

**THE EFFECTIVENESS OF COMMUNICATIVE APPROACH IN  
TEACHING SPEAKING BY USING ANIMATION VIDEO**

**SKRIPSI**

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**BY**

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**ABSTRACT**

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1. This research dealt with the effectiveness of communicative approach in teaching speaking. The objective was to find out the the effectiveness of communicative approach in teaching speaking by using animation video. The method of the research was the quantilative research method. The population of

this research was the nine (IX) grade students of SMP NEGERI 1 BATANG KUIS on Jl. Desa Baru Kec.Batang Kuis, Medan in academic year 2016/2017, which consist of 35 students as subject of this research. The instrument of the research was speaking tests in gaining the data. The speaking test consisted of Expressing of Certainty and Uncertainty. And the researcher was given observation sheet of student activity, teacher performance by given observation sheet of teacher performance (LPKG), and questionnaire sheet of student response that contained some question. The result showed that the mean of pre-test was 70 and post-test was 85. Achievement of student effectiveness activity, teacher performance, and students' response was on good category with mean score  $\geq 2,9$ . It means that there was an effectiveness of Communicative Approach in teaching Speaking to increase the students' speaking ability.

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# CHAPTER I

## INTRODUCTION

### **A. The Background of Study**

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are depend on the context in which it occurs, the participants, and the purposes of speaking. Speaking is defined operationally in this study as the secondary stage students' ability to express themselves orally, coherently, fluently and appropriately in a given meaningful context to serve both transactional and interactional purposes using correct pronunciation, grammar and vocabulary and adopting the pragmatic and discourse rules of the spoke language.

In teaching English, teachers must be smart to choose teaching approach in the teaching learning, and make the student was interest to learn. And the teachers also must be able to present the material so the student can be understand about the material. In applying teaching approach, the teacher should consider many aspect like teaching material, students' level, classroom setting and another aspects. Many people want to speak with others in English. But when they are asked to speak in English most of them cannot express their mind.

In learning process, of course there are some students are active and passive. It is because the students are irresponsive and not interaction with teacher. And also the students do not interesting in method or media that teaching

apply in teaching learning process. It is true when the teacher try to interaction with the students, they confuse to answer the teacher are saying.

Based on researcher's experience when doing PPL at IX grade of SMP Negeri 1 BatangKuis, many students did not like English, because they felt difficult to understand about it. Many reasons why the students did not like English especially in speaking. The students were afraid to make mistake and they nervous when they were asked to speak English. There are some factors why it can happens. The first reasons, some students did not like speaking activity because the teacher did not give the interesting explanation activities or examples that made the students be active to practice speaking, it made students bored and rare to practice the speaking activity. The second reason, they feel bored when time of learning is in evening, because they felt tired and just think of going home. It is made them did not concentrate in learning process. The third reason, they felt afraid to speak because little of vocabulary as we know that how could the students had a bravely to speak if they had no many vocabulary. Of course they confused they did not known what thay wanted to say. The fourth reason, the students were not active to communicate, they just wait what teacher told to them, they did not want made more creative thinking how an easy way to speak.

Based on the problem above, the researcher interested in investigating the solution of this problem by using communicative approach in teaching speaking. The communicative approach, this approach was used because communicative approach focuses on the use of language in everyday situations, or the functional aspects of language, and less on the formal structures. There must

be a certain balance between the two. It gives priority to meanings and rules of use rather than to grammar and rules of structure. Such concentration on language behavior may result in negative consequences in the sense that important structures and rules were left out. Animation video can interest the children or students to study, so this media is the best choice to teaching the students.

The title of this research was *The Effectiveness of Communicative approach in Teaching Speaking by Using Animation Video*.

### **B. The Identification of the Problems**

The problems of this research were identified:

1. The students get difficulties to speak English.
2. The students were not given opportunities to express their ideas or opinions directly, or cannot give contribute to made them speak English.
3. The students were bored in learning English.

### **C. The Scope and Limitation**

The scope of the study was focused on the students speaking skill, and the researcher limits the speaking in the Expressing of Certainty and Uncertainty.

### **D. The Formulation of the Problems**

The problems of this research were formulated as following:

1. Was communicative approach by using animation video effective in teaching speaking?

2. How was the students' result of speaking by applying communicative approach by using animation video?

### **E. The Objective of the Study**

The objective of this research were formulated as the following

1. to find out the effectiveness of communicative approach in teaching speaking by using animation video.
2. to figure out increasing of students' result by applying communicative approach by using animation video.

### **F. Significant of the Study**

The findings of this research were expect to be useful and relevant to

1. Theoretically

The study was give easier and interesting way in speaking through communicative approach.

2. Practically

1. English teachers, to increase their teaching-learning process through communicative approach in teaching speaking.
2. students, they were able to figure out their difficulties in speaking by communicative approach and using animation video in the Expressing of Certainty and Uncertainty.
3. other researcher, they can get information and guide to do another research by reading this script.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical framework**

In conducting a research, theories were need to explain some concepts apply concerning to the research.

##### **1. The Effectiveness**

There are many different conceptions of teacher effectiveness, and defining it is complex and sometimes generates controversy. Teacher effectiveness is often defined as the ability to produce gains in student achievement scores. This prevailing concept of teacher effectiveness is far too narrow, and this guide presents an expanded view of what constitutes teacher effectiveness. The guide outlines the methods available to measure teacher effectiveness and discusses the utility of these methods for addressing specific aspects of teaching. Those charged with the task of identifying measures of teacher effectiveness are encouraged to carefully consider which aspects are most important to their context—whether national, state, or local. In addition, the guide offers recommendations for improving teacher evaluation systems. The conclusion indicates that a well-conceived system should combine approaches to gain the most complete understanding of teaching and that administrators and teachers should work together to create a system that supports teachers as well as evaluates them

### **a. Defining Teacher Effectiveness**

The way teacher effectiveness is defined impacts how it is conceived and measured and influences the development of education policy. Teacher effectiveness, in the narrowest sense, refers to a teacher's ability to improve student learning as measured by student gains on standardized achievement tests. Although this is one important aspect of teaching ability, it is not a comprehensive and robust view of teacher effectiveness.

There are several problems with defining teacher effectiveness solely in this way:

1. Teachers are not exclusively responsible for students' learning. An individual teacher can make a huge impact; however, student learning cannot reasonably be attributed to the activities of just one teacher—it is influenced by a host of different factors. Other teachers, peers, family, home environment, school resources, community support, leadership, and school climate all play a role in how students learn.
2. Consensus should drive research, not measurement innovations. Trends in measurement can be influenced by the development of new instruments and technologies. This is referred to as “the rule of the tool”: if a person only has a hammer, suddenly every problem looks like a nail. It is possible that the increase in data linking student achievement to individual teachers and new statistical techniques to analyze these data are contributing to an emphasis on measuring teacher effectiveness using student achievement gains (Drury & Doran, 2003; Hershberg, Simon, & Lea-Kruger, 2004; The Teaching Commission, 2004). This, in turn, may result in a narrowed

definition of teacher effectiveness. Instead, important aspects and outcomes of teaching should be defined first; then, methods should be used or created to measure what has been identified. In other words, define the problem; then choose the tools.

3. Test scores are limited in the information they can provide. Information is not available for some non tested subjects and certain student populations. Furthermore, basing teacher effectiveness on student achievement fails to account for other important student outcomes. Student achievement gains do not indicate how successful a teacher is at keeping at-risk students in school or providing a caring environment where diversity is valued. This method does not provide any additional information on student learning growth beyond the data gleaned through standardized testing. Standardized testing cannot provide information about those who teach early elementary school, special education, or untested subjects (e.g., art and music). It cannot evaluate the effectiveness of teachers who coteach and does not capture teachers' out-of-classroom contributions to making the school or district more effective as a whole.
4. Learning is more than average achievement gains. Prominent researchers have promoted the idea that definitions of teacher effectiveness should encompass student social development in addition to formal academic goals (Campbell, Kyriakides, Muijs, & Robinson, 2004). Improving student attitudes, motivation, and confidence also contributes to learning. If the concept of effective teaching is limited to student achievement gains,

differentiating between these factors becomes impossible. Was a teacher deemed effective because she focused class time narrowly on test-taking skills and test preparation activities? Or did the student achievement growth in her class result from inspired, competent teaching of a broad, rich curriculum that engaged students, motivated their learning, and prepared them for continued success? Teacher evaluations should be able to distinguish the former approach from the latter.

Given these

critiques, a broader and more comprehensive definition of teacher effectiveness is necessary. The following five-

point definition from Goe, Bell, & Little (2008:8) is intended to focus measurement effort on multiple components of teacher effectiveness. It is not proposed as a criticism of other useful

definitions but as a means of clarifying priorities for measuring teaching effectiveness.

#### **b. Determining Teacher Effectiveness**

The criteria of teacher effectiveness employed in these investigations were of two sorts, namely efficiency ratings and pupil gains, as measured by tests administered to the pupils before and after instruction. More specifically, the criteria included the following:

1. In service rating by:
  - a. The superintendent.
  - b. The principal.
  - c. Other supervisory officials.



- d. Teacher educators.
  - e. Departmental personnel.
  - f. State departmental personnel.
  - g. Self-rating.
2. Peer rating
  3. Pupil gain score
  4. Pupil rating
  5. Composite of test scores from tests thought to measure teaching effectiveness.
  6. Practice teaching grades.
  7. Combination or composite of some or all of the above criteria not seem to be complicated, so that my comments are lucid, not too long winded and yet stimulating?
  8. With the help of the dimensions of teacher behavior can formulate the aims which I as a teacher wish to attain. Which dimensions seem most important to my work? Which must I renounce first if I do not succeed in realizing a combination of all intended dimensions? What are my own particular problems? In which dimensions should I for preference alter my behavior in order to come closer to my goal?
  9. The system of dimensions of teacher behavior is flexible and can be expanded, so it is less likely to become a strait jacket that is perhaps a typology (The fear of many teachers of becoming “authoritarian” and their great efforts to justify the use of “authority”, demonstrate clearly the

obsessional aspects which these concepts have meanwhile acquired. Every teacher can ask himself. Which additional dimensions must I invent in order to be able to scrutinize the goals which I have set for my behavior as a teacher?

## **2. Description Method, Approach, Technique**

According to Harmer (2001:78-79) state that:

### **2.1.Approach:**

The term approach to refers to theories about the nature of language of language and language learning which are the source the way things or done in the classroom and which provide the reason for doing them. An approach describes how language is used and how its constituent's parts interlock-in other words it offers a model of language competence. An approach describes how people acquire their knowledge of the language and makes statement about conditions which will promote successful language learning.

### **2.2 .Method:**

Is the practical realization of an approach The originators of a method have arrived ad decision about type of activities, roles of teachers and learners, the kind of material which will be helpful and some model of syllabus organization. Method includes various procedures technique as part of their standard fare.

### **2.3.Technique:**

Is a single activity rather than sequence, and such as a technique rather than a whole procedure Likewise the finger technique is used by some teacher who hold up their hands and give each of their five finger, e.g. he is not

playing tennis, and then by bringing the *is* and the *not* finger together, show how the verb *is* is constructed into *isn't*.

### **3. Communicative Language Teaching**

#### **3.1. Definition of Communicative Language Teaching (CLT)**

Which is an approach to the teaching of second and foreign languages, emphasizes interaction as both the means and the ultimate goal of learning a language. It is also referred to as “Communicative Approach”. Historically, CLT has been seen as a response to the Audio-Lingual Method (ALM), and as an extension or development of the National-Functional Syllabus. Task-based language learning, a more recent refinement of CLT, has gained considerably in popularity.

CLT is a holistic approach. It doesn't focus only on the traditional structural syllabus. It takes into consideration communicative dimension of language. The communicative approach focuses on the use of language in everyday situations, or the functional aspects of language, and less on the formal structures. There must be a certain balance the two. It gives priority to meanings and rules of use rather than to grammar and rules of structure. Such concentration on language behavior may result in negative consequences in the sense that important structures and rules would be left out.

Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom. Communicative language teaching sets as its goal

the teaching of *communicative competence*. What does this term mean? Perhaps we can clarify this term by first comparing it with the concept of *grammatical competence*. Grammatical competence refers to the knowledge we have of a language that accounts for our ability to produce sentences in a language. It refers to knowledge of the building blocks of sentences (e.g., parts of speech, tenses, phrases, clauses, sentence patterns) and how sentences are formed.

Grammatical competence is the focus of many grammar practice books, which typically present a rule of grammar on one page, and provide exercises to practice using the rule on the other page. The unit of analysis and practice is typically the sentence. While grammatical competence is an important dimension of language learning, it is clearly not all that is involved in learning a language since one can master the rules of sentence formation in a language and still not be very successful at being able to use the language for meaningful communication. It is the latter capacity which is understood by the term communicative competence.

### **3.2. Communicative competence**

Jack C. Richards (2006:6) Communicative competence includes the following aspects of language knowledge:

- a. Knowing how to use language for a range of different purposes and functions
- b. Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication)

- c. Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations)
- d. Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies)

Our understanding of the processes of second language learning has changed considerably in the last 30 years and CLT is partly a response to these changes in understanding. Earlier views of language learning focused primarily on the mastery of grammatical competence. Language learning was viewed as a process of mechanical habit formation. Good habits are formed by having students produce correct sentences and not through making mistakes. Errors were to be avoided through controlled opportunities for production (either written or spoken). By memorizing dialogs and performing drills, the chances of making mistakes were minimized. Learning was very much seen as under the control of the teacher. In recent years, language learning has been viewed from a very different perspective. It is seen as resulting from processes such as:

1. Interaction between the learner and users of the language
2. Collaborative creation of meaning
3. Creating meaningful and purposeful interaction through language
4. Negotiation of meaning as the learner and his or her interlocutor arrive at understanding
5. Learning through attending to the feedback learners get when they use the language

6. Paying attention to the language one hears (the input) and trying to incorporate new forms into one's developing communicative competence
7. Trying out and experimenting with different ways of saying things

It is clear that Communicative Approach requires the involvement of learners in the dynamic and interactive process of communication more than attention to strategies for representing the structure and function of language. A communicative classroom allows learners to experience language as well as to analyze it. So, syllabus is planned not for what we want them to learn but for what we want them to do.

### **3.3. The advantages of Communicative Approach**

The implementation of communicative approach has brought a lot of advantages for teaching English as a foreign language. Unlike audio lingual and grammar translation method. Communicative Approach emphasis on "task-oriented, student-centre" language teaching practice and it provides students with comprehensive use of English language, for communication opportunities.

It motivated students to improve their ability of using English by themselves since it emphasizes on fluency in the target language. Meaning that, it provides students with assignments that allow them to improve their own ideas about what they are going to talk.

Communicative Approach focuses on enabling the learners to use the language in a communicative situation to satisfy their needs in real-life communication as a priority.

The major portion of the learning process is not up on the teacher thus illustrating that Communicative Approach classes have moved from teacher-centeredness to learner-centeredness.

### **3.4.The Disadvantages of Communicative Approach**

The approach give priority to meaning and rules of use rather than to grammar and rules of structure. In other words, it is felt that there is not enough emphasis on the correction of pronunciation and grammar error. It is because to much focuse on meaning at the explicit believed that wish Communicative Approach there is a danger of focusing too much on oral skills and less emphasis is given to reading and writing skills.

Communicative Approach sometimes difficult to be implemented in an English Foreign Language classroom due to the lack of sources and equipments like authentic materials and native speaker teachers as well as large size of the classes. In addition, suitable classrooms are not available that can allow for group work activities and for teching aids and materials.

## **4. Definition of Animation Video**

Video is A sequence of still frame photographs which when played consecutively provide a time-sequenced picture of motion. The property of video that distinguishes it from animation is that it shows actual motion of objects. It is thus a “real” time-sequenced picture of motion.Video is widely available as a resource of language teaching. Fisher Frey (2011) state that videos are used to transport students to location across the wordl and to demonstrate concepts that cannot otherwisw be practically illustrated in the classroom, and they are though

to provide more motivation and interest to students in learning a language. Iska (2007) say that video group performed better than group without according Smaldino lowther and Russell (2011:404-406), the video is available for almost all kinds of tropics and for the kind of teaching learners across the domains of cognitive, affective, motors skill, interpersonal. They can bring the learners to almost anywhere expands students' interest beyond the classroom.

Animation has a tremendous potential to provide visualizations of dynamic phenomena that involve change over time (e.g., biological processes, physical phenomena, mechanical devices, historical development). However, the research reviewed in this chapter showed that learners did not systematically take advantage of animated graphics in terms of memorization and comprehension of the underlying causal or functional model. This chapter reviewed the literature about the interface and content features that affect the potential benefits of animation over static graphics. Finally, we can proposed some guidelines that designers should consider when designing multimedia instruction including animation.

Lloyd Rieber (1994) says that

*Animation is most commonly used for cosmetic purposes, with the intent of impressing rather than teaching. All too often, animation is added to CBI without serious concern for its true instructional purpose or impact. While it is easy to be critical of designers and developers, they share responsibility with consumers who tend to evaluate instructional effectiveness based on the number of "frills" that a package contains. This can create a cycle where the market, rather than learning needs, drives instructional design. Equally accountable are researchers who have yet to provide adequate guidance to either group. It is hoped that an attitude of shared responsibility will begin to prevail in more fully exploiting the potential of animated visuals in learning environments.*



The statement above is really related to this study. Animation Video is will make a process of learning of language more interesting for students because a video present materials in audio, visual, or event audio-visual effect. Video animation also gives students more motivation in learning language by providing them some background information that activates prior knowledge, which are essential in stimulation subsequent speaking activity in the classroom. By watching video it will have students to get some ideas to speak.

#### **4.1 Advantages of Using Animation Video**

It enables large numbers of students to be taught simultaneously by one instructor, outside speakers can be involved who would not otherwise be available, and students can become linked with others from different communities, background and cultures (Willis, 2002).

Video can be affective because it allows for “real time” or synchronous visual contact between students and among students at different sites. Furthermore, it supports the use of diverse media (Reed & Woodruff, 2006). Thus many common in the traditional classroom can be used in the interactive classroom, such as blackboards, documents, videos, and transparencies.

#### **4.2. Disadvantages of Using Animation Video**

As with any technology, interactive video is not without limitations. Since it involves sophisticated technology there can be audio and visual difficulties, which cannot be resolved by the professor (Gilbert,2005)

### **4.3. Procedure of Using Animation Video**

The procedure of animation video in teaching speaking in classroom as follows:

1. The teacher will select a animation video that connected the material
2. The teacher will explain the material before play the animation video
3. The teacher will play the video and give instruction for the students to look and listen the animation video with carefully
4. The students will ask the students to make a dialogue by look and listen the video
5. The teacher will ask students to perform in front of the class
6. The teacher will give score for the student

## **5. Speaking**

### **5.1. Definition of Speaking**

Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking (Burns & Joyce, 2007). Speaking is defined operationally in this study as the secondary stage students' ability to express themselves orally, coherently, fluently and appropriately in a given meaningful context to serve both transactional and interactional purposes using correct pronunciation, grammar and vocabulary and adopting the pragmatic and discourse rules of the spoke language.

Reviewing previous research related to defining speaking, it was noticed that two main approaches are adopted to define speaking, the bottom-up and the top

down approach. Explaining the bottom up view, Bygate (2004: 5-6) points out that traditionally the focus in speaking was on motor perceptive skills. Within this context, speaking is defined as the production of auditory signals designed to produce differential verbal responses in a listener. It is considered as combining sounds in a systematic way, according to language specific principles to form meaningful utterances. This approach is adopted by audio-lingualism. Eventually, in terms of teaching speaking, the bottom-up approach suggests that we should start with teaching the smallest units- sounds- and move through mastery of words and sentences to discourse (Cornbleet& Carter, 2001: 18). Actually, the problem with this approach is that it overlooks the interactive and social aspect of speaking, restricting it only to its psychomotor sense. Moreover, it is hard to ensure a satisfactory transition from supposed learning in the classroom to real life use of the skill.

Alternatively, Bygate (2002: 23) advocates adopting a definition of speaking based on interactional skills which involve making decision about communication. This is considered a top- down view of speaking. Adopting this view, Eckard& Kearny (1981), Florez (2002) and Howarth (2001) define speaking as a two-way process involving a true communication of ideas, information or feelings. This top-down view considers the spoken texts the product of cooperation between two or more interactants in shared time, and a shared physical context. Thus, proponents of this view suggest that, rather than teaching learners to make well-formed sentences and then -putting these to use in discourse

we should encourage learners to take part in spoken discourse from the beginning and then they will acquire the smaller units (Nunan, 2003, 32).

Attempting to elaborate more on the interactive nature of speaking, Burns & Joyce (2003) and Luoma (2004: 2) define speaking as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations can be identified. It is this latter approach that is adopted in the current study, and speaking is defined as the learner's ability to express himself/herself orally, coherently, fluently and appropriately in a given meaningful context.

## **5.2. Speaking ability**

According to Oxford Advanced Learner's Dictionary definition of ability is skill or power, however speaking ability is skill or power to express ideas, opinions or message orally. Speaking ability is the ability to communicate orally. It is not only to apply the grammatically correct sentence, but also to know when and where to use these sentences and to whom. The ability to communicate is related to the rules of language use and rule of grammar. Speaking ability is important aspect and beneficial skill in learning language, it is a part of the goal or skill in learning English in the curriculum besides writing, reading, and listening. Through speaking people convey what they mean by arranging a set of

words which contain a subject talked about and the situation. In language teaching, we often talk about the four language skills (reading, listening, speaking, and writing). Reading and listening are called receptive skills, because receptive skills are the ways in which people extract meaning from the discourse they see or hear. When we are listening or reading it means that we receive something from what we listen or read. And other skills are speaking and writing. When we are speaking and writing it means that we are producing something. So that, speaking and writing are called productive skills. Broughton states that, however a good student may be at listening and understanding, it need not follow that he will speak well. A discriminating ear does not always have a fluent tongue. There has to be training in the productive skill of speech as well.

Nunan in *Language Teaching Methodology*, states that to most aspects of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language. For most second or foreign language learners, speaking skill is somewhat difficult. This probably because they think that the target language is different with their native language. And sometimes they feel it affects the mastery of another language. Just like other abilities, speaking is complex. Teaching students speak a second language is not easy. It needs hard work and a long process. At least there are five components in speaking:

1. Pronunciation
2. Grammar
3. Vocabulary

#### 4. Fluency

#### 5. Comprehension

All of those components will produce speech that can be understood in communication, good pronunciation, grammatically, knowledge, vocabulary mastery, comprehension in meaning and fluency are needed in building a speech. However it must be remembered that language and speech are meant for communication. It is not enough for students to learn words, phrases and grammatical only. They have to produce speech in their daily communication. Learning language is about practicing and generating speech. Students need to express their meaning by doing much practice in speaking. Thus, the writer concluded that speaking ability is ability or skill to convey or ideas, opinions or message orally. Speaking ability is a way used in every day life, it is the only one way when we want to communicate to each other orally. Some people think that speaking ability in foreign language is difficult because the target language is different with mother language. In order to have a good ability in speaking we must always practice it.

### **5.2. Teaching speaking**

Teaching speaking ability is very important part in second language learning. The ability to communicate in second language clearly and efficiently contribute to the success of the learner in the school and success later in every phase of life. Therefore it is essential that language teacher pay great attention in teaching speaking ability so that the teacher should make very various activities to promote speaking to students. The teacher should motivate students to learn

more about speaking. Some reasons speaking ability is very important in our life are though a speaking we can convey our ideas or minds. According to Sukarno's book by Madya in Maskur. First, speaking is ability or skill to understand the content of English text book and references. Second, speaking ability is to lectures delivered in English. Third, speaking ability is to take note at lectured delivered in English. Fourth, speaking is to introduce Indonesian culture to other country. And last, speaking is to communicate orally with foreign lectures or students.

Speaking is general activity, in means that speaking has more purpose not only in classroom. Speaker or students will not speak any sentence inside the classroom in teaching learning process, but also outside in the free space. It means that they will not speak at the school, but also they will speak fluently in daily activities. We usually speak whatever language just we know.

There are many purposes and aim of speaking activity, someone speak relationship with friend at school, bookstore or on bus for getting information and knowledge like asking the new gossips, or for curiosity like speaking about sports etc. At least, speaking purpose don't mean only to asking and answer but also train our tongue to usual in English. From wide speaking activity the students will absorb more vocabularies that have a lot of benefit in communicate interaction. This fact of course shows that teaching speaking could have special interest and attention. We should exactly understand that the aim of teaching speaking ability is to improve and develop students speaking skill. Then, the

teacher has to insure his/her students that speaking learning process is the pleasure activity. There are some principles for designing speaking techniques:

1. Use techniques that cover the spectrum of the learners.
2. Provide intrinsically motivating techniques.
3. Encourage the use of authentic language in meaningful context.
4. Provide appropriate feedback and correction.
5. Give students opportunities to initiate oral communication.
6. Encourage the development of speaking strategies.

Some students think that speaking ability is difficult, however they don't like to follow the speaking lesson. It is might caused by kind of activities that did not make them interest. Some teachers did not give an activity that make them enjoy to follow the speaking lesson. Actually there are many activities to promote the speaking ability that can used by teacher to make their students speak up. Good speaking activities can and should highly motivating. If all the students are participating fully and if the teacher has set up the activity properly and can then give sympathetic and useful feedback, they will get tremendous satisfaction from it.

Teaching speaking ability is giving somebody skill or ability to communicate to each other. It is very important for students, because only through speaking ability they can share their ideas orally. Teaching speaking is needed not only for communication in the classroom but also it also needed in the real life situation when we communicate with other people. To teach speaking teacher



should choose appropriate activities in order to make the students enjoy to join th activities.

## 6. Expressing certainty and uncertainty

### Expressing certainty

When you are sure that something will or will not happen in the future, use these expressions.

**For example to the question:**

"Will John pass the exam?"

you may respond as follows:

Yes,	I'm	Absolutely sure quite sure certain positive	He will
	definitely. certainly. of course.		

Or

No,	I'm	Absolutely sure quite sure certain positive	He won't
	quite sure certain positive		

## Expressing uncertainty

When you are not sure whether something or someone will or will not happen, use the following expressions.

For example, to the question:

"Will John follow a career in business?"

you may respond as follows:

Well,	it's possible, it's impossible, it might be, it might not be, it could happen,	I suppose,	But,	I wouldn't like to say for certain. I'm not sure I doubt it. I have my own doubts. it's doubtful. It's highly / very unlikely.
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### Example:

This morning, there are two people in meeting room. They are talking.

Nisa : "Hi, good morning"

Andi : "Good morning, how are you today ?"

Nisa : "I'm fine. The air in this room will feel fresh, if you smoke here."

Andi : "Of course, because smoking is very nice. If we smoke, we can  
fell

comfortable and quiet"

Nisa : "Sure, I agree with your opinion"

Andi : "Thanks"

Nisa : "But, I have some problems here"

Andi : "What ?"

Nisa : “Do you know, if I satirize you ?”

Andi : “Why ?, because I’m a smoker?”

Nisa : “Certainly. Do you know, if smoking is harmful for everybody ?”

Andi : “Of course not”

Nisa : “Cigarettes contain many harmful chemical substances, for example :nicotine, tar, Carbon monoxide, a chemical substance that can cause cancer, etc”

Andi : Do you think that smoking can kill us?

Nisa :Absolutely.There some impact cause of smoking.

Andi : “What are the impacts of smoking ?”

Nisa : “The impacts of smoking are lung cancer, heart decease, emphysema, bronchitis, etc”

Andi : “It means that my lungs are already ruined ?”

Nisa : “Yes, of course. In addition, cigarette smoke is dangerous for passive smokers, like me”

Andi : “I’m sorry. i don’t know, if smoking is harmful.”

Nisa : “Okey, no problem”

## **B. Conceptual Framework**

Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes

of speaking (Burns & Joyce, 1997). Speaking is defined operationally in this study as the secondary stage students' ability to express themselves orally, coherently, fluently and appropriately in a given meaningful context to serve both transactional and interactional purposes using correct pronunciation, grammar and vocabulary and adopting the pragmatic and discourse rules of the spoken language.

CLT is a holistic approach. It doesn't focus only on the traditional structural syllabus. It takes into consideration communicative dimension of language. The communicative approach focuses on the use of language in everyday situations, or the functional aspects of language, and less on the formal structures. There must be a certain balance between the two. It gives priority to meanings and rules of use rather than to grammar and rules of structure. Such concentration on language behavior may result in negative consequences in the sense that important structures and rules would be left out.

## **CHAPTER III**

### **METHOD OF THE RESEARCH**

#### **A. Location and Time**

This research was conducted at SMP Negeri 1 BatangKuis, which is located on Jl.BatangKuisKec.Desabar. This school was chosen because the students had low mastery of speaking. This research was done about 1-2 months.

#### **B. Subject of the Research**

The subject of the research was the students who get low achievement in speaking class at that time, they are grade IX students of SMP Negeri 1 BatangKuis. They consisted of 35 students.

#### **C. Research Design**

The type of this research was descriptive qualitative and quantitative. Qualitative was used because this research was aimed to analyze the effectiveness of communicative approach in teaching speaking, and quantitative was used to score the students' speaking ability.

#### **D. Instrument of Research**

The instrument for collecting data of this research were

- a. Speaking test. Which had showed in front of the class to investigate the students mastery in speaking learning.
- b. Observation. The observation was focused on the student activity during the speaking learning process.

- c. Assessment sheet of teacher performance (LPKG) that was fulfilled by subject teacher.
- d. Questionnaire sheet that contained of question about the students' response in the learning process.

**E. Technique of Analyzing the Data**

After collecting the data from the test, the datum was analyzed by following procedure:

1. Giving the score based on the criteria of measurement which involved five indicators of speaking ability. According to Brown (2001:406-407) in scoring the students' speaking ability, there were five components to evaluate speaking ability namely vocabulary, comprehension, pronunciation, fluency and grammar.

**Table 3.1**

**The five components to evaluate speaking ability**

<b>A. Vocabulary(20)</b>	
Level	Explanation
16-20	Very good : Rarely has trouble
11-15	Good : Sometimes user in appropriate terms about language
6-10	Fair : Frequent uses wrong speech limited to simple vocabulary
1-5	Unsatisfactory : very limited vocabulary and make the comprehension quite difficult
<b>B. Comprehension(20)</b>	
Level	Explanation

16-20	Very good : occasionally grammatical errors which do not obscure meaning
11-15	Good : few noticeable errors
6-10	Fair : error of the basic structure, meaning occasionally obscure by grammatical errors
1-5	Unsatisfactory : usage definitely unsatisfactory, frequently needs to rephrase construction or restrict himself to basic structure

**C. Pronunciation(20)**

Level	Explanation
16-20	Very good : Under stable
11-15	Good : few noticeable errors
6-10	Fair : error of the basic pronunciations
1-5	Unsatisfactory : hard to understand because of sound, accent, pitch, difficulties, and incomprehensible

**D. Fluency (20)**

Level	Explanation
16-20	Very good : Under stable
11-15	Good : speech is generally natural
6-10	Fair : some definite stumbling but manage to rephrase and continue
1-5	Unsatisfactory : speed of speech and length of utterances are far below normal, pauses, utterances left unfinished

<b>E. Grammar (20)</b>	
Level	Explanation
16-20	Very good : errors in grammar are quite rare
11-15	Good : control in grmmar is good
6-10	Fair : Construction quite accurately but does not have through or confident control of grammar
1-5	Unsatisfactory :errors in grammar frequent to speak language

## **2. The level of learning Achievement**

The level of learning achievement depended on KKM scoring of SMP Negeri 1 Batang Kuis is 75. Student wasable the learning achieve if the student's get score is 75.

## **3. Achievement of Student Effectiveness Activity**

Analysis and student activity by using Communicative Approach was to be known the effectiveness of approach to student ability in speaking during the learning. The effectiveness of student activity depended on time allocation that wasplan in learning planning process. The effectiveness of the student activity determine with the balance of identification with ideal time that determine to be known the student achieve activity, the researcher wasused observation sheet of the student activity in effectiveness learning.



**Table 3.2**

**Observation Sheet of Student Effectiveness Activity**

No	Research Aspect	Category			
1.	Giving attention/ listening to the teacher explanation	1	2	3	4
2.	Reading/ writing (Relevant with KBM)	1	2	3	4
3.	Doing/ solving problem	1	2	3	4
4.	Discussion/ asking student-student or student-teacher	1	2	3	4
5.	Communicating the result of group work	1	2	3	4
6.	behavior that not relevant with KBM	1	2	3	4

Student activity was called as effective if the fourth of sixth indicators fulfilled the criteria of student activity with provision the 3 and 4 indicators was fulfilled.

**4. Achievement of Teacher Performance**

The teacher effectiveness achieve ability, researcher used LPKG that was filled up by other teacher, depend on research performance in speaking learning process. Teacher ability in teaching learning could be called as effective learning if the score of every rated aspect was on the good category or very good.

**Table 3.3**

**Observation Sheet of Teacher Performance**

No	Scoring Aspect	Score			
		1	2	3	4
1	Teacher ability in opening the lesson and convey the result of the study				
2	Teacher ability to convey the lesson clearly				
3	Teacher ability to organize student, so the student can be active in learning process				
4	Teacher ability to lead and motivate student in improving and showing the learnig result				
5	Tacher ability to analyzing and evaluating the learning process				
6	Teacher ability to close the learning process and giving conclusion				

To determine teacher effectiveness achieve in learning process, score of each indicators was summed and then the search average ended. The criteria score of each indicator was

- a. 4 = if teacher performance was very good
- b. 3 = if teacher performance was good
- c. 2 = if teacher performance was good enough
- d. 1 =if teacher performance was not good

Teacher ability on learning was call as effective if score of each aspect is on good or very good category

With average category as

$3.5 \geq 4.00 = \text{Very Good}$

$2.5 \geq 3.4 = \text{Good}$

$1.5 \geq 2.4 = \text{Enough}$

$0.5 \geq 1.4 = \text{Less}$

$0 \geq 0.4 = \text{Very Less}$

### 5. Students' Response

The Questionnaire was fulfill of some question of student feel in learning process. There were some choices based on student feeling very happy, happy, less happy and not happy.

**Table 3.4**

**Questionnaire Sheet of Students' Response**

No	Question	Options			
		A	B	C	D
1	How do you fell with the lesson subject				
2	How do you feel with the student work sheet				
3	How do you feel with he learning atmosphere in the class				
4	How do you feel with the way of teacher in teaching				
5	How do you opinion with the lesson subject				

6	How do you opinion with the student work sheet				
7	How do you opinion with the learning atmosphere in the class				
8	How do you opinion with the way of teacher in teaching				
9	Are you interesting in following the next lesson				

**Description :**

A = Very Happy

C = Less

B = Happy

D = Not Happy

## CHAPTER IV

### THE DATA AND DATA ANALYSIS

#### A. Data Collection

This research was conducted at SMP Negeri 1 Batang Kuis. The subject in this research was the student in IX grade that consist of 35 students.

##### a. Student Speaking Achievement

To be known the student speaking skill, researcher was given the pre test to the sample of research. The following table shows the scores of testing pre-test for the sample of research in made the dialog based on the situations and practice in front of the class orally.

**Table 4.1**

**The Student's Speaking Achievement on Pre-Test**

No	Students' Initial Name	V	C	P	F	G	Total Score	Description
1.	AW	14	15	13	14	15	71	Unable
2.	AMP	14	14	12	13	14	67	Unable
3.	AK	14	14	13	13	14	68	Unable
4.	AA	14	15	14	14	15	72	Unable
5.	ADS	13	12	12	11	12	60	Unable
6.	CH	16	16	16	17	16	81	Able
7.	CA	16	15	14	15	16	76	Able
8.	CDR	15	16	15	15	16	77	Able
9.	DAN	13	15	13	14	14	69	Unable
10.	DWS	14	17	15	14	16	76	Able
11.	FW	13	14	14	13	14	68	Unable
12.	HT	14	15	13	13	15	70	Unable

13.	JN	15	16	15	15	16	77	Able
14.	JL	15	15	14	14	16	74	Unable
15.	MRD	15	15	15	14	15	74	Unable
16.	MRR	13	13	13	14	15	67	Unable
17.	MJ	12	12	11	11	12	58	Unable
18.	MY	13	13	13	14	15	68	Unable
19.	NCL	15	15	13	13	14	70	Unable
20.	NH	12	13	12	11	15	63	Unable
21.	NFG	13	13	11	12	14	63	Unable
22.	PIS	15	14	12	13	14	68	Unable
23.	PCS	15	13	16	15	13	72	Unable
24.	RS	11	13	12	12	15	63	Unable
25.	RN	18	17	16	16	17	84	Able
26.	RJP	13	13	12	11	14	63	Unable
27.	SS	12	12	13	11	13	61	Unable
28.	SR	14	13	13	12	15	67	Unable
29.	SP	15	17	16	15	17	60	Unable
30.	TS	14	15	13	14	15	71	Unable
31.	WP	12	15	13	14	14	68	Unable
32.	YA	12	13	11	13	13	62	Unable
33.	YLA	13	13	12	11	14	63	Unable
34.	YP	16	15	16	15	16	78	Able
35.	YAB	15	14	16	15	15	75	Unable
<b>Total</b>							<b>2444</b>	
<b>Mean</b>							<b>70</b>	
<b>Lowest Score</b>							<b>58</b>	
<b>Highest Score</b>							<b>84</b>	
<b>Student that Unable</b>							<b>27</b>	
<b>Student that Able</b>							<b>8</b>	

Description:

V = Vocabulary

F= Fluency

C= Comprehension

G= Grammar

P= Pronunciation

From the table of students speaking achievement on Pre- Test, the low score was 58 and the high score was 84 student that get score < 75 ( under the mastery criteria) was 27 students.

**a. Description of The Student's Speaking Achievement After Giving Treatment**

Post test was given after doing action. The following table showed the score of students in made the dialog based on the situation and practice in front of the class

**Table 4.2**  
**Student Speaking Achievement on Post-Test**

No	Students' Initial Name	V	C	P	F	G	Total Score	Description
1.	AW	16	18	17	16	15	82	Able
2.	AMP	18	16	15	14	17	80	Able
3.	AK	16	15	16	17	17	81	Able
4.	AA	17	17	16	16	16	82	Able
5.	ADS	13	14	13	13	14	67	Unable
6.	CH	19	18	18	17	18	90	Able
7.	CA	17	17	16	16	18	84	Able
8.	CDR	18	18	19	18	17	90	Able
9.	DAN	16	14	13	13	14	70	Unable
10.	DWS	18	19	18	18	17	90	Able
11.	FW	17	18	18	16	18	87	Able
12.	HT	18	19	18	18	18	91	Able
13.	JN	19	19	19	18	17	92	Able
14.	JL	16	16	16	15	17	80	Able
15.	MRD	18	19	18	18	20	93	Able
16.	MRR	13	14	14	13	14	68	Unable
17.	MJ	19	17	18	19	20	93	Able
18.	MY	18	19	18	18	18	91	Able
19.	NCL	19	19	18	18	18	92	Able

20.	NH	18	19	18	18	17	90	Able
21.	NFG	19	19	16	18	18	90	Able
22.	PIS	19	18	17	14	18	86	Able
23.	PCS	17	17	18	16	15	83	Able
24.	RS	19	18	18	17	19	91	Able
25.	RN	19	18	18	19	18	92	Able
26.	RJP	18	19	16	18	17	88	Able
27.	SS	16	17	16	17	17	83	Able
28.	SR	18	18	18	17	18	89	Able
29.	SP	18	18	18	17	18	89	Able
30.	TS	17	15	15	16	16	79	Able
31.	WP	14	15	16	15	15	75	Unable
32.	YA	18	18	18	17	18	89	Able
33.	YLA	18	18	17	18	19	90	Able
34.	YP	14	15	15	16	16	76	Able
35.	YAB	13	14	12	13	14	66	Unable
<b>Total</b>							<b>2958</b>	
<b>Mean</b>							<b>85</b>	
<b>Lowest Score</b>							<b>66</b>	
<b>Highest Score</b>							<b>93</b>	
<b>Student that Unable</b>							<b>5</b>	
<b>Student that Able</b>							<b>30</b>	

Description:

V = Vocabulary

F= Fluency

C= Comprehension

G= Grammar

P= Pronunciation

From the table, student speaking achievement after giving treatment based on the result of the test with the research sample obtained the lowest score was 66 and the highest score was 93. Students who got score < 75 (under mastery criteria) as much as 5 students, and who got  $\geq 75$  (mastery criteria) was 30 students. By



that result seen that total students who could make the dialog based on the situation correctly was much enough.

**b. Achievement of Student Effectiveness Activity**

Researcher did observation to all students during teaching learning process.

Below was the result of observation table of student activity.

**Table 4.3**  
**Observation Sheet of Student Activity in Learning Effectiveness on Post- Test**

No.	Students' Initial Name	Meeting I		Meeting II	
		Total	Average	Total	Average
1.	AW	17	2,83	18	3
2.	AMP	18	3	17	2,83
3.	AK	18	3	17	2,83
4.	AA	17	2,83	18	3
5.	ADS	17	2,83	15	2,5
6.	CH	18	3	22	3,67
7.	CA	17	2,83	18	3
8.	CDR	16	2,67	19	3,17
9.	DAN	17	2,83	16	2,67
10.	DWS	15	2,5	19	3,17
11.	FW	16	2,67	18	3
12.	HT	18	3	19	3,17
13.	JN	18	3	19	3,17
14.	JL	19	3,17	18	3
15.	MRD	17	2,83	19	3,17
16.	MRR	16	2,67	13	2,17
17.	MJ	18	3	22	3,67
18.	MY	16	2,67	18	3
19.	NCL	16	2,67	17	2,83
20.	NH	17	2,83	18	3
21.	NFG	14	2,33	19	3,17
22.	PIS	16	2,67	17	2,83
23.	PCS	18	3	18	3
24.	RS	17	2,83	18	3
25.	RN	16	2,67	16	2,67
26.	RJP	15	2,5	17	2,83

27.	SS	16	2,67	15	2,5
28.	SR	17	2,83	15	2,5
29.	SP	15	2,5	13	2,17
30.	TS	16	2,67	17	2,83
31.	WP	17	2,83	18	3
32.	YA	15	2,5	13	2,17
33.	YLA	13	2,17	15	2,5
34.	YP	13	2,17	13	2,17
35.	YAB	12	2	14	2,33
<b>Total</b>		<b>571</b>		<b>598</b>	
<b>Mean</b>		<b>14</b>		<b>17,1</b>	

From the table, student activity in first meeting and second meeting based on the result of learning effectiveness, the mean in first was 14 and the mean in second meeting was 17,1. By that result seen that students activity in learning effectiveness was active enough.

### c. Achievement of Teacher Effectiveness Activity

On the post- test, the teacher had been observed by the subject teacher of IX grade of SMP Negeri 1 Batang Kuis. The teacher observed the performance of researcher during teaching English in the class. The result of the observation was

**Table 4.4**

### Observation Sheet of Teacher Performance

No	Observed Aspect	Score			
		1	2	3	4
1	Teacher ability in opening the lesson and convey the result of the study				√
2	Teacher ability to convey the lesson clearly				√

3	Teacher ability to organize student, so the student can be active in learning process				√
4	Teacher ability to lead and motivate student in improving and showing the learning result			√	
5	Teacher ability to analyzing and evaluating the learning process				√
6	Teacher ability to close the learning process and giving conclusion			√	
<b>Total of observation score</b>		<b>22</b>			
<b>Mean</b>		<b>3.6</b>			

From the table, teacher performance during learning effectiveness in teaching English based on subject teacher's observation was get score 3.6. Based on The criteria score of each indicator was 3 if teacher performance was good. So, the teacher performance in teaching effectiveness was good.

#### **d. Student Response**

The reseacher did the observation after learning process below was the result of observation table of students' response.

**Table 4.5**  
**Observation Result of Student's Response on Post-Test**

No	Students' Initial Name	Meeting I		Value Score	Meeting II		Value Score
		Total	Average		Total	Average	
1.	AW	27	3	B	34	3.77	A
2.	AMP	25	2.77	B	35	3.9	A
3.	AK	26	2.89	B	29	3.2	B
4.	AA	31	3.44	B	36	4	A
5.	ADS	27	3	B	29	3.2	B
6.	CH	26	2.89	B	31	3.44	B
7.	CA	18	2	D	31	3.44	B
8.	CDR	19	2.1	D	29	3.2	B
9.	DAN	21	2.3	D	35	3.9	A
10.	DWS	27	3	B	26	2.9	B
11.	FW	26	2.89	B	36	4	A
12.	HT	25	2.77	B	25	2.77	B
13.	JN	19	2.1	D	30	3.33	B
14.	JL	18	2	D	25	2.77	B
15.	MRD	19	2.1	D	26	2.9	B
16.	MRR	27	3	B	36	4	A
17.	MJ	25	2.77	B	32	3.5	B
18.	MY	31	3.44	B	28	3.1	B
19.	NCL	28	3.1	B	28	3.1	B
20.	NH	23	2.5	B	36	4	A
21.	NFG	27	3	B	27	3	B
22.	PIS	26	2.89	B	36	4	A
23.	PCS	23	2.5	B	28	3.1	B
24.	RS	28	3.1	B	26	2.9	B
25.	RN	26	2.89	B	27	3	B
26.	RJP	28	3.1	B	36	4	A
27.	SS	33	3.67	B	27	3	B
28.	SR	27	3	B	31	3.4	B
29.	SP	28	3.1	B	30	3.3	B
30.	TS	27	3	B	36	4	A
31.	WP	31	3.44	B	28	3.1	B
32.	YA	31	3.44	B	29	3.2	B
33.	YLA	28	3.1	B	30	3.3	B
34.	YP	27	3	B	30	3.3	B
35.	YAB	28	3.1	B	31	3.4	B

Description:

A= Very Happy

C= Less Happy

B= Happy

D= Not Happy

Based on the table showed result of student's response on Post-Test was happy and very happy. While student's response on Pre-Test was happy and not happy.

## B. Data Analysis

### 1. Result of Student Speaking Achievement

Based on the description of learning English achievement result on pre-test and post-test on learning process. The table of score of both test, could be seen on the following table

**Table 4.6**  
**Pre-test and Post Scoring Result in XI grade of SMP Negeri 1**  
**Batang Kuis**

No.	Students' Intial Name	Score	
		Pre-Test	Post-Test
1.	AW	71	82
2.	AMP	67	80
3.	AK	68	81
4.	AA	72	82
5.	ADS	60	67
6.	CH	81	90
7.	CA	76	84
8.	CDR	77	90
9.	DAN	69	70
10.	DWS	76	90
11.	FW	68	87
12.	HT	70	91
13.	JN	77	92

14.	JL	74	80
15.	MRD	74	93
16.	MRR	67	68
17.	MJ	58	93
18.	MY	68	91
19.	NCL	70	92
20.	NH	63	90
21.	NFG	63	90
22.	PIS	68	86
23.	PCS	72	83
24.	RS	63	91
25.	RN	84	92
26.	RJP	63	88
27.	SS	61	83
28.	SR	67	89
29.	SP	60	89
30.	TS	71	79
31.	WP	68	75
32.	YA	62	89
33.	YLA	63	90
34.	YP	78	66
35.	YAB	75	76
<b>Total</b>		<b>2444</b>	<b>2958</b>
<b>Mean</b>		<b>70</b>	<b>85</b>
<b>Lowest Score</b>		<b>58</b>	<b>66</b>
<b>Highest Score</b>		<b>84</b>	<b>93</b>
<b>Student that Unable</b>		<b>27</b>	<b>5</b>
<b>Student that Able</b>		<b>8</b>	<b>30</b>
<b>Percentage of mastery learning</b>		<b>23%</b>	<b>86%</b>

Based on the table showed the mean of Pre-Test was 70 and the mean of Post-Test was 85. The highest score in Pre-Test was 84 and the lowest score was 58 while in Post-Test the highest score was 93 and the lowest score was 66.

## 2. Observation Result of Student Effectiveness Activity

Then would be seen how student activity changing on first meeting and second meeting. The following table was the result of student on learning effectiveness in first meeting and second meeting

**Table 4.7**  
**Student Activity Observation Result on Learning Effectiveness**

No	Scoring Aspect	Score	
		Meeting I	Meeting II
1.	Giving attention/ listening to the teacher explanation	2.71	3.5
2.	Reading/ writing (Relevant with KBM)	2.42	3.5
3.	Doing/ solving problem	2.5	3.5
4.	Discussion/ asking student-student or student-teacher	2.6	3.5
5.	Communicating the result of group work	2.5	4
6.	Behavior that not relevant with KBM	2	1.5
<b>Total</b>		<b>14.73</b>	<b>19.5</b>
<b>Mean</b>		<b>2.45</b>	<b>3.25</b>
<b>Category</b>		<b>Active</b> <b>Enough</b>	<b>Active</b>

Based on the data, seen that the highest score of student activity was on the first indicator. It means that Communicative Approach was “effectiveness” evaluated from student activity.

### 3. Achievement of Teacher Effectiveness Activity

On doing research, teacher or researcher had been observed by subject teacher of IX grade of SMP Negeri 1 Batang Kuis. Teacher observed the performance of researcher when teaching English speaking. Below was the teacher activity observation result.

**Table 4.8**  
**Observation Table of Teacher Performance**

No	Scoring Aspect	Score
		Meeting II
1	Teacher ability in opening the lesson and convey the result of the study	4
2	Teacher ability to convey the lesson clearly	4
3	Teacher ability to organize student, so the student can be active in learning process	4
4	Teacher ability to lead and motivate student in improving and showing the learning result	3
5	Teacher ability to analyzing and evaluating the learning process	4
6	Teacher ability to close the learning process and giving conclusion	3
<b>Total</b>		<b>22</b>
<b>Mean</b>		<b>3.6</b>
<b>Category</b>		<b>Very Good</b>



Based on the data, seen that the highest score of teacher activity was on 1, 2, 3, 4 indicators. And the low score of teacher activity was on the 6 indicators. It means that Communicative Approach was “effective” evaluated from teacher activity.

#### 4. Student Response

Below was the table of students’ response observation result on learning effectiveness in first meeting and second meeting.

**Table 4.9**  
**Students’ Response Observation Result on Learning Effectiveness**

No	Scoring Aspects	Score	
		Meeting I	Meeting II
1	How do you feel with the lesson subject	2.7	3.2
2	How do you feel with the student work sheet	3.2	3.5
3	How do you feel with the learning atmosphere in the class	2.8	3.7
4	How do you feel with the way of teacher in teaching	2.7	3.8
5	How do you opinion with the lesson subject	3.2	3.5
6	How do you opinion with the student work sheet	2.8	3,7
7	How do you opinion with the learning atmosphere in the class	2.7	3.7
8	How do you opinion with the way of teacher	3.2	3.5

	in teaching		
9	Are you interesting in following the next lesson	2.8	3.8
<b>Total</b>		<b>26.1</b>	<b>32.4</b>
<b>Mean</b>		<b>2.9</b>	<b>3.6</b>
<b>Category</b>		<b>Happy</b>	<b>Very Happy</b>

Based on the data, seen the highest score of students' response was on 2, 4, 7, 8, and 9 indicators. It means that Communicative Approach was "effective" evaluated from student's response.

### C. Findings

Based on the analysis of the data, the researcher found the findings as below:

1. The mean of Pre-Test scoring was 70 and the mean of Post-Test was 85.
2. Achievement of student effectiveness activity on Post-Test on first meeting got mean score 14 and the second meeting got mean score 17.1.
3. Teacher performance got mean score 3.6.
4. Student's response on the Post-Test on first meeting got mean score 2.9 and on the second meeting got mean score 3.6.
5. Communicative Approach was an effective method to get the result of the students' ability in speaking

6. Animation video was the good media to teaching English especially Speaking.
7. It means that there was an effectiveness of Communicative Approach by using Animation Video in Teaching Speaking.

## CHAPTER V

### CONCLUSIONS AND SUGGESTION

#### A. Conclusions

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

1. The mean score of pre-test was 70 with 27 students who got unable category and rest of students who able only 8 students. And the mean score of post-test was 85 with 30 students who got able category and rest of students who unable only 5 students. It means that there was an effectiveness of Communicative Approach on the students' ability in speaking.
2. Achievement of students effectiveness activity, teacher performance, and students' response was on good category mean scores  $\geq 2.9$

#### B. Suggestions

In relation to the conclusions previously stated suggestions are staged as following

1. To English Teacher
  - a. They should choose the right approach wirh regard to the character of students and adjust to the topic of discussion.
  - b. English teacher are advised to use the Communicative Approach, because this approach is easier for students to remember what they have mentioned to be practiced.

c. They should try to make some variations in teaching speaking until students comprehend and mastery many vocabulary, so they could practice with others.

2. To the students

They should study hard to improve their ability in speaking. Practice to speak with someone is very important. Students should practise their English in daily conversation or in expressions dealing with invitation. Not only at the school but also in their environment.

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## APPENDIX I

### LESSON PLAN

#### (RPP)

Name of School	: SMP Negeri 1 Batang Kuis
Lesson	: English
Class/Semester	: IX ( nine ) / 1
<b>Standard of Competence</b>	: 3. Expressing the meaning in transactional conversation and interpersonal short oral simple to interact in context of everyday life.
<b>Basic Competence</b>	: 3.1. Expressing meaning in conversation of transactional ( <i>to get things done</i> ) and interpersonal ( <i>social</i> ) simple short by using a variety of oral language accurately, fluently and thankful to interact in the context of everyday life that involves speech acts: ask and give certainty and express and respond doubt.
Type Text	: Transactional / Interpersonal
Aspect / Skill	: Speaking
Time Allocation	: 4 x 40

#### 1. Learning Objectives

At the end of the lesson, students can:

1. Ask and answer about the request and provide certainty
2. Ask and answer about expressing and responding to doubt

The character of students expected : Trustworthiness

Respect and attention

Dilligent

Responsibility

Courage

## **2. Learning Material**

Certainty is a statement expressing that expressed the certainty of something.

In this case the speaker assure / ensure against what is being asked. While expressing uncertainty is a statement that says doubts about something. In this case the speaker not know for sure about the truth.

### **Asking Certainty**

The following expression are asking certainty.

- Are you sure?
- How do you sure?
- Really?
- Do you think so?
- Are you really Certain about that?
- Are you absolutely sure?
- Are you certain?

### **Expressing Certainty**

The following expression expressed certainty:



- Yes, I'm sure
- Yes, I'm certain
- Yes, of course
- Have no doubt
- There is no doubt about that

Example of Dialog Expressing Certainty

Sarah : Hi, do you think you will pass the exam?

Lisa : Yes, of course.

Sarah : I think it is hard to pass the exam. Do you think so?

Lisa : No, I have prepared everything for exam.

### **Expressing Uncertainty**

Here's an example of expressing Uncertainty

- I doubt it.
- I'm not sure / Certain (that)...
- I'm not sure / Certain about...

When you are not certain or hesitant about something. You can use the following expression.

- Are you sure?
- I don't know
- I find difficult, to believe
- It is doubtful
- I am not sure..
- I am not really sure..

- I am not too sure about..
- I am not certain
- I am concerned about..
- I am doubt..
- I am afraid..
- I am afraid I can not..

### **Responding Doubt**

When you wish to respond to an expression of doubt. You can use some of the following expression.

Responding expression of doubt or deny that soo the doubts:

- Take it easy (relax)
- Do not worry ( do not worry)
- Definitely not (of course not)
- Certainty not ( of course not)
- Of course not
- Be calm (relax)
- Never mind (It's okay)
- It is all right
- Everything is going to be okay
- Everything will be fine
- Do not be worried too much
- I think you do not need to be worried about it

Responding of Expression Uncertainty / Doubt

- Of course
- You are right
- I am not sure too
- Neither am i (I was so)
- Either I am not (I was so)
- I can not tell you for sure
- No one know for sure
- Definitely

#### Example of Dialog Expressing and Responding Uncertainty

Anne : What do you think about math test today?

Jane : I am not sure I can not pass this examination. Because I was not a study last night.

Anne : Of course you will not pass if you did not study.

Jane : How about your test?

Anne : Perhaps. I pass but, I am doubt I can get a better score than previous tests.

Jane : Do not worry. I believe in you.

### **3. Learning Method : Communicative Approach**

#### **4. Steps Activity**

##### **A. Activities Introduction**

Meetings 1,2,3 and 4

Recap

- Asking and answering on matters related material

Motivation:

- Explain the importance of the material to be learned following competences to be dominated students.

##### **B. Core Activity**

Exploration

In the exploration activities:

- Teacher engage learners seek broader and deeper information about topic / theme of the material to be learned
- The teacher asks the students to sit in group
- Leader of members example of conversation on the students in the subject matter
- The teacher asks the students to see an example of a conversation
- The teacher asks the students to make the conversation / dialog

Confirmation

In confirmation of activities:

The Students	The Teacher
<ul style="list-style-type: none"> <li>• Representatives of each partner to confirm the results of the work that has been done</li> <li>• Other students responded to each partner</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher listen to the confirmation delivered by representatives from each partner</li> <li>• The teacher give feedback to each pair</li> </ul>

### C. Closing Activities

In confirmation of activities:

The Students	The Teacher
<ul style="list-style-type: none"> <li>• Students are asked to make inferences about expressing of Certainty and Uncertainty</li> <li>• Representatives of students convet conclusions about expressing of Certainty and Uncertainty</li> <li>• Students listen to the conclusions presented by the teacher about expressing of Certainty and</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher give students the opportunity to make conclusions about the material expressing of Certainty and Uncertainty</li> <li>• The teacher presents conclusions and provide reinforcement of the material expressing of</li> </ul>

Uncertainty	<p>Certainty and Uncertainty</p> <ul style="list-style-type: none"> <li>• Teacher close the learning process with a prayer and greeting.</li> </ul>
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## 5. Learning Resources

- Tool : Animation video

Laptop

Speaker

In focus

- Text Dialog : Expressing of Certainty and Uncertainty

Sources : *Detik-detik Ujian Nasional Bahasa Inggris Tahun Pelajaran 2014/2015, Kisi-kisi Ujian Nasional untuk Satuan Pendidikan Dasar dan Menengah*

### I. Assessment

Indicators of Competence Achievement	Assessment Technique	Instrument Form	Instrument
1. Asking and answering about	Oral	<i>Performance</i>	<i>Create a dialog</i>

asking and responding Certainty	Written Test		<i>based on</i>
2. Asking and answering about expressing and responding Uncertainty			<i>the given situation and perform in front of the class</i>

## II. Instrument

Create a dialog based on the given situation and perform in front of the class!

Zakaria : Guys, Yesterday I watched on the news, in China there were two human bee.

Dewi : Me too.

Bagas : **Are you sure about it?**

Faisal : **I'm not really sure about the news.**

Dewi : They named Lu Kongjiang 20 years old and Wang Dalin 42 years old.

Novi : Why are they called the human bee?

Zakaria : Because their whole body covered with hundreds of thousands of bee.

Faisal : **I'm still not sure about the news.**

Novi : **Why don't you try to get the truth?**

Faisal : Ok. I will try to get the truth.

Nesty : The drink's coming, here you're guys.

Bagas : Thank you.

### III. Assessment Guidelines

No	Explanation	Score
I	Fill in the correct, grammatically correct	3
	Fill in the correct grammar is not quite right	2
	The content and grammar is not quite right	1
	No answer	0
Ii	Fill right, pronunciation, intonation, and pause right	5
	Fill right, pronunciation, intonation right, but the pause is less precise	4
	Fill in the correct, proper pronunciation, but less precise intonation and pauses	3
	Fill right, but the pronunciation, intonation, and pauses are less precise	2
	Contents, pronunciation, intonation, and pause right	1
	No answer	0



**Batang Kuis, February 2017**

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## **APPENDIX II**

### **TEST**

1. You watching the match between MU and Chelsea. And the next day your friend ask you about the match. you tell him about the score and who is the winner.
2. The earthquake happened yesterday, when you're strolling using motorcycle and you do not know. When you got home you ask your mother about the truth.
3. You hear that your friend's house was burn, you ask with another friend about that.

## APPENDIX III

### KEY ANSWER

1. Roni : Do you know that Chelsea is lose in the match last night?  
Bobi : **Really?**  
Roni : Yes, Of course  
Bobi : What about the score?  
Roni : 3-1 for MU. **Do you think about it?** It's great, right?  
Bobi : I doubt about it. **Are you certain?**  
Roni : I really certain, because I watching the match last night.  
Bobi : Yea. It's great.
  
2. Riska : I heard have been earthquake yesterday, Is it right Mom?  
Mom : Yes, That's right.  
Riska : **Are you sure?**  
Mom : Sure, I felt it.  
Riska : **Really?** Why can I do not know about that.  
Mom : Yea. Of course. You are sleeping when it happend.  
Riska : **Do you think so?**  
Mom : Hmmm... I watch you, and beside you.  
Rika : Thank's Mom. You keep going on me.
  
3. Ega : Irma's house was burn yesterday, do you know?

Arka : **Are you really certain about that?**

Ega : Yes. I'm certain.

Arka : Why it can happend?

Ega : I don't know. But some people say that the house was  
burn because the stove.

Arka : **Do you think so?**

Ega : I doubt it.

Arka : So, What about Irma?

Ega : They stayed in her uncle's house for a while.

Arka : **Are you absolutely sure?**

Ega : Yes. Of course. There's no doubt about that.