

**THE EFFECT OF COMMUNICATIVE LANGUAGE TEACHING  
(CLT) APPROACH TOWARDS STUDENTS' SPEAKING ABILITY  
OF THE SECOND YEARS STUDENTS' AT SMPIT INSAN  
UTAMA PEKANBARU**

*Skripsi*

*Intended to fulfill one of Requirements for Award of Sarjana Degree in English  
Language Teaching and Education*



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## ABSTRAK

Elviandrini Anjari, 2020. *Pengaruh Pendekatan Communicative Language Teaching (CLT) Terhadap Kemampuan Berbicara Siswa Kelas II SMPIT Insan Utama Pekanbaru*. Tesis Pekanbaru: Program Studi Bahasa Inggris, Fakultas Pendidikan dan Keguruan, Universitas Islam Riau.

**Kata Kunci:** *The Effect, Speaking, Recount Text.*

Penelitian ini dilakukan untuk mengetahui apakah ada pengaruh yang signifikan dari pendekatan Communicative Language teaching (CLT) terhadap kemampuan berbicara siswa. Peneliti mengharapkan siswa mampu berbicara dan mempertimbangkan komponen kemampuan berbicara dengan baik. Mereka adalah kefasihan, tata bahasa, kosakata, dan pengucapan.

Desain penelitian adalah penelitian eksperimental. Ada satu kelas eksperimen kelompok. Penelitian ini memiliki dua variabel yaitu pendekatan Communicative Language teaching (CLT) dan variabel kemampuan berbicara.

Dari analisis data terlihat adanya kemajuan dalam pre-test dan post-test. Siswa mendapatkan nilai rata-rata pada pre-test 72,40 dan pada post-test mendapatkan nilai rata-rata 85,73. Nilai berbicara siswa pada masing-masing indikator dalam satu kelompok eksperimen mengalami peningkatan. Ditemukan bahwa nilai yang lebih tinggi dalam berbicara teks recount kelas eksperimen terdapat pada kelancaran indikator. Peningkatannya 0,80%. Skor yang lebih rendah dalam berbicara teks recount ada pada kosakata indikator. Peningkatannya 0,26%.

Hasil penelitian menunjukkan bahwa teks recount berbicara siswa mengalami peningkatan dari pretest ke post test pada kelas eksperimen satu kelompok. Nilai post test siswa kelas eksperimen satu kelompok lebih besar dari nilai pre test siswa. Berdasarkan hasil tes berbicara siswa dapat disimpulkan bahwa terdapat pengaruh yang signifikan pendekatan Communicative Language Teaching (CLT) terhadap kemampuan berbicara siswa kelas dua SMPIT Insan Utama Pekanbaru. Dari hasil data tersebut peneliti juga menyimpulkan bahwa penggunaan pembelajaran bahasa komunikatif berpengaruh positif terhadap kemampuan berbicara, sedangkan penelitian ini difokuskan pada teks recount.

## ABSTRACT

Elviandrini Anjari, 2020. *The Effect of Communicative Language Teaching (CLT) Approach Towards Students' Speaking Ability of the Second Years Students' at SMPIT Insan Utama Pekanbaru*. Thesis Pekanbaru: English Study Program, Education and Teacher Training Faculty, Universitas Islam Riau.

**Key Words : The Effect, Speaking, Recount Text.**

This study was carried out to know whether there is a significant effect of communicative language teaching (CLT) approach toward students speaking ability. The researcher expected the students able to speak and considered the components of speaking ability well. They are fluency, grammar, vocabulary and pronunciation.

The design of the research is a experimental research. There was one group experimental class. This research have two variable, The first communicative language teaching (CLT) approach and the second speaking ability.

From the data analysis it could be seen that there was the progress in pre-test and post-test. The students got the mean score was 72.40 in pre-test and in the post-test got the means score was 85.73. The students' speaking score of each indicator in one group experimental got improvement. It was found that the higher score in speaking recount text of experimental class is in indicator fluency. The improvement was 0,80 %. The lower score in speaking recount text is in indicator vocabulary. The improvement was 0,26%.

The result of the study showed that students' speaking recount text got improvement from pretest to post test in one group experimental class. Students' post test score of one group experimental class is greater than the students score of pre test. Based on the result of students' speaking test it can be conclude that there was a significant effect of communicative language teaching (CLT) approach toward students speaking ability at second years SMPIT Insan Utama Pekanbaru. From the result of the data the researcher also concluded that the use of communicative language teaching give the possitive effect in speaking ability, mean while this research focused on recont text.



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## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the study

Language as a tool of communication is very important for human being. People express their thought and feeling by using language. People use language in many aspect of their life such as: education, society, politics, economics, cultures, etc. One way of communication is through speaking. Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols.

Speaking is a crucial part of foreign language learning and teaching. It is important to master speaking well. To master speaking students need to practice English in their daily communication. Without practice it difficult to master speaking. In teaching learning process the goal of teaching speaking to improve students to express themselves and learn how to use a language. To achieve the goal of teaching speaking the students should master the components of speaking such as: comprehension, pronunciation, grammar, vocabulary, and fluency.

To improve students' speaking skill, teacher should give attention to the speaking components', and make the English lesson more exiting and interesting. For this reason, the English teacher should apply appropriate approach of teaching speaking. One of appropriate approach is communicative

language teaching (CLT). The Communicative Language Technique emphasizes communication as the means and goal of foreign language learning. The communicative language teaching aims to help students use the target language in a variety of contexts. Its primary focus is to help learners create meaning rather than help them develop perfect grammar or acquire native-like pronunciation. The communicative approach is usually characterized as a broad approach to teaching, rather than as a teaching method. In the classroom the communicative language teaching often takes the form of pair work and group work requiring negotiation and co-operation between learners, fluency based activities that encourage learners to develop their confidence.

Furthermore, in this research, the writer takes a sample from SMP IT Insan Utama Pekanbaru. The writer wants to perform the research at this school, because the writer knows that there are many problems in teaching speaking at SMP IT Insan Utama Pekanbaru. In addition, the problems in teaching speaking at SMP IT Insan Utama Pekanbaru are: First, the students are afraid of making mistakes in speaking English. Second, the teacher focuses on written form, like completing, reading dialogue and written from handbook. Third, the teacher dominantly teaches the students using Indonesian so it can not increase the students' speaking ability. Fourth, students not speaking English in class, they are using the native language. Fifth, students do not have motivation and not feeling responsibility for learning, or not making much effort.

Based on the problem above, the writer is interested in carrying out research entitled: **THE EFFECTIVENESS OF COMMUNICATIVE LANGUAGE TEACHING (CLT)**

## **APPROACH IN DEVELOPING STUDENTS SPEAKING ABILITY AT THE SECOND YEAR STUDENTS' OF SMP IT INSAN UTAMA PEKANBARU .**

### **1.2 The Setting of the problem**

Based on researcher observation and interview with English teacher at the second year SMP IT Insan Utama Pekanbaru, in teaching English the students still have difficulties in speaking ability. There are many problems appear, First, the students are afraid of making mistake in speaking English. Second, the teacher focus on written form, like completing, reading dialogue and written from handbook. Third, the teacher dominantly teaches the students using Indonesian so it can not increase the students' speaking ability. Fourth, students not speaking English in class, they are using the native language. Fifth, students do not have motivation and not feeling responsibility for learning, or not making much effort.

To make the English lesson more exiting and interesting English teacher should give attention to the speaking components'. English teacher should apply appropriate approach of teaching speaking. From the problems above the writer tries to give a solution for the teachers to implement one of teaching approach. There is an approach of teaching learning which is interesting and it can improve student's speaking ability, motivation and real communication, namely communicative language teaching (CLT). This approach is designed to create the students' interest to learn with pleasant approach. They give every student



opportunity to speak in the target language for an extended period of time and students naturally produce more speech.

### **1.3 The limitation of the problem**

Because the limitation of time and knowledge in this research, the writer will limit the problems focused to communicative language teaching in terms: speaking skill.

### **1.4 The formulation of the problem**

Is there any significant effect by using communicative language teaching (CLT) to develop student speaking ability?

### **1.5 The objective of the research**

To find out the effect of using communicative language teaching (CLT) to develop student speaking ability.

### **1.6 Need of the Study**

The writer expects that other researchers and readers can take the benefits of implementation of Communicative Language Teaching (CLT).

## 1. Theoretical Benefits

This study contributes to the science of linguistic especially language teaching. Also it gives contribution in teaching English especially teaching speaking.

## 2. Practical Benefits

There are some practical benefits:

- a. The result will help the students in develop speaking ability by using Communicative Language Teaching (CLT).
- b. The finding of this research can be used as reference for readers who conduct a research in teaching English.
- c. The result can be a tool of reflection for the teacher.

### 1.8 The definition of the term

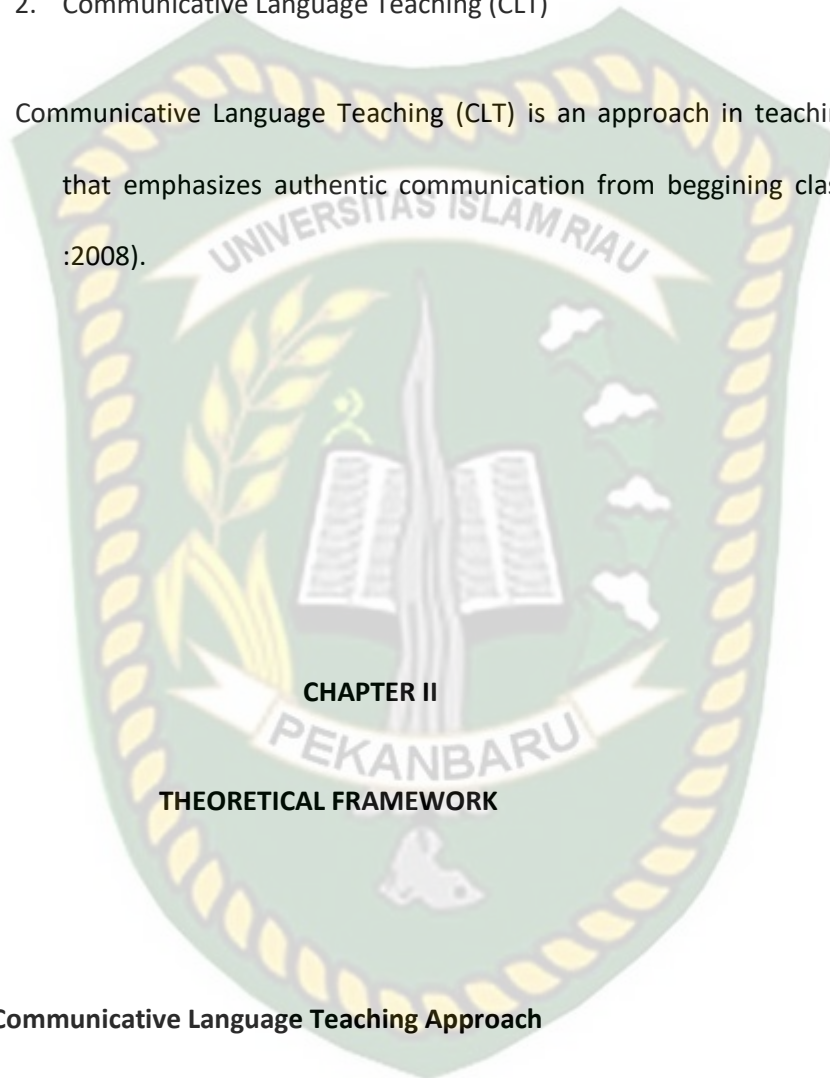
#### 1. Speaking

Brown (2004: 140) defines speaking as a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test. From those statements above, the writer can conclude that speaking is an activity involving 2 or more people in which the participants are both the listeners

and the speakers having to act what they listen and make their contribution at high speed.

## 2. Communicative Language Teaching (CLT)

Communicative Language Teaching (CLT) is an approach in teaching language that emphasizes authentic communication from beginning class ( Horwitz :2008).



### CHAPTER II THEORETICAL FRAMEWORK

#### 2.1 Communicative Language Teaching Approach

The theory of communicative approach in language teaching starts from a theory of language as communication. Harmer (2001: 86) explains that the aim of Communicative Language Teaching as follows: The communicative approach or CLT have now become generalized terms to describe learning sequences which aim to improve the student's ability to communicate, in stark contrast to



teaching which is aimed more at learning bits of language just because they exist and without focusing on their use in communication.

CLT is one of the teaching and learning approaches that stress on the communication aspect authentically even at the beginning of the class started (Mustapha & Yahaya, 2013; Sarfraz, Mansoor, & Tariq, 2015). (Horwitz, 2008; Mowlaie & Rahimi, 2010; Woods & Çakır, 2011) also said that the lecturers that use the CLT approach tend to communicate with the target language and they will not accept students' answers if they use their first language (mother-tongue language). While indirect and natural method the lecturer only stresses the skill of listening and reading only. In Nita & Syafei (2012), CLT is used as the continuation method in teaching speaking skill. It is proven that this approach is learner-centered and that it emphasizes communication and real-life situations.

Creating a real life situation in English language teaching has become a fashion in recent years. To be exact, that is to be exact, the communicative approach. It provides a way to solve the problem that has existed in ELT for many years problem is that the students, after receiving several years of English teaching, are still unable to use the language, to communicate with the language The communicative approaches have suggested that one goal of English language teaching should be to promote genuine and natural classroom communication. Until comparatively recently, teacher talk in the EFL classroom was considered to be a problematic area for language. For one time, it was thought that "good" teacher talk meant "little" teacher talk, since too much teacher talk deprived students of opportunities to speak. However, it should be the "quality" rather

than “quantity” that counts “Good teacher talk” should be judged by how effectively it was able to facilitate learning promote communicative interaction in the classroom The teacher talk that promotes the facilitation of classroom. The teacher talk includes, for example, the kind of questions they ask interaction is therefore called communicative speech, modifications they make when talking to learners, and the way they react to students errors.

From the explanation above the researcher find some benefits of the use communicative language teaching for teaching English especially teachingspeaking. The first, promote genuine and natural classroom communication and promote communicative interaction in the classroom, because the focus of communicative language teaching is the use of language for communication. Second, It will help students to improve their ability to communicate. Third, increase of fluency in the target language. Fourth, enables learners to be more confident when interacting and enjoy talking more.

## **2.2 The Features of Communicative Language Teaching Approach**

The essence of Communicative language teaching (CLT) is teaching language for communication. Richards (2006: 5-23) says that Communicative language teaching is generally regarded as an approach to language teaching which reflects a certain model or research paradigm, or a theory. This language teaching approach is based on the theory that the primary function of language use is communication. Its primary goal is for learners to develop communicative competence ability. Furthermore, he adds that as far as theories of learning and

effective strategies in teaching are concerned, CLT does not adhere to one particular theory or method. It draws its theories about learning and teaching from a wide range of areas such as cognitive science, educational psychology, and second language acquisition (SLA). CLT methodologies embrace an eclectic approach to teaching, which means they borrow teaching practices from a wide array of methods that have been found effective and that are in accordance with principles of learning as suggested by research findings in research in SLA and cognitive psychology. Its open-ended or principle-based approach allows for a great deal of flexibility, which makes it adaptable to many individual programmatic and learner needs and goals. Mentions five basic features of Communicative Language Teaching:

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

Five basic features of communicative language teaching require teacher to less teacher centred in the classroom. The teacher need to organize classroom

management to student centered with the communicative activity. During an activity the teacher monitor and encourage students to communicative practice.

Despite the aforementioned facts, some suggestions are provided to the betterment of Indonesian education. The first is that the teacher needs to modify the ways of teaching, so that these are not too textbook-based. Furthermore, as CLT becomes the English teaching base applied, the need to consider the most prominent principle, which is bringing the process to be student-centered, emerge. The last, but not the least, is that the teacher is suggested to initiate and optimize the collaboration among the students, so that they can help one to another to structure the best understanding towards the materials (Sabrina, 2020).

### **2.3 The Characteristics of Communicative Language Teaching Approach**

The communicative approach to language teaching is, relatively, a newly adapted approach in the area of foreign/second language teaching. CLT is a "hybrid approach to language teaching, essentially 'progressive' rather than 'traditional'...." (Wright, 2000:7). When engaging in CLT activities, learners learn by doing and test each other's perceptions through interaction in a positive and non-threatening environment. They acquire the meaning and knowledge of their own and gain in the areas of grammatical/sociolinguistic/discourse/strategic competence (Pokoma&Vasylieva, 2014).



Under this broad umbrella definition, many teaching practice can use an authentic context is deemed an acceptable and beneficial form of instruction. Therefore, in the classroom the communicative language teaching often takes the form of pair work and group work requiring negotiation and co-operation between learners, fluency based activities that encourage learners to develop their confidence. It can conclude that communicative activity emphasizes on interaction to make students able to communicate in target language. To get success in implementation of communicative activity as the classroom activity the teacher and students need to focus to some characteristic of CLT.

There are some points about the field note above. The comparing activities are intended to stimulate the students to associate the materials. Furthermore, these activities are covered in some tasks given by the teacher. Unfortunately, in practice, the students were seen not to work together with the others. It is because each desk is only for one student. The teacher also did not instruct them to collaborate. This is what the teacher missed, since collaboration is needed in helping the students structure their understanding. Moreover, this collaboration is also one of the characteristics of Communicative Language Teaching (Sabrina, 2020).

#### **2.4 Component of Communicative Language Teaching**

There are five components of communicative curriculum according to Canale and Swains :

1) Language art

Language art includes exercise used in mothe tongue to focus attention on formal act.

2) Language for purpose

Language for purpose is the use of language for real communication goals.

3) Personal English language

Personal English language use related to learner's emercing identity in English.

4) Theatre art

Theatre art means to teach away that can provide learners with tool they need to act in new language.

5) Beyond the classroom

Beyond the classroom refer to the need to prepare learners to use the language.

## 2.5 Verbal Communication

According to Lee, B. (2011), stated that verbal communication serves as a vehicle for expressing desires, ideas and concepts and is vital to the process of learning and teaching. Verbal communication is the use of sounds and words to express yourself. Verbal communication a type of oral communication wherein

the message is transmitted through the spoken words. Here the sender gives words to his feelings, thoughts, ideas and opinions and expresses them in the form of speeches, discussions, presentations, and conversations.

Verbal communication include sounds, words, language, and speech. Speaking is an effective way of communicating and helps in expressing our emotions in words. This form of communication is further classified into four types, which are:

#### 1. Intrapersonal Communication

This form of communication is extremely private and restricted to ourselves. It includes the silent conversations we have with ourselves, wherein we juggle roles between the sender and receiver who are processing our thoughts and actions. This process of communication when analyzed can either be conveyed verbally to someone or stay confined as thoughts.

#### 2. Interpersonal Communication

This form of communication takes place between two individuals and is thus a one-on-one conversation. Here, the two individuals involved will swap their roles of sender and receiver in order to communicate in a clearer manner.

### 3. Small Group Communication

This type of communication can take place only when there are more than two people involved. Here the number of people will be small enough to allow each participant to interact and converse with the rest. Press conferences, board meetings, and team meetings are examples of group communication. Unless a specific issue is being discussed, small group discussions can become chaotic and difficult to interpret by everybody. This lag in understanding information completely can result in miscommunication.

### 4. Public Communication

This type of communication takes place when one individual addresses a large gathering of people. Election campaigns and public speeches are example of this type of communication. In such cases, there is usually a single sender of information and several receivers who are being addressed.

## 2.6 Communicative Process in Communicative Language Teaching Approach

Communicative activities include any activities that motivate and proper a student to speak with and listen to other students, as well as with people in the program and community. Communicative activities have real purpose to find information, break down barriers, talk about self, and learn about the culture.



Even when a lesson is centered on developing reading or writing skills, communicative activities should be integrated into the lesson.

Moss and Ross-Feldman, 2003, suggest that more learning takes place when students are engaged in relevant tasks within a dynamic learning environment rather than in traditional teacher-led classes.

To follow communicative activities in the class, one should use workouts. Workouts are language learning and language using activities, which enhance the learner's overall acquisition process and real communication, providing by the teacher with variety of ways through which to make this process engaging and rewarding. Samples of such workouts are presented here under different categories.

1. Operations/Transformations enable learners to focus on semantic-grammatical features, which are necessary when aiming at accuracy in language use. All learners require such predictable and controlled workouts at times if their goal is to achieve accuracy in language production an interpretation. For example element of language are added, deleted, substituted, recorded, or combined: alternative language elements are presented so that learners must make a choice.
2. Warm-ups/Relaxes is motivational workouts, which add an element of enjoyment and personal involvement. They can be used at various points during the session, especially when a relief of tension or a change of pace is called for. For example, games, songs, physical activities, puzzle.

3. Information-Centered Tasks enable learners to use the language naturally while being fully engrossed in fact gathering activities. For example, share-and-tell in the classroom, gathering information outside the classroom, treasure hunts outside the classroom, interviews with peer and others.
4. Theatre Games encompass all activity types, which simulate reality within the classroom situation. These workouts are especially important since they enable the language session to broaden its context beyond the four walls of the classroom. For example, improvisation (creating a scene based on a given setting or situation), role playing (assuming the role of someone else, or playing oneself in a typical situation), play enacting; story telling.
5. Mediations/interventions are workouts, which enable learners to experience bridging information gaps while using the target language. For example, interacting with another or others based on incomplete information, interacting with others to change their opinions, talking one's way out of difficult situation.
6. Group Dynamics and Experiential Tasks are group activities which create opportunity for sharing personal feelings and emotions among learners. For example, small groups or pairs solve problems or discuss issues, which center on topics of personal concern, sharing of self and feelings rather than general subject matter topics external to self.

7. Problem-Solving Tasks involve learners in making decisions about issues while using the target language, enabling them to focus on the features of the activity rather than on language usage. In this type of activity, learners are involved in a 'whole-task' process. For example, small group discussions around topical, political or local issues: posing a concrete problem about which the group must come to a consensus, make recommendations, and arrive a policy statement.
8. While similarly 'whole-task' focused, workouts which involve transferring and reconstruction information emphasize cognitive uses of language. For example, following a language stimulus, often a regarding passage: transferring information from text to a graphic display such as a chart; filling in forms: providing language to complete visual display such as a cartoon or photograph; making judgment about people's motivates and intentions; putting sentence elements in sequence (the strip story).

### **2.7 Component of Speaking Ability**

CLT has become widespread in English language teaching since its emergence in the 1970s. Besides its quick expansion in ESL contexts, CLT has been implemented in EFL contexts too. To increase the number of learners who are able to effectively communicate in English, national language education policies in EFL countries have moved towards CLT since the 1990s (Littlewood, 2007). In general the factors that influence speaking performance are vocabulary, grammar, fluency and pronunciation.

## 1. Vocabulary

Without vocabulary people cannot say anything, without vocabulary people cannot response what they listen. It is deal with Wilkins' statement in Thornburry without vocabulary nothing can be conveyed (Thornburry, 2002: 3). Vocabulary also can be defined as knowledge of words and word meanings in both oral and print language and in productive and receptive forms. Vocabulary is very important to learn and to teach because vocabulary can support language skill and has correlation with each other skill. It means that teach vocabulary can help to reach the goal of teaching and learning English such as pronunciation and speaking, because vocabulary is one of language component. As Cameron states," Building up a useful vocabulary is central to the learning of a foreign language at primary level (Cameron, 2001: 72)." In other page, Cameron stated that vocabulary has been seen as a major resource for language use (Cameron, 2001: 94).

## 2. Grammar

Communication in speaking runs smoothly if it grammar can be understood. Therefore, speakers must be aware of the grammar that they use in speaking .Grammar is the rule by which we put together meaningful and part of a language to communicate message that are comprehensible.

## 3. Fluency



It refers to students at intermediate to advanced levels that are asked to provide extensive monologues in the form of oral reports, summaries or short speech (Brown, 2007). When you read a book, story and magazine aloud, it can help you more. When you practice, your fluency would be better, too (Celce-Murica, 2001). According to Hedge the term fluency has two meanings: The first, which is the ability to link unit of speech together with facility and without strain or in opportunities slowness undue hesitation and purpose a second, more holistic sense of fluency that of natural language use which is likely to take place when speaking activities focus on meaning and its negotiation when speaking strategies are used and when over correction is minimized.

#### **4. Pronunciation**

Pronunciation is the way for students' to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand (Gerard, 2000:11).

### **2.8 Principles for Teaching Speaking Based on Curriculum 2013**

There are five principle of teaching speaking according to Amarol, 2007:

1. Be aware of the differences between second language and foreign language learning contexts. Foreign language (FL) is one where the Teaching Language is not the

language of communication. (e.g. learning English in Indonesia or studying French in America). A second language context (SL) is one where the Teaching Language is the language of communication in the society.

2. Give students practice with both fluency and accuracy. Accuracy is the extent to which students' speech matches what people actually say when they use the target language. Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations, unnatural pauses, false starts, words searches etc.
3. Provide opportunities for students to talk by using group work or pair work and limiting teacher talk. Pair work and group work activities can be used to increase the amount of time that learners get to speak in the target language during lessons.
4. Plan speaking tasks that involve negotiation for meaning "What learners need is not necessarily implication of the linguistic forms but rather an opportunity to interact with other speakers, working together to reach mutual comprehension". The Interaction Hypothesis (Lightbown&Spada, 2006: 43).
5. Design classroom activities that involve guidance and practice in both transactional and interaction speaking. Interaction speech: communicating for social purposes. Transactional speech: communicating to get something done, including the exchange of goods and services.

Beside that, there are some principles for teaching speaking based on Curriculum 2013, According to Wachidah (2013), the 2013 English Curriculum

seems to be the reactions or correction of the previous curriculum and the reality that has happened. Here are some principles for teaching speaking based on Curriculum 2013:

1. The 2013 English Curriculum is bringing back the true goal of English teaching, that is, “meaningfulness and communicative functions”. The final goal of English teaching is the development of communicative competence in the English language. CLT (Communicative Language Teaching) is adopted on the 2013 Curriculum.
2. The 2013 English Curriculum is expected to shift from very teacher-centered to more student-centered.
3. Students learn the social function, text structure, and lexicon grammar. Topics are closely related to the students’ life at school, home and society.
4. Students learn English by observing, questioning, exploring, associating, and communicating. The processes of observing, questioning, exploring, associating and communicating are expected to promote students to have critical, analytic, investigational, procedural and communicative competences.
5. The teacher plays as a model of language user and language learner.
6. Students use authentic or near-authentic texts, spoken and written from various sources, including English textbook and textbooks for other subjects.
7. Students are empowered for the availability of texts.

8. Students are expected to learn English interpersonal, transactional, functional communication.
9. Students should learn attitude, knowledge, and skills.
10. The students learn English by activities, real texts, and using the language.

### **2.9 Characteristics of Successful Speaking**

Again, sometimes spoken language is easy to perform, but in some cases it is difficult (Brown, 2001: 270). In order that they can carry out the successful speaking, they have to fulfill some characteristics of successful speaking activity such as:

- 1). Learners talk a lot. As much as possible of the period of time allocated to the activity is in fact occupied by learners talk. This may be obvious, but often most time is taken up with teacher talk or pauses.
- 2). Participant is even. Classroom discussion is not dominated by a minority of talk active participants. All get a chance to speak and contributions are fairly evenly distributed.



- 3). Motivation is high. Learners are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieve a task objective.
- 4). Language is of an acceptable level. Learners express themselves in utterances that are relevant, easy comprehensible to teach other and of acceptable level of language accuracy.

### 2.10 Hypothesis

The hypotheses are formulated as follows:

- H0: There is no significant effect in speaking ability by using communicative language teaching (CLT) for the students.
- H1: There is significant effect in speaking ability by using communicative language teaching (CLT) for the students.

## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1 Research Design

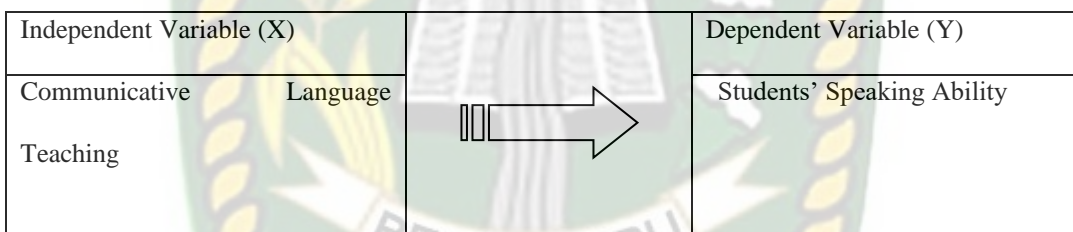
The research is classified into experimental research. Campbell & Shadish (2002) define an experiment as a study in which an intervention is deliberately introduced to observe its effects. There are two variables on this study. They are

independent variable refers to Communicative Language Teaching (X) and independent variable refers to Speaking Ability (Y).

In conducting this research, the writer involved one group pretest post test design. One group pretest posttest design used one group as experimental group, there is no control group. The experimental group exposed to give treatments (X) for 4 meetings.

**Figure 3.1**

**The Research Design**



**Table 3.1Sub Research Design**

Class	Pre-test	Treatment	Post-test
E	Speaking test	CLT	Speaking test

Where:

E : Experimental group

### 3.2 Population and Sample of the Research

#### 3.2.1 Population

The population of this research was the students' who take an English lesson in class VIII at SMP IT Insan Utama Pekanbaru. The amount of population is 15 students.

**Table 3.2 Population of the Second Years Students of SMP IT Insan Utama Pekanbaru**

Class	Total of Students
VIII	15
<b>Total</b>	<b>15</b>

#### 3.2.2 Sample

The sampling is the process of selecting individuals for a study. The technique used to be determining is purposive sampling. A purposive sampling is a non-probability sample that selected based on characteristics of population and objective of the study. According to Arikunto (2010: 183) purposive sampling is the process of selecting sample by taking subject.

**Table: 3.3 Sample of the Research**

No	Class	Students

1	Class VIII	15
	Total sample	15

### 3.3 The Location and Time the Research

The location of the research conducted SMP IT InsanUtamaPekanbaru, specifically is in class VIII within period of two mounts beginning from February 2019. This school located at Jl. Handayani II No. 88, Maharatu, MarpoyanDamai.

### 3.4 The Instrument of the Research

Arikunto (2006: 126) state instrument is the device the researcher uses to collect data. Instrument is one of the significant steps in this research. Instrument of this research are speaking tests of the things occur in the past situation. The speaking test from researcher is to analyze student's ability. The material of the things occur in the past situation will teach by the researcher.



### 3.4 The Blue Print of Pre-test

NO	Topics of Speaking Ability Test	Indicators	Item
1	My Last Holiday	a. Vocab b. Grammar c. Fluency d. Pronunciation	a. Orientation b. Events c. Re-orientation

### 3.5 Research Material

#### 1. Pretest

The pretest gave to the students before the treatment (teaching and learning process). One purpose of giving the test is to measure students' speaking ability before being taught by using communicative language teaching approach.

#### 2. Treatment

The treatment gave by the writer to students by using communicative language teaching approach. In applied of communicative language teaching approach (treatment).

#### 3.5.1 Material for Treatment

The participants of this research are all of the students in class VIII

Materials will teach by the writer in class VIII (Experimental Group). To get a good result of achievement,

Material for treatment:

1. Tindakan/kejadian yang dilakukan/terjadi di waktu lampau.

- a. Explanation about the things occur in the past situation
- b. My Last Holiday
- c. My Horrible experience
- d. Embarrassed experience

**3. Post-Test**

This kind of the test administered in order to know the sample respondents' ability. Whether there is increasing in speaking ability after attending a process of treatment or not.

**Table 3.5 The Blue Print of Post-test**

NO	Topics of Speaking Ability Test	Indicators	Item
1	My Last Holiday	a. Vocab	a. Orientation

		b. Grammar c. Fluency d. Pronunciation	b. Events c. Re-orientation
--	--	--	--------------------------------

### 3.6 Data Collection Technique

In collecting data, the writer took one aspect that is quantitative aspect. The writer used test to get scientific data of students' speaking ability. The terms of test are pre-test and post-test for was one group experimental class.

### 3.7 The Research Procedure

Here are the procedure of teaching learning the things occur in the past situation:

- 1) The researcher explained the general topic about the things occur in the past situation.
- 2) The researcher explained in detail about the language feature, social function and tenses.
- 3) The researcher explained about the kinds of the things occur in the past situation.
- 4) The researcher shown the examples of the video about the things occur in the past situation (speaking practice).
- 5) The researcher taught the students to create a dialogue about the things occur in the past situation.

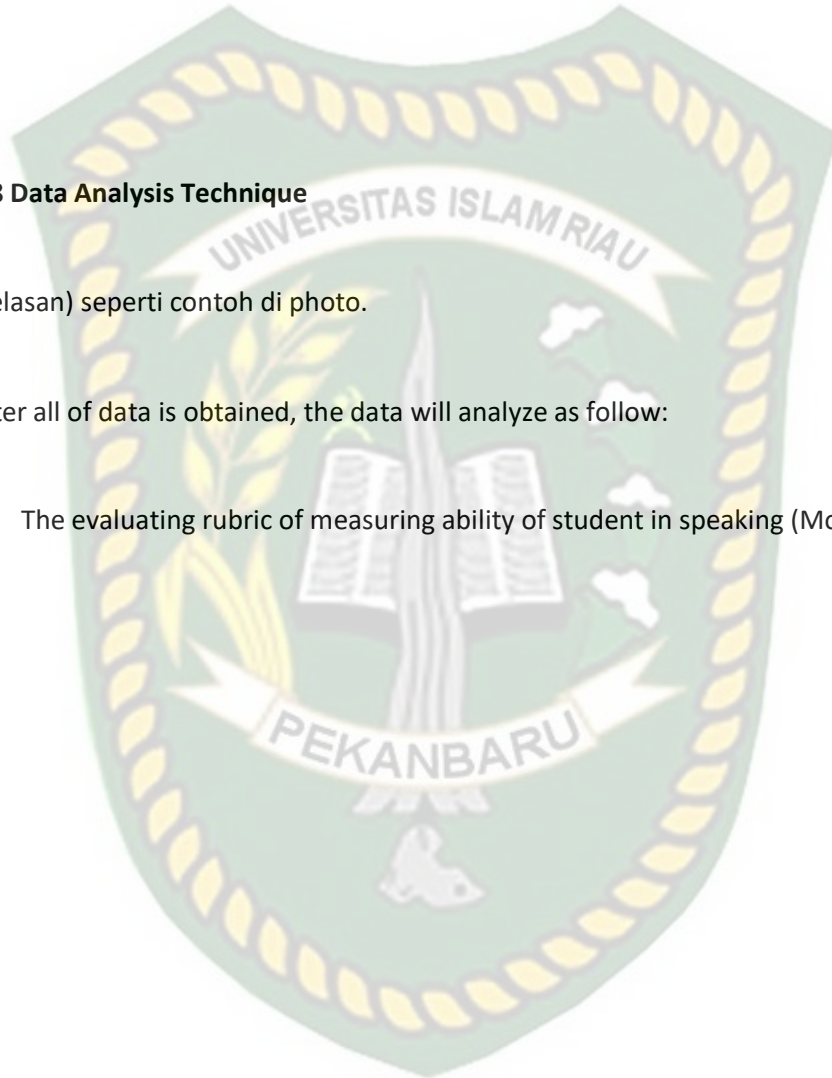
- 6) The researcher taught students to create a speaking performance about the things that occur in the past situation by using communicative language teaching.

### 3.8 Data Analysis Technique

(penjelasan) seperti contoh di foto.

After all of data is obtained, the data will analyze as follow:

- 1) The evaluating rubric of measuring ability of student in speaking (Moskal, 2000).





No	Indicators	Explanation	Scoring Rubric
1.	<b>Vocabulary</b>	Use the right and appropriate words.	4= Able to use the right and appropriate words 3= A few minor difficulties to use the right and appropriate words 2=A major difficulties to use the right and appropriate words. 1=Unable to use the right and appropriate words
2.	<b>Grammar</b>	Use meaningful and part of a language to communicate message are comprehensible.	4= Able to use meaningful and part of a language to communicate message are comprehensible 3= A few minor difficulties to use meaningful and part of a language to communicate message are comprehensible 2=A major difficulties to use meaningful and part of a language to communicate message are comprehensible 1=Unable to use meaningful and part of a language to communicate message are comprehensible.
3.	<b>Fluency</b>	Use language spontaneously and	4=Able to use language spontaneously and confidently and without undue pause and hesitations

		<p>confidently and without undue pause and hesitations</p> <p>produce clearer language when they speak</p>	<p>3=A few minor difficulties to use language spontaneously and confidently and without undue pause and hesitations</p> <p>2=A major difficulties to use language spontaneously and confidently and without undue pause and hesitations</p> <p>1=Unable use language spontaneously and confidently and without undue pause and hesitations</p> <p>4=Able to produce clearer language when they speak</p> <p>3=A few minor difficulties to produce clearer language when they speak</p> <p>2=A major difficulties to produce clearer language when they speak</p> <p>1=Unable to produce clearer language when they speak</p>
4.	<b>Pronunciation</b>		

2) The mean of the students' score in real communication by using information gap activity and non-information gap activity

$$M = \frac{\sum X}{n}$$

N

Explanation:

M= mean

$\Sigma$ = score

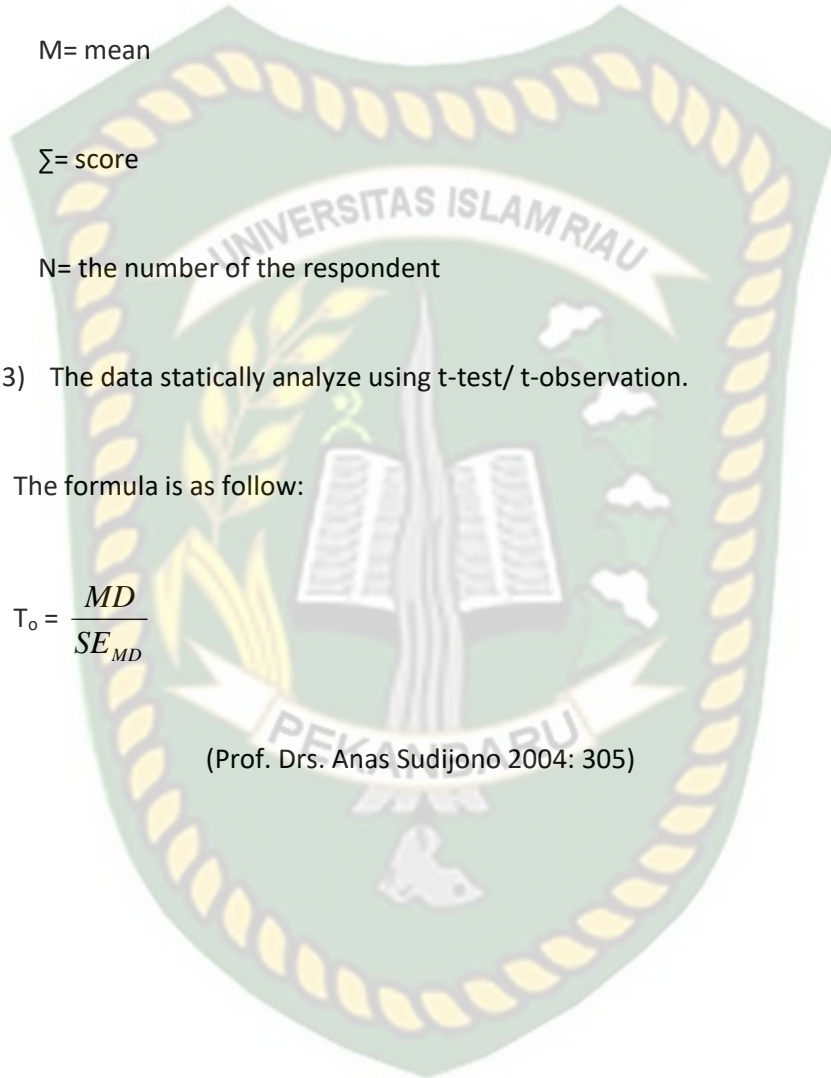
N= the number of the respondent

3) The data statically analyze using t-test/ t-observation.

The formula is as follow:

$$T_o = \frac{MD}{SE_{MD}}$$

(Prof. Drs. Anas Sudijono 2004: 305)



## CHAPTER IV

### THE RESEARCH FINDINGS

This chapter presented the research findings dealing with data analyzed interpreted, which have been taken from the pretest and posttest of one group experimental. Subsequently, it shows the students' score increase from pre-test to post-test in order to find out whether or not the experimental group's achievement by using communicative language teaching approach at SMPIT Insan Utama Pekanbaru.

#### 4.1 The Result of Test

##### 4.1.1 Pre Test

Before giving treatments, the researcher gave pre-test to students. The pre test was conducted in one class. It was done to know the ability of students in speaking ability. The data of students' speaking ability before using communicative language teaching approach were taken from pre-test in class VIII as experimental class. The score of pretest in experimental class could be seen in the table 4.1.



**Table 4.1 The Result of Students' Pre-test in Experimental Class**

No	Students	Indicators			
		V	G	F	P
1	Student 1	3	3	3	2
2	Student 2	3	3	2	3
3	Student 3	3	2	2	3
4	Student 4	3	3	2	2
5	Student 5	2	3	2	3
6	Student 6	4	4	3	3
7	Student 7	3	3	2	2
8	Student 8	3	3	3	3
9	Student 9	3	2	2	3
10	Student 10	3	3	3	3
11	Student 11	3	2	3	3
12	Student 12	3	3	4	4
13	Student 13	3	4	4	4
14	Student 14	2	3	3	3
15	Student 15	4	3	2	4
Total score		45	44	40	45
Mean score		3	2,93	2,66	3

Table 4.1 showed the student's score of pre-test in speaking recount text in experimental class. Based on the data above, it was classified the students' mean score on indicator vocabulary was 3, the students' mean score on indicator grammar was 2,93, the students' mean

score on indicator fluency was 2,66, the students' mean score on indicator pronunciation was 3.

The data showed that the students' means score classified as fairly good level. It proved that students had serious problems in speaking. Futher, the maximum score in pre-test of experimental class was 3 and the minimum score was 2,66.

#### 4.1.2 Post Test

No	Students	Indicators			
		V	G	F	P
1	Student 1	3	3	2	3
2	Student 2	4	3	4	4
3	Student 3	4	4	4	4
4	Student 4	3	3	4	4
5	Student 5	2	3	2	3
6	Student 6	4	4	4	4
7	Student 7	3	3	2	2
8	Student 8	3	3	3	4
9	Student 9	4	4	4	4
10	Student 10	3	3	4	4
11	Student 11	3	3	4	3
12	Student 12	3	3	4	4
13	Student 13	3	4	3	4

14	Student 14	3	3	4	3
15	Student 15	4	4	4	4
Total score		49	50	52	54
Mean score		3,26	3,33	3,46	3,6

After teaching four meeting in experimental class by using communicative language teaching approach, a post-test was conducted in the last meeting. The score of test had been taken as data of research. The score of post-test in experimental class could be seen in the table 4.2.

**Table 4.2 The Result of Students' Post- test in Experimental Class**

Table 4.2 showed the students score of post-test in speaking ability of recount text in experimental class. Based on the data above, it was classified the students' mean score on indicator vocabulary was 3,26, the students' mean score on indicator grammar was 3,33, the students' mean score on indicator fluency was 3,46, the students' mean score on indicator pronunciation was 3,60.

The data showed that most of students were very good in speaking ability because they could increase the test score from previous score. Futher, the maximum score in post-test of experimental class was 3,60 and the minimum score was 3,26.

#### **4.2 The Increasing From Pre-test to Post-test**

The result data of students' speaking ability by using communicative language teaching approach calculated by SPSS 25 program taken from pre-test and post-test can be seen in the table 4.3

**Table 4.3 The Students' Statistics of Pre-test and Post-test in Experimental Group**

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	15	63	88	72.40	9.657
Post-test	15	63	100	85.73	12.725
Total N (listwise)	15				

From table 4.3. It can be seen that there were 15 students in experimental class. In the pre-test maximum was 88 and minimum was 63. While the post-test maximum was 100 and minimum was 63. Beside, the mean score of pre-test 72,40 and mean score of post-test was 85,73. The standart deviation in pretest was 9,65 and post-test 12,72. It means the student had improvement in speaking ability, it was proved by students total score had improvement after treatments by using communicative language teaching approach.

**Table 4.4 The Increasing From Pre test to Post test**

	Pre Test	Post test	Increasing
Minimum	63	63	0
Maximum	88	100	22



Mean	72.40	85.73	13.33
Std. Deviation	9.657	12.725	3.068

Table 4.4 explained there is increasing of students' test result minimum score, maximum score, mean and standard deviation of one group experimental class by using communicative language teaching approach in speaking ability. Based on the table 4.3 the writer concludes that the increasing of mean score percentage of post test was higher than pre test ( $85.73 > 72,40$ ) where the increase 13,33 %. The standar deviation of post test was higher than pre test ( $12,275 > 9.657$ ) where the increasing 3.06 %

#### 4.3 The Progress of students' Score in Speaking Ability Components

After calculating the result of the tests. We can see the students' progress of each component in speaking ability in pretest and post test.

**Table 4.5 Students' Increasing on Speaking Ability Components from Pre-test to Post-test in One Group Experimental Class**

No	Students	Indicators	Pre-test	Post-test	Increasing
1	Student 1	Vocabulary	3	3	0
		Grammar	3	3	0
		Fluency	2	2	0

		Pronunciation	3	3	0
2	Student 2	Vocabulary	3	4	1
		Grammar	3	3	0
		Fluency	2	4	2
		Pronunciation	3	4	1
3	Student 3	Vocabulary	3	4	1
		Grammar	2	4	2
		Fluency	2	4	2
		Pronunciation	3	4	1
4	Student 4	Vocabulary	3	3	0
		Grammar	3	3	0
		Fluency	2	4	2
		Pronunciation	2	4	2
5	Student 5	Vocabulary	2	2	0
		Grammar	3	3	0
		Fluency	2	2	0
		Pronunciation	3	3	0
6	Student 6	Vocabulary	4	4	0
		Grammar	4	4	0
		Fluency	3	4	1
		Pronunciation	3	4	1
7	Student 7	Vocabulary	3	3	0

		Grammar	3	3	0
		Fluency	2	2	0
		Pronunciation	2	2	0
8	Student 8	Vocabulary	3	3	0
		Grammar	3	3	0
		Fluency	3	3	0
		Pronunciation	3	4	1
9	Student 9	Vocabulary	3	4	1
		Grammar	2	4	2
		Fluency	2	4	2
		Pronunciation	3	4	1
10	Student 10	Vocabulary	3	3	0
		Grammar	3	3	0
		Fluency	3	4	1
		Pronunciation	3	4	1
11	Student 11	Vocabulary	3	3	0
		Grammar	2	3	1
		Fluency	3	4	1
		Pronunciation	3	3	0
12	Student 12	Vocabulary	3	3	0
		Grammar	3	3	0
		Fluency	4	4	0

		Pronunciation	4	4	0
13	Student 13	Vocabulary	3	3	0
		Grammar	4	4	0
		Fluency	3	3	0
		Pronunciation	4	4	0
14	Student 14	Vocabulary	2	3	1
		Grammar	3	3	0
		Fluency	3	4	1
		Pronunciation	3	3	0
15	Student 15	Vocabulary	4	4	0
		Grammar	3	4	1
		Fluency	2	4	2
		Pronunciation	4	4	0

From table 4.5 Showed the students' increasing on each indicator of speaking ability from pre-test and post-test in one group experimental. It could be seen there were not increasing of students' 1 speaking ability in recount text for indicator vocabulary, grammar, fluency and pronunciation from pre-test to post-test. The increasing of students' 2 speaking ability in recount text for indicator vocabulary and pronunciation were 1, for indicator fluency was 2 and there was not increasing for indicator grammar. The increasing of students' 3 speaking ability in



recount text for indicator grammar and fluency were 2, for indicator vocabulary and pronunciation were 1. The increasing of students' 4 speaking ability in recount text for indicator fluency and pronunciation were 2, and there were not increasing for indicator vocabulary and grammar. There were not increasing of students' 5 speaking ability in recount text for indicator vocabulary, grammar, fluency and pronunciation from pre-test to post-test. The increasing of students' 6 speaking ability in recount text for indicator fluency and pronunciation were 1, there were not increasing for indicator vocabulary and grammar. There were not increasing of students' 7 speaking ability in recount text for indicator vocabulary, grammar, fluency and pronunciation from pre-test to post-test. The increasing of students' 8 speaking ability in recount text for indicator pronunciation was 1, and there were not increasing for indicator vocabulary, grammar and fluency. The increasing of students' 9 speaking ability in recount text for indicator grammar and fluency were 2, for indicator vocabulary and pronunciation were 1. The increasing of students' 10 speaking ability in recount text for indicator fluency and pronunciation were 1, and there were not increasing for indicator vocabulary and grammar. The increasing of students' 11 speaking ability in recount text for indicator fluency and grammar were 1, and there were not increasing for indicator vocabulary and pronunciation. There were not increasing of students' 12 speaking ability in recount text for indicator vocabulary, grammar, fluency and pronunciation from pre-test to post-test.

There were not increasing of students' 13 speaking ability in recount text for indicator vocabulary, grammar, fluency and pronunciation from pre-test to post-test. The increasing of students' 14 speaking ability in recount text for indicator vocabulary and fluency were 1, and there were not increasing for indicator grammar and pronunciation. The increasing of students' 15 speaking ability in recount text for indicator grammar was 1, for indicator fluency was 2 and there were not increasing for indicator vocabulary and pronunciation.

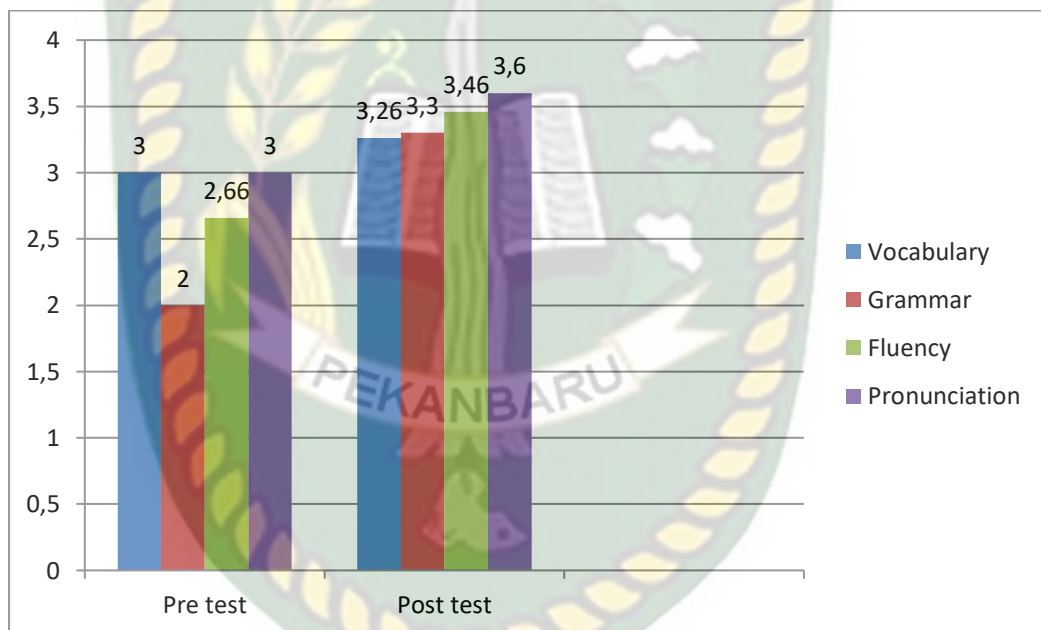
**Table 4.6 Mean of Speaking Ability Components**

No	Indicators of Speaking Ability	Pre-test	Post-test	Increasing
1.	Vocabulary	3	3,26	0,26%
2.	Grammar	2,93	3,33	0,40%
3.	Fluency	2,66	3,46	0,80%
4.	Pronunciation	3	3,6	0,60%

We can see from table 4.6 that the increasing is shown by students in speaking ability who taught by communicative language teaching approach. It could be seen the increasing of students' speaking ability for vocabulary was 0.26%. The increasing of students' speaking ability for

grammar from pre-test was 0.40%. The increasing of students' speaking ability for fluency was 0.80%. The increasing of students' speaking ability for pronunciation was 0.60%. It can be seen all of speaking components increased, especially for fluency and pronunciation. The percentage of students' speaking ability components can be seen in this following graphic:

**Figure 4.1 Students' Increasing in Speaking Ability on Recount Text**



Based on figure 4.1 showed the students' ability in speaking such indicators of recount text for pre-test and post-test in one group experimental class. First, from graphic we can see that the students' speaking ability in recount text for vocabulary was 3 in pre-test and in post-test increased become 3.26. Second, for Grammar was 2 in pre-test and in post-test increased become 3.3. Third, for fluency was 2.66 in pre-

test and in post test increased become 3.46. Fourth, for pronunciation was 3 in pre-test and in post test increased become 3.6.

#### 4.4 Description of Teaching Learning Process

At first meeting, the researcher came to the class at 8.10 a.m. The researcher gave the students pre-test. Firstly, the researcher explained about the instruction of oral test or speaking test. After 30 minutes, the researcher asked students to tell a story with the topic “My last holiday” in front of class. the researcher asked the students to do speaking test and record by using camera.

In the second meeting, the researcher came to the class at 10.15 a.m. The researcher showed a model of recount text by using video. The tittle was “*the things occure in the past situation*”. After that the researcher asked a student to observe the video given. Then the researcher asked students to ask some questions related to the video given. After that, the researcher and students collect some information from the video based on generic structure, language feature and social function. After that the researcher explained about the material of recount text.



In the third meeting, the researcher came to the class at 10.15 am. The researcher showed a model of recount by using video. The title was “*last holiday, me and family went to grand mother’s house*”. After that the researcher asked students to observe the video given. Then, the researcher divided students into 5 groups. After that, the researcher creating a scene based on a given setting or situation. Then, the researcher asked students to create the conversation in their group based on situation given. The researcher gave approximately 40 minutes to create the conversation based on situation given. After 40 minutes, the researcher asked the students’ to play an acting in the real situation.

In the fourth meeting, the researcher came to the class at 08.10 am. The researcher showed a model of recount by using video. The title was “*yesterday, I went for watching Dilan XXI at SKA Mall with my friend*”. After that the researcher asked students to observe the video given. Then, the researcher divided students into 5 groups. After that, the researcher creating a scene based on a given setting or situation. Then, the researcher asked students to create the conversation in their group based on situation given. The researcher gave approximately 40 minutes to create the conversation based on situation given. After 40 minutes, the researcher asked the students’ to play an acting in the real situation.

In the fifth meeting, the researcher came to the class at 14.30 am. The researcher showed a model of recount by using video. The title was

“*Last week I was swimming at Labersa Waterpark*”. After that the researcher asked students to observe the video given. Then, the researcher divided students into 5 groups. After that, the researcher creating a scene based on a given setting or situation. Then, the researcher asked students to create the conversation in their group based on situation given. The researcher gave approximately 40 minutes to create the conversation based on situation given. After 40 minutes, the researcher asked the students’ to play an acting in the real situation.

At Last meeting, the researcher came to the class at 10.15 a.m. The researcher gave the students post-test. Firstly, the researcher explained about the instruction of oral test or speaking test. After 30 minutes, the researcher asked students to tell a story with the topic “My last holiday” in front of class. the researcher asked the students to do speaking test and record by using camera.

#### **4.5 Hypothesis Testing**

To test the hypothesis of the result process by using communicative language teaching, the researcher used paired sample test. Paired sample test can be seen follow:

Based on output SPSS 25 program, paired sample T-test showed differences to know the same variance.

If sig. (2 tailed) > 0.05  $H_0$  is accepted and  $H_a$  is rejected

If sig. (2 tailed) < 0.05 H0 is rejected and Ha is accepted

**Table 4.7 Paired Sample Test**

Paired Samples Test									
		Paired Differences					t	df	(2-tailed)
		Mean	Std. Deviation	Std. Error Mean	% Confidence Interval of the Difference				
					Lower	Upper			
1	PRE TEST - POST TEST	13.20000	13.01757	3.36112	20.40889	5.99111	3.927	14	.002

From the table 4.7 as the paired sample test. Paired sample test used to know whether any significant effect of using communicative language teaching (CLT) approach in developing students' speaking ability at the second years students at SMPIT Insan Utama Pekanbaru. According to Sugiono ( 2011 : 308 ). The alternative hypothesis is accepted if the value of  $t_0$  is greater than the value of  $t_1$ . However, if  $t_1$  is greater than to the alternative hypothesis is rejected. The researcher was already calculated and analyzed the data.

From calculation of analysis data, it could be seen that the value of  $T_{calculated} (t_0)$  in experiment group was 3.927. While  $t_t$  of level significant 5 % was 2.079. It can read  $3.927 > 2.079$ . It means that  $t_{calculated} (t_0)$  higher than  $T_{table} (t_t)$ . Furthermore, based on the table above, it could be seen that the significant value in experimental class was 0,000 and it was lower than  $\alpha$  significant 5 % (0.05). It mean that  $0.000 < 0.05$ . Therefore null

hypothesis ( H0) was rejected and alternative hypothesis was accepted. It can be concluded that there was significant effect of using communicative language teaching (CLT) approach in developing ststudents' speaking ability at the second years students at SMPIT Insan Utama Pekanbaru.

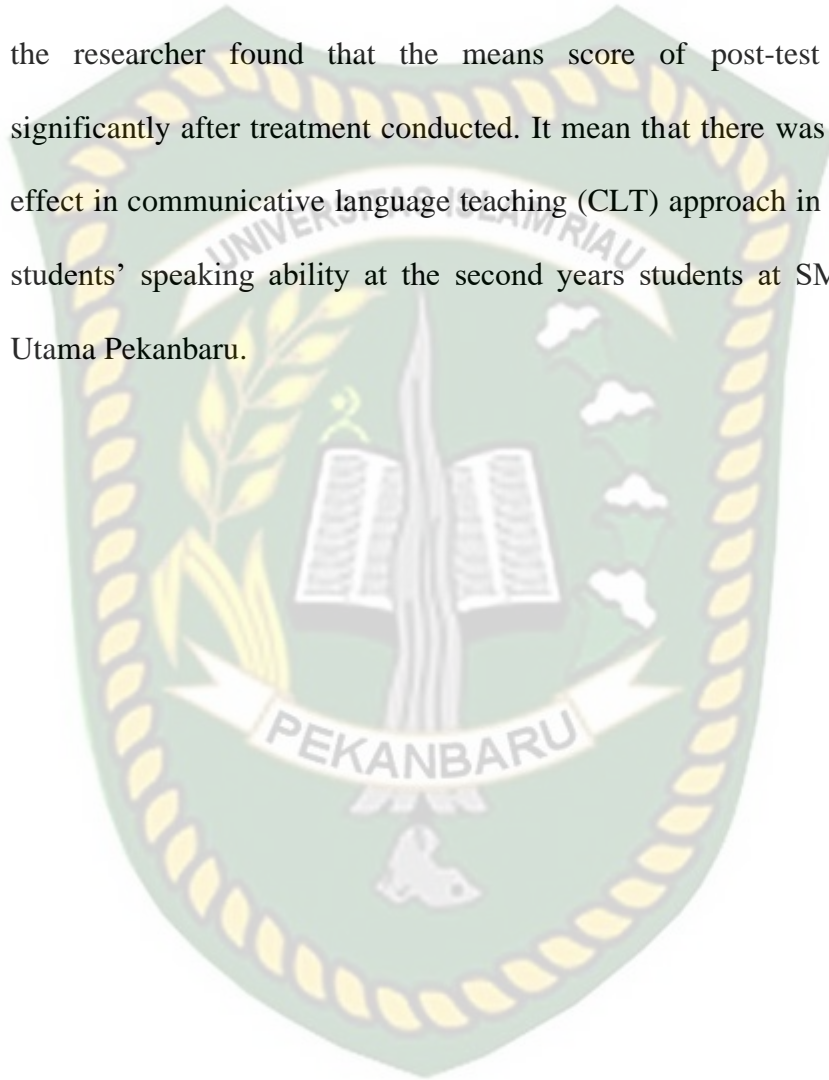
Based on the result of the research it can be concluded that the use of communicative language teaching can develop students' speaking ability on recount text. From the result of the data the researcher also concluded that the use of communicative language teaching give the possitive effect in speaking ability, mean while this research focused on recont text.

#### **4.6 Data Interpretation**

In this interpretation was focused on result of research and data analysis which was the effectiveness of communicative language teaching (CLT) approach in developing students' speaking ability at the second years students at SMPIT Insan Utama Pekanbaru. From the data analysis it could be seen that there was the progress in pre-test and post-test. The students got the mean score was 72.40 in pre-test and in the post-test got



the means score was 85.73. The students' speaking score of each indicator in one group experimental got improvement. However the score of each indicator of speaking ability in post-test higher than in pre-test, and then the researcher found that the means score of post-test improve significantly after treatment conducted. It mean that there was a possitive effect in communicative language teaching (CLT) approach in developing students' speaking ability at the second years students at SMPIT Insan Utama Pekanbaru.



## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### 5.1 Conclusion

This research is an experimental research. It was done the teaching of speaking by using communicative language teaching approach in one group experimental. The location of the research was at SMPIT Insan Utama Pekanbaru which is located at Jl. Handayani II No. 88, Maharatu, Marpoyan Damai, Pekanbaru, Riau, with the target population of this research was the second years students' at SMPIT Insan Utama Pekanbaru 2018/2019. Exactly, the writer took 15 students' as the sample.

Having analyzed the data presented in the previous chapter, the conclusion can be drawn as follow:

1. There is significant difference to the students' speaking ability after being taught by communicative language teaching. In other words, the use of communicative language teaching produce better outcome and also gives positive contribution to raise the students' ability in speaking.
2. The effect of communicative language teaching approach toward students' speaking ability n post test was higher than pre test. The mean score of pre-test was 72.40 and post-test was 85.73. It can be conclude that the increase Mean score of the post-test is more significant than the pre-test.
3. The score observed statistic was found the value of  $T_{calculated} (t_o)$  in experiment group was 3.927. While  $t_t$  of level significant 5 % was 2,079. It can read  $3.927 > 2.079$ . It means that  $t_{calculated} (t_o)$  higher than  $T_{table} (t_t)$ . Furthermore, based on the table above, it could be seen that the significant value in experimental class was 0,000 and it was lower than  $\alpha$  significant 5 %

(0.05). It mean that  $0.000 < 0.05$ . Therefore null hypothesis (  $H_0$ ) was rejected and alternative hypothesis was accepted. It can be concluded that there was significant effect of using communicative language teaching (CLT) approach towards students' speaking ability at the second years students at SMPIT Insan Utama Pekanbaru.

4. By using communicative language teaching approach, the students can develop their self-confidents. It means that the students more active in studying with communicative language teaching approach.

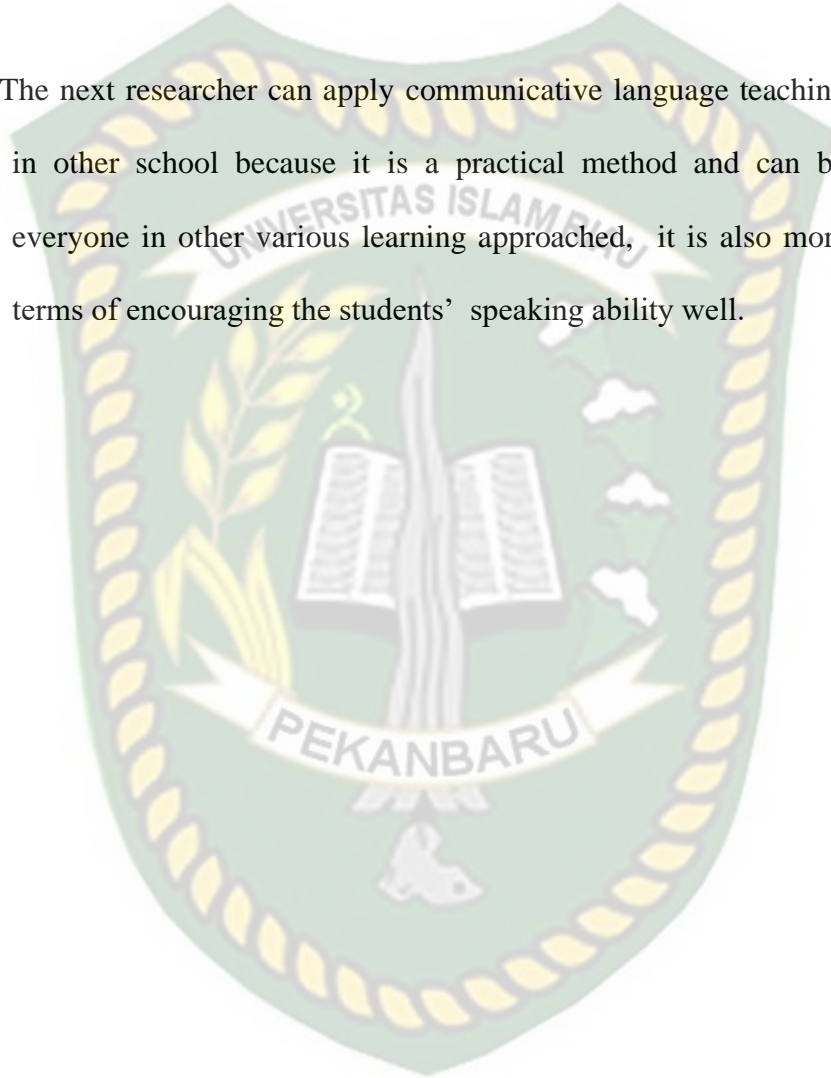
## 5.2 Suggestion

Dealing with the result of this research, some suggestion are given as follows:

1. The English teachers need to provide guidance activity in their speaking instruction.
2. The English teachers should strive for the classroom in which the students feel comfortable and confident, feel free to take a risk and have sufficient opportunity for listening and speaking.
3. In this research the students' post-test scores of communicative language teaching approach at one group experimental on each indicators of speaking is greater than pre-test , it is a good method as one of better solution to minimize phenomena faced by students in English speaking

activities. In other occasion, the writer suggested that it would be better if this action research to be continued in order to get the maximal result or to improve the students' speaking ability .

4. The next researcher can apply communicative language teaching approach in other school because it is a practical method and can be used for everyone in other various learning approached, it is also more useful in terms of encouraging the students' speaking ability well.



Dokumen ini adalah Arsip Miilik :

Perpustakaan Universitas Islam Riau



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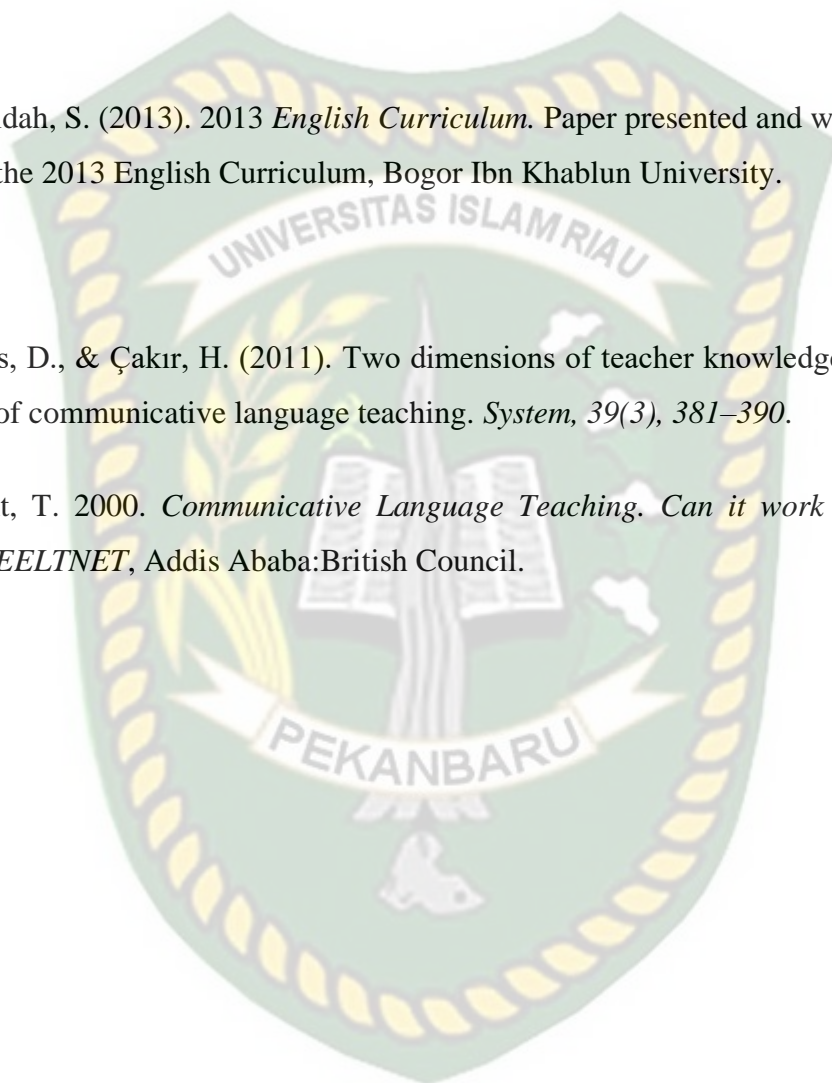


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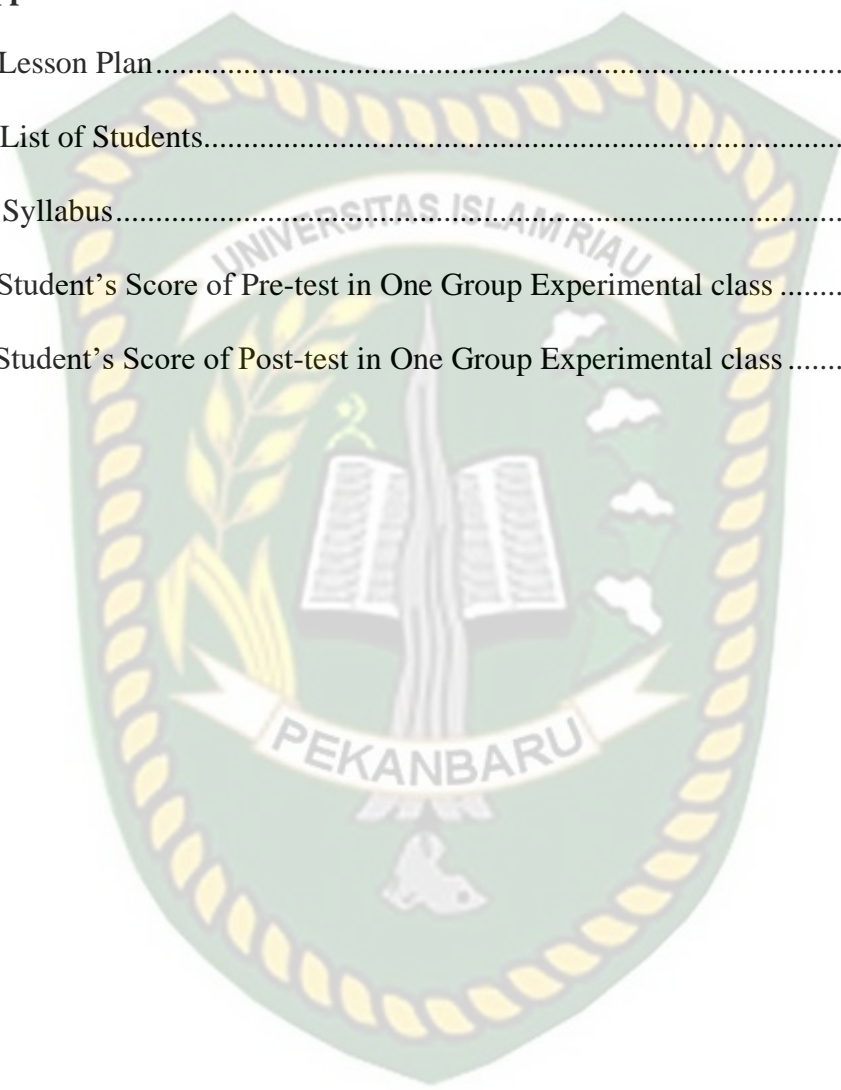
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