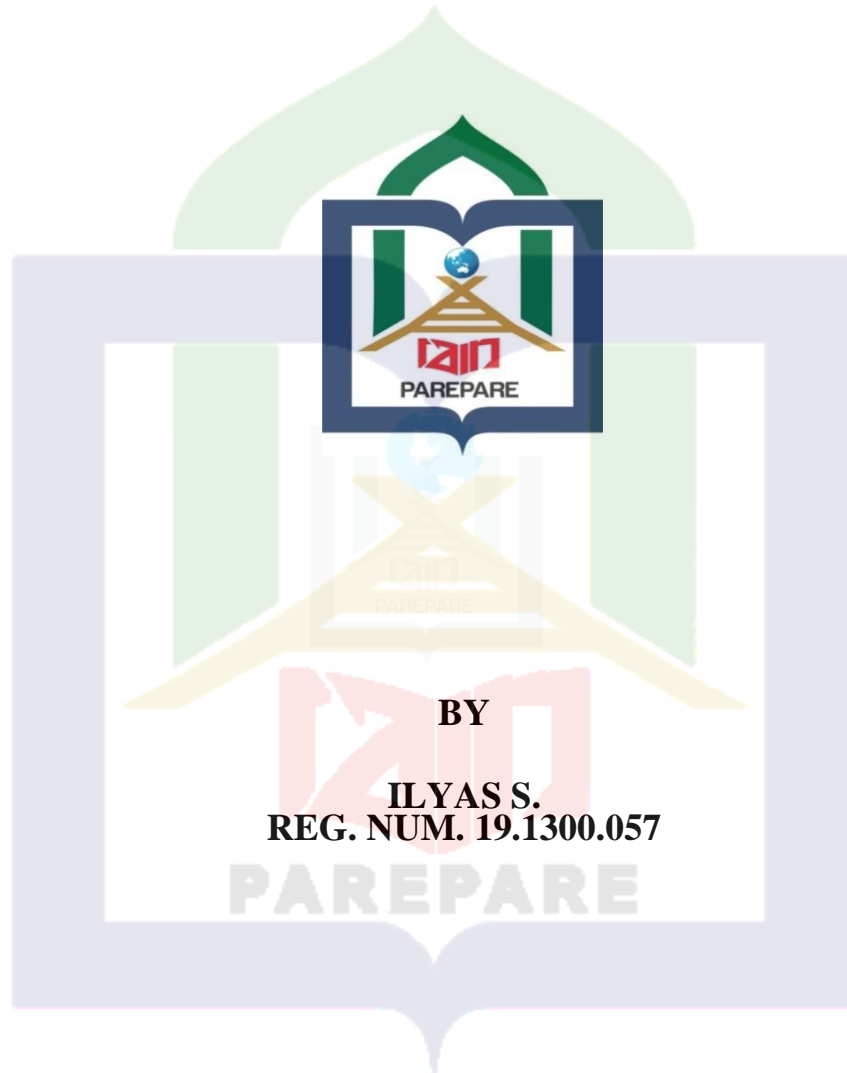


**A THESIS**

**THE EFFECTIVENESS OF COMMUNICATIVE LANGUAGE  
TEACHING (CLT) METHOD TO IMPROVE STUDENTS'  
SPEAKING SKILL AT SMAN 7 SIDRAP**



**BY**

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**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
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PAREPARE**

**2023**

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TEACHING (CLT) METHOD TO IMPROVE STUDENTS'  
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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic  
Institute of Parepare in Partial of Fulfilment of the Requirements  
**For the Degree of Sarjana Pendidikan (S.Pd.)**

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TARBIYAH FACULTY  
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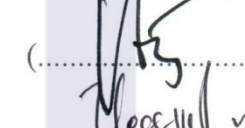
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وَصَحْبِهِ أَجْمَعِينَ أَمَّا بَعْدُ

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Parepare, 6 Mei 2023  
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Stated, that himself conducted this thesis, if it can be proved that is copied, duplicated or complied by other people, this thesis and degree that has been gotten would be postponed.

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## ABSTRACT

**Ilyas S.** *The Effectiveness of Communicative Language Teaching (Clt) Method To Improve Students Speaking Skill at SMAN 7 SIDRAP* (Supervised by Mujahidah and Yulie Asni)

Students in Indonesia may understand theories in learning English but struggle to put them into practice. This research was conducted at SMAN 7 SIDRAP and the researcher wants to use Communicative Language Teaching (CLT) method which emphasizes language as a tool for communication, the researcher wanted to compare the CLT method with the conventional method that teachers usually use at school.

This study aimed to assess the effectiveness of the Communicative Language Teaching (CLT) in improving the speaking ability of students at SMAN 7 SIDRAP. This research used experiment design with Quasi experimental. The total sample was 40 students that divided in 2 class that is 20 students was from 10 MIPA 1 as an Experiment class and another 20 was from 10 MIPA 2 as an Control Class.

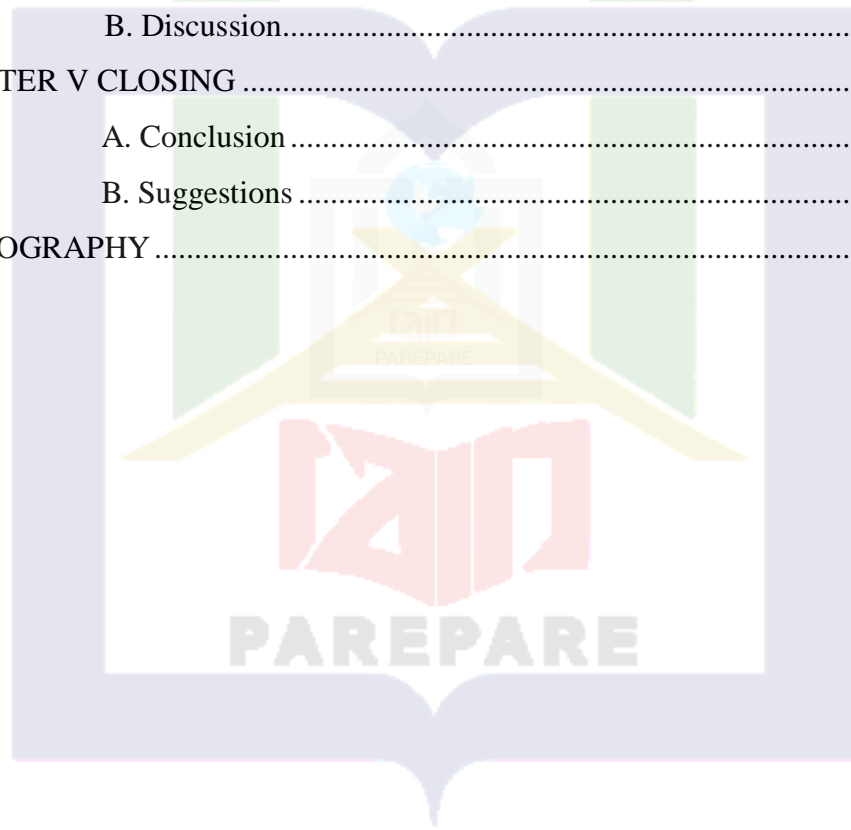
The result showed that the independent sample t-test was Sig. (2-tailed) value was 0.039, which is less than the significance level of 0.05. Therefore, it can be concluded that the alternative hypothesis was accepted, indicating that there was a real difference between the two classes' speaking abilities after treatment and revealed a significant difference between the two methods, with the CLT method being more effective in improving students' speaking abilities.

**Keyword:** Speaking Skill, Communicative Language Teaching, Method

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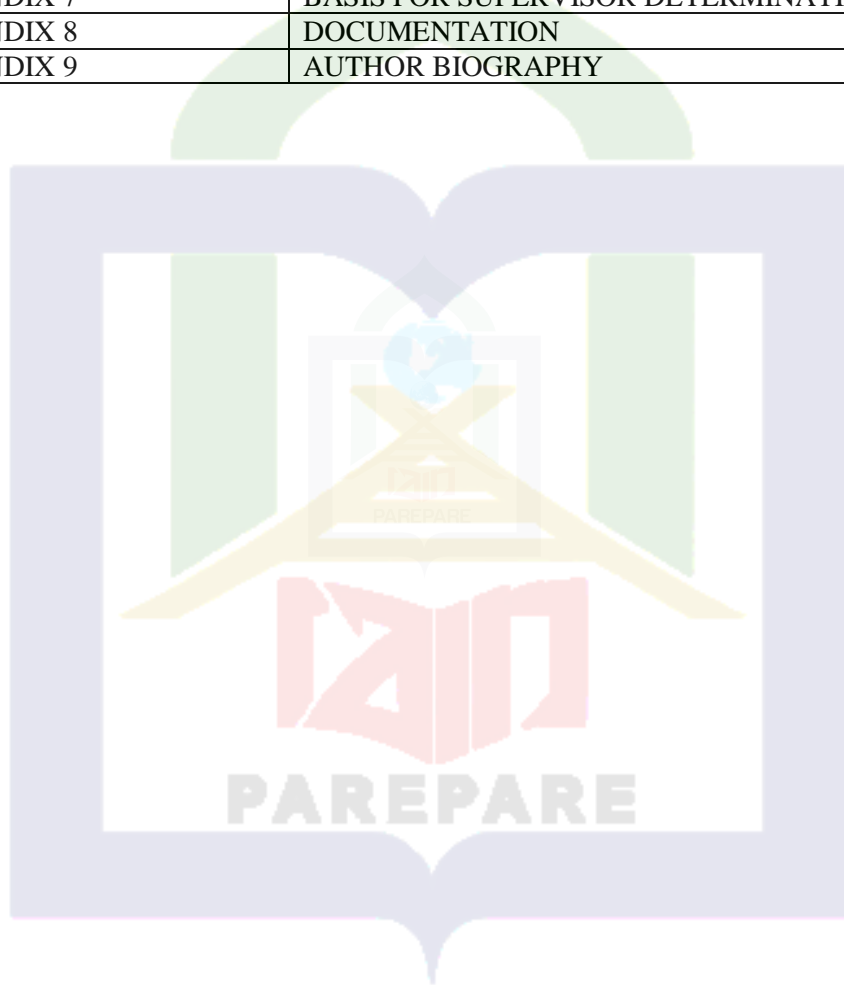
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# CHAPTER I

## INTRODUCTION

### A. Background

English has been taught in Indonesia since the students in elementary school until senior high school but according to the Education First (EF) educational institution's report, Indonesia was had an English proficiency index of 466 in 202 this score places Indonesia fifth in ASEAN.<sup>1</sup>

Students in Indonesia may understand theories in learning English but struggle to put them into practice. This is because learning at school only focuses on introducing English theories for giving assignments and exams and is treated the same as other subjects, despite the fact that English is a subject. Lessons that require more practice than theory, so that later in the learning process, students understand that English is a language they can use for communication.

Speaking has been identified as a difficult skill to learn, despite the fact that speaking is extremely important in human life. People can communicate with one another by speaking. Someone frequently encounters difficulties in social interactions, such as being unable to communicate his or her ideas, arguments, and feelings. Sometimes one can understand what others are saying but is unable to communicate it. This could be due to a lack of practice, motivation, communicative competence, and self-confidence. If a person understands an expression, he should be able to produce it.

According to Richards, who was cited by Vanesa in his paper, learning a

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<sup>1</sup> I C E Shinta and H M Tedjaatmadja, "The Implementation of Communicative Language Teaching Approach in a Secondary School in Surabaya," *Journal of Language, Literature, and Teaching* 2, no. 2 (2014): 41–45.

language does not always imply being able to speak it fluently. As a result, a lack of fluency may be caused by rigid formal instruction in language learning. Another factor could be a lack of opportunities to engage students in communicative activities.<sup>2</sup>

Learners should be encouraged to speak up and express themselves; even if they do not, they should continue to try to improve their skills through consistent practice. Green and Hilton also stated that when students encounter and use a foreign language, they are limited in time to use it individually, on a topic-by-theme basis, and then in a complex learning situation. To put it another way, in order to deliver a practical speaking performance, students must first understand who they are speaking to, where they are speaking, and what they are speaking about.

In addition, the students need to know how many times to they talk, how much they talk and how they talk. Therefore, focusing on their accuracy fluency is the main learning process to get the students to improve their speaking performance. The most important thing is they can do the conversation and communication well by focusing on some elements above.

Actually there are many methods that can improve students' speaking skills, one of the methods that is often used to teach in English courses is Communicative Language Teaching (CLT), in terms of teaching materials and teaching techniques, especially GTM and ALM which were popular before the 1970s, so that later with a method that is different from other complex methods. According to Mohammad CLT emphasizes language as a communication tool so that this aspect is to be improved or

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<sup>2</sup> Vanessa Toro et al., "The Use of the Communicative Language Teaching Approach to Improve Students' Oral Skills," *English Language Teaching* 12, no. 1 (2020): 110, <https://doi.org/10.5539/elt.v12n1p110>.



to be achieved in the application of the CLT method<sup>3</sup>.

Teachers at school are actually more than capable of applying the CLT method but due to several factors such as lack of time due to school administration matters so that learning English at school does not reach the most important aspect, namely students are able to communicate well using English, learning that focuses on giving tasks in the form of memorization which make students get bored quickly and cannot use English properly as a communication tool and regard English like other subjects at school.

One of the schools named SMAN 7 SIDRAP located in Sidenreng Rappang district, South Sulawesi also experienced the same thing, based on information from the several teachers at SMAN 7 SIDRAP, the students' ability to speak English is quite low. Several factors that cause the students tended to be silent in the classroom because they are lack of self confidence and students also need more practice since through practice students could learn to express their feeling, emotion, thought, and their intention.

Based on all the information the researcher obtained based on these initial observations, the researcher intends to see how effective the CLT method is to be implemented at SMAN 7 SIDRAP when compared to the methods that are usually used by teachers to teach at the school, this was compiled in a study entitled "The Effectiveness of Communicative Language Teaching (CLT) Method to Improve Students Speaking Skills at SMAN 7 SIDRAP" .

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<sup>3</sup> Mohammad Abraham Akbar Eisenring and Margana Margana, "The Importance of Teacher – Students Interaction in Communicative Language Teaching (CLT)," *PRASASTI: Journal of Linguistics* 4, no. 1 (2019): 46, <https://doi.org/10.20961/prasasti.v4i1.17052>.

## **B. Research Question**

1. Is the conventional method effective in improving students speaking skill at SMAN 7 SIDRAP?
2. Is the CLT method effective in improving students speaking skill at SMAN 7 SIDRAP?
3. Is there any significance difference in result of learning between the CLT method and the conventional method for teaching speaking at SMAN 7 SIDRAP?

## **C. Objective of the Research**

The general objective of this study is to assess the Effectiveness of the Communicative Language Teaching (CLT) Method in Improving the Speaking Ability Of English Education Department Students at Iain Parepare. As for goals The specialty of research is to:

1. To find out the effectiveness of teaching English with the conventional method to improve students speaking skills at the SMAN 7 SIDRAP.
2. Finding the effectiveness of the CLT method in improving Students' Speaking skills the SMAN 7 SIDRAP.
3. Discover the comparison between the CLT method and the Conventional method for teaching Speaking at SMAN 7 SIDRAP.

## **D. Significance of the Research**

Some benefits can be gained from this research as follows :

1. For Teacher :
  - a. Communicative Language Teaching (CLT) approach can make the students easier and more active in speaking.

- b. To develop four skills more easily especially in speaking ability.

2. For Student:

- a. The students will try to use the language to express something confidently.
- b. The students will use the language as a way to express values and judgment.
- c. The students will learn to express the functions that best meet their own communication needs.

### **E. Scope of the Research**

The researcher limited the study by focusing on the Effectiveness Communicative Language Teaching (CLT) Approach to improve student speaking ability at SMAN 7 SIDRAP in this study the researcher focused on students' speaking accuracy (pronunciation) and fluency (smoothness) by using Communicative Language Teaching .

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Review of Previous Researches

Shorouq's study attempts to investigate the impact of communicative language teaching (CLT) activities on the speaking skills of EFL students at the English Language Institute (ELI) of the University of Jeddah (UJ). The current study was conducted in two classes of 21 female EFL students each; one class was the experimental group, and the other was the control group. The experimental group received instruction through three communicative activities interviewing, problem-solving, and role-playing while the control group received instruction through traditional methods. The current study's findings show that the experimental group outperformed the control group. These findings have positive implications for the ELI of UJ's continued implementation of CLT teaching practices.<sup>4</sup>

Emelia's study was another research investigation to improve the speaking ability of with Communicative Language Teaching. The subject of his study was chosen from Megalia English Course's class X-B of second-level students. There were 15 students in this class. Based on the findings, it is recommended that: (1) English teachers ensure that the method of instruction is effective in improving students' skills. (2) Before teaching, the teacher should have a well-planned lesson plan. (3) English teachers must be able to create a creative class so that students are not bored in class.<sup>5</sup>

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<sup>4</sup> Shorouq Ali AL-Garni and Anas Hamed Almuhammadi, "The Effect of Using Communicative Language Teaching Activities on EFL Students' Speaking Skills at the University of Jeddah," *English Language Teaching* 12, no. 6 (2019): 72, <https://doi.org/10.5539/elt.v12n6p72>.

<sup>5</sup> Emelia Panambunan, Golda J Tulung, and Mister Gidion Maru, "Improving Students' Speaking Ability Through Communicative Language Teaching of the Second Level Students At

Another study was from Vannesa the The goal of his study was to determine how teachers used the Communicative Language Teaching approach in the English classroom, as well as the strategies and resources they used to improve students' oral skills. Six English teachers and 105 students from the second, third, and fourth grades at a public elementary school in Loja, Ecuador's southernmost city, took part. In this study, a mixed method approach was used. The findings of this study show that modeling, repetition, pair and group work are the primary strategies used by teachers to assist students in developing communicative competences.<sup>6</sup>

According to Imam Kukuh's paper, students of the English Department Educational Faculty State Institute for Islamic Studies STAIN Salatiga. His graduation paper was titled "Communicative Language Teaching (CLT) Approach in Speaking Class at MAN Tenganan in the Academic Year 2013/2014". The design for this particular study in his graduating paper is descriptive qualitative research by analyzing interview responses based on frame work of CLT and summary of speaking. The study's findings show that the teacher used the characteristics of the CLT approach in their teaching of speaking.<sup>7</sup>

According to Chang, Ming to his journal was site by sinta in his study , he is looking into the obstacles that prevent CLT from being used optimally. Ming described the difficulties that Taiwanese teachers face when implementing CLT, which affects teachers, students, and school institutions. According to the study's

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‘ Mec’ Megalia English Course.,” *Journal of English Language and Literature Teaching* 1, no. 01 (2016): 57– 67, <https://doi.org/10.36412/jellt.v1i01.44>.

<sup>6</sup> Toro et al., “ The Use of the Communicative Language Teaching Approach to Improve Students’ Oral Skills.”

<sup>7</sup> Kukuh, Imam. 2003. Communicative language teaching (CLT) approach in speaking class at the second grade at MAN Tenganan In the academic Year2013/2014. Graduating Paper. Salatiga: IAIN.

findings, teachers do not have enough time to drill CLT for their students in class. Furthermore, the institution does not yet have a separate curriculum for CLT to be used in addition to the traditional approach to teaching English. Despite certain limitations and hindrances to the optimal implementation of CLT in Taiwan, this qualitative study suggested that CLT is an emerging teaching approach in collage English classes in Taiwan.. Teachers realize the advantages of CLT for students who want to improve their English skills and support institutional efforts to facilitate CLT application.<sup>8</sup>

Meanwhile, this research is being carried out with the goal to learn about the procedures of the CLT approach in the speaking class, the difficulties encountered by the English teacher in implementing those characteristics, and how the English teacher overcomes difficulties in their speaking teaching. The focus of this study is 10th grade at SMAN 7 SIDRAP.

## **B. Some Pertinent Idea**

### **1. The Concept of Speaking**

#### **a. The definiton of Speaking**

Nunan contends speaking in imam' s paperis a skill that is frequently used for interaction with others. The majority of people evaluate English based on their ability to speak it. People are concerned about practicing their speaking skills because of internal factors such as motivation, lack of confidence, and a lack of ability. Speaking is a tool for communicating with others. It is also a way for one person to interact with another. Communication will not function properly unless the speaker speaks and expresses themselves through language. Communication is a collaborative

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<sup>8</sup> Shinta and Tedjaatmadja, “ The Implementation of Communciative Language Teaching Approach in a Secondary School in Surabaya.”

venture in which the interlocutors negotiate meaning in order to achieve their communication goal.<sup>9</sup>

According to Harmer , human communication is an extremely complex and ever-changing phenomenon, and it is my responsibility to investigate all aspects. According to Widdowson , speaking is a form of oral communication that involves two components: the speaker who delivers the message and the listener who receives it.<sup>10</sup>

According to Harmer, when two people talk to each other, it means that the speaker makes a specific decision to address someone. Speaking was probably forced on him in some way, but they can still say that they want or intend to speak, or he will remain silent. He serves a communicative purpose in that the speaker says things because they want something to happen as a result of what they say. He chooses a language from his language store. If the teacher is a native speaker, he has the ability to generate new sentences<sup>11</sup>

Speaking, according to Brawn in Awalia Reski paper, is an interactive process of meaning construction that involves producing and receiving processing information. Speakers must understand not only how to produce specific points of language such as grammar and pronunciation, but also when, why, and in what ways to produce language.<sup>12</sup>

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<sup>9</sup> Kuku, Imam. 2003. Communicative language teaching (CLT) approach in speaking class at the second grade at MAN Tenganan In the academic Year2013/2014. Graduating Paper. Salatiga: IAIN

<sup>10</sup> Jeremy Harmer, “ How To Teach English,” 2001.

<sup>12</sup> Awalia Rezki. 2009. Increasing The Students Speaking Ability through jigsaw. Makassar. Thesis UNM.

According to the researcher, speaking is a method of communicating a message from one person to another. It was the most important way for the speaker to express himself through language.

As Brown argues, there are five basic types of speaking, which are as follows:

1. An imitation sentence.

The ability to simply repeat a word, phrase, or even a sentence.

2. Intensive

The creation of stretches of oral language designed to demonstrate proficiency in a specific grammatical, phrasal, lexical, or phonological relationship.

3. Responsive

Interaction and comprehension testing, but at a somewhat limited level: standard greetings and simple talk, simple requests and comments, and the like.

4. Interactive

The duration and complexity of the interaction, which may include multiple exchanges and/or multiple participants at times.

5. Extensive

Speeches, oral presentations, and story telling are examples of oral production tasks in which the opportunity for oral interaction from the listener is either very limited or non-existent. Fluency in speech necessitates not only knowledge of language features, but also the ability to process information and language on the glide.<sup>13</sup>

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<sup>13</sup> Awalia Rezki. 2009. Increasing The Students Speaking Ability through jigsaw. Makassar. Thesis UNM.



## **b. Kinds of Speaking**

Speaking is commonly classified into two types: speaking performance and speaking competency.

### a) Speaking Competency

Competency is defined as the capacity, skill, and knowledge to perform a task. So competency refers to someone's ability in oral communication.

### b) Speaking Performance

According to Rodman and Fromkin, performance is a person's use of language in their behavior. Furthermore, according to Manser, performance is a person's process or manner of performing a play. As a result, we can conclude that performance is people's way of expressing a language in their lives, as evidenced by their actions. When we speak, we are concerned not only with grammar but also with good pronunciation.<sup>14</sup>

#### 1. Accuracy

Accuracy in speaking performance deals with pronunciation, grammar and vocabulary. Marcel (1978:15) states that accuracy is a manner of people in using appropriate word and pattern of sentences. Accuracy covers three elements that can not be separated one another. They are grammar, vocabulary and pronunciation.<sup>15</sup>

#### 2. Fluency

Fluency refers to the ability to speak or write smoothly, easily, and with an easy flow. In word or oral communication with a base, it is suggested that the flow of an accomplished speaker and writer, it is usually a term of commendation. According to Hornby, states

<sup>14</sup> Amin, Muhammad. 2004. *The Effectiveness of Speaking through RTE*. Universitas Ibnu Khaldun.

<sup>15</sup> Shinta and Tedjaatmadja, "The Implementation of Communicative Language Teaching Approach in a Secondary School in Surabaya."

that fluency is the quality or condition of being fluent. Fluency is highly complex notion relate mainly to smoothness of continuity in discourse. It includes a consideration of how sentence are connected, how sentence patterns vary in word-order and omit elements of structure and also certain aspects of the prosody of discourse.<sup>16</sup>

### c. The Teaching Speaking

Teaching is essentially an active activity in which students are persuaded to change the way they experience the world by understanding the insights of others. According to Kayi , in Teaching Speaking: Activities to Promote Second Language Speaking, teaching speaking is to teach English as a Second Language learners to:

- a) Make the English speech sounds and patterns.
- b) Employ word and sentence stress, intonation patterns, and second language rhythm.
- c) Choose appropriate words and sentences based on the social context, audience, situation, and subject matter.
- d) Arrange their ideas in a meaningful and logical order.
- e) Make use of language to express values and opinions.
- f) Use the language quickly and confidently, with only a few unnatural pauses, to achieve fluency.<sup>17</sup>

Teaching speaking is a critical component of second language acquisition. The ability to communicate clearly and efficiently in a second language contributes to the

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<sup>16</sup> Hornby, A.S. 1995. Oxford Advance Learners Dictionary. London:Universityoxford

<sup>17</sup> Kayi, Hayrine, 2006. Teaching Speaking: Activities to Promote Speaking in a second Langage . USA: TESL journal.

learner's success in school as well as success later in life in all phases. As a result, it is critical that language teachers place a strong emphasis on teaching speaking.

#### **d. Principles of Teaching Speaking**

Hammer said that there are six principles of teaching speaking as follows :

- 1) Assist students in overcoming their initial reluctance to speak. Encourage others by providing opportunities and starting with something simple.
- 2) Instruct the students to explain why they want to talk about it.
- 3) Instruct the students to speak about what they are able to speak about.
- 4) Provide pertinent feedback.
- 5) Integrate speaking, listening, and reading.
- 6) Incorporate speech act instruction into the speaking.<sup>18</sup>

#### **e. The Indicators of Successful Speaking**

When students decide to learn a language, they want to be capable of communicating as fluently as possible in that language. Successful speaking, according to Ur in Shojae has the following characteristics:

- 1) Students are very talkative.  
Learner talk consumes as much of the activity's time as possible.
- 2) There is actually participation.  
A minority of talkative participants do not dominate classroom discussion. Every student has the opportunity to speak up and participate in the classroom discussion.
- 3) Students got a lot of motivation.

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<sup>18</sup> Harmer, "How To Teach English." 2001

All of the students are eager to participate in the classroom discussion. According to Nunan success in speaking is measured by someone's ability to carry on a conversation in the language. Based on the explanation above, speaking skill is intended to enable students to speak in front of the class, allowing them to participate actively in the teaching-learning process.<sup>19</sup>

## 2. Communicative Language Teaching Approach

Communicative Language Teaching is defined as (CLT) Communicative language teaching began in the 1960s in the United Kingdom as an alternative to the previous structural approach known as Situational Language Teaching. This was primarily in response to Chomsky's criticisms of structural concepts of language, and partly based on the theories of British functional linguists like Firth and Halliday, as well as American sociolinguists like Hymes, Gumperz, and Labov, and Austin and Searle's writings on speech acts.<sup>20</sup>

Communicative Language Teaching is an English language approach that evolved from previous approaches such as situational language teaching and audio lingual approach. It combines structural and functional aspects of English. As structural CLT emphasizes grammar, functional CLT emphasizes language usage.

In terms of language teaching methodology, the communicative approach allows learners to use language for communication purposes without focusing on accuracy. The communicative approach's goals are to (a) make communicative competence the goal of language teaching and (b) develop procedures for teaching

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<sup>19</sup> Nunan, David. 1991. *Language Teaching Approachology* Mocquarie. Sidney: University of Sidney

<sup>20</sup> Sandra J. Savignon, "Communicative Language Teaching (CLT): An Evolution in Revolution," *Theory Into Practice* 26, no. 4 (1987): 235– 42.

the four language skills that recognize the interdependence of language and communication (Richards and Rodgers, 1986: 66).<sup>21</sup>

There are still several misconceptions about what the communicative language teaching (CLT) approach entails in the classroom. Because the primary goal of CLT is communicative competence and the emphasis is on communication, several theorists and teachers claim that CLT does not include any grammar instruction. Thompson argues that learners will learn better if they are involved in what they are learning and see the relevance in what they are learning. In other words, the emphasis has shifted from the teacher covering grammar to the students discovering grammar.<sup>22</sup>

Another common misconception is that CLT only teaches communication skills. CLT appears to ignore the other three important skills in language learning, which are listening, reading, and writing, because it emphasizes communication. Thompson emphasizes that communication does not only occur through speech, but also through writing and reading. Thompson's point of view is a concrete statement because when we write, we are communicating with our reader, and when we read, we are communicating with the text as well as the author of that text. As a result, when we read, we can debate what the author writes in the paper.

The third misconception about CLT is the narrow scope of using other techniques besides pair work which means role play in most of the activities conducted in the classroom. Thompson, once again, disagrees with the viewpoint,

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<sup>21</sup> Richard, J.C. & Rodgers. 1986. *Approaches and Approaches in Language Teaching*. Cambridge: Cambridge University Press Savignon.

<sup>22</sup> Geoff Thompson, "Some Misconceptions about Communicative Language Teaching," *ELT Journal* 50, no. 1 (1996): 9–15, <https://doi.org/10.1093/elt/50.1.9>.

stating that we should consider pair work from a different perspective, as it can serve as a preliminary stage to any contribution from the learners.<sup>23</sup>

The final misconception about CLT is that the teacher's workload is practically doubled. It implies that non-native teachers should have a high level of proficiency in the target language because classroom lessons are less predictable. This, in my opinion, is not a misconception about CLT, but rather a challenge to non-native teachers to re-evaluate and re-develop their target language skills. He concludes that these misconceptions may stem from teachers who are unwilling to change their old teaching methods. Actually there are four Goals of Communicative Language Teaching which is :

- 1) Understanding how to use language for a variety of purposes and functions.
- 2) Understanding how to adapt our language use to the situation 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)
- 3) Understanding and producing various types of texts (e.g. narratives, reports, interviews, conversations)
- 4) Understanding how to maintain communication despite limited language knowledge (e.g. through using different kinds of communication strategies).

### **3. How Learners Learn a Language**

In the last 30 years, our understanding of the processes of second language learning has changed significantly, and CLT is partly a response to these changes in understanding. Earlier perspectives on language learning focused primarily on

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<sup>23</sup> Geoff Thompson, "Some Misconceptions about Communicative Language Teaching," *ELT Journal* 50, no. 1 (1996): 9–15, <https://doi.org/10.1093/elt/50.1.9>.

grammatical competence. Language learning was viewed as a mechanical habit formation process. The learner is the center of attention in CLT. The communicative needs of learners provide a framework for developing program goals in terms of functional competence.<sup>24</sup>

In contrast to quantitative assessments of discrete linguistic features, functional goals imply a global, qualitative evaluation of learner achievement. Language learning has recently been viewed from a very different perspective. It is thought to be the result of the following processes:

- a) Interaction between the learner and language users.
- b) Meaning creation in collaboration.
- c) Using language to create meaningful and purposeful interaction.
- d) Meaning negotiation as the learner and his or her interlocutor arrive at an understanding.
- e) Learning by paying attention to the feedback learners receive when using the language.
- f) Being aware of the language one hears (the input) and attempting to incorporate new forms into one's developing communicative competence.
- g) Experimenting and trying out new ways of saying things.

#### **4. The kinds of classroom activities**

The best learning facilities CLT initiated a shift away from traditional lesson formats in which the emphasis was on mastery of various items of grammar and practice through controlled activities such as memorization of dialogs and drills, and toward the use of pair work activities, role plays, group work activities, and project

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<sup>24</sup> Heini-Marja Pakula, "Teaching Speaking," *Apples - Journal of Applied Language Studies* 13, no. 1 (2019): 95– 111, <https://doi.org/10.17011/apples/urn.201903011691>.

work. Teachers and materials writers have been looking for ways to develop classroom activities that reflect the principles of a communicative approachology since the advent of CLT.

This quest has lasted until the present day. Canale and Swain (1980) identified strategic competence as one of the components in their well-known framework for communicative competence, along with grammatical competence and sociolinguistic competence, based on the communication strategies identified in this study. (The classroom model of communicative competence proposed by Savignon [1983] incorporates the three components identified by Canale and Swain, as well as a fourth component, discourse competence, which Canale added.<sup>25</sup>

### **5. The Roles of Teachers and Learners in The Classroom**

CLT-proposed classroom activities implied new roles in the classroom for both teachers and students. According to surajwan learners were now required to participate in cooperative learning activities rather than individualistic learning activities in the classroom. Students needed to get used to listening to their peers in group or pair work tasks rather than relying on the teacher as a model<sup>26</sup>.

They were expected to take on more responsibility for their own learning. Teachers were now expected to act as facilitators and monitors. Rather than being a model for correct speech and writing, and with the primary responsibility of ensuring that students produce plenty of error-free sentences, the teacher needed to develop a new perspective on learners' errors and her/his role in facilitating language learning.

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<sup>25</sup> Savignon, “ Communicative Language Teaching (CLT): An Evolution in Revolution.”

<sup>26</sup> Surajwaran Mangaleswaran and Azlina Abdul Aziz, “ The Impact of the Implementation of CLT On Students ’ Speaking Skills,” no. April (2019), <https://doi.org/10.29322/IJSRP.9.04.2019.p8814>.



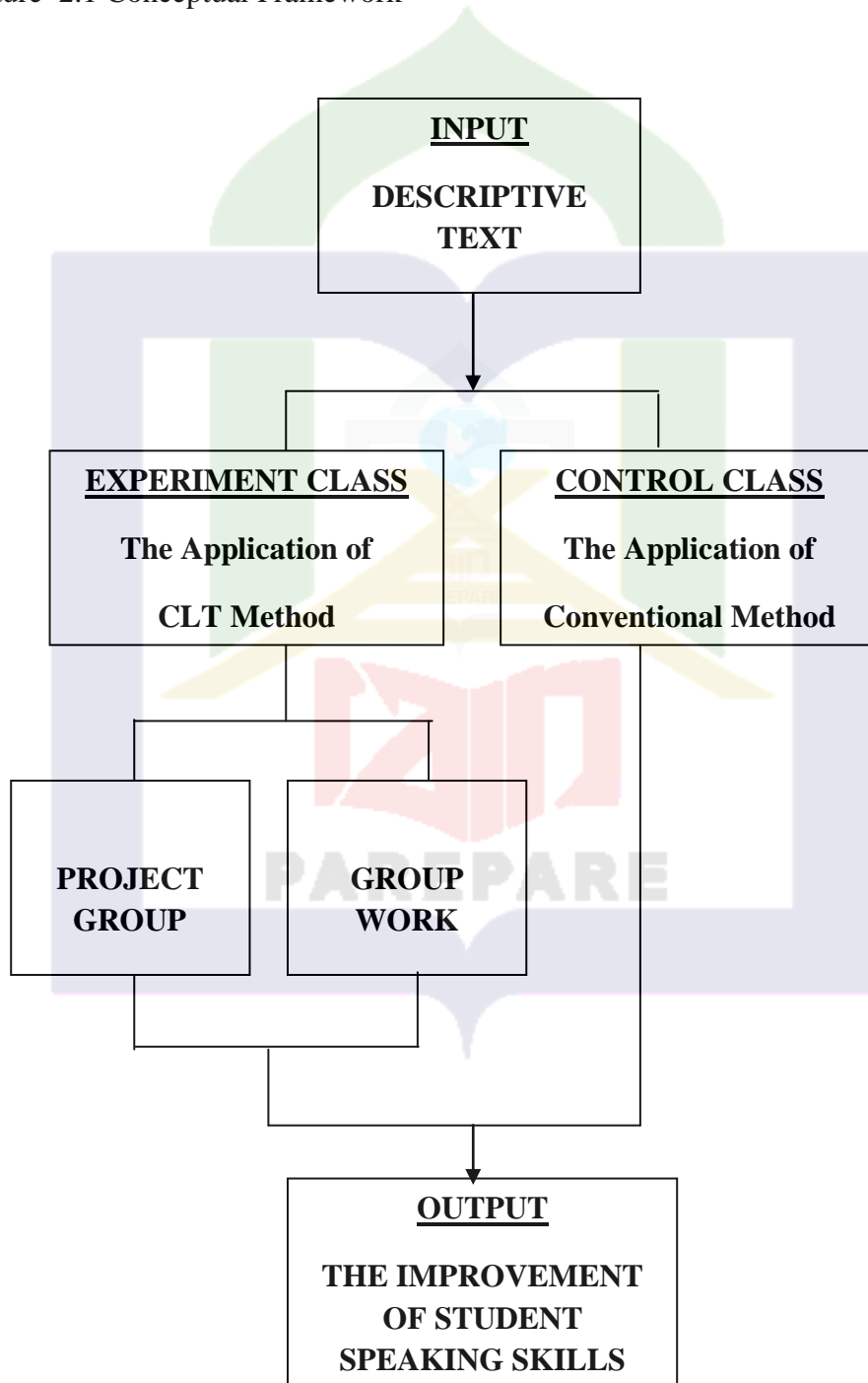
Mechanical practice is a type of controlled practice that students can complete successfully even if they do not understand the language. Activities such as repetition and substitution drills, for example, are designed to practice the use of specific grammatical or other items. Meaningful practice is defined as an activity in which students maintain language control while making meaningful choices when performing practice. For example, students could be given a street map with various buildings marked in various locations to practice using prepositions to describe location places.

Communicative practice activities are those in which the emphasis is on practicing language use in a real communicative context, where authentic information is exchanged, and the language used is not completely predictable. For example, students may be asked to draw a map of their neighborhood and answer questions about the location of various places in their neighborhood.

#### D. Conceptual Framework

The theoretical framework underlying this research is given in the following diagram :

Picture 2.1 Conceptual Framework



The diagram above will be describe as follows:

- a. Input refers to the use of teaching material that will be use to teach speaking in the classroom wich is Descriptive Text
- b. Process refers to the process of teaching and learning speaking during the classroom interaction by using Communicative Language Teaching approach, that foccus on group work and project group.
- c. Output refers to the students' speaking skill after being taught by using Communicative Language Teaching approach.

#### **F. Hypothesis of the Research**

The hypothesis if this research are formulate as follows:

1. Alternative hypothesis ( $H_a$ ): There is significant improvement of the students' speaking skill who taught by using CLT method than those who teach by using Conventional method
2. Null hypothesis ( $H_o$ ): there is no significant improvement of the students' speaking skill who taught by using CLT method and those who teach by Conventional Method.

### CHAPTER III

### RESEARCH METHOD

#### A. Research Design

In this research, the researcher conducted quantitative research through an experimental design. The researcher used a quasi-experimental design with a nonrandomized or nonequivalent pre-test and post-test. According to Sugiyono, Quasi Experimental Design has a control group, but it cannot fully function to control external variables that affect the implementation of the experiment.<sup>27</sup>

The subjects of the research were two groups; one group as an experimental group that got a treatment by using the CLT method, and the other group as a control group that got the conventional method. The design could be present as follows the figure below:

Table 3.1 *pretest posttest control group design*

Group	Pre- Test	Treatment	Post-test
Experimental	O <sup>1</sup>	X <sup>1</sup>	O <sup>2</sup>
Control	O <sup>1</sup>	X <sup>2</sup>	O <sup>2</sup>

Notes :

O<sup>1</sup> = Pre Test

X<sup>1</sup> = the treatment by Communicative Language Teaching Method

O<sup>2</sup> = the result of the students post-test.

X<sup>2</sup> = the treatment by Conventional Method

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<sup>27</sup> Dr sugiyono Prof., “ Metode Penelitian Kuantitatif Kualitatif Dan R&d. Intro ( PDFDrive ),” Bandung Alf, 2011.

## **B. Research variable and indicators**

### 1. Research variable

There are two kinds of variable in this research. They are:

#### a. Independent variable

Independent variable in this research was the application of Communicative Language Teaching Method

#### b. Dependent variable

Dependent variable of this research was improvement of the students speaking ability in term of speaking accuracy and speaking fluency.

### 2. Indicators

There are two indicators of that, the researcher wants to concern they are:

a) Fluency in term of the students smoothnes

b) Accuracy that the researcher focused in students pronunciation.

## **C. Population and Sample**

### 1. Population

The population of this research is 10 th grade tudents with total 120 of students from SMAN 7 SIDRAP

### 2. Sample

The sample of this research was 40 students which was 20 studets from tenth Exact 1 as an Experiment clas and 20 studetns from tenth exact 2 , the sample was took by using purposive sampling technique, According to Sugiyono, purposive sampling is a sampling technique with certain considerations in it. The reason for using this purposive sampling technique is because it is suitable

for use in studies that do not generalize, so that the selected sample can be assumed to represent the entire population.<sup>28</sup>

#### D. Research Instrument

The instrument of this research was a speaking test that used in the pre-test and post- test. Pre-test was intended to measure the students speaking ability before treatment, and post- test gave after treatment to know the effectiveness in the learning process by Communicative Language Teaching Approach. The scrorring for speaking test :

Table .3.2 *speaking scoring criteria*

Qualification	Score	Criteria	
		Accuracy	Fluency
Excelent	6	Pronunciation is only very slightly influenced by the mother tongue. Two or three minor grammatical and lexical errors.	Speaks without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.
Very Good	5	Pronunciation is slightly influenced by	Has to make an effort at times and search for

<sup>28</sup> Dr sugiyono Prof., “ Metode Penelitian Kuantitatif Kualitatif Dan R&d. Intro ( PDFDrive ),” Bandung Alf, 2011.

		<p>the mother tongue.</p> <p>A few utterance are correct.</p>	<p>words.</p> <p>Nevertheless,smooth delivery on the whole and only a few unnatural pauses.</p>
Good	4	<p>Pronunciation is still moderately influenced by the mother tongue.</p> <p>No serious phonological errors.</p> <p>A few grammatical and lexical errors bit only cause confusion.</p>	<p>Although has to make an effort and search words, there are not too many unnatural pauses.</p> <p>Fairly smooth delivery mostly.</p>
Average	3	<p>Pronunciation is influenced by the mothertongue.</p> <p>Only a few serious phonological errors.</p> <p>Several grammatical and lexical errors, even some of which cause confusion</p>	<p>Has to make an effort for much of the time.</p> <p>Often repeat the word which has already said.</p> <p>Rather halting delivery and range of expressio often limited.</p>
Poor	2	Pronunciation	Long pauses while he

		seriously influenced by the mother tongue with errors causing breakdown in communication. Many basic grammatical and lexical errors.	searches for desired meaning. Frequently fragmentary and halting delivery. Almost gives up making the effort at the times. Limited range of expression.
Very Poor	1	Serious pronunciation errors as well as many basic grammatical and lexical errors. No evidence of having mastered any of the language skills areas practiced in the course.	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression

( Mawar , 2011;140 )



## **E. Data Collection**

To collect the data was be follow the procedures below :

### **1. Pre-test**

Before starting the treatment, the research was provided a pre-test to know their achievement in speaking. In this pre-test, the teacher gave students an oral test before using Communicative Language teaching. The students were used for 2x40 minutes, in this test, the student was to describe themselves, and the researcher was used the speaking assessment rubric to find the student's speaking result.

### **2. Treatment**

The treatment was gave after students did the pre-test. The number of meetings that have conducted by researchers was four meetings to apply the CLT method. The researcher was to form a group and following the procedures as follows:

- a) First meeting : Made a dialog with the members of the group about describing myself and practice it in front of the class members.
- b) Second meeting : Every group was brought a photo of any figure, and they have to describe it and practice it in front of the class members
- c) Third meeting : Every group made comparison beetween to figures and made discussion with others group, as a home work every group have given some project to describe some figure using a PowerPoint or other media.
- d) Fourth meeting : Every group was presented their project, and others group give the responses.

### 3. Post-test

This phase has become the result of the students achievements after applying communicative language teaching. In this test, the student has to describe a figure, and the researcher has used the speaking assessment rubric to find the student's speaking result .

## **F. Technique of Data Analysis**

Data analysis techniques was the data which using to be analyzed and directed to answer the problem formulation has been determined, then analyzes the data using SPSS application.

### **1. Descriptive Analysis**

Method that serves to describe or given overview of the object under study through data or samples that have been collected does not exist without doing analysis and making conclusions, this analysis focused on mean, in this study all data have inputted in the SPSS application and have presented in tabular form.

### **2. Inferential Analysis**

#### **a. Testing of data analysis requirements**

In this study, the data analysis test used was the normality test and the homogeneity of the variance as a condition for testing the hypothesis (T-test).

##### **1. Normality Test**

The data normality was used the One-sample Kolmogorov-Smirnov Test if the test results show that Sig (2-tailed)  $> 0.05$  then the data tested is normally distributed, the data analyst uses the SSPS application

## 2. Homogeneity Test

The data homogeneity test was carried out using the statistical Levene test. If the test results show that the significance is  $> 0.05$ , then the data tested has normal variance. Data analysts use the SSPS application.

## 3. Test the N-gain score

To test the effectiveness of a method, the N-Gain effectiveness formula is used. Normalized gain test (N-Gain) Calculating the normalized gain score is based on:

$$\text{Gain} = \frac{\text{Posttest Score} - \text{Pretest Score}}{\text{Ideal Score} - \text{Pretest Score}}$$

(Archambault 2008)

The N-gain calculation category can be seen in the table below:

Table 3.3 N gain Interpretation

Percentage	Interpretation
< 40	Not Effective
40-55	Less Effective
56-75	Enoughly Effective
>76	Very effective

## 4. Independent T-test

The analysis used to test the research hypothesis is the different test or T test. The T test used is the Independent Sample TTest Test. Independent Sample T-Test is a method used to compare two groups of means from two

different (independent) samples. In principle, the Independent Sample T-Test test functions to find out whether there is a difference in the mean between the 2 populations by comparing the two sample means. Before the Independent Sample T-Test analysis is carried out, the data must first meet the initial requirements, these conditions include:

1. The data is in the form of intervals or ratios
2. The sample data comes from a normally distributed population
3. The variance between the two samples being compared is not significantly different (homogeneous)
4. The data comes from two different samples

The hypothesis testing was carried out using the Independent Sample T-test analysis in the SPSS program. Decision making can be seen from the significant level of p (Sig(2-tailed)). If  $p > 0.05$  then  $H_0$  is accepted and if  $p < 0.05$  then  $H_0$  is rejected<sup>29</sup>.

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<sup>29</sup> Budi, triton prawira ; -.SPSS 13.0 Terapan : Riset Statistik Parametrik / Budi, Triton Prawira .2006

## CHAPTER IV

### FINDING AND DISCUSSION

#### A. Research Findings

Data from the results of the study used the T-test which was used in order to determine the initial abilities of the respondents before being given treatment both in the control class and in the experimental class, thus it would be known that in the two sample classes there was or was not a difference in the students' speaking abilities in the sample. test is also used to test the proposed research hypothesis, therefore before analyzing the T-test, first test the data analysis requirements which include the data normality test and variance homogeneity test, to summarize the entire data which includes the mean, minimum and maximum values and also standard deviation using SPSS.

**Table 4.1 Descriptive Statistics**

	N	Minimum	Maximum	Means	std. Deviation
Pre-Test Experiment	20	1.0	3,5	1,900	,6407
Post-Test Experiment	20	3,5	5,5	4,575	,4940
Pre-Test Control	20	1.0	3,5	1,975	,7691
Post-Test Control	20	1.0	3,5	2.125	,6664

Based on the table above, there are differences that occur between the two classes sure the experimental class and the control class both before and after being given treatment. The mean of the control class before being given treatment was 1.97 while after being given treatment was 2.1 while the experimental class before being given treatment was 1.90 and after being given treatment was 4.57, from these results we can see clearly the difference between the two methods given in the control class and the experimental class.

For the pretest results of the control class or the class where students were taught using conventional methods, it can be seen that the average student gets a result of 1.97 in their speaking assessment. If it is categorized, the average student ability is "Poor". below this : :

NO	CLASIFICATION	NUMBER OF STUDENT	PERCENTAGE
1	EXCELENT	0	0%
2	VERY GOOD	0	0%
3	GOOD	0	0%
4	AVERAGE	7	35%
5	POOR	9	45%
6	VERY POOR	4	20%
TOTAL OF STUDENTS		20	100%

Then after the students were taught using the conventional method it was seen that the average student got a 2.1 result in their speaking assessment if it was categorized then the average student ability was "Average" to be clearer in the categorization then the researcher entered it into the table below:

NO	CLASIFICATION	NUMBER OF STUDENT	PERCENTAGE
1	EXCELENT	0	0%
2	VERY GOOD	0	0%
3	GOOD	0	0%
4	AVERAGE	7	35%
5	POOR	12	60%
6	VERY POOR	1	5%
TOTAL OF STUDENTS		20	100%

For the pretest results of the Experiment class or class where students were taught using the Commucative Language Teaching (CLT) method, it can be seen that the average student gets a result of 1.9 in their speaking assessment. The researcher entered it into the table below :

NO	CLASIFICATION	NUMBER OF STUDENT	PERCENTAGE
1	EXCELENT	0	0%
2	VERY GOOD	0	0%
3	GOOD	0	0%
4	AVERAGE	5	25%
5	POOR	12	60%
6	VERY POOR	3	15%
TOTAL OF STUDENTS		20	100%

Then, after the students were taught using the Communicative Language Teaching (CLT) method, it can be seen that the average student gets a 4.5 in their speaking assessment. If it is categorized, the average student ability is "Very Good". below:

NO	CLASIFICATION	NUMBER OF STUDENT	PERCENTAGE
1	EXCELENT	1	5%
2	VERY GOOD	14	70%
3	GOOD	5	25%
4	AVERAGE	5	0%
5	POOR	12	0%
6	VERY POOR	3	0%
TOTAL OF STUDENTS		20	100%

### 1. The effectiveness of conventional method in improving students speaking skill at SMAN 7 SIDRAP

To find out the effectiveness of the conventional method, the researcher used the N-gain test, the results of the research were processed using SPSS and then the results of the mean were interpreted using the N-gain table, after being processed using SPSS, the following results were obtained:

**Table 4.4 Control Class N gain Result**

CONTROL	Means	23.102	1.25296
	95% Confidence Interval for Mean	LowerBound	,5628
		Upperbound	5.8751
	5% Trimmed Mean		2.8822
	Median		,0000
	Variances		26,688
	std. Deviation		5.16609
	Minimum		20,555
	Maximum		25,650
	Range		12.50
	Interquartile Range		10.00
	Skewness	1,031	,550
	Kurtosis	-1,011	1,063

Result for the Control class, namely the class that uses the Conventional Method, the average N-gain score is 23% if it is interpreted in the N-Gain interpretation



category. So the Conventional method can be said to be "NOT EFFECTIVE" in improving students' speaking skills.

## 2. The effectiveness of CLT method in improving students speaking skill at SMAN 7 SIDRAP

To find out the effectiveness of the Communicative Language Teaching (CLT) method, the researcher used the N-gain test, the results of the study were processed using SPSS and then the results of the mean were interpreted using the N-gain table, after being processed using SPSS, the following results were obtained :

**Table 4.5 Experiment Class N gain Result**

	CLASS		Statistics	std. Error	
NGain_Persen	EXPERIMENTS	Means	64.3849	3.06857	
		95% Confidence Interval for			
		Mean	LowerBound	57.9623	
			Upperbound	70.8075	
		5% Trimmed Mean		65.0132	
		Median		64.5833	
		Variances		188,322	
		std. Deviation		13.72306	
		Minimum		28.57	
		Maximum		88,89	
		Range		60,32	
		Interquartile Range		17,14	
		Skewness		-,793	,512
Kurtosis		1,340	,992		

Based on the data above, for the Experiment class, namely the class that uses the Communicative Language Teaching Method, the average N-gain score is 64% if it is interpreted in the N-Gain interpretation category. So the Communicative Language Teaching method can be said to be "ENOUGHLY EFFECTIVE" in improving speaking skills. student.

### 3. The significance difference in result of learning between the CLT method and the conventional method for teaching speaking at SMAN 7 SIDRAP

To discover the difference in significance between the Conventional Method and the Communicative Language Teaching (CLT) method, the researcher used the Independent Samples T-test to test the research hypothesis but before that there must be prerequisites, namely the data normality test and data variant homogeneity, the results can be seen below This :

#### a. Normality Test

The normality test is used to test whether the research data is normally distributed, normal data is an absolute requirement before we carry out a parametric statistical analysis.

In this study, researchers used the Kolmogorov-Smirnov Normality test because the sample of this study was more than 30 samples.

	CLASS	Kolmogorov-Smirnov		
		tatistics	f	Sig.
Students' test results	PRE-TEST EXPERIMENT CLASS	184	0	.075

POST TEST CONTROL CLASS	205	0	.072
PRE-TEST CONTROL CLASS	182	0	.083
POST TEST CONTROL CLASS	176	0	.106

Based on the output data above, it is known that the significance value (Sig) of the Kolmogorov-Smirnov test is  $> 0.05$ , it can be concluded that the research data is normally distributed. Because the research data is normally distributed, we can use statistical parameters to analyze research data.

#### **b. Homogeneity Test**

The homogeneity test aims to determine whether the variance of the data from two groups is homogeneous or heterogeneous. Homogeneous data is a requirement for conducting an independent T test.

		Levene Statistics	f1	f2	sig.
student speaking Result	Based on Means	2,442		8	126
	Based on Median	1,652		8	206
	Based on Median and with adjusted df	1,652		5,744	207

	Based on trimmed mean	2,286			8	139
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Based on the table above, it is known that the significance value (Sig.) Based on Mean is  $0.126 > 0.05$ , so it can be concluded that the research variance data is homogeneous, thus one of the requirements of the Independent sample t test has been fulfilled.

After the requirements are met, the researcher then enters the data into SPSS as a test for the research hypothesis, the results of the Independent Samples T-test are as follows:

<b>Table 4.6 Independent Samples Test</b>										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	Q	Df	Sig. (2-tailed)	Mean Difference	std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
NGain_Persen	Equal variances assumed	7,011	,012	17,333	38	.039	61.16597	3.52888	54.00197	68.32996

Equal variance assumed	s	not	18,45	25,03	.039	61.16597	3.31452	54.3401	67.9918
			4	7			0	3	

Based on the table above in the "Equal variance assumed" section, it is known that the Sig.(2-Tailed) P value is  $0.039 < 0.05$ , so as in the independent sample t test it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted, and it can be concluded that there is a significant difference (real) between the average students' speaking abilities after being given treatment between the Experiment class using Communicative Language Teaching and the control class using conventional methods.

## B. Discussion

In this study, researcher have compared two methods for teaching speaking, the first method is Communicative Language Teaching (CLT), in the treatment carried out by researchers, students who are taught using the CLT method are more active in speaking and assume that English is a tool for communicating not only as a subject, According to Pakula, success in speaking is measured by someone's ability to carry on a conversation in the language<sup>30</sup>. Based on the explanation above, speaking skill is intended to enable students to speak in front of the class, allowing them to participate actively in the teaching-learning process, based on the research that has been done, the elaboration of the research results is as follows:

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<sup>30</sup> Heini-Marja Pakula, "Teaching Speaking," *Apples - Journal of Applied Language Studies* 13, no. 1 (2019): 95– 111, <https://doi.org/10.17011/apples/urn.201903011691>.

### **1) The Conventional Method is Non effective in improving students' speaking at SMAN 7 SIDRAP.**

The conventional method where the researcher used the lesson plan given by the teacher at SMAN 7 SIDRAP and then taught the same material, the researcher found that students only focused on completing assignments that day because of the conventional method which is usually applied at SMAN 7 SIDRAP students are only explained about the material then given assignments which incidentally have little impact on improving students' speaking skills according to Vanessa who has conducted research similar to this study indicates that the strategies teachers use in the English classroom are based on traditional methods that do not focus on the Communicative Language Teaching approach They also highlight that English classes are teacher-centered rather than student-centered<sup>31</sup>

In research conducted by researchers in the Control class, namely the class that uses the conventional method, the average N-gain score is 23% if it is interpreted in the N-Gain interpretation category. So the conventional method can be said to be "NOT EFFECTIVE" in improving students' speaking skills.

The researcher found that students tended to get bored with the method they always practiced every day and students were less motivated because there was no practice or output that was obtained after learning English.

In conventional methods that are often applied by teachers, there is no significant increase between before and after the application of the treatment carried out and this method usually focuses on grades or student scores without affecting the

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<sup>31</sup> Toro et al., "The Use of the Communicative Language Teaching Approach to Improve Students' Oral Skills."

skills to be acquired, students in the control class of SMAN 7 SIDRAP are less motivated and do not understand that English is a tool for communicate.

## **2) The Communicative Language Teaching Method is Enoughly effective in improving Speaking Skills at SMAN 7 SIDRAP**

The CLT method is considered one of the right methods for teaching students. According to Luis in his research unlike traditional teaching and learning methodologies and strategies, such as the Direct Method, the current CLT approach encourages students to share and speak up about their ideas with peers and teachers without any limitations. From the last few decades to many contemporary studies and research projects, it is worth noting that the application of the CLT approach is very often employed in many theories and practices as the main comprehensive training method<sup>32</sup>. After using CLT method the researchers saw that students were more talkative and more motivated to learn English and improve their speaking skills, based on the results obtained that teaching method is enoughly effective in improving students' speaking skills at SMAN 7 SIDRAP it is supported by the average N-gain score is 64% if interpreted in category of N-Gain interpretation So the Communicative Language Teaching method can be said to be "ENOUGHLY EFFECTIVE" in improving students' speaking skills.

The development of these students' abilities is based on their high motivation then, repeated practice so that they get used to speaking and then they are given equal opportunities to speak through group discussions and group projects given by researchers, and these resultshas similarities with the indicators of success in teaching

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<sup>32</sup> Luis Miguel Dos Sasstos, " The Discussion of Communicative Language Teaching Approach Hi Language Classrooms," *Journal of Education and E-Learning Research* 7, no. 2 (2020): 104– 9, <https://doi.org/10.20448/journal.509.2020.72.104.109>.

speaking put forward by Pakula, namely Learner talk consumes as much of the activity's time as possible then A minority of talkative participants do not dominate classroom discussion<sup>33</sup>. Every student has the opportunity to speak up and participate in the classroom discussion. And the last is Students got a lot of motivation.

**3) There are significant differences between students who are taught using the Conventional Method and the Communicative Language Teaching Method.**

The conventional method and the CLT method have very striking differences in terms of teacher and student interaction. According to Adila, in the CLT method, the teacher plays more of a role as a facilitator in student interaction so that later students will better understand the actual function of language<sup>34</sup>. If connected with this research, the researcher obtained the result that students in class 10 MIPA 1 who were taught using the CLT method had significant differences and increased scores when compared to class 10 MIPA 2 who were taught using the Conventional method based on the results obtained by researchers, namely there was a significant difference (real) between the average students' speaking abilities after being given treatment between the Experiment class which uses Communicative language Teaching and the Control class which uses conventional methods. This difference is not only seen from the scores students get but also the output they get, namely students are more confident in speaking English then more motivated to improve their speaking.

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<sup>33</sup> Heini-Marja Pakula, "Teaching Speaking," *Apples - Journal of Applied Language Studies* 13, no. 1 (2019): 95– 111, <https://doi.org/10.17011/apples/urn.201903011691>.

<sup>34</sup> Adila Rara Cynthia And Ade Cahyana, "Efektivitas Metode Communicative Language Teaching (Clt) Dalam Meningkatkan Kemampuan Komunikasi Berbahasa Inggris Peserta Kursus," *Applied Microbiology And Biotechnology* 85, No. 1 (2014): 2071– 79.



The implementation of the CLT (Communicative Language Teaching) method in class 10 MIPA 1 resulted in noteworthy improvements and distinctive advancements compared to class 10 MIPA 2, which utilized the Conventional method. The outcomes obtained by researchers indicated a significant difference in the average students' speaking abilities after undergoing treatment. The Experiment class, which embraced Communicative Language Teaching, exhibited a substantial disparity (statistically significant) in both the scores obtained by the students and the outcomes they achieved. Notably, the students displayed enhanced confidence when conversing in English and exhibited increased motivation to further enhance their speaking skills.

The contrast between the two classes extended beyond mere scores, as students in class 10 MIPA 1 experienced notable transformations in their language proficiency. According to Majed employing the CLT method, students not only achieved higher scores but also demonstrated greater self-assurance when engaging in English conversations.<sup>35</sup> By This newfound confidence led to increased motivation among the students to actively work towards improving their spoken English. The CLT approach evidently nurtured a more dynamic and communicative learning environment, allowing students to express themselves more freely and engage in meaningful interactions.

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<sup>35</sup> Majed Othman Abahussain, "Implementing Communicative Language Teaching Method in Saudi Arabia : Challenges Faced by Formative Year Teachers in State Schools," no. January (2016): 340, <http://dspace.stir.ac.uk/handle/1893/24166>.

## CHAPTER V

### CLOSING

#### A. Conclusion

Based on the description of the result data, the researcher conclude the research that:

1. The conventional method has been found to be ineffective in enhancing students' speaking skills at SMAN 7 SIDRAP. The control class, which adopted this method, showed an average N-gain score of only 23%. This score implies that the conventional approach is "not effective" in improving the students' speaking ability, based on the N-Gain interpretation category. The conventional method often relies on a teacher-centered approach, where the focus is on memorizing grammar rules and vocabulary rather than on communication. Such an approach may hinder students' ability to develop fluency and spontaneity in their speech. This finding highlights the need to explore alternative methods that prioritize authentic communication and interaction between students. Language teachers may consider adopting innovative approaches, such as the Communicative Language Teaching method, to enhance students' speaking skills and promote effective communication in the classroom. By doing so, teachers can ensure that students are equipped with the necessary skills to communicate effectively in real-life situations, thereby fostering their language proficiency and success.
2. The Communicative Language Teaching (CLT) method has proven to be a successful approach in improving students' speaking skills at SMAN 7 SIDRAP. The experiment class, which adopted this method, showed an average N-gain score of 64%. This result signifies that the CLT method has

been "enoughly effective" in enhancing the students' speaking ability, based on the N-Gain interpretation category. The success of the CLT method can be attributed to its focus on communication rather than rote memorization of vocabulary and grammar. Through interactive and authentic communication activities, the students are given ample opportunities to practice speaking in a natural setting. As a result, they develop fluency, accuracy, and confidence in their speaking skills. The positive outcomes of the CLT method suggest that it can be a viable approach in enhancing students' speaking proficiency, and can be considered as an option by other language teachers.

3. The comparison of the average speaking abilities of the experiment class using Communicative Language Teaching (CLT) and the control class using conventional methods revealed a significant difference. The results of the independent t-test showed that the Sig. (2-tailed) value was 0.039, which is less than the significance level of 0.05. Therefore, it can be concluded that the alternative hypothesis was accepted, indicating that there was a real difference between the two classes' speaking abilities after treatment. This finding suggests that the CLT method was more effective than the conventional approach in improving students' speaking skills. The CLT method focuses on communication and interaction, allowing students to practice speaking in a natural setting, which fosters fluency and accuracy in their speech. On the other hand, the conventional method emphasizes memorization of grammar rules and vocabulary, which may limit students' ability to communicate effectively. The significant difference between the two classes highlights the importance of adopting innovative and effective teaching methods to enhance

students' language skills and promote successful communication in the classroom.

### **B. Suggestions**

Based on the data above, the researcher suggest to :

#### 1. For students

It is recommended to actively participate in communicative activities to enhance their speaking skills. They should practice speaking in a natural setting with their peers, using the target language. They can also engage in conversation with native speakers or attend language exchange programs to gain exposure to real-life situations. Students can also try to expand their vocabulary and learn grammar rules through interactive and communicative approaches rather than rote memorization.

#### 2. For teachers

It is suggested to adopt innovative and effective teaching methods to enhance students' language skills and promote successful communication in the classroom. The Communicative Language Teaching method has been found to be successful in improving students' speaking skills, and it can be considered as an option for other language teachers. Teachers can also design communicative activities that encourage interaction and authentic communication among students. They can incorporate technology, such as audio and video materials, to create a dynamic learning environment. Teachers should also encourage their students to practice speaking regularly and provide feedback to help them improve.

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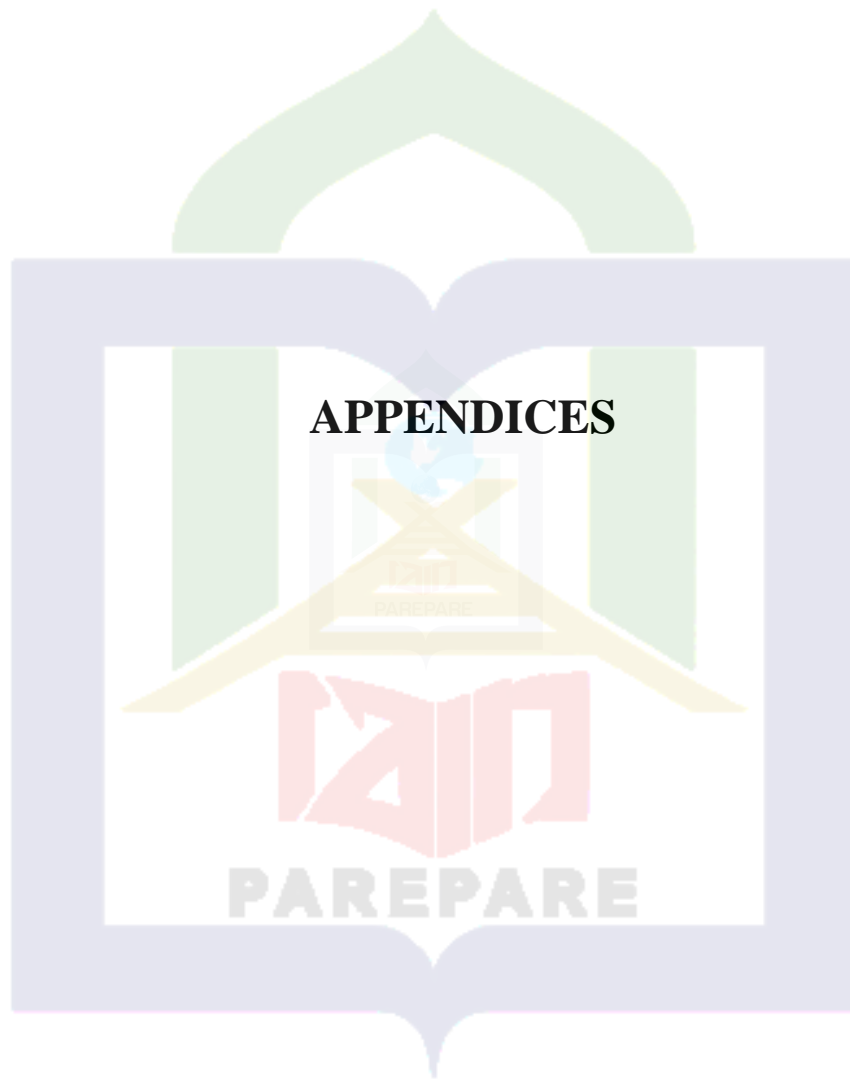
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**APPENDIX 1 : RPP KELAS EKSPERIMEN****RENCANA PERANGKAT PEMBELAJARAN****A. IDENTITAS**

**MATA PELAJARAN** : BAHASA INGGRIS  
**PENYUSUN** : ILYAS S  
**SEKOLAH** : SMA NEGERI 7 SIDRAP  
**TAHUN PENYUSUNAN** : 2023  
**JENJANG / KELAS** : SMA / X MIPA 1  
**ALOKASI WAKTU** : 45 MENIT X 2 JP X 4 PERTEMUAN

**1. MENYIMAK-BERBICARA (LISTENING-SPEAKING)**

Pada akhir fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan

guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. mereka memahami dan mengidentifikasi ide utama

dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat

dan membuat perbandingan. mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara dan nada suara untuk dapat dipahami dalam sebagian konteks.

**2 .MEMPRESENTASIKAN (PRESENTING)**

Pada akhir fase E, mereka menyajikan informasi menggunakan berbagai metode presentasi untuk menyesuaikan dengan pembaca /pemirsa dan untuk mencapai tujuan yang berbeda-beda dalam bentuk cetak dan digital.

## B. KOMPETENSI AWAL

- Peserta didik memiliki pengetahuan awal tentang Teks deskriptif dalam kehidupan sehari-hari, berdasarkan tes diagnostic yang diberikan.

## C. PROFIL PELAJAR PANCASILA

- Beriman, Bertaqwa kepada Tuhan Yang Maha Esa dan Berakhlak Mulia
- Gotong Royong
- Mandiri
- Bernalar Kritis
- Kreatif
- Nasionalisme

## D. SARANA DAN PRASARANA

Pembelajaran menggunakan media/Alat:Laptop/komputer, LCD, Video, Audio, Speaker .

## MODEL PEMBELAJARAN

- Communicative Language Teaching

## E. ASESMEN

Individu & Kelompok

Jenis: Unjuk Kerja & Tertulis

## F. TARGET PESERTA DIDIK

- Peserta didik reguler/umum

## F. MATERI PEMBELAJARAN

### TEKS DESKRIPTIF (DESCRIPTIVE TEXT)

Descriptive text adalah text yang bertujuan untuk menggambarkan karakteristik seseorang, hewan, tempat, benda, dan lainnya dalam bahasa inggris  
descriptive text is a text that explains about whether a person, an object or a thing.

Dalam mendeskripsikan beberapa hal tersebut, descriptive text identik dengan penggunaan kata sifat

dengan struktur kalimat present tense. Purpose of Descriptive text

1. To describe person, thing or place in specific
2. To describe a particular person, thing or place

Social Function ? To describe particular person in detail.

#### Struktur Descriptive Text

Descriptive text tersusun atas pernyataan pembuka (identification), deskripsi (description), dan penutup (opsional).

- Identification; (pengenalan).berisi identifikasi tentang benda yang akan dideskripsikan.
- Description; (penjelasan rinci). Umumnya, teks deskriptif ditulis dengan menggunakan simple

present tense; kecuali jika yang dijelaskan adalah kondisi seseorang di masa lalu. Deskriptif teks terdiri dari beberapa paragraf yang berisi tentang ciri-ciri sesuatu atau seseorang

- Petutup; berisi tentang kesimpulan dari isi teks deskripsi tersebut.
  - a. Physical Appearance describe a person' s general appearance

Example: His hair is black

b. Personality describe a person' s characters using adjectiv

Example: She is beautiful

Dalam mendeskripsikan seseorang, kita perlu mengenal tiga aspek penting yang akan dibutuhkan; yakni

adjectives, descriptive words/phrases, dan personality/characteristics.

Simak penjelasannya di bawah ini:

### 1. Adjectives

Adjective atau kata sifat adalah kata-kata yang menggambarkan atau memodifikasi seseorang

/benda/tempat/konsep dalam sebuah kalimat. Adjective dapat berlaku sebagai predikat, bisa juga untuk menjelaskan kata benda yang berhubungan dengan orang. Untuk keperluan descriptive text tentang seseorang, contohnya adalah sebagai berikut:

Maria is smart and beautiful (Maria pintar dan cantik)

Her parents are older than mine (Orangtuanya lebih tua dari orangtuaku)

Amber has long, curly hair (Amber memiliki rambut keriting yang panjang)

John is a long-legged guy (John adalah laki-laki berkaki panjang)

### 2. Descriptive words & phrases

Selanjutnya, kita perlu mengenal descriptive words atau kata deskriptif untuk menjelaskan tentang seseorang. Descriptive words juga bisa berupa adjective atau kata sifat. Berikut ini adalah beberapa contoh descriptive words/phrases yang berhubungan tentang ciri fisik seseorang.

<p><i>Complexion</i> (warna kulit)</p>	<p><i>fair</i> (cerah) <i>tan</i> (kecoklatan) <i>dark</i> (gelap)</p>
<p><i>Height</i> (tinggi badan)</p>	<p><i>tall</i> (tinggi) <i>short</i> (pendek) <i>of medium height</i> (sedang)</p>
<p><i>Age</i> (usia)</p>	<p><i>old</i> (tua) <i>young</i> (muda) <i>middle-aged</i> (paruh baya) <i>elderly</i> (tua, usia lanjut) <i>small</i> (kecil)</p>
<p><i>Build/Figure</i> (bentuk tubuh)</p>	<p><i>big</i> (besar) <i>skinny</i>(kurus) <i>slim</i>(ramping) <i>fat</i> (gemuk) <i>stocky</i> (kekar) <i>muscular</i> (berotot)</p>
<p><i>Looks</i> (penampilan)</p>	<p><i>beautiful, pretty</i> (cantik) <i>cute</i> (imut, manis)</p>

	<i>attractive</i> (menarik)  <i>cool</i> (keren)  <i>ugly</i> (jelek)
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### 3. *Personality/characteristics*

Dalam mendeskripsikan seseorang, seringkali kita juga menggambarkan kepribadian atau karakteristiknya. Tiap-tiap orang memiliki ragam sifat yang tidak hanya positif namun juga ada yang negatif.

Di bawah ini adalah beberapa contoh kepribadian/karakteristik seseorang dari yang baik serta yang buruk.

<i>Good personal qualities</i>	<i>Bad personal qualitye</i>
<ul style="list-style-type: none"> <li>• <i>polite</i> (sopan)</li> <li>• <i>honest</i> (jujur)</li> <li>• <i>diligent</i> (rajin)</li> <li>• <i>generous</i> (murah hati, dermawan)</li> <li>• <i>confident</i> (percaya diri)</li> <li>• <i>optimistic</i> (optimis)</li> <li>• <i>trustworthy</i> (dapat dipercaya)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>selfish</i> (egois)</li> <li>• <i>arrogant</i> (sombong, angkuh)</li> <li>• <i>careless</i> (ceroboh)</li> <li>• <i>shorttempered</i>(pemarah)</li> <li>• <i>greedy</i>(tamak,s erakah)</li> <li>• <i>sting</i> (pelit)</li> <li>• <i>irresponsible</i> (tidak bertanggung jawab)</li> </ul>

Selain tiga aspek di atas, kita juga dapat melakukan elaborasi dalam teks deskriptif yang dibuat untuk memperjelas klaim/deskripsi yang dipilih tentang orang yang dijelaskan. Keterangan tambahan yang dapat dicantumkan dapat berupa bukti, kebiasaan, atau hal-hal lain yang berhubungan dengan pribadi orang tersebut.

## Describe Myself

**Introduction is an** expression of introduction to know one's identity, we need to introduce ourselves to a clearer communication process with whom we talk, about what we are talking about another conditions.

### **There are two forms of introduction that is formal and informal**

introduce myself !

#### **a. formal introduction**

formal introduction is used when you introduce yourself in a formal room for example. S

in front of class, workroom, meeting room and Official forums, such as seminars ,. Formintakes are used in formal situations.

Here are some Exspression and Responses for formal introduction

#### Expression Formal Introduction

- Good morning. My name is Beny
- Please, allow me to introduce myself.
- May I introduce myself. My name is Kasih
- Would you mind if I introduce myself. My name is Kasih
- Let me introduce myself
- I would like to introduce myself. My name is Kasih
- Good evening. My name is Beny.
- May I introduce myself? I'm Beny.
- Let me introduce myself. My name is Beny.
- How do you do? My name is Beny.

#### **Responses**

- Good morning, how do you do?
- How do you do, nice to meet you?
- Oh, hello, nice to meet you
- I am Kasih / my name's Kasih
- Hi /Hello Mr Beny
- Hi, I'm Kasih. Glad to meet you.
- Hello. My name's Kasih. Pleased to meet you.
- Good evening. I'm Kasih. How do you do?
- How do you do? My name is Kasih. Nice to meet you.

**Example of formal Introduction :**

let me introduce myself. My name is ARIE DWI PRASETYO, and you can call me “ ARIE” . I am one of a million babies who will be born in the Indonesia in 1994. I was born in Mojokerto on 18th October 1994. I live at Anjasmoro street, Bangun village, RT/RW: 003/001, Dk. Ploso. Subdistrict: Pungging, Regency: Mojokerto, Post Code: 61384. I am studying in SMK Negeri 5 Surabaya in the 12th grade with the skills competencies of Chemical Industry. My hobbies are cycling, listen the music , reading comics, watch movie and comedy because that all make me happy and entertain my self. I was the youngest of two sisters. I have one sister, her name is Weni Piji Lestari. She was married with one child. I have pleasant personality. I'm very friendly, sometimes I am shy if I meet new people. Sometimes I become annoying person and selfish. I like study hard and I smile a lot. I have a parents who very loving me. They are never mind to accept all my desire. After I am finishing my study, I want to give my parents is happiness that previous ever they give me.

**b. Informal Introduction**

**Informal introduction is** used when you introduce yourself to someone at about the same age with you. Informal introduction is used in a non formal situation. Usually used on unofficial events or forums, such as introductions when in public meet new friends or friends. Commonly

used words are as follows :

**Here are some Expression and Responses for informal introduction****Expression Informal introduction**

- Hello, I am Kasih Nice to meet you
- Hi, I am Kasih Nice to meet you
- Excuse me. I am Kasih what's your ?
- Hi, what's your name ?

**Responses**

- Hi, I am Beny. Nice to meet you
- Hello, I am Beny Nice to meet you
- I am Beny
- Hello. I am Beny / My name' s



**Example of informal introduction :**

Hi friends My name is Jack Ortiz. But please call me Jack or Carlitos. Carlitos is a Spanish name which means that Masculine in English. I was born in Texas on 31 October 1998. I am 18 years old. I live at Austin No. 40 Round Rock, Texas. I live with my parents. I am single and I am a student. I study at The University of Texas. I have taken a Business as my majoring.



PERTEMUAN 1

ALOKASI WAKTU	LANGKAH-LANGKAH
<p><b>Kegiatan Awal ( 30 Menit)</b></p>	<ol style="list-style-type: none"> <li>1. Peserta didik dan Guru memulai dengan berdoa bersama.</li> <li>2. Peserta didik disapa dan melakukan pemeriksaan kehadiran bersama dengan guru.</li> <li>3. Peserta didik bersama dengan guru membahas tentang kesepakatan penilaian yang akan diterapkan dalam pembelajaran baik mengenai assesment diagnostic, formatif dan sumatif</li> <li>4. Peserta didik dan guru berdiskusi melalui pertanyaan pemantik:               <ol style="list-style-type: none"> <li>a. Do you know how expression of introduction?</li> <li>b. Can you Intoduce yourself in front of your friend?</li> <li>c. Can you Intoduce other people in front of your friend?</li> </ol> </li> </ol>
	<ol style="list-style-type: none"> <li>1. Peserta didik mendapatkan pemaparan secara umum tentang pengetahuan expression of Introduction</li> <li>2. Dengan metode tanya jawab guru memberikan pertanyaan mengenai:               <ol style="list-style-type: none"> <li>a. Expression of Introduction</li> <li>b. Responding to the</li> </ol> </li> </ol>

<p><b>Kegiatan Inti (135 Menit)</b></p>	<p>introduction</p> <p>c. Introduce yourself and other people</p> <p>3. Peserta didik diberikan kesempatan untuk membaca buku paket yang telah di sediakan guna mengeksplorasi</p> <p>a. Expression of Introduction</p> <p>b. Responding to the introduction</p> <p>c. Introduce yourself and other people</p> <p>4. Peserta didik diminta melaporkan hasil studinya dan kemudian bersama-sama dengan dibimbing oleh guru mendiskusikan hasil laporannya di depan kelas</p> <p>5. Peserta didik diberikan tugas untuk mendeskripsikan diri sendiri dan keluarga inti.</p> <p>6. Peserta didik diminta untuk mempresentasikan di depan kelas secara bergantian.</p>
<p><b>Kegiatan Penutup (15 Menit)</b></p>	<p>1. Peserta didik dapat menanyakan hal yang tidak dipahami pada guru</p> <p>2. Peserta didik mengomunikasikan kendala yang dihadapi selama mengerjakan</p> <p>3. Peserta didik menerima apresiasi dan motivasi dari guru.</p> <p>4. Guru memberikan tugas membawa salah satu photo keluarga</p>

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## PERTEMUAN 2

ALOKASI WAKTU	LANGKAH-LANGKAH
<p><b>Kegiatan Awal ( 30 Menit)</b></p>	<p>1. Peserta didik dan Guru memulai dengan berdoa bersama.</p> <p>2. Peserta didik disapa dan melakukan pemeriksaan kehadbersama dengan guru.</p> <p>3. Peserta didik bersama dengan membahas tentang kesepakatan yang akan diterapkan dalam pembelajaran</p> <p>4. Peserta didik dan guru berdiskusi melalui pertanyaan pemantik:</p> <p>a. Apa kalian mengetahui fungsisosial, struktur text dan unsurkebahasaan teks deskripsi tentang diri, atau seseorang ?</p> <p>b. Apa yang kalian ketahui tentang Present Tense</p>
	<p>1. Peserta didik mendapatkan pemaparan secara umum tentang fungsi sosial, struktur text dan unsur kebahasaan teksdeskripsi tentang diri, atau seseorang</p> <p>2. Peserta didik diberikan pertanyaan untuk diskusi yaitu:</p> <p>a. mencari fungsi sosial, struktur text dan unsur kebahasaan teks deskripsi tentang diri, atau seseorang</p> <p>b. membuat kalimat dalam</p>

<p><b>Kegiatan Inti (135 Menit)</b></p>	<p>bentuk Simple Present tense sebagai bagian dari unsur kebahasaan dari teks deskriptif.</p> <p>3. Peserta didik diberikan tugas untuk mengeksplorasi kata-kata yang sudah ditemukan dan kemudian di buat menjadi kalimat dengan menggunakan photo yang sudah di bawa untuk membantu dalam membuat kalimat sesuai dengan photo.</p> <p>4. Waktu eksplorasi dibatasi maksimal 30 menit. Setelah itu hasil eksplorasi dikumpulkan</p> <p>5. Peserta didik masing-masing Menyampaikan hasil eksplorasinya dan guru memfasilitasi diskusinya</p>
<p><b>Kegiatan Penutup (15 menit)</b></p>	<p>1. Peserta didik dapat menanyakan hal yang tidak dipahami pada guru</p> <p>2. Peserta didik mengomunikasikan kendala yang dihadapi selama mengerjakan</p> <p>3. Peserta didik menerima apresiasi dan motivasi dari guru.</p>

PERTEMUAN 3


ALOKASI WAKTU	LANGKAH-LANGKAH
<p><b>Kegiatan Awal (15 Menit)</b></p>	<ol style="list-style-type: none"> <li>1. Pendidik memberi salam (greeting).</li> <li>2. Pendidik memeriksa kondisi dan kebersihan kelas (peduli lingkungan)</li> <li>3. Pendidik mengajak peserta didik memulai kegiatan pembelajaran dengan berdoa bersama. (beriman, bertaqwa kepada Tuhan YME)</li> <li>4. Pendidik memeriksa kehadiran peserta didik</li> <li>5. Guru mempersilakan peserta didik untuk mengaji, karna ini adalah kegiatan rutin setiap hari di SMAN 7 SIDRAP (beriman, bertaqwa kepada Tuhan YME)</li> </ol> <p><b>Apersepsi</b></p> <ol style="list-style-type: none"> <li>6. Pendidik mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik dan kehidupan sehari-harinya</li> <li>7. Pendidik memberikan pertanyaan pemantik yang ada keterkaitannya dengan pelajaran yang akan dilakukan (bernalarnya kritis)</li> </ol> <p>Ruang Lingkup</p> <ol style="list-style-type: none"> <li>8. Pendidik menyampaikan kompetensi yang akan dicapai dan menunjukkan manfaatnya di kehidupan sehari-hari</li> <li>9. Pendidik menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan</li> <li>10. Pendidik menyampaikan lingkup penilaian, pengetahuan, keterampilan, profil pelajar Pancasila dan teknik penilaian yang akan digunakan</li> <li>11. Pendidik dan Peserta didik membuat kesepakatan kelas</li> </ol>

<p><b>Kegiatan Inti (65 Menit)</b></p>	<p><b>Pertanyaan Mendasar</b></p> <p>1. Peserta didik ditampilkan video</p> <ul style="list-style-type: none"> <li>- <i>Please identify the the adjective word that people say in the video and write in your book</i></li> <li>- <i>What is Sam say about his Colleague ?</i></li> <li>- <i>Mention the positive and negative characters that they have</i></li> </ul> <p>2. Peserta didik membandingkan kepribadian seseorang dengan orang lain.( picture)</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <ul style="list-style-type: none"> <li>- <i>Do you know , who' re they ?</i></li> <li>- <i>Can you see the difference between them ?</i></li> <li>- <i>what does they like/ What are they personality have ?</i></li> </ul> <p><b>Mendesain Perencanaan Proyek</b></p> <ol style="list-style-type: none"> <li>1. Peserta didik dibentuk menjadi 4 kelompok. Pembagian kelompok ditentukan oleh guru.</li> <li>2. Peserta didik diberikan LKPD oleh guru.</li> <li>3. Peserta didik diberikan penjelasan tentang LKPD yang diberikan.</li> <li>4. Peserta didik berdiskusi menyusun rencana pembuatan proyek pemecahan masalah meliputi pembagian tugas, persiapan alat, bahan, media, sumber</li> </ol>
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	<p>yang dibutuhkan</p> <p><b>Menyusun Jadwal Pembuatan</b></p> <ol style="list-style-type: none"> <li>1. Peserta didik dibimbing oleh guru membuat kesepakatan tentang jadwal pembuatan proyek (tahapan-tahapan dan pengumpulan)</li> <li>2. Peserta didik menyusun jadwal penyelesaian proyek dengan memperhatikan batas waktu yang telah ditentukan bersama.</li> </ol>
<p><b>Kegiatan Penutup (10 Menit)</b></p>	<ol style="list-style-type: none"> <li>1. Memberikan umpan balik terhadap proses pembelajaran: <i>Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?</i></li> <li>2. Menyimpulkan apa yang dipelajari hari ini.</li> <li>3. Melakukan refleksi terhadap pembelajaran hari ini</li> <li>4. Menyampaikan agenda pertemuan berikutnya</li> <li>5. Guru dan siswa mengakhiri pembelajaran dengan membaca hamdalah.</li> </ol>



PERTEMUAN 4

ALOKASI WAKTU	LANGKAH-LANGKAH
<p><b>Kegiatan Awal (15 Menit)</b></p>	<ol style="list-style-type: none"> <li>1. Pendidik memberi salam (greeting).</li> <li>2. Pendidik memeriksa kondisi dan kebersihan kelas (peduli lingkungan)</li> <li>3. Pendidik mengajak peserta didik memulai kegiatan pembelajaran dengan berdoa bersama. (beriman, bertaqwa kepada Tuhan YME)</li> <li>4. Pendidik memeriksa kehadiran peserta didik</li> <li>5. Guru mempersilakan peserta didik untuk mengaji, karna ini adalah kegiatan rutin setiap hari di SMAN 7 SIDRAP (beriman, bertaqwa kepada Tuhan YME)</li> </ol> <p><b>Apersepsi</b></p> <ol style="list-style-type: none"> <li>6. Pendidik mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik dan kehidupan sehari harinya</li> <li>7. Pendidik mengajukan pertanyaan pemantik berdasarkan gambar ( bernalar kritis)</li> </ol> 
	<p><b>Memonitor Keaktifan dan</b></p>

<p><b>Kegiatan Inti (65 Menit)</b></p>	<p><b>Perkembangan Proyek</b></p> <ol style="list-style-type: none"> <li>1. Peserta didik secara berkelompok menyiapkan diri untuk menampilkan dialog/text yang sudah mereka buat.</li> <li>2. Guru mengamati aktifitas peserta didik</li> <li>3. Guru memantau keaktifan peserta didik sebelum melakukan rekonstruksi, memantau realisasi perkembangan dan membimbing jika peserta didik mengalami kesulitan.</li> </ol> <p><b>Menguji Hasil</b></p> <ol style="list-style-type: none"> <li>1. Siswa memberikan LKPD yang telah dikerjakan dengan kelompoknya kepada guru.</li> <li>2. Peserta didik dalam kelompoknya memaparkan hasil kerja mereka tentang percakapan mendeskripsikan seseorang di depan kelas.</li> <li>3. Guru berdiskusi tentang prototipe proyek, memantau keterlibatan peserta didik, mengukur ketercapaian standard.</li> </ol> <p><b>Evaluasi Pengalaman Belajar</b></p> <ol style="list-style-type: none"> <li>1. Peserta didik saling memberi tanggapan dan memberi masukan kepada kelompok yang tampil presentasi.</li> <li>2. Guru memberikan penguatan dan apresiasi kepada peserta didik.</li> <li>3. Peserta didik Amemperbaiki hasil kerja kelompok berdasarkan masukan kelompok lain dan penguatan dari guru.</li> </ol>
	<ol style="list-style-type: none"> <li>1. Memberikan umpan balik terhadap</li> </ol>

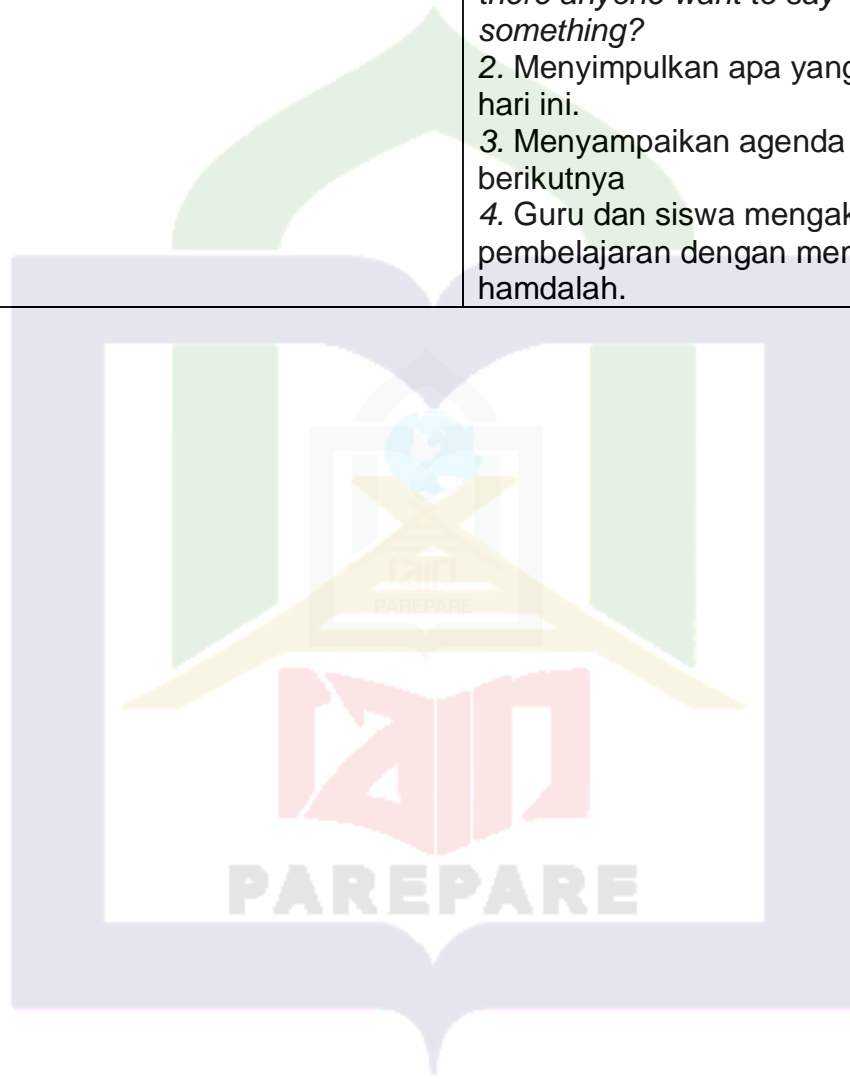
**Kegiatan Penutup (10 Menit)**

proses pembelajaran: *Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?*

2. Menyimpulkan apa yang dipelajari hari ini.

3. Menyampaikan agenda pertemuan berikutnya

4. Guru dan siswa mengakhiri pembelajaran dengan membaca hamdalah.



## APPENDIX 2 : RESEARCH INSTRUMENT

### 1. Pre- Test

Pay attention to the picture below:



1. How is he?
2. make a desription about him

### 2. Post-test

Pay attention to the picture below :



1. How is he?
2. make a desription about him

**APPENDIX 3 : STUDENTS' PRE-TEST AND POST TEST****A. CONTROL CLASS****1. PRE TEST**

No	NAME	Score		MEAN
		Accuracy	Fluency	
1	Andi Nabila Nurfasa	3	3	3
2	Ahmad Gaza	2	1	1,5
3	Annisa Fadllah	1	2	1,5
4	Annisa Azahra	1	3	2
5	Arvanita Awalia	2	2	2
6	Shafiqah	3	3	3
7	Ersa salista	3	4	3,5
8	Sulistiya Ningrum	1	1	1
9	Siti sawa Amalia	1	2	1,5
10	Rayhan Rezki	1	2	1,5
11	Azizah Latifa	2	3	2,5
12	Tri Intan Mutiara	3	2	2,5
13	Beti sri suryani	1	1	1
14	Muhamma Fon	2	2	2
15	Shaiwa Anrhea	3	3	3
16	Muhammad Fadly	2	3	2,5
17	Muh. Akbar Fahrezi	2	2	2
18	Nurhaliza	1	1	1
19	Ratu waltridu lande	1	2	1,5
20	Tria Safiti Muhiddin	1	1	1
TOTAL		36	43	39,5
MEAN		1,8	2,15	1,975

**2. POST TEST**

No	NAME	Score		MEAN
		Accuracy	Fluency	
1	Andi Nabila Nurfasa	3	3	3
2	Ahmad Gaza	2	2	2
3	Annisa Fadllah	2	2	2
4	Annisa Azahra	2	3	2,5
5	Arvanita Awalia	2	2	2
6	Shafiqah	3	3	3
7	Ersa salista	3	4	3,5
8	Sulistiya Ningrum	2	1	1,5
9	Siti sawa Amalia	1	2	1,5
10	Rayhan Rezki	1	2	1,5
11	Azizah Latifa	2	3	2,5
12	Tri Intan Mutiara	3	2	2,5
13	Beti sri suryani	2	1	1,5
14	Muhamma Fon	2	2	2
15	Shaiwa Anrhea	3	3	3
16	Muhammad Fadly	2	3	2,5
17	Muh. Akbar Fahrezi	2	2	2
18	Nurhaliza	1	1	1
19	Ratu waltridu lande	1	2	1,5
20	Tria Safiti Muhiddin	2	1	1,5
TOTAL		41	44	42,5
MEAN		2,05	2,2	2,125

**B. EXPERIMENT CLASS****1. PRE TEST**

No	NAME	Score		MEAN
		Accuracy	Fluency	
1	Aditya Nugraha	2	3	2,5
2	Andi Rahmat	1	2	1,5
3	Adnan	2	2	2
4	Aqilah	2	3	2,5
5	St.Djaedelga	1	3	2
6	Khumaedi	2	3	2,5
7	Jihan Triayu	2	3	2,5
8	Naila Zahwa	2	2	2
9	Indri	1	3	2
10	Siti Nurfadillah	2	1	1,5
11	Mifthul Jannah	4	3	3,5
12	Erlangga	1	2	1,5
13	Wulan	1	1	1
14	Naila Zahwa	3	2	2,5
15	Jihan Awalia	2	2	2
16	Putri Hasanah	2	1	1,5
17	Faried Rizwam	2	1	1,5
18	Wulan	1	1	1
19	Sahara	1	2	1,5
20	Minarti	1	1	1
TOTAL		74,6	79,8	38
MEAN		1,75	2,05	1,9

**2. POST TEST**

No	NAME	Score		MEAN
		Accuracy	Fluency	
1	Aditya Nugraha	5	4	4,5
2	Andi Rahmat	5	5	5
3	Adnan	4	5	4,5
4	Aqilah	3	4	3,5
5	St.Djaedelga	4	4	4
6	Khumaedi	5	5	5
7	Jihan Triayu	4	5	4,5
8	Naila Zahwa	4	5	4,5
9	Indri	5	5	5
10	Siti Nurfadillah	5	6	5,5
11	Mifthul Jannah	5	5	5
12	Erlangga	4	5	4,5
13	Wulan	4	4	4
14	Naila Zahwa	4	4	4
15	Jihan Awalia	5	5	5
16	Putri Hasanah	4	5	4,5
17	Faried Rizwam	5	5	5
18	Wulan	4	4	4
19	Sahara	5	5	5
20	Minarti	4	5	4,5
	<b>TOTAL</b>	<b>138,5</b>	<b>117,3</b>	<b>96,1</b>
	<b>MEAN</b>	<b>4,4</b>	<b>4,75</b>	<b>4,575</b>



## APPENDIX 4 : RESEARCH RECCOMENDATION



**PEMERINTAH PROVINSI SULAWESI SELATAN**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
 Jl. Bougenville No.5 Telp. (0411) 441077 Fax. (0411) 448936  
 Website : <http://simap-new.sulselprov.go.id> Email : [ptsp@sulselprov.go.id](mailto:ptsp@sulselprov.go.id)  
 Makassar 90231

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Nomor	: 14790/S.01/PTSP/2023	Kepada Yth.
Lampiran	: -	Dinas Pendidikan Provinsi Sulawesi Selatan
Perihal	: <u>Izin penelitian</u>	

di-

**Tempat**

Berdasarkan surat Wakil Dekan I Fak. Tarbiyah Institut Agama Islam Negeri Parepare Nomor : B.1463/IN.39/FTAR.01/PP.00.9/04/2023 tanggal 03 April 2023 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

N a m a	: ILYAS.S
Nomor Pokok	: 19.1300.057
Program Studi	: Pendidikan Bahasa Inggris
Pekerjaan/Lembaga	: Mahasiswa (S1)
Alamat	: Jl. Amal Bakti No. 8 Soreang, Kota Parepare PROVINSI SULAWESI SELATAN

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka menyusun SKRIPSI, dengan judul :

**" THE EFFECTIVENESS OF COMMUNICATIVE LANGUAGE TEACHING (CLT) METHOD TO IMPROVE STUDENTS SPEAKING SKILL AT SMAN 7 SIDRAP "**

Yang akan dilaksanakan dari : Tgl. **05 April s/d 05 Mei 2023**

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar  
Pada Tanggal 05 April 2023

**A.n. GUBERNUR SULAWESI SELATAN**  
**KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU**  
**SATU PINTU PROVINSI SULAWESI SELATAN**




**Ir. H. SULKAF S LATIEF, M.M.**  
 Pangkat : PEMBINA UTAMA MADYA  
 Nip : 19630424 198903 1 010

Tembusan Yth

1. Wakil Dekan I Fak. Tarbiyah Institut Agama Islam Negeri Parepare;
2. *Pertinggal.*

## APPENDIX 5 : REQUEST FOR RESEARCH RECOMENDATION

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI PAREPARE**  
**FAKULTAS TARBİYAH**  
Masjid : Jl. Arafat Daki No. 08 Sidenreng Rappang 71132 telp 0411 21501 Fax 24401  
P.O.Box 500 Parepare 71101 website : www.iainparepare.ac.id email : iain@iainparepare.ac.id

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Nomor : B.1463/In.39/FTAR.01/PP.00.9/04/2023 03 April 2023  
Lampiran : 1 Bundel Proposal Penelitian  
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Kepala Dinas Penanaman Modal dan PTSP  
Provinsi Sulawesi Selatan  
di-  
Makassar

Assalamu Alaikum Wr. Wb.


Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: Ilyas S.
Tempat/Tgl. Lahir	: Sidrap, 20 Agustus 2000
NIM	: 19.1300.057
Fakultas / Program Studi	: Tarbiyah/ Pendidikan Bahasa Inggris
Semester	: VIII (Delapan)
Alamat	: Dusun I Lokabatue, Desa Ajubissue, Kec. Pitu Riawa, Kab. Sidenreng Rappang

Bermaksud akan mengadakan penelitian di wilayah Kab. Sidrap dalam rangka penyusunan skripsi yang berjudul "**The Effectiveness Of Communicative Language Teaching (CLT) Method To Improve Students Speaking Skill At SMAN 7 Sidrap**". Pelaksanaan penelitian ini direncanakan pada bulan April sampai bulan Mei Tahun 2023.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

  
Dr. Zulfah, M.Pd  
NIP. 19830420 200801 2 010

Tembusan :

1. Rektor IAIN Parepare
2. Dekan Fakultas Tarbiyah

## APPENDIX 6 : THE LETTER HAS BEEN DOING RESEARCHED



**PEMERINTAH PROVINSI SULAWESI SELATAN  
DINAS PENDIDIKAN  
UPT SMA NEGERI 7 SIDRAP**

*Jl. NEGERA POROS PAREPARE-PONRANGAE, Ponrangae, Kec. Pitu Riawa, Kab. Sidenreng Rappang*  
Email : sman7sidrap@gmail.com Website : <http://sman7sidrap.sch.id>

### **SURAT KETERANGAN PENELITIAN**

Nomor : 422/420-UPT SMAN. 7/SDP/DISDIK

Yang bertanda tangan dibawah ini menyatakan bahwa :

N a m a	: ILYAS S.
NIM	: 19.1300.057
JENIS KELAMIN	: LAKI-LAKI
LEMBAGA	: INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
PROGRAM STUDI	: PENDIDIKAN BAHASA INGGRIS

Benar telah melakukan penelitian dengan judul “ The Effectiveness of Communicative Language Teaching to Improve Students speaking skill at SMAN 7 SIDRAP yang pelaksanaanya tanggal 5 April-5 Mei

Demikian surat keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.



Ponrangae, 7 April 2023  
Kepala Sekolah

**RUSTAN DJALIL**  
NIP. 19730428 199903 1 003

**APPENDIX 7 : BASIS FOR SUPERVISOR DETERMINATION**



**KEPUTUSAN  
DEKAN FAKULTAS TARBIYAH  
NOMOR : 3222 TAHUN 2022  
TENTANG  
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH  
INSTITUT AGAMA ISLAM NEGERI PAREPARE**

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**DEKAN FAKULTAS TARBIYAH**

Menimbang	: a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2022;
Mengingat	: b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa. : 1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional; : 2. Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen; : 3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi; : 4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan; : 5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan; : 6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare; : 7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi; : 8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam; : 9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare; : 10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
Memperhatikan	: a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Petikan Nomor: SP DIPA-025.04.2.307381/2022, tanggal 17 November 2021 tentang DIPA IAIN Parepare Tahun Anggaran 2022; : b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 494 Tahun 2022, tanggal 31 Maret 2022 tentang Pembimbing Skripsi Mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2022.
Menetapkan	: <b>MEMUTUSKAN KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2022;</b>
Kesatu	: Menunjuk saudara; 1. Mujahidah, M.Pd. : 2. Yulle Asni, M.Pd. : Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa : : Nama : Ilyas, S : NIM : 19.1300.057 : Program Studi : Pendidikan Bahasa Inggris : Judul Skripsi : The Effectiveness of Communicative Language Teaching (CLT) Method To Improve Students Speaking Skill At English Department Of IAIN Parepare
Kedua	: Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
Ketiga	: Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
Keempat	: Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare  
Pada Tanggal : 29 Agustus 2022

Dekan,  
  
Zulfah





**APPENDIX 8 : DOCUMENTATION**



### AUTHOR BIOGRAPHY



Ilyas S. was born in Sidrap on August 20, 2000, is the seventh of seven children from his mother, Hj. Satuni, is a figure full of compassion, while his father, the late La Sulo, left a legacy of kindness.

In his formal education, he traveled from SDN 8 Otting, where he learned the basics of science. Then, he continued to SMPN 3 Dongi Dua Pitue, where he began to develop his interest in various fields. SMA is the next step at SMAN 7 Sidrap to further deepen its knowledge and show its excellence. Then he continued his education at IAIN Parepare and chose to major in English Education at the Tarbiyah Faculty, and completed his studies in 2023 with the thesis

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