

**IMPROVING STUDENTS' SPEAKING SKILL THROUGH
COMMUNICATIVE LANGUAGE TEACHING
METHOD AT SMP ASUHAN JAYA MEDAN**

SKRIPSI

*Submitted in Partial Fulfillment of Requirement
for the degree of Sarjana Pendidikan (S.Pd)
English Education Program*

By :

FRISCA JULISTA
NPM : 1402050284



**FACULTY OF TEACHERS TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
MEDAN
2018**



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Jumat, Tanggal 19 Oktober 2018, pada pukul 09.00 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

Nama : Frisca Julista
NPM : 1402050284
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Improving Students' Speaking Skill Through Communicative Language Teaching Method at SMP Asuhan Jaya Medan

Dengan diterimanya skripsi ini, sudah lulus dan ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

Ditetapkan : () Lulus Yudisium
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() Memperbaiki Skripsi
() Tidak Lulus

Ketua

PANITIA PELAKSANA

Sekretaris

Dr. H. Elfrianto Sasution, S.Pd, M.Pd Dr. Hj. Samsuurnita, M.Pd

ANGGOTA PENGUJI:

1. Khairil, S.Pd, M. Hum
2. Pirman Ginting, S.Pd, M. Hum
3. Mandra Saragih, S.Pd, M. Hum

1.

3.



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UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238

Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Frisca Julista
N.P.M : 1402050284
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Improving Students' Speaking Skill through Communicative Language Teaching Method at SMP Asuhan Jaya Medan

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Medan, Oktober 2018

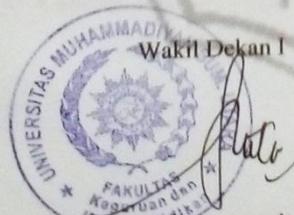
Disetujui oleh:
Pembimbing

Mandra Saragih, S.Pd., M.Hum.

Diketahui oleh:

Wakil Dekan I

Ketua Program Studi



Dra. Hj. Samsuyurnita, M.Pd

Mandra Saragih, S.Pd., M.Hum.



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA BIMBINGAN SKRIPSI

Nama Mahasiswa : Frisca Julista
NPM : 140205284
Fakultas : Keguruan dan Ilmu Pendidikan
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Improving Students Speaking Through Communicative Language Teaching Method at SMP Asuhan Jaya Medan

Tanggal	Hasil Bimbingan Skripsi	Tanda Tangan
9/oktober/2018	Chapter II	
	Chapter IV	
	·) conceptual framework	
	·) Advantage and disadvantage	
	·) Theory	
12/10/18	Chapter IV	
	·) about qualitative data	
	·) and quantitative data	
	·) and add appendix	
13/10/18	Chapter IV	
	References	

Medan, Oktober 2018

Diketahui oleh:
Ketua Program Studi

Mandra Saragih, S.Pd., M.Hum.

Dosen Pembimbing

Mandra Saragih, S.Pd., M.Hum.

SURAT PERNYATAAN



Saya yang bertandatangan dibawah ini :

Nama Lengkap : Frisca Julista
N.P.M : 1402050284
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Improving Student's Speaking Skill Through Communicative Language Teaching Method at SMP Asuhan Jaya Medan

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Medan, 10 September 2018

Hormat saya

Yang membuat pernyataan,



Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

ABSTRACT

Frisca Julista. 1402050284. Improving Students' Speaking Skill Through Communicative Language Teaching Method at SMP Asuhan Jaya Medan. Skripsi. English Faculty of Teachers Training and Education. English Education Program. University of Muhammadiyah Sumatera Utara, Medan. 2018.

This study deals with Improving Students' Speaking Skill Through Communicative Language Teaching Method at SMP Asuhan Jaya Medan. The objectives of the study was to investigate the students' speaking improvement by applying communicative language teaching method at SMP Asuhan Jaya Medan. This research was conducted at SMP Asuhan Jaya on Jl. Kayu Putih, Tj. Mulia Hilir, Medan Deli, Kota Medan, Sumatera Utara 20241 for the students of second grade of Junior High School with 30 students. The research found that most of the students are weak in speaking English. From the research result, it was found that there was an important on the students speaking skill by using Communicative Language Teaching Method. The research was conducted at SMP Asuhan Jya of second grade consisted of 30 students as the subject and thus school located at Jl. Kayu Putih, Tj. Mulia Hilir, Medan Deli, Kota Medan, Sumatera Utara 20241. The result of the research was shown that the Communicative Language Teaching Method was significantly affected on the students' speaking achievement. It was clearly seen from the students' score mean of the pre-test in the first meeting was still low (62) by which 8 students got point up to 75. In post-test of cycle II 21 students got higher than 75. It could be concluded as the following there was an improvement on the students speaking skill when they were taught by using communicative language. Those conditions showed that the implementation of using communicative language in improving the students speaking skill was successful.

Keywords: Classroom Action Research, Students' Speaking Skill, and Communicative Language Teaching

ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Assalamu'alaikum wr. wb.

Firstly, in the name of Allah SWT the Most Almighty and the Most Merciful, all of praise be to Allah for the health and ability given to her in finishing this thesis. Secondly, peace be upon to Prophet Muhammad SAW who had brought human beings from the darkness to the brightness in our life.

Thirdly, the writer would like to dedicate her best gratitude and deep appreciation to her beloved parents Mhd. Rusdi Lubis and Zahara Siregar for their moral and material supports before, during and after the academic years at Muhammadiyah University of North Sumatra.

In writing this study that entitled **“Improving Student’s Speaking Skill through Communicative Language Teaching Method at SMP Asuhan Jaya Medan “**, the writer experienced so many difficulties and problems but she did not end her efforts to make it better, and it is impossible to finish without much help from the others.

Therefore, the researcher would like to deliver her thankful to all people mention below:

1. Dr. Agussani, M.AP., as Rector of University Muhammadiyah of North Sumatra Medan.

2. Dr. Elfrianto Nasution, S.Pd., M.Pd., as Dekan of FKIP UMSU who has given her recommendation to carry out this study.
3. Mandra Saragih, S.Pd, M.Hum. and Pirman Ginting, S.Pd., M. Hum, as the head and secretary of English Department of FKIP UMSU who had helped in administration.
4. Mandra Saragih, S.Pd., M.Hum. as her supervisor who had given her suggestion, idea criticism and guidance in writing this study.
5. All lecturers of FKIP UMSU, especially those of English Education Program who have given the valuable thought and instruction well as the information in teaching English during her academic year in completing her study in UMSU.
6. All friends, especially classmate at VII/A Afternoon, who gave care and supported her in finishing this study.
7. All the people that cannot be mentioned for supporting her a lot.

The writer realizes that her study is still far from being perfect. So, the writer expects suggestions and comments from all of the readers or other writers who want to learn about this study.

Finally, the writer hopes that her study will be useful for the readers, especially the students of English Department who want to do a similar research and also for the writer herself. May Allah the Almighty bless all of us.

Wassalamu'alaikum wr. wb.

Medan, October 2018

The researcher,

Frisca Julista

NPM: 1402050284

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Speaking is very important in human life. By speaking, we can communicate each other. Speaking is one of the components in teaching English. One of the major objectives of teaching oral communication is enhancing students' achievement to use oral language in various contexts. Speaking is a process in which speaker expresses his/her thought, ideas, experiences, opinions, perception, through spoken language. Using language by speaking, human are allowed to communication with other people to express ideas, to facilitate the thinking process and to recall the information. If a word is to be spoken, the neural pattern is transmitted, where the articulatory form is aroused and passed on to the motor cortex that controls the movements of the muscles of speech in the human brain. (Gleason and Ratner 1998: 23).

Method is important in teaching. The purpose of a method is to improve students' skill and it can increase students' knowledge. Communicative language teaching (CLT), or the communicative approach, is an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study. Language learners in environments utilizing CLT techniques, learn and practice the target language through the interaction with one another and the instructor, the study of "authentic texts" (those written in the target language for

purposes other than language learning), and through the use of the language both in class and outside of class.

SMP Asuhan Jaya Medan has been running an English teaching program for last many years. Based on the researcher's observation and experiences as an English teacher PPL there, it was found that the students' fluency in spoken English was poor. The purpose of this research is explain how well CLT effects the students' achievement in spoken English. The usefulness of CLT is: students will be able to speak English fluently; students are able to master many vocabularies, developing the learner's communicative competence in order to develop his/her verbal and non-verbal performance naturally as well as increase her/his motivation in the teaching-learning process for developing his/her creativity. The teachers of SMP Asuhan Jaya have done many efforts to solve the problem such as, using various methods, completing the school facilities, giving motivation, etc. But, all of them unuseful, so the writer wants to use a good teaching method to the students to solve their problem and get good result in learning speaking.

Many people believe that teaching speaking in school is high can increase students' ability to speak well. The teachers are demanded to teach the students as good as possible in order to make the students can speak English fluently.

Student success when the information is connects and clear. Communicative language allow students to break down information into its more basic units,which filters out superfluous information and focuses on the core of the lesson. Therefore,information taught using communicative language method is

clear to the students. Communicative language method have multiple branches, which allow students to make the connection to prior knowledge necessary for meaningful learning. In turn, that boosts academic success because it allows them to develop a love for learning that continues beyond their current coursework. Based on the description, the researcher feels interested to make a research entitled: "Improving Students' Speaking Skill Through Communicative Language Teaching Method at SMP Asuhan Jaya Medan".

B. The Identification of the Problem

The problem of this research will be identified as follows:

1. It is difficult for the students to speak English. In teaching speaking, most students cannot speak English very well.
2. The students feel bored in studying in their class. Students feel their lesson is much emphasized to grammar and not to speaking. Based on the observation in SMP Asuhan Jaya Medan, it is not easy for students to speak well in English.
3. Most of the students do not feel interested in speaking, they are speechless and do not give much attention when the teacher teaches in the class.

C. The Scope and Limitation

The scope of this study is concerned about speaking and is limited in teaching asking and giving.

D. The Formulation of the Problem

The formulation of the problem in this research is formulated as follows:

“Is there any improvement on students’ speaking achievement by applying communicative language teaching method at SMP Asuhan Jaya Medan?”

E. The Objective of the Study

In relations to the problems, the objectives of this research are: ‘To investigate the students’ speaking improvement by applying communicative language teaching method at SMP Asuhan Jaya Medan’

F. Significance of the Study

The writer hopes that this research gives some benefits for teaching learning English both in theoretically and practically benefit.

1. Theoretically

Related to this research, the writer hopes that this research can be used as reference (Harmer, 1998) for other researcher who wants to conduct research about speaking.

2. Practically

The writer expects that the results of the study will be useful for:

- a. Teachers, to give the English teacher input how to increase students’ speaking by using communicative language.

- b. Students, to motivate students to increase their speaking.
- c. Society, to increase knowledge about how to motivate students' to speaking well.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

To avoid misunderstanding between the writer and the readers, some terms in this study should be made clear.

1. Speaking

Speaking is a process in which a speaker expresses his/her thoughts, ideas, experiences, opinions, perceptions, through spoken language. Besides that, speaking is the form of oral language that is inherently used to communicate ideas and feelings. Speakers use language to communicate their ideas, most speaking involves interaction with one or more participants.

In the speaking process between a speaker and listener, it happens as an interaction between them. They use language as the medium of the speaking in that interaction. There is a process of communication which conveys the message from the speaker to the listener. A speaker has to encode the message and the listener has to decode or interpret the message which contains information.

In this interaction, the students must be able to comprehend what they are talking about each other. So the speaking can be conducted well. In solving the students' speaking skills, it is necessary to use acceptable forms of correct language. The forms involve grammar, vocabulary, and pronunciation. The

students should be able to produce basic structures correctly, besides they need to understand word and connecting devices that link them together.

Therefore, in researcher point of view, producing the spoken forms correctly important. Such as practice provides the students with intensive experience to the language station. In other word, the teacher could easily evaluate their accuracy and fluency.

The learner should be able to produce basic structures correctly. Besides they need to understand word and connecting devices that link them together. In producing the correct forms language, the students need the practice the language they are learning. They must practice more, more fluency they can speak.

In other to speak English fluency, the students need to practice the language. This condition doesn't only improve the students speaking ability but also their pronunciation. In addition, they will be able to produce correct structure. "That language experience on nation of correct response may enable the students to his pronunciation and improve his ability to produce short structure response. (Brown, 1983: 27)

To improve students speaking ability the teacher need to help the students to produce forms in the foreign language. "It is a part of teachers job to help the learners produce form in the foreign language". Can communicative naturally while thinking about the forms of the message rather than the message it self. More easily, the learners normally want some correction and the teachers should not refuse to correct all the time. (Brumfit, 1981: 2)

To be responsible for the correspond, the teacher should consider whether there are strategies for controlling language terms which speaker can use. So, it is clear that the teacher should master a set of strategies, to help the students improve their speaking skills.

2. Factor Affecting Speaking Ability

The students should learn how to be communicative in speaking English. They learn more speaking skills and develop some attitude toward speaking achievement. Therefore, the speaker must know the topic of the conversation in order to give or share of their information.

In the manner of speaking course, it is important to know participate in speaking, as follows: (a) Speaking is characterized of two or more people orally, as a speaker and listener, (b) There will be many types of oral communication between the speaker and listener and (c) The teacher encourages herself to develop her speaking competence effectively.

In other hand, speaking is one of language skills which will be difficult to required by the students. There difficulties do come only from the element of that itself, but also from the students divides the problem which influences speaking ability into three part (Brown, 1994: 1) (a) Students can not express their ideas. (b) This problem come to the students himself, maybe he is shy, reluctant to speak or taciturn,. In such this situation, the teacher should own the strategy to tackle his problem in order to lunch shyness or taciturn. (c) The students have nothing to say. This problem comes from the language element, may be the students can not

catch the speaking topic. He has nothing to say ,or may be the topic that the teacher provide is strange for him. Therefore,he doesn't understand what in the topic about and he does not know what and how to say.

To reach the target language devided some factors which affect speaking. (Brown,1994: 4) they are: (a) Chronological Age: Most students indicate that the age ogf beginning speaking success that is intellectual ,personality,and social factor. Therefore,it is important for teacher to consider whether the students will be ready to speak or not. (b) Mental Age: Age is important factor for the learner. Give appropriate simulating and opportunity the children can learn to speak before having rached the mental age of six and half. (c) Intelectual Capacity: there will be numerous studies that indicate that relationship between intelligent and achievement in speaking. Nevertheless,the fact that the child who has high intellectual capacity does not guarantee that he will be influenced in speaking. (d) Physical Factors: if someone does not complete physical especially in his mouth. It is influenced on his speaking fluently. (e) Emotional and Social Maturity: Frequently,inability to succeed in speaking is caused by personality problems.

In speaking process between a speaker and listener. It is happened interaction between them. They use the language as the medium of the speaking in that interaction. There is a process of communication which conveys the message from the speaker to listener. A speaker has to encode the message and the listener has to decode or interpret the message which contains information.

In order to measure ability,there are some elements that should have got attention, they are:

a. Accent

Pronunciation should obviously be influenced by L1 though clearly intelligible.

In this case, the students who are able to pronounce correctly will be market has “foreign accent”. Not two people pronounce exactly alike. The difference arises from a variety of causes such as locality, early influences and social surroundings. However, standard pronunciation is demanded in speaking ability.

It means that a good speaker must have a good pronunciation.

b. Grammar

Grammar is the description of the structure of a language and the way in which linguistic unit such as words and phrases and combined to produce sentence in the language.

c. Vocabulary

Numan says, "Vocabulary is more than lists of target language words". A spoken word is a sound of sequence of sound, which communicate in idea to the mind of another person. In order to communicate those ideas precisely, a speaker should express them with precise word rather than general word.

d. Fluency

Looks at fluency as the ability to fill the time with talk. In this definition, the speaker can use the time of talking most productively. The definition of fluency is derived as the ability of an individual to speak without undue hesitation.

e. Comprehension

Comprehension is the mind's act or power of understanding. It means that the comprehension will be as contrasted with the ability to perceive and pronounce words without reference to their meaning.

Comprehension as the building the meaning from sounds. It means what the listeners hear and understand from a speaker is to show his comprehension. In another way, the listener take in the sound uttered by a speaker and use them to construct an interpretation of words they think the speaker intended to convey. (Clark and Clark, H. E. V. 1997: 230).

So, comprehension is the ability to listen, to understand and to speak accordingly to what a speaker intended. Of course, without this ability, the conversation would never go well.

3. Types of Classroom Speaking Performance

Six similar categories apply to the kinds of oral production that students are expected to carry out in the classroom, they are:

a. Imitative

A very portion of classroom speaking time may legitimately be spent generating “human tape recorder” speech, where for the example: learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element language from Drills offer the students an opportunity to orally speaking. They offer limited practice through repetition and grammatical forms with their appropriate context. Here are some useful guidelines for successful drills:

- 1) Keep them short (a few minute class hour only).
- 2) Keep them simple (preferably just one point at time).
- 3) Keep them “snappy”.
- 4) Make sure students know why they will be doing the drills.
- 5) Limit them phonology or grammar points.
- 6) Make sure they ultimately lead to communicative goals.
- 7) Do not overuse them.

b. Intensive

Intensive speaking goes one step beyond imitative too include any speaking performance that will be designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity where learners will be “going over” certain forms of language.

c. Responsive

A good deals of students speech in the classroom is responsive. Short replies to the teacher or students-initiated question or comments. There replies are usually sufficient and do not extend into dialogue. Such speech can be meaningful and authentic:

T : How are you?

S : Pretty good,thanks. And you?

T : What is the main idea in this essay?

S : The United Nations should have more authority.

S1 : So,what did you write for question number one?

S2 : Well,I am not sure,so left it blank.

d. Transactional (dialogue)

Transactional language,carried out for the purpose of conveying or exchanging specific information is an extended form or responsive language. Converstaiion,for example,may have more of a negotiation nature them than does responsive speech:

T : what is the main idea of this essay?

S : the United Nations should have moree authority

T : More authority than what?

Bob: well, far be it from me to citizen, but i'm pretty miffed about last week.

Amy: what will be you talking about?

Bob: i think you know perfectly well what I'm talking about .

Amy: Oh, that. How come you get so bent out of shape over something like that ?

Bob :Well, whose fault is it, huh ?

Amy: Oh, Wow, this is great. Wonderful. Back to square one. For crying outloud,

Bob. I though we'd settled before. Well, what more can I say ? (Clark and Clark, H. E. V. 1997: 330).

Learners would need to learn how such features as the relationship between interlocutor, casual style and sarcasm will be coded linguistically in this conversation.

Finally, students at intermediate to advanced will be called on to give extended monologues in the form of oral reports, summaries, or perhaps should speeches. Here the register is more formal and deliberative. These monologues can be planned.

4. Speaking Tips

Practice makes perfect is one of sentences to motivate the students to improve their speaking achievement. “Stephen.D.Boyd.Ph.D.CSP” is a professor of speech communication at Notherm Kentucky University in Highland Height, Kentucky, has some tips to build the confidence of speaking, also make a good communication to others, they are:

a. Be Brief

A key to success in speaking is not just having something worthwhile to say, but also saying in briefly. One way to keep the speech is the point or the material that you will give the listener from the audience.

b. Begin with something to get the attention from the audience

This be your own story, listeners will pay attention when a person begins with a current event. Whatever technique that you see,when you grab the attention of the listeners, you are on your way to successful speaking.

c. Be energetic in delivery

Speak with variety in your voice. Slow down for the dramatic point and spend up to show excitement. Pause occasionally for effect. When you will be encouraging the listeners, take a step foward them. Gesture to show how big or wide or tall or small an object is that you’re describing.

Demonstrate how something works or looks or moves as you tell about it. Show facial expressions you speak. Smile when talking about something pleasant and let your face show other emotions as you tell about an event or activity.

d. Tell your own story

To make a good speaking and communication, tell about the interesting story, especially about your experience. From the topic, you enjoy the speaking and it is not hard to build the conversation. Of course, it must connect to the listeners what you are talking about.

e. Touch of humor in speaking

Do not panic in this suggestion, you are not becoming a comedian but rather lightening up a serious speaking so that people will be more accepting and interested in your idea. Humor will help you to be perceived as an amiable person and it is hard for people to disagree or bored if they are smiling at you.

f. Leave the listeners with something to think about

People remember best what you say last. So, make the interesting statement for the listeners of your topic. Finally, this is one of the prove that your speech is well.

5. Strategy

Teaching and learning strategies has the sense of a course outline for action in order to achieve predetermined goals. In other words, the strategy can be defined as common patterns of activity teachers– students in the realization of teaching and learning activities to achieve the objectives outline (Syaiful Bahri Djamarah and Aswan Zain, 2010: 5).

Strategy is a plan designed for a particular purpose (Oxford Dictionary). “Strategies are the mental and communicative procedures learners use in order to learn and use English”. One of the leading teachers and researchers in the

language learning strategies field, argues that strategy is important for two reasons. In the first place, strategies are tools for active, self-directed involvement, which is the essential for developing communicative competence. Secondly, learners who have development appropriate learning strategies have greater self-confidence and learn more effectively. (Nunan D,1991: 171).

Direct and Indirect Strategies

Oxford draws a distinction between direct strategies and Indirect strategies. Direct strategies included such things as memorizing, analyzing and reasoning, and guessing and intelligently. Indirect strategies, on the other hand, include things such as evaluating one's learning and cooperating with other.

6. Communicative Language Teaching

a. Background

The origins of Communicative Language Teaching (CLT) are to be found in the changes in the British language teaching tradition dating from the late 1960s. Until then, Situational Language represented the major British approach to teaching English as a foreign language. In Situational Language Teaching, language was taught by practicing basic structures in meaningful situation-based activities.

British applied linguists emphasized another fundamental dimension of language that was inadequately addressed in current approaches to language

teaching at that time - the functional and communicative potential of language. They saw the need to focus in language teaching on communicative proficiency rather than on mere mastery of structures.

Another impetus for different approaches to foreign language teaching came from changing educational realities in Europe. With the increasing interdependence of European countries came the need for greater efforts to teach adults the major languages of the European Common Market and the Council of Europe, a regional organization for cultural and educational cooperation. Education was one of the Council of Europe's major areas of activity. It sponsored international conferences on language teaching, published monographs and books about language teaching. The need to articulate and develop alternative methods of language teaching was considered a high priority.

In 1971 a group of experts began to investigate the possibility of developing language courses on a unit-credit system, a system in which learning tasks are broken down into "portions or units, each of which corresponds to a component of a learner's needs and is systematically related to all the other portions" (van Ek and Alexander 1980: 6). The group used studies of the needs of European language learners, and in particular a preliminary document prepared by a British linguist, D. A. Wilkins (1972), which proposed a functional or communicative definition of language that could serve as a basis for developing communicative syllabuses for language teaching. Wilkins's contribution was an analysis of the communicative meanings that a language learner needs to understand and express. Rather than describe the core of language through

traditional concepts of grammar and vocabulary, Wilkins attempted to demonstrate the systems of meanings that lay behind the communicative uses of language.

The work of the Council of Europe; the writings of Wilkins, Widdowson, Candlin, Christopher Brumfit, Keith Johnson, and other British applied linguists on the theoretical basis for a communicative or functional approach to language teaching; the rapid application of these ideas by textbook writers; and the equally rapid acceptance of these new principles by British language teaching specialists, curriculum development centers, and even governments gave prominence nationally and internationally to what came to be referred to as the Communicative Approach, or simply Communicative Language Teaching. (The terms notional-functional approach and functional approach are also sometimes used.) Although the movement began as a largely British innovation, focusing on alternative conceptions of a syllabus, since the mid-1970s the scope of Communicative Language Teaching has expanded. Both American and British proponents now see it as an approach (and not a method) that aims to (a) make communicative competence the goal of language teaching and (b) develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication.

Howatt distinguishes between a “strong” and a “weak” version of Communicative Language Teaching:

There is, in a sense, a 'strong' version of the communicative approach and a 'weak' version. The weak version which has become more or less standard

practice in the last ten years, stresses the importance of providing learners with opportunities to use their English for communicative purposes and, characteristically, attempts to integrate such activities into a wider program of language teaching.... The 'strong' version of communicative teaching, on the other hand, advances the claim that language is acquired through communication, so that it is not merely a question of activating an existing but inert knowledge of the language, but of stimulating the development of the language system itself. If the former could be described as 'learning to use' English, the latter entails 'using English to learn it.' (1984: 279)

Finocchiaro and Brumfit (1983) contrast the major distinctive features of the Audiolingual Method and the Communicative Approach , according to their interpretation.

b. Theory of language

The communicative approach in language teaching starts from a theory of language as communication. The goal of language teaching is to develop what Hymes (1972) referred to as “communicative competence.” Hymes coined this term in order to contrast a communicative view of language and Chomsky's theory of competence. Chomsky held that linguistic theory is concerned primarily with an ideal speaker-listener in a completely homogeneous speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitation, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in

actual performance. (Chomsky 1965: 3)

For Chomsky, the focus of linguistic theory was to characterize the abstract abilities speakers possess that enable them to produce grammatically correct sentences in a language. Hymes held that such a view of linguistic theory was sterile, that linguistic theory needed to be seen as part of a more general theory incorporating communication and culture. Hymes's theory of communicative competence was a definition of what a speaker needs to know in order to be communicatively competent in a speech community. In Hymes's view, a person who acquires communicative competence acquires both knowledge and ability for language use with respect to

1. whether (and to what degree) something is formally possible;
2. whether (and to what degree) something is feasible in virtue of the means of implementation available;
3. whether (and to what degree) something is appropriate (adequate, happy, successful) in relation to a context in which it is used and evaluated;
4. whether (and to what degree) something is in fact done, actually performed, and what its doing entails.

This theory of what knowing a language entails offers a much more comprehensive view than Chomsky's view of competence, which deals primarily with abstract grammatical knowledge.

Another linguistic theory of communication favored in CLT is Halliday's functional account of language use. "Linguistics ... is concerned... with the description of speech acts or texts, since only through the study of language in use are all the functions of language, and therefore all components of meaning, brought into focus" (Halliday 1970: 145). In a number of influential books and papers, Halliday has elaborated a powerful theory of the functions of language, which complements Hymes's view of communicative competence for many writers on CLT (e.g., Brumfit and Johnson 1979; Savignon 1983). He described (1975: 11-17) seven basic functions that language performs for children learning their first language:

1. the instrumental function: using language to get things;
2. the regulatory function: using language to control the behaviour of others;
3. the interactional function: using language to create interaction with others;
4. the personal function: using language to express personal feelings and meanings;
5. the heuristic function: using language to learn and to discover;
6. the imaginative function: using language to create a world of the imagination;
7. the representational function: using language to communicate information.

Learning a second language was similarly viewed by proponents of Communicative Language Teaching as acquiring the linguistic means to perform different kinds of functions.

At the level of language theory, Communicative Language Teaching has a rich, if somewhat eclectic, theoretical base. Some of the characteristics of this

communicative view of language follow.

1. Language is a system for the expression of meaning.
2. The primary function of language is for interaction and communication.
3. The structure of language reflects its functional and communicative uses.
4. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

c. Theory of learning

In contrast to the amount that has been written in Communicative Language Teaching literature about communicative dimensions of language, little has been written about learning theory. Neither Brumfit and Johnson (1979) nor Littlewood (1981), for example, offers any discussion of learning theory. Elements of an underlying learning theory can be discerned in some CLT practices, however. One such element might be described as the communication principle: Activities that involve real communication promote learning. A second element is the task principle: Activities in which language is used for carrying out meaningful tasks promote learning (Johnson 1982). A third element is the meaningfulness principle: Language that is meaningful to the learner supports the learning process. Learning activities are consequently selected according to how

well they engage the learner in meaningful and authentic language use (rather than merely mechanical practice of language patterns). These principles, we suggest, can be inferred from CLT practices (e.g., Little-wood 1981; Johnson 1982). They address the conditions needed to promote second language learning, rather than the processes of language acquisition.

More recent accounts of Communicative Language Teaching, however, have attempted to describe theories of language learning processes that are compatible with the communicative approach. Savignon (1983) surveys second language acquisition research as a source for learning theories and considers the role of linguistic, social, cognitive, and individual variables in language acquisition. Other theorists (e.g., Stephen Krashen, who is not directly associated with Communicative Language Teaching) have developed theories cited as compatible with the principles of CLT. Krashen sees acquisition as the basic process involved in developing language proficiency and distinguishes this process from learning. Acquisition refers to the unconscious development of the target language system as a result of using the language for real communication. Learning is the conscious representation of grammatical knowledge that has resulted from instruction, and it cannot lead to acquisition. It is the acquired system that we call upon to create utterances during spontaneous language use. The learned system can serve only as a monitor of the output of the acquired system. Krashen and other second language acquisition theorists typically stress that language learning comes about through using language communicatively, rather than through practicing language skills.

Johnson (1984) and Littlewood (1984) consider an alternative learning theory that they 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 a behavioral aspect:

The cognitive aspect involves the internalisation of plans for creating appropriate behaviour. For language use, these plans derive mainly from the language system — they include grammatical rules, procedures for selecting vocabulary, and social conventions governing speech. The behavioural 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. (Littlewood 1984: 74)

Discussions of the nature of the syllabus have been central in Communicative Language Teaching. We have seen that one of the first syllabus models to be proposed was described as a notional syllabus (Wilkins 1976), which specified the semantic-grammatical categories (e.g., frequency, motion, location) and the categories of communicative function that learners need to express. The Council of Europe expanded and developed this into a syllabus that included descriptions of the objectives of foreign language courses for European adults, the situations in which they might typically need to use a foreign language (e.g., travel, business), the topics they might need to talk about (e.g., personal identification, education, shopping), the functions they needed language for (e.g., describing something, requesting information, expressing agreement and

disagreement), the notions made use of in communication (e.g., time, frequency, duration), as well as the vocabulary and grammar needed. The result was published as Threshold Level English (van Ek and Alexander 1980) and was an attempt to specify what was needed in order to be able to achieve a reasonable degree of communicative proficiency in a foreign language, including the language items needed to realize this “threshold level.”

d. Types of learning and teaching activities

The range of exercise types and activities compatible with a communicative approach is unlimited, provided that such exercises enable learners to attain the communicative objectives of the curriculum, engage learners in communication, and require the use of such communicative processes as information sharing, negotiation of meaning, and interaction. Classroom activities are often designed to focus on completing tasks that are mediated through language or involve negotiation of information and information sharing.

1) Learner roles

The emphasis in Communicative Language Teaching on the processes of communication, rather than mastery of language.

2) Teacher roles

Several roles are assumed for teachers in Communicative Language Teaching, the importance of particular roles being determined by the view of CLT

adopted. Breen and Candlin describe teacher roles in the following terms:

The teacher has two main roles: the first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching group. The latter role is closely related to the objectives of the first role and arises from it. These roles imply a set of secondary roles for the teacher; first, as an organizer of resources and as a resource himself, second as a guide within the classroom procedures and activities.... A third role for the teacher is that of researcher and learner, with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning and organizational capacities. (1980: 99)

Other roles assumed for teachers are needs analyst, counselor, and group process manager.

e. Needs Analyst

The CLT teacher assumes a responsibility for determining and responding to learner language needs. This may be done informally and personally through one-to-one sessions with students, in which the teacher talks through such issues as the student's perception of his or her learning style, learning assets, and learning goals. It may be done formally through administering a needs assessment instrument, such as those exemplified in Savignon (1983). Typically, such formal

assessments contain items that attempt to determine an individual's motivation for studying the language. For example, students might respond on a 5-point scale (strongly agree to strongly disagree) to statements like the following.

I want to study English because...

1. I think it will someday be useful in getting a good job.
2. it will help me better understand English-speaking people and their way of life.
3. one needs a good knowledge of English to gain other people's respect.
4. it will allow me to meet and converse with interesting people.
5. I need it for my job.
6. it will enable me to think and behave like English-speaking people.

On the basis of such needs assessments, teachers are expected to plan group and individual instruction that responds to the learners' needs.

B. Conceptual Framework

Contribution of Communicative language help the students pull together information they already known about a subject or topic and understand new information as they learn. Communicative language method is produce by students represents one possible way to structure information or ideas. They can

organize the general concepts, intermediate concepts, and specific concept in their mind and produce their organized words into dialogue form.

Communicative language can be used as an communication tool for students to use to discuss concepts. In the other case, teaching speaking by Conventional Strategy, teacher cannot stimulate students to explore their deep knowledge to produce their language by speaking and so they can be static if they do not know to use language by speaking. Therefore, Communicative language method is the alternative way to teaching English is considered the effective way on students' speaking achievement.

CHAPTER III

METHOD OF RESEARCH

A. Location

This research will be conducted at SMP Asahan Jaya on Jl. Kayu Putih, Tj. Mulia Hilir, Medan Deli, Kota Medan, Sumatera Utara 20241 for the students of second grade of Senior High School during the academic 2018/2019. The reason for choose this school because the researcher found the students' fluency in spoken English was poor.

B. Subject of Research

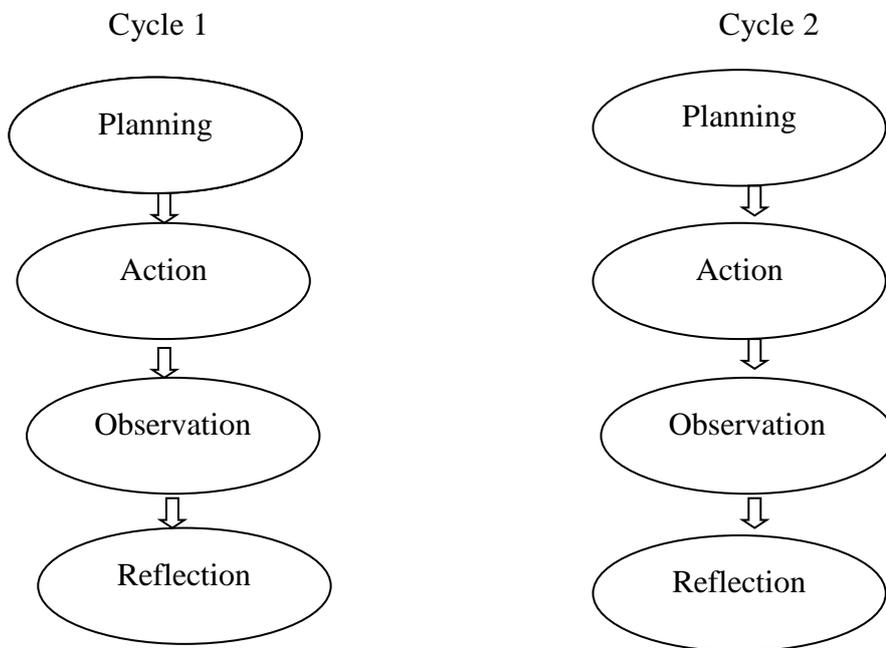
The subject of this research is students at second grade of SMP Asahan Jaya of the academic year 2018/2019. The number of students is consist of 30 students.

C. Research Design

This research will be conducted by aplying classroom action research. Classroom action reserach is different from conventional types of research. Action research is an observation of an activity is done systematically collecting data on everyday practice then analyzing it in order to make better practice in the future.

There are many possible reasons for conducting our own action research. Teachers want to know more about our learners and what they find motivating and challenging. Teacher must learn more about ourselves as teacher how effective teacher are how look to our students, how we will look to ourselves of we will observe own teaching to improve his effort as teacher to increase students' speaking. In orther words, as a teacher must do the classroom action research to get students speaking.

The design of action research cycle will be used and show below:



There will be two cycles that will be conducted by the researcher each cycle will be carrying out in three meetings.

The First Cycle

The first cycle will be done in four meetings. A vocabulary test will be administered in the end of this cycle the detail procedure of the first cycle will be described as follows

1. Planning

- a. Preparing the lesson plan
- b. Preparing observation sheet
- c. Preparing the test
- d. Giving a test to students to know their ability

2. Action

Action is process of doing something. It will be the step of implementing of all planning arranged. This is relation of education theory and teaching technique prepared before. It will be consisted of some meetings. There are processes of teaching and learning speaking

- a. The researcher as the teacher gave the topic to the students and ask their opinion about the topic.
- b. The students will be divided several groups.
- c. Students answer the questions
- d. Teacher evaluate the whole activity.

3. Observation

Observation will be done while the action will be done. Observation is some activities that consist of gathering data to identify the result of action. Observing

is most thing to get the information of action during the teaching learning process. It will be important to know about the students attitudes, and even the obstacles that happened. Not only to know about them but also to collect the data this will be use a basic of reflection.

4. Reflection

Reflection is feedback process from the action which is doing before. Reflection will be used to help the teacher make decision. In this phase the researcher reflected everything that do and make conclusion. Students should be able to identify the words of text at least seven.

The second cycle will be repeated the pre step in order to find out the problem and make planning to solve the problem if the result do not reach the goal determine.

The Second Cycle

The second cycle will be done if the mean score at the first cycle will be not statisfying. This cycle consist of the same four phases like the first cycle Planning, Action, Observation, Reflection, but there is a little different step doing the action based on the weakness that will be found in the first cycle. If in the first cycle found a problem and weakness will solved in the next cycle to get the improvement in the process and result.

D. The Instrument of Research

In collecting data, the following instrument will be used:

2. Observation Sheet

Observation sheet will be done for observe all condition that happened during the teaching learning process.

3. The Test

To get the data the researcher will be done some or the test. In speaking testing the researcher make test which will be suitable to measure students speaking mastery during communicative language method research. Multiple choice completion, the researcher provided choice on the box and the students could choose which one mach in every sentence.

E. The Procedure Collecting the Data

In collecting data, the research will be conducted by administrating some meetings with two cycles, Including four steps: Planning, action, observation and reflection.

F. Technique of Data Analysis

This research will be applied qualitative and quantitative data. The qualitative data will be taken from interview and observation sheet. It will be used to describe the situation during the teaching and learning processes and the quantitative find by analyzing the score tests of the students.

The researcher applied the followed to know the mean of students score for the cycle:

After collecting the data from the test

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

X = the mean of students

$\sum X$ = total score

N = the total number of students

To categories of master students, followed formula is apply:

$$P = \frac{R}{T} \times 100 \%$$

P = percentage of students getting score ≥ 70

R = number of students getting score ≥ 70

T = the total number of students taking the test

CHAPTER IV

DATA AND DATA ANALYSIS

A. Analysis of the Research Findings

1. Description of the Intitial Conditions

This study was aimed to analyze the student's speaking skill through communicative language teaching method at SMP Asuhan Jaya. To know the student's speaking skill the researcher used test. The test was taken from speaking skill test. It was accomplished in two cycles. Every cycle consisted of four steps of action researc (planning, action, observation, reflection). Cycle I including pre-test was conducted in four meetings. Cycle II was conducted in three meetings, so there were seven meetings together. In the last meeting of every cycle, students were given questions of multiple choice test.

The student's score were taken from the test result which were carried put in the test in cycle I and cycle II, each cycle consisted of three meetings, therefore, there were seven meetings totally. The first meeting test in a pre-test was given before conducted action Cycle I. So the test was given to the students without any treatment. The test of post-test in cycle I and Cycle II were given to the students after teaching each cycle which had been completely finished.

1.1. Description of Pre Test

The score of the students from the pre-test, post-tes cycle I and the last posy-test in cycle II showed the imrovement continuously. The improvement of the students achievement in learningg speaking skill by using Communicative language showed in the following table.

Table 4.1**The Students Score of Pre-test**

No	Initial Score	Ideal Score	Pre-test	Percentage (%)	Remark
1	AN	100	60	60%	Unable
2	AP	100	55	55%	Unable
3	AU	100	60	60%	Unable
4	AP	100	40	40%	Unable
5	ABF	100	85	85%	Able
6	AP	100	65	65%	Unable
7	ARGP	100	75	75%	Able
8	AM	100	90	90%	Able
9	BP	100	60	60%	Unable
10	BIP	100	55	55%	Unable
11	D	100	40	40%	Unable
12	DVI	100	75	75%	Able
13	DS	100	65	65%	Unable
14	DKA	100	85	85%	Able
15	DA	100	75	75%	Able
16	DS	100	60	60%	Unable
17	DN	100	50	50%	Unable
18	DS	100	55	55%	Unable
19	DK	100	50	50%	Unable
20	DP	100	65	65%	Unable
21	EF	100	50	50%	Unable
22	FA	100	45	45%	Unable
23	FW	100	80	80%	Able
24	FA	100	75	75%	Able
25	HS	100	40	40%	Unable
26	HP	100	45	45%	Unable
27	IG	100	80	80%	Able
28	IFA	100	75	75%	Able
29	AW	100	40	40%	Unable
30	IA	100	65	65%	Unable
Total			1620	-	
Means			62,30	-	
Percentage				30,76%	

From the table above we can see that the from all of the students only 30.76% that were able. It showed that the speaking skill of the students was not

good. The highest score was 90 and the lowest score was 40. There were 20 students who were unable and there were 10 students who were able.

1.2. Description of Cycle I

Cycle I was done in four meetings. The detail procedure of Cycle I was described as follow

1. Planning

Cycle I started at the second meeting until the fourth meeting. In this step the researcher prepared lesson plan posed a question as a topic for each meeting. In first cycle, the researcher try to use communicative language in teaching and learning process.

2. Action

In the Cycle I, the researcher taught the students how to discuss the posed question as a topic that the researcher had already made in her lesson plan. The researcher taught the students steps doing the test. The researcher gave the question or topics which were related to their at school to make them easier to conceptualize and imagine their idea.

3. Observation

Observation was done to observe what students problem during the teaching learning process. the observation indicated that the most of students were generally enthusiastic to learn used communicative language sometimes they could not spell the word correctly. The researcher also observed the attitude all of students in class.

The students score in Cycle I can be seen below:

Table 4.2
The Students Score in Cycle I

No.	Initial Score	Ideal Score	Post-test Cycle I	Percentage (%)	Remark
1	AN	100	65	65%	Unable
2	AP	100	60	60%	Unable
3	AU	100	60	65%	Unable
4	AP	100	60	60%	Unable
5	ABF	100	90	90%	Able
6	AP	100	75	75%	Able
7	ARGP	100	80	80%	Able
8	AM	100	95	95%	Able
9	BP	100	75	75%	Able
10	BIP	100	60	60%	Unable
11	D	100	60	60%	Unable
12	DVI	100	80	80%	Able
13	DS	100	75	75%	Able
14	DKA	100	90	90%	Able
15	DA	100	80	80%	Able
16	DS	100	75	75%	Able
17	DN	100	60	60%	Unable
18	DS	100	65	65%	Unable
19	DK	100	65	65%	Unable
20	DP	100	70	70%	Unable
21	EF	100	60	60%	Unable
22	FA	100	60	60%	Unable
23	FW	100	80	80%	Able
24	FA	100	75	75%	Able
25	HS	100	60	60%	Unable
26	HP	100	65	65%	Unable
27	IG	100	85	85%	Able
28	IFA	100	80	80%	Able
29	AW	100	65	65%	Unable
30	IA	100	75	75%	Able
Total			1865	-	
Means			71,73	-	
Percentage				50%	

From the table above we can see that the from all of the students there were 50% of students who were able. The highest score was 95 and the lowest score was 60. There were 15 students who were unable and there were 15 students who were able. It showed that the speaking skill of the students was not good enough.

4. Reflection

The researcher also evaluated the teaching and learning process in the meeting. The researcher asked the students about their difficulties and problem in understanding the lesson. The evaluation of three meeting became the reflection to the speakr in making cycle two. Cycle two was help to achieve to improvement score of the students.

The evaluation could be from the students result, the researcherchecked up the students speaking skill in observation sheet. Observation sheet and diary notes were also used to reflect wheter the students respected the lesson. From the data the researcher decided to continue cycle two in orthet to get the better result.

1.3. Description of Cycle II

Cycle II was done in three meetings, the explanation was as follows:

1. Planning

In the planning of Cycle II the researcher still concentrated to same concept idea and same steps of using communicative language, but there should be higher improvement of students score. The preparation of this cycle was the same of Cycle I.

2. Action

In this phase, communicative language still used the teaching speaking skill to the students. The researcher gave more explanation about communicative language. Moreover the researcher also motivated their speaking skill and be more active in teaching learning process.

3. Observation

Observation was done when the classroom action research was going on by the observer by using observation sheet. The observer was observing the whole process of action. It was about the behaviour and all activities in teaching learning process.

Table 4.3
The Students Score from Post-test in Cycle II

No	Initial Score	Ideal Score	Post-test Cycle II	Percentage (%)	Remark
1	AN	100	80	80%	Able
2	AP	100	80	80%	Able
3	AU	100	70	70%	Unable
4	AP	100	85	85%	Able
5	ABF	100	95	95%	Able
6	AP	100	85	85%	Able
7	ARGP	100	90	90%	Able
8	AM	100	100	100%	Able
9	BP	100	85	85%	Able
10	BIP	100	85	85%	Able
11	D	100	70	70%	Unable
12	DVI	100	90	90%	Able
13	DS	100	85	85%	Able
14	DKA	100	95	95%	Able
15	DA	100	90	90%	Able
16	DS	100	80	80%	Able
17	DN	100	80	80%	Able
18	DS	100	80	80%	Able
19	DK	100	70	70%	Unable
20	DP	100	80	80%	Able

21	EF	100	85	85%	Able
22	FA	100	70	70%	Unable
23	FW	100	70	70%	Unable
24	FA	100	80	80%	Able
25	HS	100	85	85%	Able
26	HP	100	70	70%	Unable
27	IG	100	85	85%	Able
28	IFA	100	80	80%	Able
29	AW	100	70	70%	Unable
30	IA	100	80	80%	Able
Total			2145		
Means			82,5		
Percentage				80,76%	

From the table above we can see that the from all of the students there were 80.76% of students who were able. The highest score was 95 and the lowest score was 60. There were 7 students who were unable and there were 23 students who were able. It showed that the speaking skill of the students was good enough.

4. Reflection

Reflection has evaluative aspect to evaluate the students speaking skill test. The researcher found that the students score from the first test was to the last test improvement. Based on activity and the test that the researcher gave to the students, the researcher concluded that the students had improvement in speaking skill through communicative language.

B. The Data Analysis

A test given in every end of teaching and learning process, based on the result of all meeting conducted, it was found that the students score kept improving started from the first meeting until the seventh meeting

The improvement the students score in speaking skill by applying Communicative language could be seen from the mean of the students score during the research the researcher applied the following formula

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

X = the mean of students

$\sum X$ = total score

N = the total number of students

In the pre-test the total of the students was 1620 and the number of students was 30, so the mean of the students score was

$$X = \frac{1620}{30} = 62,30$$

In the post-test of Cycle I, the total score of the students was 1835 and the number of students was 30, so the mean of the students score was

$$X = \frac{1865}{30} = 71,73$$

In the post-test of Cycle II, the total score of the students was 2145 and the number of students 30, so the mean of the students score was

$$X = \frac{2145}{30} = 82,5$$

All the students improved their score from the pre-test to the post-test of Cycle I and Cycle II. The mean of the students score in the post-test in the cycle II

was highest of all the test given. So, it could be concluded that Communicative language can improve the students speaking skill score.

The percentage of the students who got the point up to 75 also showed the improvement of the students score from the pre-test to the post-test in Cycle II. In the pre-test there were only 8 students who got the score up to 75 points. In the post-test of Cycle I there were, 13 students who got the score up to 75. In the post-test of Cycle II, where the teacher used Communicative language, there were a significant improvement, it was showed by the students who got the score up to 75 were 25 students. Therefore, it could be concluded that the use of communicative language could improve the students achievement in learning speaking skill.

The improvement of the students achievement in learning speaking skill could be seen from the percentage of the students who got the score up to 75.

This percentage was calculated by applying the following formula

$$P = \frac{R}{T} \times 100 \%$$

P = percentage of students getting score ≥ 70

R = number of students getting score ≥ 70

T = the total number of students taking the test

The percentage of the improvement of the students speaking skill could be seen as follows

$$P1 = \frac{8}{30} \times 100\% = 30,76\%$$

$$P2 = \frac{13}{30} \times 100\% = 50\%$$

$$P3 = \frac{21}{30} \times 100\% = 80,76\%$$

Table 4.4
The Percentage of the Students who got the points up to 75

No	Test	Students who got the score up to 75	Percentage (%)
1.	Pre-test	8	30%
2.	Post-test in Cycle I	13	50%
3.	post-test in Cycle II	25	80%

From the table above, it showed that the used communicative language to improvement students speaking skill and also helped teachers to teach speaking skill. In Pre Test, the students who obtained the score up to 75 were 8 students (30%). In Post Test (Cycle I), the students who obtained the score up to 75 were 13 students (50%). In Post Test (Cycle II), the students who obtained the score up to 75 were 25 students (80%).

C. The Research Finding

The result of the researcher indicated that there was an important on the students speaking skill by using communicative language. After collecting the data, the mean in cycle II (82,5) was higher than the mean in cycle I (71,73) and also pre-test (62,30).

It implied that the used of communicative language to improve students speaking skill was effective as it could improve students speaking skill and also helped teacher to teach speaking skill.

There was an important on the students speaking skill by using. It could be seen from student score the mean of the pre-test in the first meeting was still low (62). In the pre-test 8 students got point up to 75. In post-test of cycle II 21 students got higher than 75. It could be concluded as the following there was an

improvement on the students speaking skill when they were taught by using communicative language. Those conditions showed that the implementation of using communicative language in improving the students speaking skill was successful.

Many students confused while teaching and learning process before using communicative language. After the teacher using communicative language in teaching learning process, the students were interested and enjoyable while teaching and learning process. It is a fact that by using communicative language were effective to improve the students speaking skill in SMP Asuhan Jaya.

CHAPTER V

CONCIUSION AND SUGGESTIONS

A. Conlusions

Based on the data analysis, there are some conclusions that can be described as follow

1. There was an important on the students speaking skill by using. It could be seen from student score the mean of the pre-test in the first meeting was still low (62). In the pre-test 8 students got point up to 75. In post-test of cycle II 21 students got higher than 75. It could be concluded as the following there was an improvement on the students speaking skill when they were taught by using communicative language. Those conditionshowed that the implementation of using communicative language in improving the stduents speaking skill was successful.
2. Many students confused while teaching and learning process before using communicative language. After the teacher using communicative language in teaching learning process, the students were interested and enjoyable while teaching and learning process. It is a fact that by using communicative language were effective to improve the students speaking skill in SMP Asuhan Jaya.

B. Suggestions

In relation to the conclusion above, it was suggested to the English teachers, the teacher suitable by using communicative language in teaching speaking skill in the classroom. The teacher can teaching the students how to

express their ideas or thoughts in speaking skill because communicative language can help students speaking skill. To the students, the students should be able to speak in English.

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