AN UNDERGRADUATE THESIS

THE IMPLEMENTATION OF COMMUNICATIVE APPROACH TO IMPROVE STUDENTS SPEAKING SKILL AT THE EIGHT GRADE OF SMP NEGERI 5 METRO IN THE ACADEMIC YEAR OF 2013/2014

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STATE ISLAMIC COLLEGE (STAIN)

OF JURAI SIWO METRO

1435 H/ 2014 M

THE IMPLEMENTATION OF COMMUNICATIVE APPROACH TO IMPROVE STUDENTS SPEAKING SKILL AT THE EIGHT GRADE OF SMP NEGERI 5 METRO

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ABSTRACT

AH TINGGI AGAMA ISLAM NEGERI (STAIN) JURAI SIWO METRO SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) JURAI SIWO METRO



ABSTRACT

THE IMPLEMENTATION OF COMMUNICATIVE APPROACH TO IMPROVE STUDENTS SPEAKING SKILL AT THE EIGHT GRADE OF SMP NEGERI 5 METRO

By: Siti Naida

The main aim of this research was to find out whether the implementation of communicative approach can improve students speaking skill, many students find difficulties in speaking English. They cannot speak well because many reasons, such as their lack of vocabulary, pronunciation and grammar knowledge. so that the teacher need to motivate the students to speak up. Furthermore, teaching speaking has the main position because speaking determines the students' achievement in English. Based on the information and the data showed that the eight grade of SMP N 5 Metro still had difficulty in speaking English.

This study was classroom action research, it was implemented on XI of SMP N 5 Metro. A classroom action research (CAR) was done in two cycles. It consisted of four meetings and in every cycle there were four steps namely planning, acting, observing, and reflecting. The observation sheet, test, and field note were used to collect the data. The pre-test and post-test administered to find out the students' improvement of speaking skill before and after being given the treatments, the researcher used observation checklist to take information of the students' activities in the classroom and an oral test with using an assessment rubric was designed by researcher based on the instructional material to know the students' speaking improvement.

In conclusion,communicative approach can improve the students' speaking skiil by reffering to the result of the research and interpretation in pre-test, post-test 1, and post-test 2. the pre-test showed that the average score was 55,52, the post-test 1 was 63,28, and the post-test 2 was 69,48. it was clearly appeared that the score increased significantly from pre-test up to post-test 2. the increasing of the students' activities in learning process occured in cycle 1 and cycle 2 which the achievement of students' activities in cycle 1 was 40% and in cycle 2 has increased up to 65%.

ABSTRAK

PENERAPAN PENDEKATAN KOMUNIKATIF UNTUK MENINGKATKAN KETERAMPILAN BERBICARA SISWA DI SMP NEGERI 5 METRO

Oleh: Siti Naida

Tujuan utama dari penelitian ini adalah untuk mengetahui apakah penerapan pendekatan komunikatif dapat meningkatkan keterampilan berbicara siswa, banyak siswa mengalami kesulitan dalam berbicara bahasa Inggris. Mereka tidak dapat berbicara dengan baik karena berbagai alasan, seperti kurangnya kosa kata, pengucapan dan pengetahuan tata bahasa. Sehingga guru harus memotivasi siswa untuk berbicara. Selain itu, mengajar berbicara memiliki posisi utama karena berbicara menentukan presta siswa dalam bahasa Inggris. Berdasarkan informasi dan data menunjukkan bahwa kelas delapan SMPN5 Metro masih mengalami kesulitan dalam berbicara bahasa Inggris.

Penelitian ini adalah penelitian tindakan kelas, itu dilaksanakan pada kelas delapan dari SMP N 5 Metro. Sebuah penelitian tindakan kelas (PTK) yang dilakukan dalam dua siklus. Ini terdiri dari empat pertemuan dan pada setiap siklus ada empat langkah yaitu perencanaan, bertindak, observasi, dan refleksi. Lembar observasi, tes,dan catatan lapangan yang digunakan untuk mengumpulkan data dengan lembar observasi data.

Kesimpulannya, penggunaan pendekatan komunikatif dapat meningkatkan kemampuan berbicara siswa dengan mengacu pada hasil penelitian dan pembahasaan di pre-test, post-test 1, dan post-test 2. Pada pre-test nilai rata – rata menunjukkan hasil 55,52, post-test 1 63,28, dan post-test 2 69,48. Dapat dilihat dengan jelas bahwa nilai yang ada mengalami peningkatan secara signifikan dari pre-test sampai post-test 2. Peningkatan pada kegiatan siswa pada proses pembelajaran juga terjadi pada siklus 1 dan siklus 2 dimana pencapaian kegiatan siswa mengalami peningkatan pada siklus 1 dengan rata – rata 40% dan pada siklus 2 meningkat menjadi 65%.

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Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terima kasih.
Wassalamu'alaikum Wr.Wb

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Metro, August 2014
The Writer,



Siti Naida
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"I proudly dedicate my piece of words

to my beloved family,

my longlasting friends D'Cangkemers and in Diamond class,

and my grateful Almamater"

MOTTO

"The only best friend to talk and share is book, when other going out on you, books never leaks the secrets. If you put it into practice, you will truly attain wisdom and a truth"

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For the first time, I would like to thank to Allah SWT for blessing, health, and also mercy because I can finally accomplish this undergraduated thesis. Sholawat is always sent to beloved Prophet Muhammad SAW who delivered the truth to human beings in general Muslim in particular.

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Metro, August2014
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AH TINGGI AGAMA ISLAM NEGERI (STAIN) JURAI SIWO METRO SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) JURAI SIWO METRO



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CHAPTER I

INTRODUCTION

A. Background of Study

Nowadays English is as a foreign language in Indonesia. The first reason is Indonesian does not use English as a daily language. The second, English grammar, vocabulary, and pronunciation are different from Indonesian. These reasons make English difficult to be learnt and memorized. English has been set by the government into the curriculum. It is stated in the Competence-Based Curriculum and the School-Based Curriculum (KTSP), the teaching and learning purpose of English as a Foreign Language (EFL) is to develop the students' skill in listening, reading, speaking, and writing.

English is taught as compulsory subject in the school, including Junior High School. English has four language skills which are related to each other. There are speaking, listening, reading and writing. Speaking plays an essential part in many aspects of people's life.

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. In addition, speaking is an essential tool for communicating, thinking, and learning. Oral language is a powerful learning tool. It shapes, modifies, extends, and organizes thought Through speaking and listening, students learn concepts, develop vocabulary, and perceive the structure of the English language which is essential components of

learning. Students who have a strong oral language base have an academic advantage. School achievement depends on students' ability to display knowledge in a clear and acceptable form in speaking.

A lot of methods can be used to teach speaking, such as Cooperative learning, communicative language teaching, communicative approach and etc.

Communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language. Example Practicing question forms by asking learners to find out personal information about their colleagues is an example of the communicative approach, as it involves meaningful communication. Communicative approach was developed in the 1980s as a reaction to grammar based approaches. It is an approach for second and foreign language teaching which mainly focuses on developing communicative competence. This approach emphasizes the use of language for meaningful purposes in authentic situation. The main principles of communicative approach include: 1) goal of effective communication, 2) learning language by using it to communicate, 3) focus on meaning and appropriate usage, 4) focus both on fluency and accuracy, 5) use of authentic materials to reflect real life situation, and 6) integration of four skills (speaking, writing, reading and

listening) (Retrieved, 2010).[1] It can be concluded that Communicative Approach is one of the important approaches to help learners to be able to contact with others in order to talk fluency and to express about themselves confidently and to present many social issues in their environment as quick as possible.

Speaking is one of language skills which are important but the student assumed speaking is most difficult activity in learn language. The students' problems that are commonly faced in speaking, such as: lack of vocabulary, lack of English grammar understanding, lack of pronunciation and Another problem is the students have low motivation and are not interested in doing task since the speaking activities are not interesting.

There are many kinds of method used in language teaching. One of the methods is communicative approach. In communicative approach classroom the students work together with a pair in order to achieve goals successfully. In order the students can maximize their own and each other's learning. There are some techniques of cooperative learning that can be applied in the classroom. One of them is communicative approach. Communicative approach encourages the students participate actively. . It is the way to give stimulus to the students and motivate them to learn, and then the students will be active. By using the technique, the students will to get better achievement in the form of individual improvement score after taking the individual quiz or individual test.

---

[1] Doddy Irmawati, *English Language Teaching*, http://www.ccsenet.org/journal, 7. July. 2012

To know the students skill in speaking, the writer hold the pre survey on March 10th 2014 in SMP NEGERI 5 METRO which show in the table below:

Table 1

The data of pre-survey at the first grade of

SMP NEGERI 5 METRO

SCORE	CRITERIA	TOTAL OF THE STUDENTS	PERSENTAGE
≥ 65	PASS	1	4%
≤ 65	FAILED	24	96%
	TOTAL	25	100%

Source: Teacher's archive, English Speaking Score at the eighth Grade of SMP NEGERI 5 METRO, in academic years 2014 taken on the pre-survey on March 10th 2014

Based on the pre-survey data above, the writer found that most of second grade students of SMP NEGERI 5 METRO are categorized into low category. It can be seen from score of 24 students have low score less than 65 as the Minimum Mastery Criteria (MMC).

Therefore, to overcome this problem, the writer suggests the teacher to use alternative method which focused on using the communicative approach in teaching speaking. Finally, the writer decided to conduct a research focusing on implementing the communicative approach in teaching speaking to the students of SMP NEGERI 5 METRO.

Based on statements above, this study emphasizes on THE IMPLEMENTATION OF COMMUNICATIVE APPROACH TO IMPROVE SPEAKING SKILL OF STUDENTS AT THE SECOND GRADE OF SMP NEGERI 5 METRO.

B. Problem Identifications

Based on the background of the problem above it can be identified the problem as follows:

1. The students have low memorizing vocabulary
2. The students do not have good pronunciation.
3. The students' grammatical mastery is still low
4. The students' motivation need to be increased.

C. Problem Limitation

Based on the problem identification above, the writer limits the problem in communicative approach on teaching speaking at the eight grades in SMP NEGERI 5 METRO in order to improve speaking skill.

D. Problem Formulations

Based on the problem limitation above, the research formulates the problem as follow:

Can the communicative approach improve the students speaking skill at the eight grade of SMP NEGERI 5 METRO?

E. Objectives and Benefits of The Study

1. Objective of Study

After the problem formulation above, there the objectives of the research that would be formulated by research are to know determine students' ability in improving speaking scores communicative approach.

2. Benefits of The Study

The writer expects that this study can give positive contribution either for the teacher or the students in teaching and learning English, especially speaking skill.

a. For the teacher

This approach can be a way to solve the problems that found by the teacher in speaking subject. And it can be one of alternative for the teacher in teaching speaking.

b. For the Students

The students will enjoy and interest in the subject when the teacher applies the communicative approach. It is can be an option to improve their speaking skill in the suitable way. By knowing this approach, the students will find a new way to upgrade their capability in speaking skill.



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CHAPTER II

THEORETICAL REVIEW

A. Theoretical Description

1. The Communicative Approach

a. The concept of Communicative Approach

The researcher tries to know the influence of communicative approach toward student's speaking skill. According to Jack C. Richards and Theodore S. Redgers that Communicative Language Teaching is best considered an approach rather that method.[1] Communicative Approach is an approach that emphasizes learning a language through genuine communication. Jack C. Richards and Theodore S. Redgers says that" Communicative approach has 2 aims, *the first* is make communicative competence the goal of language teaching and *the second* is develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication".[2]

Webster states that the basic procedures of the communicative language teaching are based on means of communication. The teacher is just a guide, facilitator, and helper not the provider of information.[3]

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[1] Jack C Richards and Theodore S Rodgers,*Approaches and Methods in Languange Teaching*,Cambridge University Press, New York, First Published,1986,p.172

[2] *Ibid*,p.155.

[3] http://en.wikipedia.org/wiki Communicative Language Teaching.(3 september 2012)

So that the students able to develop their performance in learning, especially in speaking skill, because the students should be more active to participate in teaching and learning process by interaction and look for many information in order they have capability to solve the problems that faced in learning based on the teacher's guidance's, facilitates, and helps.

Furthermore, Sauvignon states that Communicative language teaching (CLT) refers to both processes and goals in classroom learning.[4] By the use of this approach we could find that there are any emphasizes interaction between the teacher and the students, and also between the students and the other students as the means and the ultimate goal in the learning process. So, the students as active learner's can develop their speaking skill.

Johnson (1984) and little wood (1984) consider an alternative learning theory that also see as compatible with CLT – a skill learning model of learning. According to this theory, the acquisition of communicative competence in a language is an example of skill development. This involves both a cognitive and behavioral aspects.

The cognitive aspect involves the internalization of plans for creating appropriate behavior. For language use, these plans drive mainly from the language system – they include grammatical rules, procedures for

[4]Savignon, J.Sandra, *Interpreting Communicative Language Teaching,* (United State : Yale University,2002), P.1

selecting vocabulary, and social conventions governing speech. The behavioral aspect involves the automation of these plans so that they can be converted into fluent performance in real time. This occurs mainly through practice in converting plans into performance. (Little wood 1984: 74)[5]

According to setiyadi" the concept of CLT can be traced back by the looking at the concept of communication itself".[6] Based on the quotations above it can be inferred that communicative approach is the theory that give an opportunity for the students to develop their knowledge, skill, ability, competence, and performance, especially in speaking skill that place the teacher as guider, motivator, helper, and facilitator not as a provider of information. So, it can increase the students' motivation.

b. Types of Communicative Activity

1. Functional communicative activities

Little wood states that the main purpose of the activity is that learners should use the language they know in order to get meaning across as effectively as possible.[7] It means that in communication activities emphasize on communicative function. It can be done to teach problem solving or information finding, which stated verbal form. For example

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[5] Jack C Richards and Theodore S Rodgers, *Op.cit.*p 162

[6]Ag. Bandung Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta:Graha Ilmu, 2006),P.142.

[7]Littlewood, William, *Communicative Language Teaching*, (Cambridge : Cambridge University Press, 1981),P.20.

picture identify, finding of the couple, the sequences and something in the picture, looking for the information which there is no in the text, and looking for the secret answer as we know that one of the objectives of education is to encourage the students' motivation which certainly needs the technique and media that interest. So, with using of media in functional communication activities can increase the students' in speaking skill.

2. Social interaction activities

Little wood states that in social interaction activities learners should pay greater attention to the social as well as the functional meanings that language conveys.[8] It means that language is not only a functional instrument, but also a form of social behavior that usually include of conversation, discussion, role play, and simulation.

c. The characteristics of Communicative Language Teaching

Brown states that the four characteristics of communicative language teaching as follows:

1) Classroom goals are focused on the entire component (grammatical, discourse, functional, sociolinguistics and strategic) of communicative competence. Goals therefore must intertwine the organizational aspects of language with the pragmatic.
2) Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purpose. Organizational language forms are not the central focus, but rather aspects of language that enable the learner to accomplish those purpose.

[8] *Ibid*, P.43.

3) Fluency and accuracy are seen as complementary principles underlying communicative techniques. At time fluency may have to take on more importance than enable the learner meaningfully engaged in language use.
4) Students in communicative class ultimately have to use the language productively and receptively, in unrehearsed context outside the classroom. Classroom task must therefore equip students with the skill necessary for communication in that context.
5) 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.
6) The role of the teacher is that facilitator and quid, not an all knowing bestowed of knowledge.[9]

2. Speaking Skill

a. The Understanding of Speaking Skills

Speaking skills are very important in human life. It is needed when they are taking conversation with other people in formal or informal setting. Speaking skills consists of two words: speaking and skill. Before we summarize about speaking skills, it is better if we understand the meaning both of two words.

1). Speaking

There are many experts explain about definition of speaking. Speaking is a productive language skill.[10] It means that speaking is a person's skills to produce sounds that exists at the meaning and be understood by other

[9]Brown, H, Douglas. *Op.cit,* p.43
[10] Sanggam Siahaan, *Issues in Linguistics* (Yogyakarta: Graha Ilmu,2008),p.95.

people, so that able to create of good communication. It is a mental concept that processed by someone in such a way to form a meaning when uttered.

Chain stand in Hamzah state that "Speaking is learning to speak is obviously more difficult than learning to understanding the spoken language."[11] On the other hand, we can say that speaking is learning about how to speak, and it is so hard better than knowing what other people saying.

An S Homby has explained that speaking is "to say exactly what you think, in every direct way"[12] it means that speaking is skill that has meaning which appears directly from our mind to convey messages to other people. In other words, speaking a way to say what you feel now, and it is appears from our mind.

Wendy and Listbeth state that speaking is perhaps the demanding skill for the teacher to teach. In their own language children are able to express emotions, communicate intonations and reactions, explore the language and make fun of it, so they expect to be able to do the same in English.[13] In other words, speaking activity must be done on fun situation that make the students feel enjoy to learn it. When the condition of the learning

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[11] Http://achankprima.blogspot.com/2011/01/definisi-of-speking.html (October 1,2011)

[12] A S Hornby, *Oxford Advanced Learner's Dictionary, Six Edition, (*New York: Oxford University Press, 2003), p.1289.

[13] Wendy A.Scott and Listbeth H.Ytreberg, *Teaching English to Children. (*New York: Longman), p.33.

process class are good, enjoy, fun, full of spirits, etc. It will make the brains of the students are processed, so that acquisition process of the students run effectively.

Based on the definitions above, it can be inferred that speaking is a basic of person skill to produce language that has meaning and be understood by other people about what the speaker says. It is a skill of speaker to give information to a listener or group of listeners by transfer it effectively. And speaking activity must be set on fun situation.

2). Skill

Several source mention the definition of skill, such as; Skill is "an ability and capacity acquired through deliberate, systematic, and sustained afford to smoothly and adaptively carry out complex activities or job functions involving ideas (cognitive skills), things (technical skills), and /or people (interpersonal skills)."[14] It means that skill is a person ability which acquired them by complex process.

According to oxford advance learner's dictionary state that skill is "the ability to do something well."[15] In other words, it is an ability that is intended for an act that is useful and good. So it can be inferred that skill is an ability of person which acquire them in complex process for an act that is useful and good.

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[14] http://www.businessdictionary.com/definition/skill.html#ixzzIjhJZuJ00
[15] A S Hornby, *op.cit.*, p. 1255.

From the explanation above, it can be concluded that speaking skills is a person's speaking ability and capacity which acquire them in complex process to create of good communication situation. In speaking activity always related with speaking skill and linguistic problem. Therefore the teacher must be smart to solve.

b. The Concept of Speaking Skill

Etymologically, the word "speaking" is derived from the word 'speak' than can be defined as follows: 1). Talk to somebody about something 2). Use your voice to say something. [16] It means that speak is using voice to talk to somebody about something.

Terminologically, there are some experts that have different definitions for speaking, but here the writer will take several definitions according to the experts as follows: Sanggam states that speaking is a productive language skill. [17] It means that speaking is the capability to produce a language skill. According to O'Grady in Sanggam states that speaking is mental process. [18] It means that it is a psychological process by which a speaker puts a mental concept into some linguistics from, such as word, phrases, and sentences used to convey a message to a listener.

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[16]Hornby, As, *Oxford Advanced Learner's Dictionary,* (Oxford: Oxford University Press.2000), p.1289.

[17] Sanggam Siahaan, *Issues in Linguistics,* (Yogyakarta: Graha Ilmu,2008),p.95.

[18] *Ibid.*

Moreover, Cameron states that speaking is the active use of language to express meaning so that other people can make sense them.[19] It means that speaking is the activity not only to focus on the for production of language but also on the understanding language meaning from the speaker.

These statements also supported by the Kasihani's states that speaking skill means able to communicate use the English patterns based on the situation when the people need to utterance their thoughts, feels, and ideas.[20] It means that speaking helps the people share their thoughts, feels, and ideas so that the other people know and understand in the form of communication.

The mastery of speaking skills in English is priority for many second language or foreign language learners. Consequently, language learners often evaluate their success in language learning as well as the effectiveness of their English learning on the basis of how much they feel they have improved in their spoken language proficiency.

In some ways speaking can be considered the most difficult skill to acquire since it requires command of both listening comprehension and speech production sub skills (e.g., vocabulary retrieval, pronunciation, choice of a grammatical pattern, and so forth) in unpredictable, UN

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[19]Cameron,Lyne, *Teaching Language to Young Learners,* (Cambridge: cambridge University Presss, 2001),p.40.

[20] Kasihani K.E. Suyanto, *English for Young Learners,* (Jakarta: Bumi Aksara, 2007),p.58.

planned situations[21]. Even in relatively communication oriented methodologies, speaking activities often simply ways of rehearsing pre-selected grammar items or functional expression[22]

"Where skills and sub skills are distinguished more in term of conversational ability than of linguistic description, this can again prove problematic for an account of what speakers can or cannot do unless a range of conditions is explored. This is partly because personality factors are likely to influence abilities to take or hold the floor, to express agreement and disagreements, to give supportive feedback to other speakers, and so on"[23]

Based on the quotations above, it can be inferred that if the people use language to express their means and another people can understand what they say, it is called speaking. The more practice we get, the more likely it is we will be able to chunk small units into larger ones. It is the reason why we should practice and improve our speaking skill.

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[21] Marianne Celse – Murcia, Elite Olshtain, *Discourse And Context In Languge Teaching*, America:Cambridge University Press,2000),p.165.

[22] Jeremy Harmer, How to Teach Speaking, England: Longman,2005.p.28

[23] Desmond Allison, *Language Testing And Evaluation An Introductory Course*, Singapure Univercity Press, 1999,p.149

c. The Kind of Speaking Skill

1. Conversation

Conversation is a form of interactive. We can call it as human interactive, because it happens spontaneous between two or more people who are response reactions to what has previously been said.

According to Brown "Conversations are collaborative as participant's engage in a process of negotiation of meaning".[24] In social aspect, conversations are rules of etiquette because conversation are social interactions, and therefore depend on social convention.

There are two different kinds of conversational interaction. It can be distinguished-those in which the primary focus is on the exchange of information (*the transactional function of conversation*), and those in which the primary purpose is to establish and maintain social relations (*the interactional function of conversation*).[25] In transactional used of conversation the primary focus is on the message, whereas interactional uses of conversation focus primary on the social needs of the participants.

2. Pronunciation

Generally pronunciation is one of important aspect in ESL. Pronunciation is the way for students' to produce clearer language when

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[24] Brown, H Douglas, *Teaching by Principles an Interactive Approach to Language Pedagogy*(San fransisco State University, 2001), p. 269

[25]Brown, Gillian, and George Yule, *Discourse Analysis* (Cambridge: Cambridge University Press,1983),p.1

they speak. Thornberry said that "Pronunciation refers to the candidate's ability to produce comprehensible utterances to fulfill the task requirements".[26] Pronunciation refers to the ability to use the correct stress, rhythm and intonation of a word in a spoken language. A word can be spoken in different ways by various individuals or groups, depending on many factors, such as: the area in which they grew up, the area in which they now live.

3. Fluency and Accuracy

Fluency is an essential element of ESL speaking skills. Brown said that "Fluency is probably best achieved by allowing the "stream" of speech to "flow".[27] Fluency refers to speech language term that means the smoothness or flow with which sounds, syllables, words and phrase are joined together when speaking quickly. Fluency can be defined as the ability to speak fluently and accurately. Accuracy is achieved to some extent by allowing student to focus on the elements of phonology, grammar, and discourse in their spoken output.[28]

4. Sociolinguistic Competence

One of the best known models of language ability is known as "Communicative Competence." This model was developed to account for the kinds of knowledge people need in order to use language in meaningful

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[26] Thornbury,Scott,*How to Teach Speaking*, (England, Longman,2005), p.128
[27] Brown,H Douglas,*loc.cit.*
[28] Brown,H Douglas, op.cit, p.268

interaction. Sociolinguistics competence is none of component in language competences. Sociolinguistic competence knows how to use and respond to language appropriately, given the setting, the topic, and the relationships among the people communicating. It is the ability to produce utterance appropriate to the social situation in which they are spoken.[29] Sociolinguistic competence requires adjusting one's grammatical forms to be appropriate to the setting in which the communication takes place. Attention is paid to such features of dialect, register, medium and style which are appropriate to express his personal states and idea requiring mastery of a range of communication functions.

d. The Scoring of Speaking Skill

In order to measure the quality of spoken performance, we need to establish criteria for assessment. Here are the criteria of test scoring categories of speaking.

Table

Analytic Speaking Criteria[30]

No	Criteria	Score	Explanation
1	Pronunciation	5	The students can produce and to state the sentence what the teacher ask with a good pronunciation

[29] Mizne,Claire Ann,"Teaching Sociolingustic Competence in the ESL Classroom" (1997). *Senior Thesis Projects, 1993-2002.*http://trace.tennessee.edu/utk_interstp2/20.p.11

[30] J.Weir,Cyril,*Language Testing and Validation:an Evidence based-Approach,* (New York: Palgrave Macmillan,2005),p.195

		4	Errors in pronunciation are Seldom done by students
		3	Error in pronunciation ever done by the students but make the teacher difficult to understand
		2	The accent is understood by the teacher, but they often do mistake
		1	Errors in pronunciation often done by students, and ask the students attempt to speak with using their language.
2	Grammar	5	Make few (if any) noticeable errors of grammar and word order
		4	Occasionally makes grammatical and or word orders errors that do not, however obscure meaning.
		3	Make frequent errors of grammar and word order, which occasionally obscure meaning.
		2	Grammar and word order errors make comprehension difficult, must often rephrases sentence.
		1	Errors in grammar and word order, so, severe as to make speech virtually unintelligible.
3	Vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker.
		4	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities.
		3	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary.
		2	Misuse of words and very limited vocabulary makes comprehension quite difficult.
		1	Vocabulary limitation so extreme as to make conversation virtually impossible.

The areas of pronunciation which we need to draw the students' attention to include individuals sounds they are having difficulty with word

and phrase/sentences stress and intonation. According to Harmer state that all of these the component of pronunciation while teaching learning[31]

a) Sounds

We often ask students to focus on one particular sound. We can students identify word in a list (including bird, word, worm, worth, curl, heard, first, lurch etc). They are then asked to identify the one consonant (r) which is always present in the spelling of words with this sound. We could also show or demonstrate the position of the lips when this sound is made and get students to make the sound and say words which include it.

Two more example show specific approaches to teaching and practicing of sound.

Example Ship and chip	Sound ⟹ /ʃ/ and / tʃ/

b) Stress is important an individual words, in phrase and sentences. By shifting it around in a phrase or sentence, we can also changing emphasis or meaning. We can draw attention to the schwa / ə / in word like /f əDgr əf ə / (*photographer*) or / klu : la əs (*clueless*).

[31]Jeremy,Harmer.*The pactice of English Language Teaching*,(Pearson Longman.2007.Fourth Edition),p.253

c) Intonation

We need to draw our students' attention to the way use change in pitch convey meaning to reflect the thematic structure of what we are saying and convey mood.

Match the intonation tune to the meaning	
a. // mmm //	a. Reflect boredom or lack of interest
b. // mmm //	b. I agree
c. // mmm //	c. Strong agreement
d. // mmm //	d. Agree but
e. // mmm //	e. The speaker wants to listener to say more

d) Connected speech and fluency

Good pronunciation does not just saying individual words or even individual sounds correctly. The sounds of word change when they come into contact with each other. This is something we need to draw students' attention to in our pronunciation teaching. We can adopt a three-stage procedure for teaching students about feature such as elision and assimilation.

1. Stage I / comparing : we can start by showing students sentences and phrase and having them pronounce the word correctly in isolation, e.g. *I am going to see him tomorrow* /aɪ æm /gəʊɪŋ / tu : / sɪɤ/ him / təmDrəʊ /

2. Stage II / identifying: we have students listen to recording of connected speech (or we say the phrase ourselves) and they have to write out a full grammatical equivalent of what they hear. Thus we could say / dʒəwDnəkDfi / and expect the students to write *Do you want a coffee?*

3. Stage III / production: in our modeling and teaching of phrase and sentences will give students the connected version, including contraction where necessary and get them say the phrase and sentences in this way.

B. Action Hypothesis

Based on the frame of theories and assumption the writer formulates the hypothesis: By using communicative approach the students will be able to improve their speaking skill at the second grade of SMP Negeri 5 METRO.

NGGI AGAMA ISLAM NEGERI (STAIN) JURAI SIWO METRO SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) JURAI SIWO METRO



CHAPTER III

RESEARCH METHODOLOGY

A. Setting and Subject of The Study

The setting of this research is SMP Negeri 5 METRO, which is located Jl. Budi Utomo Kec.Selatan. It is one of school which has not been implemented the communicative approach yet.

The subject of this research is the students of SMP Negeri 5 METRO; this research is 25 students of class VII of SMP Negeri 5 METRO. The writer chooses the students of class VII after getting information from the teacher that the students' speaking skill is low.

B. Object of The Study

The object of the study is speaking. The collaborator of this research is the English teacher of class eight grades SMP Negeri 5 METRO.

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.[1] According to Donald, action research is a practical tool for solving problems experienced by people in their professional lives.[2] It means that classroom action research is a

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[1]McNiff, Jean Whitehead, *Action Research: Principles and Practice*, Second Edition, London and New York, 2002, P. 15

[2] Donald, Jacobs, Sorensen, and Razavieh, 2010, *Introductionto Research in Education Eighth Edition*, Canada: Wadsworth, Cengage, Learning, p.516.

form of inquiry that enables practitioners everywhere to investigate and evaluate their work in the class. In addition, Yogesh Kumar states that action research is a method for improving and modifying the working system of a classroom in school.[3]

From the explanation above, it can be inferred that Classroom Action Research (CAR) is a research in teaching and learning in the class which the aim is to solve problem or to repair something.

In this research the writer needs a collaborator to help her in this action research it is caused as a new researcher. Arikunto defines collaboration research is a research which be done together by helping a friend.[4] The writer asks the English teacher as a collaborator.

The goal of action research in education is to create an inquiry stance toward teaching where questioning one's own practice becomes part of the work and of the teaching culture.[5]In addition, the main goal of CAR is to repair of fact problem and practice to increase quality of teaching learning in classroom that had been around in interaction between the teacher and students are learning.[6]

The objective of Classroom Action Research (CAR) explained by Suhardjono, as follows;

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[3]Singh, Yogesh Kumar, 2006, *Fundamental of Research Methodology and Statistics,* New Delhi: New Age International Publisher. P. 261

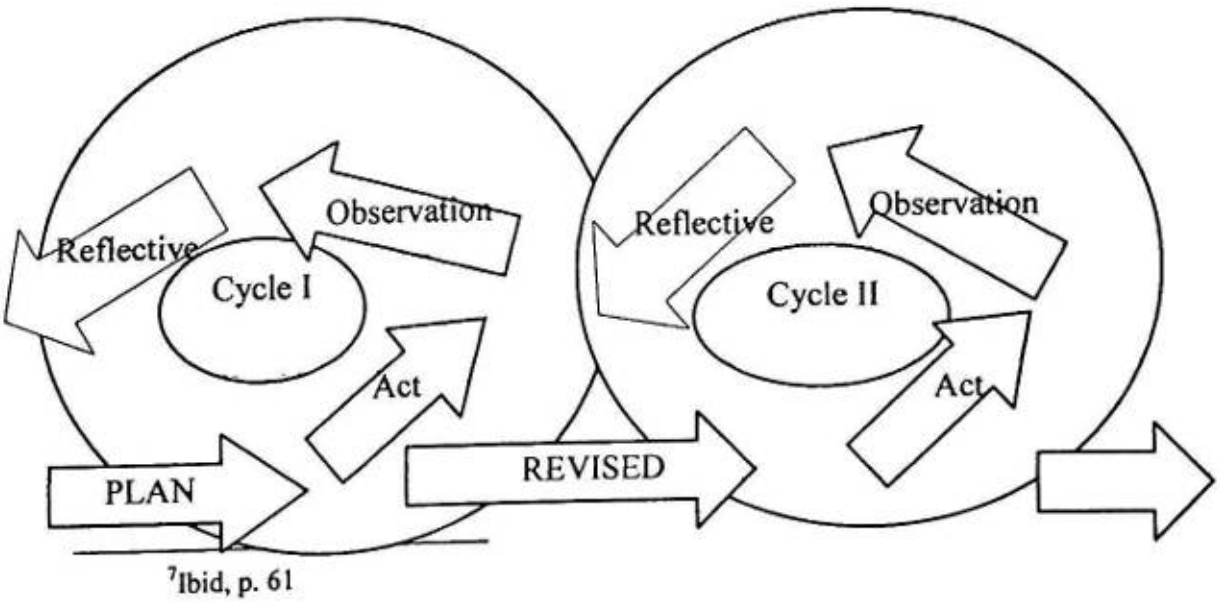
[4]Arikunto, Suharsimi, 2007, *PenelitianTindakanKelas*, Jakarta: BumiAksara, p. 22.

[5]Donald, Jacobs, Sorensen, and Razavieh,*Op.cit.* p.513.

[6]Arikunto, *Op.cit.* p. 60

1. Increasing of quality: input, process, the result of education and teaching at school.
2. Helping the teacher and other educational personnel to accomplishing the problems of teaching learning and education in the class or out class.
3. Increasing educators and personnel educations professionalism attitude in education.
4. Developing on academic culture to creature proactive attitude to improve the quality of education and teaching sustainable.[7]

Action research has some of model action research, namely: model Kemmis and Taggart, model Ebbut, model Elliot, and model McKernan. Model Kemmis developed by Stephen Kemmis and Robin McTaggart in 1988. It is used four action research component (planning, acting. observing, and reflecting) in a spiral system that is concerned. The steps can be seen as follows:



[7]Ibid, p. 61

Picture1. Cycle model Kemmis[8]

The research is preceded by a preliminary study (observing the class condition and interviewing the English teacher) which is followed by cycle. Those are planning, acting, observing, and reflecting that is adapted from a model proposed by Kemmis. After accomplishing the first cycle, it will be probably found a new problem or the previous unfinished problems yet. Therefore, it is necessary to continue to the second cycle in line with the same concept of the first cycle. If the first cycle is showed the positive result, so the second cycle will be stopped.

1. Planning step

   In this phase, the writer makes some planning based on the finding of preliminary study. The following activities in this action planning are designing lesson plan, determining technique, preparing materials and media, and determining criteria of success.

   Designing lesson plan aims to provide the teacher with the guideline of teaching and learning activities. The lesson plan is included the following items: specific instructional objectives, and procedure of assessment.

   Next step is determining the technique. The writer saw the benefit of it. In this case, the communicative approach technique is used in developing students' speaking ability is applied.

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[8]Sukardi, 2003, *MetodologiPenelitianPendidikanKompetensidanPraktiknya*, Jakarta: PT BumiAksara. P.215.

The following step is preparing materials and media. Meanwhile, the media that used in the action are: handout, picture.

The last step is determining the criteria of success. Classroom Action Research (CAR) is able to be called successful if it can exceed the criterion which has been determined. In line with the research, the criteria of success are decided based on the agreement between the writer and the collaborator (English teacher) is:

a. The students are average score at least the same or above 65.
b. The students' speaking score improve at the same as the minimum requirement (KKM) for English subject is students are required to achieve score 65 which is adapted from the school agreement (SMP Negeri 5 METRO).
c. It is considered successful if 70% of the students could achieve some improvement scores from pre-test until the second post-test in cycle two at least the same as or above 65.

If the criterion of the action success achieved, it means that the next action of the Classroom Action Research (CAR) will be stopped, but if this condition has not been reached yet, the alternative action will be do in the next cycle.

2. Acting step

In this phase, both the writer and the teacher collaborator to carry out the planned action. In implementing the action, the writer acts as the English

teacher who uses the determined technique as he is teaching. Meanwhile, the collaborator acts as the observer who observes class condition and all the activities that happen in teaching learning process. Related to the condition of limited teaching learning period, that is why the writer and the teacher take the action phase during two weeks within to cycles in which each cycle consists of two meetings in action.

3. Observing step

In this phase, the writer carries out observation toward implementation of action using unstructured observation sheet based on the lesson plan. When observing, the observer should notice and note all of activities in the physical classroom. It may be about the teacher's performance, class situation, students' response. In this phase, it also collects the data derived from evaluation or pre-test.

4. Reflecting step

This phase is aimed to reflect the completely done action based upon data that have been collected, and then it is necessary to hold evaluation for completing the next cycle. This phase is carried out collaboratively, that is to discuss further some problems occurred in the class. Thus, the reflection is able to be determined after implementing the action and observation outcomes. If there still might have found some problems, so it needs to move to the next cycle concerning re-planning, re-acting, and re-observing.

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.[9]

The researcher applies this method to get the students' activities like students' comprehend in answering the question, students' speaking activity, students' participant and proclivity of student in learning speaking in the class.

2. Test

Test is the sequence of questions or statement that is used to measure skill, knowledge, intelligence, ability that have by individual or group.[10] The material in pre-test and post-test are different but have same difficulties.

The test is divided by two parts as follows:

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.

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[9] Edi Kusnadi, *MetodePenelitian*,Metro:STAIN Metro, 2008,p. 11

[10] *Ibid*, p.105

b. Post-test

The post-test was done in the end of meeting in class. This treatment had done in the last meeting after doing treatments have something as a purpose to find out the change of students' achievement in the class or not. Post-test is the result of treatment. The improvement can be identifying 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 communicative approach whether it is able to improve the students' speaking skill.

3. Documentation

Documentation as the method which is used to get information from the written source or document (for example: books, magazines, notes, and other) of information[11].

4. The Field Note

To collect the data more accurately, the researcher uses field note to make easy when analyze the data. This is to know students activities during teaching process. It is done after finishing of teaching learning process.

E. Data Analysis method.

The data will be analyzed step by step to take the average score of the pre-test and post-test.

The formula to get the average of pre-test and post-test as follow:

[11] Ibid p. 119

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

Note:

$\bar{x}$ = Average score

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

N = Total of Students[12]

Furthermore, to know the gain the writer will compare between pre-test and post test then, the result is matched by Minimum Standard Criteria (MSC) at the school at least 65. 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. Indicator of Success

The indicator of success of this study will be pressured on the speaking process and the result. They called success if they fulfill these criteria.

1. The students' activity increasing in each meeting.
2. The increasing of the students' speaking skill is sign by achievement of minimum mastery criteria 65 with percentage 75% in the last cycle.

[12]BurhanNurgiyanto, Gunawan dan Marzuki, *Statistik Terapan untuk Penelitian Ilmu-IlmuSosial*, (Yogyakarta: Gajah Mada University Press, 2004), P.64

G. The Validity

1. Validity

Validity is the extent to which the precision and accuracy of an instrument in performing the function of measuring[13]

There are four validities was used in doing this research. Such as: (1) democratize validity; it is where the researcher is given a chance collaborate and review suggestion from related parties. Democratize validity is openness from the teacher as implementer of classroom action research; (2) content validity, it is asking how to relation between instrument with the purpose and the description of the materials that will be learned; (3) construct validity, refers to whether the instrument actually reflect the true theoretical meaning of a concept; (4) dialogic validity, where the researcher and collaborator discuss about the action that they do.[14] The researcher uses all research validity.

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[13] *Ibid*, p. 106
[14] *Ibid.*, P.41



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CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. The Profile of the Research Setting

1. Brief History of the School

Education is a need for the community and the nation. Then on June 7, 1986 arose the school SMP Negeri 5 Metro. At the time of SMP Negeri 5 Metro lead by Mrs. Samsimar from 1986 to 1999 as the First Principal (1), the next year, 1999 to 2000 led by Mr. Hermansyah as Headmaster of the second (2), the next Year 2000 until 2004 in Leading by Ms. Sri Rahayu, S. Pd as the third Principal (3), the next year 2004 to 2006 lead by Drs. Principal Suwilan as the fourth (4), 2006 to 2009 led by Mr. Suwarno as the Principal to five (5), the next year 2009 until now lead by Mr. Poniran, S.Pd as Principal sixth (6), and the next year 2012 lead by Suyono, S. Pd as the Principal to Seven (7) and up to now.

2. School conditions

Junior High School 5 Metro is located in the village district of Rejomulyo South Metro, Metro City has educational facilities such as school buildings, among others: Principal room, Room Administration, Room Vice Principal, Teacher room, Room Science Laboratory, Computer Laboratory, Library Room, Class Room, Bathroom and WC, Mosque, Park School, Cooperative and school canteens.

B. Result of The Research

This research used Classroom Action Research (CAR) and it was conducted about two cycles. The first cycle was done about two meetings. It was on July 15th, July 16th and July 18th 2014, and every meeting took 2x40 minutes. Then, the second cycle was done on august 12th, august 13th, and august 15st 2014. As it was mentioned before each cycle comprised planning, acting, observing, and reflecting. In relation in the problems in the class, the writer used communicative approach as a problem solving. In cycle, the writer taught descriptive text by implementing communicative approach.

Before implementing communicative approach technique, the writer did the pre-test. It was conducted on July 14th 2014 and it was taken 2x40 minutes. The writer told the students that the writer would conduct the research in their class, in order to know there in speaking skill. The kind of test was spoken test. The students were asked to describe based on the topic. Then the students were to demonstrate or practice in front of class and the result of pre-test could be seen in the table below:

Table 2. Frequency of Students' Pre-test Score

Score Pre Test

No.	Student's Name	Score				Total	Note
		Pronoun	Intonation	Perform	Fluency		
1.	AH	14	13	15	16	58	Failed
2.	AP	19	15	16	15	65	Pass

3.	AW	15	16	13	17	61	Failed
4.	ANA	18	16	16	17	67	**Pass**
5.	AR	12	13	12	14	51	Failed
6.	ATP	16	14	15	17	62	Failed
7.	BAP	17	18	16	17	68	**Pass**
8.	CWU	14	13	12	13	52	Failed
9.	ES	13	14	13	15	55	Failed
10.	E	15	16	13	17	61	Failed
11.	FW	13	15	11	12	51	Failed
12.	IR	14	13	12	12	51	Failed
13.	IS	8	9	15	11	43	Failed
14.	IDK	9	10	8	11	38	Failed
15.	KKIA	14	11	12	13	50	Failed
16.	LR	16	11	14	9	50	Failed
17.	MFM	12	11	10	14	47	Failed
18.	ND	9	11	9	7	36	Failed
19.	NS	10	8	9	11	38	Failed
20.	RW	18	19	17	17	71	**Pass**
21.	R	16	17	18	19	70	**Pass**
22.	RF	14	11	12	10	47	Failed
23.	RDS	18	18	17	18	71	**Pass**
24.	S	15	14	16	13	58	Failed
25.	SF	19	17	16	15	67	**Pass**

	Total	1388	
	Mean	55,52	
	High Score	71	
	Low Score	36	

In line with the above result of pre-test, it could be seen that 18 students (72%) were unsuccessful. The successful students were fewer than unsuccessful students. From the pre-test, the writer got average of 55.52. See appendix.

Therefore, the result was satisfactory. It was the reason why the writer implemented the communicative approach to increase the students' achievement in speaking skill.

1. Action and the Learning Product at Cycle 1

a. Planning

In planning phase, the writer and collaborator made a lesson plan and selected the material. The material is speaking describe text about "places of work". Besides making lesson plan, the writer prepared observation sheet to observe the teachers and students' activities in teaching learning process. The writer also prepared the post-test 1, to know whether there are some students' improvement score from pre-test to post-test.

b. Acting

The action of the first cycle was done on 15th , 16th, and 18th July 2014. Two meeting for the treatment and one meeting to post-test, and it was followed by 25 students. The meeting was begun by praying, greeting,

checking the students' attendance list and asking the students' condition. After the writer started to convey what the material that would like to be learned by students and explain the concept of communicative approach, the writer began class presentation. The writer was explaining the concept and parts of descriptive text.

After explaining the material, the writer gave them assignment about the material and the writer monitoring the teams. In the last meeting at cycle 1, the writer gave the quiz as post-test to make sure students understanding of the materials. It was conducted on 15th July 2014 at 13.00-14.20 pm. Kinds of the test was spoken test. The students were asked to come forward one by one to practice based on the team assignment. So that, writer to know whether there are some students' improvement scores.

c. Observing

In this phase, the collaborator tried to notice all activities in the physical classroom activity. It was about the teacher's performance, class condition and students' activities. Related to the teacher performance, the writer had accomplished the task in line with the lesson plan had been made. However, in a part of class presentation, it probably seemed unclear because the teacher's explanation was too fast and in part of explaining the material, it was too simple. It could be seen from students' response which still confused what the teacher explained.

Meanwhile, the class condition was still under control. It means that, most of students still did not give attention to the teacher's explanation. Moreover, some of students always asked the teacher when they asked to practice in front of class, because most of them did not know to pronounce and most of them still nervous when they practical in front of class.

After teaching learning process finished, it was also conducted the post-test 1 of the third meeting on 18th July 2014 to measure how well the students' speaking ability had been developed. Based on the post-test 1, the mean score of the class derived 63, 32 in which there were 12 students who passed the minimum requirement (KKM) 65 (sixty five). The result of post-test 1 could be seen in the table below:

Table 3. Frequency of Students' Score Post-Test 1

No.	Students' Name	Score				Total	Note
		Pronoun	Intonation	Perform	Fluency		
1.	AH	15	17	15	16	63	Failed
2.	AP	18	17	15	17	67	**Pass**
3.	AW	18	16	17	16	67	**Pass**
4.	ANA	15	16	15	18	64	Failed
5.	AR	16	13	14	13	56	Failed
6.	ATP	14	15	14	15	58	Failed
7.	BAP	18	15	16	15	64	Failed
8.	CWU	17	16	17	15	65	**Pass**

9.	ES	16	18	16	17	67	**Pass**
10.	E	16	17	16	19	68	**Pass**
11.	FW	17	14	16	15	62	Failed
12.	IR	16	15	13	15	59	Failed
13.	IS	15	13	14	13	55	Failed
14.	IDK	14	17	14	12	57	Failed
15.	KKIA	15	14	14	13	56	Failed
16.	LR	17	17	14	16	64	Failed
17.	MFM	17	18	16	14	65	**Pass**
18.	ND	15	16	15	13	59	Failed
19.	NS	15	15	14	13	57	Failed
20.	RW	17	18	17	18	70	**Pass**
21.	R	17	19	16	17	69	**Pass**
22.	RF	17	15	16	17	65	**Pass**
23.	RDS	19	17	18	18	72	**Pass**
24.	S	16	16	17	17	66	**Pass**
25.	SF	17	15	16	19	67	**Pass**
	Total					1582	
	Mean					63,28	
	High Score					72	
	Low Score					55	

d. Reflecting

The writer and the collaborator discussed about the conclusion of implementing the action. Generally, there was increasing on the students' achievement in speaking skill by implementing communicative approach in this cycle. It can be seen from pre-test and post-test 1 (see appendix). Although, the students' score increasing, but it did not achieve the indicator success yet. Moreover, there were some problems in teaching learning process that must be corrected in the next cycle.

Based on the field note and observation sheet, there were some of problems in speaking skill. They were some students were passive in teaching learning process and some of students always asked to the teacher, because some of students did not know to pronounce the word. Moreover, the writer and the collaborator decided to conduct the next cycle. It was must be more efforts to develop students' speaking ability by using communicative approach.

2. Action and the Learning Product at Cycle 2

a. Planning

In planning phase of the second cycle was focused on the problem on the first cycle. Moreover, the writer and the collaborator planned to give the material for the students in speaking descriptive text. In the second cycle the writer focused to improve the students' speaking skill in the form of pronounces the word, because most of students did not know to

pronounce the word correctly. Furthermore, the writer makes the learning condition more comfort than before. So that, when the students practice in front of class, the students did not feel nervous. Besides, the writer still also prepared the observation sheet to note the classroom activities. And the writer also prepared the post-test 2 to collect the data.

b. Acting

The action of the second cycle was done on 12th, 13th, and 14st august 2014. Two meeting for the treatment and one meeting to post-test, and it was followed by 25 students. The meeting was begun by praying, greeting, checking the students' attendance list and asking the students' condition.

After reviewing the previous lesson, Furthermore, the teacher asked the students describing text that given by the teacher and was different topics. In the last meeting at cycle 2, the teacher gave quiz as post-test to make sure students understanding of the materials. It was conducted on 15st august 2014. The students were asked to come forward one by one to practice based on the assignment. So that, the teacher to know whether there is some students' improve scores.

c. Observing

In the second cycle, generally the class condition in learning process was better than the previous cycle. Related to the teacher's performance, she showed some progress. It meant that the students could understand

easily because the teacher's explanation was not to fast. Automatically, it led a good feedback from students' response in conveying their opinions. Shortly, most of the students seemed unite active in the classroom.

In the third meeting of the cycle two, the teacher was held on post-test 2, the mean score of class in speaking test derived 69,88 in which there were 19 students who passed the minimum requirement (KKM) 65 (sixty five). The result of post-test 2 could be seen in the table below:

Table 4. Frequency of Students' Score Post-Test 2

No.	Students' Name	Score				Total	Note
		Pronoun	Intonation	Perform	Fluency		
1.	AH	18	17	16	17	68	Pass
2.	AP	21	18	19	20	78	Pass
3.	AW	19	16	17	19	71	Pass
4.	ANA	18	17	16	18	69	Pass
5.	AR	15	14	13	15	57	Failed
6.	ATP	18	17	16	17	68	Pass
7.	BAP	19	17	16	18	70	Pass
8.	CWU	18	17	16	18	69	Pass
9.	ES	22	18	19	20	79	Pass
10.	E	19	17	18	20	74	Pass
11.	FW	18	17	14	16	65	Pass
12.	IR	17	16	16	17	66	Pass
13.	IS	16	14	15	14	59	Failed

14.	IDK	17	15	15	16	63	Failed
15.	KKIA	18	15	14	17	64	Failed
16.	LR	17	15	16	15	63	Failed
17.	MFM	20	19	20	18	77	**Pass**
18.	ND	17	16	16	17	66	**Pass**
19.	NS	16	15	16	13	60	Failed
20.	RW	22	20	19	22	83	**Pass**
21.	R	20	18	17	19	74	**Pass**
22.	RF	18	15	17	15	65	**Pass**
23.	RDS	23	20	19	22	84	**Pass**
24.	S	19	18	17	19	73	**Pass**
25.	SF	19	18	17	18	72	**Pass**
	Total					1737	
	Mean					69,48	
	High Score					84	
	Low Score					57	

d. Reflecting

From the result of learning process of the cycle two, the writer and the collaborator analyze that generally by implementing in teaching speaking skill could increase their speaking score. Most of the students enjoyed when they were studying by using communicative approach. It made them more interested in speaking, because it improves students speaking skill.

Meanwhile, the teacher's performance in the cycle two was better than the cycle one (see appendix). It could be seen that the teacher had been already able to deliver the material chronologically and able to made the students more active in teaching learning process.

After achieving the target research of where minimally 70% students passed the minimum requirement (KKM) 65 (sixty five). Therefore, the writer and the collaborator decided to stop the Classroom Action Research (CAR), because it had already succeeded. Furthermore, the writer and the collaborator did not have to revise the plan.

C. Interpretation

The interpretation of the data results among the pre-test, post-test 1 of the first cycle, and post-test 2 of the second cycle are as following:

1. The Result of Pre-Test

In the pre-test, the average score of the students on speaking test before carrying out Classroom Action Research (CAR) is 55,52. It is the students' speaking score before they use Communicative Approach. Meanwhile, the class percentage which pass the minimum requirement (KKM) is 28%. It means that there are only 7 students who are able to pass the minimum requirement (KKM) 65 (sixty five) and there are 18 students are out of the target. The result of pre-test colud be seen in the table below:

Table 5. Distribution of Students' Score Pre-Test

Score	
Sum	1388
Mean	55.52
High Score	71
Low Score	36

No.	Score	Category	Number of Students	Percentage
1.	>65	Pass	7	28%
2.	<65	Failed	18	72%
Total			25	100%

2. Learning Result of Cycle I

a. The Result of students' Activities of Cycle I

In studnets' activities of the first cycle, it showed that in every the students' activities were more increase. In the first cycle, the teacher's explanation increased from 40% to be 52%, response to the teacher increased from 28% to be 36%, do the exercise from the teacher increased from 28% to be 40%, and participate actively in the first meeting 40% increased to be 56%.

The result of students' activities at the first cycle could be seen in the table below:

Table 6. The Result of Students' Activities at Cycle I

No.	Indicator	Meeting		Mean of the Students' Activities
		1	2	
1.	Give attention to the teacher explanation	40%	52%	46%
2.	Response to the teacher	28%	36%	32%

3.	Do the exercise from the teacher	28%	40%	34%
4.	Participate actively in exercise	40%	56%	48%
Total				160%
Average				40%

b. The Students' Score Post-Test 1

In the post test 1, the average score of post-test 1 is 63, 28. It means that there some students' score improvement from the previous test (pre-test), that is 7.76 (63, 28-55, 52). Meanwhile, the class percentage which passes the minimum requirement (KKM) in post test 1 is 48%. It showed there are 12 students who pass the minimum requirement (KKM) and there are 13 students whose score still under minimum requirement (KKM). However, it is still needed more improvement, because it could not achieve the target yet of success Classroom Action Research (CAR), that is 70% from the class percentage. That is way the writer and the collaborator decided to continue to the second cycle. The result of score post-test 1 could be seen in the table below:

Table 7. Distribution of Students' Score Post-Test Score

Sum	1582
Mean	63,28
High Score	72
Low Score	55

No.	Score	Category	Number of Students	Percentage
1.	>65	Pass	12	48%
2.	<65	Failed	13	52%
Total			25	100%

3. Learning Result of Cycle 2

a. The Result of Students' Activities of Cycle 2

In students' activities in the second cycle, in the first meeting give the attention to the teacher's explanation was 60% and in the second meeting increased to be 80%. Response to the teacher increased from 56% to be 68%, do the group exercise from the teacher was from 52% became 64%. And participate actively in group was from 64% to be 76%. It could be known that in every meeting in second cycle there were increasing of the students' activities.

The result of students' activities at the second cycle could be seen in the table below:

Table 8. The Result of Students' Activities at Cycle I

No.	Indicator	Meeting		Mean of the Students' Activities
		1	2	
1.	Give attention to the teacher explanation	60%	80%	70%
2.	Response to the teacher	56%	68%	62%
3.	Do the exercise from the teacher	52%	64%	58%

4.	Participate actively in exercise	64%	76%	70%
Total				260%
Average				65%

b. The Students' Score Post-Test 2

In the post test 2, the average of the post 2 in the second cycle is 69, 48. It showed the students' improvement score 6, 2 (69, 48-63, 28) from the post test 1. Meanwhile, the class percentage which passes the minimum requirement (KKM) is 76%. It means that there are 19 students whose score pass in the minimum requirement (KKM) and there are 6 students are under the target of minimum requirement (KKM). This class percentage showed that some improvement 76% from the pre-test 28% or post-test 1 48% in the class percentage. The post-test of cycle 2 has fulfilled the target of success Classroom Action (CAR) that is above 70% students could pass the minimum requirement (KKM). Automatically, it can be said that Classroom Action Research (CAR) was success and the cycle is stopped. The result of score post-test 2 could be seen in the table below:

Table 9. Distribution of Students' Score Post-Test 2

Score	
Sum	1737
Mean	69,48
High Score	84
Low Score	57

No.	Score	Category	Number of Students	Percentage
1.	>65	Pass	19	76%
2.	<65	Failed	6	24%
Total			25	100%

4. Learning Result of the Cycle 1 and Cycle 2

a. Increasing the Students' Activities

Table 10. the Result of Students' Activities at Cycle 1 and Cycle 2

No.	Indicator	Cycle		Increasing Percentage	Mean of the Students' Activities
		1	2		
1.	Give attention to the teacher explanation	46%	70%	24%	58%
2.	Response to the teacher	32%	62%	30%	47%
3.	Do the exercise from the teacher	34%	58%	24%	46%
4.	Participate actively in exercise	48%	70%	22%	59%
	Total	160%	260%	100%	210%
	Average	40%	65%	25%	53%

From the data above, it could be inferred that there were increasing percentage of the students' activities from cycle 1 and cycle 2. Give attention to the teacher' explanation increased to be 24%, response to the teacher increased become 30%, 24% do the exercise describe and 22% participate actively.

b. Improve of Students' score at Pre-Test, Post-Test 1 and 2

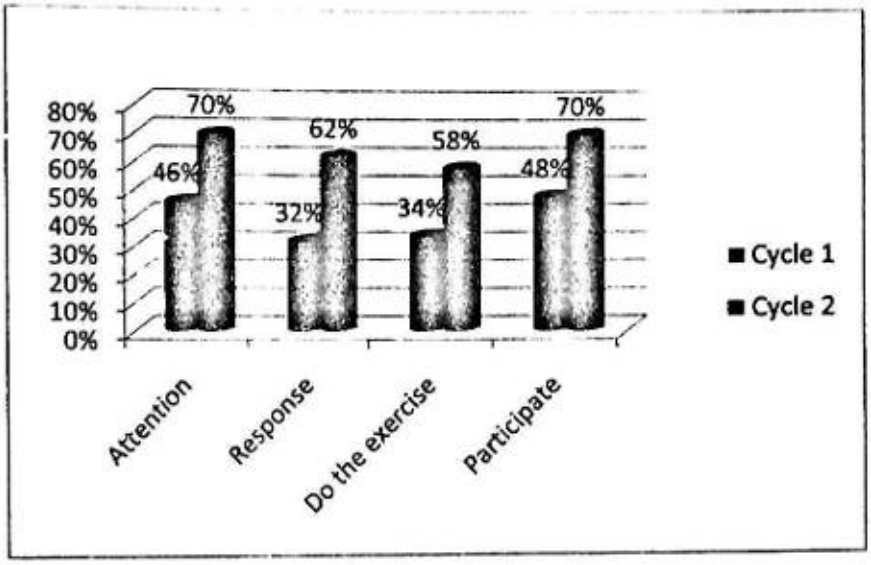
Table 11. The Increasing of Students' Score at Pre-Test, Post-Test 1 and 2

	Test				
	Pre-Test	**Post Test 1**	**Post Test 2**	**Increasing Score 1**	**Increasing Score 2**
Total	1388	1582	1737	194	155
Average	55,52	63,28	69,48	7,76	6,2

From the data above, it could be known that there were increasing score of speaking descriptive text from the pre-test, post-test 1 and post-test 2. It could be seen from their average score 55,52 in pre-test became 63,28 at post-test in the first cycle and 69,48 at post-test in the second cycle. Meanwhile, from the pre-test to post-test 1 increased become 194. Moreover, from the post-test 1 to post-test 2 increased to be 155.

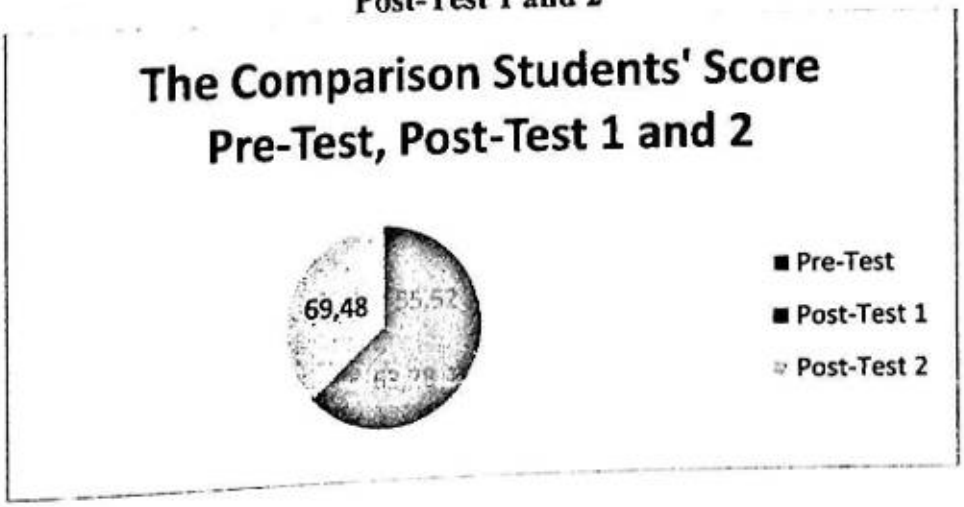
Based on the result above, it could be inferred that by using communicative approach could be increase the students' score speaking skill. It could be seen from their students' activities in give attention to the teacher's explanation increased to be 24% from the first cycle to the second cycle. 30% response to the teacher, 24% do the exercise descriptive from the teacher and participate actively in descriptive increased 22% from the first cycle to the second cycle. The result of students' activities could be seen in the graph below:

Figure 1. The Comparison Students' Activities at the First and Second Cycle



Meanwhile, the students' score could be seen that there were increasing score from the pre-test, post-test 1 and post-test 2. It could be seen from their average score 55, 52 in pre-test increased 63, 28 at the post-test 1 and 69,48 at the post-test 2. Moreover, from the pre-test to post-test 1 increased 7,76 (63,28-55,52) and 6,2 (69,48-63,28) from post-test1 to the post-test 2. The result of the students' score could be seen in the graph below:

Figure 2. The Comparison Students' Score between Pre-Test, Post-Test 1 and 2





GGI AGAMA ISLAM NEGERI (STAIN) JURAI SIWO METRO SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) JURAI SIWO METR

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents some conclusions and suggestions from the basis of the result of the research and discussion elaborated in the previous chapter. They were concerned with the crucial activities of the communicative approach and its strength in increasing the students' speaking skill. Meanwhile, the suggestions were centered on the actions to be done in following up the result of the research.

A. Conclusion

The conclusion of this research was implementation of communicative approach could improve the students' speaking skill in the eighth grades of SMP Negeri 5 Metro in academic year 2013/2014. It can be seen the result the students' score in every cycle.

The result of pre-test, there were 7 students (28%) who passed the minimum requirement (KKM). Then in the result of post-test in the first cycle, there are 12 students (48%) in the class who passed the minimum requirement (KKM) considering their mean score of the test is 63, 28. Next in the result of post-test in the second cycle, there are 19 students (76%) who passed the minimum requirement (KKM) in which their mean score of speaking test derived 69,48. It means that the result of the second cycle has already achieved the indicator of success that is 70%.

Moreover, the observation result showed that the students were more active and interested in learning speaking skill in the classroom. It is approved by the result of the students' observation sheet that increases from 40% at the first cycle and 65% at the second cycle. It means that is increased to be 25% (65%-40%) from the first cycle to the second cycle.

B. Suggestion

In this part, the writer would like to contribute some suggestions for the teacher. First, communicative approach would be helpful to develop students' speaking skill and involve students actively in teaching learning process, so the teacher needs to maintain using communicative approach in the next new academic year as the alternative way in teaching speaking skill. Second, the teacher is expected to motivate the students in order to be exited in learning English since many students assume that English subject is very difficult to learn especially in speaking. Many students said that they did not like learning English because it was difficult to be understood. Therefore, teacher should always motivate them in order to be more enthusiasm in learning English.

However, during carrying out the communicative approach in Classroom Action Research (CAR), the writer found a drawback in this research. That is using communicative approach in teaching speaking skill needs a longer time rather than without using communicative approach.

SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) JURAI SIWO METRO



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CURRICULUM VITAE



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She begun her study from TK Merpati Emas in 1997-1998. Then, she continued her elementary school in SD N 1 Padang Tambak west Lampung in 1998-2004. In the period of 2004-2007, she studied in MTs. Al-Ikhlas Pajar Bulan. After graduating, she decided to study in SMA N 1 Way Tenong and finished in 2010. Then, she enrolled to English Department of STAIN Jurai Siwo Metro up to now.