

**AN UNDERGRADUATED THESIS**

**INCREASING STUDENTS' SPEAKING PERFORMANCE  
THROUGH COMMUNICATIVE LANGUAGE TEACHING (CLT)  
AT THE SEVENTH GRADE OF MTs MA'ARIF 02 KOTAGAJAH**



**By:**

**LAILATUL FAUZIAH**

**STUDENT NUMBER. 0953997**

**ENGLISH PROGRAM OF TARBIYAH DEPARTEMENT  
STATE ISLAMIC COLLEGE (STAIN)  
JURAI SIWO METRO  
1434 H/2013**

**INCREASING STUDENTS' SPEAKING PERFORMANCE  
THROUGH COMMUNICATIVE LANGUAGE TEACHING (CLT)  
AT THE SEVENTH GRADE OF MTS MA'ARIF 02 KOTAGAJAH**

Presented as a Partial Fulfillment of the Requirements  
For the Degree of Sarjana Pendidikan Islam (S. Pd.I)  
In English Education Program

**By:**

**LAILATUL FAUZIAH**  
**STUDENT NUMBER. 0953997**

**Tarbiyah Department**  
**English Education Study Program**

First Sponsor : Dr. Zainal Abidin, M. Ag.  
Second sponsor : Johan Wibowo, M. Pd, MM, M. Si

**STATE ISLAMIC COLLEGE (STAIN) JURAI SIWO METRO**  
**1434 H/ 2013M**

**INCREASING STUDENTS' SPEAKING PERFORMANCE THROUGH  
COMMUNICATIVE LANGUAGE TEACHING (CLT) AT THE SEVENTH  
GRADE OF MTS MA'ARIF 02 KOTAGAJAH**

**ABSTRACT**

**BY  
LAILATUL FAUZIAH**

Speaking performance is important for speakers. Speaking can add someone's knowledge with getting information from speaker. Many techniques presented as a solution in this research about communicative language teaching is speaking performance. There are many problems of the study such as; the students have low motivation, environment doesn't support the students to speak, the students have difficulties to master speaking, the strategies that used by teacher is not interesting, the teachers' monotonous and inappropriate use of teaching method and etc. So to increase their speaking performance, the researcher used communicative Language teaching strategy in learning process.

This research was aimed to find out whether the use of communicative language learning in teaching English to increase the students' speaking performance or not and to find out how the teaching learning process is when communicative language learning is applied in the speaking class. It was Classroom Action Research (CAR) with the subject of this research is the students of VII.A graders in MTs Ma'arif 02 Kotagajah. Then, to collecting data, the researcher uses: test (pre-test and post-test), observation, and field notes. While, to analyzing the data, the researcher used deductive descriptive.

The average result score of pre-test and post-test shows that there is progressing score. The average score at pre-test = 55,58, and in post-test I = 68,88, it was increase 13,3 point. And then, the average score at post-test II = 77.35. It was increase 8,47 point better than post-test I. While, the percentages of the student's pass at pre-test = 29,41 % of total students, and at post-test I = 58.81 %, and then, at post-test II = 88,21 % students who are able passed the exam.

The conclusion of this research is, communicative language teaching can increase the students' speaking performance.

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

Language is a system of communication to make people easy to communicate one another in the world. By using language they can express their feeling through written or spoken. Therefore, English plays an important role in the world.

English is one of the languages in the world. It has become an international language that is almost used by all countries as the first, the second or the foreign language moreover; English has been declared as a formal language on international communication for a long time ago.

English as a foreign language in Indonesia, English is learned seriously by many people to have a good prospect in the community of international world. Recently, English becomes important. Since it is important, English is widely taught at formal school starting from elementary school up to universities; even at informal school i.e. courses.

As a developing country, Indonesia has been preoccupied with national development and survivals in a strongly competitive world of science and technology. Therefore, Indonesian government admits the important role of

English to accelerate the process of state and nation development. English serves as an international language, consequently many communities in many countries in this world use it in every aspect of human life, such as communication, economics, education, science, and technology.

In accordance with the importance of English for communication, the Indonesian government has endeavored to improve the system of education and human resources development in realizing the objectives of national education. One of the efforts is done by implementing the competency based curriculum in the Vocational High School.

There are four basic skills in English namely listening, speaking, reading, and writing. Speaking is one of the skills. The students can express the meaning well with the appropriate form, such as, in grammar, pronunciation and vocabulary

Unfortunately, many students found difficulties to speak English. There are many factors that influence their ability in speaking. Based on the data that have been collected by writer after doing interview at MTs Ma'arif 02 Kotagajah among seventh grade on November 20th, the writer found that in English learning pedagogy, there are some problems that make it difficult for student to achieve their speaking.

One of the weaknesses which they have in learning English, based on the observation, is speaking performance. Their English speaking performance is still low. The problems as follows: First, the students have low motivation.

Second, environment doesn't support the student to speak English; Third, the students have difficulties to master speaking; Fourth the strategies that used by the teacher is not interesting; And finally, the teachers' monotonous and inappropriate use of teaching method.

Comparing to other method, communicative language teaching seems the most interesting one for the students. In communicate language teaching, students are given opportunities to focus on their own learning process through an understanding of their own styles of learning and through the development of appropriate strategies for autonomous learning. The role of the teacher is that of facilitator and guide, not an all knowing bestowed of knowledge.<sup>1</sup> Applied from linguistics emphasized another fundamental of dimension of language that was inadequately addressed in current approaches to language teaching at the time –the functional and communicative potential of language. They saw the need to focus in language teaching on communicative proficiency rather than on mere mastery of structures.

Communicative language teaching, which focuses on the language development as well as the communicative competences of the students, is widely applied nowadays and has won a common recognition for English learning. As our textbooks have become more and more functional, conventional teaching approaches are being challenged.

Successful application will not be easy to perform in English classes which

---

<sup>1</sup> H. Douglas Brown , *Teaching by Principles*, (Second Edition – San Francisco State University : Longman, 1994) P.43

involve lots of language communication if it is not based on English teachers' solid language competence, as well as their intensive comprehension of the roles to play in class.

Referring the problem above, the researcher chooses this method to be used to increase the speaking performance at the seven grade of MTs Ma'arif 02 Kotagajah. This method is chosen to improve their speaking competence since it provides the students with practices in using English and encourages them to make use of the language naturally.

## **B. Problem Identification**

Based on the background of the study, the researcher formulates the research problem as follows:

1. The students have low motivation.
2. Environment doesn't support the students to speak.
3. The students have difficulties to master speaking.
4. The strategies that used by teacher is not interesting.
5. The teachers' monotonous and inappropriate use of teaching method.

## **C. Problem Formulation**

Based on the background of the study and problem identifications above, the writer formulates the problem in this research is “Can communicative language teaching (CLT) increase the students speaking performance at the seventh grade of MTs Ma’arif 02 Kotagajah?”

#### **D. Objective of The Study**

Objectives of study:

1. To find out whether the use of communicative language learning in teaching English to increase the students' speaking performance or not.
2. To find out how the teaching learning process is when communicative language learning is applied in the speaking class.

#### **E. Benefit of The Study**

The result of the study is expected to be able to give benefits to the students, the teachers, and the other researchers.

1. For the students
  - a. This research is expected to increase the students' English speaking performance.
  - b. This research is hoped to make the students comfort in learning speaking.
  - c. This research is expected to give motivation for the student to speak.



- d. This research is expected to increase the students' vocabularies.
- 2. For the teacher
    - a. This research is expected to support the teacher in teaching learning process.
    - b. This research is recommended the teachers to use an appropriate method.
  - 3. For the others researcher

Communicative language learning probably will be used as a reference for those who want to conduct a research in English teaching process, especially to increase the students' speaking performance.

## CHAPTER II

### REVIEW OF RELATED THEORIES

#### A. Theoretical Review

##### 1. The Concept of Speaking

“Base on Oxford Advanced Dictionary, the definition of speaking is to use express or communicate statement, feelings, ideas, etc, by or as talking and it involves the action in the piece of the speaker as psychological, physiological (articulator) and physical (acoustic) stages.”<sup>1</sup> There are some experts argued the definition of speaking, they are: “According to Thornbury, Speaking is most of part of daily life that we get it for granted. The average people manufacture tens of thousands of word a day, nevertheless somebody such as auctioneers or politicians, can produce another that. So natural and integral is speaking that we omit how we once fighting to get performance as far as, that is, we can practice how to do it all over more than in a foreign language.”<sup>2</sup>

There are some theories that support concept of speaking and one of those explained by O’Grady in Sanggam Siahaan book, that speaking is a mental process. These styles that it is a psychological process by which a talker puts a psychological concept in little linguistics form, like word, phrase, and sentence.<sup>3</sup>

---

<sup>1</sup>A S Hornby, Oxford Advanced Learner’s, New York, Oxford University Press, 2010, the eight edition, p. 13

<sup>2</sup> Scott Thornbury, *How to Teach Speaking*, p. 1

<sup>3</sup> Sanggam Siahaan, *Issues in Linguistics*, (Edisi pertama – Yogyakarta : Graha Ilmu , 2008) P.95

In defining speaking, as asserted by Harmer, speaking is one of the four language skills. Harmer also pointed out that the students ought to be able to pronounce the words correctly if they want to speak English fluently. Moreover, the students also need to be master in intonation, conversation, either transactional or inter personal conversation. The main purpose of transactional function is conveying information and facilitating the exchange of goods and service. While the chief purpose of interpersonal function is maintaining and sustaining good relations between people. Speaking is considered as productive skill because when speaking is occurred, we produce the language.<sup>4</sup>

There seem to be some agreement; however speaking is the ability that students will be judged upon most in the true life situations. It is an important elements of daily relations. But the sense of a person is base on his/ her ability to speak fluently and comprehensively. Therefore, in the real world outside the classroom, the students as much as possible to be able to communication by using English.”<sup>5</sup>

Another definition is stated by Brown advocated that speaking a language is not easy for foreign language learners. It is difficult because of the ability to use the language properly in social interactions are required in effective oral communication. Variety in interaction involves not only verbal communication but also paralinguistic fundamentals of speech such as pitch, stress, and intonation. Furthermore, gestures and body language/posture, facial expression as non-linguistic elements might accompany speech or deliver messages directly without any accompanying speech.<sup>6</sup>

---

<sup>4</sup> Kimtafsirah, Zainal, Yahmawati, *Teaching Speaking*, Jakarta September 2009, p.2

<sup>5</sup> Shohebul Hajad Tetala, “ *HOW TO TEACH SPEAKING SKILL*” in <http://shohib-everything.blogspot.com/2012/01/how-to-teach-speaking-skill.html> 21 october 2012

<sup>6</sup> H. Douglas Brown , *Teaching by Principles*, (Second Edition – San Francisco State University : Longman, 1994) P.241

Moreover, in the specific interpretations of gestures and body language, there is tremendous variation cross- culturally and cross- linguistically.

From the above definition, it can be inferred that speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to use the language properly in social interactions are required in effective oral communication by using some teaching learning methodologies.

## **2. Concept of Communicative Language Teaching (CLT)**

### **a. The Definition of CLT**

Communicative Language Teaching is best regarded as an approach rather than a method (Richard & Rogers, 1986). But in methodology make the difference between methods and approaches, in which methods are kept to be definite teaching organizations with prescribed techniques and exercise, however approaches act on behalf of language teaching philosophies that can be translated and beneficial in a diversity of different manners in the classroom (Rogers, 2001)<sup>7</sup>

“As asserted by Richard the objective of Communicative Language Teaching in language learning is Communicative Competence. It is make communication and language use to centralize of all classroom activities. The communicative approach was studied especially by British applied linguists in the 1980s as a response away from grammar-based approaches such as Situational Language Teaching and the audio-lingual method.

---

<sup>7</sup>Majid Al-Humaidi, *Communicative Language Teaching*

The important principles of Communicative Language Teaching are:

- 1) student use a language through using it to communicate
- 2) authentic and meaningful communications should be the goal of classroom activities
- 3) fluency and accuracy are both important goals in language learning
- 4) communications involves the integration of different language skills
- 5) learning is a process of creative construction and involves trial and error.”<sup>8</sup>

Communicative language teaching led to a re-examination of language teaching goals, syllabuses, materials, and classroom activities and has had a major impact on changes in language teaching world wide.

”Brown considered that “Communicative Language Teaching is a united but generally based, theoretically well informed set of tenets about the nature of language and of language learning and teaching.”<sup>9</sup>

Communicative Language Teaching (CLT) then discusses the meanings of CLT theory in classroom practices, showing the dynamics of context that construct

---

<sup>8</sup> Jack C. Richard, *Longman Dictionary of Language Teaching and Applied Linguists* (Third Edition Person Education Limited2002).P.90

<sup>9</sup> H. Douglas Brown, Op.Cit., P.43

these meanings. It is a view of language, of language learning, and teaching that most teachers aspire to. When CLT theory is put into action in a particular context, a range of issues open up, but these issues do not necessarily negate the potential usefulness of CLT.

While another expert, Sandra J. Savignon said Communicative language teaching (CLT) mentions to both processes and goals in classroom learning. The communicative competence is a central theoretical concept in communicative language teaching, and to introduced in discussions of language apply and second or foreign language learning in the early 1970s.<sup>10</sup>

From the other definition, Communicative Language Teaching is best regarded as an approach rather than a method. It refers to discuss the theory in classroom practices, showing the dynamics of context that construct these meanings. It is a view of language, of language learning, and teaching that most teachers aspire to.

## **b. Design of CLT**

### **1. Objectives**

As asserted by Piepho (1981) in Richrad and Rodgerds book, discusses the ensuing levels of objectives in a communicative approach:

- a. an integrative and content level (language as a means of expression)
- b. a linguistic and instrumental level (language as a semiotic system and an object of learning);

---

<sup>10</sup> Sandra J. Savignon, *Interpreting Communicative Language Teaching*, Yale University : Press New Haven & London 2002. P.1

- c. an affective level of interpersonal relationships and conduct (language as a means of expressing values and judgments about oneself and others);
- d. a level of individual learning needs (remedial learning based on error analysis);
- e. a general educational level of extra-linguistic goals (language learning within the school curriculum).<sup>11</sup>

## 2. Syllabus

“According to Richard & Schmidt curriculum is a program instructions and the order to be taught. Categories language teaching syllabus such as:

- a. grammatical items and vocabulary (see structural syllabus)
- b. the language needed for different types of situations (see situational method)
- c. the meanings and communicative functions which the learner needs to express in the target language (see notional syllabus)
- d. the skills underlying different language behavior or
- e. The text type learners need to master<sup>12</sup>.

The syllabus theory and syllabus styles in communicative language teaching have been board. British criticize applied linguists only changing one kind of list (e.g., a list of grammar items) with another (a list of notions and function). It specified products, rather than communicative processes by Wilkins's original notional syllabus style

---

<sup>11</sup> Jack C Richard, *Approach and Methods in Language Teaching*, (New York : Cambridge University Press), 2001, hal.162

<sup>12</sup> Jack C. Richard, Op.Cit., P.152

There are at present several proposals and models for what a syllabus might look like in Communicative Language Teaching. Yalden (1983) describes the major current communicative syllabus types. We summarize below a modified version of Yalden's classification of communicative syllabus types, with reference sources to each model:

<i>Types</i>	<i>Reference</i>
1. structures plus functions	Wilkins (1979)
2. functional spiral around a structural core	Brumfit (1980)
3. structural, functional, Instrumental	Allen (1980)
4. functional	Jupp and Holdin (1975)
5. notional	Wilkins (1980)
6. interactional	Widdowson (1979)
7. task-based	Prabhu (1983)
8. learner-generated	Candlin (1979), Henner- Stanchina and Riley (1978)

### 3. Types of Learning and Teaching Activities

According to Padila there are two practice styles in communicative approach such as:

- a. Exercises enable to attain communicative objectives of the curriculum, engage Ss in communication, require the use of communicative processes like information sharing, negotiation of meaning, and interaction.
- b. Classroom activities are often designed to focus on completing tasks that are mediated through language or involve negotiation of information and information sharing.



Littlewood (1981) distinguishes between functional communication activities and social interaction activities.

- 1) Comparing sets of pictures and noting similarities and differences, discovering missing features in a map or Functional picture, one learner communicating behind a screen to another one giving instructions on how to draw a picture Communication Activities or shape.
- 2) Conversation and discussion sessions, dialogues, role plays, simulations, skits, improvisations and debates.<sup>13</sup>

#### 4. Learner Roles

The learner is a negotiator (between himself, the learning process, and the object of learning). The implication is that the learner should contribute as much as he gains, and learn in an interdependent way. Learners are expected to interact primarily with each other rather than with the teacher. It gives and receives information.

The role of learner as negotiator- between the self, the learning process, and the object of learning-emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes. The implication for the learner is

---

<sup>13</sup> [http://www.slideshare.net/sergemaister/communicative-language-teaching\(4/1/2013\)](http://www.slideshare.net/sergemaister/communicative-language-teaching(4/1/2013))

that he should contribute as much as he gains, and thereby learn in an interdependent way. (1980: 110)<sup>14</sup>

The Role Of Instructional Materials a wide variety of materials have been used to support communicative approaches to language teaching. CLT view materials as a way of influencing the quality of classroom interaction and language use. The primary role of materials is to promote communicative language use. There are three kinds of material currently used in CLT:

**1. The Role Of Instructional Materials Text-based materials**

There are numerous textbooks designed to direct and support CLT. Their table of contents suggests a kind of grading and sequencing of language practice.

**2. The Role Of Instructional Materials Task-based materials**

A variety of games, role plays, simulations, and task-based communications activities have been prepared to support CLT classes. They are in the form of exercise handbooks, cue cards, activity cards, and interaction booklets.

**3. The Role of Instructional Materials Realia**

Many proponents of CLT have advocated the use of “authentic,” “from life” materials in class. These include: signs, magazines, advertisements, newspapers, pictures, symbols.<sup>15</sup>

---

<sup>14</sup> Jack C. Richard, Op.Cit., P 166

<sup>15</sup> Jack C. Richard, Op.Cit.. P. 80

## 5. Teacher Roles

Several roles are assumed for teachers in Communicative Language Teaching, the importance of particular roles being determined by the view of CLT adopted. Breen and Candlin describe in Richard book, teacher roles in the following terms:

1. The first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts.
2. The second role is to act as an independent participant within the learning-teaching group. The latter role is closely related to the objectives of the first role and arises from it. These roles imply a set of secondary roles for the teacher; first, as an organizer of resources and as a resource himself, second as a guide within the classroom procedures and activities, third role for the teacher is that of researcher and learner, with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning and organizational capacities.<sup>16</sup>

## B.Action Hypothesis

---

<sup>16</sup> Jack C. Richard, Op.Cit., P.77

Based on the frame of theories and assumption the writer formulates the hypothesis as follow:

“By using Communicative Language Teaching, the students will be able to increase their speaking performance at the seventh grade of MTs Ma;arif 02 Kotagajah.”

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Action Object

The object of study is speaking ability, the students' speaking ability especially. It's to know whether the scores of speaking taught by using communicative language teaching better or not by comparing the student's scores before and after being taught by using role play technique.

As the object is speaking ability, the teacher or researcher should know how to select the speaking material in this research. It is important for speaking teachers to take some time to reflect on the material. In the foreign language speaking is often a classroom activity. The writer and teacher determine to select Communicative Language Teaching (CLT). Communicative Language Teaching (CLT) is meaningful communications in classroom activities. It is beginning from identify what the students speak or conversation. The goals are to increase students' speaking ability.

## B. Setting and Subject of the Study

### 1. Setting of the Study

MTs Ma'arif 02 Kotagajah is a formal educational institution under ministry of religious affair. It is located in Pendidikan Street No. 07 Kotagajah, Central Lampung. The total of teacher here are 44. The total of the students are 756. The number of the students class VII<sup>A</sup>

**Table 2**  
The Subject of the Research

Class	Sex		Total
	Male	Female	
VII <sup>A</sup>	14	20	34

### 2. Subject of the Study

The subject of the research is the first grade students of MTs Ma'arif 02 Kotagajah Center Lampung. They are forty five students of class VII<sup>A</sup> of MTs Ma'arif 02 Kotagajah Center Lampung. The writer researches this class because most of the students have low score in English lesson especially in speaking.

## C. Classroom Action Research (CAR)

This research is classroom action research. McNiff states that action research is a name given to particular way of researching your own learning.<sup>1</sup> It means that action research is a practical way of looking at your practice in order to check whether it is as you feel it should be. Moreover, Suharsimi Arikunto explains that classroom action

---

<sup>1</sup> McNiff, Jean Whitehead, *Action Research: Principles and Practice*, Second Edition, London and New York, 2002, P. 15

research is the inquiry about teaching and learning by action in the class.<sup>2</sup> It means that classroom action research is a form of inquiry that enables practitioners everywhere to investigate and evaluate their work in the class. From the explanation above, it can be inferred that classroom action research is a research in teaching and learning in the class which the aim is to solve problem or to repair something.

The aim of the research is to find the problem solving. In this research the writer needs a collaborator to help her in this action research it is caused as a new writer. Arikunto defines collaboration research is a research which be done together by helping a friend.<sup>3</sup> In this research, the writer asks Repiyati.S.Pd as a collaborator.

The aims of action research are:

1. To get a new innovation in learning
2. To develop the curriculum regional/national
3. To improve the education professionalism<sup>4</sup>

Action research is a form of *collective self-reflective* enquiry undertaken by participants in social situation in order to improve the rationality and justice of their own social or education practices, as well as their understanding of these practices and the situations in which these practices are carried out.<sup>5</sup> It means that action research is a practical way of looking at your practice in order to check whether it is as you feel it should be.

---

<sup>2</sup> Suharsimi Arikunto, *Penelitian Tindakan Kelas*, Jakarta: Bumi Aksara, 2007, p.3

<sup>3</sup> *Ibid.*, p.22

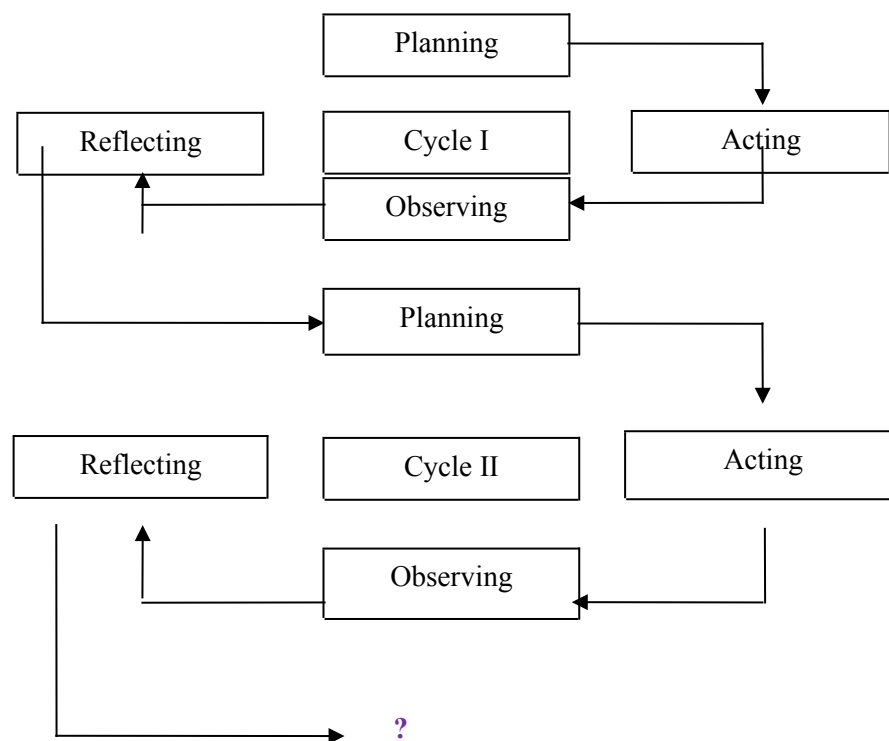
<sup>4</sup> *Ibid.*, p.108

<sup>5</sup> McNiff, Jean Whitehead. *Op.Cit.*, p.24

Action research deals with social practice and it involves the direct interaction of teachers and group of students. It is portrayed as a cyclical spiral process involving step of planning, acting, observing, and reflecting.<sup>6</sup>

It is normal for a project to go through two or more cycles in an interactive process; the improvement of research can be seen from a series of cycles, each incorporating lesson from previous cycle

Here is step of classroom action research design:



Picture 1. Spiral Classroom Action Research.<sup>7</sup>

<sup>6</sup> Suharsimi Arikunto, *Penelitian Tindakan Kelas*, Jakarta: Bumi Aksara, 2007, p.16

<sup>7</sup> *Ibid*, p. 16



Classroom Action research (CAR) Cycles are:

1. Cycle I

a) Planning

Planning is the first step in every activity, Writer explains about what, why, when, where, who and how the action is done.<sup>8</sup> Without planning, the writer's activity will not focus. The planning will be reference in doing action. Here is the step that the writer can make in planning:

- 1) The writer identifies the problem causes and finds the problem solving
- 2) The writer makes a lesson plan
- 3) The writer prepares the material, approach and technique of teaching
- 4) The writer prepares the source of learning
- 5) The writer prepares format to observe
- 6) The writer prepares format to evaluate the students' activities after teaching learning process.

b) Acting

Doing action is the second step in activity. It is the realization from the planning the writer has made.<sup>9</sup> Without the action the planning just imagination that never can be real. After finishing the planning, the learning process will be done in the seventh grade of MTs Ma'arif 02 Kotagajah. It describes about teaching procedures of the research. There are the steps that the writer does in the action:

---

<sup>8</sup> *Ibid*, p. 17

<sup>9</sup> *Ibid*, p. 18

- 1) The teacher applies the lesson plan
- 2) The teacher explains the advantages of using CLT in teaching speaking
- 3) The teacher explains the strategies of learning speaking
- 4) The teacher guides the students in teaching learning process based on the lesson plan.

c) Observing

Observing is the activity of recording the even and action. Based on the observation, the writer can determine whether there is anything that the writer has to be improved soon in order that the action can achieve the aim of writer wants. The observation is doing in teaching learning process. In this step, the writer observes the process of teaching learning by using form of observation.

d) Reflecting

The reflecting is the fourth steps that writer is done. The writer will try to see and amuse again something that writer has done. It is also know whether there is effect to the students' learning process. By reflection, the writer and teacher will know the strength and weakness from action that the writer and teacher have done. The writer decides that the next cycle focused on the weakness in preview cycle.

2. Cycle II

a) Planning

- 1) The writer identifies the problem and finds the problem from the first cycle
- 2) The writer makes a lesson plan
- 3) The writer prepares the material, method and strategy of teaching
- 4) The writer prepares the source of learning
- 5) The writer prepares format to observe
- 6) The writer prepares format to evaluate the student's activities after teaching learning process.

b) Acting

The writer applies the action plan II.

c) Observing

In this step, the writer observes the process of teaching learning by using format of observation to collect the data in action plan II.

d) Reflecting

In this step, the writer will compare the score of pre-test and post test. The writer reviews and reflects on students' activity and teacher performance whether it is positive or negative, the second cycle enough or need for the next step.

#### **D.Data Collection Technique**

To collect the data, the writer uses the data collection method as follows:

1. Observation

Observation is the election modification, recognition, and coding combination in behavior and organism situation that suitable with empires goals.<sup>10</sup>

The writer uses the method to get the data about student's activities such as students' comprehend in question answer, students' reading activity, and students' good participant. The teachers and students' activities are observed and notice by the observer.

---

<sup>10</sup> Edi Kusnadi, *Metode Penelitian*, Metro:STAIN Metro, 2008,p. 115

## 2. Tests

Test is the sequence of questions or statement that is used to measure skill, knowledge, intelligence, ability that have by individual or group.<sup>11</sup>

The material in pre-test and post-test are different but have same difficulties.

The test consists of pre-test and post-test. The types of the test are multiple choices and comprehension text.

### a. Pre-test

The pre-test was given in the first meeting before doing treatments in order to know ability of the students before doing the action research.

### b. Pos-test

The post-test was given in the last meeting after doing treatments to find out whether the treatments gave any contribution to the students' achievement in the class or not. The improvement can be seen if the average score of the post-test is higher than pre-test. This step will be done after the treatment to know the influence of the CSR whether it is able to improve the student's Reading Comprehension.

## 3. Documentation

Documentation is data collection method by investigating object written such as book, magazine, document, note and others.<sup>12</sup>

---

<sup>11</sup> *Ibid*, p.105

<sup>12</sup> *Ibid*, p.119

The writer uses this method to get the data about the history of the school, the sum of teacher, official employed and students at MTs Ma'arif 02 Kotagajah.

#### 4. Field Note

“ You would keep notes situation ‘in the field’ as important instances of critical incidents. The field can be a workplace, a bus queue, a classroom, a home.”<sup>13</sup> It means that the researcher needs the field note to record all the data. It case the research analyzes the data. It is done during the teaching learning process.

### **E.Data Analysis Method**

#### Formula of the Research

Data analysis will be conducted by taking the average score of the pre-test and post- test in cycle 1 and cycle 2. The formula to get the average of pre-test and post-test as follow:

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

Note:

$\bar{x}$  = Average score

$\sum x$  = The total number of student's score

N = Total of Students<sup>14</sup>

---

<sup>13</sup> Ngaliman Purwanto, *Evaluasi Pengajaran*, (Bandung : PT Remaja Rosda Karya), P.102

<sup>14</sup> Burhan Nurgiyanto, Gunawan dan Marzuki, *Statistik Terapan untuk Penelitian Ilmu-Ilmu Sosial*, Yogyakarta, Gajah Mada University Press, 2004, P.64

Furthermore, to know the result the writer will compare between pre-test and post test. Then, the result is matched by minimum standard criteria (MMC) at the school at least 70. If from the cycle 1, there are some students are not successful so we conduct cycle 2. The minimum cycle in classroom action research is two cycles. So, if in cycle 2 all of the students are successful. It is not continue to other cycle.

#### **F.The Indicator Of Success**

Data of attitude changing, behavior, and motivation is analyzed and determined the descriptive, so that can be seen the changes.

The indicator of success can be grouped in two aspects they are:

1. The indicator of success of the process. It can be describe as follow:
  - a. The learning process becomes interesting and fun
  - b. The students follow the learning process actively
  
2. The indicator of success of the product. It is determined as follow:
  - a. The speaking learning is liked by the students
  - b. The students able to speak English correctly
  - c. 70% students can be achieve the grade of MMC 70

## **CHAPTER IV**

### **RESULT OF THE RESEARCH**

#### **A. Description of the Research Location**

##### **1. Short History About the Establishment of MTs Ma'arif 02 Kotagajah**

MTs Ma'arif 02 Kotagajah is a formal educational institution under ministry of religious affair. It is located in Pendidikan Street No. 07 Kotagajah, Central Lampung. The headmaster of this school is Hi. Subroto, S. Pd.

Vision and mission this school namely:

- a. Vision
  - 1) Optimal in performance
  - 2) Superior in character
- b. Mission
  - 1) Enhancing the professionalism of teachers in the implementation of daily assignment
  - 2) Increasing the absorptive capacity/quality of education in accordance with the development of science and technology.

- 3) Improving the ability of the students in accordance with the conditions of the existing potential society
- 4) Operating the Islamic education so that it built up the students that have an Islamic outlook and noble.

## **2. The Building Condition of MTs Ma'arif 02 Kotagajah**

Islamic junior high school ma'arif 02 kotagajah has building units that consist of:

1. 13 classrooms
2. 1 principal's room
3. 1 teacher's room
4. 1 library
5. 1 kitchen
6. 1 school health unit (UKS)
7. 1 computer laboratory
8. 1 teacher's bathroom
9. 8 student's bathrooms
10. 1 warehouse
11. 1 ceremony yard



### 3. The condition of MTs Ma'arif 02 Kotagajah

1. The name of school : MTs Ma'arif 02
2. The status : Private
3. NSS/NSM : 212180214044
4. Address : Kotagajah, Central Lampung
5. Year of Education : 1974
6. Land area : 1.550 m<sup>2</sup>
7. Building area : 1.250 m<sup>2</sup>

### 4. List of the teacher and staff

This is list name of the teacher and staff of MTs Ma'arif 02 Kotagajah:

Table 1

Teacher and Staff List of MTs Ma'arif 02 Kotagajah:

NO.	NAME	POSITION
1	Hi. Subroto, S.Pd.	Headmaster
2	Drs. Hi. Muhibin	Teacher
3	Dra. Sunarti	Teacher
4	Drs. Hi. Ali Mustofa, M.Pd.I.	Teacher
5	Syamsuddin	Teacher
6	Tugino	Teacher

7	Sugianto, BA	Teacher
8	Imam Mursid	Teacher
9	Hi. Najamuddin, S.Pd.I	Teacher
10	Drs. Usman, M.Pd.I	Teacher
11	Seger, BA	Teacher
12	Drs. Junaedi	Teacher
13	Ahmad Dahlan, S.Pd	Teacher
14	Karyadi, A,Md.	Teacher
15	Ismail, S.Pd	Teacher
16	Yulinar, A.Md.	Teacher
17	Siti Choiriyah, S.Ag.	Teacher
18	Supriyanto, S.Pd.I	Teacher
19	Widiyawati, A.Md.	Teacher
20	Aris Purdiyanto, S.Pd	Teacher
21	Dadi Desi Lestari, S.Pd	Teacher
22	Ismiati, S.Pd.I	Teacher
23	Ganep Hariyono, A.Ma.Pd.	Teacher
24	Asep Ariadi, S.Pd	Teacher
25	Eka Rahmawati, S.Pd	Teacher
26	Ahmad Ridwan, S.Kom	Teacher
27	Ambarukminingsih, S.Pd	Teacher
28	Ahmad Syamsul Hidayat, S.H.	Teacher

29	Eni Solekhah, S.Pd.I	Teacher
30	Syamsul Indarto, S.Pd.I	Teacher
31	Puji Rahayu, S.Pd	Teacher
32	Anton Yulia Rosyed	Teacher
33	Lilis Kurniawati, S.Pd	Teacher
34	Akhmad Syarief Kurniawan, S.Pd.I	Teacher
35	Rezza Nickyntia Putri, S.Pd	Teacher
36	Rosy Iwan Sefianto	Teacher
37	Wahyu Dwi Riawan R.,S.Pd	Teacher
38	Rudiyanto, S.Pd.	Teacher
39	Dewi Marlina, S.Pd.	Teacher
40	Siti Maysaroh, S.Pd	Teacher
41	Siti Rohimah, S.Pd.I	Teacher
42	Destia Setianingrum, S.Pd	Teacher
43	Tri Permadi, S.Pd	Teacher
44	Roni Handoko, S.Pd	Teacher

Source: The Profile book of MTs Ma'arif 02 Kotagajah

Date: May 22<sup>th</sup> 2013

## 5. Total of the Students

Table 2

### The Numbers of Students Islamic Junior High School Ma'arif 02 Kotagajah

NO.	Class	Volume		
		Male	Female	Total
1.	VII.A	14	20	34
2.	VII.B	23	10	33
3.	VII.C	10	20	30
4.	VII.D	15	21	36
5.	VII.E	10	20	30
6.	VII.F	11	21	32
7.	VII.G	17	22	39
8.	VII.H	12	20	32
<b>Total</b>		<b>112</b>	<b>154</b>	<b>266</b>
9.	VIII.A	11	20	31
10.	VIII.B	10	20	30
11.	VIII.C	15	20	35
12.	VIII.D	12	21	33
13.	VIII.E	10	22	32
14.	VIII.F	12	23	35
15.	VIII.G	11	25	36
16.	VIII.H	12	20	32
<b>Total</b>		<b>93</b>	<b>171</b>	<b>264</b>
17.	IX.A	18	19	37
18.	IX.B	15	19	34

19.	IX.C	11	19	30
20.	IX.D	17	20	37
21.	IX.E	16	19	35
22.	IX.F	10	20	30
23.	IX.G	13	19	32
<b>Total</b>		<b>100</b>	<b>135</b>	<b>235</b>
<b>Total of amount</b>		<b>305</b>	<b>460</b>	<b>765</b>

### **B.Description of the Research Result**

This research used action research approach. That has purpose to increase the activity and the study result of MTs Ma'arif 02 Kotagajah conducted in 2 cycles. The students result was gotten through test that was given to the students in the begin research and in the end of every cycle, while the activity data was gotten from the observation the learning activity was happened.

The researcher collaborated its research with English Teacher of seventh grade of students at MTs Ma'arif 02 Kotagajah, her is Mrs. Widiyawati A.Md. Before implementation the treatment the researcher and the collaborator prepared the lesson plan. Starting from the first cycles was done in May 22<sup>th</sup>, 2013 and then the second cycles were done in June 4<sup>th</sup>, 2013. Each

cycle consist of planning, acting, observing and reflecting. These were research finding of cycle 1 and cycle 2 by every step inside.

## 1. Cycle 1

### a. Planning

In the cycle the researcher and the collaborator (Miss.Widiyawati A.Md) prepare the lesson plan and instrument that would be examined as the pre-test and post-test in cycle 1 prepared the media that used in oral speaking made observation sheet of the students' activity, identified the problem and found the cause of problem at the first and the end of learning activities, and the researcher planned to give evaluation to measure how far the material that have been taught can be accepted by the students.

### b. Acting

The action in the cycle 1 consisted of 3 meeting. The first meeting was used to pre-test. The second and third meeting was used to the action, and the fourth meeting as the last meeting in the cycle 1 used to post-test. The explanation of every meeting will be explained below:

#### 1) The first meeting

The meeting was done on Thursday, May 23<sup>st</sup>, 2013. In this meeting the researcher was being a teacher and the collaborator was being observer. The meeting was started by greeting, then the teacher asked the leader of the class to lead their friends to pray together, and then the teacher checked the students' attendance and asked the condition of students. The researcher gave pre-test to the students. The kind of test is oral speaking. Base on the pre-test, the student seemed difficult to speak. There were many student complain that it was very difficult.

The pre-test was done for 30 minutes to measure how far the students have mastered the material which have given. The result of pre-test can be seen on table below:

Table 3

Students' Score at Pre-test

No.	Name	F	P	V	GA	IS	Total score	Target > 70
1	AA	10	7	10	10	13	50	Failed
2	AB	10	15	15	10	20	70	Pass
3	BB	7	13	12	15	10	57	Failed
4	BC	10	5	10	10	10	45	Failed
5	CC	12	15	15	10	20	72	Pass
6	CD	10	8	13	12	15	58	Failed
7	DD	6	13	12	15	10	56	Failed
8	DE	10	15	15	15	15	70	Pass

9	EE	10	10	10	10	14	54	Failed
10	EF	11	15	15	20	10	71	Pass
11	FF	9	5	15	10	10	49	Failed
12	FG	10	10	15	15	16	66	Failed
13	GG	5	8	10	8	10	41	Failed
14	GH	10	15	15	10	20	70	Pass
15	HH	10	15	13	12	20	70	Pass
16	HI	7	10	15	10	10	52	Failed
17	II	10	7	10	10	10	47	Failed
18	IJ	7	12	8	10	10	47	Failed
19	JJ	15	15	10	11	20	71	Pass
20	JK	10	10	7	10	10	47	Failed
21	KK	10	10	10	10	9	49	Failed
22	KL	9	7	10	8	10	44	Failed
23	LL	10	5	10	10	13	48	Failed
24	LM	8	5	10	10	10	43	Failed
25	MM	11	15	15	20	10	71	Pass
26	MN	10	15	10	15	20	70	Pass
27	NN	10	10	9	10	10	49	Failed
28	NO	10	10	13	10	11	54	Failed
29	OO	7	10	8	10	10	45	Failed
30	OP	9	10	10	10	10	49	Failed
31	PP	7	10	6	10	10	43	Failed
32	PQ	15	10	10	15	20	70	Pass
33	QQ	7	10	10	8	12	47	Failed
34	QR	8	10	10	8	11	47	Failed
	Total score						1885	
	Highest score						72	
	Average score						55.58	

Table 4  
The frequency of the students' pre-test score



No.	Student's score	Frequency	Percentage (%)
1	40-44	4	11,76 %
2	45-49	12	35,29 %
3	50-54	4	11,76%
4	55-59	3	8,82 %
5	60-64	-	-
6	65-69	1	1,94 %
7	70-74	10	29,41 %
Total		34	100%

From the result of pre-test, it can be seen that the score of the students were various. The highest score is 72 and the lowest score is 41. The average score of pre-test is 55.58. From the table 6, we know that there are 24 students who got the score below the target (under the MSC) and 10 students got score above the MSC. So, based on the result of pre-test, it can be seen that the target of teaching based on Minimum Standard Criteria (MSC) has not been achieved yet.

## 2) The Second Meeting

The second meeting was conducted on Thursday, May 24<sup>th</sup>, 2013. In this meeting the researcher was being the teacher

and the collaborator was being the observer. At the beginning of teaching learning process, the researcher greeted the students by saying, “good morning, nice to meet you all my students” and all of the students answered by saying “good morning too Miss and nice to meet you too”, the researcher checking the attendance list, and asking the students’ condition. Before going to the material, the researcher asks the students to mention kinds of speaking. Then the students mention kinds of reading that they know. The researcher writes the kinds of speaking that was mentioned by the students on the white board. Then, the researcher read it and the students repeat after her. After that, the researcher explains the material. Then the researcher gives the example how to speak English by oral correctly. After that, the researcher gives chance to the students to speak one by one.

In this stage, the condition of the class was not effective because still there many students who were noisy, students were less active in teaching and learning process. In the end of meeting, the teacher gave motivation to the students and stimulating the students to conclude the material. And then, the researcher greets to closing the meeting.

### **3) The Third Meeting**

The third meeting was conducted on Monday, May 27<sup>th</sup> 2013. This meeting used to post-test after the students given action. The meeting started by praying, greeting, checking the attendance list, and asking the students' condition. Then, the researcher gave post-test to the students. The kind of speaking test, the researcher gave a picture to relate with the material, and then the students practice to speaking about job in front of the class one by one. In the post-test 1 only 21 students who got good score, but the result of the students' test was better than the students' test before giving treatment.

Table 5  
Students' Score at Post-test 1

No.	Name	F	P	V	GA	IS	Total score	Target > 70
1	AA	13	10	12	15	20	70	Pass
2	AB	15	18	15	13	20	81	Pass
3	BB	15	15	17	15	15	77	Pass
4	BC	10	13	10	10	12	55	Failed
5	CC	14	18	18	18	20	85	Pass
6	CD	12	15	16	12	18	73	Pass
7	DD	12	15	15	16	15	73	Pass
8	DE	10	15	15	15	18	75	Pass
9	EE	12	13	15	11	17	67	Failed
10	EF	12	15	15	20	13	75	Pass
11	FF	12	10	13	15	20	70	Pass
12	FG	13	12	16	18	18	77	Pass
13	GG	10	12	12	10	12	56	Failed

14	GH	13	18	18	18	20	84	Pass
15	HH	14	15	14	15	20	78	Pass
16	HI	12	13	15	11	17	67	Failed
17	II	12	10	13	15	20	70	Pass
18	IJ	12	15	15	16	15	73	Pass
19	JJ	17	17	15	16	20	85	Pass
20	JK	12	13	15	12	18	69	Failed
21	KK	10	10	10	10	10	50	Pass
22	KL	12	11	12	15	15	65	Failed
23	LL	14	14	12	13	15	68	Failed
24	LM	10	10	10	10	10	50	Failed
25	MM	13	17	16	20	11	77	Pass
26	MN	10	14	10	16	20	70	Pass
27	NN	11	11	13	15	20	70	Pass
28	NO	12	12	15	12	12	63	Failed
29	OO	10	10	10	10	10	50	Failed
30	OP	14	14	15	15	15	73	Pass
31	PP	10	12	9	12	13	56	Failed
32	PQ	17	13	15	15	20	80	Pass
33	QQ	10	10	10	8	12	50	Failed
34	QR	10	13	12	10	15	60	Failed
Total Score							2342	
Highest Score							85	
Average Score							68.88	

Source : The result score of post-test cycle I

Date : Monday, May 27<sup>th</sup> 2013

Table 6  
The frequency of the students' post-test score

No.	Student's score	Frequency	Percentage (%)
1	50-54	4	11.76 %

2	55-59	3	8.82 %
3	60-64	2	5.88 %
4	65-69	5	14.70 %
5	70-74	9	26.47 %
6	75-79	6	17.64 %
7	80-84	3	8.82 %
8	85-89	2	5.88 %
Total		34	100%

c. Observation

At this stage the observation was done by the researcher and collaborator during learning process. There were some observations that had been done such as; observation on the students' activities, teacher notes, and observation on the result of the evaluation.

1) Students' Activities

In observing, the researcher presented in one meeting in cycle 1 of learning oral that relate with describe jobs . In this meeting the researcher gave the material to the students but the students still have difficulties to describe jobs. The observation that was conducted on students' activities are; give

an attention to the teachers' explanation 54,8%, understand the material and make the note 51,6 %, practice to speak by oral correctly 54,8%, and give example of material 48,3 %.

## 2) Teachers' Note

At this stage the researcher made a note of students' activities. From the observation on cycle 1 in the beginning of learning before the researcher used oral reading strategy. Most of students still seemed confused in the class, most of students who difficulty to do the test was given, and most of students are not active in the learning process.

## 3) Evaluation

Evaluation was given in cycle 1 are pre-test in beginning of learning and post-test was given at the end of learning. From the result of pre-test that was given the researcher obtained the result: the highest score was 72 and the lowest score was 41. The average at the pre-test was 55.58. Then the result of post-test 1 that was given the researcher obtained the result: the highest score was 85 and the lowest score was 50. The average score of post-test 1 was

## d. Reflection

Based on the result of the first meeting, the researcher analyzes the difficult in speaking learning process. In the second meeting, the students got many difficulties to describe something, because the researcher doesn't explain, and the researcher doesn't use speaking performance well. So, the students difficult to read English vowels well. In this meeting, there are many students felt bored in the class because the reading material not enough interested.

With the end of cycle 1, the researcher and collaborator do the reflection together. Based on the data entered the reflection in cycle 1 was still found in the deficiencies that occurred in the cycle 1. As for deficiencies in the first cycle, there are; when explaining the material the researcher less attention to the students, so that still there students who are noisy and some students got failure in the test of cycle 1.

The reflection result can be inferred that:

- 1) The researcher should be more assertive and paying more attention in order that the students can pay attention to the teacher when explaining the material.
- 2) The researcher should in around to monitor the students one by one.

- 3) The researcher should give more attention to the students who are responsive.

## 2. Cycle II

Because the action was not success, in order that in the stage need to be held the cycle II again to repair the weakness in the cycle I. The step of cycle II as follow:

### a. Planning

Based on the observation and reflection in cycle I, it showed failure. So, we try to received it and arrange the planning for cycle II. In this meeting the researcher and collaborator would gave the speaking material more interested than in cycle I. The researcher prepared the lesson plan, prepared the material, prepared the media that used communicative language teaching, made observation sheet of the students' activity 2, identified the problems and found the cause of problems and try to overcome the problems. The researcher planned to give evaluation to measure the level of English speaking that they have been master.

### b. Action



The action in the cycle II consist of two meeting, one meeting for the action, and one meeting for the post-test. The explanation of every meeting will be explained below:

#### 1) The First Meeting

The first meeting was done on Wednesday, May 29<sup>th</sup> 2013. This meeting was opened by praying, greeting, asking the students' condition and checking the attendance list. In this meeting, the researcher gave oral speaking and reading material more interested in teaching and learning process.

After that, the researcher was explaining the material more clearly than before, and the researcher gave the example how to pronounce and speak English correctly. The next stage, the researcher gave the speaking material more interested to the students, and then the researcher gave the chance to the students to speak one by one in front of the class. It made the students more active and communicative.

The condition in the class of this meeting more effective than before. In the end of teaching and learning process, the researcher gave the evaluation to measure how far the material that the researcher explain can be understand by the students.

#### 1) The Second Meeting

The second meeting was conducted on Monday, June 3<sup>th</sup> 2013. This meeting used to post-test 2. The researcher gave post-test to the students. In this meeting, most of the students could practice how to read English vowels well. It can be seen from the result of post-test II. There are 30 of 34 students got score above the MSC (Minimum Standard Criteria).

c. Observation

At this stage, the observation was done by the researcher and collaborator during learning process. There were some observations that had been done such as: observations on the students' activities, teachers' note, and observation on the result of the evaluation.

1) Students' Activities

Observation was done on the cycle II was similar to the observation of the cycle I. From the observation of the students' activities on cycle II, can be seen that gave an attention to the teachers' explanation 87 %, understand the material and make the note 80,6 %, give example of material 90,3 %, and practice to read by oral correctly 80,6 % from all students.

2) Teachers' Note

From the observation on cycle II, most of the students were interested in following the lesson, most of the students could practice well and correctly, most of the students were active during teaching learning process.

### 3) Evaluation

Evaluation was given on cycle II was post-test 2 was given at the end of learning. The result of test, the highest score was 95 and the lowest score was 65. The average score of post-test 2 is 78,7.

### d. Reflection

With the end of cycle II, the researcher and collaborator did reflection together. Based on the result of observation learning process on cycle II, it can be inferred that most of the students pay attention the teacher. From the test result, it can be said that the teaching learning process was successful, because the students who got score under the minimum standard criteria only 3 students. It mean that the teaching learning process using oral reading as a strategy have positive effect and oral reading can increase the students' English vowels mastery.

Table 7

## The Students' Score at Cycle 2

No.	Name	F	P	V	GA	IS	Total score	Target > 70
1	AA	15	11	13	16	20	75	Pass
2	AB	17	20	16	17	20	90	Pass
3	BB	16	17	18	16	15	82	Pass
4	BC	13	13	13	15	16	70	Pass
5	CC	15	19	20	19	20	93	Pass
6	CD	14	16	17	13	20	80	Pass
7	DD	15	16	18	14	18	81	Pass
8	DE	15	18	18	17	20	88	Pass
9	EE	14	14	15	13	19	75	Failed
10	EF	14	16	16	20	14	80	Pass
11	FF	13	13	14	17	20	77	Pass
12	FG	13	12	16	19	20	80	Pass
13	GG	11	13	12	11	13	60	Failed
14	GH	14	19	20	19	20	92	Pass
15	HH	15	15	14	16	20	80	Pass
16	HI	13	14	15	11	18	70	Failed
17	II	13	12	14	16	20	75	Pass
18	IJ	13	16	15	16	17	77	Pass
19	JJ	18	18	15	18	20	89	Pass
20	JK	15	15	17	13	19	79	Pass
21	KK	12	13	13	12	15	65	Failed
22	KL	13	12	14	16	18	73	Failed
23	LL	15	15	13	14	15	72	Failed
24	LM	11	12	11	11	12	57	Failed
25	MM	13	17	16	20	14	80	Pass
26	MN	14	15	14	18	20	81	Pass
27	NN	15	15	15	20	20	85	Pass
28	NO	13	13	16	13	15	70	Failed
29	OO	12	13	15	13	13	66	Failed

30	OP	15	16	16	16	17	80	Pass
31	PP	13	14	15	15	18	75	Failed
32	PQ	18	17	17	18	20	90	Pass
33	QQ	13	12	15	15	15	70	Failed
34	QR	12	15	13	15	18	73	Failed
Total Score							2630	
Highest Score							93	
Average Score							77,35	

Table 8  
The frequency of the students' post-test score

No.	Student's score	Frequency	Percentage (%)
1	55-59	1	2,94 %
2	60-64	1	2,94 %
3	65-69	2	5,88 %
4	70-74	7	20,58 %
5	75-79	7	20,58 %
6	80-84	9	26,47 %
7	85-89	3	8,82 %
8	90-94	4	11,76 %
Total		34	100%

From the table above, it can be seen that the score of the students in post-test 2 is various. The highest score is 93 and the lowest score is 57. The average score of post-test 2 is 77,35. From the table we know that there are 4 students who got the score below the target or under minimum standard criteria (MSC), and 30 students got score above the minimum standard criteria. So, based on the result of post-test 2, it can be seen that the target of teaching based on MSC has been achieved.

### **C. Discussions**

Communicative Language Teaching would be easier to teach when supported, because the lesson will take more concrete for students and the students have to complete understanding. During the research, the researcher observed that the students were interested in teaching and learning speaking. They were enthusiastic the learning process.

The researcher assumes that teaching by communicative language teaching can increase the students' speaking performance. By using communicative language teaching the students learn speak English easier because the students could practice how to speak English language more easily and effectively. So, it

has proved that communicative language teaching in learning speaks English. Especially for the students at the seventh graders of MTs Ma'arif 02 Kotagajah.

## **1. The Result of Students Learning**

### **a. The Result of the Students Pre-test**

The researcher conducted the pre-test to know the students' speaking performance before implementing the treatment. It was done on Wednesday, May 22<sup>th</sup>. From the result of pre-test shown that most of the students difficult for doing the test. Based on the table 6 the students' average were 65, it shows that most of the students have not passed yet in achieving the Minimum Standard Criteria (MSC) 70. In this stage, only 9 students out of 31 students passed of the minimum standard criteria.

### **b. The Result of the Students Post-test 1**

In this research, to know the students' English vowels mastery before implementing the treatment the researcher conducted the post-test 1. It was done on Wednesday, May 29<sup>th</sup>. Based on the table 7 the students' averages were 68.88. It shown that most of the students have not passed yet in achieving the minimum standard criteria 70. In this stage there are 20 students out of 34 students passed of the minimum standard criteria. It can be seen that most of the students failed in achieving material.

### **c. The Result of the Students Post-test 2**

The researcher conducted the post-test 2 to know the students' English vowels mastery after implementing the treatment. It was done on Monday, June 03<sup>th</sup> 2013. Based on the table 8 it can be seen that the students' average was 77,35. It shown that most of the students have passed in achieving the minimum standard criteria (70). In this stage, 30students of 34 students passed of the minimum standard criteria. It can be seen that most of the students passed in achieving material.

#### d. The Comparison of Pre-test and Post-test

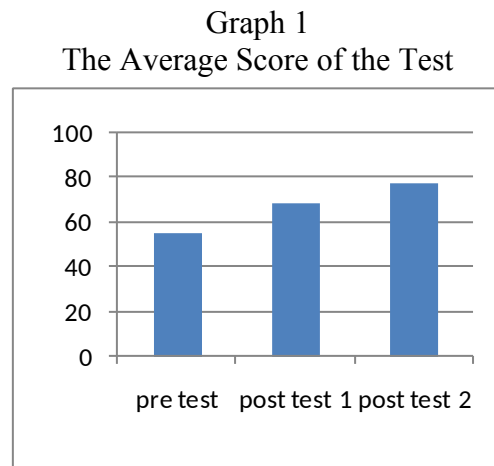
The score from the implementation of the cycle 1 and 2 can be seen in the table result of students' learning below.

Table 9  
The Average of the Result

	Test		
	Pre-action (pre-test)	Cycle 1 (post-test1)	Cycle 2 (post-test 2)
Total	1885	2342	2630
Average	55.5	68,8	77,3



Based on the table above, it can be describe in the graph 1 as follow:



Based on the table and the graph above, in the cycle 1 from the pre-test to the post-test have progress average score from 55.8 to 68,8. There is increasing about 13 point. Then from the cycle II have progress average score from 68.8 to 77.7, there is increasing about 8.9 point.

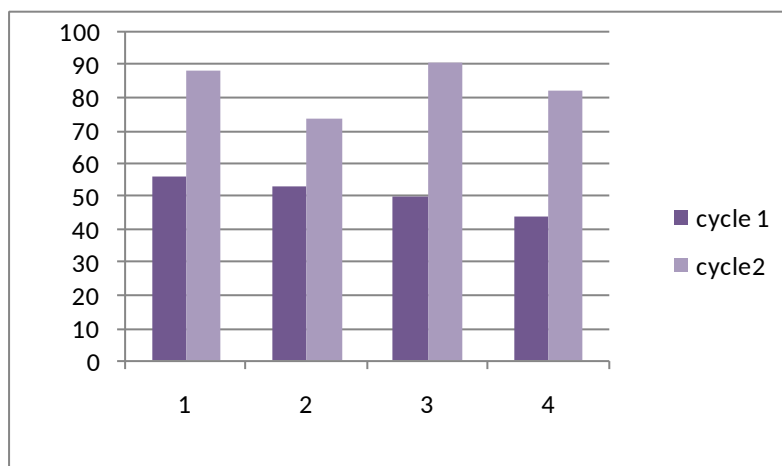
## 2. The Result Observation of Students' Activities

This observation result was gotten when the learning process happened by collaborator. The result of the students' learning activity observation can be seen in the table below:

Table 10  
Result of Students' Activities

No	The Aspect that Observed	Cycle 1	Cycle 2	Increasing
1	give an attention to the teachers' explanation	55,8 %	88,2 %	32,4 %
2	Understand the material and make the note	52,9 %	73,5%	20,6 %
3	Give example of material	50 %	91,1 %	41,1%
4	Practice to read by oral correctly	44,11 %	82,3 %	38,1%

Graph  
The Result of Students' Activities



Based on the table and the graph above, from the cycle 1 to the cycle 2 have progress average score in every aspect of students' activities. There is increasing about 32,3 point in the activity student

give an attention to the teacher explanation, from the cycle 1 to the cycle 2 have progress average score from 54,8 to 87. Then from the cycle 1 to the cycle 2 in the activity student understand the material and make the note have progress average score from 51,6 to 80,6, there is increasing 29. Then there is increasing about 35,5 point in the activity student give example of material, from the cycle 1 to the cycle 2 have progress average score from 54,8 to 90,3. And also in the activity student do practice to read by oral correctly from cycle 1 to the cycle 2 have progress average score from 48,3 to 80,6, there is increasing 32,3 point.

Based on the above discussion, it can be concluded that the use of communicative language teaching can increasing students' speaking performance, of MTs Ma'arif 02 Kotagajah.

#### **D. Interpretation**

In this research, pre-test have done individually. It is aimed to know the ability of the students before and having a treatment. From the result of pre-test and post-test in cycle 1 we know that there was an increasing from the students' result score. It can be seen from the average 55.5 become 68,8. It's mean the increase of pre-test and post-test was 13%.

From the teaching learning activities the writer and her collaborator found that in learning activities students more active and they were looked and enjoy in

learning English using communicative language teaching. It motivates to increase the teaching activities.

The result of post-test in cycle 1 and post-test in cycle 2 shows that communicative language teaching has increased the students' speaking ability. Their average scores increases from 68,8 up to 77,7. It means that the students could achieve the target. The target is 70% students gained scores 70. It means that the students' score could achieve the target.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result of implementation of learning Speaking performance through the use of communicative language teaching in two cycles of the classroom action research, the researcher would like to give the conclusion as follows:

The students at the seventh grade of MTs Ma'arif 02 Kotagajah progress during the teaching and learning activity by using communicative language teaching is better. The students' ability in speak English performance can be increased. It is supported by result of pre-test that is lower than the result of post-test. The average score pre-test is 55,8, the average score of post-test in cycle 1 is 68,8, and the average score of post-test in cycle 2 is 77,7. So, there is progress from 55,8 to 68,8 and finally be 77,7. It means that the action research hypothesis which stated that "the application of communicative language teaching increase the students' speaking performance.

The process in English learning using communicative language teaching could help the students at the seventh grade of MTs Ma'arif 02 Kotagajah in increasing speaking performance. It can be seen from the data, such as; there is

increasing about 32,4 point in the activity student give an attention to the teacher explanation, from the cycle 1 to the cycle 2 have progress average score from 55,8 to 88,2. Then from the cycle 1 to the cycle 2 in the activity student understand the material and make the note have progress average score from 52,69 to 73,5, there is increasing 20,6 point. Then there is increasing about 41,1 point in the activity student give example of material, from the cycle 1 to the cycle 2 have progress average score from 50 to 91,1 . And also in the activity student do practice to speak by oral correctly from cycle 1 to the cycle 2 have progress average score from 44,11 to 82,3, there is increasing 38,1 point. The students' motivation in English learning process is also increased. The students felt easy and enjoy in understanding the material that was given.

Communicative language teaching can be chosen as the aid to teach speak English. This can be concluded from the students' learning result in every cycle. The result of post-test in cycle 1 and post-test in cycle 2 shows that communicative language teaching has increased the students speaking performance.

## **B. Suggestion**

Based on the result of the research and the conclusions stated previously, the researcher proposes some suggestions as follow:

**1. For the students**

This strategy can increase their motivation in English learning, especially in English vowels mastery. The students are suggested to learn English vowels by using oral reading strategy. The students should master English vowels to help them to be able use it in daily life especially to speak well and it is in line with the basic competency in syllabus.

**2. For the English Teacher**

The English teacher can use oral reading strategy in English learning in the classroom, because this strategy is very effective to increase the students' English vowels mastery and the teacher can give more motivation to the students to be more active in teaching and learning process. The English teacher can create fun and easy way in English learning by using this strategy in order to the students feel enjoy in teaching and learning process.

**3. For the Principle**

The principle should take positive side of this strategy as the new method or strategy in English learning that can increase speak English. The principle also must facilitate education media especially that able to increase English vowels mastery. By applying suitable method or strategy and education media the students are hoped understanding the material easily and clearly.

#### **4. For the Researcher**

It is suggested for the other researcher to develop this research with the new innovation and hopefully the result of this research can be reference.



## TABLE OF CONTENTS

<b>COVER</b> .....	i
<b>TITTLE</b> .....	ii
<b>ABSTRACT</b> .....	iii
<b>APPROVAL PAGE</b> .....	v
<b>RETIFICATION PAGE</b> .....	vi
<b>STATEMENT OF RESEARCH ORIGINALITY</b> .....	vii
<b>MOTTO</b> .....	viii
<b>DEDICATION PAGE</b> .....	ix
<b>ACKNOWLEDGEMENT</b> .....	x
<b>TABLE OF CONTENTS</b> .....	xi
<b>LIST OF TABLE</b> .....	xii
<b>LIST OF APPENDICES</b> .....	xiii
<b>CHAPTER I INTRODUCTION</b> .....	1
A. Background of the Study.....	1
B. Problem Identification.....	4
C. Problem Formulation .....	4
D. Problem Limitation .....	5
E. Objectives and benefits of The Study .....	5
<b>CHAPTER II REVIEW OF RELATED THEORIES</b> .....	7
A. Theoretical Review .....	7
1. The Concept of CLT.....	9
a. The Definition of CLT.....	9
b. Design of CLT.....	11
B. Action Hypothesis.....	17

<b>CHAPTER III RESEARCH METHODOLOGY</b> .....	18
A. Setting and subject of the study.....	18
B. Action Object.....	18
C. Classroom Action Reasearch (CAR).....	19
D. Data Collection Technique.....	24
1. Observation.....	24
2. Test.....	25
3. Documentation.....	25
4. Field Note.....	26
E. Data Analysis Method.....	26
F. Indicator of Success.....	27
<b>CHAPTER IV RESEARCH RESULT AND DISCUSSION</b>	
A. Result of the research.....	29
1. The history of MTs Ma'arif 02 Kotagajah.....	29
2. The building Condition.....	30
3. The Condition of MTs Ma'arif 02 Kotagajah.....	31
4. The teacher and staff.....	31
5. The total of students.....	34
B. Description of the research result.....	36
1. Cycle 1.....	36
a. Planning.....	36
b. Action.....	37
c. Observation.....	44
d. Reflection.....	45
2. Cycle 2.....	47
a. Planning.....	47
b. Action.....	47
c. Observation.....	48
d. Reflection.....	50

C. Discussion.....	53
1. The result of students learning.....	54
2. The result observation of students' activities.....	56
D. Interpretation.....	58

**CHAPTER V CONCLUSION AND SUGGESTION**

A. Conclusion.....	59
B. Suggestion.....	60

**BIBLIOGRAPHY**

**APPENDIXES**

**CURRICULUM VITAE**

## **DEDICATION PAGE**

This piece of work's dedicated to my beloved father (Mashuri) and my mother (Siti Romlah), and my beloved brother (Ridho) and also my beloved sister (Alisya). Thanks for your loving, praying, supporting, until finished this paper.

## BIBLIOGRAFY

- Brown, H. Douglas, *Principles of language Learning and Teaching Fourth Edition*, San Fransisco State University, 2000
- Burhan Nurgiyanto, Gunawan dan Marzuki, *Statistik Terapan untuk Penelitian Ilmu-Ilmu Sosial*, Yogyakarta, Gajah Mada University Press, 2004
- Edi Kusnadi, *Metode Penelitian*, Metro:STAIN Metro, 2008
- Hornby, AS, *Oxford Advanced Learner's Dictionary of Current English, Eight Edition*, Oxford University Press, 2010
- Kimtafsirah, Zainal, Yahmawati, *Teaching Speaking*, Jakarta September 2009,
- McNiff, Jean Whitehead, *Action Research: Principles and Practice, Second Edition*, London and New York, 2002
- Richard, C. Jack, *Approach and Methods in Language Teaching*, (New York : Cambridge University Press), 2001.
- Richard, C. Jack, *Longman Dictionary of Language Teaching and Applied Linguists* (Third Edition Person Education Limited2002).
- Sanggam Siahaan, *Issues in Linguistics*, (Edisi pertama – Yogyakarta : Graha Ilmu , 2008)
- Sanjaya Wina, *PenelitianTindakanKelas*, Jakarta: Kencana, 2011.
- Savignon, J. Sandra, *Interpreting Communicative Language Teaching*, Yale University : Press New Haven & London 2002.
- Scott Thronbury, *How to Teach Speaking*,
- Sukmadinata Nana Syaodih , *Metode Penelitian Pendidikan*, PT.Remaja Rosda Karya, Bandung: 2011.
- Suharsimi, Arikunto, et.al, *Penelitian Tindakan Kelas*, Jakarta: Bumi Aksara, 2007

---

<http://www.faculty.ksu.edu.sa/alhumaidi/Public>. (20/3/2013)

<http://www.slideshare.net/sergemaister/communicative-language-teaching>(4/1/2013)