

**THE EFFECT OF COMMUNICATIVE LANGUAGE
TEACHING(CLT) METHOD ON SPEAKING ABILITY AT SECOND
YEAR STUDENTS OF SMAN 1INUMAN
TALUK KUANTAN**



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PEKANBARU
1433 H/2012 M**

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Thesis

Submitted to Fulfil One of the Requirements
for Undergraduate Degree in English Education
(S.Pd)



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Pekanbaru, March 2012

The Writer,

APRIANI ASLITHA

ABSTRAK

Apriani Aslitha (2012): Pengaruh Metode Pengajaran Bahasa Komunikatif (CLT) pada Kemampuan Berbicara Siswa Kelas Dua SMAN 1 Inuman Taluk Kuantan

Permasalahan dalam penelitian ini adalah siswa tidak mampu berkomunikasi dalam bahasa Inggris. Tujuan penelitian ini adalah untuk mengetahui pengaruh metode Pengajaran Bahasa Komunikatif (CLT) pada kemampuan berbicara siswa kelas dua SMAN 1 Inuman Taluk Kuantan. Metode penelitian ini adalah penelitian eksperimen. Subjek penelitian ini adalah siswa kelas dua SMAN 1 Inuman Taluk Kuantan. Siswa kelas dua terdiri dari dua kelas (67 siswa). Penulis mengambil semua siswa sebagai sampel. Kelas XI.1 adalah sebagai kelas kontrol yang terdiri dari 34 siswa dan kelas XI.2 adalah sebagai kelas eksperimen yang terdiri dari 33 siswa (67 siswa). Cara dalam memilih sampel ini adalah teknik cluster. Instrumen penelitian ini adalah tes. Tes digunakan untuk memperoleh data tentang kemampuan berbahasa siswa. Sedangkan untuk menganalisis data, penulis menggunakan uji-t statistik.

Hasil penelitian ini menunjukkan bahwa nilai t-test lebih tinggi dari t-tabel. Metode Pengajaran Bahasa Komunikatif (CLT) juga berpengaruh pada siswa dalam mengaplikasikan kemampuan mereka dalam bertanya dan berdiskusi tentang permasalahan, mengembangkan sikap kepemimpinan, bakat, dan kemampuan berdiskusi siswa, berpartisipasi dalam berdiskusi dan mengembangkan kejujuran dan kerjasama sesama anggota kelompok.

Sebagai kesimpulan, dapat diketahui bahwa ada pengaruh yang signifikan dari metode pengajaran pada kemampuan berbicara pada siswa kelas dua SMAN 1 Inuman Taluk Kuantan.

ABSTRACT

Apriani Aslitha (2012): The Effect of Communicative Language Teaching (CLT) on Speaking Ability at Second Year Students of SMAN 1 Inuman Taluk Kuantan

The problem of this research is students are not able to communicate in English. The purpose of this research is to know the significant effect of Communicative Language Teaching (CLT) method on the students' speaking ability at the second year students of SMAN 1 Inuman Taluk Kuantan. The method of this research is experimental research. The subject of this research is the second year students of SMAN 1 Inuman Taluk Kuantan. The second year students consists of two classes (67 students). The writer took the students as sample. Class XI.1 is as a control class which consists of 34 students and class XI.2 is as an experimental class which consists of 33 students (67 students). The way in choosing this sample was cluster technique. The instrument of this research is test. The test is used to get data about the students' speaking ability. Whereas, to analyze the data, the writer used t-test statistic.

The result of this research shows that the score of t-test is higher than t-table. Communicative Language Teaching (CLT) method also affects on the students in applying their skills in asking questions and discusses the problems, developing student's leadership, talent and discussion skill, participating in discussion and developing trust and cooperating among group members.

In conclusion, it can be known that there is significant effect of Communicative Language Teaching (CLT) method on the students' speaking ability at the second year students of SMAN 1 Inuman Taluk Kuantan.

ملخص

أفرياني أسليتا (2012): أثر طريقة التعليم إلى القدرة الكلامية لطلبة الصف الثاني بالمدرسة المتوسطة العالية الحكومية 1 إينومان تالوك كونتان

عرض هذا البحث كبحث تجريبي. انعقد هذا البحث لمعرفة الفرق عن قدرة الطلاب الكلامية بين اللغة الصريحة و العمل الجماعي لطلبة الصف الثاني بالمدرسة المتوسطة العالية الحكومية 1 إينومان تالوك كونتان. الموضوع في هذا البحث لطلبة الصف الثاني لطلبة الصف الثاني بالمدرسة المتوسطة العالية الحكومية 1 إينومان تالوك كونتان. يتكون الصف الثاني من 67 طالبا. ثم أخذت الباحثة 34 طالبا لعينات هذا البحث، طلاب الصف الحادي عشر الأول نحو 33 طالبا (67 طالبا) لفصل التجريبية و طلاب الصف الحادي عشر الثاني بقدر 34 طالبا لفصل الضبط توخذ العينات في هذا البحث بطريقة طريقة عنقودية.

تتكون الأدوات في هذا البحث من ورقة الملاحظة و الاختبار. تستخدم ورقة الملاحظة لمعرفة تطبيق تعليم اللغة الصريحة ثم يستخدم الاختبار لمعرفة قدرة الطلاب الكلامية. في تحليل البيانات استخدمت الباحثة ت-الاختبار الإحصائي مع الصيغة التالية:

أخيرا، بناء على كشف الباحثة أن النتائج من الملاحظة ت-الاختبار نحو 4,379 مع الاستشارة على ت-الجدول دف = 60 في مستوى الدلالة 5 في المائة = 1.671، ثم ت-الاختبار أكبر من ت-الجدول (1.671 < 4.379). ومع ذلك أن هناك أثرا ضروريا من استخدام طريقة التعليم إلى القدرة الكلامية لطلبة الصف الثاني بالمدرسة المتوسطة العالية الحكومية 1 إينومان تالوك كونتان.

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CHAPTER I

INTRODUCTION

A. Background

Speaking is the ability of person to express his/her mind to others by using spoken language. There are four language skills namely: listening, speaking, reading, and writing. Speaking is very important to learn because it can make us easy in communication. Speaking is one of the four language skills that has become more important since the communicative approach movement got influential, especially in foreign language teaching. The purpose of speaking is to convey an idea or message to the listeners. To speak correctly, one must know all sorts of language rules. In order to avoid miscommunication between speaker and listener, we have to learn grammar, vocabulary, pronunciation, comprehension.¹

The aims of speaking are to make students able to communicate to others. It means learners are expected to be able to produce the language they learn. In other words, the students should be able to express their ideas, feeling, and opinion orally. Therefore, speaking needs practice. In other words, speaking practice is of course by speaking and the students learn to read by reading. For that, the teacher should carefully pay attention to the students needs to encourage and support them to overcome this hurdle. They can give a dialogue and use visual aids to practice speaking ability.

Most of school Indonesia use school Based Curriculum (KTSP) as curriculum basic and so does in SMAN 1 Inuman Taluk Kuantan. In this school,

¹Brown, H. Douglas, *Teaching by Principles: an Interactive Approach to Language Pedagogy, Second Edition*, (New York: Addison Wesley Longman, Inc, 1994), p. 127.

speaking the basic competence stated in the syllabus of SMAN 1 Inuman for second grade is that students will be able to do monologue in expressing the information of genre of texts, such as reports, narrative, and analytical exposition with accuracy, acquisition and contextual. In the base competency is stated that the students should be able to express the meaning in transactional (to get things done) and interpersonal communication of certain situations both accurately and fluently that cover the following areas such as expressing suggestions and asking suggestions, expressing satisfactions and dissatisfactions, expressing feelings; relief, pain, pleasure and asking for opinion.

By using the curriculum, teacher used methods to the students by giving explanation about the materials and the teacher asked the students to give questions and give responses, and discussion about methods. From the explanation above, many methods have been done by the teacher, such as Communicative Language Teaching (CLT). Moreover, in reality the students still cannot speak well.

Many students in this school have problems especially in speaking, it can be describing as follows:

1. Some of the students cannot express their idea to communicate in English
2. Some of the students are lack of self confidence when they are speaking
3. When they would like to say something important to each other, they do not do it in English but spontaneously in their mother tongue
4. Some of the students do not devote their time to practice English

Communicative competence is goal of language classroom. It means that speaking is important skill that should be mastered by the students and to improve

it. The teacher needs some of the methods in increasing students' speaking ability, because they can help students' success in learning process.²

There is a way to make some subject easy to understand the materials, which are teaching methods in classroom, such as Communicative Language Teaching (CLT) method, etc. This method is developing teaching speaking ability in a classroom and giving responsibility to the students to teach the other students as members of classroom.

Based on the phenomena, the writers is interested in carrying out a research entitled "The Effect of Communicative Language Teaching (CLT) Method on Speaking Ability at the Second Year Students of SMAN 1 Inuman Taluk Kuantan".

B. Definition of the Terms

1. The effect means the influence that something has on the way a person think or behaves or on the way that something works or develops.³ In this research, the effect means the influence of Teaching Methods in teaching and learning process to students' speaking ability.
2. Communicative Language Teaching (CLT) method means underlying all communicative approaches that learners must learn not only to make grammatically correct, prepositional statements about the experimental

²Brown, H. Douglas, *Ibid.*

³Hornby, AS, *Oxford Advanced Learner's Dictionary (Sixth Edition)*, (Oxford: Oxford University Press, 2000), P. 666.

worldbut also to develop the ability to use language to get things done.⁴ In this research, Communicative Language Teaching (CLT) method is a method to improve the students' speaking ability.

3. Speaking comes from word "speaks" it means to talk somebody else about something to have a conversation with somebody.⁵In this research, speaking means the students' oral skill in applying English speaking.
4. Ability is power of skill that has someone to do something. In this research, ability means the students skill in English speaking.

C. Problem

1. Identification of the Problem

1. Why can the students not express their idea to communicate in English?
2. Why are the students lacks of self confidence when they are speaking?
3. Why do they not speak English spontaneously when they would like to say something?
4. Why do the students not devote their time to practice English?

2. Limitation of the Problem

In this research, it is necessary to limit the problems. The problem is focused on the effect of teaching methods especially Communicative Language Teaching (CLT)method on speaking ability at the second year students of SMAN 1 Inuman Taluk Kuantan. Communicative Language Teaching (CLT) method consits of Information Gap, Jigsaw Activities, Task-completion activities,

⁴Nunan, David,*Language Teaching Methodology a Text Book for Teacher*, (New York: Pieties Hall, 1991), p. 24

⁵Hornby, *Op. Cit.*, P. 20.

Information-gathering activities, Opinion-sharing activities, Information-transfer activities, Reasoning-gap activities and Group Work Technique. In this research the writer limits on Communicative Language Teaching (CLT) method of Group Work Technique type.

3. Formulation of the Problem

- a. How is the students' speaking ability taught by using Communicative Language Teaching (CLT) method of Group Work Technique type at the second year students of SMAN 1 Inuman Taluk Kuantan?
- b. How is the students' speaking ability taught without using Communicative Language Teaching (CLT) method of Group Work Technique type at the second year students of SMAN 1 Inuman Taluk Kuantan?
- c. Is there any significant effect of Communicative Language Teaching (CLT) method of Group Work Technique type on the students' speaking ability at the second year students of SMAN 1 Inuman Taluk Kuantan?

D. Reason for Choosing the Title

The writer is interested in carrying out this research because of the some factors as following:

1. The topic is relevant to the writer as one of the students of the English Education Department.
2. The topic is very important to be discussed because the topic discussed about speaking skill that is very crucial in mastering English.
3. The topic is not investigated yet by other students of English Department of UIN SUSKA Riau.

4. To add writer's knowledge about students speaking ability by using Teaching Methods.

E. Objective and Significance of the Research

1. Objective of the Research

- a. To find out students' speaking ability taught by using Communicative Language Teaching (CLT) method of Group Work Technique type at the second year students of SMAN 1 Inuman Taluk Kuantan.
- b. To find out the students' speaking ability taught without using Communicative Language Teaching (CLT) method Group Work Technique type at the second year students of SMAN 1 Inuman Taluk Kuantan.
- c. To find out significant effect of Communicative Language Teaching (CLT) method of Group Work Technique type on the students' speaking ability at the second year students of SMAN 1 Inuman Taluk Kuantan.

2. Significance of the Research

By doing the research, the writer hopes that it is useful:

- a. To give information to the teacher about Communicative Language Teaching (CLT) method of Group Work Technique type in teaching speaking.
- b. To fulfill one of the requirements of S.1 degree of English Education Department of Education and Teacher Training Faculty of State Islamic University-SUSKA, Riau.

CHAPTER II

THEORETICAL FRAMEWORK

A. Communicative Language Teaching (CLT) Method

1. The Nature of Communicative Language Teaching (CLT) Method

Communicative Language Teaching (CLT) method is more a cluster of approach than a single of methodology, which grew out the dissatisfaction with structuralism and the situational method of the 1960s. Its status was enhanced by the council of Europe, and some seminal documents on Communicative Language Teaching (CLT) have in fact stemmed from his body.¹

A basic principle of Communicative Language Teaching (CLT) method is underlying all communicative approaches that learners must learn not only to make grammatically correct, propositional statements about the experimental world but also to develop the ability to use language to get things done. The early support for Communicative Language Teaching came from the council of Europe. Basically, the council of Europe wanted to specify the sorts of things that language users might want to do with languages used within the European community. Consequently, they were thinking of a specified group works which included not only economic and business activities, but also recreational and tourist activities.²

Communicative Language Teaching (CLT) is the method or approach of teaching the second language for the ultimate goal of communication with other speakers of the second language. Such a focus has centered on speaking and

¹Nunan, David, *Language Teaching Methodology a Text Book for Teacher*, (New York: Pieties Hall, 1991), p. 24.

²Nunan, David, *Ibid.*,

listening skills, on writing specific communicative purposes and on “authentic” reading text.³In the other words, Communicative Language Teaching (CLT) is a method or approach of teaching language that focuses on communicates purpose.

2. Approaches and Methods in Language Teaching

Approach refers to theories about the nature of language and languages learning that serve as the source of practices and principles in language teaching.⁴ In the other words, an approach can be set of beliefs and principles that can be used as the basis for teaching language as follows:⁵

- a. A theory of the nature of language
 - 1) an account of the nature of language proficiency
 - 2) an account of the basic units of language structure
- b. A theory of the nature of language learning
 - 1) an account of the psycholinguistic and cognitive process involved in language learning
 - 2) An account of the conditions that allows for successful use of these processes.
 - 3) There are examples of approach;
 - 4) Communicative Language Teaching
 - 5) Competency-based instruction
 - 6) Content – based instruction

³Brown, H. Douglas, *Teaching by Principles: an Interactive Approach to Language Pedagogy, Second Edition*, (New York: Addison Wesley Longman, Inc, 2001), p. 226.

⁴Anthony in Richards, Jack C, *et al., Language Teaching and Applied Linguistics*, (Malaysia, VVP, 1999), p. 20.

⁵Richards, Jack C, *et al., Language Teaching and Applied Linguistics*, (Malaysia, VVP, 1999), p. 225.

- 7) The Natural Approach
- 8) Cooperative Learning
- 9) Multiple intelligences
- 10) Neorolinguistic Programming
- 11) Task- Based Language Teaching
- 12) Whole Language.

A method, on the other hand, refers to a specific instructional design system based on particular theory of language and of language learning. It contains detailed specifications of content, rules of teachers and learners, and teaching procedures and techniques. It is relatively fixed in time and there is generally little scope for individual interpretation. Method is learned through training. The teachers' role is to follow the method to apply it precisely according to the rules. The followings are examples of Methods:⁶

- a. Audiolingualism
- b. Counseling- Learning
- c. Situational Language Teaching
- d. The Silent way
- e. Suggestopedia
- f. Total Physical Response

A technique is implemented that which actually takes place in a classroom. It is particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore it should be suitable with an approach as well.

⁶Richards, Jack C, *et al.*, *Ibid*,

3. Characteristics of Communicative Language Teaching (CLT) Method

Five features to characterize Communicative Language Teaching (CLT) method, they are:⁷

- a. An emphasis on learning to communicate through interaction in the target language
- b. The introduction of authentic texts into the leaning situation
- c. The provision opportunity for learners to focus, not only language but also on the learning process itself
- d. An enhancement of the learner's own personal experiences as important contribution elements to classroom learning
- e. An attempt to link classroom language learning with language activation outside the classroom.

In addition, there are six characteristics of Communicative Language Teaching (CLT), they are:⁸

- a. A focus on the communicative function
- b. A focus on meaningful task rather than on language parse
- c. Effort to make tasks and language relevant to a target group of learners through an analysis of genuine, realistic situation
- d. The use of authentic, from life material
- e. The use of group activities, and
- f. The attempt to create a secure, non-threatening atmosphere.

⁷Brown, H. Douglas. *Op. Cit.*, p. 78.

⁸KalayoHasibuan and M. Fauzan Ansyari, *Teaching English as a Foreign Language (TEFL)*, (Riau: UIN SUSKA Riau, 2007), p. 6.

4. Advantages and Disadvantages of Communicative Language Teaching (CLT) Method

During the past thirty years, CLT has had a major influence on teaching and learning in many parts of the world. CLT development has been prized and criticized. In general CLT seems to have its strengths as follows:⁹

- a. It aims to develop the four kinds of communicative competences (grammatical competence, socio linguistic competence, and strategic competence).
- b. It has a relevant role in English language learning since it offers the learners the opportunity to use the language.
- c. It is likely to promote learning since students are demanded to be engaged in communicative activities.
- d. Ultimately, it provides the students with skills how to use the language in the real world.

There are strong and weak versions of Communicative language teaching. The weak version that has become more or less standard practice in the last ten years, stresses the importance of providing learners with opportunities to use their English for communicative purposes, and characteristically, attempts to integrate such activities into wider program of language teaching.¹⁰

In addition, the strong version of communicative teaching, on the other hand, advances the claim that language is acquired through communication, so that it is not merely a question of activating and existing but insert knowledge of

⁹Andrewes, Simon, *The CLT Police: Questioning the Communicative Approach*, retyped from: <http://iteslj.org/>, 2007, Modern English Teacher Vol 14. No 2.

¹⁰Howatt in Nunan, David, *Language Teaching Methodology a Text Book for Teacher*, (New York: Pieties Hall, 1991), p. 25.

the language, but of stimulating the development of the language system itself, if the former could be described as learning to use English.¹¹

Based on the explanation above, it is stated that communicative language teaching emphasis on communicative purposes. Students are expected to speak or express their idea in English fluently as the native language. The student do not only master in speaking, but also in reading and writing. Therefore, CLT is appropriate to the globalization era, where most of countries in the world use English as a language for business, education, technology, commerce and cultural affairs. In addition, CLT method is an appropriate method in teaching and learning English.

5. The Roles of the Teacher in Communicative Language Teaching (CLT) Method

Communicative Language Teaching (CLT) method requires an understanding of sociocultural differences in styles of learning. Curricular innovation is best advanced by the development of local materials, which, in turn, rests on the involvement of classroom teachers. For those, the teacher should consider the roles of Communicative Language Teaching (CLT) method as follows:¹²

a. The Teacher as Facilitator

Facilitating role requires that you step away from the managerial or directive role and allow the students, with your guidance and gentle prodding here and to find their own pathways to success. Facilitators

¹¹Howatt in Nunan, David, *Ibid*,

¹²KalayoHasibuan and M. Fauzan Ansyari. *Op. Cit.*, p. 12-14.

capitalize on the principle of intrinsic motivation by allowing students to discover language through using it pragmatically rather than telling them about language.

b. The Teacher as Manager

CLT procedure often requires teachers to acquire less teacher less centered classroom management skill. It is the teacher's responsibility to organize the classroom as a setting for communication and communicative activities. Guidelines for classroom supply gaps in lexis, grammar, and strategy but notes such gaps for later commentary and communicative practice.

c. The Teacher as Instructor

He may perform the familiar role of language instructor: he will present new language, exercise direct control the learners' performance, evaluate and correct it, and so on. Furthermore, in implementing CLT, there are for procedural stage as follows:

1) The warming up activity

This stage is to motivate the students to be prepared in the lesson going to be learned.

2) The presentation

Teacher in the presentation stage explains to the students the selected expressions used both in spoken and written form.

3) The practice

In the practice stage, the teacher gives opportunities to students to rehearse both the functions and forms of language they have just studied.

4) The production

In the production stage, the students are going to carry out a communicative activity (a role play).

6. The Types of Communicative Language Teaching (CLT) Method

There are many types of communicative Language Teaching (CLT) method, they are as follows: ¹³

a. Information Gap

Information-Gap Activities is an important aspect of communication in CLT is the notion of information gap. This refers to the fact that in real communication, people normally communicate in order to get information they do not possess. This is known as an information gap. More authentic communication is likely to occur in the classroom if students go beyond practice of language forms for their own sake and use their linguistic and communicative resources in order to obtain information. In so doing, they will draw available vocabulary, grammar, and communication strategies to complete a task. The following exercises make use of the information-gap principle:

¹³Richards, Jack C, *Communicative Language Teaching Today*, (New York: Cambridge University Press, 2006), p. 17-21.

Students are divided into A-B pairs. The teacher has copied two sets of pictures. One set (for A students) contains a picture of a group of people. The other set (for B students) contains a similar picture but it contains a number of slight differences from the A-picture. Students must sit back to back and ask questions to try to find out how many differences there are between the two pictures. Students practice a role play in pairs. One student is given the information she/he needs to play the part of a clerk in the railway station information booth and has information on train departures, prices, etc. The other needs to obtain information on departure times, prices, etc. They role-play the interaction without looking at each other's cue cards.

b. Jigsaw Activities

These are also based on the information-gap principle. Typically, the class is divided into groups and each group has part of the information needed to complete an activity. The class must fit the pieces together to complete the whole. In so doing, they must use their language resources to communicate meaningfully and so take part in meaningful communication practice. The following are examples of jigsaw activities:

The teacher plays a recording in which three people with different points of view discuss their opinions on a topic of interest. The teacher prepares three different listening tasks, one focusing on each of the three speaker's points of view. Students are divided into three groups and each group listens and takes

notes on one of the three speaker's opinions. Students are then rearranged into groups containing a student from groups A, B, and C. They now role-play the discussion using the information they obtained. The teacher takes a narrative and divides it into twenty sections (or as many sections as there are students in the class). Each student gets one section of the story. Students must then move around the class, and by listening to each section read aloud, decide where in the story their section belongs. Eventually the students have to put the entire story together in the correct sequence.

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

g. Reasoning-gap activities: These involve deriving some new information from given information through the process of inference, practical reasoning, etc. For example, working out a teacher's timetable on the basis of given class timetables.

h. Group Work Technique

Group work is a generic term covering multiplicity of techniques in which two or more students are assigned a task involves collaboration and self-initiated language. Group work usually implies "small group work", that is students in groups of perhaps six or fewer. Large groupings defeat one of the major purposes for doing group work; giving student's greater opportunities to speak.¹⁴

Based on the types of Communicative Language Teaching (CLT) method above, the writer choose Communicative Language Teaching (CLT) method type Group work technique. It is choosen because the group work technique is easy tobe implemented in the classroom. It gives the students chance to apply their skills in asking questions and discuss the problems.

7. Communicative Language Teaching (CLT) Method ofGroup Work Technique type

Group work is designed for collaborative activity in teaching learning process. Group work seems to be extremely attractive idea for a number of reasons. When all the students in a group are working together to produce an

¹⁴Brown, H. Douglas, *Op. Cit.*, p. 173.

advertisement, for example they will be communicate with each other, and more importantly co-operate among themselves.¹⁵

Group work is a generic term. It covers a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self-initiated language. It notes that what we commonly call pair work is simply group work in groups of two. It is also important to note that group work usually implies “small” group work, that is, students in groups of perhaps six or fewer. Large groupings defeat one of the major purposes for doing group work giving students greater opportunities to speak.¹⁶

Based on the explanation above, there is a research to indicate that use of group work improves learning outcomes. It can improve motivation and contribute to a feeling cooperation and warmth in the class. It is a way to make the students doing activities in collaborative form or make students work together.

8. The Advantages of Communicative Language Teaching (CLT) Method of Group Work Technique type

Group work technique is argued that learners will obtain several benefits:

- 1) They can learn from hearing the language used by other members of the group.
- 2) They will produce a greater amount of language than they would use in teacher-fronted activities.
- 3) Their motivational level is likely to increase.
- 4) They will have the chance to develop fluency.

¹⁵Harmer, Jeremy, *The Practice of English Language Teaching*, (London and New York, 1991). p. 1245.

¹⁶Brown, H. Douglas, *Op. Cit.*, p. 173.

There are some advantages of group work as follows:¹⁷

- 1) Group work can give the students chance to apply their skills in asking questions and discuss the problems.
- 2) Group work can develop student's leadership, talent and discussion skill.
- 3) The students are more active in their study and participate in discussion.
- 4) Group work can develop trust and cooperation among group members.

In additional, there are five advantages of group work as follows:¹⁸

- 1) Group work is more dynamic than pair work because there is a greater chance to express students' ideas.
- 2) Group work is more potentially. It can be used for oral work and reading activity.
- 3) Group work is more relaxing than working pair.
- 4) Group work can develop trust and cooperation among group member.
- 5) Group work can develop group interaction techniques that facilitate interaction.

Based on the advantages above, the researcher concludes that group work participation makes and builds students' cooperation, trust, develops leadership and makes good atmosphere of learning well.

¹⁷Roestinyah, N.K., *Strategi Belajar Mengajar*, (Jakarta: PT.Rineka Cipta, 2001), p. 17.

¹⁸Harmer, Jeremy, *Op. Cit.*, p. 246.

9. The Steps of Communicative Language Teaching (CLT) Method of Group Work Technique type

Group work technique can be applied in the classroom by following steps:¹⁹

- 1) Introduce the technique
- 2) Justify the use of small groups for the technique
- 3) Model the technique
- 4) Give explicit detailed instruction, such as:
 - a) A restatement of the purpose
 - b) Rules they are to follow
 - c) Establish a time frame
 - d) Assign role to the students
- 5) Divide the class into groups
- 6) Check for clarification
- 7) Set the task in motion

In addition the steps of using group work technique in teaching speaking are as follows:²⁰

- 1) Teacher divides the students into some groups. Each group consists of four students.
- 2) Teacher explains the materials that will be discussed.
- 3) The students should be responsible for everything happened in the respective group.
- 4) The students should realize that they have some purposes in speaking.

¹⁹ Brown, H. Douglas, *Ibid*, p. 183-185.

²⁰ Harmer, Jeremy, *Op. Cit.*, p. 124.

- 5) The students should share the task responsibilities of the group in reaching the final decision or result.
- 6) Teacher asks the students to work corporately.
- 7) Teacher reinforces to each member of the groups to be active, in this case, the teacher/researcher is as facilitator.
- 8) Teacher collects all the group assignments.
- 9) Teacher gives reward to the best group.

Based on the steps of using group work in teaching speaking above, the researcher chooses the steps are presented by Harmer in this reseach.

B. Speaking Ability

1. The Nature of Speaking Ability

Speaking is one of the language skills in which one can convey his thought, feeling or information to another person in spoken form. It is complex language skill because one needs to think ideas or information before he or she begins to speak, so that the communication will run smoothly. Speaking is uttering words in formal situation. In conclusion, speaking is a kind of productive skill, since it produces ideas, message, or suggestion.

In order to be able to speak, one actually needs to know how to express his thought or feeling well. Because without knowing this, there will be misunderstanding among the speakers and the listeners. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information²¹.

²¹Brown, H. Douglas, *OP. Cit.*, p. 255.

Speaking form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations (e.g., declining an invitation or requesting time off from work), can be identified and charted. For example, when a salesperson asks "May I help you?" the expected discourse sequence includes a statement of need, response to the need, offer of appreciation, acknowledgement of the appreciation, and a leave-taking exchange. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why, and in what ways to produce language (sociolinguistic competence). Finally, speech has its own skills, structures, and conventions different from written language. A good speaker synthesizes this array of skills and knowledge to succeed in a given speech act.²²

Speaking is a productive skill, since it produces ideas, message or suggestions. It takes place when someone can use sentence orally and social interaction. Speaking is very complex, there are many different abilities included such as: pronunciation, grammar, vocabulary, comprehension, and fluency. The components should be a consideration for the students as target that will be achieved in order to be able to speak English correctly.

²²Burns, A., & Joyce, H, *Focus on Speaking*, (Sydney: National Center for English Language Teaching and Research, 1997).

2. The Aspect of Speaking Ability

Speaking ability is a combination of structural aspect that concentrates on the grammatical system; describing ways in linguistic items can be combined. It is not superseded the functional view but it is sufficient on its own to account for how language is used as a means of communication. It gives the note that the different grammar may describe something in different terms but its grammatical form is not ambiguous. The functional aspect focuses on the ability to use the language in certain situation. Furthermore, it focuses on speaking ability of five components as follows:²³

a. Pronunciation

The word “pronunciation” means the way in which the language is spoken. The word accuracy means exactness, correctness. In other words, one’s pronunciation accuracy means: the way of someone speaks or utters English sound exactly as native speakers do or speak standard.

From the definition above the writer can conclude that every correct or exact pronunciation must be referred to the native speaker. However, most of Indonesian people face difficulties pronouncing them. It might be caused by the way to pronounce vowels, consonant, diphthongs, and cluster sound is far different from pronouncing Indonesian sound.

b. Vocabulary

Language students need to learn the lexical of language. They need to learn what word means and how they use. In other words, when we want to say something, we need to know the word that expresses our meaning and how to put

²³Kalayo Hasibuan and M. Fauzan Ansyari, *Op. Cit.*, p. 113.

this word together in grammar. Meaning that, the students need to have plenty of vocabulary, since the repeating words happened because the learner does not know the substitution words.

These days then, the consensus seems that the development of a rich vocabulary is an important element in the acquisition of the second language. As we know that vocabulary is an important element in learning language as a foreign language.

From the theory above we can offer that vocabulary mastery is not only influential in speaking but also in reading and writing.

c. Grammar

Grammar or structure is important thing in speaking. If we do not know the appropriate aspect in sentence, the listener will be doubt for what we have said. Grammar though has three major objectives. First is used to comprehend and provide the grammar. Second, it is used to get the students to comprehend and provide the answer of any grammatical problems in English. Third, it is also used to make the students practice grammar in their daily live. These objectives indicate that grammar must be used in teaching English.

d. Fluency

Speaking is an active production; it means that there is a process of exchanging ideas between the speaker and the listener. Therefore, it is important top of fluency as having the capability of the other components of speaking. Fluency is the quality or conducting of being fluent. Fluency includes the easy and the speed flow of the speech. Comprehension for oral communication, which requires a subject to respond to speech as well as initiate it.

Therefore, if the students want to get the success in oral communication, they have to involve and develop the following statements:²⁴

- a. The ability to articulate phonological feature of the language comprehensibly
- b. Mastery of stress, rhythm, intonation pattern
- c. An acceptable degree of fluency
- d. Transactional and interpersonal skills
- e. Skills in taking short and long speaking turns
- f. Skill in managements of interaction
- g. Skill in negotiating
- h. Conversational listening skill (successful conversation require good listening, as well as good speakers)
- i. Skill to know about the negotiating purpose for conversation
- j. Using appropriate conversational formula and fillers.

C. The Effect of Communicative Language Teaching (CLT) Method of Group Work Technique typeon SpeakingAbility

The goal of speaking components in language class should be to encourage the acquisition of communication in and out of the classroom. The intensive speaking goes one-step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspects of language. Intensive speaking can be self-initiated or it can even from part of some pair work

²⁴Nunan, David, *Op. Cit.*, p. 32.

activity, where learners are going over certain forms of language.²⁵ The statement is added Nunan that it would seem that small group are probably the most effective way of grouping learners for communicative language work.²⁶

Based on explanation above, through well-prepared communicative output activities such as discussion or group work, the teacher can encourage the students to experiment and innovate with the language, and create a supportive atmosphere that allows them to make mistakes without fear of embarrassment. This will contribute to their self-confidence as speakers and to their motivation to learn more.

D. The Relevant Research

To avoid the same title used in the research, than the writer shows the relevant research, which is done by one previous students of English Education of UIN SUSKA RIAU taht is Herlina(2008) entitled *the effectiveness of using Communicative Language Teaching (CLT) in developing students activeness in completing pair and group task at the second year students of MAN 2 Model Pekanbaru*. She found that by using teaching methods, there is significant different in teaching speaking toward the students speaking achievement.

²⁵ Brown, H. Douglas, *OP. Cit.*, p. 266.

²⁶ Nunan, David, *Op. Cit.*, p. 88.

E. The Operational Concept

The operational concept is the concept to give explanation about theoretical framework in order to avoid misunderstanding and misinterpretation toward the research. There are two variables used in this research, they are variable X and variable Y. Communicative Language Teaching (CLT) method of Group Work Technique type is as variable X that gives the effect on students' speaking ability as variable Y. The indicators that will be compared are about students' speaking ability before and after being taught by using Communicative Language Teaching (CLT) method of Group Work Technique type. The indicators are as follow:

1. Variable X (teaching procedure in using Communicative Language Teaching (CLT) method of Group Work Technique type).
 - a. Teacher divides the students into some groups. Each group consists of four students.
 - b. Teacher explains the materials that will be discussed.
 - c. The students should be responsible for everything happened in the respective group.
 - d. The students should realize that they have some purposes in speaking.
 - e. The students should share the task responsibilities of the group in reaching the final decision or result.
 - f. Teacher asks the students to work corporately.
 - g. Teacher reinforces to each member of the groups to be active, in this case, the teacher/researcher is as facilitator.

- h. Teacher collects all the group assignments.
 - i. Teacher gives reward to the best group.
2. Variable Y (students' speaking ability)
- a. The students listen when the teacher explains the material
 - b. The students pay attention when the teacher explains the material
 - c. The students ask about the material that cannot be understood yet
 - d. The students answer the question given by the teacher
 - e. The students practice English in the classroom
 - f. The students work together in solving the problem in group work
 - g. The students work together in solving the problem in group work
 - h. The students practice the material in group work
 - i. The students make conclusion about the material given by the teacher
 - j. The students practice English outside of the class

F. The Assumption and the Hypothesis

1. The Assumption

Before construction the hypothesis, the writer would like to offer assumption the Communicative Language Teaching (CLT) Method of Group Work Technique type would effect the students' speaking ability at the second year students of SMAN 1 Inuman Taluk Kuantan.

2. The Hypothesis

Based on the assumptions above the writer formulates two hypotheses as follows:

Ho: There is no significant effect of Communicative Language Teaching (CLT) Method of Group Work Technique type on the students' speaking ability at the second year students of SMAN 1 Inuman Taluk Kuantan.

Ha: There is any significant effect of Communicative Language Teaching (CLT) Method of Group Work Technique type on the students' speaking ability at the second year students of SMAN 1 Inuman Taluk Kuantan.

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

The design of this research was a quasi-experimental research type pre-test and post-test design. This design requires at least two groups (experimental and controlled class). It is given pre-test and a treatment. It is post-tested at the end of the study. Post-test scores are compared to determine the effectiveness of the treatment.¹ This research consists of two variables; the independent variable symbolized by “X” that was the use of Communicative Language Teaching (CLT) method of Group Work Technique type and the dependent one as “Y” which referred to students’ English speaking ability. In brief, the research can be designed by following table:

Table III.1
Research Design

Class	Pre-test	Treatment	Post-test
Control	X_1	-	X_2
Experiment	Y_1	T	Y_2

B. Location and Time of the Research

Location of the research was at SMAN 1 Inuman Taluk Kuantan. It is located at Jl. Pelajar no 13 Inuman Taluk Kuantan. It was conducted from March to August 2011 in academic year 2011/2012.

¹Gay, L.R and Peter Airasian, *Educational Research*, (New Jersey: Prentice-Hall, Inc,2000), p. 392.

C. Subject and Object of the Research

The subject of the research was second year students at SMAN 1 Inuman. The object of this research was the effect of using Communicative Language Teaching (CLT) method of Group Work Technique type in increasing students' speaking ability.

D. Population and Sample

1. Population of the Research

The population of this research was the second year students of SMAN 1 Inuman. There were 2 classes all together. Each class consisted of 34 students for class XI.1, and 33 students for class XI.2. Therefore, the number of the population was 67 students. The specification on the population can be seen on the table below:

Table III.2
The Population of the Research

No	Class	The Number of the Students		Total Population
		Male	Female	
1	XI.1	16	18	34
2	XI.2	16	17	33
Total		32	35	67

2. Sample of the Research

From the population of the research, the total of population was 67 students, the writer used cluster technique in choosing sample in this research. The cluster technique is used to take sample if the object that will be researched is

very wide. To decide which one the population that will be taken as sample, the sample is taken based on the population that specified.²

Furthermore, the writer wrote an experimental and control form on a piece of paper and every chairman is ordered to take the paper. The chairman that got experiment class, writer supposed as an experimental class and the chairman that got control class, writer supposed as an control class. Finally, it was found that class XI.1 as an experimental class (34 students) and XI.2 as a control class (33 students). Furthermore, the total of sample can be seen from the table below:

Table III.3
The Sample of the Research

No	Class	The Number of the Students		Total Sample	Sample
		Male	Female		
1	XI 2	16	18	34	Control Class
2	XI 3	16	17	33	Experimental Class
Total		32	35	67	

E. Data Collection Technique

To find out the effect of using Communicative Language Teaching (CLT) method of Group Work Technique type on speaking ability, the writer used test. It was divided into two types, the first was pre-test; It was given before the treatment. The second was post-test; it was given after the treatment. This instrument was used to collect the data about students' speaking ability. The kind of the test was oral test. The students were asked to choose one of the topics given

² Sugiyono, Prof. Dr., *Metode Penelitian Pendidikan*, (Bandung: Alfabeta, 2008), p. 121.

and then they were asked to describe about the topic. While the researcher recorded their explanation. After that the result of the record was given to the rater to give score. The aspects to measure speaking ability were as follows:³

Table III.4
The Component of Assessing Speaking Ability

Aspects	Score	Requirement
Pronunciation	5	Have a view traces of foreign accent
	4	Always Intelligible, though one conscious of a define
	3	Accent problems necessitate concentrate listening and occasionally lead to miss understanding
	2	Very hard to understand because of pronunciation problem. Must frequently be asked to repeat
	1	Pronunciation problems so several as to make speech virtually unintelligible
Grammar	5	Makes few (if any) noticeable error of grammar or word order
	4	Occasionally makes grammatical and/or word-order error, which do not. However, obscure meaning
	3	Make frequently errors of grammar and word order which occasionally obscure meaning
	2	Grammar and word order errors make comprehension difficult, must often rephrase sentence and or restrict him to basic pattern
	1	Errors and grammar and word order so server as to make speech virtually unintelligibly
Fluency	5	Speech as fluency and effortless as that a native speaker.
	4	Speed of speech seems to be slightly affected by language problem.
	3	Speed and fluently rather strongly affected by language problem.
	2	Usually hesitate, often only silence by language limitation.
	1	Speech is also halting and fragmentary as to make conversation virtually
Vocabulary	5	Use of vocabulary idiom is virtually that of a native speaker.
	4	Sometimes uses inappropriate them and/or must rephrase ideas because of lexical inadequacies.

³Haris. D.P, *Testing English as a Second Language*, (New York: Mc Graw Book Company, 1974).

	3	Frequently uses wrong words, compensation somewhat limited because inadequate vocabulary
	2	Misuse use of word and very limited vocabulary make comprehension quit difficult
	1	Vocabulary limitation as extreme as to make comprehension vitally impossible
Comprehension	5	Appears to understand very without difficult.
	4	Understand nearly everything at normal speech although occasionally repetition may be necessary.
	3	Understanding most of what is said at slower than normal speech with repetition.
	2	Has great difficult following what is said. Can comprehend only social conversation, spoken slowly and with frequently repetition.
	1	Cannot be said to understand even simple conversation English

F. Technique of Data Analysis

In analyzing the test data, the researcher used score of pre-test and post-test of the students. The scores were analyzed by using statistical analysis t_{test} , variance, and homogeneity should be found first. Homogeneity test is used to find out whether the two classes have homogenous variance or not. The process to analyze the data as follows:⁴

1. Find out homogeneity test. The formula as follows:

$$f_{\text{calculated}} = \frac{\text{the greater variance}}{\text{the lesser variance}}$$

⁴Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 2006), p.311.

2. Find out the means of control (M_x) and means score of experiment class (M_y). The formula is as follow:

$$M_x = \frac{\sum x}{N} \text{ and } M_y = \frac{\sum y}{N}$$

Where:

- M_x = Mean score of control class
- M_y = Mean score of experiment class
- x = Difference score of control class
- y = Difference score of experiment class
- N = Number of students

3. Find out the variance of control class ($\sum x^2$) and the variance of experiment class ($\sum y^2$). The formula as follow:

$$\sum x^2 = \sum x^2 - \frac{(\sum x)^2}{N} \text{ and } \sum y^2 = \sum y^2 - \frac{(\sum y)^2}{N}$$

Where:

- x^2 = Variance of control class
- y^2 = Variance of experiment class
- x = Difference score of control class
- y = Difference score of experiment class
- N = Number of students

4. Find out t-test statistic. The formula as follow:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

Where:

- t = The t-test statistic
- M_x = Mean score of control class
- M_y = Mean score of experiment class
- x^2 = Variance of control class
- y^2 = Variance of experiment class
- N = Number of students

CHAPTER IV
DATA PRESENTATION AND ANALYSIS

A. Data Presentation

1. Description of the Research Variable

This research consisted of two variables; they were X, which referred to the use of Communicative Language Teaching (CLT) method of Group Work Technique type, and Y was students' speaking ability at the second year students of SMAN 1 Inuman Taluk Kuantan. Therefore, X was an independent variable and Y was a dependent variable.

2. Data Presentation

a. Pre-Test of Experiment Class

Table IV.1
Students' Speaking Ability Score in Pre-Test of
Experiment Class

Name	Score		
	Rater I	Rater II	Final Total
Student 1	10	12	11
Student 2	10	10	10
Student 3	12	12	12
Student 4	11	11	11
Student 5	10	10	10
Student 6	10	10	10
Student 7	10	8	9
Student 8	9	11	10
Student 9	8	12	10
Student 10	11	11	11
Student 11	10	10	10
Student 12	10	8	9
Student 13	11	11	11
Student 14	11	11	11
Student 15	10	10	10
Student 16	10	10	10
Student 17	10	10	10
Student 18	10	10	10
Student 19	10	10	10

Student 20	10	10	10
Student 21	10	10	10
Student 22	10	10	10
Student 23	10	12	11
Student 24	10	10	10
Student 25	10	12	11
Student 26	10	10	10
Student 27	10	8	9
Student 28	10	10	10
Student 29	13	13	13
Student 30	8	10	9
Student 31	10	12	11
Student 32	10	10	10
Student 33	12	12	12
Total	336	346	341
Average	10.18	10.48	10.33

The table IV.1 explains that the total of students' speaking ability at Rater I is 336 with average is 10.18 and Rater II is 346 with average is 10.48. Furthermore, final score of students' speaking ability in pre-test of experimental class is 341 with average is 10.33. In addition, to determine the students' speaking ability score in all aspects can be seen at the following table:

Table IV.2
Students' Speaking Ability Score in All Aspects in Pre-test of Experiment Class

No	Speaking Aspects	Rater I		Rater II	
		Total Score	Average	Total Score	Average
1	Pronunciation	65	1.97	67	2.03
2	Grammar	67	2.03	66	2.00
3	Fluency	67	2.03	71	2.15
4	Vocabulary	71	2.15	73	2.21
5	Comprehension	66	2.00	69	2.09

The table IV.2 explains that the total score of students' speaking ability in pre-test can be explained that at Rater I, the total score of pronunciation aspect is 65 with average score is 1.97, grammar is 67 with average score is 2.03, fluency is 67 with average score is 2.03, vocabulary is 71 with average score is 2.15 and

comprehension is 66 with average score is 2.00. While at Rater II, the total score of pronunciation aspect is 67 with average score is 2.03, grammar is 66 with average score is 2.00, fluency is 71 with average score is 2.15, vocabulary is 73 with average score is 2.21 and comprehension is 69 with average score is 2.09.

b. Pre-Test of Control Class

Table IV.3
Students' Speaking Ability Score in Pre-Test
of Control Class

Name	Score		
	Rater I	Rater II	Final Total
Student 1	12	12	12
Student 2	10	10	10
Student 3	12	12	12
Student 4	11	11	11
Student 5	10	10	10
Student 6	10	8	9
Student 7	8	11	9.5
Student 8	11	11	11
Student 9	11	11	11
Student 10	11	11	11
Student 11	8	10	9
Student 12	10	8	9
Student 13	11	11	11
Student 14	11	11	11
Student 15	10	10	10
Student 16	10	8	9
Student 17	9	9	9
Student 18	9	11	10
Student 19	10	10	10
Student 20	10	10	10
Student 21	10	10	10
Student 22	10	8	9
Student 23	10	12	11
Student 24	10	10	10
Student 25	10	12	11
Student 26	10	10	10

Student 27	10	10	10
Student 28	10	8	9
Student 29	13	13	13
Student 30	10	12	11
Student 31	12	12	12
Student 32	10	10	10
Student 33	12	12	12
Student 34	10	12	11
Total	351	356	353.5
Average	10.32	10.47	10.40

The table IV.3 explains that the total of students' speaking ability at Rater I is 351 with average score is 10.32 and Rater II is 356 with average score is 10.47. Furthermore, final score of students' speaking ability in pre-test of control class is 353.5 with average score is 10.40. In addition, to know the students' speaking ability score in all aspects can be seen at the following table:

Table IV.4
Students' Speaking Ability Score in All Aspects in Pre-test of Control Class

No	Speaking Aspects	Rater I		Rater II	
		Total Score	Average	Total Score	Average
1	Pronunciation	68	2.00	72	2.12
2	Grammar	68	2.00	69	2.03
3	Fluency	72	2.12	71	2.09
4	Vocabulary	72	2.12	73	2.15
5	Comprehension	71	2.09	71	2.09

The table IV.4 explains that the total score of students' speaking ability in pre-test can be explained that at Rater I, the total score of pronunciation aspect is 68 with average score is 2.00, grammar is 68 with average score is 2.00, fluency is 72 with average score is 2.12, vocabulary is 72 with average score is 2.12 and comprehension is 71 with average score is 2.09. While at Rater II, the total score

of pronunciation aspect is 72 with average score is 2.12, grammar is 69 with average score is 2.03, fluency is 71 with average score is 2.09, vocabulary is 73 with average score is 2.15 and comprehension is 71 with average score is 2.09.

c. Post-Test of Experiment Class

Table IV.5
Students' Speaking Ability Score in Post-Test of
Experiment Class

Name	Score		
	Rater I	Rater II	Final Total
Student 1	12	12	12
Student 2	10	10	10
Student 3	12	12	12
Student 4	14	12	13
Student 5	12	14	13
Student 6	12	12	12
Student 7	13	15	14
Student 8	12	12	12
Student 9	10	12	11
Student 10	12	12	12
Student 11	12	14	13
Student 12	13	13	13
Student 13	12	12	12
Student 14	11	11	11
Student 15	11	13	12
Student 16	12	12	12
Student 17	12	12	12
Student 18	10	10	10
Student 19	12	12	12
Student 20	12	10	11
Student 21	11	13	12
Student 22	12	12	12
Student 23	13	13	13
Student 24	11	11	11
Student 25	14	10	12
Student 26	12	12	12
Student 27	12	10	11
Student 28	13	13	13
Student 29	10	12	11
Student 30	12	12	12

Student 31	12	12	12
Student 32	13	13	13
Student 33	14	14	14
Total	395	399	397
Average	11.97	12.09	12.03

The table IV.6 explains that the total of students' speaking ability at Rater I is 395 with average score is 11.97 and Rater II is 399 with average score is 12.09. Furthermore, final score of students' speaking ability in post-test of experiment class is 397 with average score is 12.03. In addition, to obtain the students' speaking ability score in all aspects can be seen in the following table:

Table IV.6
Students' Speaking Ability Score in All Aspects in Post-test of Experiment Class

No	Speaking Aspects	Rater I		Rater II	
		Total Score	Average	Total Score	Average
1	Pronunciation	72	2.18	76	2.30
2	Grammar	73	2.21	78	2.36
3	Fluency	79	2.39	75	2.27
4	Vocabulary	85	2.58	83	2.52
5	Comprehension	86	2.61	87	2.64

The table IV.7 explains that the total score of students' speaking ability in post-test can be explained that at Rater I, the total score of pronunciation aspect is 72 with average score is 2.18, grammar is 73 with average score is 2.21, fluency is 79 with average score is 2.39, vocabulary is 85 with average score is 2.58 and comprehension is 86 with average score is 2.61. While at Rater II, the total score of pronunciation aspect is 76 with average score is 2.30, grammar is 78 with average score is 2.36, fluency is 75 with average score is 2.27, vocabulary is 83 with average score is 2.52 and comprehension is 87 with average score is 2.64.

d. Post-Test of Control Class

Table IV.7
Students' Speaking Ability Score in Post-Test of
Control Class

Name	Score		
	Rater I	Rater II	Final Total
Student 1	12	12	12
Student 2	10	10	10
Student 3	12	12	12
Student 4	12	12	12
Student 5	10	10	10
Student 6	12	12	12
Student 7	11	11	11
Student 8	10	10	10
Student 9	10	10	10
Student 10	11	11	11
Student 11	11	11	11
Student 12	11	11	11
Student 13	11	11	11
Student 14	10	10	10
Student 15	10	10	10
Student 16	11	11	11
Student 17	11	11	11
Student 18	10	10	10
Student 19	10	10	10
Student 20	10	10	10
Student 21	10	10	10
Student 22	10	10	10
Student 23	10	10	10
Student 24	10	10	10
Student 25	10	10	10
Student 26	10	12	11
Student 27	10	10	10
Student 28	10	12	11
Student 29	10	10	10
Student 30	11	11	11
Student 31	10	10	10
Student 32	13	13	13
Student 33	10	12	11
Student 34	10	13	11.5
Total	359	368	363.5
Average	10.56	10.82	10.69

The table IV.8 explains that the total of students' speaking ability at Rater I is 359 with average score is 10.56 and Rater II is 368 with average score is 10.82. Furthermore, final score of students' speaking ability in post-test of control class is 363.5 with average score is 10.69. In addition, to obtain the students' speaking ability score in all aspects can be seen in the following table:

Table IV.8
Students' Speaking Ability Score in All Aspects in Post-test
of Control Class

No	Speaking Aspects	Rater I		Rater II	
		Total Score	Average	Total Score	Average
1	Pronunciation	73	2.15	76	2.24
2	Grammar	70	2.06	72	2.12
3	Fluency	72	2.12	72	2.12
4	Vocabulary	75	2.21	77	2.26
5	Comprehension	69	2.03	71	2.09

The table IV.9 explains that the total score of students' speaking ability in post-test can be explained that at Rater I, the total score of pronunciation aspect is 73 with average score is 2.15, grammar is 70 with average score is 2.12, fluency is 72 with average score is 2.12, vocabulary is 75 with average score is 2.21 and comprehension is 69 with average score is 2.03. While at Rater II, the total score of pronunciation aspect 76 with average score is 2.12, grammar 72 with average score is 2.12, fluency is 72 with average score is 2.12, vocabulary is 77 with average score is 2.26 and comprehension is 71 with average score is 2.09.

B. Data Analysis

Table IV. 9
Calculated Table of Control and Experimental Class

Control Class				Experiment Class			
Student	Pre-test (X_1)	Post-test (X_2)	Difference (x)	Student	Pre-test (Y_1)	Post-test (Y_2)	Difference (y)
1	12	12	0	1	11	12	1
2	10	10	0	2	10	10	0
3	12	12	0	3	12	12	0
4	11	12	1	4	11	13	2
5	10	10	0	5	10	13	3
6	9	12	3	6	10	12	2
7	9.5	11	1.5	7	9	14	5
8	11	10	-1	8	10	12	2
9	11	10	-1	9	10	11	1
10	11	11	0	10	11	12	1
11	9	11	2	11	10	13	3
12	9	11	2	12	9	13	4
13	11	11	0	13	11	12	1
14	11	10	-1	14	11	11	0
15	10	10	0	15	10	12	2
16	9	11	2	16	10	12	2
17	9	11	2	17	10	12	2
18	10	10	0	18	10	10	0
19	10	10	0	19	10	12	2
20	10	10	0	20	10	11	1
21	10	10	0	21	10	12	2
22	9	10	1	22	10	12	2
23	11	10	-1	23	11	13	2
24	10	10	0	24	10	11	1
25	11	10	-1	25	11	12	1
26	10	11	1	26	10	12	2
27	10	10	0	27	9	11	2
28	9	11	2	28	10	13	3
29	13	10	-3	29	13	11	-2
30	11	11	0	30	9	12	3
31	12	10	-2	31	11	12	1
32	10	13	3	32	10	13	3
33	12	11	-1	33	12	14	2
34	11	11.5	0.5	-	-	-	-
$\sum N$ =34	$\sum X_1$ =353.5	$\sum X_2$ =363.5	$\sum x$ =10	$\sum N$ =33	$\sum Y_1$ =341	$\sum Y_2$ =397	$\sum y$ =56

The table IV.10 shows that $\sum N_x = 34$, $\sum X_1 = 353.5$, $\sum X_2 = 363.5$, $\sum x = 10$, $\sum N_y = 33$, $\sum Y_1 = 341$, $\sum Y_2 = 397$, and $\sum y = 56$. Furthermore, find out the means score of control (M_x) and means score of experimental class (M_y).

$$M_x = \frac{\sum x}{N}$$

$$= \frac{10}{34}$$

$$M_x = 0.29$$

$$M_y = \frac{\sum y}{N}$$

$$= \frac{56}{33}$$

$$M_y = 1.70$$

Then, finding the variance of control class ($\sum x^2$) and the variance of experimental class ($\sum y^2$) are as follows:

$$\sum x^2 = \sum x^2 - \frac{(\sum x)^2}{N}$$

$$= 62.5 - \frac{10^2}{34}$$

$$= 62.5 - \frac{100}{34}$$

$$= 62.5 - 2.94$$

$$\sum x^2 = 59.56$$

$$\begin{aligned}
\sum y^2 &= \sum y^2 - \frac{(\sum y)^2}{N} \\
&= 150 - \frac{56^2}{33} \\
&= 150 - \frac{3136}{33} \\
&= 150 - 95.03 \\
\sum y^2 &= 54.97
\end{aligned}$$

From the analysis above, it was found that the mean of control class was 0.29 and the variance was 59.56. While the means of experiment class was 1.70 and the variance was 54.97.

From the finding above, there was significant difference between the experimental class and control class in term of means, and variance. In order to find out the variance homogeneity of both classes, F value can be calculated in the following:

$$\begin{aligned}
f_{\text{calculated}} &= \frac{\text{the greater variance}}{\text{the lesser variance}} \\
&= \frac{59.56}{54.97} \\
f_{\text{calculated}} &= 1.08
\end{aligned}$$

The value of $f_{\text{calculated}}$ was compared to the value of f_{table} with dk denominator (34-1=33) and dk counter (33-1=32). Based on the dk dominator 5% is 1.85 and dk counter 1% is 2.41. From the explanation, it was found that

$f_{calculated}$ is less than f_{table} ($1.08 > 1.85 > 2.41$). Thereby, it can be said that both of groups' variance are not homogenous.

Then find out t-test statistic.

$$\begin{aligned}
 t &= \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}} \\
 &= \frac{0.29 - 1.70}{\sqrt{\left(\frac{59.56 + 54.97}{34 + 33 - 2}\right)\left(\frac{1}{34} + \frac{1}{33}\right)}} \\
 &= \frac{-1.41}{\sqrt{\left(\frac{114.53}{65}\right)\left(\frac{2}{34}\right)}} \\
 &= \frac{-1.41}{\sqrt{\frac{29.06}{2210}}} \\
 &= \frac{-1.41}{\sqrt{0.104}} \\
 &= \frac{-1.41}{0.322} \\
 t &= 4.379
 \end{aligned}$$

By observing the data analysis, it can be described that $t_{calculated}$ is 4.379 then to prove whether there is a significant or not, $t_{calculated}$ is turned to $t_{distribution}$ level in alpha decision level (α)0,05 and with the degree freedom 65 ($df = N_1 + N_2 - 2 = 34 + 33 - 2 = 65$). In the degree freedom of 65 wasnot found in the $t_{distribution}$ so the writer took the nearest degree freedom tha was 60. In the

degree freedom of 60 was found that $t_{distribution}$ at 5% was 1.671. It can be concluded that $t_{calculated} > t_{distribution}$ ($4.379 > 1.671$). It means that H_a is accepted and H_o is rejected. In short, there is any significant effect of Communicative Language Teaching (CLT) method type Group Work Technique on speaking ability at the second year students of SMAN 1 Kecamatan Inuman.

C. Interpretation of the Data

From the data analysis, the researcher found out that the total means of students' ability in speaking ability of experiment class was 1.70 and control class was 0.29. Based on the calculation of both experimental and control class in the hypothesis testing, it was found that the value of $t_{calculated}$ was higher than $t_{distribution}$ ($4.379 > 1.671$) in alpha decision level (α) 0,05 with the degree freedom (*d.f.* 60). Consequently, the null hypothesis is rejected. In short, there is a significant effect of Communicative Language Teaching (CLT) method type Group Work Technique on speaking ability at the second year students of SMAN 1 Kecamatan Inuman.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher would like to draw conclusion from what have been discussed in the preceding chapters, and to recommend some suggestions concerning with students' speaking ability at the second year students of SMAN 1 Inuman Taluk Kuantan by using Communicative Language Teaching (CLT) method of Group Work Technique type.

A. Conclusion

Research findings about using Communicative Language Teaching (CLT) method of Group Work Technique type show that there was significant effect between students who were taught conventional and who were taught by Communicative Language Teaching (CLT) method of Group Work Technique type. The result shows that the score of t_{tes} is higher than t_{table} . H_0 is rejected and the H_a is accepted. In other word, Communicative Language Teaching (CLT) method of Group Work Technique type can influence the students' speaking ability of the Second Year at SMAN 1 Inuman Taluk Kuantan.

B. Implication

The implications of using Communicative Language Teaching (CLT) method Group Work Technique type are not only for the students but also for the teacher, school and for other researchers. For the students, as explained above, using Communicative Language Teaching (CLT) method of Group

Work Technique type could improve the speaking ability and influenced many aspects such as the students' motivation in learning speaking, the students have the opportunity to practice speaking by themselves, the students are able to communicate with their friend in pair, the student can contribute meaningfully to a discussion and the students are able to develop teamwork and cooperative working skills.

For the teacher, Communicative Language Teaching (CLT) method of Group Work Technique type could improve the English teachers' knowledge and share experiences in improving the students' speaking ability. For the school, Communicative Language Teaching (CLT) method of Group Work Technique type gave some inputs for SMAN 1 Inuman Taluk Kuantan especially in reaching percentage of the criteria of minimum passing. For other researchers, Communicative Language Teaching (CLT) method of Group Work Technique type contribution to other researchers to expand further research about improving students' speaking ability by using Communicative Language Teaching (CLT) method of Group Work Technique type.

C. Suggestions

1. Suggestion for the Teacher

The writer hopes to English teacher to choose the effective technique to increase students' speaking ability. Related to the result of the research, the researcher offers some suggestions as follow:

- a. Based on the result of the research, Communicative Language Teaching (CLT) method of Group Work Technique type can give the

students chance to apply their ability in speaking. Therefore, the students are able to show their ideas or opinions in speaking. It is suggested that English teacher can adopt and apply this method in order to improve the students' speaking ability.

- b. English teacher should have various methods and techniques in teaching and learning process especially in teaching speaking.

2. Suggestions for the Students

- a. Based on the Brown's statement, speaking is a tool to communicate so the students may realize to communicate in English if they want to succeed in their learning.
- b. The students may participate in dialogue seriously and as much as possible to train their speaking in English.
- c. The students may share their ideas or opinion to the others spontaneously in speaking.

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