THE USE OF COMMUNICATIVE LANGUAGE TEACHING METHOD TO IMPROVE STUDENTS’ SPEAKING SKILL
(The Experimental Study of the Second Year Students of SMP N 1 Jambu in the Academic Year 2013/2014)

A GRADUATING PAPER

Submitted to the Board of Examiners as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan Islam (S. Pd.I)
English Education Department of Teacher Training and Education Faculty State institute for Islamic Studies (IAIN) Salatiga

By:
PALUPININGSIH
NIM 11310020

ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN)
SALATIGA
2015
DECLARATION

In the name of Allah, the most Gracious, the most Merciful.

Hereby the writer fully declares that this graduating paper is made in the writer herself, and it is not containing materials or has been published by other people ideas except the information from reference.

The writer is capable of accounting this graduating paper, if in the future this is proved of containing others idea or in fact, the writer imitates the others' graduating paper.

This declaration is made by the writer to be understood.

Salatiga, February 9th, 2015

The writer

PALUPININGSIH

NIM. 11310020
Salatiga, February 9th, 2015

Mashlihatul Umami, S.PdI., M.A
The Lecturer of English Education Department
State Institute For Islamic Studies (IAIN) Salatiga

ATTENTIVE COUNSELOR’S NOTE
Case: Palupiningsih’s Graduating Paper

Dear
Dean of Teacher Training and
Education Faculty

Assalamu’alaikum Wr. Wb.

After reading and correcting Palupiningsih’s graduating paper, entitled The Use of Communicative Language Teaching Method to Improve Students’ Speaking Skill (The Experimental Study of the Second Year Students of SMP N 1 Jambu in the Academic Year 2014), I have decided and would like to propose that if it could be accepted by the Teacher Training and Education Faculty and I hope this graduating paper can be examined as soon as possible.

Wassalamu’alaikum Wr. Wb.

Counselor

Mashlihatul Umami, S.PdI., M.A
NIP. 19800513 200312 2 003
GRADUATING PAPER

THE USE OF COMMUNICATIVE LANGUAGE TEACHING METHOD TO IMPROVE STUDENTS' SPEAKING SKILL
(The Experimental Study of the Second Year Students of SMP N 1 Jambu in the Academic Year 2014)

WRITTEN BY:

PALUPININGSIH
11310020

Has been brought to the board of examiners of English and Education Department of Teacher Training and Education Faculty of State Institute For Islamic Studies (IAIN) Salatiga on April 4th 2015 and hereby considered to completely fulfill of the requirement for the degree of Sarjana Pendidikan Islam (S.Pd.I) in English Education Department.

Boards of examiners,

Head : Moh. Khusen, M.Ag., M.A.

Secretary : Mashlihatul Umâni, S. Pd.I., M.A.

1st Examiner : Rifqi Aulia Erlangga, S.Fil, M.Hum

2nd Examiner : Ari Setiawan, S.Pd., MM.

Salatiga, April 4th 2015

Dean of Teacher Training and Education Faculty

NIP, 196701211999031002
MOTTO

• If there is a good will there is a great way (William Shakespeare)

• Keep on spirit in my life (The Writer)
DEDICATION

This graduating paper is whole heartedly dedicated to:

1. My beloved mother, Emi Surami you are my hero, thank for your love, trust, finance and encouragement. My beloved father, Sutrisno thanks for all generosity. Allah bless you dad, mom!

2. My beloved sister, Marleni thanks for your support and everlasting praying.

3. My friends in TBI especially Mim Cholifah and Rofiatulumah.


5. My big family in Racana Kusuma Dilaga – Woro Sriandhhi Stain Salatiga especially for Kak Misbah, Kak Iis, Kak Anshori, kak Erma.

6. My friend in KKN especially Ari Susanti keep friendship!

7. All of my friends in TBI 2010 IAIN Salatiga.

8. Thanks for all people who ever bestow the knowledge and kind to me.
ACKNOWLEDGEMENT

In the name of Allah the most gracious, the most merciful, the Lord of universe, Thanks to Allah, the writer could finish this graduating paper as one of the requirement for the Degree of Sarjana Pendidikan Islam (S. Pd.I) in English Education Department of Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) Salatiga

Secondly, peace and salutation always be given to our prophet Muhammad SAW who has given us specimen to be pious Muslim.

However, this success would not be achieved without those supports, guidance, advice, help and encouragement from individual and institution, and I somehow realize that an appropriate moment for me to deepest gratitude for:

1. Dr. Rahmat Hariyadi, M. Pd, as the Rector of State Institute For Islamic Studies (IAIN) Salatiga.
2. Suwardi, M.Pd, as a Dean of Teacher Training and Education Faculty.
3. Noor Malihah, Ph.D. as a Head of English Education Department of IAIN Salatiga.
4. Maslihatul Umami, S. Pd.I, MA, as a consultant who has educated, supported, directed and given the writer advice, suggestion and recommendation for this graduating paper from beginning until the end. Thanks for your patience and care.
5. Mr. Rokhim, S. Pd., M. Pd. as the headmaster of SMP N 1 Jambu.
6. Mrs. Krisstyorini as the English teacher in SMP N 1 Jambu, thanks for your help and collaboration in teaching process.

7. All of lectures of IAIN Salatiga who have bestowed their knowledge to me.

8. All of staffs of STAIN Salatiga who have helped the writer in processing administration.

9. My beloved mother, Emi Surami you are my hero, thank for your love, trust, finance and encouragement. My beloved father, Sutrisno thanks for all generosity. Allah bless you dad, mom!


11. The students in VIII A and VIII C class of SMP N 1 Jambu, thanks for your participant in the classroom.

Salatiga, February 6th, 2015

The writer

PALUPININGSIH

NIM. 11310020
ABSTRACT


*Keyword:* speaking skill, communicative language teaching method.

This research analyzed the improvement of students’ speaking skill through “communicative language teaching” method. The objectives of the research are to describe the procedure communicative of language teaching in improving the students’ speaking skill, to describe is there any effectiveness of using communicative of language teaching in teaching speaking skill, to describe how far is the effectiveness of students’ speaking skill after teaching learning speaking through communicative of language teaching.

The method of research is an experimental research. This research design consist two groups (experimental group and control group). Experimental study is one of the precise methods to examine the cause and effect. To find is there any improvement and effectiveness of students’ speaking skill the observer used pre test and post test.

The result of this research is there is an effectiveness of using communicative of language teaching method in SMP N 1 Jambu, because the t-test of experimental group is higher than t-test of control group (12, 99 % ≥ 7, 38 %). This indicated that by applying “communicative language teaching” method has improved.
CHAPTER I  INTRODUCTION

A.  Background of the Study .................................  1
B.  Statement of The Problem ...............................  3
C.  Objective of The Research...............................  3
D.  Benefit of the Study......................................  4
E.  Definition of Key Term .................................  6
F.  Review of Related Literature...........................  7
G.  Outlines of Graduating Paper...........................  9
CHAPTER II    THEORITICAL FRAMEWORK

A. Communicative Language Teaching Method...................... 11
   1. The definition of Communicative Language Teaching (CLT) .............................................................. 11
   2. The Goals of Language Teaching......................... 12
   3. Theory of language ........................................ 13
   4. Types of learning and teaching activities ................. 14

B. Speaking ................................................................ 15
   1. The Definition of Speaking .................................... 15
   2. The Elements of Speaking................................. 17
   3. The Meaning of Speaking Skill ............................... 19
   4. The Importance of Speaking Skill.......................... 20
   5. The Aspect of Speaking Skill............................... 21
   6. The Factor of Speaking Skill............................... 23

C. The Indicators of Students Achievement In Speaking
   Skill ........................................................................ 26

D. The Successful of Students Achievement in Speaking
   Skill........................................................................ 27

CHAPTER III    METHOD OF RESEARCH

A. The Setting of Research ............................................ 28
B. Research Design ..................................................... 28
C. Instrument................................................................. 28
D. Population and Sample............................................. 31
E. Techniques of Collecting Data................................. 32
E. Technique Data of Analysis........................................ 33
F. The General Situation of SMP N 1 Jambu................. 35

CHAPTER IV ANALYSIS AND DISCUSSION
A. Data Analysis........................................................... 43
B. Discussion............................................................... 55

CHAPTER V CONCLUSION AND SUGGESTION
A. Conclusion............................................................... 58
B. Suggestion............................................................... 59
THE LIST OF TABLE

3.1 The Differences Between Experimental and Control Group
3.2 The Time Schedule of Research
3.3 The Study Design
3.4 Job of Students’ Parent
3.5 Income of Students’ Parent
3.6 The Situation of Education Facilities and Tools
3.7 The Potentials of School
3.8 The Achievements of School
4.1 Pre Test and Post Test of Experimental Group
4.2 Pre Test and Post Test of Control Group
4.3 Analysis Pre Test and Post Test
5.1 The Result of the Research
CHAPTER 1

INTRODUCTION

A. Background of the Study.

Language is a tool to convey message, thought, opinion, and feeling. People use oral language to communicate and to express their opinions and ideas. One of the languages is English. English is a popular language and become the international language at the world. By English, we can open our mind about anything. In education English important to learned. English is taught at school from basic education until university.

In Curriculum 1994 there are four language skills: listening, speaking, reading, and writing skills and four them are a unity. To improve the mastery of all four language skills is not easy because as the teacher needs to have the ability, skill and innovation in teaching methods to students in the classroom, and also media should be used. Speaking skill is the one of skill that must be mastery for the students at the school.

Speaking is very important when we learn English because by mastering speaking skill, people can express their mind by their communication. There are some problems in the school about speaking. The students are scare because there is mistake when the speaking an English. They think that mistake is big problem for them.
There are several methods which are used by the teacher for teaching speaking. The technique should be interesting and creative to make our student more understand in teaching learning process. One of the teaching methods in teaching speaking is CLT (Communicative Language Teaching). For this problem, the teacher can use this method to improve the students in speaking skill. This method makes the student active to learn English.

Communicative Language Teaching is a theory of language teaching that starts from a communicative model of language and language use, and that seeks to translate this into design for an instructional system, for material, for teacher and learner roles and behaviors, and for classroom activities and methods. The goal of language teaching is to develop communicative competence.

Communicative language teaching is an approach that helps students to be more active in real life situations through the means of individual, pair and group work activities. It encourages students to practice the language they learn in meaningful ways.

The writer assumes that students can improve their speaking skills through communication of language teaching. Therefore, the writer is interested in conducting the research entitled *The Use of Communicative Language Teaching Method to Improve Students’ Speaking Skill (The Experimental Study of the Second Year Students of SMP N 1 Jambu in the Academic Year 2014)*. There are some reasons why the writer chooses this school. Firstly, it is suitable between
the method and the problem in this school. Secondly, the location is near with the writer’s house.

B. Statement of The Problem

In order to get better order on discussing of the study, the writer would like to compose research problem as follows:

1. How is the procedure communicative of language teaching improve the students’ speaking skill to the second year students of SMP N 1 Jambu in the academic year 2014?
2. Is there effectiveness of using communicative of language teaching in teaching speaking skill to the second year students of SMP N 1 Jambu in the academic year 2014?
3. How far is the effectiveness of students’ speaking skill after teaching learning speaking through communicative of language teaching?

C. Objective of The Research

Based on the problem statement, the objectives there are:

1. To describe the procedure of communicative of language teaching improves the students’ speaking skill to the second year students of SMP N 1 Jambu in the academic year 2014.
2. To describe is there any effectiveness of using communicative of language teaching in teaching speaking skill to the second year students of SMP N 1 Jambu in the academic year 2014.

3. To describe how far is the effectiveness of students’ speaking skill after teaching learning speaking through communicative of language teaching.

D. Benefit of the Study

In this study the writer expects that the research paper has some benefits both in theory and practice:

1. Theoretical benefit:
   a. The finding of this research can enrich the theory of the students writing mastery.
   b. The result of the research paper can be a useful input in teaching writing using CLT (Communicative Language Teaching) method.

2. Practical benefit:
   a. For the researcher

   This research can contribute and help the researcher to find out an appropriate and the best method for teaching speaking English for student.
b. For the students

This classroom action research is expected to:

1) Increase students motivation in learning
2) Improve the student confidence to speaking English
3) Make students active in the learning process
4) Make students interest in speaking subject
5) Improve the achievement result of student’s speaking skill.

c. For the teacher

This research can give contribution to:

1) Increase the teacher motivation to repair learning strategies to be active, creative and effective
2) Improve the professional teacher quality
3) More confidence to increase their knowledge and skill.

d. For the school

This research can give benefits for educational institute are:

1) Can be used as reformation in education
2) Can be used to fix method in the learning process
3) Can increase output of school quality.
E. Definition of key term

To get a general understanding about the aim of this research, the writer will be clarifying the following terms, namely:

1. Improve

In Oxford dictionary we can find the word improve which means to make better or become better (Bull, 2009:222).

2. Speaking

Speaking is using your voice to say, express your mind or opinion (Bull, 2009: 426).

3. Communicative of Language Teaching
   a. The Definition of Communication Language Teaching (CLT) Method

   Communicative language teaching began in Britian in the 1960s as a replacement to the earlier structural method, called Situational Language Teaching. This was partly in response to Chomsky’s criticisms of structural theories of language and partly based on the theories of British functional linguistics. Communicative language teaching is a one of the English language approach that is a developing from previous method like situational language teaching and audio lingual method, in this there is a combine between English aspects as structural and functional.
2) The theory of learning Communicative Language Teaching (CLT)

Not a great deal has been written about the learning theory behind the communicative approaches, but here are some principles that may be inferred:

a. Activities that involved real communication promote learning

b. Activities in which language is used for carrying out meaningful tasks promote learning

c. Language that is meaningful to the learner promotes learning.

4. Method

The notion of a systematic set of teaching practice based on a particular theory of language and language learning (Richards, 2001: 18)

F. Review of Related Literature

Review of related literature explain about the reference of graduating paper that used by the writer. It use as a compare between this graduating paper and others. The criteria of the reference look from the method of research. For this graduating paper is experimental study, so the review of related literature that used is experimental studies too

In graduating paper, the writer takes review of related literature from other thesis as comparison. The first is Istikomah, with the title A Comparative Analysis between Direct Method and Audio Lingual Method in Teaching Speaking (A Case
There is a difference between direct method and audio lingual method to use in speaking that there is a difference in the result of a teaching learning process between the students who are taught by direct method and by audio lingual method. And the alternative hypothesis is accepted because the t-test is higher than t-table. In addition teaching speaking using direct method, which is used in the experiment group gives a significant contribution to the students speaking skill.

The second is Lestari Handayani, with the title *The Influence of Student’s Self Confidence toward Their Achievement in Speaking Class (A Case Study Fifth Semester Students of English Educational Faculty of Stain Salatiga in the Academic Year of 2005/2006)*. There is a positive correlation between the students’ self confidence and their achievement in speaking class. The research concludes that the correlation of the variables was significant.

The third is Fajar Umar Haryono, with the title *Experimental Study of Deductive and Inductive Teaching Methods to Conditional Sentences Mastery of the Third Year Students of SMK Diponegoro Salatiga in the Academic Year of 2009/2010*. There is a positive correlation between deductive and inductive teaching methods to conditional sentences mastery. The research concludes that the correlation of the variables was significant.

The fourth is Durotul Yatimah, with the title *The Effectiveness of Using Animation Film as the Medium in Writing Narrative Text (An Experimental Study*
in the Second Grade Students of SMP Negeri 3 Salatiga in the Academic Year 2013/2014). Based on t-test analysis, the class which taught by using animation medium (experiment class) get higher score than the class which is not (control class) with result 11.2 and 5.88 respectively. The research concludes that the variable was significant.

The fifth is Siti Rofiqoh, with the title An Experimental Study on the Use of Skimming Technique to Improve Students’ Achievement in Reading Narrative Text (A Study of the Eight Grade Students of SMPIT Nurul Islam Tengaran in Academic Year 2013/2014). There is a significant difference in the result of teaching reading narrative texts between using skimming and without skimming in comprehending in the texts.

G. Outlines of Graduating Paper

This Graduating paper will consist of five chapters. Each chapter will be discussed as follow:

Chapter one is an introduction. It is explains of the background of the study, statement of the problems, objectives of the study, purpose of the study, benefit of the study, and definition of key terms.

Chapter two is review of related literature. This chapter describes theoretical review of teaching. Firstly, theory about communicative of language teaching and speaking skill. It is explains the theory about communicative of language teaching includes the definition of communicative of language teaching.
Secondly, theory about speaking skill. It is explain the definition of speaking skill.

Chapter three is research method. It discusses setting of research, subject of the study, the method of research, approach. Procedure of research technique of collecting data and technique of analysis data. Deals with research methodology, research object, data sources, technique of data collection, and technique of data analysis.

Chapter four is presents analysis and discussion, which were based on the data analysis. The researcher presents the statistic of the obtained data, which was intended to lead to findings of this study.

Chapter five as the last part of closure which will be divided into two parts, it contains of conclusion and suggestion. For the attachment there bibliography and appendix.
CHAPTER II

THEORITICAL FRAMEWORK

A. Communicative Language Teaching Method

1. The definition of Communicative Language Teaching (CLT)

   Based on (Richards, 2001: 153) communicative language teaching are be found in the changes in the British language teaching tradition dating from the late 1960s as a replacement to the earlier structural method, called Situational Language Teaching. This was partly in response to Chomsky’s criticisms of structural theories of language and partly based on the theories of British functional linguistic, such as Hymes, Gumperz and Labov and the writings of Austin and Searle on speech acts.

   Communicative language teaching is best considered an approach rather than a method (Richards, 2001: 172). It refers to a diverse set of principle that reflect a communicative view of language and language learning and that can be used to support a wide variety of classroom procedures. Communicative language teaching is an approach that helps students to be more active in real life situations through the means of individual, pair and group work activities. Communicative language teaching means little more than an integration of grammatical and functional teaching. One of the most characteristic features of
Communicative language teaching is that it pays systematic attentions to functional as well as structural aspects of language (Littlewood, 1981: 1).

Communicative language teaching design alternatives, ranging from a model in which communicative exercises are grafted into an existing structural syllabus, to learner-generated view of a syllabus design. Communicative language teaching is theory of language teaching that stars from a communicative model of language and language use, and that seeks to translate this into a design for an instructional system, for materials, for teacher and learner roles and behaviors, and for classroom activities and techniques.

One of the most characteristic features of communication language teaching is that it pays systematic attention to functional as well as structural aspects of language, combining these into a more fully communicative view.

2. The Goals of Language Teaching

   Communicative language teaching sets as its goal the teaching of communicative competence. Communicative competence includes the following aspects of language knowledge (Richards, 2006:3):

   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 (example: 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 maintain communication despite having limitations in one’s language knowledge (example: through using different kinds of communication strategies).

3. Theory of language

The communicative approach in language teaching starts from a theory of language as communication. According to Hymes as quoted by Richards (2001: 159) the goal of language teaching is to develop what a speaker needs to know in order to be communicatively competent in a speech community (communicative competence). In Hymes’s view, a person who acquires communicative competence acquires both knowledge and ability for language use with respect to:

a. Whether (and to what degree) something is formally possible

b. Whether (and to what degree) something is feasible in virtue of being means of implementation available

c. Whether (and to what degree) something is appropriate (adequate, happy, successful) in relation to a context in which it is used and evaluated
d. Whether (and to what degree) something is in fact done actually performed, and what its doing entails.

At the level of language theory, communicative language teaching has a rich, if somewhat eclectic, theoretical base. Some of characteristic of this communicative view of language follow:

a. Language is a system for the expression of meaning

b. The primary function of language is to allow interaction and communication

c. The structure of language reflects its functional and communicative uses

d. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning exemplified in discourse.

4. 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 communication 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.

There are two differences between “functional communication activities” and “social interaction activities” as major activity types in communicative language teaching (Littlewood, 1981: 20). Social interaction activities include conversation and discussion sessions, dialogues and role plays, simulations, skits, improvisations, and debates.

B. Speaking

There are four language skills in English, listening, speaking, reading, and writing.

1. The Definition of Speaking

According to Bygate as quoted by Juanita (2011: 169) suggests that oral interactions can be characterized in terms of routines, which are conventional (and therefore predictable) ways of presenting information which can either focus on information or interaction. According to Novia as quoted by Malihah (2001: 88) states that speaking is the novice means of communication among member of society in expressing their thought and is the representative of social behavior.

On the other hand, according to Wilkin as quoted by Malihah (2001: 88) proposes that the aim of recent teaching English as foreign language is speaking achievement. Furthermore, according to Oktarina as
quoted by Malihah (2001: 88) underlines that speaking skill is the ability of arranging sentences since communication happens through the various society. In different statements, according to Chaney as quoted by Malihah (2001: 88) says that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.

Based on the text above, it can be conclude that speaking is a fundamental media used to convey messages, knowledge, emotion, feelings, ideas, and opinions directly in interaction to the others. Dealing with the importance of speaking, based on Stoval as quoted by Malihah (2001: 88) states that language learners need to recognize that speaking involves three areas of knowledge:

a. Mechanics (pronunciation, grammar, and vocabulary): using the right order with the correct pronunciation.

b. Function (transaction and interaction): knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building).

c. Social, cultural, and norms (turn talking, rate of speech, length of pauses between speakers, relative roles of participants): understanding how to take into account who is speaking to whom, in what circumstances, about what and for what reason.
2. The Elements of Speaking

The ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language on the spot (Harmer, 2002: 269).

a. Language Features

Among the elements necessary for spoken production, are the following:

1) Connected Speech

Effective speakers of English need to be able to produce the individual phonemes of English. In connected speech sounds are modified (assimilation), omitted (elision), added (linking). It is for this reason that we should involve students in activities designed specifically to improve their connected speech.

b. Expressive Devices

Native speakers of English change the pitch and stress of particular part of utterances, vary volume and speed.

c. Lexis and Grammar

Spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language function.
d. Negotiation Language

Effective speaking benefit from the negotiator language. We use to seek clarification and show the structure of what are saying.

1) Mental Processing

a) Language Processing

Effective speaker need to able to process language in their own heads and put it into logical order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended. Language processes involves the retrieval of words and phrase from memory and their assembly into syntactically and propositionally appropriate sequence. One of the main reasons for including speaking activities in language lesson is to help student develop habits of rapid language processing in English.

b) Interactive With Other

Most speaking involves interaction with one or more participants. This means that effective speaking also involves a good deal of listening, an
understanding of how the other participants are feeling. Knowledge of how linguistically to take turns or allow others to do.

c) **Information Processing**

Quite a part from our response others “feeling”, we also need to be able to process the information they tells us the moment we get it. The longer it takes for the penny to drop the less effective we are as instant communicators. However, it should be remembered that this instant response is very culture-specific and it is not prized by speakers in many other language communities.

3. **The Meaning of Speaking Skill**

As like in statement before, we know a little bit about speaking. Speaking is made use of language in an ordinary, not a singing, whereas speaking is the act, utterance, or discourse of one who speaks (Pei, 1974: 933).

While, skill is a present state of being able to make certain response perform certain tastes, we say that a person has a skill to do something, we mean that he can do right now. Skill is a power in doing something, fitness for ability for being improved.

For that reason, both speaking and skill are combined and it is means capability/skill to utter the articulation of sound to express or
deliver thought, wish to other people to do communicative task. Furthermore, speaking is more than just a message being transmitted from a speaker to the listener. In this case, the speaker is at the same time both subject of his own message.

4. The Importance of Speaking Skill

The capability of human to speak well and right are very needed in sending wishes, thoughts, and others. In other that the partner can understand what the speaker’s talks about it. Refering to the importance of speaking ability, Haryanto (1994: 26) says that human delivers a message and it is accepted by the communicant, so it had been occurred a communication between communicator and communicant. If the communicant does not understand what the message conveyed is about, it will be occurred misunderstanding. The above opinion indicated that speaking skill is very important to everyone, because speaking is an instrument of social interaction.

Furthermore, the speaking is a work that constitutes a complex problem and it is so important. Also, it cannot be separated from practice every day in daily life. Speaking skill is very important and need by everyone because it is multifunction. To speak well, right, fluently, it needs more courses practice. Actually, since a normal infant was born she or he had a potency of speaking skill, it can be seen when the infant started to make sound.
5. The Aspect of Speaking Skill

The process of speaking used in order to be able to speak well and right. Is what the scientist says that a well speaking must be able to deliver right message and can be understood, familiar, by others or the listeners (Haryanto, 1994: 26). Referring to the aspect of skill, states that speaking activity may viewed from appropriateness of utterance, placement of stress, appropriateness of word choice, appropriateness of speaking target (Tarigan, 1985: 42). The other opinion says that the aspect of speaking consist of utterance, grammar, vocabulary, fluency, content, and comprehension (Nurhadi, 1987: 23).

Based on the opinion, it can be said that aspect of speaking ability is determined by utterance, grammar, vocabulary, content, fluency, comprehending, to appropriate of words choice, familiar, placement of stress and etc. However, not all of them well described below, but to focus on the problem will be limited in the aspect of utterance, aspect of grammar, aspect of vocabulary, and aspect of comprehension.

a. The Utterance Ability

The utterance ability is one of the important skill in order that the message is acceptable. So, the message must utter clearly. From this statement, the speaking process such discussion, briefing, argumentation, chatting, interview, asking and answering, to utter clearly since the expression of thought which is
delivered to audience can be understood (Tarigan, 1985: 55). Furthermore, someone called as a good speaker should be able to choose and use words through appropriate sentence, a good intonation and as well as clearly voice.

b. Vocabulary

Vocabulary is basic to communication (Krashen, 1995: 155). Vocabulary cannot separate with the words; it can be a message and idea. This idea (message) must to convey through speaking while speaking is an expression of words orally and clearly. In this case, vocabulary should be mastered a lot in order that communication is developer and the speaker does not merely interact without having a lot of vocabulary. Vocabulary is a group of words to make sentence structure in conveying idea.

c. Grammar

Every language has difference grammar. Grammar is a group of paradigm of structure generally covers the segment of phonology, morphology, and sentence (Keraf, 1991: 28). It also that grammar covers phonology, semantics, morphology, and syntax (Nurhadi, 1987: 34).

The smallest unit which occurred from sounds, which distinguishing meaning is called grammar (Keraf, 1991: 30). The expression of sound in appropriateness is almost determined to comprehend the speaking. It mean that, in speaking must have
sentence structure which is called grammar, while, the grammar includes phonology, morphology, syntax and semantics.

The definition of some terms above will not stated because it belongs to linguistic area. In addition, usage grammar will prevent to misunderstanding.

d. Content and Meaning

The comprehension consists of content and meaning. Content and meaning are important in speaking process. So, the speaker should plan or prepare material before expressing his/her ideas. Dealing with this statement, the content and meaning in speaking skill can be seen from mistake, competence, clarification, and simplicity what the topic is about (Tarigan, 1985: 45). Speaking skill is reflected frequently of speaking what is used to speak about. Content is the system of classified units of structural meaning (Lado, 1964: 12). The content of speaking must be systematic, logical and attractive. It be said that speaking process must be able to speak systematically, logically and attraction in order to the listener understand what the speaker is meant.

6. The Factor of Speaking Skill

Speaking ability constitutes one of language skills which are derived from learning result. In general, there are two factors of the
effect in learning process and learning result namely; internal and external factor. The factors are as the following:

a. **Internal Factor**

   Internal factor is an element that effect learning process.

   Where this element exists on the learner and it is called entering behavior. There are some components, consists of internal factor such as;

1) **Physical factor**

   Someone physical condition may effect in most activities, for example, someone who has a big body needs long movement, large space than he/she whose thin body. In physical factor; some aspects needs to be given attention such as; are body condition, physical effect, and health.

2) **Intelligence Factor**

   Intelligence constitutes a unique characteristic, possessed by people. It already existed since the infant was born. However, in its development it cannot out from environment because it is one of factors to shape intelligent. For example, even though students have high potency, but if there is not any supports from his/her environment, so, the student’s development is not maximum. It is in line with the theory of convergence stated that; the development of person is determined by the characteristic factors to the person itself,
so that this factors has importance roles in the development of their speaking skill.

3) **Emotional Factor**

The happiness, safeness, afraid, and etc. are kinds of emotions, which can affect his/her activities included in learning process. The students can do everything enthusiastically as long as he/she feels happy and safe. So, the students who get happiness will be better than the learner who feel sad, afraid or stress in teaching and learning process.

b. **External Factor**

External factor constitutes a factor that comes from outside of the learner him/her self. Referring to this problem, the factors comes from outside of learner himself are non-social factor and social factor (Paiman, 1997: 249). The factors are:

1) **Non-social factor**

Non-social factor consist of weather, times either it is morning, afternoon or night, condition of building and instruments used for learning. Those factors are very determined in learning and teaching process.

2) **Social Factor**

Social factor is things the people accepted or acquired from the community particularly in family environment. It will be the basic for the next people development (Purwanto,
1987: 78). In this case, peoples development is very complex and related to each other. Most of students learn from out of the school, he/she can get many things in term of how behaviors is shaped, how relationship is build up and how to know each other between he/she to the others.

So, the social factor is the most importance factor which determined the development of the learners in term of behavior, relationship among other and etc.

C. The Indicators of Students Achievement In Speaking Skill

Indicator is a marker of changes in value, knowledge, attitudes, skills, and behaviors that can be measured (Akbar, 2013: 10). Based on syllabus say that the indicators of student’s achievement in speaking skill are:

1. The students expected ask and answer to request, giving and reject a service.
2. The students expected ask and answer to request, giving and reject a thing.
3. The students expected ask and answer to request, giving and reject a fact.
4. The students expected ask and answer to request, giving and reject an opinion.
5. The students expected ask and answer to invite, accept, and reject an allurement.
6. The students expected ask and answer statement of agreement and disagreement.

7. The students expected ask and answer to praise.

8. The students expected ask and answer to say congratulation.

D. The Successful of Students Achievement in Speaking Skill.

The successful of student in English can speak clearly (Patrisius, 2009: 134). The student can speak with their teacher or friend in classroom based on the material. Based on the syllabus the student can:

1. The students can ask and answer to request, giving and reject a service.

2. The students can ask and answer to request, giving and reject a thing.

3. The students can ask and answer to request, giving and reject a fact.

4. The students can ask and answer to request, giving and reject an opinion.

5. The students can ask and answer to invite, accept, and reject an allurement.

6. The students can ask and answer statement of agreement and disagreement.

7. The students can ask and answer to praise.

8. The students can ask and answer to say congratulation.
CHAPTER III

METHODOLOGY OF RESEARCH

A. The Setting of Research

This research was carried out at SMP N 1 Jambu, Ngasemsari Village, Jambu District, Semarang Regency, Central Java Province phone number (0298) 591686 website http://smp1jambu.sch.id e-mail smp1jambu@yahoo.co.id. The research was applied for the students of second grade of SMP N 1 Jambu. The students have English ability in general but most of them have difficult in speaking because of (1) the students difficulties to express their mind, (2) the limited vocabulary, (3) lack of confident when they are speak, especially in front of class.

B. Research Design

This study is an experimental research. This research design consist two groups (experimental group and control group). Experimental study is one of the precise methods to examine the cause and effect. Control group (compare group) is not subjected to treatment (Arikunto, 1998: 306).

The first is experimental group. Experimental group is class that uses to measure students ability with the Communication of Language teaching method. The second is control group. Control group is class that uses to measure students ability without the Communication of Language teaching method.
Table 3.1

The Differences Between Experimental and Control Group

<table>
<thead>
<tr>
<th>No.</th>
<th>Experimental Group</th>
<th>Control Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teacher gave the students pre test</td>
<td>Teacher gave the students pre test</td>
</tr>
<tr>
<td>2.</td>
<td>Calculation of the pre test</td>
<td>Calculation of the pre test</td>
</tr>
<tr>
<td>3.</td>
<td>Analysis</td>
<td>Analysis</td>
</tr>
<tr>
<td>4.</td>
<td>Treatment by CLT</td>
<td>Treatment without CLT</td>
</tr>
<tr>
<td>5.</td>
<td>The teacher gave students post test to evaluate them</td>
<td>The teacher gave students post test to evaluate them</td>
</tr>
<tr>
<td>6.</td>
<td>Calculation of the post test</td>
<td>Calculation of the post tests</td>
</tr>
<tr>
<td>7.</td>
<td>Analysis</td>
<td>Analysis</td>
</tr>
<tr>
<td>8.</td>
<td>Concluding the result of the finding</td>
<td>Concluding the result of the finding</td>
</tr>
</tbody>
</table>

This research was done in October – November 2014. The time schedule of research could be drawn in the table below:

Table 3.2

The Time Schedule of Research

<table>
<thead>
<tr>
<th>Step</th>
<th>Date</th>
<th>Activities</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>28 October</td>
<td>Observation</td>
<td>SMP N 1 Jambu</td>
</tr>
<tr>
<td></td>
<td>2014</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>11 November</td>
<td>Survey</td>
<td>Class VII A and VIII C in SMP N 1 Jambu</td>
</tr>
<tr>
<td></td>
<td>2014</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>27 November</td>
<td>Teaching Learning Process by Using Communicative</td>
<td>Class VIII C in SMP N 1 Jambu</td>
</tr>
<tr>
<td></td>
<td>2014</td>
<td>Language Teaching (CLT) Method</td>
<td></td>
</tr>
</tbody>
</table>
This study tries to describe the effect of treatment of two distinction, Communicative Language Teaching (CLT) and conventional method (without CLT method), then pre test and post test. For experimental group uses a treatment. The study design is follows:

**Table 3.3**

**The Study Design**

<table>
<thead>
<tr>
<th>Group</th>
<th>Pre test</th>
<th>Treatment</th>
<th>Post test</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>$Y_1$</td>
<td>X</td>
<td>$Y_2$</td>
</tr>
<tr>
<td>C</td>
<td>$Y_1$</td>
<td>-</td>
<td>$Y_2$</td>
</tr>
</tbody>
</table>

$E$ = experimental group  
$Y_1$ = pre-test  
$C$ = control group  
$Y_2$ = post-test
C. Instrument

The instrument used in this research is a test there are two kinds of test namely oral and written test. In the written test, the students complete the sentence that has been prepared.

In line with the research problem, the writer uses speaking test as an instrument. In this case, the students make a conversation and fill a sentence based on the picture. The test will be given to the sample and the results are gathered as the data of this study.

The writer uses test as instrument for collecting data. Instrument is a tool uses to collect the data. Arikunto (1995: 137) says that an instrument is important element to find out the result of research. Test is a tool or procedure uses to knowing or measure a condition with a method that a given (Akbar, 2013: 98).

D. Population and Sample

Population is all of research object that consist the real thing, abstract, events that all are a source of data and have a character and same (Sukandarrumidi, 2004: 47).

Sample is a part of population that have a same character from the object that as a source of data (Sukandarrumidi, 2004: 50). Sample is a part from population and analyzed to make a conclusion to explain about the population (Kountur, 2008: 4). This graduating paper, the writer just takes
66 students from 604 students. The treatment group is VIII C (34 students) and the control class is VIII A (32 students).

E. Techniques of Collecting Data

In this research, the data is taken from:

1. Observation

Observation is monitoring an object with phenomenon systematic that will observant. In observation involves the observer and observe. Observer is a person that will do an observation. Observe is objects that will observant (Sukandarrumidi, 2004: 69-70). The researcher plans this observation fixable and writes something that happens in the classroom. It is used to know the use of Communicative Language Teaching (CLT) method applied in VIII C Class of SMP N 1 Jambu.

2. Documentation

Documentation comes from word “document” that have a meaning a thing that was written (Arikunto, 2010: 201). Document involves a script, book, and photo. The benefits of documentation technique in the collecting students grade as secondary data to know their advancement speaking skill, the condition of teachers, students, staffs, and location of SMP N 1 Jambu.

3. Testing

Testing is an important part of every teaching and learning experience (Madsen, 1983: 3). In this research, the researcher used pre test
and post test with Communicative Language Teaching (CLT) and without Communicative Language Teaching (CLT).

**F. Technique Data of Analysis**

The researcher uses the quantitative data analysis. This study would be successful when there is an increasing of students’ speaking skill. One of the indication is students can explore their ideas or thinks in English fluently and correctly. Before applying the action, the student would be given pre test and post test in the end of the action to know the progressing of students.

For experimental study used t-test to knowing the data. T-test used for observation that examines effect about step (experimental). In experimental study to knowing improvement by using pre and post of subject of observation between two groups; experiment and control (Suwartono, 2014: 98-99). The writer assumes that there is no difference between students so that students of any origin that are balanced. The process of pre test and post test would be analyzed by t-test formula as follow (Arikunto, 1998: 306):

1. To find out the rate of average of pre test (x) and the rate of post test (y) the writer uses formula:

   \[ x = \frac{\sum x}{N} \]

   \[ y = \frac{\sum y}{N} \]
Explanation:

\[ x = \text{total score of pre test} \]
\[ y = \text{total score of test} \]
\[ N = \text{total number of students} \]

2. To find out the deviation standard, the writer uses a formula:

\[ SD = \sqrt{\frac{\Sigma D^2}{N} - \left(\frac{\Sigma D}{N}\right)^2} \]

Explanation:

SD = Standard deviation

\[ D = \text{difference between pre test and post test} \]
\[ N = \text{the number of sample} \]

3. To find out the significance between x and y by calculate t-test, the writer uses the formula, in order to analyze the effectiveness of the method used in learning process, the formula is:

\[ to = \frac{\left(\frac{\Sigma D}{N}\right)}{SD \sqrt{N-1}} \]

Explanation:

\[ to = t - \text{test} \]

SD = SD for one sample t-test

\[ D = \text{difference between pre test and post test} \]
\[ N = \text{the number of observation in one sample} \]
G. The General Situation of SMP N 1 Jambu

It explains about the situation and condition of the school. Based on the observation, the writer can describes about the identity of school, location of school, data of school, contact number of school, identity of head master, vice of head master, vision of school, mission of school, the condition of teacher, the condition of school of trade order, the condition of parents students, the facilities of school and achievement of school.

1. Profile of SMP N 1 Jambu

1. Identity of School
Name : SMP NEGERI 1 JAMBU
NPSN / NSS : 20320309 / 201032208001
Level : SMP
Status : Negeri

2. Location of School
Address : Jalan Soekarno-Hatta No 10
RT/RW : 8/3
Orchard : Ngasemsari
Village : Jambu
Code : 50663
District : Kec. Jambu

3. Data of School
SK of Building : 0299/0/1982
Date of Building : 1982-10-09
Status : Government
SK Operational : 918/I03/T.82
Date of Operational : 1982-06-01
SK Accredits : 117A/BAP-SM/XI/08
Date of Accredits : 2008-11-07
Large : 11415 m2

4. Contact
Telp. Number : (0298)591686
2. **The Identify Of Head Master**
   a. Complete Name : Rokhim, S.Pd., M.Pd
   b. NIP : 19650813 198803 1 014
   c. The Last of Education : S 2 (Magister Pendidikan LH)

3. **The Identify Of Vice Head Master**
   a. Complete name : WismariniTangdinasti, S. Pd
   b. NIP : 19611027 198303 2 009
   c. The Last of Education : S 1
   d. The Major : PPKn

4. **Vision**

   Vision this school a future situation or society is what imagine or hope it would be like. The vision is:

   “Superior in Achievement, Religious, Virtuous, and Havea Conception to Environment”:

   **The Indicators of Vision:**

   a. The realization of intellectual intelligence.

   b. The realization of the appropriate creativity talents and interests.

   c. The realization of the increase of faith and piety.

   d. The creation of polite behavior both inside and outside of school.

   e. The realization of the school environment (ASRI).
The Indicators of Mission:

a. To improve a quality learning that more effective.

b. To improve the infrastructure for support the creation of academic and non-academic achievements.

c. To improve striving for intensive coaching in the increase of faith and piety.

d. To improve striving phenomenon polite behavior through habituation.

e. To improve realize the creation of a school environment (ASRI)

5. The Purposes of School

The purpose of the school is based on the vision and mission. The purposes of school have a target to improve their quality and quantity of the teacher and student. The purposes of school are:

a. To improve the value of academic and achievement based on the target.

b. To improve achievement non academic based on the target.

c. To improve the effectiveness of religious activity within the school and outside of school.

d. To improve the realization of a culture of polite behavior for the entire school community.

e. To improve the creation of a school environment that is safe, healthy, neat, and beautiful.
6. **The Condition of The Teacher**

It explains about the condition of the teacher and the official of trade order in this school. Their education and their position in this school. The levels of their education are D.I / A.I / PGSM / PGSLTP (1 teacher), H.II / A.II (-), D.III / A.III / SARMUD (1 teacher), S1 (30 teachers), S2 / S3 (1 teacher). The low level is D.I / A.I / PGSM / PGSLTP and the highest level is S2 / S3. Total of all teachers are 33 teachers. The official of trade order in the school there are 9 persons. The majority is D.I.

7. **The Background of Students’ Parent**

It explains about the student parent conditions that consist of their job and income. Based on the observation, the writer can draw in a table below:

a. **Job of Students’ Parent**

<table>
<thead>
<tr>
<th>JOB</th>
<th>AMOUNT</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>P N S/POLRI/TNI</td>
<td>27</td>
<td>4.47 %</td>
</tr>
<tr>
<td>OFFICIAL</td>
<td>62</td>
<td>10.26 %</td>
</tr>
<tr>
<td>ENTREPRENEUR</td>
<td>115</td>
<td>19.04 %</td>
</tr>
<tr>
<td>FARMER</td>
<td>150</td>
<td>24.83 %</td>
</tr>
<tr>
<td>WORKER</td>
<td>250</td>
<td>41.40 %</td>
</tr>
<tr>
<td><strong>JUMLAH</strong></td>
<td><strong>604</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**Table 3.4**

Job of Students’ Parent
b. Income of Students’ Parent

Table 3.5

Income of Students’ Parent

<table>
<thead>
<tr>
<th>INCOME</th>
<th>YEAR 2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AMOUNT</td>
</tr>
<tr>
<td>≤ 500.000</td>
<td>39</td>
</tr>
<tr>
<td>500.000 – 999.000</td>
<td>195</td>
</tr>
<tr>
<td>1.000.000 – 1.999.999</td>
<td>267</td>
</tr>
<tr>
<td>2.000.000 – 4.999.999</td>
<td>100</td>
</tr>
<tr>
<td>≥ 5.000.000</td>
<td>3</td>
</tr>
<tr>
<td>AMOUNT</td>
<td>604</td>
</tr>
</tbody>
</table>

There are five jobs’ parents; there are PNS / TNI, official, entrepreneur, farmer, and worker. Based on the table above, he writer can conclude that the majority of job is farmer (24, 83%) and the minority job is PNS / TNI (4, 47%).

8. The Situation of Education Facilities and Tools

It describes about the condition of school (building). There is a building for a teacher, staffs, and students. The facilities are classroom, laboratory (science, computer, and language), library, meeting room, dressmaking, art, office or room for head master, teacher room, mosque, canteen, field, toilet, student cooperation, guest room and post security. It uses for all of member in this school, especially to facilitate the student in their process learning. The conditions of the rooms are fine, less, process and damage. It caused the long time so the building is old. The writer explains with the table below:
### Table 3.6
The Situation of Education Facilities and Tools

<table>
<thead>
<tr>
<th>NAME</th>
<th>AMOUNT</th>
<th>SIZE</th>
<th>CONDITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
<td>17 Room</td>
<td>1134 M²</td>
<td>Fine</td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>2 Room</td>
<td>240 M²</td>
<td>Fine, Process</td>
</tr>
<tr>
<td>Laboratorial Computer</td>
<td>2 Room</td>
<td>105 M²</td>
<td>Fine</td>
</tr>
<tr>
<td>Laboratory Language</td>
<td>1 Room</td>
<td>105 M²</td>
<td>Less</td>
</tr>
<tr>
<td>Library</td>
<td>1 Room</td>
<td>84 M²</td>
<td>Fine</td>
</tr>
<tr>
<td>Meeting Room</td>
<td>1 Room</td>
<td>270 M²</td>
<td>Fine</td>
</tr>
<tr>
<td>Dressmaking</td>
<td>1 Room</td>
<td>28 M²</td>
<td>Less</td>
</tr>
<tr>
<td>Art</td>
<td>1 Room</td>
<td>12 M²</td>
<td>Fine</td>
</tr>
<tr>
<td>Head Master</td>
<td>1 Room</td>
<td>16 M²</td>
<td>Fine</td>
</tr>
<tr>
<td>Teacher</td>
<td>1 Room</td>
<td>84 M²</td>
<td>Damage</td>
</tr>
<tr>
<td>Tata Usaha</td>
<td>1 Room</td>
<td>42 M²</td>
<td>Fine</td>
</tr>
<tr>
<td>B K</td>
<td>1 Room</td>
<td>12 M²</td>
<td>Fine</td>
</tr>
<tr>
<td>U K S, OSIS, Scout</td>
<td>2 Room</td>
<td>9 M²</td>
<td>Fine</td>
</tr>
<tr>
<td>Mosque</td>
<td>1 Room</td>
<td>25 M²</td>
<td>Damage</td>
</tr>
<tr>
<td>Student Cooperation</td>
<td>1 Room</td>
<td>12 M²</td>
<td>Fine</td>
</tr>
<tr>
<td>Toilet (Student)</td>
<td>12 Room</td>
<td>48 M²</td>
<td>Fine</td>
</tr>
<tr>
<td>Toilet (Teacher)</td>
<td>2 Room</td>
<td>8 M²</td>
<td>Fine</td>
</tr>
<tr>
<td>Toilet (Head Master)</td>
<td>1 Room</td>
<td>4 M²</td>
<td>Fine</td>
</tr>
<tr>
<td>Storage</td>
<td>1 Room</td>
<td>84 M²</td>
<td>Fine</td>
</tr>
<tr>
<td>Field (Football)</td>
<td>1 Room</td>
<td>4410 M²</td>
<td>Fine</td>
</tr>
<tr>
<td>Field (Basket Ball)</td>
<td>1 Room</td>
<td>480 M²</td>
<td>Fine</td>
</tr>
<tr>
<td>Field (Volley Ball)</td>
<td>1 Room</td>
<td>54 M²</td>
<td>Fine</td>
</tr>
<tr>
<td>Post Security</td>
<td>1 Room</td>
<td>4 M²</td>
<td>Fine</td>
</tr>
<tr>
<td>Guest Room</td>
<td>1 Room</td>
<td>18 M²</td>
<td>Fine</td>
</tr>
</tbody>
</table>
9. The Potentials of School

The potential of school explain about the condition of the students, their parents, participant to support this education, management of the school (head master, teacher, staff administration and the entire component in this school), good environment or condition of the area, and the last is donator (thing or money that can support this school). It can looks in the table below:

Table 3.7
The Potentials of School

<table>
<thead>
<tr>
<th>Year</th>
<th>Donation</th>
<th>From</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>1 Room Lab. Computer</td>
<td>H. SolehJambu</td>
</tr>
<tr>
<td>2007</td>
<td>Money 100 Million</td>
<td>SyekhPujiBedono</td>
</tr>
<tr>
<td>2008</td>
<td>1 Unit Computer</td>
<td>SMK 1 Jambu</td>
</tr>
<tr>
<td>2009</td>
<td>1 Unit Printer</td>
<td>Student University PPL IKIP PGRI Alumni</td>
</tr>
<tr>
<td>2009</td>
<td>1 Unit Note Book</td>
<td></td>
</tr>
</tbody>
</table>

10. Achievement

It explains about the achievement of this school. The competition based on the school and the academic. The competitions of the school are WawasanWiyata Mandala, cleanness of school, and the best of comity. The competitions of academic are the best student, O S N, head master, the best of
school, and the best of head master. The majority of the competition is in regency. It can looks in the table below:

Table 3.8

The Achievements of School

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
<th>Level</th>
<th>Champion</th>
<th>Reward</th>
</tr>
</thead>
<tbody>
<tr>
<td>1993</td>
<td>Wawasan Wiyata Mandala</td>
<td>Province</td>
<td>II</td>
<td>Cup</td>
</tr>
<tr>
<td>2005</td>
<td>Cleanness of school</td>
<td>Regency</td>
<td>I</td>
<td>Cup</td>
</tr>
<tr>
<td>2008</td>
<td>The best of comity</td>
<td>Regency</td>
<td>I</td>
<td>Cup/Charter</td>
</tr>
<tr>
<td>2006</td>
<td>The Best Student</td>
<td>Regency</td>
<td>III (Pa)</td>
<td>Cup</td>
</tr>
<tr>
<td>2007</td>
<td>The Best Student</td>
<td>Regency</td>
<td>I (Pi)</td>
<td>Cup</td>
</tr>
<tr>
<td>2007</td>
<td>O S N 2007</td>
<td>Regency</td>
<td>III (Pa)</td>
<td>Cup</td>
</tr>
<tr>
<td>2007</td>
<td>Synopsis</td>
<td>Regency</td>
<td>I (Pi)</td>
<td>Cup</td>
</tr>
<tr>
<td>2010</td>
<td>Head Master</td>
<td>Regency</td>
<td>I</td>
<td>Cup/Charter</td>
</tr>
<tr>
<td>2011</td>
<td>The Best School</td>
<td>Regency</td>
<td>III (Pa)</td>
<td>Cup/Charter</td>
</tr>
<tr>
<td>2011</td>
<td>The Best Head Master</td>
<td>Regency</td>
<td>I</td>
<td>Cup/Charter</td>
</tr>
<tr>
<td>2012</td>
<td></td>
<td>Regency</td>
<td>III (Pa)</td>
<td>Cup/Charter</td>
</tr>
</tbody>
</table>
A. Data Analysis

Data analysis is the process of developing answers to questions through the examination and interpretation of data. There are two kinds of data, pre test and post test.

1. Pre Test

Pre test is data collecting before the observation. Pre test is use to measure students ability before begin experiment. This involved two classes (experimental group and control group). For experimental group the writer applying for students of VIII C class in SMP N 1 Jambu as an experimental group which are 34 students. And for control group the writer applying for students of VIII A class in SMP N 1 Jambu as control group which are 34 students.

2. Post Test

Post test is data collecting after the observation to knowing the improvement the observation. In post test of experimental group, the data presentation same with data in pre test of experimental group, they are students of VIII C class in SMP N 1 Jambu. In post test of control group, the data presentation same with data in pre test of control group, they are students of VIII A class in SMP N 1 Jambu.
3. The Score of Students and Analysis

It explains about the result of pre test and pos test in experimental group and control group. Pre test is use to know their ability before the experiment process.

a. Pre Test and Post Test of Experimental Group

Pre test and post test of experimental group is use to measure their ability before and after the experiment and makes measuring the observer based on their score. The student can’t do in cooperation because the question is for individual. For the result of their score can look in the table below:

Table 4.1
Pre Test and Post Test of Experimental Group

<table>
<thead>
<tr>
<th>NO</th>
<th>NAME</th>
<th>Pre Test</th>
<th>Post Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ADITYA SURYAWAN</td>
<td>51</td>
<td>72</td>
</tr>
<tr>
<td>2</td>
<td>AGINDA VICKY P</td>
<td>63</td>
<td>68</td>
</tr>
<tr>
<td>3</td>
<td>AHMAD YOGA S.</td>
<td>63</td>
<td>68</td>
</tr>
<tr>
<td>4</td>
<td>AMALA NURAENI</td>
<td>67</td>
<td>90</td>
</tr>
<tr>
<td>5</td>
<td>ANDI DEVINA YUDHA W</td>
<td>58</td>
<td>75</td>
</tr>
<tr>
<td>6</td>
<td>AYUNING SEPDINA</td>
<td>58</td>
<td>72</td>
</tr>
<tr>
<td>7</td>
<td>BAGUS CAHYANTO</td>
<td>58</td>
<td>68</td>
</tr>
<tr>
<td>8</td>
<td>BAYU KARTIKA AJI</td>
<td>58</td>
<td>68</td>
</tr>
<tr>
<td>9</td>
<td>DINA</td>
<td>58</td>
<td>75</td>
</tr>
<tr>
<td>10</td>
<td>DWI SETYO</td>
<td>34</td>
<td>68</td>
</tr>
<tr>
<td>11</td>
<td>EKO WAHYU SANTOSO</td>
<td>55</td>
<td>68</td>
</tr>
<tr>
<td>No.</td>
<td>Name</td>
<td>Math</td>
<td>English</td>
</tr>
<tr>
<td>-----</td>
<td>-------------------------------</td>
<td>--------</td>
<td>---------</td>
</tr>
<tr>
<td>12.</td>
<td>ESTI RATNAWATI</td>
<td>58</td>
<td>78</td>
</tr>
<tr>
<td>13.</td>
<td>FARID NASRULLAH</td>
<td>60</td>
<td>72</td>
</tr>
<tr>
<td>15.</td>
<td>IKA AGUSTIN</td>
<td>65</td>
<td>75</td>
</tr>
<tr>
<td>16.</td>
<td>INNE WIRAYANTI</td>
<td>65</td>
<td>70</td>
</tr>
<tr>
<td>17.</td>
<td>INTAN PARASWATI</td>
<td>60</td>
<td>86</td>
</tr>
<tr>
<td>18.</td>
<td>KHOERINI FAUZIAH</td>
<td>65</td>
<td>70</td>
</tr>
<tr>
<td>19.</td>
<td>LAILA INDAH K</td>
<td>63</td>
<td>86</td>
</tr>
<tr>
<td>20.</td>
<td>LULU INNAFISAH D. S</td>
<td>65</td>
<td>75</td>
</tr>
<tr>
<td>21.</td>
<td>MUHAMMAD LAUDY A.</td>
<td>60</td>
<td>75</td>
</tr>
<tr>
<td>22.</td>
<td>NIKEN SILVIA A.</td>
<td>58</td>
<td>80</td>
</tr>
<tr>
<td>23.</td>
<td>NINDYA SILVY W A</td>
<td>67</td>
<td>90</td>
</tr>
<tr>
<td>24.</td>
<td>NOVIA DEWI LESTARI</td>
<td>60</td>
<td>78</td>
</tr>
<tr>
<td>25.</td>
<td>NUNING SARININGSIH</td>
<td>61</td>
<td>86</td>
</tr>
<tr>
<td>26.</td>
<td>NURUL HIDAYAH</td>
<td>63</td>
<td>83</td>
</tr>
<tr>
<td>27.</td>
<td>PUPUT RETNO WULAN</td>
<td>60</td>
<td>78</td>
</tr>
<tr>
<td>28.</td>
<td>SHERLI WINDA SARI</td>
<td>68</td>
<td>88</td>
</tr>
<tr>
<td>29.</td>
<td>STEFANI DEROZA A C</td>
<td>58</td>
<td>75</td>
</tr>
<tr>
<td>30.</td>
<td>TEGAR AGENG PRAKASA</td>
<td>61</td>
<td>68</td>
</tr>
<tr>
<td>31.</td>
<td>TITIK PARWATI</td>
<td>57</td>
<td>82</td>
</tr>
<tr>
<td>32.</td>
<td>WINA VINOLA A.</td>
<td>51</td>
<td>76</td>
</tr>
<tr>
<td>33.</td>
<td>YOGA PRATAMA</td>
<td>50</td>
<td>80</td>
</tr>
<tr>
<td>34.</td>
<td>YUSUF RIO BACHTIAR</td>
<td>50</td>
<td>60</td>
</tr>
</tbody>
</table>

|    | ∑                               | 2066   | 2585    |
|    | MEAN                           | 59     | 76.02   |
From the table above the writer know that the result of the pre test from experimental group has score average 59. It means that the score is low in speaking skill. So, the writers conclude that their ability in speaking is less and low.

After that the writer collaborated with the English teacher teach them using a new method. The writers’ recommendation to using communicative language teaching method for improves their ability in speaking skill. Then in the next meeting the teachers use it. After that, the writer gives them a post test to knowing their improvement and measures their speaking ability after using communicative language teaching method.

Finally we can looks that there is an improvement score between pre test and post test. The result of the post test from experimental group has score average 76, 02. It means that the score is good. So, the writers conclude that there is an improvement in speaking skill using communicative language teaching method for experimental group.

b. Pre Test and Post Test of Control Group

Pre test and post test of control group is use to measure their ability before and after the without a treatment and makes measuring the observer based on their score. The student can’t do in cooperation because the question is for individual. It use for compare with an
experimental group. For the result of their score can look in the table below:

**Table 4.2**

Pre Test and Post Test of Control Group

<table>
<thead>
<tr>
<th>NO</th>
<th>NAME</th>
<th>Pre Test</th>
<th>Post Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>MUNICA A L</td>
<td>50</td>
<td>71</td>
</tr>
<tr>
<td>2.</td>
<td>ADIP HENDRAWAN</td>
<td>40</td>
<td>55</td>
</tr>
<tr>
<td>3.</td>
<td>ALVINA DELLA A</td>
<td>50</td>
<td>67</td>
</tr>
<tr>
<td>4.</td>
<td>ANA HANDAYANI</td>
<td>60</td>
<td>64</td>
</tr>
<tr>
<td>5.</td>
<td>ANDRIAN ALI SAPUTRA</td>
<td>48</td>
<td>63</td>
</tr>
<tr>
<td>6.</td>
<td>CHOIRUL ICHSAN GANI</td>
<td>50</td>
<td>62</td>
</tr>
<tr>
<td>7.</td>
<td>DANDY F</td>
<td>50</td>
<td>60</td>
</tr>
<tr>
<td>8.</td>
<td>DEVI MAYASARI</td>
<td>50</td>
<td>60</td>
</tr>
<tr>
<td>9.</td>
<td>FICKY DWI SANTOSO</td>
<td>60</td>
<td>65</td>
</tr>
<tr>
<td>10.</td>
<td>FRINDA FIFIANA</td>
<td>52</td>
<td>66</td>
</tr>
<tr>
<td>11.</td>
<td>GILANG RIZALDY</td>
<td>52</td>
<td>61</td>
</tr>
<tr>
<td>12.</td>
<td>HARDEMAN WADU P</td>
<td>52</td>
<td>61</td>
</tr>
<tr>
<td>13.</td>
<td>HENDRAWAN ALDI N</td>
<td>53</td>
<td>63</td>
</tr>
<tr>
<td>14.</td>
<td>INTAN PERMATASARI</td>
<td>58</td>
<td>48</td>
</tr>
<tr>
<td>15.</td>
<td>KHOIRUL MUNA</td>
<td>50</td>
<td>65</td>
</tr>
<tr>
<td>16.</td>
<td>KURNIAWAN CAHYO W</td>
<td>65</td>
<td>55</td>
</tr>
<tr>
<td>17.</td>
<td>M. SHODIQU MUNULISIN</td>
<td>60</td>
<td>66</td>
</tr>
<tr>
<td>18.</td>
<td>M WILDAN ILHAMI</td>
<td>62</td>
<td>70</td>
</tr>
<tr>
<td>19.</td>
<td>M HARITS SATRIA W</td>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td>20.</td>
<td>MUTIARA RAHMA S</td>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Pre Score</td>
<td>Post Score</td>
</tr>
<tr>
<td>---</td>
<td>--------------------</td>
<td>-----------</td>
<td>------------</td>
</tr>
<tr>
<td>21.</td>
<td>NAILIS SAADAH</td>
<td>63</td>
<td>70</td>
</tr>
<tr>
<td>22.</td>
<td>NOFITASARI</td>
<td>67</td>
<td>74</td>
</tr>
<tr>
<td>23.</td>
<td>NOVA MAYASARI</td>
<td>50</td>
<td>66</td>
</tr>
<tr>
<td>24.</td>
<td>RIZKY DIAN</td>
<td>50</td>
<td>69</td>
</tr>
<tr>
<td>25.</td>
<td>RUMIYATI</td>
<td>68</td>
<td>78</td>
</tr>
<tr>
<td>26.</td>
<td>SELVI ANGELINA</td>
<td>58</td>
<td>68</td>
</tr>
<tr>
<td>27.</td>
<td>SULIS SETYAWATI</td>
<td>55</td>
<td>65</td>
</tr>
<tr>
<td>28.</td>
<td>WAHYU RISKY A</td>
<td>62</td>
<td>52</td>
</tr>
<tr>
<td>29.</td>
<td>WAHYU YUSTY A</td>
<td>55</td>
<td>68</td>
</tr>
<tr>
<td>30.</td>
<td>WISNU GINANJAR</td>
<td>40</td>
<td>55</td>
</tr>
<tr>
<td>31.</td>
<td>ZAENI MUCHSON</td>
<td>40</td>
<td>55</td>
</tr>
<tr>
<td>32.</td>
<td>NOVIA NUR M</td>
<td>61</td>
<td>69</td>
</tr>
<tr>
<td></td>
<td>∑</td>
<td>1751</td>
<td>2051</td>
</tr>
<tr>
<td></td>
<td>Mean</td>
<td>54,71</td>
<td>64,09</td>
</tr>
</tbody>
</table>

From the table above the writer know that the result of the pre test from experimental group has score average 54, 71. In the mean that the score is low in speaking skill. So, the writer concludes that their skill in speaking is less and low.

c. **Analysis Pre Test and Post Test**

After the students finish their assignment so the writer set right and gives them score.
Table 4.3

Analysis Pre Test and Post Test

<table>
<thead>
<tr>
<th>Control Group</th>
<th>Experimental Group</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name</strong></td>
<td><strong>Pre Test</strong></td>
</tr>
<tr>
<td>MA</td>
<td>50</td>
</tr>
<tr>
<td>AH</td>
<td>40</td>
</tr>
<tr>
<td>AL</td>
<td>50</td>
</tr>
<tr>
<td>AN</td>
<td>60</td>
</tr>
<tr>
<td>AA</td>
<td>48</td>
</tr>
<tr>
<td>CI</td>
<td>50</td>
</tr>
<tr>
<td>DF</td>
<td>50</td>
</tr>
<tr>
<td>DM</td>
<td>50</td>
</tr>
<tr>
<td>FD</td>
<td>60</td>
</tr>
<tr>
<td>FF</td>
<td>52</td>
</tr>
<tr>
<td>GR</td>
<td>52</td>
</tr>
<tr>
<td>HW</td>
<td>52</td>
</tr>
<tr>
<td>HA</td>
<td>53</td>
</tr>
<tr>
<td>IP</td>
<td>58</td>
</tr>
<tr>
<td>KM</td>
<td>50</td>
</tr>
<tr>
<td>KC</td>
<td>65</td>
</tr>
<tr>
<td>MS</td>
<td>60</td>
</tr>
<tr>
<td>MW</td>
<td>62</td>
</tr>
<tr>
<td>MH</td>
<td>60</td>
</tr>
<tr>
<td>MR</td>
<td>60</td>
</tr>
<tr>
<td>NS</td>
<td>63</td>
</tr>
<tr>
<td></td>
<td>50</td>
</tr>
<tr>
<td>------</td>
<td>----</td>
</tr>
<tr>
<td>NSR</td>
<td>67</td>
</tr>
<tr>
<td>NM</td>
<td>50</td>
</tr>
<tr>
<td>RD</td>
<td>50</td>
</tr>
<tr>
<td>RY</td>
<td>68</td>
</tr>
<tr>
<td>SA</td>
<td>58</td>
</tr>
<tr>
<td>SS</td>
<td>55</td>
</tr>
<tr>
<td>WR</td>
<td>62</td>
</tr>
<tr>
<td>WY</td>
<td>55</td>
</tr>
<tr>
<td>WG</td>
<td>40</td>
</tr>
<tr>
<td>ZM</td>
<td>40</td>
</tr>
<tr>
<td>NN</td>
<td>61</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>∑</td>
<td>1751</td>
</tr>
<tr>
<td>Mean</td>
<td>54, 71</td>
</tr>
</tbody>
</table>

1) Mean

a) Pre Test Experiment Class

\[ x = \frac{\sum x}{N} \]

\[ x = \frac{2006}{34} \]

\[ x = 59 \]
b) Pre Test Control Class

\[ y = \frac{\Sigma y}{N} \]

\[ y = \frac{1751}{32} \]

\[ y = 54.71 \]

c) Post Test Experimental Class

\[ x = \frac{\Sigma x}{N} \]

\[ x = \frac{2585}{34} \]

\[ x = 76.02 \]

d) Post Test Control Class

\[ y = \frac{\Sigma y}{N} \]

\[ y = \frac{2051}{32} \]

\[ x = 64.09 \]

2) Deviation Standard

a) Experimental class

According to the data from the table, the writer calculated standard deviation of pre test and post test of experiment class.
\[ SD = \sqrt{\frac{\sum D^2}{N} - \left( \frac{\sum D}{N} \right)^2} \]

\[ = \sqrt{\frac{11793}{34} - \left( \frac{579}{34} \right)^2} \]

\[ = \sqrt{346,85 - (17,02)^2} \]

\[ = \sqrt{346,85 - 289,68} \]

\[ = \sqrt{57,17} \]

\[ = 7,56 \]

b) Control class

\[ SD = \sqrt{\frac{\sum D^2}{N} - \left( \frac{\sum D}{N} \right)^2} \]

\[ = \sqrt{\frac{4466}{32} - \left( \frac{289}{32} \right)^2} \]

\[ = \sqrt{139,56 - (9,31)^2} \]

\[ = \sqrt{139,56 - 86,67} \]

\[ = \sqrt{52,89} \]

\[ = 7,27 \]

3) T-test Calculation

After the writer calculated Deviation Standard, t-test calculation are:
a) Experiment class

\[ t_0 = \frac{\left( \frac{\Sigma D}{N} \right)}{\frac{SD}{\sqrt{N-1}}} \]

\[ t_0 = \frac{\left( \frac{579}{34} \right)}{7.56} \]

\[ t_0 = \frac{\left( \frac{17.02}{34} \right)}{7.56} \]

\[ t_0 = \frac{\left( \frac{17.02}{34} \right)}{5.74} \]

\[ t_0 = \frac{(17.02)}{1.31} \]

\[ t_0 = 12.99 \]

b) Control class

\[ t_0 = \frac{\left( \frac{\Sigma D}{N} \right)}{\frac{SD}{\sqrt{N-1}}} \]

\[ t_0 = \frac{\left( \frac{298}{32} \right)}{7.27} \]

\[ t_0 = \frac{\left( \frac{9.31}{32} \right)}{7.27} \]

\[ t_0 = \frac{\left( \frac{9.31}{32} \right)}{5.74} \]
Based on the formula above, the writer get a t-test for experiment group is 12.99 and for control group is 7.38. It means that t-test of experiment group is higher that t-test of control group. It means that there is an improvement of speaking skill through communicative language teaching method (12.99 ≥ 7.38).

From the calculation above, the writer concludes that the score of mean pre test of experiment group is higher that control group.

After the experiment and they do post test is a significant score. The score of post test from experimental group is 76.02. The score of post test from control group is 64.09. It means that using communicative language teaching (CTL) method proved better result is speaking skill that student who are taught without communicative language teaching (CTL) method.
B. Discussion

Based on the experiment, the writer concludes that there is an improvement about the speaking ability of the students of SMP N 1 Jambu. It shows with the result based on the t-test between experiment group and control group. The result of the research can be seen as the table follows:

**Table 5.1**

<table>
<thead>
<tr>
<th>No.</th>
<th>Result</th>
<th>Experiment</th>
<th>Control class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mean of:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Pre test</td>
<td>59</td>
<td>56,71</td>
</tr>
<tr>
<td></td>
<td>b. Post test</td>
<td>76,02</td>
<td>64,09</td>
</tr>
<tr>
<td>2.</td>
<td>Standard deviation</td>
<td>7,56</td>
<td>7,27</td>
</tr>
<tr>
<td>3.</td>
<td>T-test</td>
<td>12,99</td>
<td>7,38</td>
</tr>
<tr>
<td>4.</td>
<td>Percentage</td>
<td>50,05%</td>
<td>29,31%</td>
</tr>
</tbody>
</table>

The writer concludes that Communicative Language Teaching method is good because can improve the students' ability in speaking. The method is interesting and the activity is good to improve it. One of the activities that used is make a conversation. In appropriates with Littlewood (1981: 20) say that functional communication activities and social interaction activities as major activity types in communicative language teaching. Social interaction activities include conversation and discussion sessions, dialogues and role plays, simulations, skits, improvisations, and debates.
According to Hymes as quoted by Richards (2001: 159) the goal of language teaching is to develop what a speaker needs to know in order to be communicatively. It clears that with communicative language teaching method can develop speaking skill in SMP N 1 Jambu, it shows by the improvement of score before and after taught with communicative language teaching method. The students can develop their mind in speaking. It looks when they makes a conversation with their friends.

Their social interaction with others is improved. The writer analyzes that communicative language teaching method can weather the storm of speaking skill. It can answer one of the problems in school about speaking skill. Based on Jack Richards (2001) communicative language teaching is an approach that helps students to be more active in real life situations through the means of individual, pair and group work activities.

It is true because the students’ in SMP N 1 Jambu more active after taught by communicative language teaching method. Especially when they are do work conversation. They collaborate with their partner well. So their result is good and improves. When the teacher asked them to presentation their work, the students’ more active to show in front of first, they want to be the first when presentation in front of the class. So, the teacher doesn’t ask them by calling them. They more active in class.

So, the writer knows that the result of the experiment there is a significant with theory of communicative language teaching. Because the
result is improved and it shows that the theories that are used is true and related with the method that are used.
CHAPTER V

CONCLUSION AND SUGGESTION

Based on the data analysis and the discussion from the experiment, the writer can make a conclusion and suggestion of this graduating paper as follows:

A. Conclusion

Based on the data analysis and the discussion in the previous chapters, the writer can make the conclusion of this graduating paper as follows:

1. The procedure of communicative language teaching method that I applied in teaching English process in SMP N 1 Jambu runs well. The procedure in communicative language teaching method makes the students more active in the class. In addition, this method also makes the teaching learning process more interactive and communicative. The students speaking skill improved and they are more active using English in the class during the English lesson.

2. There is an effectiveness of using communicative of language teaching method in SMP N 1 Jambu, because the t-test of experimental group is higher than t-test of control group (12, 99 ≥ 7, 38)
3. There is an effectiveness of students’ speaking skill after teaching learning through communicative language teaching method. It shows with the percentage of experimental group is higher than the percentage of control group (50.05% ≥ 29.31%). It means that communicative language teaching had positive effect for students’ in SMP N 1 Jambu.

B. Suggestion

Based on the conclusion above, the writer puts forward the following suggestions:

1. The English speaking teacher should develop the ability of the students in speaking skill by the giving the students more chance to practice their opinion freely so their ability will be improve.

2. The head master should motivate and support the teacher of English to apply this method in teaching speaking at their each school.

3. Finally, the researcher hopes other researcher to be more motivated in conducting further investigation to find the main factors which can effect the positive instructional activity.


Akbar, Sa’dun. 2013. *Instrumen Perangkat Pembelajaran.* Bandung: PT REMAJA ROSDAKARYA.


CURRICULUM VITAE

Full name : Palupiningsih
Nick name : Upik, Palup, Palupi
Date of Birth : September 20\textsuperscript{nd}, 1992
Address :

1. Wawar Kidul RT 01 / RW 03 Bedono Village, Jambu District, Semarang Regency, Jawa Tengah Province
2. Rekesan Kali Cacing Salatiga

Mobile Phone : 085 702 180 457
Faculty : English Department

Education Faculty :

1. TK Dharma Putri Bedono
   Graduated in 1998
2. SD Negri 01 Bedono
   Graduated in 2004
3. SMP Negri 1 Jambu
   Graduated in 2007
4. SMA Negri 1 Ambarawa
   Graduated in 2010
5. IAIN Salatiga
   Graduated in 2015

Organization Experience:

1. Teacher of TPQ Wahyu Buchori Kali Cacing 2011 - 2013
2. Teacher of PAUD Al Ikhlas Kali Cacing 2012 - 2013
3. Teacher of scouting in SD Negri 01 Salatiga 2013 - now
4. Treasurer of Racana (Scouting) 2012 - 2013
5. Chief of Racana (Scouting) 2013 - 2014

Salatiga, February 9\textsuperscript{th}, 2015

PALUPININGSIH
NIM. 11310020
APPENDIXES

1. The students doing pre test
2. The students make a conversation
3. The students make a dialogue
4. The students doing post test