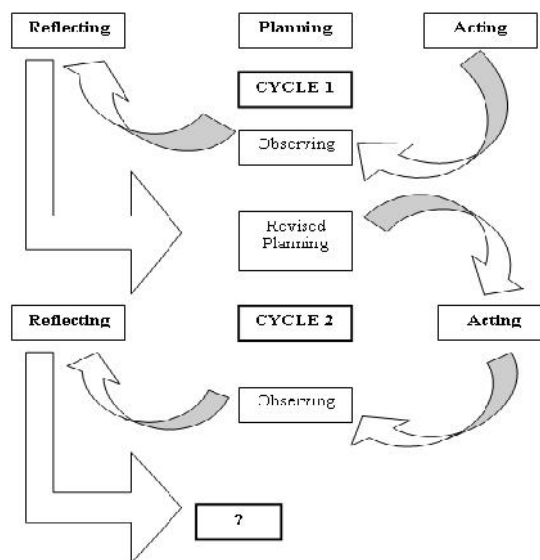
(Kemmis and Mc.Taggart, 1988: 10)

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[1] Kunandar. *Langkah Mudah Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Guru.* Jakarta: Rajawali Pers. 2010. p. 129

The purpose of action research is to provide educational practitioners with new knowledge and resolve significant problems in classrooms and schools. It means that the participants in action research are hoped to get more knowledge and understanding about a certain subject, so that they will be able to solve the problems.

1. **Planning**

   Planning is the first step in action research. In this planning, the researcher has to think what he will do and what the target of the research is. There are some activities to be prepared by the researcher in the planning. They are:

   1. Arranging the lesson plan containing objective of the lesson, contents, various activities both in pre-communicative activities, and evaluation procedures.
   2. Preparing the observation sheet to observe the instructional process in the class.
   3. Preparing the teaching aid used in the teaching and learning process.
   4. Deciding the observer of the research.

2. **Action**

   Action is the implementation of the plans which have been arranged by the researcher. On the other word, action is guided by planning. All of the activities which are going to be done by the researcher in teaching and learning process are based on the lesson plans that have been prepared, and

other materials that can help the teacher in teaching and learning process. In the first cycle, the researcher applies CLT for four meetings. In applying this method, the researcher will adjust it considered the allocation of times at the school. In teaching speaking by applying CLT, there are some stages are going to be applied by the researcher:

1. Pre-teaching (Motivating Strategies)

    1.1 Teacher asks students' experiences related to the topic, or shows some pictures related to the topic.

    1.2 Teacher explains the purpose of the questions or the pictures related to the topic.

    1.3 Teacher conveys the lesson objective.

2. While-teaching

    2.1 Presentation

    Presentation aims to give the chance to the students to know the importance of the lesson objective. Teacher asks students to pay their attention to understand about the lesson given especially to the notion or meaning in order to make them able to repeat by themselves.

    2.2 Practice

    In this stage, students have begun to use the language under guidance of teacher. Drill method still takes place to make the students have ideas to initiate speaking activity.

2.3 Production

After having guided by teacher in previous stages, students begin to speak spontaneously and naturally. There are some activities which can be done, they are role plays, discussions, gap information, and games, but in this case the researcher will use role plays.

2.4 Review

In the end of while teaching before giving assessment to the students, teacher invites students to review the lesson.

3. Post-teaching (Assessment)

3.1 Teacher assesses students to conclude the subject.

1.2 Skill practice (students talk freely).

3. Observation

Observation is an effort to recognize or observe the process, which happens during the teaching learning process. It is used to see the strengths or weaknesses of the teacher, techniques, students' attitude and absorption in the teaching and learning process.

In teaching and learning process, an observer, in this study another English teacher, helps the researcher to cope with the activities. At the end of every meeting, the English teacher will help the researcher to assess the students and fill it into the observation sheet.

2. Reflection

In this activity, the researcher will have reflection based on the observation whether the research succeeds or not. The researcher reflects upon what is happening with the project, developing revised action plan based on what they have learned from the process of acting and observing. In this case, the researcher reflects how the students follow the class and the strategy applied to them. If the applying of CLT can improve students' speaking ability, it is categorized successful. But if the problem cannot be solved, the research will be continued to the next cycle.

B. The Location and Time of the Research

This research will be conducted at the class XI IA (Natural Science) of MAN Teluk Kuantan for one and a half month from February to March 2011.

C. Subject and Object of the Research

The subject of this research is the students of XI IA (Natural Science) of MAN Teluk Kuantan in the academic year 2010-2011.

The object of this research is to find out the speaking ability of the students of XI IA (Natural Science) class of MAN Teluk Kuantan as the result of using CLT.

D. The Criteria of Successful Action

This classroom action is considered successful if the speaking ability of the students improved which can be shown by their speaking activity and their understanding in getting information in it which will be shown by the data from observation sheets and the result of the test which will be done in the end of each cycle. The Weighting Table of Hughes will be used to analyze the result of the tests.

E. Data Collecting Techniques

The data needed to measure the successful of this research are collected in two ways, observations and oral tests in the end of every cycle.

1. Observations

Observations are used to find out the application of CLT done by the teacher along the research by using observation sheets as the instrument.

2. Oral tests

Teacher makes some questions conditionally based on the speaking activity or conversation happened. It purposes to see the level of productive skill speaking abilities of all participants in the classroom. The abilities are: pronunciation, vocabulary, grammar, fluency, and comprehension.

The method used in conducting this action research generally is direct method.

F. Data Analysis

  1. The Use of CLT

The data of observation will be calculated by using percentage as follow:

$$p = \frac{f}{n} \times 100\%$$

Explanation:

f = frequency or items which were done by teacher

n = total items of teacher action

p = percentage

100% = total percentage of all items

  2. Speaking Ability

The test will be analyzed by quantitative data. It consists of the students' score from speaking tests. They are vocabulary, pronunciation, grammar, comprehension, and fluency. The tests will be conducted in the end of each cycle. The data will be presented in numerical forms of percentage and then described in graphic forms. The result of the tests will be analyzed by using scoring guide made by Hughes (2003: p 131-132). The criteria of the data are as follows:

Speaking Ability Proficiency Description

Components	Score	Description
Vocabulary	6	Vocabulary apparently as accurate and extensive an educated native speaker
	5	Professional vocabulary broad and precise; general vocabulary adequate to cope with complex and practical problems and varied social situation.
	4	Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions
	3	Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topic.
	2	Vocabulary limited to basic personal and survival areas
	1	Vocabulary inadequate for even the simplest conversation.
Pronunciation	6	Native pronunciation, with no trace of "foreign accent".
	5	No conspicuous mispronunciation, but would not be taken from native speaker.
	4	Marked "foreign accent" and occasional mispronunciation that not interfere with understanding.
	3	"Foreign accent" requires concentrated listening, mispronunciation leads to occasional understanding and apparent errors in grammar or vocabulary.
	2	Frequent gross and a very heavy accent makes understanding difficult, require frequent repetition.
	1	Pronunciation frequently unintelligible.

Grammar	6	No more than two errors during the speech.
	5	Few errors, with no patterns of failure.
	4	Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.
	3	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
	2	Constant errors showing control of very few major patterns and frequently preventing communication.
	1	Grammar almost entirely inaccurate phrases.
Comprehension	6	Understand everything in both formal and colloquial speech to be expected of an educated native speaker.
	5	Understand everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred.
	4	Understand quiet well normal educated speech when engaged in a dialog, but requires occasional repetition and rephrasing.
	3	Understand careful, somewhat simplified speech when engaged in a dialog, but may require considerable repetition and rephrasing.
	2	Understand only slow, very simple speech on common social and tourist topics; requires constant repetition and rephrasing.
	1	Understand too little for the simplest type of conversation
Fluency	6	Speech or all professional and general topics as effortless and smooth as a native speaker's.

	5	Speech is effortless and smooth, but perceptibly in speech and evenness.
	4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words.
	3	Speech is frequently hesitant and jerky; sentences may be left uncompleted.
	2	Speech is very slow and uneven except for short or routine sentences.
	1	Speech is so halting and fragmentary that conversation is virtually impossible.

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

A. Research Setting Description

MAN (State Islamic Senior High School) Teluk Kuantan is located at Jalan Raja Ali Haji No. 1, Beringin, Teluk Kuantan, the capital of Kuantan Singingi Regency.

It established since 1984. The students are divided into13 classes altogether; 4 classes for tenth grade, 4 classes for eleventh grade, and 5 classes for the last grade. One classroom consists of 20 to 36 students. There are three majors in this school; science, socials, religion programs. Some of the classrooms are air-conditioned and some others have electric fans in order to make the students feel convenient having teaching learning process. There are also Physics, Chemistry, Biology, Arts, and language laboratories and also a multi-function auditorium to support the teaching learning process and the extra-curricular activities.

The numbers of the students are 397 from the tenth until twelve grades. They are not only from Teluk Kuantan nearby, but about 55% are from other sub districts in and out of Kuantan Singingi Regency. The religion program students live in school's dormitory; the others live at their own houses or in boarding houses around the school.

The number of the teachers are 38; five of them are post graduates, including the principal, and two teachers are finishing their under graduates, including the researcher.

B. Data Presentation

As stated previously, this research was conducted in the eleventh year of science class of MAN Teluk Kuantan. It aims to find out the use of CLT in improving the students' speaking ability. There was a meeting to have a pre-test of the students' speaking ability. Then there were three cycles in conducting this research, each cycle had four meetings; three meeting for teacher to conduct CLT, and one meeting for students to show the result of the cycle since assessing students' speaking ability takes time. It is impossible to see the ability the whole students in the end of each meeting. There must be a special meeting to assess the whole students. Another English teacher was chosen to be the observer.

The data are described as follows:

1. The Result of pre-test

2. The Use of CLT in Meeting 1

3. The Use of CLT in Meeting 2

4. The Use of CLT in Meeting 3

5. The Recapitulation of the Observations in Cycle 1

6. The Result of Test 1

7. Reflection of Cycle 1

8. The Use of CLT in Meeting 4

9. The Use of CLT in Meeting 5

10. The Use of CLT in Meeting 6

11. The Recapitulation of the Observations in Cycle 2

12. The Result of Test 2

13. Reflection of Cycle 2

14. The Use of CLT in Meeting 7

15. The Use of CLT in Meeting 8

16. The Use of CLT in Meeting 9

17. The Recapitulation of the Observations in Cycle 3

18. Students' speaking ability in the end of cycle 3 (post test).

For the tests, there are five items will be measured, they are:

1. Vocabulary

   This item is purposed to measure the choice of words of the students in speaking.

2. Pronunciation

   How well the students pronounce the English words.

3. Grammar

   This item is to measure their ability in using the correct grammar.

4. Comprehension

This is to measure whether they know well what they are talking about.

5. Fluency

This item, of course, is to measure whether they can speak fluently or no.

C. The Result of the Research

1. The Result of Pre-test

To see the students' speaking ability before conducting this classroom action research, the teacher (the researcher) gave a pre-test. This test was done on January 28, 2011. He asked a question about a case that should be answered.

Case:

Supposed that a stranger suddenly came to you and gave you money Rp10 millions. What would you do with the money?

The table below shows the result of the pre-test.

Table IV.1: The result of Pre-test

No	Students	Voca-bulary	Pronun-ciation	Grammar	Compre-hension	Fluency	Total Score
1	Ahmad Razali	2	1	1	2	1	7
2	Aulia Gusty Maretha	2	2	1	2	1	8
3	Chindia Viona	1	1	1	1	1	5
4	Chusnul Chotimah	1	1	1	1	1	5
5	Desi Rosita	1	1	1	1	1	5
6	Deski Permadi	2	1	2	2	1	8
7	Dwi Ana Rohim	1	1	1	1	1	5
8	Eka Hidayatul M.	2	1	1	1	1	6
9	Eka Irma Mardiyanti	2	2	1	2	2	9
10	Eka Nurjanah	2	1	1	1	1	6
11	Eka Yulianti	2	2	1	2	2	9
12	Eltanang Sari	2	1	1	1	1	6
13	Juliana Dian KS	2	2	2	2	1	9
14	Juni Karnia	2	1	1	1	1	6
15	Khusnul Khotimah	1	1	1	1	1	5
16	M. Yusri	2	2	1	2	1	8
17	Melsa Fitra	2	1	1	2	1	7
18	Merza Liguna	2	1	1	2	1	7
19	Mustakim	2	1	1	2	1	7
20	Nisa Zahratul Jannah	2	1	1	2	1	7
21	Nurfi Yulisa	2	1	1	2	1	7
22	Nurul Hidayah	1	1	1	1	1	5
23	Oktavia Surya Indra	2	2	1	2	2	9
24	Putria Sarilapika	2	2	2	2	1	9
25	R. Muti'a	2	1	2	1	1	7
26	R. Triona Afisma	2	2	1	2	1	8
27	Rahil Hamdi	2	3	1	2	2	10
28	Rahmad Fiqi	1	1	1	1	1	5
29	Razak Setiawan	2	1	1	2	1	7
30	Ridho Hizri	3	1	3	2	1	10
31	Rizki Rida An Najmi	2	1	1	2	1	7
32	Selma Salsabilla	2	2	1	2	2	9
33	Sepri Agus	1	1	1	1	1	5
34	Vita Anggraini	2	2	1	1	1	7
35	Yurika Angelina	2	1	1	1	1	6
36	Zulmaiki	1	1	1	1	1	5
	TOTAL	64	48	42	56	41	

From the table we can see that before conducting CLT, among all items (vocabulary, pronunciation, grammar, comprehension and fluency), almost all students had problems in having speaking activity. The scores

of the students were about 1 and 2 for all items except one student in vocabulary.

The following table shows recapitulation of the students' speaking ability in pre-test:

Table IV.2: The Recapitulation of the Students' Speaking Ability in Pre-test

Level	Vocabulary		Pronunciation		Grammar		Comprehension		Fluency	
	Total	%	Total	%	Total	%	Total	%	Total	%
6	-	-	-	-	-	-	-	-	-	-
5	-	-	-	-	-	-	-	-	-	-
4	-	-	-	-	-	-	-	-	-	-
3	1	2,8	1	2,8	1	2,8	-	-	-	-
2	26	72,2	10	27,8	4	11,1	18	50,0	5	13,9
1	9	25,0	25	69,4	31	86,1	18	50,0	31	86,1
Sum	36	100	36	100	36	100	36	100	36	100

The table above shows that:

a. Vocabulary

26 students (72,2%) had limited vocabulary to personal and survival areas. 9 students (25,0%) were even worse, their vocabulary was inadequate. There was only 1 student (2,8%) was considered that his

choice of words was sometimes inaccurate, his vocabulary was still limited.

b. Pronunciation

25 students (69,4%) had frequently unintelligible pronunciation. 10 students (27,8%) had very heavy accent, it could be understood after having frequently repetitions. 1 students (2,8%) had foreign accent, mispronunciation leads to occasional understanding and apparent errors in grammar or vocabulary.

c. Grammar

31 students (86,1%) had very inaccurate grammar. They had no ideas about grammar. 4 students (11,1%) had constant errors in grammar. 1 student (2.8%) was considered having frequent errors caused by uncontrolled patterns.

d. Comprehension

18 students (50,0%) had very little understanding in conversation. 18 others understand very slow, very simple speech when engaged in a dialog, but may require considerable repetition and rephrasing.

e. Fluency

31 students (86,1%) were considered as those who prevent to have conversation. 5 students (13,9%) could speak very slow and only repeat very routine sentences.

The total score for each item can be shown as the diagram below:

Diagram IV.1: Total Scores in Pre-test
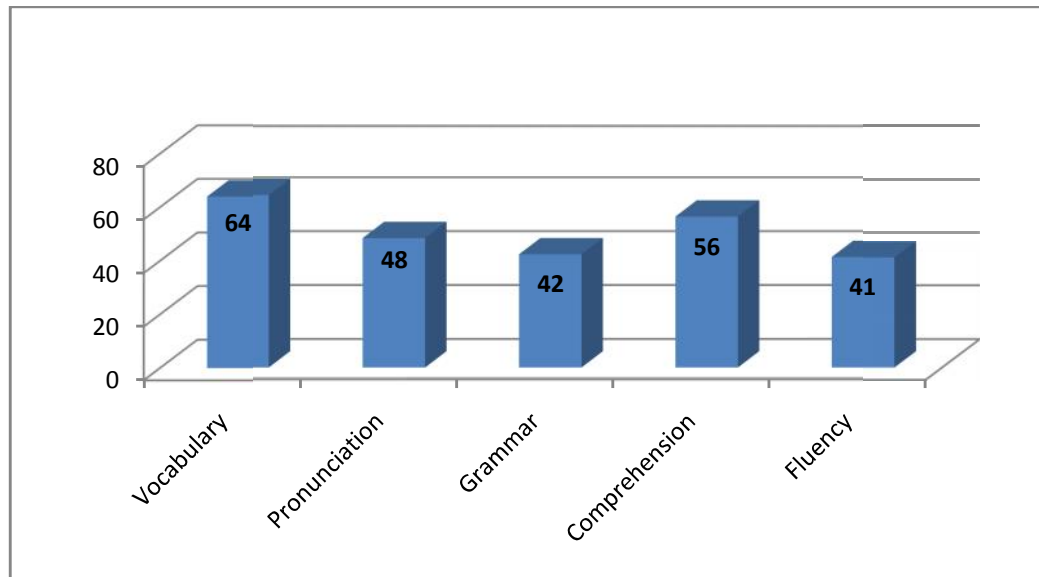
2. The Use of CLT in Meeting 1

Meeting 1 was done on January 31, 2011. The topic was The Story of Malin Kundang. In the end of this meeting the students should be able to persuade and give permission.

Table IV.3: Observation Sheet 1

No.	Items	Yes	No
1	**Pre Teaching (Motivating Strategies)**		
	a. T asks ss how to get someone's permission		
	b. T asks ss how to give permission		
2	**While Teaching**		
	2.1 Presentation		
	a. T conveys the objective of the lesson		

	b. T gives the examples of asking for and giving permissions		
	c. T asks ss to identify the expressions of asking for and giving permissions		
	2.2 Practice		
	a. T guides ss how to ask for and give permissions		
	b. T revises ss' choice of words		
	c. T revises ss' pronunciations		
	d. T revises ss' grammar use		
	2.3 Production		
	a. T divides ss into groups		
	b. T gives tasks to each group to make role play about asking for and giving permission		
3	**Post Teaching**		
	a. T asks some ss to express the utterances		
	b. T & ss conclude the topic of the lesson		
	Total	4	9
	Percentage	30,77	69,23

In meeting 1, the observer checked only 4 items among 13. In motivating strategies, the teacher did not tell the story to the students. In presentation, the teacher did not give the examples to the students and did not identify the expressions being discussed. In practice session, the teacher did not revise the choice of words, pronunciation and grammar use of the students. Production session was not done at all. The teacher did not divide the students into groups and did not give any tasks to the groups to be discussed. In post teaching, there was no conclusion of the subject. Based on the observation sheet 1, the teacher only did 30,77%.

3. The Use of CLT in Meeting 2

Meeting 2 was done on February 4, 2011. The objective of this meeting is to make the students able to express and respond loves.

Table IV.4: Observation Sheet 2

No.	Items	Yes	No
1	**Pre Teaching (Motivating Strategies)**		
	a. T asks whom ss love in their life		
	b. T asks how ss express their love		
2	**While Teaching**		
	2.1 Presentation		
	a. T conveys the objective of the lesson		
	b. T gives the examples of expressing and responding love		
	c. T asks ss to identify the expressions of expressing and responding love		
	2.2 Practice		
	a. T guides ss how to express and respond love		
	b. T revises ss' choice of words		
	c. T revises ss' pronunciations		
	d. T revises ss' grammar use		
	2.3 Practice		
	a. T divides ss into groups		
	b. T gives tasks to be done in groups		
3	**Post Teaching**		
	a. T asks some ss to express the utterances		
	b. T & ss conclude the topic of the lesson		
	Total	6	7
	Percentage	46,15	53,85

In meeting 2, the percentage of things which should be done by the teacher raised became 46,15%. The teacher had given the examples of the expressions to the students, and he had divided them into groups.

4. The Use of CLT in Meeting 3

Meeting 3 was done on February 7, 2011. The objective of this meting is to make the students able to ask and give permission, persuade, and give opinion in the sense of humor.

Table IV.5: Observation Sheet 3

No.	Items	Yes	No
1	**Pre Teaching (Motivating Strategies)**		
	a. T asks ss what they would do if they couldn't solve their own problem		
	b. T asks ss what they would say if someone asks for advice		
2	**While Teaching**		
	2.1 Presentation		
	a. T conveys the objective of the lesson		
	b. T gives the examples of asking for and giving advice		
	c. T asks ss to identify the expressions of asking for and giving advice		
	2.2 Practice		
	a. T guides ss how to ask for and give advice		
	b. T revises ss' choice of words		
	c. T revises ss' pronunciations		
	d. T revises ss' grammar use		
	2.3 Production		
	a. T divides ss into groups		
	b. T gives tasks to each group to make role play about asking and giving advice		
3	**Post Teaching**		
	a. T asks the groups to present their role plays		
	b. T & ss conclude the topic of the lesson		
	Total	6	7
	Percentage	46,15	53,85

In meeting 2, the observer noted that there was an improvement of what the teacher had done. The percentage had raised became 46,15%.

5. The Recapitulation of the Observations in Cycle 1

This recapitulation is to see the application of CLT done by the teacher along three meetings in cycle 1. This recapitulation is detailed to each stage; pre teaching, while teaching, and post teaching.

1. **Pre Teaching**

In motivating strategies or pre teaching, there were 5 things that should be done by the teacher. The observer noted that among the 5 things the teacher only did 3.

So the use of CLT for this stage is:

$\frac{3}{5}$ x 100%

= 0,6 x 100%

= **60%**

2. **While Teaching**

There were three sub steps in this stage; presentation, practice and production. There were 26 things that should be done by the teacher as had been listed on the observation sheets, but he did only 10.

So, the use of CLT in this stage is:

$\dfrac{10}{26}$ x 100%

= 0,39 x 100%

= **39%**

3. **Post Teaching**

There were 5 things that should be done by the teacher as listed on the observation sheets, but the observer noted that among 5, the teacher did only 2.

So, the use of CLT in this stage is:

$\dfrac{2}{5}$ x 100%

= 0,4 x 100%

= **40%**

4. **General Recapitulation of cycle 1**

General recapitulation of this cycle is:

$\dfrac{15}{36}$ x 100%

= 0,42 x 100%

= **42%**

6. The Result of Test 1

This test was done on February 11, 2011.

In this test, the teacher gave a case to be answered by the students orally:

Supposed you had no parents. They had passed away. You stayed with a poor uncle. You were a smart student and you wanted to continue your study to medicine faculty. You had no enough money to finance your study. What would you do to realize your obsession to be a doctor?

The result of the test can be shown on the table below:

Table IV.6: The Result of Test 1

No	Students	Voca-bulary	Pronun-ciation	Grammar	Compre-hension	Fluency	Total Score
1	Ahmad Razali	2	1	1	2	1	7
2	Aulia Gusty Maretha	2	2	1	2	2	9
3	Chindia Viona	1	1	1	1	1	5
4	Chusnul Chotimah	1	1	1	1	1	5
5	Desi Rosita	1	1	1	1	1	5
6	Deski Permadi	2	2	2	3	1	10
7	Dwi Ana Rohim	1	1	1	1	1	5
8	Eka Hidayatul M.	2	2	1	1	2	8
9	Eka Irma Mardiyanti	3	3	2	2	3	13
10	Eka Nurjanah	2	1	1	1	2	7
11	Eka Yulianti	2	2	2	3	3	12
12	Eltanang Sari	2	1	1	1	1	6
13	Juliana Dian KS	3	2	3	3	2	13
14	Juni Karnia	2	1	1	1	2	7
15	Khusnul Khotimah	1	1	1	1	1	5
16	M. Yusri	3	2	2	3	2	12
17	Melsa Fitra	2	1	1	2	1	7
18	Merza Liguna	2	2	1	2	1	8
19	Mustakim	2	1	1	2	1	7
20	Nisa Zahratul Jannah	2	1	1	2	2	8
21	Nurfi Yulisa	2	1	1	2	1	7
22	Nurul Hidayah	1	1	1	1	1	5
23	Oktavia Surya Indra	3	3	2	3	3	14
24	Putria Sarilapika	3	3	2	3	1	12
25	R. Muti'a	2	2	2	2	1	9
26	R. Triona Afisma	3	2	2	3	1	11
27	Rahil Hamdi	3	2	2	3	3	13
28	Rahmad Fiqi	1	1	1	1	1	5
29	Razak Setiawan	2	1	2	2	1	8
30	Ridho Hizri	3	2	3	2	1	11
31	Rizki Rida An Najmi	2	2	1	2	1	8
32	Selma Salsabilla	3	2	2	3	3	13
33	Sepri Agus	1	1	1	1	2	6
34	Vita Anggraini	3	2	2	2	2	11
35	Yurika Angelina	2	1	1	2	2	8
36	Zulmaiki	1	1	1	1	2	6
	TOTAL	73	56	52	68	57	

The following table is the recapitulation of the students' speaking ability in test 1:

Table IV.7: The Recapitulation of the Students' Speaking Ability in Test 1

Level	Vocabulary		Pronunciation		Grammar		Comprehension		Fluency	
	Total	%	Total	%	Total	%	Total	%	Total	%
6	-	-	-	-	-	-	-	-	-	-
5	-	-	-	-	-	-	-	-	-	-
4	-	-	-	-	-	-	-	-	-	-
3	10	27,8	3	8,3	2	5,6	9	25,0	5	13,9
2	17	47,2	14	38,9	12	33,3	14	38,9	11	30,5
1	9	25,0	19	52,8	22	61,1	13	36,1	20	55,6
Sum	36	100	36	100	36	100	36	100	36	100

The table above shows that:

a. Vocabulary

10 (27,8%) students had limited vocabulary in speaking. 17 students had very limited vocabulary to basic personal and survival topic. 9 students almost had no vocabulary in very simple conversation.

b. Pronunciation

3 students (8,3%) had foreign accent, mispronunciation leads to occasional understanding and apparent errors in grammar or vocabulary.

14 students (38,9%) had very heavy accent, it could be understood after having frequently repetitions. 19 students (52,8%) had frequently happened unintelligible pronunciation.

c. Grammar

2 students (5,6%) showed frequently errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding. 12 students (33,3%) had constant errors in grammar. 22 student (61,1%) had no idea about grammar.

d. Comprehension

9 students (25,0%) had been able to understand when engaged in a dialog but still need considerable repetition and rephrasing. 14 students (38,9%) had very little understanding in conversation. 13 students (36,1%) understood too little for the simplest type of conversation.

e. Fluency

5 students (13,9%) had been able to have speech but there were many uncompleted sentences. 11 students (30,5%) could speak very slow and only repeat very routine sentences. 20 students (55,6%) were considered as those who prevent to have conversation.

To see the improvement in cycle 1, the result of test 1 is compared with the result of pre-test. It can be shown in diagram below:

Diagram IV.2: Total Scores in Pre-test and Test 1
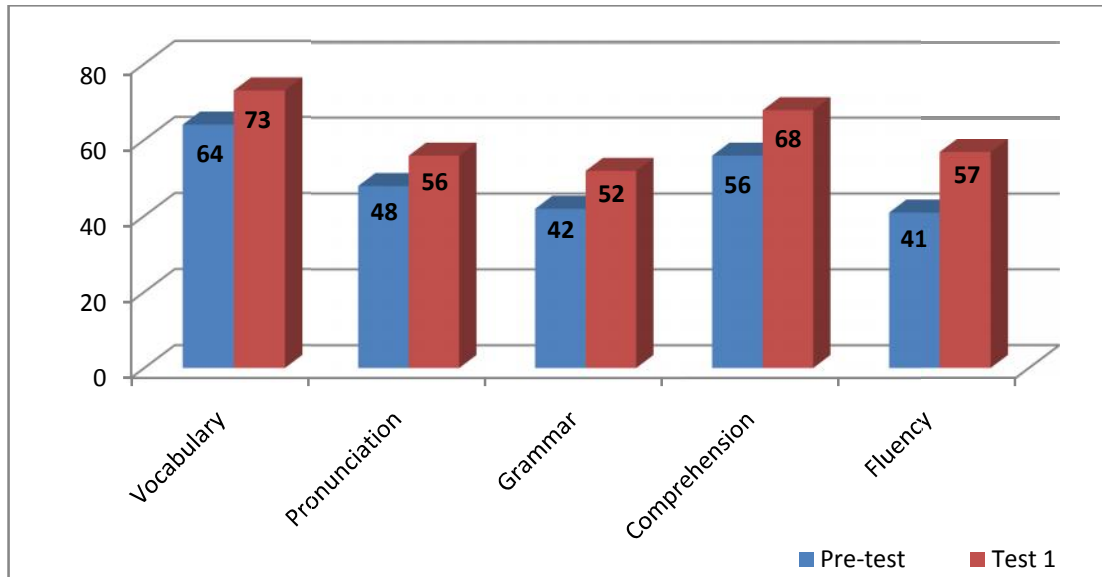
From the comparison between Pre-test and Test 1, there had been a few improvements but the raise was not significant yet.

7. Reflection of Cycle 1

After conducting cycle 1, the researcher together with the observer did the reflection to evaluate everything which has been done during this cycle in order to make any reparation for the following cycle.

Observation sheets 1, 2, and 3, were used in this cycle. They show the items which should be done by the teacher during teaching learning process. Among all items, the teacher had not done all of them. Referring

to the observation 1, the observer noted that among 13 items, the teacher only did 4 of them.

The teacher did not tell the story in short in order to make the students had idea about the topic of the lesson. He did not also give the example how to persuade and give permissions. He did not ask the students to identify the expressions of persuading and giving permissions along the story.

The teacher did not also revise the pronunciation, choice of words, and grammar use of the students. There was no conclusion in the end of the meeting.

From observation of meeting 2, the observer noted that the teacher still had problem in motivating the students; he did not ask the students how they express their love.

The teacher did not ask them to identify the expression and responses of love. The teacher did not revise the choice of words, pronunciations, and grammar use of the students. In the end of the meeting, there was still no conclusion of the topic.

Referring to observation 3, the teacher did not give the examples of utterances. The teacher did not revise choice of words, pronunciations, grammar use and language features in the story.

The teacher did not ask the students to create their own funny utterances based on the story. There was no presentation of the students in the end of the meeting.

The recapitulation of observations shows that the treatment done by the teacher was still low. The percentage was 42%.

From the observer notes, the researcher made planning for cycle 2.

1. The Use of CLT in Meeting 4

Meeting 4 was done on February 14, 2011. The objective of this meeting is to make the students able to describe something.

Table IV.8: Observation Sheet 4

No.	Items	Yes	No
1	**Pre Teaching (Motivating Strategies)**		
	a. T asks ss how to ask something		
	b. T asks ss how to describe something		
2	**While Teaching**		
	2.1 Presentation		
	a. T conveys the objective of the lesson		
	b. T gives the examples of asking & describing something		
	c. T asks ss to identify the expressions of asking and describing something		
	2.2 Practice		
	a. T guides ss how to ask and describe something		
	b. T revises ss' choice of words and sentence order		
	c. T revises ss' pronunciations		
	d. T revises ss' grammar use		
	2.3 Production		
	a. T divides ss into groups		

	b. T gives tasks to be done in groups		
3	**Post Teaching**		
	a. T asks some ss to present their role play		
	b. T & ss conclude the topic of the lesson		
Total		10	3
Percentage		76,92	23,08

Among 13 things which should be done by the teacher, he had applied

10 of them, it has been done 76,92%.

2. The Use of CLT in Meeting 5

Meeting 5 was done on February 18, 2011. The objective of this

meeting is to make the students able to give opinions.

Table IV.9: Observation Sheet 5

No.	Items	Yes	No
1	**Pre Teaching (Motivating Strategies)**		
	a. T asks ss how to ask someone's opinion		
	b. T asks ss how to give opinion		
2	**While Teaching**		
	2.1 Presentation		
	a. T conveys the objective of the lesson		
	b. T gives the examples of asking and giving opinions		
	c. T asks ss to identify the expressions of asking and giving opinions		
	2.2 Practice		
	a. T guides ss how to ask and give opinion		
	b. T revises ss' choice of words		
	c. T revises ss' pronunciations		
	d. T revises ss' grammar use		

No.	Items	Yes	No
	2.3 Production		
	a. T divides ss into pairs		
	b. T asks ss to make role play about asking & giving opinion		
3	**Post Teaching**		
	a. T asks them to present their role plays		
	b. T & ss conclude the topic of the lesson		
	Total	10	3
	Percentage	76,92	23,08

The percentage of this observation sheet is still the same with the

observation in meeting 4, it was 76,92%.

3. The Use of CLT in Meeting 6

Meeting 6 was done on February 21, 2011. The objective of this

meeting is to make the students able to give opinions.

Table IV.10: Observation Sheet 6

No.	Items	Yes	No
1	**Pre Teaching (Motivating Strategies)**		
	a. T asks ss how to support someone's opinion		
	b. T asks ss how to disagree with someone's opinion.		
2	**While Teaching**		
	2.1 Presentation		
	a. T conveys the objective of the lesson		
	b. T gives the examples of agreement and disagreement		
	c. T asks ss to identify the expressions of agreement and disagreement		
	2.2 Practice		
	a. T guides ss how to agree and disagree with someone's opinions		
	b. T revises ss' choice of words		
	c. T revises ss' pronunciations		

	d. T revises ss' grammar use		
	2.3 Production		
	a. T divides ss into groups		
	b. T gives tasks to each group to make role play about agree and disagree		
3	**Post Teaching**		
	a. T asks some ss to express the utterances		
	b. T & ss conclude the topic of the lesson		
	Total	9	5
	Percentage	64,29	35,71

The percentage of the check lists in this meeting decreased became

64,29%. Among 14 check lists, the teacher only did 9 things.

4. **The Recapitulation of the Observations in Cycle 2**

This recapitulation is to see the application of CLT done by the teacher

along three meetings in cycle 2. This recapitulation is detailed to each

stage; pre teaching, while teaching, and post teaching.

1. **Pre Teaching**

In motivating strategies or pre teaching, there were 7 things that

should be done by the teacher. The observer noted that among the 7

things the teacher had done all.

So the use of CLT for this stage is:

$\frac{7}{7}$ x 100%

$= 1$ x 100%

$= \mathbf{100\%}$

2. While Teaching

There were three sub steps in this stage; presentation, practice and production. There were 27 things that should be done by the teacher as had been listed on the observation sheets, but he did only 19.

So, the use of CLT in this stage is:

$\underline{19}$ x 100%
27

= 0,70 x 100%

= **70%**

3. Post Teaching

There were 6 things that should be done by the teacher as listed on the observation sheets, but the observer noted that among 6, the teacher did only 3.

So, the use of CLT in this stage is:

$\underline{3}$ x 100%
6

= 0,5 x 100%

= **50%**

4. General Recapitulation of cycle 2

General recapitulation of this cycle is:

$\underline{29}$ x 100%
40

$$= 0,73 \text{ x } 100\%$$

$$= \textbf{73\%}$$

5. **The Result of Test 2 (February 25, 2011)**

This test was done on February 25, 2011.

The teacher gave a question to the students to be answered orally:

Well, I'm sure that all of you know about Tsunami, at least you have ever heard about Tsunami. You have ever seen the effect of this disaster. Recently there was a Tsunami happened in Japan. Well my students, in this occasion, I would like to ask you talking about Tsunami. What is your point of view about Tsunami?

Table IV.11: The Result of Test 2

No	Students	Voca-bulary	Pronun-ciation	Grammar	Compre-hension	Fluency	Total Score
1	Ahmad Razali	3	2	2	2	1	10
2	Aulia Gusty Maretha	3	2	2	3	3	13
3	Chindia Viona	2	1	1	1	2	7
4	Chusnul Chotimah	2	1	1	1	1	6
5	Desi Rosita	1	1	1	1	2	6
6	Deski Permadi	3	2	2	4	2	13
7	Dwi Ana Rohim	2	1	1	1	1	6
8	Eka Hidayatul M.	3	2	2	2	3	12
9	Eka Irma Mardiyanti	4	3	3	4	4	18
10	Eka Nurjanah	2	1	1	2	3	9
11	Eka Yulianti	3	3	3	4	4	17
12	Eltanang Sari	2	1	1	2	2	8
13	Juliana Dian KS	3	3	3	4	3	16
14	Juni Karnia	2	1	2	2	2	9
15	Khusnul Khotimah	1	1	1	2	1	6
16	M. Yusri	4	3	3	4	3	17
17	Melsa Fitra	2	1	2	2	2	9
18	Merza Liguna	3	2	2	3	2	12
19	Mustakim	2	2	2	2	2	10
20	Nisa Zahratul Jannah	2	1	2	2	3	10
21	Nurfi Yulisa	2	2	1	2	2	9
22	Nurul Hidayah	2	1	1	2	2	8
23	Oktavia Surya Indra	4	3	3	4	4	18
24	Putria Sarilapika	4	3	3	4	4	18
25	R. Muti'a	2	2	2	2	3	11
26	R. Triona Afisma	4	3	2	3	3	15
27	Rahil Hamdi	4	3	3	4	4	18
28	Rahmad Fiqi	2	1	1	1	1	6
29	Razak Setiawan	3	2	2	3	3	13
30	Ridho Hizri	4	2	3	4	3	16
31	Rizki Rida An Najmi	2	1	2	3	3	11
32	Selma Salsabilla	4	3	3	3	4	17
33	Sepri Agus	2	1	2	2	1	8
34	Vita Anggraini	4	3	3	3	3	16
35	Yurika Angelina	3	2	2	3	3	13
36	Zulmaiki	2	1	2	2	2	9
	TOTAL	97	67	72	93	91	

The following table is the recapitulation of the students' speaking

ability in test 2:

Table IV.12: The Recapitulation of the Students' Speaking Ability in Test 2

Level	Vocabulary		Pronunciation		Grammar		Comprehension		Fluency	
	Total	%	Total	%	Total	%	Total	%	Total	%
6	-	-	-	-	-	-	-	-	-	-
5	-	-	-	-	-	-	-	-	-	-
4	9	25,0	-	-	-	-	9	25,0	6	16,7
3	9	25,0	10	27,8	10	27,8	8	22,2	13	36,1
2	16	44,4	11	30,5	16	44,4	14	38,9	11	30,5
1	2	5,6	15	41,7	10	27,8	5	13,9	6	16,7
Sum	36	100	36	100	36	100	36	100	36	100

The table above shows that:

a. Vocabulary

9 students (25,0%) had been increased to be professional adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions. 17 students (25,0%) still make inaccurate choice of words. 16 students (44,4%) students had very limited vocabulary to basic personal and survival areas. There were still 2 students (5,6%) had no vocabulary to get engaged in very simple conversation.

b. Pronunciation

10 students (27,8%) were still considered as having foreign accent, mispronunciation leads to occasional understanding and apparent errors in grammar or vocabulary. 11 students (30,5%) had very heavy accent, it could be understood after having frequently repetitions. 15 students (41,7%) had frequently happened unintelligible pronunciation.

c. Grammar

10 students (27,8%) showed frequently errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding. 16 students (44,4%) had constant errors in grammar. 10 student (27,8%) had no idea about grammar.

d. Comprehension

9 students (25,0%) had been able to understand when engaged in a dialog but still need considerable repetition and rephrasing. 8 students (22,2%) had very little understanding in conversation. 14 students (38,9%) understood the speech very little. 5 students (13,9%) understood too little for the simplest type of conversation.

e. Fluency

6 students (16,7%) were occasionally hesitant in having speech. 13 students (36,1%) were frequently hesitant and jerky. 11 students (30,5%) had speech very slowly and caught by routine sentences. 6 students (16,7%) still avoided to be engaged in any conversation.

To see the improvement in cycle 2, the result of test 2 is compared with the result of pre-test and test 1. It can be shown in diagram below:

Diagram IV.3: Total Scores in Pre-test, Test 1 and Test 2
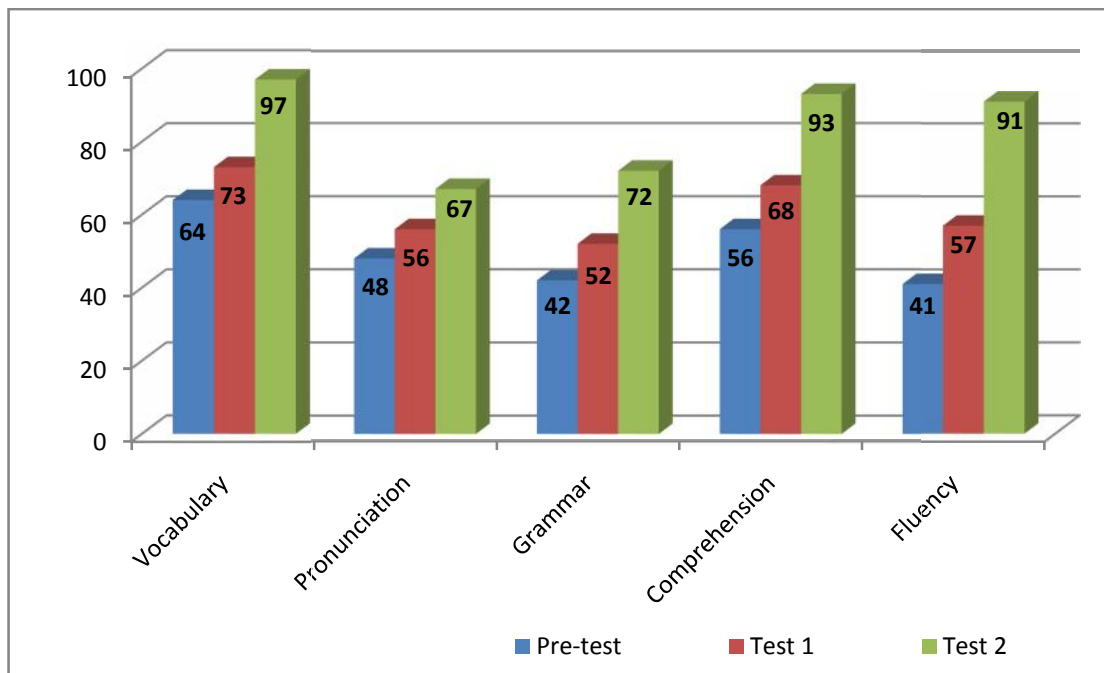
There has been a significant improvement of the students' speaking ability in cycle 2, it is proved by the result of test 2 shown in the diagram above.

6. Reflection of Cycle 2

After conducting 3 meeting and 1 test along cycle 2, the researcher and the observer made the reflection of the cycle based on the check lists on the observation sheets and the result of the test in the end of the cycle.

From observation sheet 4, we can see, the observation sheet had been checked in columns "Yes" is 76.92% (10 among 13 items).

The teacher had begun the meetings with the apperception in the motivating strategies. He had conveyed the objective of the lesson and given the examples of utterances, but he did not ask the students to identify the expressions used.

He had guided the students how to describe something. The pronunciation, grammar use and language features used had been revised, but the teacher had not revised the choice of words of the students.

The teacher had divided the students into groups and given tasks based on the groups. In the end of the meetings, the teacher had asked some students to express the utterances which had been already discussed, but there was still no conclusion of the meeting.

On observation sheet meeting 5, we can see the same condition with observation meeting 4. The check lists "Yes" is 10 among 13 items.
The teacher did not ask the students to identify the expressions used. He did not revise the choice of words of the students. There was no conclusion in the end of the meeting.

On the observation sheet meeting 6, we see the same condition with the previous ones. The teacher did not give the examples to the students and how to give the opinion.

The teacher did not revise the choice of words, grammar use and language features of the students. In the end of the meeting there was still no conclusion.

The recapitulation of observations shows that the treatment done by the teacher had risen. The percentage was 73%.

7. The Use of CLT in Meeting 7

Meeting 7 was done on February 28, 2011. The objective of this meeting is to make the students able to express tongue twisters.

Table IV.13: Observation Sheet 7

No.	Items	Yes	No
1	**Pre Teaching (Motivating Strategies)**		
	a. T asks ss how to ask someone's satisfaction		
	b. T asks ss how to express satisfaction and dissatisfaction		
	c. T asks ss how to respond someone's dissatisfaction		
2	**While Teaching**		
	2.1 Presentation		
	a. T conveys the objective of the lesson		
	b. T gives the examples of satisfaction and dissatisfaction		
	c. T asks ss to identify the expressions of satisfaction and dissatisfaction		
	2.2 Practice		
	a. T guides ss how to express satisfaction and dissatisfaction		

	Items	Yes	No
	b. T revises ss choice of words		
	c. T revises ss' pronunciations		
	d. T revises ss' grammar use		
	2.3 Production		
	a. T divides ss into groups		
	b. T gives tasks to each group to make role play about satisfaction and dissatisfaction		
3	**Post Teaching**		
	a. T asks the groups to present their role plays		
	b. T & ss conclude the topic of the lesson		
	Total	13	0
	Percentage	100	0

All the check lists have been yes, it means the teacher had done all

things in the teaching learning process from pre teaching to post teaching.

The percentage of this observation sheet is 100%.

8. The Use of CLT in Meeting 8

Meeting 8 was done on March 4, 2011. The objective of this meeting

is to make the students able to persuade people.

Table IV.14: Observation Sheet 8

No.	Items	Yes	No
1	**Pre Teaching (Motivating Strategies)**		
	a. T asks ss how to ask someone's condition or feeling		
	b. T asks ss how to express pain, relief, or pleasure		
2	**While Teaching**		
	2.1 Presentation		
	a. T conveys the objective of the lesson		
	b. T gives the examples of pain, relief, and pleasure expressions		

No.	Items	Yes	No
	c. T asks ss to identify the expressions of pain, relief, and pleasure.		
	2.2 Practice		
	a. T guides ss how to express pain, relief, and pleasure		
	b. T revises ss' choice of words		
	c. T revises ss' pronunciations		
	d. T revises ss' grammar use		
	2.3 Production		
	a. T divides ss into groups		
	b. T gives tasks to each group to make role play about pain, relief, and pleasure		
3	**Post Teaching**		
	a. T asks the groups to present their role plays		
	b. T & ss conclude the topic of the lesson		
	Total	13	0
	Percentage	100	0

The teacher had done all things in the teaching learning process from pre teaching to post teaching. The percentage of this observation sheet is 100%.

9. The Use of CLT in Meeting 9

This last meeting was done on March 7, 2011. The objective of this meeting is to make the students able to tell funny stories.

Table IV.15: Observation Sheet 9

No.	Items	Yes	No
1	**Pre Teaching (Motivating Strategies)**		
	a. T asks ss if they have ever had English discussion		
	b. T asks ss how to get involved in discussion		

2	While Teaching		
	2.1 Presentation		
	a. T conveys the objective of the lesson		
	b. T gives the examples of expression in discussion		
	c. T asks ss to identify the expressions in discussion		
	2.2 Practice		
	a. T guides ss how to get involved in discussion		
	b. T revises ss' choice of words		
	c. T revises ss' pronunciations		
	d. T revises ss' grammar use		
	2.3 Production		
	a. T divides ss into groups		
	b. T gives tasks to each group to make role play about discussion		
3	**Post Teaching**		
	a. T asks the groups to present their role plays		
	b. T & ss conclude the topic of the lesson		
	Total	10	0
	Percentage	100	0

The teacher had done all things in the teaching learning process from pre teaching to post teaching. The percentage of this observation sheet is 100%.

10. The Recapitulation of the Observations in Cycle 3

This recapitulation is to see the application of CLT done by the teacher along three meetings in cycle 3. This recapitulation is detailed to each stage; pre teaching, while teaching, and post teaching.

1. **Pre Teaching**

   In motivating strategies or pre teaching, there were 7 things that should be done by the teacher. The observer noted that among the 7 things the teacher had done all.

   So the use of CLT for this stage is:

   $\frac{7}{7}$ x 100%

   = 1 x 100%

   = **100%**

2. **While Teaching**

   There were three sub steps in this stage; presentation, practice and production. There were 24 things that should be done by the teacher as had been listed, the observer noted that the teacher had done all.

   So, the use of CLT in this stage is:

   $\frac{24}{24}$ x 100%

   = 1 x 100%

   = **100%**

3. **Post Teaching**

   There were 6 things that should be done by the teacher as listed on the observation sheets, but the observer noted that among 5, the teacher had done all.

So, the use of CLT in this stage is:

$\frac{5}{5}$ x 100%

= 1 x 100%

= **100%**

4. **General Recapitulation of cycle 3**

General recapitulation of this cycle is:

$\frac{36}{36}$ x 100%

= 1 x 100%

= **100%**

In the last cycle the teacher had done completely the treatment in conducting CLT in the classroom in order to improve speaking ability of the students.

11. **The Result of Test 3 (Post Test)**

To see students' ability in speaking after all treatments, the teacher made the post test. The teacher asked the students to talk about funny story.

This final test was done on March 11, 2011. The result can be shown in the table below.

Table IV.16: The Result of Post Test

No	Students	Voca-bulary	Pronun-ciation	Grammar	Compre-hension	Fluency	Total Score
1	Ahmad Razali	3	2	3	3	1	12
2	Aulia Gusty Maretha	4	3	3	3	2	15
3	Chindia Viona	2	1	2	2	1	8
4	Chusnul Chotimah	2	1	2	1	1	7
5	Desi Rosita	2	1	2	2	1	8
6	Deski Permadi	4	2	3	4	3	16
7	Dwi Ana Rohim	3	1	2	2	2	10
8	Eka Hidayatul M.	4	3	3	3	3	16
9	Eka Irma Mardiyanti	4	4	4	4	4	20
10	Eka Nurjanah	3	1	3	2	3	12
11	Eka Yulianti	4	3	4	4	4	19
12	Eltanang Sari	3	1	3	3	3	13
13	Juliana Dian KS	4	3	4	4	4	19
14	Juni Karnia	3	1	3	3	3	13
15	Khusnul Khotimah	2	1	2	2	2	9
16	M. Yusri	5	3	4	4	4	20
17	Melsa Fitra	3	1	3	3	3	13
18	Merza Liguna	4	2	4	3	3	16
19	Mustakim	3	2	3	3	3	14
20	Nisa Zahratul Jannah	3	2	3	3	4	15
21	Nurfi Yulisa	3	2	3	2	3	13
22	Nurul Hidayah	2	1	2	2	3	10
23	Oktavia Surya Indra	5	4	4	4	4	21
24	Putria Sarilapika	5	4	4	4	4	21
25	R. Muti'a	3	2	3	3	4	15
26	R. Triona Afisma	4	3	4	3	4	18
27	Rahil Hamdi	5	4	4	4	4	21
28	Rahmad Fiqi	3	1	2	2	2	10
29	Razak Setiawan	3	2	3	4	3	15
30	Ridho Hizri	5	3	4	4	4	20
31	Rizki Rida An Najmi	3	2	4	3	3	15
32	Selma Salsabilla	5	4	4	4	4	21
33	Sepri Agus	2	1	3	3	2	11
34	Vita Anggraini	4	3	4	4	4	19
35	Yurika Angelina	3	3	4	4	4	18
36	Zulmaiki	2	1	2	3	3	11
	TOTAL	122	78	114	111	109	

The following table is the recapitulation of the students' speaking ability in post test:

Table IV.17: The Recapitulation of the Students' Speaking Ability in Post Test

Level	Vocabulary		Pronunciation		Grammar		Comprehension		Fluency	
	Total	%	Total	%	Total	%	Total	%	Total	%
6	-	-	-	-	-	-	-	-	-	-
5	6	16,7	-	-	-	-	-	-	-	-
4	9	25,0	5	13,9	14	38,9	13	36,1	14	38,9
3	14	38,9	9	25,0	14	38,9	14	38,9	13	36,1
2	7	19,4	8	22,2	8	22,2	8	22,2	5	13,9
1	-	-	14	38,9	-	-	1	2,8	4	11,1
Sum	36	100	36	100	36	100	36	100	36	100

The table above shows that:

a. Vocabulary

6 students (16,7%) had been improved to be professional vocabulary broad and precise, they had had vocabulary that adequate to cope with complex and practical problems and varied social situations. 9 students (25,0%) had been increased to be professional adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions. 14 students (38,9%) still make inaccurate choice of words. 7 students (19,4%) students had very limited vocabulary to basic personal and survival areas. There was no

student who had no vocabulary to get engaged in very simple conversation.

b. Pronunciation

5 students (13,9%) had been improved to be those who had no much mispronunciation in speaking. 9 students (25,0%) were still considered as having foreign accent, mispronunciation leads to occasional understanding and apparent errors in grammar or vocabulary. 8 students (22,2%) had very heavy accent, it could be understood after having frequently repetitions. 14 students (38,9%) had frequently happened unintelligible pronunciation.

c. Grammar

14 students (38,9%) had had a little awareness in grammar, there were not too much misunderstanding caused by grammar weaknesses. 14 students (38,9%) showed frequently errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding. 8 students (22,2%) had constant errors in grammar. There was no student who had no idea about grammar anymore.

d. Comprehension

13 students (36,1%) had been able to understand when engaged in a dialog but still need considerable repetition and rephrasing. 14 students (38,9%) had very little understanding in conversation. 8 students

(22,2%) understood the speech very little. There was only 1 students (2,8%) who understood too little for the simplest type of conversation.

e. Fluency

14 students (38,9%) were occasionally hesitant in having speech. 13 students (36,1%) were frequently hesitant and jerky. 5 students (13,9%) had speech very slowly and caught by routine sentences. 4 students (11,1%) still avoided to be engaged in any conversation.

To see the improvement in the last cycle, the result of post test is compared with the result of the previous tests. It can be shown in diagram below:

Diagram IV.4: Total Scores in Pre-test, Test 1, Test 2 and Post Test
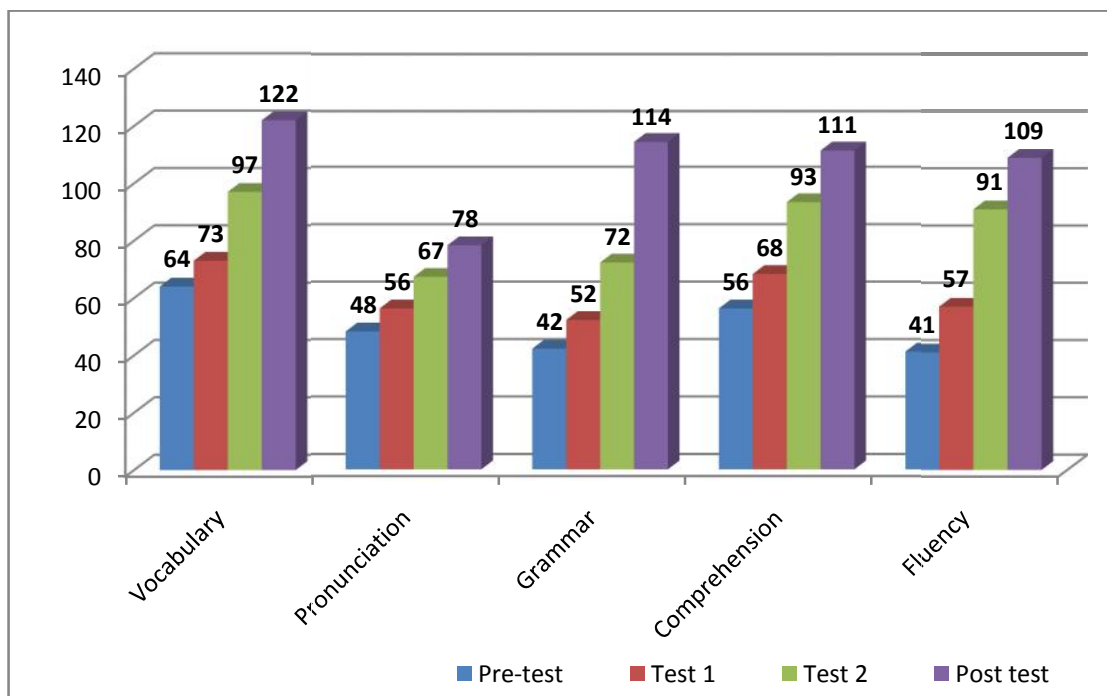
The diagram above shows the total scores of all item tested to the students from the pre-test to post test. There are improvements of all items. To see the improvements, the researcher will detail them the result of pre-test and post test.

a. Vocabulary

The total of student's vocabulary in pre-test was 64. It improved became 122 in the post test. The percentage of the improvement is:

$\frac{122 - 64}{64}$ x 100%

= $\frac{58}{64}$ x 100%

= **90,63 %**

b. Pronunciation

The average of students' pronunciation in pre-test was 48. It improved became 78 in the post test. The percentage of the improvement is:

$\frac{78 - 48}{48}$ x 100%

= $\frac{30}{48}$ x 100%

= **62,50%**

c. Grammar

The average of students' grammar in pre-test was 42. It improved became 114 in the post test. The percentage of the improvement is:

$\underline{114 - 42}$ x 100%
        42

= $\underline{72}$ x 100%
   42

= **171,43%**

d. Comprehension

The average of students' comprehension in pre-test was 56. It improved became 111 in the post test. The percentage of the improvement is:

$\underline{111 - 56}$ x 100%
         56

= $\underline{55}$ x 100%
   56

= **98,21%**

e. Fluency

The average of students' fluency in pre-test was 53,81. It improved became 66,39 in the post test. The percentage of the improvement is:

$\underline{109 - 41}$ x 100%
        41

$$= \frac{68}{41} \times 100\%$$

$$= \mathbf{165{,}85\%}$$

Generally, the percentage of the improvements of the students can be shown as follows:

$$\frac{(90{,}63 + 62{,}50 + 171{,}43 + 98{,}21 + 165{,}85)\%}{5}$$

$$= \frac{588{,}62\%}{5}$$

$$= \mathbf{117{,}72\%}$$

To see the improvements of the students' ability per cycle, here is the diagram of it after summing all the components which were tested.

Diagram IV.5: The Improvements of Students' Ability per Cycle
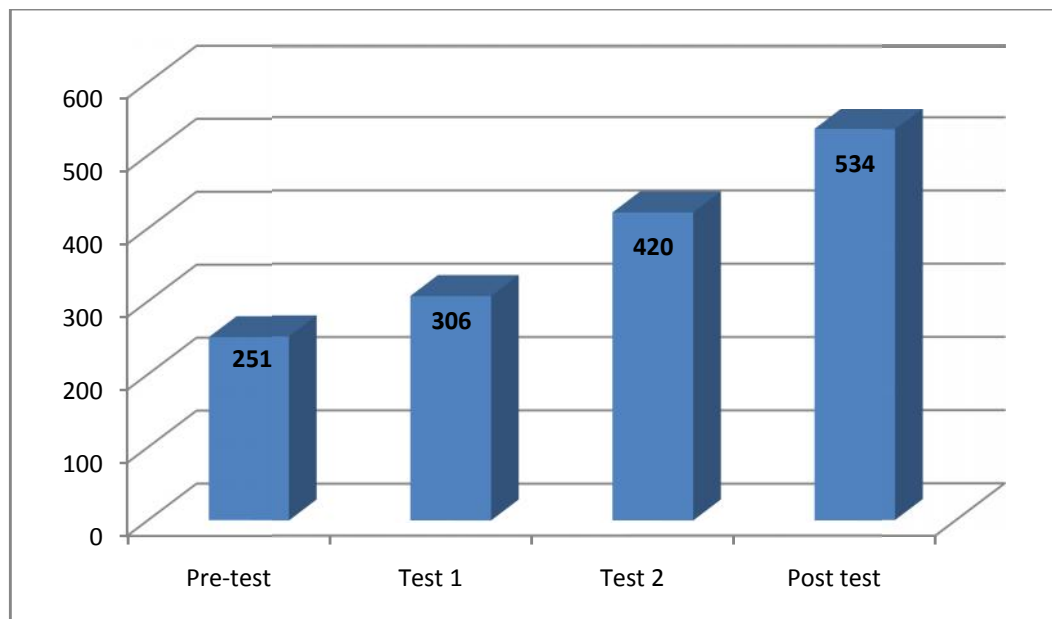
CHAPTER V

CONCLUSION AND SUGGESTIONS

1. Conclusion

Based on the result of this classroom action research entitled "Improving Students' Speaking Ability through Communicative Language Teaching (CLT) at the Eleventh Year Class of MAN Teluk Kuantan, Kuantan Singingi Regency", the researcher concludes that Communicative Language Teaching (CLT) can improve the speaking ability of the eleventh year class students.

Applying CLT in the classroom needs creativity of the teacher to plan, do and motivate the students to get involved in the speaking activity.

2. Suggestions

After conducting this classroom action research, the researcher has several suggestions, they are:

1. In order to reach the target to make the students able to communicate in English being learnt, the teacher needs to initiate it by himself to speak in English especially during the teaching learning process, so the students follow the way the teacher has done. The teacher is actually a model for the students whom will do what their teacher does.

2. The teacher should simplify the way in expressing the targets of the teaching learning process and in giving the examples in order to make the students easy in receiving the subjects and then to produce or to practice them.

3. The teacher should be able to motivate the students to get involved in the speaking activity.

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APPENDIX I

Lesson Plan

Name of the School   : MAN Teluk Kuantan

Subject   : English

Class/ Semester   : XI/ II

Meeting   : 1st

Skill   : Speaking

Standard of Competence:

To express the utterances in legal and sustained transactional/ interpersonal conversations in daily life.

Basic Competence:

To express the utterances in legal and sustained transactional/ interpersonal conversations in daily life and involving asking for, giving and denying permission.

Indicators:

1. Students are able to comprehend the oral utterances of asking for, giving and denying permission.
2. Students are able to express the oral utterances of asking for, giving and denying permission.

Objectives:

1. To be able to comprehend the oral utterances of asking for, giving and denying permission.
2. To be able to express the oral utterances of asking for, giving and denying permission.

Material:

1. Oral utterances of asking for permission:
   - Will you allow me to leave you for a while?
   - Can I close the window, please?
   - Do you mind if I smoke here?
   - Please let me marry your daughter.

- Would you mind if I went with her?
- Would you like to go to the shop and buy some ketchup?
- May I copy your task?
- Can I come to your house tonight?

2. Oral utterances of giving permission:
   - It's okay.
   - No, I don't mind.
   - Why not?
   - Sure, go ahead.
   - Certainly.

3. Denying permission:
   - No, you may not.
   - I don't think so.
   - I will not permit you.
   - You can't.
   - Yes, I do mind.

Teaching Method:

Direct Method

Teaching Technique:

Three-phase technique

Teaching Learning Process:

1. **Pre-Teaching/ Motivating Strategies (10')**
   a. T asks ss how to get someone's permission
   b. T asks ss how to give permission

2. **While Teaching (60')**
   2.1 Presentation
   a. T conveys the objective of the lesson

b. T gives the examples of asking for permission and giving permissions

c. T asks ss to identify the expressions of asking for permission and giving permissions

2.2 Practice

a. T guides ss how to ask for permission and give permission

b. T revises ss' choice of words

c. T revises ss' pronunciations

d. T revises ss' grammar use

2.3 Production

a. T divides ss into groups

b. T gives tasks to each group to make role play about asking and giving permission

3. **Post Teaching (20')**

a. T asks the groups to present their role plays

b. T & ss conclude the topic of the lesson

Source:

Look Ahead 2, Erlangga, p. 13

Assessment:

Role play presentation

Approved by: Teluk Kuantan, January 31, 2011

The Principal,   Teacher,

Drs. Zulkifli, M.Pd.   **Subhan Shabri**

NIP 196412311994031036   NIM 10714001198

Lesson Plan

Name of the School   : MAN Teluk Kuantan

Subject   : English

Class/ Semester   : XI/ II

Meeting   : 2nd

Skill   : Speaking

Standard of Competence:

> To express the utterances in legal and sustained transactional/ interpersonal conversations in daily life.

Basic Competence:

> To express the utterances in legal and sustained transactional/ interpersonal conversations in daily life and involving expressing and responding love.

Indicators:

1. Students are able to comprehend the oral utterances of expressing and responding love.
2. Students are able to express the oral utterances of expressing and responding love.

Objectives:

1. To be able to comprehend the oral utterances of expressing and responding love.
2. To be able to express the oral utterances of expressing and responding love.

Material:

1. Expressing love

   - I love you.
   - I really love you and I always will.
   - I truly love you endlessly.
   - There's nothing can compares with my love for you.

Lesson Plan

Name of the School   : MAN Teluk Kuantan

Subject   : English

Class/ Semester   : XI/ II

Meeting   : 2nd

Skill   : Speaking

Standard of Competence:

> To express the utterances in legal and sustained transactional/ interpersonal conversations in daily life.

Basic Competence:

> To express the utterances in legal and sustained transactional/ interpersonal conversations in daily life and involving expressing and responding love.

Indicators:

1. Students are able to comprehend the oral utterances of expressing and responding love.
2. Students are able to express the oral utterances of expressing and responding love.

Objectives:

1. To be able to comprehend the oral utterances of expressing and responding love.
2. To be able to express the oral utterances of expressing and responding love.

Material:

1. Expressing love

   - I love you.
   - I really love you and I always will.
   - I truly love you endlessly.
   - There's nothing can compares with my love for you.

- Words fail to convey how much I love you.

- My love will never cease till the end of time.

- I'll never stop loving you.

2. Responding love

- I love you too.

- I can feel your love to me.

- I love how you love me.

- I can see the love from your eyes.

- You know that we have the same feeling.

Teaching method:

Direct Method

Teaching Technique:

Three-phase technique

Teaching Learning Process:

1. **Pre-Teaching/ Motivating Strategies (10')**

   a. T asks whom ss love in their life

   b. T asks how ss express their love

2. **While Teaching (60')**

   2.1 Presentation

   a. T conveys the objective of the lesson

   b. T gives the examples of expressing and responding love

   c. T asks ss to identify the expressions of expressing and responding love

   2.2 Practice

   a. T guides ss how to express and respond love

   b. T revises ss' choice of words

    c. T revises ss' pronunciations

    d. T revises ss' grammar use

2.3 Production

    a. T divides ss into groups

    b. T gives tasks to be done in groups

3. Post Teaching (20')

    a. T asks some ss to express the utterances

    b. T & ss conclude the topic of the lesson

Source:

Look Ahead, Erlangga, p. 123

Assessment:

Role play presentation

Approved by:	Teluk Kuantan, February 4, 2011
The Principal,	Teacher,

Drs. Zulkifli, M.Pd.	**Subhan Shabri**
NIP 196412311994031036	NIM 10714001198

Lesson Plan

Name of the School   : MAN Teluk Kuantan

Subject   : English

Class/ Semester   : XI/ II

Meeting   : 3rd

Skill   : Speaking

Standard of Competence:

      To express the utterances in legal and sustained transactional/ interpersonal conversations in daily life.

Basic Competence:

      To express the utterances in legal and sustained transactional/ interpersonal conversations in daily life and involving asking for and giving advice.

Indicators:

1. Students are able to comprehend the oral utterances of asking for and giving advice.
2. Students are able to express the oral utterances of asking for and giving advice.

Objectives:

1. To be able to comprehend the oral utterances of asking for and giving advice.
2. To be able to express the oral utterances of asking for and giving advice.

Material:

1. Oral utterances of asking for advice:

   - Do you think I ought to call the police?
   - What do you think I should buy him for his birthday?
   - Do you have any ideas about how I can sell my car?
   - Should I try to talk with him about this matter again?
   - If you were me, what would you tell her?
   - If you were in my situation, would you forgive him?
   - Do you have any advice for me?
   - Can you give me some advice?
   - Do you have any recommendations about a good hotel in Paris?
   - Can you recommend a suitable wine for dinner?

2. Oral utterances of offering advice:

- I think you'd better start looking for a new job.
- If I were you, I'd stop writing her.
- It would probably a good idea to send this mail by express mail.
- Why don't you try calling her tonight?
- How about taking the bus instead of driving?
- Try ignoring her for a while.
- I'd say that you'd better quit the team now.
- I advise you to talk with your lawyer.
- My advice is to be careful in doing business with them.
- I suggest that we go out for dinner tonight.
- Let me suggest that we buy a new copier.
- I recommend that you cancel your appointment.
- My recommendation is that we begin the sales program in May.

Teaching Method:

Direct Method

Teaching Technique:

Three-phase technique

Teaching Learning Process:

1. **Pre-Teaching/ Motivating Strategies (10')**

   a. T asks ss what they would do if they cannot solve their own problem.

   b. T asks ss what they would say if someone asks for advice.

2. **While Teaching (60')**

   2.1 Presentation

   a. T conveys the objective of the lesson

   b. T gives the examples of asking for and giving advice

   c. T asks ss to identify the expressions of asking for and giving advice

   2.2 Practice

   a. T guides ss how to ask for and give advice

   b. T revises ss' choice of words

   c. T revises ss' pronunciations

   d. T revises ss' grammar use

2.3 Production

    a. T divides ss into groups

    b. T gives tasks to each group to make role play about asking and giving advice.

3. Post Teaching (20')

    a. T asks the groups to present their role plays

    b. T & ss conclude the topic of the lesson

Source:

Look Ahead 2, Erlangga, p. 9

Assessment:

Role play presentation

Approved by: Teluk Kuantan, February 7, 2011

The Principal,   Teacher,

Drs. Zulkifli, M.Pd.   **Subhan Shabri**

NIP 196412311994031036   NIM 10714001198

Lesson Plan

Name of the School   : MAN Teluk Kuantan

Subject   : English

Class/ Semester   : XI/ II

Meeting   : 4th

Skill   : Speaking

Standard of Competence:

To express the utterances in legal and sustained transactional/ interpersonal conversations in daily life.

Basic Competence:

To express the utterances in legal and sustained transactional/ interpersonal conversations in daily life and involving describing something.

Indicators:

1. Students are able to comprehend the oral utterances of reports.
2. Students are able to express the oral utterances of reports.

Objectives:

1. To be able to comprehend the oral utterances of describing something.
2. To be able to express the oral utterances of describing something.

Material:

1. Oral utterances of asking something:
   - Could you tell me how big the blue whale is?
   - How does it look like?
   - Tell me what you saw.
   - Is it like a fish?
   - It is rounded like a ball?
   - Is it long?

2. Oral utterances of describing something:

- It is long.
- It's just like a fish.
- It is as big as an elephant.
- Its teeth are as sharp as metal knives.
- It has a couple of back legs bigger than coconut trees.

Teaching Method:

Direct Method

Teaching Technique:

Three-phase technique

Teaching Learning Process:

1. **Pre-Teaching/ Motivating Strategies (10')**

   a. T asks ss how to ask something

   b. T asks ss how to describe something

2. **While Teaching (60')**

   2.1 Presentation

   a. T conveys the objective of the lesson

   b. T gives the examples of asking and describing something

   c. T asks ss to identify the expressions of asking and describing something

   2.2 Practice

   a. T guides ss how to ask and describe something

   b. T revises ss' choice of words

   c. T revises ss' pronunciations

   d. T revises ss' grammar use

2.3 Production

a. T divides ss into groups

b. T gives tasks to each group to make role play about asking and describing something.

3. **Post Teaching (20')**

a. T asks the groups to present their role plays

b. T & ss conclude the topic of the lesson

Source:

Look Ahead 2, Erlangga, p. 13

Assessment:

Role play presentation

Approved by: Teluk Kuantan, February 14, 2011

The Principal,   Teacher,

Drs. Zulkifli, M.Pd.   **Subhan Shabri**

NIP 196412311994031036   NIM 10714001198

Lesson Plan

Name of the School   : MAN Teluk Kuantan

Subject   : English

Class/ Semester   : XI/ II

Meeting   : 5th

Skill   : Speaking

Standard of Competence:

To express the utterances in legal and sustained transactional/ interpersonal conversations in daily life.

Basic Competence:

To express the utterances in legal and sustained transactional/ interpersonal conversations in daily life and involving asking and giving opinions.

Indicators:

1. Students are able to comprehend the oral utterances of asking and giving opinions.
2. Students are able to express the oral utterances of asking and giving opinions.

Objectives:

1. To be able to comprehend the oral utterances of asking and giving opinions.
2. To be able to express the oral utterances of asking and giving opinions.

Material:

1. Oral utterances of asking someone's opinions:
   - What do you think about watching movies in theatre?
   - What's your opinion about fishing?
   - Do you have any idea to overcome this problem?
   - Do you think that smoking in public places is okay?
   - Please give your opinion about tax in our country.

2. Oral utterances of giving opinions:

- In my opinion, reading novels is more interesting than watching movies.
- I personally believe that fishing is wasting time.
- I think there must be a policy to overcome this problem.
- I agree if smoking in public places is prohibited.
- I believe that tax should be reduced.

Teaching Method:

Direct Method

Teaching Technique:

Three-phase technique

Teaching Learning Process:

1. **Pre-Teaching/ Motivating Strategies (10')**

   a. T asks ss how to ask someone's opinion

   b. T asks ss how to give opinion

2. **While Teaching (60')**

   2.1 Presentation

   a. T conveys the objective of the lesson

   b. T gives the examples of asking and giving opinions

   c. T asks ss to identify the expressions of asking and giving opinions

   2.2 Practice

   a. T guides ss how to ask and give opinions

   b. T revises ss' choice of words

   c. T revises ss' pronunciations

   d. T revises ss' grammar use

   2.3 Production

   a. T divides ss into pairs

   b. T gives tasks to each pair to make role play about asking and giving opinion

3. **Post Teaching (20')**

    a. T asks the groups to present their role plays

    b. T & ss conclude the topic of the lesson

Source:

    Look Ahead 2, Erlangga, p. 79

Assessment:

    Role play presentation

Approved by: Teluk Kuantan, February 18, 2011

The Principal,   Teacher,

<u>Drs. Zulkifli, M.Pd.</u>   **<u>Subhan Shabri</u>**

NIP 196412311994031036   NIM 10714001198

Lesson Plan

Name of the School   : MAN Teluk Kuantan

Subject   : English

Class/ Semester   : XI/ II

Meeting   : 6th

Skill   : Speaking

Standard of Competence:

> To express the utterances in legal and sustained transactional/ interpersonal conversations in daily life.

Basic Competence:

> To express the utterances in legal and sustained transactional/ interpersonal conversations in daily life and involving the expressions of agreement and disagreement.

Indicators:

1. Students are able to comprehend the oral utterances of agreement and disagreement.
2. Students are able to express the oral utterances of agreement and disagreement.

Objectives:

1. To be able to comprehend the oral utterances of agreement and disagreement.
2. To be able to express the oral utterances of agreement and disagreement.

Material:

1. Oral utterances of agreement:
   - Yes, I agree with you.
   - I'm sure that you're right.
   - I think so.
   - That's right.
   - I have no objections.

2. Oral utterances of disagreement:

- I disagree with your opinion.
- Not at all.
- I don't think so.
- May it's right, but it seems impossible.
- I'm not sure about it.

Teaching Method:

Direct Method

Teaching Technique:

Three-phase technique

Teaching Learning Process:

1. **Pre-Teaching/ Motivating Strategies (10')**
   a. T asks ss how to support someone's opinion
   b. T asks ss how to disagree with someone's opinion.

2. **While Teaching (60')**
   2.1 Presentation
   a. T conveys the objective of the lesson
   b. T gives the examples of agreement and disagreement
   c. T asks ss to identify the expressions of agreement and disagreement
   2.2 Practice
   a. T guides ss how to agree and disagree with someone's opinions
   b. T revises ss' choice of words
   c. T revises ss' pronunciations
   d. T revises ss' grammar use
   2.3 Production
   a. T divides ss into groups
   b. T gives tasks to each group to make role play about agree and disagree

3. **Post Teaching (20')**
   a. T asks the groups to present their role plays
   b. T & ss conclude the topic of the lesson

Source:

Look Ahead 2, Erlangga, p 79

Assessment:

Role play presentation

Approved by: Teluk Kuantan, February 21, 2011

The Principal,   Teacher,

Drs. Zulkifli, M.Pd.   **Subhan Shabri**

NIP 196412311994031036   NIM 10714001198

Lesson Plan

Name of the School   : MAN Teluk Kuantan

Subject   : English

Class/ Semester   : XI/ II

Meeting   : 7th

Skill   : Speaking

Standard of Competence:

　　　To express the utterances in legal and sustained transactional/ interpersonal conversations in daily life.

Basic Competence:

　　　To express the utterances in legal and sustained transactional/ interpersonal conversations in daily life and involving expressions of satisfaction and dissatisfaction.

Indicators:

1. Students are able to comprehend the oral utterances of satisfaction and dissatisfaction.
2. Students are able to express the oral utterances of satisfaction and dissatisfaction.

Objectives:

1. To be able to comprehend the oral utterances of satisfaction and dissatisfaction.
2. To be able to express the oral utterances of satisfaction and dissatisfaction.

Material:

1. Asking about satisfaction/ dissatisfaction:
   - How do you like your room?
   - Is everything OK?
   - Is everything satisfactory?
   - Are you satisfied?
   - Do you want to complain about something?

2. Expressing satisfaction:
   - I really like my new haircut.
   - Good enough.
   - I'm completely satisfied.
   - Everything is was just perfect.
   - Not too bad.

3. Expressing dissatisfaction:
   - I don't like it.
   - I want to make a complaint.
   - I'm dissatisfied with the service.
   - I'm disappointed with the program.
   - The food was lousy.

4. Responding to dissatisfaction:
   - I see.
   - I'm sorry to hear that.
   - I'll look into it.
   - I'll see what I can do about it.
   - I'll try and take care of it.

Teaching Method:

Direct Method

Teaching Technique:

Three-phase technique

Teaching Learning Process:

1. **Pre-Teaching/ Motivating Strategies (10')**
   a. T asks ss how to ask someone's satisfaction
   b. T asks ss how to express satisfaction and dissatisfaction.
   c. T asks ss how to respond someone's dissatisfaction.

2. **While Teaching (60')**

   2.1 Presentation

   a. T conveys the objective of the lesson

   b. T gives the examples of satisfaction and dissatisfaction.

   c. T asks ss to identify the expressions of satisfaction and dissatisfaction.

   2.2 Practice

   a. T guides ss how to express satisfaction and dissatisfaction.

   b. T revises ss' choice of words

   c. T revises ss' pronunciations

   d. T revises ss' grammar use

   2.3 Production

   a. T divides ss into groups

   b. T gives tasks to each group to make role play about satisfaction and dissatisfaction.

3. **Post Teaching (20')**

   a. T asks the groups to present their role plays

   b. T & ss conclude the topic of the lesson

Source:

Look Ahead 2, Erlangga, p. 84

Assessment:

Role play presentation

Approved by: Teluk Kuantan, February 28, 2011

The Principal,   Teacher,

Drs. Zulkifli, M.Pd.   **Subhan Shabri**

NIP 196412311994031036   NIM 10714001198

Lesson Plan

Name of the School   : MAN Teluk Kuantan

Subject   : English

Class/ Semester   : XI/ II

Meeting   : 8th

Skill   : Speaking

Standard of Competence:

To express the utterances in legal and sustained transactional/ interpersonal conversations in daily life.

Basic Competence:

To express the utterances in legal and sustained transactional/ interpersonal conversations in daily life and involving expressing plain, relief, and pleasure.

Indicators:

1. Students are able to comprehend the expressions of pain, relief, and pleasure.
2. Students are able to express the expressions of pain, relief, and pleasure.

Objectives:

1. To be able to comprehend the expressions of pain, relief, and pleasure.
2. To be able to express the expressions of pain, relief, and pleasure.

Material:

1. Expressing pain:
   - It's very painful. I can't stand it.
   - The pain hurts me so much.
   - I feel terrible.
   - My back pains me.
   - I have a bad cough.

2. Expressing relief:

- I'm glad it's done.

- I feel so relieved.

- I'm glad everything is running well.

- It's very relaxing.

- What a relief!

3. Expressing pleasure:

- I'm glad.

- I'm very happy.

- It's wonderful.

- I'm delighted.

- I can't say how delighted I am.

Teaching Method:

Direct Method

Teaching Technique:

Three-phase technique

Teaching Learning Process:

1. **Pre-Teaching/ Motivating Strategies (10')**

   a. T asks ss how to ask someone's condition or feeling.

   b. T asks ss how to express pain, relief, or pleasure.

2. **While Teaching (60')**

   2.1 Presentation

   a. T conveys the objective of the lesson

   b. T gives the examples of pain, relief, and pleasure expressions.

   c. T asks ss to identify the expressions of pain, relief, and pleasure.

2.2 Practice

a. T guides ss how to express pain, relief, and pleasure.

b. T revises ss' choice of words

c. T revises ss' pronunciations

d. T revises ss' grammar use

2.3 Production

a. T divides ss into groups

b. T gives tasks to each group to make role play about pain, relief, and pleasure

3. **Post Teaching (20')**

a. T asks the groups to present their role plays

b. T & ss conclude the topic of the lesson

Source:

LKS Kreatif, Viva Pakarindo, p. 4

Assessment:

Role play presentation

Approved by: Teluk Kuantan, March 4, 2011

The Principal,   Teacher,

Drs. Zulkifli, M.Pd.   **Subhan Shabri**

NIP 196412311994031036   NIM 10714001198

Lesson Plan

Name of the School   : MAN Teluk Kuantan

Subject   : English

Class/ Semester   : XI/ II

Meeting   : 9th

Skill   : Speaking

Standard of Competence:

To express the utterances in legal and sustained transactional/ interpersonal conversations in daily life.

Basic Competence:

To express the utterances in legal and sustained transactional/ interpersonal conversations in daily life and involving the expressions in class discussion.

Indicators:

1. Students are able to comprehend the expressions in class discussion.
2. Students are able to get involved in class discussion

Objectives:

1. To be able to comprehend the oral utterances in class discussion.
2. To express the oral utterances in class discussion.

Material:

1. Organizing a meeting of discussion:
   - Let's start with …………………
   - I'd like to share my information about …………..
2. Asking for reason:
   - Why do you think that……………
   - What makes you feel that………………
3. Asking more detail information:
   - What did you mean when you said……..

- Could you explain it more specific?

4. Stating ideas or opinions, agreement, disagreement:

- I believe that…….

- I tend to think that ………………………..

5. Giving examples:

- As an example……………

- This can be illustrated as follows……………

6. Making conclusion:

- To conclude …………

- In summary……………

Teaching Method:

Direct Method

Teaching Technique:

Three-phase technique

Teaching Learning Process:

1. **Pre-Teaching/ Motivating Strategies (10')**

   a. T asks ss if they have ever had English discussion.

   b. T asks ss how to get involved in discussion.

2. **While Teaching (60')**

   2.1 Presentation

   a. T conveys the objective of the lesson

   b. T gives the examples of expression in discussion

   c. T asks ss to identify the expressions in discussuion.

   2.2 Practice

   a. T guides ss how to get involved in discussion

   b. T revises ss' choice of words

   c. T revises ss' pronunciations

   d. T revises ss' grammar use

   2.3 Production

      a. T divides ss into groups

      b. T gives tasks to each group to make role play about discussion.

3. Post Teaching (20')

      a. T asks the groups to present their role plays

      b. T & ss conclude the topic of the lesson

Source:

      LKS Kreatif, Viva Pakarindo, p. 57-58

Assessment:

      Role play presentation

Approved by: Teluk Kuantan, March 7, 2011

The Principal,   Teacher,

<u>Drs. Zulkifli, M.Pd.</u>   **<u>Subhan Shabri</u>**

NIP 196412311994031036   NIM 10714001198

APPENDIX II

THE SCRIPT OF THE PRE-TEST (January 28th, 2011)

Teacher   : Okey everybody, assalamu'alaikum warahmatullaahi wabawakaatuh.

Students   : Wa 'alakumsalaam warahmatullaahi wabarakaatuh.

Teacher   : Okey, let's open our class by saying basmallah together.

Students   : Bismillaahirohmaanirohiim.

Teacher   : Well, everybody, I would like to ask question to you all. You have to answer it orally. Supposed that a stranger suddenly came to you and gave you money ten millions rupiah. What would you do with the money?

Putri   : eee if a stranger give me ten millions rupiah, I will say thank you for him, and say Alhamdulillah. So, I will a half of the money to contribute.

Dian   : Maybe I will ask stranger why the stranger give me the money. I will give the money to my parents.

Ridho   : Okey, if a stranger gave me ten million, ten million rupiah, I will to thank to the God have give me eee mercy. Possibly, a stranger commanded by the God to give mercy. Second, I will use the money for, I will use the money in a good way. And the third, I will save the money.

Deski   : If a stranger give me ten million, ee maybe I will give the money for orphanage.

Teacher   : What would you say to the stranger?

Dian   : I will say, why the stranger give me the money.

Teacher   : Is there any hidden purpose?

Ridho   : okey, if a stranger give me money, I will say to him, maybe you wrong.

Rahil   : I will ask, why you give me the money?

Yusri   : I will say thanks to him.

Teacher   : What would you buy with the money?

Merza   : Maybe I will buy two hundred chicken because I want to be chicken seller.

Aulya   : I will to continue to build …..

Teacher   : Your house?

Aulya   : Ya

Teacher   : What would you answer your parents' question, who gave the money?

Vivi   : Maybe I want to say, I get from someone stranger.

Ridho   : Okey, I will tell to my parents I got the money from a stranger and I will say to my parents maybe the money is the mercy from the God.

Teacher   : Do you think that your parents will believe you?

Ridho   : Yes, because my parents always believe me.

Oon   : Maybe I honestly to my parents I get the money from the stranger.

Vivi   : I will say the money from …….. the sky.

Irma   : Okey, maybe, I will say, don't worry my parents, ee I get ee the money from a stranger, and I will say ee because a stranger ee because I help the stranger.

Teacher   : Supposed that your neighbor knew that you had money ten millions rupiah and he told the police officer about it, and the police ask you, from where did you get the money?

Ridho   : I will tell to the police that I found the money.

Eka Y   : May be I will say, ee I get from tong sampah, he he he.

Razali   : The money from my uncle.

Selma   : I will tell the police that it's from my saving.

Mustakim   : The money is from Allah

Razak   : It is my salary.

Eka H   : I get it from my boy friend.

Juni   : My grand father send me the money.

Sari   : The money from warisan

Nisa   : I borrow from bank.

Yurika   : I find harta karun.

Vita   : I sell my house in my village.

Zul : I sell my motor cycle.

Mutia : My boy friend give me.

Melsa : I work and it is my salary.

Nurfi : I borrow from my aunt.

Teacher : Since the time is over, let's close our meeting by saying hamdallah.

Students : Alhamdulillaahirabbil'alamiin.

Teacher : Wassalaamu'alaikum warahmatullaahi wabarokaatuh.

Students : Wa 'alakumsalaam warahmatullaahi wabarakaatuh.

APPENDIX III

THE SCRIPT OF THE TEST 1 (February 11ᵗʰ, 2011)

Teacher : Assalamu'alaikum warahmatullaahi wabawakaatuh.

Students : Wa 'alakumsalaam warahmatullaahi wabarakaatuh.

Teacher : Let's open our class by saying basmallah together.

Students : Bismillaahirohmaanirohiim.

Teacher : Well, students, supposed that, you had no parents. They had passed away. You stayed with a poor uncle. You were a smart student and you wanted to continue your study to medicine faculty. You had no enough money to finance your study. What would you do to realize your obsession to be a doctor?

Razali : I will make eeee handy crafts.

Aulya : I will get married ask money to my husband.

Cindi : I don't know what I will do.

Dwi : I will sad.

Desi : I will to stop study.

Deski : Maybe I will open oooo internet shop.

Chusnul : I ask to my friend to help me.

Eka H : I will postpone my study for a year, and I will find a job, then I will continue my study next year.

Eka I : I will try to find scholarship.

Muti : Maybe I will to make flower from aqua glass.

Vita : I will be a house maid.

Razak : Maybe I will change my obsession.

Dian : I will be a private teacher.

Selma : I will to make book.

Nia : eeee, I will cry.

Yusri : I will do whatever to make money.

Nisa : ooo, maybe I will to find a job and then I will study next year.

Nurul : I will sale souvenir.

Mustakim : I will be an ustadz and teach children to read Qur'an.

Zul : I will make food eeee and ask to my aunt eee sale.

Sepri : I will kill myself.

Nurfi : I will to help my uncle.

Vivi : I will to do my friends' home work and they will pay me.

Eka Y : I try to find adopted parents.

Merza : I can dance so I will to make money with dance.

: I will become basket instructor.

Ridho : Maybe I will find job to make money.

Khusnul : I will …… I will ………. I don't know, Sir.

Sari : I will play music.

Rahil : Well, I will try to find a job at night, and I can study at noons.

Chusnul : I will try to find a job.

Oon : I will buy lottery.

Fiqi : *(kept silent)*

Vita : I will be a preacher. So I can make money from my preach.

Yurika : I make money by singing.

Melsa : I will try find a job.

Teacher : Well, students, the time is up. Let's close our meeting by saying hamdallah.

Students : Alhamdulillaahirabbil'alamiin.

Teacher : Wassalaamu'alaikum warahmatullaahi wabarokaatuh.

Students : Wa 'alakumsalaam warahmatullaahi wabarakaatuh.

APPENDIX IV

THE SCRIPT OF THE TEST 2 (February 25th, 2011)

Teacher : Assalamu'alaikum warahmatullaahi wabawakaatuh.

Students : Wa 'alakumsalaam warahmatullaahi wabarakaatuh.

Teacher : Let's open our class by saying basmallah.

Students : Bismillaahirohmaanirohiim.

Teacher : Well, I'm sure that all of you know about Tsunami, at least you have ever heard about Tsunami. You have ever seen the effect of this disaster. Recently there was a Tsunami happened in Japan. Well my students, in this occasion, I would like to ask you talking about Tsunami. What is your point of view about Tsunami? Come on, who will be the first.

Oon : I think Tsunami happen because Allah get angry to us because we didn't obey Allah rule. Psychotropica plantation. Maybe because of what people in this area have done.

Teacher : Okey, it is in the context of religion. Who else?

Deski : Allah give warning to us.

Teacher : Who will talk about it in the context of science?

Razak : Tsunami happens because the increase of level of water in the sea.

Irma : I think oo Tsunami is something accident because of human have done, for example oil exploration.

Selma : Hmm, ee I feel so pity, to our country to help the victims of Tsunami. Tsunami happens in the area near to the beach. Tsunami happens because earth quake in the sea.

Vita : I feel very pity about Tsunami in Japan. Allah show His mighty.

Rizki : My opinion, Tsunami gets many lost, many building broken.

Mustakim : We cannot prediction the place and time Tsunami happens.

Vivi : I think Allah gets angry and we have to worship. We forget Allah.

Rahil : A big Tsunami in Aceh, thousands people die. Maybe God show the mighty.

Yusri : Talking about Tsunami, Tsunami happen because the water of the sea oo up and down.

Dian : Government or BMG has to warn when Tsunami happen.

Eka Y : If Tsunami happen, many people will dead.

Aulya : I think many children will lost their parents and their future.

Yurika : I think Tsunami in Japan is the chance from Allah for Japanese to be a Moslem country.

Melsa : I am afraid of Tsunami.

Nurfi : I think Allah gets angry to us.

Merza : I think Tsunami is bigger than other disasters.

Teacher : Okey, the time is over. We close our class by saying hamdallah.

Students : Alhamdulillaahirabbil'alamiin.

Teacher : Wassalaamu'alaikum warahmatullaahi wabarokaatuh.

Students : Wa 'alakumsalaam warahmatullaahi wabarakaatuh.

APPENDIX V

THE SCRIPT OF THE POST TEST (March 11th, 2011)

Teacher   : Assalamu'alaikum warahmatullaahi wabawakaatuh.

Students   : Wa 'alakumsalaam warahmatullaahi wabarakaatuh.

Teacher   : Well everybody, I would like to ask you about something funny. Okey, for the first one, I would like to tell you a funny story. Try to catch which one is funny in the story. One day in a classroom, the teacher asked one of the students, his name was Mamad.

The teacher asked, "Mamad!"

"Yes, Sir"

"Who is the president of America?"

"Do you know what's the answer of Mamad?

"Not me, Sir, not me. I swear it is not me".

"Come on Mamad, answer my question seriously."

"I swear, Sir".

Then the teacher got angry and asked Mamad to go home.

"Just go away and don't come back here until you bring your parents here.

The day after, you know, Mamad had no father anymore, his father had passed away, so Mamad brought his mother.

"What's up, Sir? Why do you ask me to go to school?" Mamad's mother asked.

"Well, your son, Mamad, did something that I can't accepte."

"What's that, Sir?"

"You know when I asked him, who is the president of United States, the president of America, he answered, not me, Sir, not me, Sir, I swear, not me. Do you know what was the respond of Mamad's mother?

Mamad's mother said, I know, Sir. He is not the president of America. I know that because he is my son. And maybe his tablemate.

Well, who will try to tell any other funny stories?

Rahil : One day a mouse deer passed in front of a farmer's house. It saw the farmer is playing his lap top. Then it wanted to steal the lap top.

Teacher : O, I see, it is from a mouse deer stole a farmer's cucumber.

Yusri : Sir, the parody of Malin Kundang.

Teacher : Yes. Actually we can create funny stories from many stories we have known. Come on Yusri.

Yusri : Malin asked his mother to allow him to go away for a while because he wanted to buy a new car and to change his cell phone with a new one.

Teacher : That's great. Who else?

Ridho : There were four fiends; a cock, a goat, a buffalo, and a pig. One day the forest where they lived was in fire, so they had to leave it as soon as possible. Unfortunately, they found a river in front of their way; there were many crocodiles in it. There was no other way; they had to across the river in order to save their lives. The cock swam across the river first, and it was caught by the crocodiles. Then the goat, soon as it was swimming across the river, the crocodiles caught it. Then the buffalo, it was also caught by the hungry crocodiles. Finally the pig swam across the river, but you know, the crocodiles didn't eat it. The pig wondered and asked the crocodiles, "Excuse me, Mr Crocodiles, why don't you eat me?"

Calmly, the crocodiles answered, "Sorry, Bro, we are Moslems".

T & Ss : Ha ha ha

Deski : Sir, I have a funny quiz.

Teacher : O, come on, tell us.

Deski : Why are superman's clothes tight?

Dian : I know the answer, because he wears wrong size, S.

Teacher : Yes, You're right. Okey the others, just try to find or make any funny stories.

Irma : Sir, one day, a man reported to a police officer that he saw a penguin on the street. Ee and then the police officer said, bring the penguin to the zoo. Tomorrow, eh the next day, the police officer wondered that the penguin eee was still with the man, then he asked the man, why you still with the penguin? Don't you bring it to the

zoo? Eee, the man answered, Yes I bring it to the zoo, the penguin enjoy it, today we will go to the cinema. Ha ha ha.

T & Ss : Ha ha ha

Teacher : Okey, who else?

Selma : Sir, I have a quiz. What elephant has short nose?

Teacher : Oo, good quiz. Who can answer?

Eka Y : Sir, flat nose elephant alias gajah pesek, Sir.

Vivi : What animal that very romantic?

Nurfi : Cat. Cat has many children.

Vivi : No.

Razali : Birds. They always sing.

Vivi : No. The answer is ant. They always kiss when they meet.

Teacher : Oo, that's a great quiz. Is there any other quiz or funny stories?

Aulya : Which one is longer between horse's tail and mouse's tail?

Teacher : Oh ya. I know the answer but who will try?

Putri : Of course horse's tail because more than one meter, mouse's tail is only about ten centimeters.

Teacher : No, it's not the answer for this quiz. Who else will try? No body? Okey, Aulya. What is the answer?

Aulya : The tail of mouse because it comes to the ground.

Teacher : Yes, that's right. Okey, who else?

Oon : Sir, I have a quiz. What animal that has black tiny body and big red head?

Zul : Sir, Sir, I know. Black little fish with red helmet.

T & Ss : Ha ha ha.

Teacher : How can? But it's funny. Is there any other?

Eka H : Sir, what animal is most clever?

Teacher   : You mean what animal is the cleverest one?

Eka H   : Yes.

Teacher   : Okey, who knows the answer?

Yurika   : Monkey.

Eka H   : No

Razali   : Mouse deer.

Eka H   : No, the answer is buffalo.

Students   : Why?

Eka H   : It always nod, so it means that it can understands, Ha ha ha.

Rahil   : Who can answer, why chicken always scratch the ground?

Teacher   : Who can answer?

Nurfi   : The chicken is eating.

Rahil   : No, because they lost something, ha ha ha.

Muti   : What animal is the cleanest one?

Juni   : Fish, it always take a bath.

Muti   : No. The answer is cat, it always wash its hand before eating.

Sari   : What animal that cannot shake your hand?

Eka Y   : Snake, because it has no hand.

Teacher   : Okey every body I think that's all our meeting today. I hope you enjoy it. Let's close our meeting by saying hamdallah.

Students   : Alhamdulillaahirabbil'alamiin.

Teacher   : Wassalaamu'alaikum warahmatullaahi wabarokaatuh.

Students   : Wa 'alakumsalaam warahmatullaahi wabarakaatuh.

CURRICULUM VITAE

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Educational Background

1979 – 1985	:	SDN 006 Teluk Kuantan
1985 – 1988	:	SMPN 2 Teluk Kuantan
1988 – 1992	:	SMAN Teluk Kuantan
1994 – 1997	:	Diploma Degree of English Literature at ABA Prayoga Padang
2007 – 2011	:	Bachelor Degree of English Education at State Islamic University of Sultan Syarif Kasim Riau Pekanbaru

Work Experiences

1992 – 1994	:	Instructor at Elis English Course, Teluk Kuantan
1995 – 1997	:	English translator, Padang
1998 – 2000	:	Private English instructor
2001 – 2003	:	Instructor at GEMA English Course, Bangkinang
2003 – 2005	:	Manager & instructor at Adzkia English Course, Bangkinang
2005 – Present	:	1. English teacher at MAN Teluk Kuantan
		2. Private English instructor and translator