AN UNDERGRADUATE THESIS

THE USE OF COMMUNICATIVE LANGUAGE TEACHING (CLT) TO INCREASE STUDENTS SPEAKING SKILL AT THE EIGHTH GRADE OF SMP MUHAMMADIYAH 4 METRO IN ACADEMIC YEAR OF 2019/2020

By:
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ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1441 H / 2020 M

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

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ABSTRACT
By:
FEBRI YANTI

The goal of teaching speaking is the students can communicate in the target language. The students find some difficulties in mastering the speaking. Therefore, the teacher expected to be more creative to choose the strategy applied in the classroom. Communicative Language Teaching is one of strategy that give students chance to do task by work together in pair to maximize their own and each other's learning.

This research is aimed to find out whether the Communicative Language Teaching can increase the students speaking skill. This research is classroom action research. The research used test, observation, documentation to collect the data.

In this research conducted a Class Action Research, in form of experiment research; the characteristic of the writer is correlated at eight grade of SMP Muhammadiyah 4 Metro. The population of this research consist of 151 students. And the sample is of the class VIII.A grade students. Is the established through the total sampling technique. The instruments used test, observation, and document. Before writer give test, writer has been teaching about 6 times at the class to get information from the students. Test is a primary method in collecting data. Test had been done twice; they were pre-test and post-test. Furthermore, documentation and observation are supporting method in collecting data.

Finally, the data confirmed that pre-test just 18,52% students that can fulfill minimum mastery criteria (KKM) and mean of the pre-test is 62. it can say that the result of pre-test was unsatisfactory. Then, in post-test there are 11,11% and 14,82% students that can fulfill minimum mastery criteria (KKM) and mean of the post-test is 65,4. it means that there is a significant influence of using Communicative Language Teaching on the the students speaking skill at the eighth grade of SMP Muhammadiyah 4 Metro.

Keywords: *Speaking Skill, Communicative Language Teaching*

PENGGUNAAN COMMUNICATIVE LANGUAGE TEACHING DAPAT MENINGKATKAN KEMAMPUAN SKIL BERBICARA SISWA KELAS DELAPAN DI SMP MUHAMMADIYAH 4 METRO

ABSTRAK
Oleh:
FEBRIYANTI

Tujuan pengajaran speaking adalah siswa dapat berkomunikasi dalam bahasa target. Siswa menemukan beberapa kesulitan dalam menguasai speaking. Oleh karena itu, guru diharapkan dapat lebih kreatif dalam memilih strategi yang diterapkan di dalam kelas. Communicative Language Teaching adalah suatu strategi yang memberikan kesempatan kepada siswa untuk menyelesaikan tugasnya dengan bekerja secara berkelompok dengan pasangannya untuk memaksimalkan pembelajaran mereka sendiri serta pembelajaran satu sama lain.

Tujuan penelitian ini adalah untuk mengetahui apakah Communicative Language Teaching dapat meningkatkan kemampuan skil berbicara siswa. Penelitian ini menggunakan test, observasi, dan dokumentasi dalam pengumpulan data.

Penelitian ini merupakan penelitian tindakan kelas, yang berbentuk penelitian ekperimen dan bersifat hubungan antara variabel pada murid kelas VIII SMP Muhammadiyah 4 Metro. Populasi dalam penelitian ini berjumlah 151 siswa. Dan sampel yang diambil dalam penelitian ini adalah siswa kelas VIII.A. teknik pengambilan data sampel menggunakan teknik sampel secara keseluruhan. Instrument penelitian yang digunakan yaitu test, dokumentasi, dan observasi. Tes merupakan metode pengumpulan data yang terutama. Sebelum melakukan tes penulis mengajar terlebih dahulu sekitar 6 kali pemberian materi untuk mendapatkan informasi dari siswa. Tes digunakan untuk mengukur hasil belajar bahasa inggris siswa dan dilaksanakan dua kali yakni pre-test dan post-test. Sedangkan observasi dan dokumentasi adalah metode penunjang dalam penelitian ini.

Akhirnya, setelah data diteliti dapat disimpulkan bahwa hasil pre-test hanya 18,52% siswa yang dapat memenuhi Kriteria Ketuntasan Minimum (KKM) dengan rata-rata 62. hal ini dapat dikatakan bahwa hasil pre-test tidak memuaskan. Sedangkan hasil post-test ada 11,11% and 14,82% siswa yang dapat memenuhi Kriteria Ketuntasan Minimum (KKM) dengan rata-rata 65,5. hal ini dapat disimpulkan bahwa ada pengaruh yang nyata antara penggunaan Communicative Language Teaching terhadap kemampuan berbicara siswa pada kelas VIII di SMP Muhammadiyah 4 Metro.

Kata Kunci : *Skil Berbicara, Strategi Communicative Language Teaching*

APPROVAL PAGE

Title : THE USE OF COMMUNICATIVE LANGUAGE TEACHING (CLT) TO INCREASE STUDENTS SPEAKING SKILL AT THE EIGHTH GRADE OF SMP MUHAMMADIYAH 4 METRO IN ACADEMIC YEAR OF 2019/2020

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Number   :
Appendix   :
Matter   : **In order to hold the Munaqosyah**
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To: The Honorable the
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Training
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</div>

Assalamu'alaikum, Wr. Wb

    We have given guidance and enough improvement to research thesis script which is written by:

Name   : Febriyanti
Students Number : 14121367
Title   : THE USE OF COMMUNICATIVE LANGUAGE TEACHING (CLT) TO INCREASE STUDENTS SPEAKING SKILL AT THE EIGHTH GRADE OF SMP MUHAMMADIYAH 4 METRO IN ACADEMIC YEAR OF 2019/2020

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

Wassalmu'alaikum Wr.Wb

<table>
<tr><td>Sponsor</td><td>Metro,   Maret 2020
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<tr><td>

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Judul Skripsi   : THE USE OF COMMUNICATIVE LANGUAGE TEACHING (CLT) TO INCREASE STUDENTS SPEAKING SKILL AT THE EIGHTH GRADE OF SMP MUHAMMADIYAH 4 METRO IN ACADEMIC YEAR OF 2019/2020

Sudah kami dapat setujui dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Metro,   Maret 2020

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RATIFICATION PAGE

No: B-1746/In-28-1/D/PP-00-9/06/2020

An Undergraduate thesis entitled: THE USE OF COMMUNICATIVE LANGUAGE TEACHING (CLT) TO INCREASE STUDENTS SPEAKING SKILL AT THE EIGHTH GRADE OF SMP MUHAMMADIYAH 4 METRO IN ACADEMIC YEAR OF 2019/2020, Written by: Febri Yanti, Student Number 14121367 English Education Department had been examined (munaqosyah) in Tarbiyah and Teacher Training Faculty on June 16th, 2020, at 10.00-12.00. PM

BOARD OF EXAMINERS

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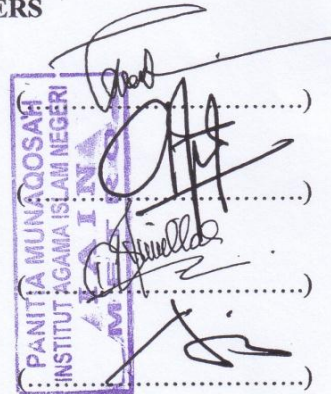
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STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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o, Juni 2020

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Penulis

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ACKNOWLEDGEMENT

Glory be to Allah SWT, the most gracious merciful, who always gives all what we need. Allah has given His gift to the writer that she could finish her research proposal. This proposal of Mentopen 2 entitled **THE USE OF COMMUNICATIVE LANGUAGE TEACHING (CLT) TO INCREASE STUDENTS SPEAKING SKILL AT THE EIGHTH GRADE OF SMP MUHAMMADIYAH 4 METRO IN ACADEMIC YEAR OF 2019/2020.**

The writer would like to thank her parent for financial and spiritual support. Her deepest thanks to Trisna Dinillah Harya, M.Pd and Drs. Kuryani, M.Pd for their spending time to support and guide the writer to finish this proposal. The writer also would like to express her thanks to the honorable lecturers of English Education Study Program who help her, the students of English Education Study Program who become a good partner in studying English and also all her friends whenever they are who support and pray for her.

The writer apologizes for all mistakes of this proposal. Hopefully, this writing can be a meaningful benefit for the writers especially and for our campus and all readers generally.

Metro, Januari 2020

The writer

FEBRI YANTI
St. Number 14121367

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CHAPTER I

INTRODUCTION

A. Background of the Study

English as a language for communication was important in this globalization era where people from many countries used English as a language to communicate with one another in daily activities. In Indonesia, the government realized that English competency has an impact on global development not only for education purpose but also for carrier purpose. That why English course was presented since early ages.

The research goal of teaching English as a Foreign Language (TEFL) in Indonesia was the mastery of English in addition to the national language. The success of English learning was usually seen from learners' ability to communicate with the native speaker of English or people who speak English in daily life. There were four main skills that must be mastered to be able communicate well in English. Those were listening, speaking, reading, and writing, considering the language components such as vocabulary, structure and pronunciation in situation where English is taught for general purposes these skills should be careful integrated and used to perform as many genuinely communicative task as possible.

However, mastering this skill was not an easy matter to do. It can be seen from the reality that were many English learners who were still incapable to speak English in Indonesia despite they learnt the language for many years.

In SMP Muhammadiyah 4 Metro finds some problem why this can happen such as: low self-confidence, nervous and something they try to translate from their mother tongue into English. So, the writer thinks that student need a method in the teaching process to make learning English in classroom.

The writer assumes that Communicative Language Teaching can be apply in teaching English Learning especially in speaking class. Communicative Language Teaching is regarded as an alternative method to traditional language teaching methods because it favors a methodology in which functional communicative language use is aimed at and strived. There are some techniques of speaking. One of them is speaking skill in this research. The researcher wants to investigate whether Communicative Language Teaching can gives the positive effect for the skill of students in speaking. Moreover, the data of pre-survey test can be seen on the table below:

Table 1
The Pre-survey Data of Students' Speaking Skill at the Eighth Grade of SMP Muhammadiyah 4 Metro

No	Name	Result of Speaking	
		Score	Category
1	AS	72,5	Good
2	AS	72,5	Good
3	AM	82,5	Good
4	AH	45	Bad
5	AP	45	Bad
6	AS	45	Bad

7	AA	45	Bad
8	AP	72,5	Good
9	AU	82,5	Good
10	AI	72,5	Good
11	AS	82,5	Good
12	AG	55	Fair
13	AP	60,5	Fair
14	AH	50	Fair
15	AD	67,5	Fair
16	AK	52,5	Fair
17	AO	42,5	Bad
18	AN	42,5	Bad
19	BY	60	Fair
20	BP	55	Bad
21	BR	42,5	Bad
22	BJ	45	Bad
23	BS	47,5	Bad
24	DN	45	Bad
25	DA	40	Bad
26	DF	42	Bad
Total		**1505**	**-**
Avarage		**55,74074**	**Fail**

Source: The Data of Pre Survey on April 05th, 2019

Table 2
Data Pre survey on April 05th 2018
At the Eighth Grade of SMP Muhammadiyah 4 Metro

NO	Score	Frequency	Percentage	Category
1	70-100	7	26%	Good
2	50 – 69	7	26%	Fair
3	0 – 49	12	48%	Bad
		26	100	

Source :   Take on English Teacher of study speaking skill at the first semester of the eighth grade of at SMP Muhammadiyah 4 Metro in the Academic Year of 2019/2020.

From the table above, it can be seen that English learning achievement is a poor. Because the English teacher said that the criteria of minimum (KKM) score for English subject at the school is 70. It means that just 7 student who got score ≥ 70 , so all of the student who got score ≤ 70 must do remidial. The writer assumes that it caused students' speaking is still poor and they feel English was difficult lesson.

Based on the phenomena above, the writer proposes to investigate a study as the tittle : THE USE OF COMMUNICATIVE LANGUAGE TEACHING TO INCREASE STUDENTS SPEAKING SKILL AT THE EIGHTH GRADE OF SMP MUHAMMADIYAH 4 METRO IN ACADEMIC YEAR OF 2019/2020.

B. Problem Identification

Based on the background above the research would like to identify the problem as follows:

1. The students have low vocabulary mastery in English language.

2. The students do not know how to speak fluently with the correct grammar.

3. The students are low of motivation in learning English especially in Speaking.

4. The students have less pronunciation in learning speaking skill.

C. Problem Limitation

Based on the problem identification, the researcher limits the problem that the students still have less pronunciation in learning speaking skill, so wtiter in tittle her research on teaching speaking through communicative language teaching to the eight grade of SMP Muhammadiyah 4 Metro in academic year of 2019/2020.

D. Problem Formulation

Based on the background above, the research formulate the problem as follows ''Can The Use of Communicatve Language Teaching to Increase Students Speaking Skill at SMP Muhammadiyah 4 Metro in Academic Year 2019/2020?''

E. Objectives and Benefit of the Study

1. The Objectives of the Study

The objective of the study to know the students speaking skill increasing after using communicative language teaching at of SMP Muhammadiyah 4 Metro.

2. The Benefit of the Study

a. For the students.

1) The students to have a good speaking skill.

2) The students speaking.skill.

3) The students to speak practice.

b. For the teacher:

1) The researcher hopes this research can help the teacher to solve the problem of teaching English.

2) The teacher can use communicative language teaching as a choice on strategy of teaching speaking.

c. For the Headmaster

1) This research as reference for English teaching learning process especially in speaking material.

2) The research as a inspiration on teaching learning English.

F. Prior Research

The are two prior research that the research took related to this study. The first is Galis Nawang Ginusti, under the title "improving the speaking

skills of grade VIII students of SMP Negeri 2 Godean through pictures" the researcher was done on 2o January 2014. Based on the research result, it can be concluded that research using speaking skills based on multiple intelligences in terms of student's achievement. It can be shown from the improvement of the student's achievment mean score 83,3 and 86,6. The choosing easiest topic speaking skills can cause positive response and help all of the student's especially the student's achievement.[1]

The second is Lia Amalia Nirmawati with the title "improving students speaking skills through speaking board game of grade VIII of SMP N 13 Yogyakarta in the academic year of 2013/2014". The research was done on march 2015. Based on the result of this action research, the research could conclude that using board game in speaking skills was successful in some ways, those are: (1) board game could imporve the student's speaking skills. They understood the generic structure of the text. They can convey information and indeas, and maintain social relationship by communicating with others. The improvement of the student's speaking skills could be seen from the imporvement of the score achieved by them. It was known that all two indicators of the score achieved. From both pre-test and post-test. It was known that the average scores of the indicators was 73.08 in class experimental, while in avarage score of the class control was 72.79. the

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[1] Galis Nawang Gunusti. *improving the speaking skills of grade VIII students of SMP Negeri 2 Godean through pictures*.(Yogyakarta State Universty:2014)

teaching-learning process activities using board game was effective in speaking skills.[2]

Based on both of the study above, the research focus to improve the students' speaking skills. It is related to the problem that teacher and students faced in teaching-learning speaking skills at SMP Muhammadiyah 4 Metro. By applying communicative language teaching the research hope thet it is as an effective strategy to teach the students achievement in speaking skills and make the classroom's atmosphere alive.

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[2] Lia Amalia Nirmawati, *improving students speaking skills through speaking board game of grade VIII of SMP N 13 Yogyakarta in the academic year of 2013/2014*,(Yogyakarta State University:2015)

CHAPTER II

REVIEW OF RELATED THEORIES

A. The Concept of Speaking Skill

1. The Concept of Speaking

a. The Definition of Speaking

everybody know, language is a set rules used by human as tool for building the good communication, people must have a good speaking skill. According to Scott, speaking is so much part of daily life that we take it for granted[3]. To know about the notion of the speaking it is self, the following are the definitions of speaking stated by some experts.

Johnson and Morrow say that speaking which is popular with term 'oral communication', is an activity involving two or more people in which hearers and speakers have to react to what they hear and make their contributions at a speed of a high level[4].

Furthemore, Richards states that the mastery of speaking skills in English is a priority for many second language or foreign language learners. Consequently learners often evaluate their success in language learning as well as the effectiveness of their English course

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[3] Scott Thombury, *How to Teach Speaking,* (England : Longman, 1998), p. 1
[4] Johnson, K. and Morrow, K.E, *Communication in The Classroom: Handbooks for Teachers' series*,(London: Longman, 1981), p.70

based on how much they feel they have improved in their spoken language proficiency[5].

Cameron says that speaking is the active use of language to express meanings so that other people can make sense of them. Moreover, it is recognized as an interactive, social and contextualized communicative event. Speaking requires learners to be possession of knowledge about how to produce not only linguistically connect but also pragmatically appropriate utterances . In brief, learners need to know how to use the language in context[6].

To be able to do this, language learners should have sufficient knowledge of the sound, structure, vocabulary and cultural system of English language. The learners also have to think about the ideas they wish to express. They have to able to articulate English sound well by changing the positions of lips, jaws, and tongue. Besides, the learners should be consciously aware of the appropriate functional expression as well as grammatical, lexical and cultural features needed to express the idea, be sensitive to the change of register or style necessitated by the person to whom they speak. Lastly, the learners must have the abilities to change their direction of their thoughts on the basis of the persons' responses. It means that speaking is the form abstract systems involving both phonological and grammatical system of the language

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[5] Richards, Jack , and Theodore Rodgers S, *Approaches and Methods in Language Teaching,* (Cambridge: Cambridge University Press, 2001), p.128

[6] Cameron, Deborah , *Working with Spoken Discourse*, (Oxford: SAGE Publications, Ltd, 2001), p.40

which is produced in a reciprocal exchange in which both reception and production play a part.

b. Classroom Speaking Activities

Teaching speaking should be taught in attractive and communicative activities. There are many types of classroom speaking activities. Harmer states six classroom speaking activities. They are acting from script, communication games, discussion, prepared talks, questionnaires, simulation, and role play.[7]

1) Acting from script

Playing scripts and acting out the dialogues are two kinds of acting scripts that should be considered by the teacher in the teaching and learning process. In the playing scripts, it is important for the students to teach it as real acting. The role of the teacher in this activity is as theatre directors, drawing attention to appropriate stress, intonation, and speed.

This means that the lines they speak will have real meaning. By giving students practice in these things before they give their final performances, the teacher ensures that acting out is both a learning and language producing activity. In acting the dialogue, the students will be very helped if they are given time to rehearse their dialogues before the performance. The students will gain much more from the whole experience in the process.

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[7] Jeremy Harmer, *The Practice of English Language Teaching 3th edition*. (London: Longman, 2004), P. 271-275

2) Communication games

Games are designed to provoke communication between students. The games are made based on the principle of the information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between pictures. Television and radio games, imported into the classroom, often provide good fluency activities.

So that the game can make the students talk with other friends and share the information in order to solve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between pictures.

3) Discussion

Discussion is probably the most commonly used activity in the oral skills class. Here, the students are allowed to express their real opinions. According to Harmer discussion range is divided into several stages from highly formal, whole-group staged events to informal small-group interactions[8].

The first is the buzz groups that can be used for a whole range of discussion. For example, students are expected to predict the content of a reading text, or talk about their reactions after reading the text.

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[8] *Ibid,* p. 272

The second is instant comments which can train students to respond fluently and immediately is to insert "instant comment" mini activities into lessons. This involves showing them photographs or introducing topics at any stage of a lesson and nominating students to say the first thing that comes into their head.

The last is formal debates. Students prepare arguments in favor or against various propositions. The debate will be started when those who are appointed as 'panel speaker' produce well-rehearsed 'writing like' arguments whereas others, the audience, pitch in as the debate progresses with their own thoughts on the subject.

4) Prepared Talks

Students make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversations because they are prepared and more 'writing like'. However, if possible students should speak from notes rather than from a script.

It can be concluded that the students can feel easy to speak if the students prepare their topic before they present or deliver the topic or the information to other friends.

5) Questionnaires

Questionnaires are very useful because they ensure that both questioner and respondent have something to say to each other. Students can design questionnaires on any topic that is appropriate.

As they do so the teacher can act as a resource, helping them in the design process. The results obtained from questionnaires can then form the basis for written work, discussions, or prepared talks.

6) Simulation and Role play

Simulation and role play can be used to encourage general oral fluency, or to train students for specific situations. Students can act out simulation as them or take on the role of completely different character and express thoughts and feelings as they doing in the real world.

Those activities can be used by teachers to teach speaking. Teachers can choose an activity that related to the topic and objective of the lesson. Besides, they must consider the situation, condition of the students and materials that will be taught. For example, they use simulation and role play activities when they teach expressions. Teachers can ask them to write some dialogues and after that they have to act them out in front of the class. It may be used by the teachers in using acting from script. In discussion, teachers can use some pictures or maybe videos in a certain situation.

It means that these activities can be used as the way to measure how far students can speak, say and express their feeling in English.

c. Teaching Speaking

Since English is included as a compulsory subject in senior high schools in Indonesia, the learners have the same need. The need is passing the examinations to move to the next level and graduate from the school, and the general requirement is the students are able to speak and hold conversations.

From a communicative purpose, speaking is closely related to listening. The interaction between these two skills is shown in the conversation. Brown states that there are seven principles for designing speaking techniques[9]. The first, use techniques that cover the spectrum of learner needs, from language based focus on accuracy to message-based on interaction, meaning, and fluency. Provide intrinsically motivating techniques. Second, encourage the use of authentic language in meaningful contexts. Provide appropriate feedback and correction. Then, capitalize on the natural link between speaking and listening. Give students opportunities to initiate oral communication. Encourage the development of speaking strategies.

Speaking seems one of the most important in language learning: people who know a language are referred to as speakers of that language, as if speaking included all other kinds of knowing and many if not most foreign language learners are primarily interested in learning to speak. Teaching speaking is not an easy job. Some teachers

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[9] *Ibid,* p.275-276

get very involved with their students during a speaking activity and want to join in too. There is nothing wrong with teacher getting involved of course provided they don't star to dominate. Although it is probably better to stand back so that the teacher can watch and listen to what is going on, students can also appreciate teacher participation at the appropriate level in other words, not too much[10].

d. Teacher Roles

According to Byrne, the teachers also need to know their roles in teaching speaking. They have specific roles at different stages, as follows[11]:

1) The presenting stage (when the teachers introduce something new to be learned), the teachers play a role as informant.

2) The practice stage (when the teachers allow the learners to work under their direction), the teachers have a role as conductor and monitor.

3) The production stage (when the teachers give the learners opportunity to work on their own).

Besides these three roles of each stage, there is another key role that cuts across them: namely, the teachers as motivator. The teachers must be able to motivate their students in order to arouse their interest and involve them in what they are doing. There are some factors which determine their ability to motivate their students, namely: their

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[10] *Ibid.*, p 94
[11] Byrne, Donn, *Teaching Oral English.* (England: Addison Wesley Longman Limited, 1997), p.2

performance (the mastery of teaching skills, the selection and presentation of topics and activities, the teacher's personality).

2. **Characteristics of Successful Speaking Activity**

The goal of teaching speaking is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They also should observe the social and cultural rules that apply in each communication situations.

a. Learners talk a lot.

As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

b. Participation is even

Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed.

c. Motivation is high

Learners are eager to speak: because they are interested in topic and have something new to say about it, or just because they want to contribute to achieving a task objective.

d. Language is of an acceptable level

Learners express themselves in utterance that is relevant, easily comprehensive to each other, and of an acceptable level of language accuracy.

3. Teaching Speaking in Junior High School

The subject of this research is the eighth grade students at SMP MUHAMMADIYAH 4 METRO. Knowing the students' characteristics is the first step that will help the teachers to help them. It will also help the teachers to prepare the students to help themselves. Students should learn the best strategies to improve their own learning. the characteristics of senior high school students: able to keep still for longer periods, able concentrate for longer periods, learn in more abstract ways, usually able to control and plan their own behavior, not so willing to make mistakes or take risks, aware of themselves and/or their actions, paying attention to form and meaning in language, and have experience of life.

Meanwhile, Harmer states that adult learners are notable for a number of special characteristics:

a. They can engage with abstract thought.

b. They have a whole range of life experiences to draw on.

c. They have expectations about the learning process and may already have their own set patterns of learning.

d. Adults tend to be more discipline than some teenagers and crucially, they are often prepared to struggle on despite boredom.

e. They come into classroom with a rich range of experiences which allow teachers to use a wide range of activities with them.

f. Unlike young children and teenagers, they often have a clear understanding of why they want to get out of it.[12]

The important thing is teachers have to involve the students in more indirect learning through communicative speaking activities. They also allow them to use their intellects to learn consciously where this is appropriate. They encourage their students to use their own life experience in the learning process too.

As stated in School Based Curriculum, the purpose of the English subject in senior high schools is to develop communicative competence in spoken and written English through the development of related skills. That is why the school graduates are expected to reach the informational level. The learners will be able to support their next study level through the ability of the English communicative competence.

B. The Concept of Speaking Skill

1. Definition of Speaking Skill

Tarigan states that "speaking is ability to produced articulation sounds or sentences that express an idea or feeling"[13]. The goal of the speaking is "communication". For the effectiveness to deliver the meaning of the idea then both the speaker and the listener ought to understand the idea of the

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[12] Jeremy Harmer, *The Practice of English Language*. p. 40
[13] Tarigan, Hendri Guntur. *Berbicara Sebagai Suatu KeterampiloanBerbahasa*. (Bandung: Angkasa, 1990), p. 15

Conversation. There are many aspects of speaking skill there are utterance, Vocabulary, grammar, content and meaning, and pronunciation. Based on his theory speaking is the device to communicate ideas arranged and developed depending on listener needed.

Furthemore, Hughes Rebecca assumed that speaking is the first mode in which children acquire language, it constitutes the bulk of most people's daily engagement with linguistic activity, and it is the prime motor of language change[14]. It means that, speaking is oral activity to express and to interaction to other people.

Terminologically, David Nunan stated that "to most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measures in terms of the ability to carry out a conversation in the language"[15].

Richards states that the mastery of speaking is a priority for many second language or foreign language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course based on how much they feel they have improved in their speaking language proficiency. [16] Therefore speaking is the most important aspect in learning a second or foreign language.

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[14] Hughes Rebecca, *Spoken English, TESOL and Applied Linguistics*, (London:Palgrave Macmillan, 2006), p. 144

[15] David Nunan, *Language Teaching Methodology,* (London : Longman, 2000), p. 39

[16] Jack C. Richards, *Teaching Listening and Speaking: From Theory to Practice*, (Cambridge: Cambridge University Press, 2008), p. 19.

In speaking, one needs to know how to articulate the sound in a comprehensible manner and needs n adequate vocabulary. One also needs to have mastery of syntax. These various elements add up to linguistic competence. It means that speaking ability is actually a complex skill which sometimes need a control in a processing it but sometime it can exists automatically without controlled. Speaking in the usage sense a simply the physical embodiment of abstract systems that involve the manifestation either of the phonological system or the grammatical system of the language. In the sense of uses, speaking is a part reciprocal exchange in which both reception and production play a part. It means that speaking is the form abstract systems involving both phonological and grammatical system of the language which is produced in a reciprocal exchange in which both reception and production play a part.

2. The Measuring Criteria of Speaking Skill

Based on Professor Weir Cyril. There are some indicators that be supposed to score to test speaking:[17]

Table 3
Analytic Speaking Criteria

Aspect	Category	Indicators
Fluency	4 (excellent)	General natural delivery, only occasional halting when searching for appropriate word/expressions
	3 (good)	The student hesitates and repeats himself at times but can generally maintain a flow of speech, although s/he may need an occasional prompts.
	2 (adequate)	Speech is slow and hesitant. Maintains

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[17] Cyril J. Weir, *Language Testing Andvalidation*, (London: Palgrave Macmillan, 2005), p. 195-196.

		speech in a passive manner and needs regular prompts.
	1 (fair)	The student speaks so little that no 'fluent' speech can be said to occur.
Pronunciation	4 (excellent)	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.
	3 (good)	Rhythm intonation and pronunciation require more careful listening, some errors of pronunciation which may occasionally lead to incomprehension.
	2 (adequate)	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	1 (fair)	Words are unintelligible.
Vocabulary	4 (excellent)	Effective use of vocabulary for the task with few improprieties.
	3 (good)	For the most part, effective use of vocabulary for the task with some examples of inappropriate.
	2 (adequate)	Limited use vocabulary with frequent in appropriate.
	1 (fair)	Inappropriate and inadequate vocabulary.
Grammatical accuracy	4 (excellent)	Very few grammatical errors evident.
	3 (good)	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	2 (adequate)	Speech is broken and distorted by frequent errors.
	1 (fair)	Unable to construct comprehensible sentences.
Interactional strategies	4 (excellent)	Interacts effectively and readily participates and follows the discussion.
	3 (good)	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently.
	2 (adequate)	Interaction ineffective. Can seldom

		develop an interaction.
	1 (fair)	Understanding and interaction minimal.

From the tablet above, the researcher inferred that fluency, pronunciation, vocabulary, grammatical accuracy and interactional strategies are techniques of testing speaking.

C. Concept of Communicative Language Teaching (CLT)

1. Definition of Communicative Language Teaching

According to Richards, in the Dictionary of Language Teaching and Applied Linguistics defined CLT as "an approach to foreign or second language teaching which emphasizes that the goal of language learning is communicative competence.[18]

Furthermore, Brown gives his definition of CLT as an approach to language teaching methodology that emphasizes authenticity, interaction, student-centered learning, task based activities, and communication for the real world, meaningful purposes. Based on ESL Glossary, CLT or Communicative Approach: A set of principles about teaching including recommendations about method and syllabus where the focus is on meaningful communication not structure, use not usage.

Base on deefinition above, the researcher conclude that CLT is some ways to deal with teaching methodology that is used in teaching foreign language with the purpose to communicate successfully.

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[18] Brown, H.D. *Teaching by Principles: an Interactive to Language Pedagogy(2nd)*. (New York: Logman, 2001), p.77

a. Theory of Language

According to Richards and Roger's, CLT has a rich theoretical base at the level of language theory, there are :

1) Language is a system for the expression of meaning.

2) The primary function of language is to allow interaction to communication.

3) The structure of language reflects its functional and communicative uses.

4) The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.[19]

b. Theory of Learning

Rodgers and Richards argue that little has been written about learning theory of CLT. They state further that elements of an underlying learning theory may be discussed in some CLT practice. One of the elements of learning theory of CLT is that activities that involve real communication promote learning.[20] Communication practice is believed to develop linguistic skills. It seem that the role of teacher is likely to be teaching communication via language, not teaching language via communication.

In addition Larsen-Freeman say that a principle that may regarded as another assumption bout language learning in CLT is that

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[19] Jack C Richards and Thedore S. Rodgers, *Approaches and Methodsand Methods in LanguageTeaching,*(New York: Cambridge University Press, 1986). p.155
[20] *Ibid*. p.161

the grammar and vocabulary the students learn from the situational context, function, and the rolls of the interlocutors.[21]

2. Advantages and Disadvantages of CLT

There are some disadvantages and this advantages of communicative language teaching such as:[22]

a. Advantages of CLT

1) This technique increasing the teacher student relationship. It is an interactive relationship.

2) CLT provides the opportunity for students to be aware of their abilities and exhibit them.

3) The students in this way cab learn the target language in an enjoyable way.

b. Disadvantages of CLT

1) The requirements are difficult. Not all classrooms can allow for group work activities and for teaching aids and materials.

2) It is controversial whether it can be used in every level of students.

3) The teacher should prepare the syllabus by taking students' interests and needs into account.

Based on the quotation above, advantages and disadvantage communicative language teaching is much more pupil-orientated, because it is based on pupils' needs and interests.

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[21] Diane Larsen-Freeman, *Techniques and Principles in Language Teaching,* Second Edition, (New York: University Press, 2000), p.134

[22] Jack C. Richards,*Methodology in Language Teaching,*(Cambridge University : 2002) p. 155

3. **Procedure of CLT**

Fry gives the procedures to increase our communicative language teaching as follow:

a. Presentation of a brief dialogue proceeded by a motivation and discussion of the fuction and situation people, roles, setting, topic and informality of language.

b. Oral practice of each utterance of dialog segment

c. Questions and answers based on the dialog topics and situation itself.

d. Questions and answers related to the students' personal experiences but centered on the dialog theme.

e. Study one of the basic communicative expressions in the dialog or one of the structures which exempilif the fuction.

f. Learners' discovery of generalizations or rule underlying the fuctional expression or tructure.

g. Oral recognition, interpretative activities.

h. Oral production activities.

i. Sampling of the written homework assignment, if given

j. Evaluation of learning (oral only)[23]

From the above procedures, make the competence the goal of language teaching, and develop procedure for the teaching of the four language skill (speaking, listening, writing, and reading).

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[23] Ibid.,p.157

4. The Characteristics of CLT

Brown has offered the following six interconnected characteristics as a description of CLT:

a. Classroom goals are focused on all of the components (Discourse, grammatical, functional, sociolinguistics, and strategic) of communicative competence.

b. Language techniques use designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes.

c. Fluency and accuracy are seen as complementary principles underlying communicative techniques.

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

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

f. The role of the lecturer is that of facilitator and guide, not an all knowing bestowed of knowledge.[24]

D. Action Hypothesis

Based on the theoretical and assumption above, the researcher formulates the action hypothesis as follow:

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[24] Brown, H.D. *Teaching by Principles,* (New York: Logman, 2001)..p. 43

1. By using Communicative Language Teaching to increase the Speaking Skill at SMP Muhammadiyah 4 Metro.

2. By using Communicative Language Teaching can increase the students' learning activity at SMP Muhammadiyah 4 Metro.

CHAPTER III

RESEARCH METHOD

A. Variable and Definition Operational Variables

Definition of operational variable explains about variables that used in this research. This research consists of two variables. Those are dependent variable and independent variable.

1. **Dependent Variable**

    Dependent variable is the variable which is observed. Dependent variable of this research is speaking skill. The use of students' speaking skill can the seem after using communicative language teaching.

    The way of measuring in dependent variable is through written test, and measuring instrument is items by range score 0-100. The indicator of success in speaking skill are:

    a. The students can identify the main idea of the text.

    b. The students can identify the purpose of the text.

    c. The students can identity the meaning of the sentence.

    d. The students can identify the generic structure of descriptive text.

2. **Independent Variable**

    Independent variable is the variable that is the major variable which is hoped to investigate. It is the variable which selected, manipulated, and measured by the writer. Independent variable of this research is the communicative language teaching which can be defined as

the strategy that can make students' easier to study speaking skill in the class. Communicative Language Teaching can make students remember the contents of the text easier. By Communicative Language Teaching the students will be:

a. Interested in speaking.

b. Improve their speaking skill.

c. More relaxed in speaking.

B. Research Setting

The researcher used Classroom Action Research (CAR) in this research. Action research could be done the researcher or teacher as manager of teaching program. Classroom action research means that the teacher can know what the problem in the class and find the solution to dissolve the problem.

The researcher was research at SMP Muhammadiyah 4 Metro. The researcher focuses to increase the students' descriptive speaking skill at SMP Muhammadiyah 4 Metro.

C. Research Subject

The subject of this research is students of eleventh grade of SMP Muhammadiyah 4 Metro. The students consist of 27 students.

Table 3

The Number of Student at VIII Class of SMP Muhammadiyah 4 Metro

Class	Sex		Total
	Male	Female	
VIII	7	19	26

Source: Teacher's archive, number of students at VIII class of SMP
Muhammadiyah 4 Metro.

Based on the interview with the teacher, the result of English teaching-learning in this class is low than the other class, especially in learning speaking process. The students difficult to understand the essence of a pessage, especially in descriptive text.

D. Research Procedures

The kind of research used is Classroom Action Research (CAR). According to Tomal, action research is a systematic process of solving educational problems and making improvements.[25] Anne Burns's states that classroom action research is kind of research which is done by the teacher as a researcher in order to bring improvement on the result of teaching learning process.[26] Therefore, the main purposes in classroom action research are to solve the problems in teaching learning process and to improve the students' learning result. In adddition, Kemmis and McTaggart in Anne Burns explain that CAR typically involves four steps in a cycle of classroom action research.

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[25] Daniel RTomal , *Action Research For Educator*, (United States of America: Scarecrow Press, Inc, 2003), p. 5

[26] Anne Burns, *Doing Action Research in English Language Teaching*, (New York: Routledge, 2010), p. 2

They are planning, acting, observing, and reflecting.[27] The first cycle may be continued to the next cycle until the research achive increasing outcome. Accordingly, the cycle of this research was spiral process. The cyclical classroom action research is presented as follow:
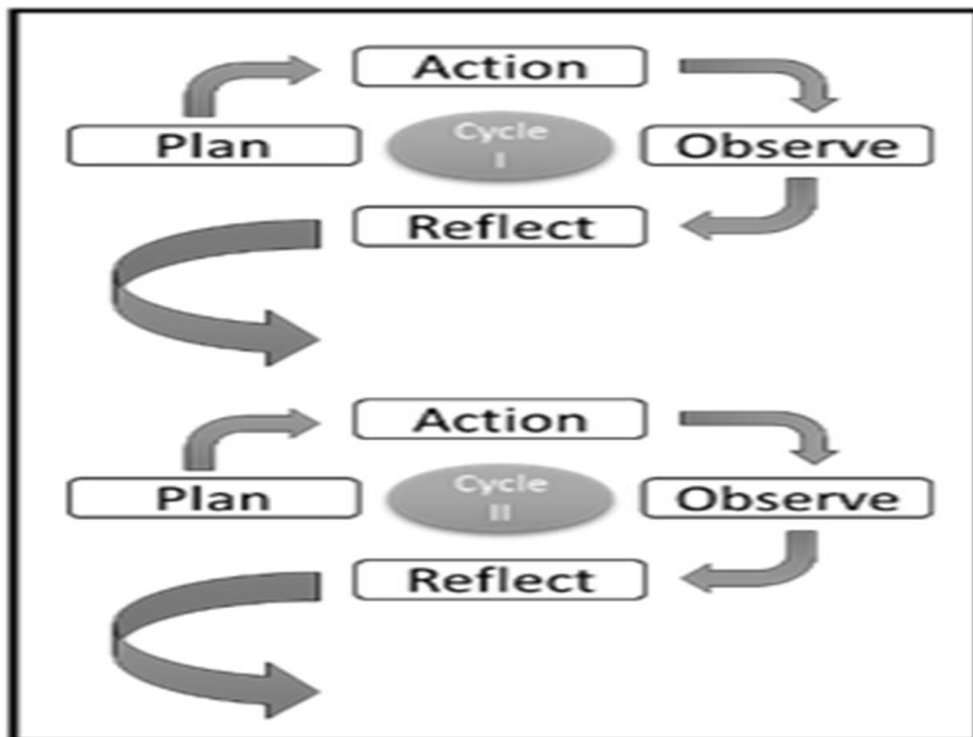
Figure 5: Cyclical Classroom Action Research by Kemmis and McTaggart

From the design above, here are the explanations about procedures that will be conducted by the researcher in classroom action research.

1. **Cycle I**

There are four activities in each meeting of cycle 1 such as planning, acting, observing, and reflecting.

a. Planning

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[27] Ibid, p. 8-9

Planning is the first steps in each activity. Without planning, the activity that the researcher does not focus. Here are the steps that the researcher was do in planning:

1) Preparing the material, source, and media of learning.

2) Preparing the type of the learning.

3) Preparing the instrument of observation.

e. Acting

The second step in the action research is acting. It is the implementing of the planning. Without action, planning is that imagination that never is real. The general steps that was done by the researcher are pointed as follows:

1) Pre Teaching Activities

   a) Praying and greeting the students.

   b) Checking the attendant list.

   c) Choosing the appropriate graphic organizers with the material going to be taught.

2) While Teaching Process

   a) Applying the lesson plan that was done in learning proccess.

   b) The research explained about generic structure in speaking skill.

   c) The research gives an example about spaking skill of descriptive text.

d) The research recited the procedure of communicatice language teaching to students.

e) The researcher among the students to control their activities.

3) Post Teaching Activities

a) The researcher asked the students to answer some question.

b) The researcher gave the conclusion of the material.

c) The researcher gave score for students.

4) Observing

The observing is the activity of write and action. The reseacher will ask the English teacher about student's learning proccess in the class become observed. In observing the researcher must be able to analyze the learning process, the students' activities, the material and the result of acting. The important things in teaching learning process are noted by observe.

5) Reflecting

Reflecting is the last step in this process. The researcher will analyze the observation result during the teaching process. The researcher uses data from the evaluation to make improvement for the second cycle. The researcher decides that the next cycle focuses to solve the problems and weakness in previous cycle.

2. **Cycle II**

a. Planning

Planning is the first steps in each activity. In cycle II, the researcher was focus on repairing the weakness in the cycle 1. Here are the steps that the researcher can be planning:

1) The researcher prepares the lesson plan based on the reflection of cycle I.

2) The researcher prepares the material, source, and type of learning.

3) The researcher prepares the instrument of observation.

4) The researcher determines the evaluation instrument of the test (pre-test and post-test).

b. Acting

The second step in the classroom action research is acting. It is the implementation of the planning. The general steps was done by the researcher as follows:

1) Pre Teaching Activities

a) Praying and greeting the students.

b) Checking the attendant list.

c) Choosing the appropriate with the material going to be taught.

2) While teaching process

a) Applying the lesson plan that can be done in learning proccess.

b) The researcher explain about pronunciation in speaking skill of descriptive text.

  c) The researcher gives an example about speaking of descriptive text.

  d) The researcher recite the procedure of communicative language teaching to students.

  e) The researcher among the students to control their activities.

 3) Post teaching activities

  a) The researcher ask the students to answer some question.

  b) The researcher gives the conclusion of the material.

  c) The researcher gives score for students.

c. Observing

 In this step, the researcher will observed the process of teaching learning by using instrument of observation. The researcher conducting the activities in this step, such as: the student's activities, student's speaking skill of the text, pronunciation, and their summary result.

d. Reflecting

 The researcher will correct and analyze the result of the action. By reflecting, the researcher will know the weakness and strength of the action. In the step the researcher will compare the score distribution of pre-test and post-test. The researcher will be stopped. While, if in the second cycle is unsatisfied, the researcher will be continued.. So, the researcher could stop this research until cycle II.

E. Data Collection Technique

The researcher uses many techniques to collect the data in this research. They are observation, test, and documentation. Every method is explained below:

1. Observation

The objects of observation in this research are the teacher as used learning centered method, and students' speaking skill. These students and the teacher's activities are observed and noticed by the observer. This technique used to collect the data about using communicative language teaching, and students' speaking skill.

In the third, the observer observed the student's acttivity, their participations, class situation during teaching and learning process, and teacher (researcher) performance by using structure observation form and make note the overall activities. Futhermore, the reasearcher also collected the data from the post test and the result of the student's activity.

2. Test

Brown states that a test is a method of measuring a person's ability, knowledge, or performance in a given domain.[28] Test is a set question used to measure the achievement or capability of individual class

The researcher used this technique to collect the data from the students. The researcher can use pre-test and post-test form to see their skill before and after given treatment.

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[28] Douglas Brown, Language assessment Principles and Classroom Practices, (San Francisco: Longman, 2004), p. 3.

a. Pre-test

Pre-test can given in the first meeting before implementing the technique, in order to know the level and skil of students' speaking skill before doing the action research.

b. Post-test

Post-test can given in the last meeting after implementing the strategy, in order to know whether the method gives good contribution to the students' descriptive speaking skill at the eighth grade of SMP Muhammadiyah 4 Metro. The improvement could be known if the score of post-test is higher than pre-test and the score could achieve the passing grade.

3. **Documentation**

Documentation is needed to get the information from written source or documents such as book, magazines, regulation, notes or meeting and daily report. The researcher uses this technique to get data about students' reading score, history of the school, the sum of the teachers, official employed and students at SMP Muhammadiyah 4 Metro. Here were the list of the documentation:

a. Documentation about historical background of SMP Muhammadiyah 4 Metro

b. Documentation about structural organization of SMP Muhammadiyah 4 Metro

c. Documentation about facilities of SMP Muhammadiyah 4 Metro

    d. Documentation about sketch of location SMP Muhammadiyah 4 Metro

    e. Documentation about condition of the teachers and official employees of SMP Muhammadiyah 4 Metro.

    f. Documentation about students of SMP Muhammadiyah 4 Metro.

4. Field Note

Field note is observation instrument used in CAR to provide a record of what is going on during an observation which includes description of places, people, objects, acts, activities, events, purposes, time and feeling.[29] In this research, the researcher use field note to record the student's activity during the learning process in narration form.

F. Research Instrument

Instrument is a mechanism for measuring, which was used to gather and record information for assessment, decision making, and ultimately understanding.[30] In this research, the research instrument was designed by the writer. There are 3 kinds of instrument they are observation, tast, and documentation. Farther more, the three kinds of instrument can be explained as a follow:

1. Observation

    a) The students learning activity.

    b) The students participation in learning process.

    c) The teacher performance in the classroom.

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[29] Donald Ary, et.all, *Introduction to Research,* p. 526
[30] David Colton & Robert W.Covert, *Designing and Constructing Instrument for Social Research and Evaluation. (*San Francisco: Jossey, Bass, 2007), p. 5

2. Test

    a) The students speaking skill in descriptive text.

    b) The students summary of descriptive text.

3. Documentation

    a) The condition of teachers and official employee

    b) The condition of students

    c) Learning facilities

    d) Organization structure

    e) Location sketch at SMP Muhammadiyah 4 Metro

G. Data Analysis

Data will analyzed by taking the average score of the pre-test and post-test. Furthermore, the researcher will comparing the score of pre-test and post-test after giving implemented treatment. Then the result will be matched by the minimum standard in this semester that is 70. If from cycle I there are some students who are not successful, so the researcher would like to conduct the next cycle, cycle II. The minimum cycle in CAR (Classroom Action Research) is two cycles. If in cycle II all of the students are successful, the cycle is able to be stopped until cycle II.

The data analysis technique in classroom action research could be done by the qualitative and quantitative analysis. The analysis of learning result is taken from the average score of pre-test and post-test in cycle I and cycle II.

Tabulating the result of the test, and finding the mean of pre-test and post test. The mean was calculated by applying the following formula:

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

Notes:

$\bar{X}$: Mean
$\sum$: Sum of
X : Raw score
N : The total number of subject[31]

Furthermore, to know the result the researcher was compare the average score between pre-test and post-test for each cycle, and then to know the percentage of increasing score in students learning activities, the writer was used the percentage formula as follow:

$$P = \frac{\sum X}{N} \times 100\%$$

Notes:

P = Percentage

$\sum$x = Total Score of the Students

N = Total of Students.

H. Indicator of Success

The indicator of success in needed to know the successful of the process and learning result. To know the gain the data was be conducted in

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[31] Ary Donald, et all, *Intoduction to Research in Education,* (Canada: Wadsworth Cengange Learning, 2010), p. 108-109

each test by taking the average score of pre-test and post-test. After the result is suitable by the minimum standard of speaking skill of descriptive in this class at least 70. This research was success or finish if 70% of students got minimum score 70, and there is significant improvement in the students learning activity which occur until the last cycle.

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. The Result of The Research

In this chapter the writer would like to present the result of the research. It involves the result of the research and interpretation which had been carried out by the writer at SMP Muhammadiyah 4 Metro particularly at the eight grade students of SMP Muhammadiyah 4 Metro in academic year of 2019/2020.

1. Description of Research Location

a. History of SMP Muhammadiyah 4 Metro

SMP Muhammadiyah 4 Metro is located on Metro City, Lampung. It was established on 1996. Teaching and Learning activities in SMP Muhammadiyah 4 Metro begins from 07.15 am until 14.00 pm.

SMP Muhammadiyah 4 Metrois one of the State Junior High School in Metro which is found under the Department Education Decision. It is located on the Dr. Sutomo Street, PurwosariDistrict, Sub-district. North Metro, Metro City.

For the sake of the reaching of the building of SMP so the village headman and society figure of Purwosari purposing the proposal seriously to the regency and to the chief of commission. The proposal was not agreed directly because they would hold an

observation first to the location. Then the proposal of developing SMP Muhammadiyah 4 Metro was agreed.

SMP Muhammadiyah 4 Metro was founded in 1984 with 2 units of building, 1 unit 3 locals for study and 1 unit for office SMP Muhammadiyah 4 Metro began the new year of education in 2003-2004.in 2003-2004 SMP Muhammadiyah 4 Metro is led by Drs Junaidi. Now the headmaster SMP Muhammadiyah 4 Metro is AgusPujianto, S.Pd.M.Pd.

Besides that, SMP Muhammadiyah 4 Metro for many times has applied the curriculum since it firstly established such as 1985 curriculum, 1995 curriculum, 1997 curriculum, the supplement of 1997 and 2000 curriculum, KBK, KTSP and now 2013 curriculum. Furthermore, this school has three levels of classes. Those are seventh graders, eighth graders, and ninth graders.

To prepare the school that has good standard of quality to face the challenges ahead, the students are expected to be able to overcome the challenges and global competitiveness by forecasting on the vision and mission to realize good standard school which brings up Islamic values, science and technology.

b. Total Students in the Academic year of 2019/2020

SMP Muhammadiyah 4 Metro has 87 Students. It is divided into some classes that could be identified as follows:

Table 6
Total of Students at SMP Muhammadiyah 4 Metro in the
Academic Year of 2019/2020.

NO	Class	Sex		Amount
		Male	Female	
1	VII	13	22	35
2	VIII	7	20	26
3	IX	10	15	25
	Total	**30**	**57**	**86**

Source: Documentation of SMP Muhammadiyah 4 Metro in academic Year of 2019/2020.

a. **Condition of The Teachers and Employers**

The condition of the teachers and employers in SMP Muhammadiyah 4 Metrois stated below:

Table 5
Condition of Teachers and Employers

NO	N A M A	NIP	Mengajar Mata Pelajaran
1	Agus Pujianto, S.Pd.M.Pd	1042089	IPS Terpadu
2	Hadi Pranotos, S.Pd	198102172008012003	IPS Terpadu
3	Mislan	197305171999031003	IPS Terpadu
4	Ovita Vera		IPS Terpadu
5	Abidin, S.Pd	1966041220080110014	Bhs Indonesia
6	FauziRahman, S.Pd		Bhs Indonesia
7	A. Ghofurrurrahim		Bhs Indonesia
9	Muhkani	197610071999031004	Bhs Inggris
10	Y. DaniBayunAnggara, S.Pd	198107182006041005	Bhs Inggris
11	Liliapriana		Bhs Inggris
12	ArisMulyanto, S.Pd	197910102003121006	IPA Terpadu
13	SyamsulArifin,S.Pd	197902242003121002	IPA Terpadu
14	MuhtarChaniago, S.Pd		IPA Terpadu
15	EkaRatnasari, S.Pd		IPA Terpadu
16	EkaIndrayani.S.H, S.Pd	1986062520090220001	Matematika
17	EllyRiati, S.Pd		Matematika
19	Eva Melia, S.Pd		Bhs Inggris
20	MuhtarChaniago, S.Pd		Matematika
21	Ngaliman, S.Pd.I	196906241993081000	Pend. Agama
22	AgusSetiawan, S.Pd.		Pend. Agama
23	Martini, S.HI		PKn

24	AgusSetiawan, S.Pd.		PKn
25	AdiSusilo		TIK
27	Novita Sari, S.Pd		Bhs Indonesia
28	DwiSartika, S.PdI		Bhs Lampung
30	AndriSetiawan		Penjasorkes
31	SaifulAnam,		Penjasorkes
32	EkaPujiAstuti, S.Pd		SeniBudaya
33	Linda Pusparani, S.PdI		IPS Terpadu
34	DwiEfianti, S.Pd		IPS Terpadu
	Jumlah Jam		

Source: documentation of SMPMuhammadiyah 4 Metro.

c. The Administration Staff of SMP Muhammadiyah 4 Metro

List of administration staff of SMP Muhammadiyah 4 Metro in academic year 2020/2021 can be seen as follow:

Table 5
The Data of Administration Staff of SMP Muhammadiyah 4 Metro

No	Name	Class	Occupation	Ladder
1	Amelia, S.Pd.I	III/d	Leader	S1
2	Sumirah, S.Pd	III/b	Staf. TU	S1
3	Supami, S.Pd	-	Staf. TU	S1
4	A. Manurung, A.Md	-	Staf. TU	D3
5	Suparni	-	Staf. TU	SMA
6	Agus, S.Pd	-	Staf. TU	S1
7	Mulyoto, S.Pd	-	Staf. TU	S1

Source: Documentation of SMP Muhammadiyah 4 Metro.

b. Structure of Organization

The structure of organization of SMP Muhammadiyah 4 Metro is stated

below:

ORGANIZATION STRUCTURES OF SMP Muhammadiyah 4

Metro

School Committee Mislan	**Headmaster** Agus P, S.Pd. M.Pd

Laboratory Unit SamsyulArifin, S.Pd Hadi Pranotos, S.Pd AdiSusilo

Chief of Administration A. Ghofurrurrahim

Adm of Human Resources Rusman, S.Pd	**Adm of Letters** Ovita Vera, S.Pd
Adm of Student Affairs EkaIndriyani, S.H, S.Pd	**Adm of Facilities** Ngaliman, S.Pd
Adm of Academic Affairs Eva Melia, S.Pd	**Adm of Finance** LiliApriana

Library Unit Novita Sari, S.Pd

Vice of Headmaster of Curriculum Affairs EkaRatnasari, S.Pd	**Vice of Headmaster of Student Affairs** FauziRahman, S.Pd	**Vice of Headmaster of Facilities** MuhtarChaniago, S.Pd	**Vice of Headmaster of HUMAS** AndriSetiawan

Curriculum Development	**MGMP Coord**	
	OSIS Guide	**Control Team**

Proficient Teachers	**Teachers of Classes**

Teachers of SK

OSIS

Students

d. The Infrastructure Situation of SMP Muhammadiyah 4 Metro

The infrastructure condition of SMP Muhammadiyah 4 Metro have a good condition all of item, but some building is god enough or broken piece.These building and facilities can be seen on the following table:

Table7
List of Infrastructure of SMP Muhammadiyah 4 Metro

No	Name of Bulding	Total	Explanation
1	Classroom	17	Available/Good
2	Headmaster Office	1	Available/Good
3	Teacher Office	1	Available/Good
4	Administration	1	Available/Good
5	Science Laboratory	1	Available/Good
6	Computer Laboratory	1	Available/Good
7	Library	1	Available/Good
8	Counseling	1	Available/Good
9	Healthy Room	1	Available/Good
10	Cooperation	1	Available/Good
11	Security	1	Available/Good
12	Warehouse	1	Available/Good
13	Mosque	1	Available/Good
14	Canteen	3	Available/Less
15	Security Pos	1	Available/Good
16	Teacher Toilet	1	Available/Good
17	Students Toilet	8	Available/Good
18	Security Toilet	2	Available/Good
19	Basketball Field	1	Available/Less
20	Volleyball Field	1	Available/Good
21	Tennis Field	2	Available/Good
22	Computer	40	Available/Good
23	Television	2	Available/Good
25	Bench Study	580	Available/Good
26	Printer Machine	2	Available/Good
27	Lcd Proyektor	4	Available/Good
28	Screenview	3	Available/Good
28	Mattress	2	Available/Good
29	Fan	6	Available/Good

Source: Documentation of SMP Muhammadiyah 4 Metro.

e. **Located Sketch of SMP Muhammadiyah 4 Metro**

→ **North**

2	
	3

16

18

1

17

6

4

7

5

14

a	b
c	d
e	f

| 9 | 8 |

| 12 | 11 | 10 |
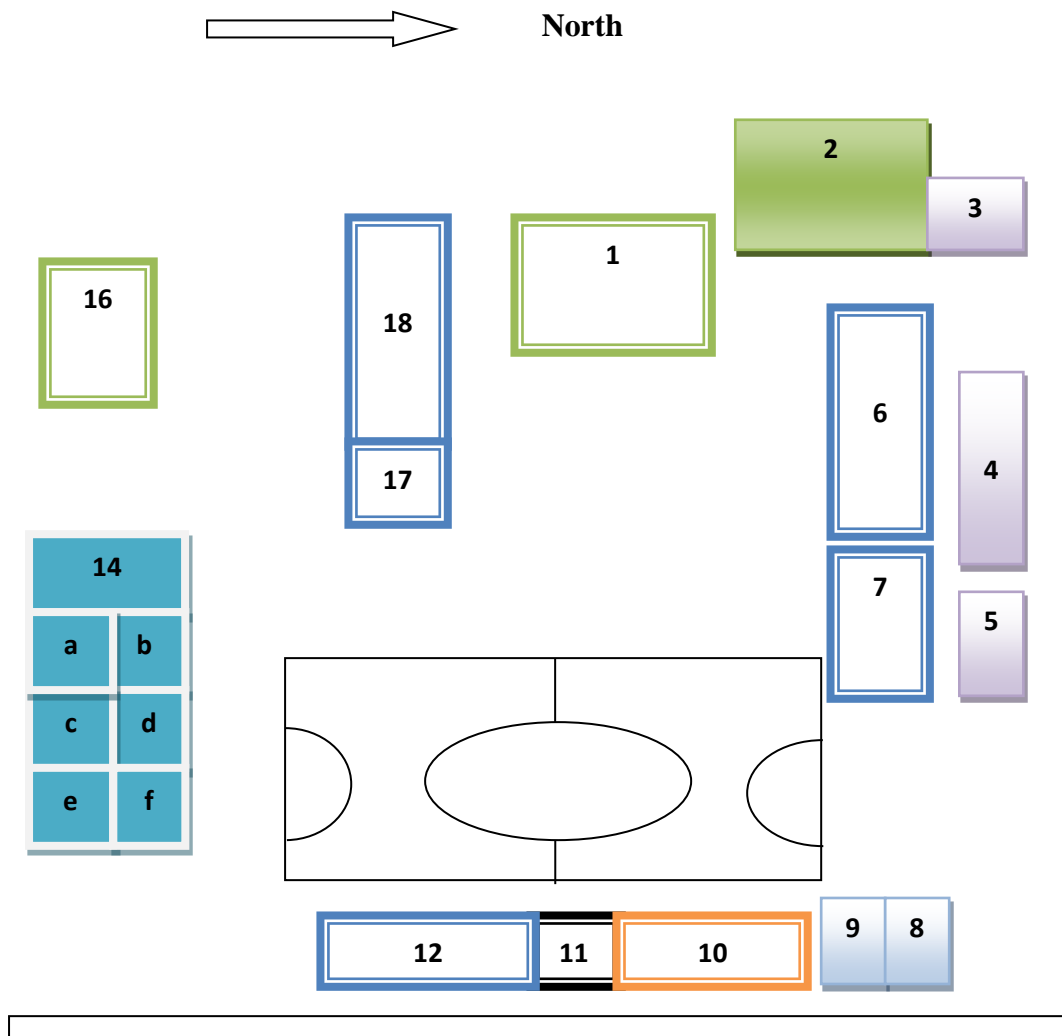
Note :

1. 16 Pesantren Office
2. Mosque
3. 4, 5 Toilet
4. 7, 12, 17, 18 Dormitory Santris'11 Rip
5. Canteen
6. Art Room
7. 14 Learning Room
   a. VII   d. Office
   b. IX   e. Lab
   c. VIII   f. Library

B. The Description of Research

This research used classroom action research. It was conducted in two cycles. The action in cycle I and cycle II were conducted about three meetings in each cycle and each meeting in these cycles took 2x45 minutes. As it was mentioned before each cycle comprised of planning, action, observation and reflection. In relation to the problem in the class and the analysis, the researcher made lesson plan. The material of classroom action research was utilizing Communicative Language Teachingto increase the students' speaking skill.

1. Action and Learning at Pre-Test

a. Pre-test activity

The learning was conducted on Monday, January06[th], 2020 at 07.30 until 08.50. All the students had already prepared when the teaching time came. The researcher greeted the students. The researcher told the students that the researcher would conduct the research in their class in order to know their ability of speaking skill before doing the action of the classroom action research. The pre-test was administrated to the students to be finished individually. The kind of the test was oral test.

b. The students' pre-test result.

Table 8
The Students Pre-Test Result

No	Name	Score	Note
1	AS	55	Incomplete
2	AS	55	Incomplete
3	AM	60	Incomplete
4	AH	75	**Complete**
5	AP	60	Incomplete
6	AS	55	Incomplete
7	AA	70	**Complete**
8	AP	60	Incomplete
9	AU	55	Incomplete
10	AI	70	**Complete**
11	AS	60	Incomplete
12	AG	75	**Complete**
13	AP	70	**Complete**
14	AH	60	Incomplete
15	AD	75	**Complete**
16	AK	60	Incomplete
17	AO	75	**Complete**
18	AN	55	Incomplete
19	BY	65	Incomplete
20	BP	55	Incomplete
21	BR	70	**Complete**
22	BJ	70	**Complete**
23	BS	60	Incomplete
24	DN	70	**Complete**
25	DA	70	**Complete**
26	DF	70	**Complete**
	Total	**1615**	
	Average	**62,11**	
	High Score	**70**	
	Low Score	**55**	

Based on the table above , can be seen that 12 from 26 students were success beside that 16 students were not success. The average from the data was 62,11. To know about percantages from the score of pre-test can be seen on the table as follows :

Table 9
Frequency of Students' Score at Pre-test

No	Score	Frequency	Percentage	Category
	≥70	12	46,15%	Complete
	≤70	14	53,84%	Incomplete
	Total	**26**	**100%**	

Graph 1
Frequency of Students' Complete at Pre-test
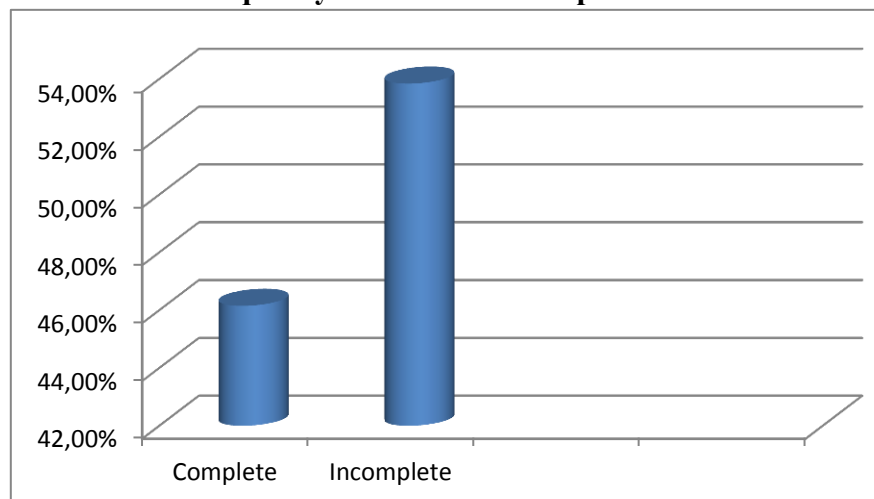
Referring the data above, the Minimum Mastery Criteria (MMC) for English lesson at SMP Muhammadiyah 4 Metro at least 65. It can be seen that only 12 students (46,15%) got score up to the standard, then 16 students (53,84%) got score less than the standard. That is the reason, the researcher used Communicative language Teching to increase the speaking skill at SMP Muhammadiyah 4 Metro.

2. Cycle 1

a. Planning

In the planning stage, the researcher and the collaborator prepared several things related to the teaching and learning process such as: prepared the lesson plan, made the instrument that would be examined as post test in the cycle I, prepared the material, made the observation sheet of the students' activity, identified the problem and found the causes of problem at the beginning and the end of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

b. Acting

1) The First Meeting

The first meeting was done on Thursday, January07[th] , 2020. The teacher opened the lesson by greeting, checking the attendance list and motivating the students. After that the teacher explained what they are were going to learn and what to be reached. Researcher gave the students single topic. And then the researcher gave instruction for the students make a group. One group consisted four members.

After that, the researcher gave the example dialogues and read slowly, the students followed. The researcher asked the students to practice in front of class with their partner.

After give example the researcher asked the students what the problems were. The said that speaking is difficult because most of them were nervous and not confident when they speak in front of the class.

2) The Second Meeting

In the second meeting was cunducted on Monday, January13rd , 2020. In this meeting, the researcher was being the teacher and the collaborator was being the observer. The meeting was started by praying and greeting, checking the attendence list, and asking the students condition.

The material at this day is talking about greeting . At this meeting to measure the students' Speaking Skill after using Communicative Language Teaching the researcher tasted the students by oral test. The students should make a dialogue in pairs with their group. One by one group are called to go to in front of the class. Not all of the group , but only some who are choosen because of their lack vocabulary and pronounciation area. In this session, the researcher got the result of the students' post test 1 in cycle 1. The result can be seen as follow :

Table 10

The Students' Post- Test 1 Result of Cycle 1

No	Name	Score	Note
1	AS	60	Incomplete
2	AS	60	Incomplete
3	AM	75	**Complete**
4	AH	70	**Complete**
5	AP	70	**Complete**
6	AS	60	Incomplete
7	AA	85	**Complete**
8	AP	60	Incomplete
9	AU	60	Incomplete
10	AI	75	**Complete**
11	AS	75	**Complete**
12	AG	75	**Complete**
13	AP	75	**Complete**
14	AH	70	**Complete**
15	AD	70	**Complete**
16	AK	60	Incomplete
17	AO	75	**Complete**
18	AN	60	Incomplete
19	BY	70	**Complete**
20	BP	60	Incomplete
21	BR	75	**Complete**
22	BJ	70	**Complete**
23	BS	75	**Complete**
24	DN	60	Incomplete
25	DA	75	**Complete**
26	DF	75	**Complete**
	Total	1687	
	Average	64,88	
	High Score	73	
	Low Score	60	

Table 11
Frequency of Students' Score at Post-test 1 of Cycle 1

No	Score	Frequency	Percentage	Category
1	≤ 70	16	61,53%	Complete
2	≥ 70	10	38,46%	Incomplete
	Total	**26**	**100%**	

Graph 2
Frequency of Students' Complete at Post Test 1 Cycle 1
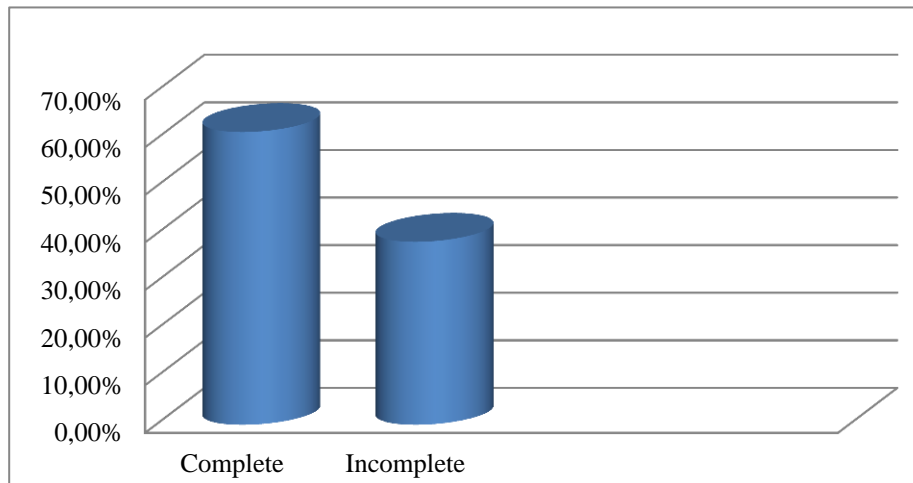
Based on the data above can be seen that 10 students (38,46%) got score less than standard and 16 students (61,53%) got score up to the standard. It was higher than the result of pre-test. The criterion of students who was successful in mastering the material was the students who got minimum score of 65. Learning process is said succes when 70% students got score 65. The fact showed that the result was unsatisfying.

c. **Observing**

The result of learning process to increase the students' speaking skill by using Communicative Language Teaching in cycle 1 was rising than before. It can be seen from the score at pre-test and post-test.

The using ofCommunicative Language Teaching in the learning process is something new at this class, because the students are supposed to be active, not only in a pair at every students, each one of them , also be expected to be active in this case, the first meeting many of them still hard to speak up.

In the test 1 there were 16 (61,53%) out students got good score. Although, only 16 the students who got good score. But, the result of the students' test was better than students' yet before giving treatment.

Table 12
The Result oF Students' Activities In Cycle 1

No	Name	Indicator			
		Pay attention of the teacher explanantion	Understanding the material	Active in the class	The students able to the task
1	AS	√			
2	AS	√			
3	AM	√			√
4	AH			√	
5	AP		√		
6	AS	√			√
7	AA				√
8	AP	√			
9	AU			√	
10	AI				√
11	AS			√	
12	AG	√			
13	AP			√	
14	AH			√	
15	AD			√	
16	AK				√
17	AO				√
18	AN	√			
19	BY	√			
20	BP			√	
21	BR				√
22	BJ	√			
23	BS		√		

24	DN			√	
25	DA			√	
26	DF	√			
Total		**10**	**2**	**9**	**5**

Table 13
Frequency of students' activities result in cycle 1

No	Indicator	Frequency	Precentage
1	Pay attention of the teacher explanantion	10	38%
2	Understanding the material	2	8%
3	Active in the class	9	35%
4	The students able to the task	5	19%
	Total	**26**	**100%**

Source : the result of students activites cycle 1

Graph 3
Frequency Of Students' Activities in Cycle 1
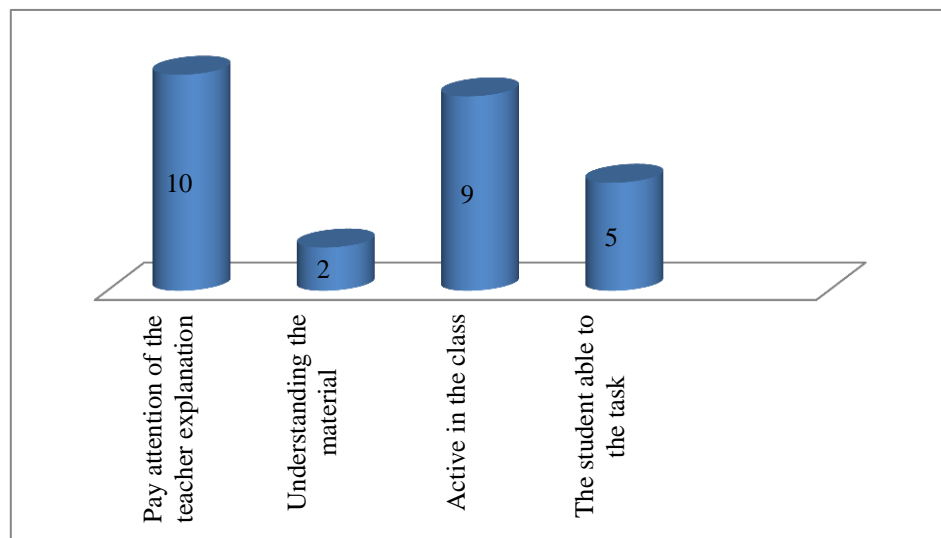
Acording to the result above, it can be conclude that the learning process is sufficient. Although there are some of students making noisy, it can be inferred that the learning process has done well.

d. **Reflecting**

From the result of cycle 1, it showed that there was an increasing of the result at pre-test and post-test 1. The students were intereted

enough in learning process although the condition of learning process still uncontrolled. Some students still did not focus on the material and made the condition be noise.

Based on the analyzing above, the researcher conclude that this research should be continuing in cycle 2. The researcher tried to get solution as follow :

1) The researcher should manage class well

2) The researcher asks students to focus on study and not make a noise.

3) Teacher should motivate students to be more active in class.

3. Cycle II

The action in the cycle I was not success enough, the cycle must be continued to cycle II. Cycle II was used to repair the weakness in the cycle I. the steps of the cycle II as follows:

a. Planning

The researcher prepares the lesson plan, the material and identifes the problem and finding the cause of the problem and plan to give the test and evaluation. The researcher made lesson plan better active than before. It mean that the learning process could do effective.

b. Acting

Based on the activities in the cycle 1, the process at cycle 2 was focused on the problem of cycle 1. There are still many

weakness on cycle 1 such as the students do not confidence in the learning process, especially in speaking skill, and lack of spelling, then the researcher planned to combined in the learning process for students in speaking skill by using Communicative Language Teaching.

The lesson plan and all of the material that is needed for meeting in cycle 2 has been prepared. The meeting in cycle are:

a) The first meeting

The first meeting was done on Thursday, January07th , 2020, after greeting and briefing. The the learning continous to the material that was prepared. At this meeting the teacher told about asking and giving help.

b) The Second Meeting

The second meeting conducted on January13rd ,2020. The material at this day is talking asking and givimg help. At this meeting to measure the students' Speaking Skill after using Communicative Language Teaching the researcher tasted the students by oral test. The students should make a dialogue in pairs with their group. One by one group are called to go to in front of the class. The teacher gave gifts for the group that practiced in front of class.

After give example, the researcher asked the students what the problems were. And than, the researcher gave conclusion.

The reseacher closed the lesson with reflection of the lesson that day. The teacher gave promised would give gift for the perfect one group that do in the post test 2.

Table 14
The Students' Post- Test 2 Result of Cycle 2

No	Name	Score	Note
1	AS	85	**Complete**
2	AS	60	Incomplete
3	AM	70	**Complete**
4	AH	70	**Complete**
5	AP	60	Incomplete
6	AS	60	Incomplete
7	AA	75	**Complete**
8	AP	60	Incomplete
9	AU	85	Incomplete
10	AI	75	**Complete**
11	AS	85	**Complete**
12	AG	85	**Complete**
13	AP	75	**Complete**
14	AH	85	**Complete**
15	AD	75	**Complete**
16	AK	60	Incomplete
17	AO	75	**Complete**
18	AN	60	Incomplete
19	BY	70	**Complete**
20	BP	60	Incomplete
21	BR	75	**Complete**
22	BJ	70	**Complete**
23	BS	75	**Complete**
24	DN	60	Incomplete
25	DA	75	**Complete**
26	DF	75	**Complete**
	Total	1721	
	Average	66,19	
	High Score	75	
	Low Score	60	

Table 15
Frequency of Students' Score at Post-test 2 of Cycle 2

No	Score	Frequency	Percentage	Category
1	≥ 70	19	73,07%	Complete
2	≤ 70	7	26,92%	Incomplete
	Total	**26**	**100%**	

Graph 4
Frequency of Students' Complete at Post Test 2 Cycle 2
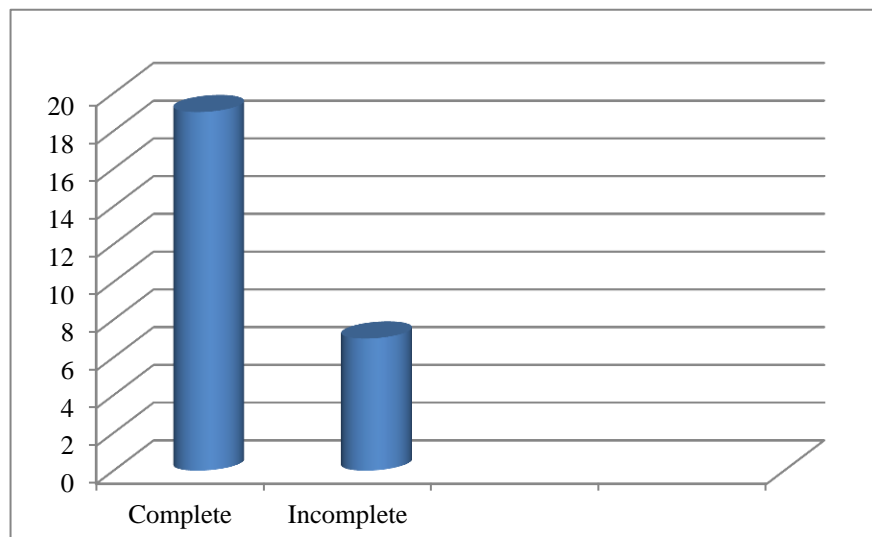
Based on the table above, it can be seen that there was an increasing from the score of post-test 1 and post-test 2. The highest score was 75 and the lowest score was 60. According to standard score, 70% students had passed the test. Most of students could develop their speaking skill. It means that cycle 2 was succesful.

c. **Observing**

The observing was done by the researcher that presented about two meeting in cycle 2. In this stage the students more avtive and enthusiastic in following the teaching learning process. It can be seen as follow :

Table 16
The Result of Students' Activities in Cycle 2

No	Name	Indicator			
		Pay attention of the teacher explanantion	Understanding the material	Active in the class	The students able to the task
1	AS		√		
2	AS		√		
3	AM		√		
4	AH		√		
5	AP		√		
6	AS		√		
7	AA		√		
8	AP		√		
9	AU		√		
10	AI				√
11	AS				√
12	AG			√	
13	AP				√
14	AH	√			
15	AD	√			
16	AK				√
17	AO				√
18	AN			√	
19	BY		√		
20	BP				√
21	BR				√
22	BJ		√		
23	BS			√	
24	DN				√
25	DA				√
26	DF		√		
Total		2	14	3	7

Source : the result of students' activities in cycle 2

Table 17
Frequency of students' activities result in cycle 2

No	Indicator	Frequency	Precentage
1	Pay attention of the teacher explanantion	2	8%
2	Understanding the material	14	54%
3	Active in the class	3	11%
4	The students able to the task	7	27%

	Total	**26**	**100%**

Source : the result of students activities on January06 – January13[th]2020

Graph 5
Frequency Of Students' Activities in Cycle II
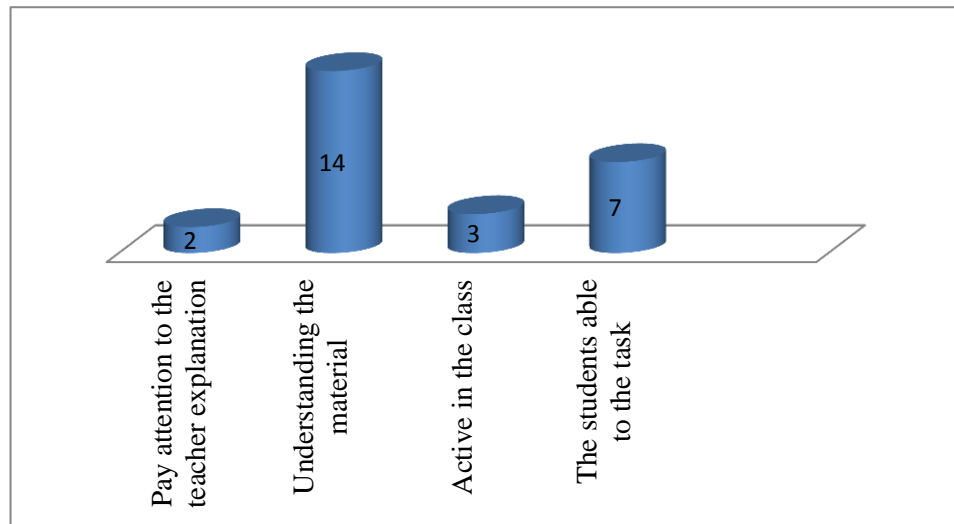
Acording to theresult of the observation sheet above, it can be seen be concluded that the learning process was successful. It can be inferred that the learning proccess has done well and the students were active in the cycle 2.

d. Reflecting

The result of cycle 2 was be better than cycle 1. There was significant increase in this cycle. The condition of the class was getting better than before. It can be seen that the most of the students have not difficulty in speaking skill. It happened because the teacher used Communicative Language Teaching. The students have serious in doing the assignment. In this meeting, most of students got good

score. It happened caused the teacher and the researcher has revised and increased the teaching and learning process in cycle 1.

In the second cycle, the students were also active to do assignment than before. They also enjoyed in group to skill. It means that the Communicative Language Teaching is effective to increase the students speaking skill. The students who got score more than 65 were 19 (73,07%) out of 26 students. The research did not continue to the next cycle because the students' average 76,66.

C. Interpretation

1. Action and Learning Result in Cycle I and Cycle II

There was an increasing score of the students' pre-test, post test 1 and post test 2 in cycle I and cycle II. This is the result score as follow:

Table 18
**The Result Score of Students' Pre test,**
Post-test 1 and Post test 2

No	Name	Cycle I		Increasing %	Cycle II	Increasing %	Criteria
		Pre-test	Post-test I		Post test II		
1	AS	55	60	9.09	85	8.33	Increase
2	AS	55	60	9.09	60	0	Increase
3	AM	60	75	8.33	70	7.69	Increase
4	AH	75	65	0	70	7.69	Increase
5	AP	60	65	0	60	0	Constant
6	AS	55	60	9.09	60	0	Increase
7	AA	70	85	0	75	0	Increase
8	AP	60	60	0	60	0	Constant
9	AU	55	60	9.09	85	8.33	Increase
10	AI	70	75	4.28	75	0	Increase
11	AS	60	75	8.33	85	0	Increase
12	AG	75	75	0	85	0	Constant
13	AP	70	75	4.28	75	0	Increase

14	AH	60	65	8.33	85	0	Increase
15	AD	75	70	7.69	75	7.14	Increase
16	AK	60	60	0	60	8.33	Increase
17	AO	75	75	0	75	0	Constant
18	AN	55	60	9.09	60	0	Increase
19	BY	65	70	7.69	70	0	Increase
20	BP	55	60	9.09	60	0	Increase
21	BR	70	75	0	75	0	Constant
22	BJ	70	70	0	70	0	Constant
23	BS	60	75	8.33	75	0	Increase
24	DN	60	60	0	60	0	Constant
25	DA	70	75	4.28	75	0	Increase
26	DF	70	75	0	75	0	Constant
	Total	**1615**	**1678**		**1721**		
	Average	**62.11**	**64.88**		**66.19**		

From the increasing each cycle, it can be seen know that the use of Communicative Language Teaching can increase the students' speaking skill, because the students able to speak in front of the class, they could increase their speaking skill. It can be seen from the average 64,88% from the data become 66,19% in the cycle II. It means that the students could achieve the target, the target is 70% students gained score 65.

Furthermore the increasing score in each cycle can be seen in the graph below:

Graph 6
The Average of the Students' Score on Pre test,
Post test 1, and Post test 2
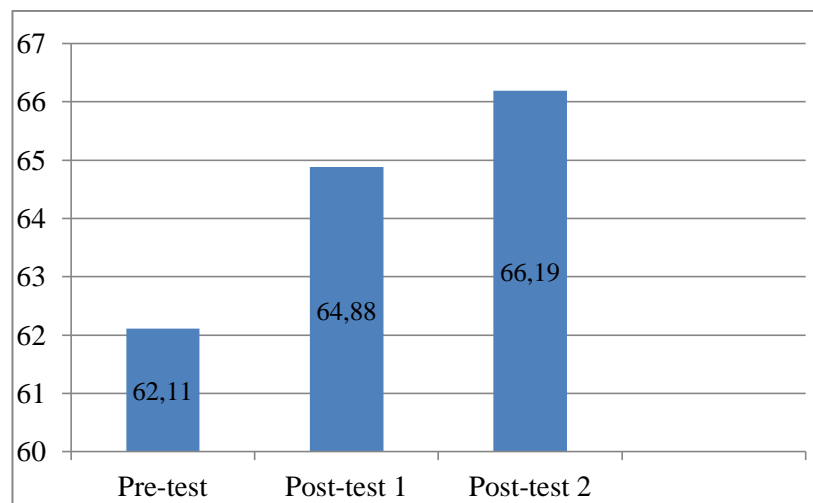
There was an increasing of the students who got score up to the standard from the pre-test to the post-test 1, and from post-test 1 to the post-test 2. From 12 students (46,15 %) in pre-test to 16 students (61,53%) in post-test 1 and become 19 students(73,07%) in post-test 2.

Based on the explanation above, the researcher concluded that the research was succesful because the result score of the students had achieved the indicator of succes that was 70% with the minimum mastery criteria was 65.

2. The Result of the Students' Activity

This observation sheet result was gotten when the learning process happened by the researcher. The result of the students' activities in Cycle 1 and Cycle 2 can be seen as follow:

Table 19
The result of students' activities in cycle 1 and cycle 2

No	Indicator	Cycle 1		Cycle 2	
		Frequecy	Precentage	Frequency	Precentage
1	Pay attention of the teacher explanantion	10	38%	2	8%
2	Understanding the material	2	8%	14	54%
3	Active in the class	9	35%	3	11%
4	The students able to the task	5	19%	7	27%
	Total	**26**	**100%**	**26**	**100%**

Grapich 7
The comparison of presentage students' activity in cycle 1 & 2
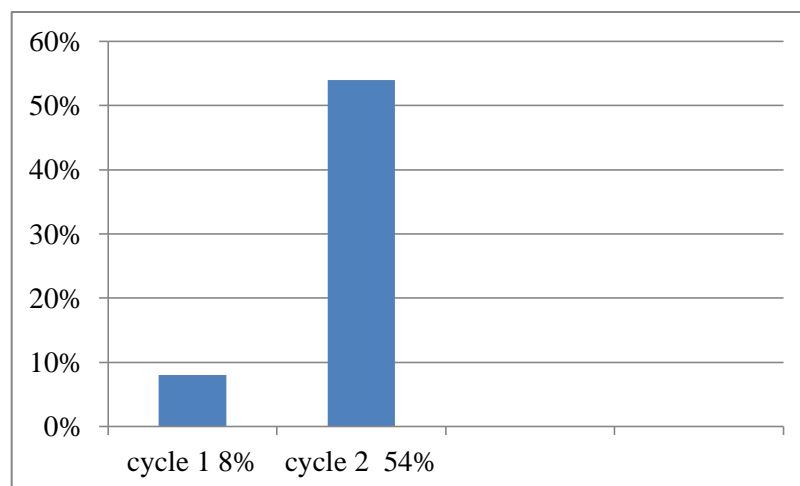
Based on the table above, it could be concluded that there is

an increasing of students' activities during the learning proccess of cycle 1 and 2 though using Communicative Language Teaching. It means that the Communicative Language Teaching has positive effect in improving the teaching learning process. And then, the students more active and easy to get the point from the material. Therefore, this research was stated finish and could be stopped in cycle 2 because the result of the students' activities had achieved the indicator of success that was 70% andthe students get the Minimum Mastery Criteria (MMC) score is 65.

D. DISCUSSION

Based on the explanation of cycle I and cycle II, it could be inferred that the use of Communicative Language Teaching could increase the students' speaking skill. There was a progress average score from pre-test was 62, 11 there were were 14 students (53,84%) who got score ≤65, the average score post-test 1 in cycle I is 66,19there were 16 students (61,53%) who got score ≤65. The cycle II from the post-test 2 the average score is 68,94 there were 19 students (73,07%) who got score ≤65. We could be seen that there was an improvement on the average score and total of the students who passed the test from pre-test, post-test I and post-test II.

In this case, students of SMP Muhammadiyah 4 Metro have low skill in the speaking. So, the researcher have to be more creative to make students more active in learning process especially in speaking. It was the

reason why the researcher choose Communicative Language Teaching as a technique to improve the students' speaking skill because this game seems to be good way in learning process. Communicative Language Teachingcontained some steps that made the student more active to learning with other students so that the students' speaking skill could improve after trainned Communicative Language Teaching continously.

Moreover, the researcher used a Communicative Language Teachingcontained of some steps in order to improve the students' speaking skill. The researcher made some groups consist of 4 students in each groups. The researcher explained the rule of the game to each groups and asked them to share what they got in each groups, the students speak well and the students become confidence with their self. This activity was did until the end of the meeting. After did the the cycle I, and cycle II the students' speaking skill increase because the researcher used Communicative Language Teaching.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the result of the use of Communicative Language Teaching to increase students speaking skill. It can be concluded that there is improving the students' speaking skill. by using Communicative Language Teaching at SMP Muhammadiyah 4 Metro .

It can be seen that result of pre-test and post-test on cycle I to cycle II from the result of pre-test that is lower than the result of post-test. The average score pre-test is 62,11there were 14 students (53,84%) who got score ≤65, the average score post-test 1 in cycle I is 66,19 there were 16 students (61,53%) who got score ≤65. The cycle II from the post-test 2 the average score is 68,94there were 19 students (73,07%) who got score ≤65. So there is progress from the pre-test . It means that Communicative Language Teaching would be able to increase the speaking skill.

The use of Communicative Language Teaching can be effective method in speaking skill and it can be used as alternative choice in learning activity because this Strategy so easy and funny to implementation in speaking skill.

B. Suggestions

Based on the result of research, the researcher would like to give some suggestion as follows :

1. The students are expected to be more active in learning English therefore the students can understand and comprehend the material which teacher has given and improve their knowledge especially in speaking so that the students' speaking skill will be improve.

2. It would be better for the English teacher to use Communicative Language Teaching as a technique to train the students' speaking skill and use to decrease the students' anxiety before the students do speak because the benefit of the v can improve the students' speaking skill and also other skill of English.

3. The English teacher is supposed to give more motivation to the students in order to the students can be more excite in English learning since many students regard that English is difficult subject to learn. Based on the observation of the class, the students will be more active after the teacher give motivation and positive stimulus to the students that English is not difficult subject.

4. It is suggested for the headmaster in order to persuade the teachers to use this method because it is very effective method to be applied for the teacher in teaching and delivering the material.

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