CHAPTER 1

INTRODUCTION

This chapter contains the background of the study, the scope of the study, research questions, aims of the study, research method, clarification of terms, and organization of the paper.

1.1 The Background of The Study

English is an international language which is fully required in every single field of life, such as work, education, life style, and so forth. Consequently, mastering English has become a need rather than a must. One of the skills in mastering English is speaking. One who cannot converse English well will possibly get little opportunity in acquiring a high quality job in global network.

As cited in Pikiran Rakyat (Tuesday, November 22nd 2005), Indonesia is the country with the lowest rank of English mastery in South East Asia. One of the reasons is that Indonesian people tend to speak in their mother language more than use English, poles apart with other countries in South East Asia which use English as their *Franca lingua* (daily language). The tendency occurs due to the lack of courage in speaking English. Many of Indonesian people feel ashamed with their English. On the other hand, it is impossible to speak English if we do not have the courage to try since practice makes perfect.

The thing to put in mind is that "We gain knowledge of speaking by doing it" (Swain, 1985, as cited in Lawtie, 2004)

Moreover, language is an interaction which directly deals with society. In line with that, Berns, as cited in Galloway (1993) states that the employment of language in context, both linguistic context and social context, has to be emphasized in language study, particularly in speaking teaching and learning process. Furthermore, schools' elements especially teachers are believed to have the responsibility to develop students' speaking ability. Additionally, teachers are preparing their students with 'device' to deal with an impulsive real life situation as soon as they leave the classroom (Brown, 2001:42).

Furthermore, as stated by Hiep (2000), English teachers distinguished that traditional pedagogy, accentuating the acquisition of grammar and vocabulary rather than communicative competence; do not meet the necessities of English learning in an era of integration and globalization. As an addition, Hymes as cited by Hiep (2000) proposed that perceiving a language involves more than knowing a set of grammatical, lexical, and phonological rules. With the intention of using language effectively, students require to enhance communicative competence, the ability to employ the language they are learning appropriately in a given social encounter.

In conclusion, Communicative Language Teaching (CLT) can be considered as an approach that facilitates teachers and students to accomplish the necessities above since CLT provide the real-life situation in which communication occurs.

CLT which grew rapidly in 1970s arises in demand of teachers' dissatisfaction of audio-lingual and grammar translation method. The using of this approach has developed ever since (Ann Galloway, 1993). There is an enormous different between audio-lingual method and CLT which makes speaking activity more meaningful for the students as important as its form and structure.

Finocchiaro & Brumfit as cited in Brown (2001) stated that students are expected to converse with another using English. In line with Finocchiaro & Brumfit, CLT students are expected to use English during the lesson (Brown, 2001:45). This circumstance compels students applying their English. They will get nothing if they do not try to initiate conversations. Moreover, students are encouraged to deal with unpredictable circumstances under teachers' supervisions, but not to have power over teachers (Brown, 2001:44). Eventually, students will automatically be encouraged to speak English.

A study of teachers' roles in CLT was conducted by Huang (1997) in Taiwan. This study was initiated to find out whether there were any changes in the roles of teachers and students when they were in a different teaching environment from traditional classroom or not. The subjects were 45

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students of Fooyin Institute of Technology, Taiwan. They were second year students of Department of Foreign Language. The role of teacher apparently changed. The teacher coordinated the flow of communication between the teacher and the students as well as between the students and the computer as supporting media. As a result, the teacher transformed his role from a coach or a director under the communicative framework to a facilitator. This is one of the teachers' roles in CLT classes.

From the previous explanation, it is assumed that CLT will develop the students' speaking ability. Thus, this research is aimed to investigate the effectiveness of CLT approach in developing second grade students' speaking ability of SMA Kartika Siliwangi I Bandung.

1.2 The Scope of the Study

In order to constrict the problem, this research investigated merely the effectiveness of CLT approach in developing the students' speaking ability of XI-I in SMA Kartika Siliwangi I Bandung.

1.3 Research Questions

According to the previous explanations, this research was intended to answer the following questions:

1. Is Communicative Language Teaching (CLT) approach effective in developing students' speaking ability XI-I in SMA Kartika Siliwangi I Bandung?

2. What are the students' responses toward CLT approach?

1.4 Aims of Study

Related to the research questions above, this research was proposed to:

1. reveal whether CLT approach is effective or not in developing students' speaking ability of XI-I in SMA Kartika Siliwangi I Bandung; and

2. reveal the ways in which CLT is effective in developing students' speaking ability of XI-I in SMA Kartika Siliwangi I Bandung.

1.5 Significance of the Study

Associated with the details mention above, this research is expected to:

1. reveal the effectiveness of CLT approach teaching and learning speaking of XI-I in SMA Kartika Siliwangi I Bandung; and

2. develop the knowledge about CLT approach.

1.6 Hypothesis

To answer the research questions, a hypothesis is proposed that serves as a basis and guide of this study. Regarding to the research questions, there is a null hypothesis that: "The CLT approach is not effective in developing students' speaking ability".

1.7 Research Methodology

1.7.1 Method of Research

Since this research is aimed to find out the effectiveness of using CLT approach in teaching speaking, the study uses quasi-experimental method. As stated by Gay et al (2006), this study involves some basic characteristics, among others are: the control group, the experimental group, pre test, post test, and treatment.

1.7.2 Research Design

Since this research basically uses quasi-experimental study, the research design will be:

G1   TI   x   T2

G2   T1   T2

Through this design, there is an experimental group (G1), control group (G2), pre test (T1), post test (T2), and treatment (x).

(Hatch and Farhadi 1982: 22)

Furthermore, the writer will try to elaborate several ways in which CLT is effective. Thus, this research will employ descriptive qualitative method.

1.7.3 Population and Sample

The population of the research is the students of SMA Kartika Siliwangi I Bandung while the samples are class XI-1 and XI-2.

1.7.4 Data Collection

The data in this research is gained through the test. There are two kinds of test which are used in this research, pretest and post test. Pretest and post test given are exactly the same. In this research, the test given is short talk. The pre test was aimed to know the students' initial achievement of their speaking ability before the treatment. Since the pre test and the post test are exactly the same, the post test was aimed to measure the developing of students' speaking ability.

1.7.5 Data Analysis

The result obtained is analyzed with the following steps. It began with analyzing the students' scores on try out in order to find the validity and reliability of the instruments. After measuring the validity and the reliability of the instruments, analyzing the students' score of the two groups in pretest using t-test in order to find out whether or not the two groups were equivalent was conducted. The data computation of those first three steps above will be done using SPSS 15.0. In order to answer the second research questions, descriptive analysis was employed.

1.8 Clarification of Terms

1. Effectiveness

> Effectiveness in this research refers to the investigation of:

a. Whether there is a significance difference between the score of pre test and post test of the experimental group where the post tests' score is higher than the pre tests' score or not.

b. Whether there is a significance difference between the post test score of the experimental group and control group where the post tests' score of experimental group is higher than the score of control group or not.

2. Communicative Language Teaching

> In this research, CLT approach covers 3 activities; role play, interpersonal exchange, and problem solving.

a. Role play is a technique in which students act the situation given. Students will make a group of two. Flashcards will be given to each group. There will be exact situation on the flashcard. Students are demanded to act as the situation given on the flashcards.

b. Interpersonal exchange. Students make group of two. Every student will get a question list. They will investigate each other with the topic given with the question list as their guidance. Each of them will be both an interviewer and interviewee. In the end of the session, they will present their findings.

    c. Problem solving. Students make group of five. They will solve the case given and present it in front of the class.

3. Students here are the second grade of XI-1 and XI-2 students of SMA Kartika Siliwangi I Bandung.

1.9 Organizations of the Paper

Chapter 1 Introduction

This chapter contains The Background of The Study, The Scope of The Study, Research Questions, Aims of The Study, Research Method, and Clarification of Terms, and Organization of the Paper.

Chapter 2 Theoretical Review

This chapter includes foundation of theories underneath the study.

Chapter 3 Methodology

This chapter provides the application of the research, based on the methodology that was explained previously in chapter one.

Chapter 4 Analysis and Discussion

The result found at chapter 3 will be analyzed and discussed in this chapter.

Chapter 5 Conclusions and Suggestion

The conclusions and interpretation of this study will be served in this chapter. In addition, suggestion will be served.

CHAPTER II

THEORITICAL FOUNDATION

This chapter provides the theoretical framework of the issue. It consists of teaching speaking in EFL classroom, issues in teaching speaking, types of classroom speaking performance, principles for designing speaking techniques, communicative language teaching, communicative competence, teacher roles' in communicative classroom, techniques used in communicative classroom, and previous study.

2.1 Teaching Speaking in EFL Classroom

Being skilful is assumed as having some kind of knowledge base. In addition, Thornbury (2004: 1) states that speaking is a skill and it needs to be enhanced and rehearsed separately from the grammar curriculum. Moreover, knowledge that is related to speaking can be classified as linguistic knowledge and extra linguistic language (Thornbury 2004:11). Linguistic knowledge can be defined as knowledge of features of language. It includes speech act knowledge, discourse knowledge, and knowledge of grammar, vocabulary, and phonology. Knowledge that is independent of language can be entitled as extra linguistic language. It includes such things as knowledge of the context, topic and cultural knowledge, and familiarity with other speakers.

In speaking, for a long time, it was assumed that as the improvement of grammar and vocabulary, the ability of speaks will followed naturally. Currently, it is recognized that speaking skill is more complex than the previous statement. Not only several different types but also a command of certain skills is involved.

The complexity of speaking skill is represented by the stages involved. According to Thornbury (2004:10) there are at least three stages of speaking. It begins with conceptualization, formulation, and articulation at last. Conceptualization is the process when information given reminds people about something relates to it. Next, formulation takes place when people re-introduce something relates to the information given. Making strategic choices at the level of discourse, syntax, and vocabulary are engrossed in formulation. The process is ended by the articulation which is the manifestation of formulation. The use of the organs of speech to produce sounds is involved in articulation.

Through those stages above, students are expected to achieve the goal of speaking which is to communicate efficiency. In order to attain the goal, students should develop not only their knowledge of language but also their knowledge of social condition. In other word, they should try not only to stay away from misunderstanding due to the mistake of grammar, vocabulary, or pronunciation but also to observe the social and cultural rules that apply in each communication circumstances.

Furthermore, the goal of real communication is to accomplish a task, such as stating an opinion, acquiring information, or conveying a telephone message. In real communication, students must manage uncertainty about what the other

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students will say. Furthermore, real communication involves an information gap; each student has information that the other does not have. Additionally, to achieve their purpose, students may have to elucidate their meaning or ask for confirmation of their own understanding. As a result, students have to communicate more with other in order to gain understanding.

In order to achieve that goal, teachers should ensure that students experience some of these phases; awareness, appropriation, and autonomy. Thornbury (2004:40) states that awareness is the period when students aware of features of the target knowledge-base. When students are able to integrate those features into their existing knowledge-base, it is called appropriation. Autonomy is the students' ability to improve the capacity to mobilize those features under real time conditions without assistance. Thus, those phases occur consecutively and one phase cannot precede the others.

From the explanation above, teaching speaking needs proper approaches that offer students opportunities to practice language use more liberally with prearranged output activities, which tolerate error correction and increased accuracy. When this circumstance occurs, students will be able to employ their insight into speaking act.

Many components of teaching speaking are engaged in terms of providing proper approaches for students. They are covered in the sections that follow. They are characteristics of spoken language, issues in teaching speaking, and types of classroom speaking performance.

From the theories mentioned characteristics of spoken language are natural things but still have to be achieved with practicing. With an appropriate approach, students will acquire a circumstance which enables them to practice more.

2.1.1   Issues in Teaching Speaking

Some issues in teaching speaking will help teachers to provide the suitable tool. According to Brown (2001:267-269) there are some issues in teaching speaking. They are conversational discourse, teaching pronunciation, accuracy and fluency, affective factors, and the interaction effects.

The first one is conversational discourse which involves students' social knowledge. It is not easy to figure it out what is "between the lines". However, teachers have been equipped with ways to teach sociolinguistics appropriateness, nonverbal communication, styles of speech, and conversational routines. Furthermore, if the students do not master those features, misunderstanding will happen in their conversation.

The second one is teaching pronunciation. It is still controversial since the majority of adult learners will never be a native-like speaker. However, pronunciation is essential in a learning program that emphasizes whole language, meaningful context, and automaticity of production. In other words, pronunciation is a key to achieving full communicative competence.

The third one is accuracy and fluency. A question is often faced by the teachers: how shall teachers prioritize in these two important students goals of accurate language and fluent language?

Accurate language engages clear, articulate, grammatically and phonologically correct. Fluent language involves smooth and natural language. In mid 1970s, there is an anti-grammar approach which emphasize on the nature of language. Students became practically fluent but barely comprehensible language. Something was missing. It is now clear that both accuracy and fluency are important goals to pursue.

The next is affective factors. The anxiety of being wrong sometimes obstructs students to speak. They prefer to keep silent than make incomprehensible speech. One of teachers' duties is to create an encouraging circumstance which enables students to be confident.

The last one is interaction effects which is the greatest obstacles that students have to overcome. Since the conversations are collaborative as participants engage in a process of negotiation of meaning, the matter of how to say, when to speak, and other discourse constraints often eclipse the what to say. Nunan (1991:47) as cited by Brown (2001:269) reveals the interlocutor effect. The skill of one's interlocutor determines the difficulty of speaking task. In other words, the interlocutor student is talking with affects his or her performance.

From those previous issues, what can be simply concluded is how teachers accommodate students with appropriate circumstance which enable them to speak up. Students usually discourage because they are uncomfortable with the situation around. Teacher can start the learning ands teaching activities when they already provide a comfortable learning and teaching condition which will automatically encourage the students.

2.1.2   Types of Classroom Speaking Performance

According to Brown (2001:271-274), there are six types of classroom speaking performance. They are imitative, intensive, responsive, transactional (dialogue), interpersonal (dialogue), and extensive (monologue). The first one is imitative which is also known as drill. This is used in terms of focusing on some particular elements of language form instead of concentrating on meaningful interaction. The third one is responsive which often occurs in class when questions or replies are delivered by the students. The questions or replies in this class are usually adequate but do not expand into dialogue. The extension of the previous type is transactional (dialogue) where the transmission or substitution of specific information performs. A more complex type is interpersonal (dialogue) which is fulfilled in order to sustain social relationships. These exchanges are a little bit difficult for students because they can engage some or all of the following factors: a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm, and covert "agenda". The last one is extensive (monologue) which is usually applied at intermediate or advanced level. The students are expected to carry out comprehensive monologue in the form of oral reports, summaries, or short speeches. In this circumstance, the register is more formal and deliberate.

Almost those types of classroom speaking performance are intertwined. They cannot be alienated. The exception is the first one, imitative. Since it focuses on some particular elements of language form instead of concentrate on meaningful interaction, Imitative cannot be employed in communicative classes.

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2.2   Principles for Designing Speaking Techniques

According to Brown (2001:275-276), in designing speaking techniques, there are some principles which has to be considered. Those principles are important in making a scheme in speaking techniques. The first is the use of techniques that cover the spectrum of students' needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency. Teachers often snare in employing interactive activities that do not focus on for example pronunciation or grammatical pointers. It is important not only enlightening on using enjoyable technique but also assisting students to distinguish and utilize the building blocks of language.

The second is the occurrence of essentially motivating techniques. It is important to ensure students how the activity will benefit them. Teachers can discover an appropriate activity by considering their ultimate goal and interest need for knowledge, for status, for achieving competence and autonomy, and for being all that they can be.

The third is the encouragement of using authentic language in meaningful context. Teachers usually give in with expectation of using authentic contexts and meaningful interaction. However, the existence of a storehouse of teachers' recourse material enables this.

The next is the manifestation of appropriate feedback and correction. Teachers should take advantages of their knowledge of English to bring in the kinds of corrective feedback that are appropriate for the moment. It is because in EFL situations, teachers tend to be dependable for useful linguistic feedback.

The fifth is the focus of natural link between speaking and listening. Since speaking and listening skill are intertwined, teachers should not lose out on chances to assimilate these two skills. Even though teachers focus on developing speaking skill, listening goal will be achieved accidentally. These two skills can strengthen each other.

The sixth is the occurrence of students' opportunities in initiate oral communication. The ability of initiating conversations, suggesting topics, asking questions, controlling conversations, changing the subject are parts of oral communication competence. Since those previous competences are going to be achieved, teachers should ensure whether they have allowed students to initiate language.

The last is the support of development of speaking strategies. Students simply have no idea about enlarging their own personal strategies for achieving oral communicative purposes. Here, teachers play their role to persuade the development of speaking strategies.

In conclusion, teachers must do their best to create the strategies which elaborate all those previous aspects. Teachers can start with the perceptive of making the lesson as authentic as possible. The more it gets closer with real life situation, the more students will be encouraged. Here, CLT is believed to be an appropriate approach which enables those situations above occurred.

2.3   Communicative Language Teaching (CLT)

Richards and Rodgers (2001:153) state that from the late 1960s, the origins of Communicative Language Teaching (CLT) are to be initiated in the changes in the British language teaching tradition dating. Before that, Situational Language teaching was applied.

Hymes (1972) as cited by Richards and Rodgers (2001:159) utters that Communicative Language Teaching (CLT) intends to apply the theoretical perspective of the communicative approach by making communicative competence as the goal of language teaching. Furthermore, Canale and Swain (1978) as cited by Richards and Rodgers (2001:160) state four dimension of communicative competence. They are grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. Grammatical competence, which is known as linguistic competence (Chomsky) embraces grammatical and lexical capacity. While sociolinguistic competence refers to an understanding of the social context in which communication takes places, including the communicative purpose, the shared information of the participants, and role relationship for their interaction. In addition, discourse competence refers to the interpretation of individual message elements and of how meaning is represented in relationship to the entire discourse. The last is strategic competence which refers to strategies that speakers occupy to initiate, terminate, repair, maintain, and redirect communication.

In accomplishing an intact teaching and learning process, all four dimension of communicative competence should be covered since those four dimensions are so essential that cannot be eliminated.

Moreover, Richards and Rodgers state some characteristics of CLT. The first, language is a system for the expression of meaning. It follows with the ultimate function of language is to permit interaction and communication. The third one is the structure of a language as a sign of its functional and communicative uses. The last is the major units of language which are not only its structural and grammatical features, but also categories of functional and communicative meaning as illustrated in discourse. To express meaning, language whose function is to interact and communicate I utilized. Moreover, language component should not only syntactically correct but also semantically acceptable. According to characteristics stated, Piepho (1981) as cited by Richards and Rodgers (2001:162) describes these following objectives of CLT:

1. an integrative and content level (language as a means of expression)
2. a linguistic and instrumental level (language as a semiotic system and an object of learning)
3. an affective level of interpersonal relationships and conduct (language as a means of expressing values and judgments about oneself and others)
4. a level of individual learning needs (remedial learning based on error analysis)
5. a general educational level of extra-linguistic goals (language learning within the school curriculum)

In conclusion, CLT can be described as an approach which set communicative competences as the objectives. All methods and techniques which have communicative competence as its goals can be part of CLT approach.

2.4.1 Communicative Competence

Communicative competence is the goal of CLT classes. There are four components as a basic for classroom practice in CLT classes: grammatical competence, sociolinguistics competence, discourse competence, and strategic competence. According to Richards and Rodgers (2001:160), grammatical competence has the domain of grammatical and lexical capacity. Most linguists such as Chomsky call it as linguistic competence (Savignon, 1983:36). Grammatical competence deals with technical problem, such as structure and pronunciation. Sociolinguistics competence refers to the understanding of social context in which communication takes place. The understanding of social context includes role relationships, the shared information of the participants, and the communicative purpose of interaction (Richards & Rodgers, 2001:160). Sociolinguistics competence is the ability to understand something through the knowledge of social context. Discourse competence refers to a series of sentences or utterance to form a meaningful whole (Savignon, 1938:38). It deals with the interpretation of individual message elements in terms of their interconnectedness and how meaning is represented in relationship to the entire discourse or text (Richards & Rodgers, 2001:160). Discourse competence is the ability to read between the lines. Strategic competence is the strategies that one uses to compensate for imperfect knowledge of rules, or limiting factors in their application such as fatigue, distraction, and inattention (Savignon, 1983:40).

Strategic competence refers to the coping strategies that communicator employ to begin, end, sustain, repair, and redirect communication (Richards & Rodgers, 2001:160). Strategic competence is the ability to deliver communication.

Related to the explanation above, those four competences take part in the successful of English teaching learning since they are the objectives of CLT. It is not easy to attain those four competences all at once, but the use of CLT can help students to learn English in a communicative way. In due course, students will be able English as the communication tool.

2.4.2   Teachers' Roles in Communicative Classroom

Teachers play a great deal in teaching learning process since they can turn the class to a boring class with teacher centered pattern or a communicative class with teacher as a facilitator.

Richard and Rodgers as cited by Nunan (1989:84), identify that teacher roles are interconnected to the some issues. The first one is the types of functions teachers are estimated to accomplish. The second one is the level of control the teachers has over how learning occurs. The next is the level to which the teachers are in charge for substance. The last is the interactional patterns that expand between teachers and students.

Those issues can influence teachers' roles. Rebecca Oxford et al (1998) as cited by Brown (2001:167) point out that there are some roles that describes teacher best. They are controller, director, manager, facilitator, and resource.

In traditional classroom, teachers as controller take an enormous part of teaching and learning process. Teachers are the center of the class. They control words that students produce and predict responses students give. In other word, they map out almost every activity in class. Consequently, students are used with their directions. They tend to not having spontaneity of stating something that cross on their mind.

Furthermore, teacher as director is like a conductor of orchestra or a director of drama. The decisive objective of this kind of role is enable students to put their self in a real life situation. The condition eases the production of spontaneous language because the teaching and learning process runs smoothly and efficiently.

In addition, as a manager, teachers are in charge of planning lesson, modules, and courses, structuring class hour, somehow permit students to be creative within those entire perimeter. A successful manager keep students point toward goals, engage in ongoing evaluation and feedback, maintain control of certain larger objectives of teaching and learning process, but give freedom to every students to express their self.

On the contrary, teacher as facilitators deal with facilitating the process of learning, making lesson easier for the students, helping them to clear away the obstacles, find shortcut, and negotiate irregular environment. It is getting teachers away from managerial or directive role and allows students with teachers' guidance to find their own pathway to be succeeded in the class.

A facilitator emphasize on the principle of intrinsic motivation by allowing students to discover language through using it pragmatically rather than by telling them about language.

In addition, teachers as resource implicated students to take initiative to come to their teacher. Teachers are available with counsel and advice. However, teachers cannot be a resource at entire time of teaching and learning process. Teachers should choose appropriate time to seat back and get students used with taking initiative to ask.

Moreover, the thing to be underlined is that teachers should situate students as the center of universe. Every single thing they do is in the matter of students. According to that, the most suitable role of teacher is teacher as facilitator. They ease students in teaching learning process. The objectives of CLT enable this role to come up.

In addition, the improvement of communicative language teaching brings a great effect in the roles. Students are required to create their own understanding rather than simply repeating and absorbing language. (Nunan 1989:86). Consequently, teachers suppose to play a different role. Based on Breen and Candlin as cited in Nunan (1989:87) teachers has three main roles in communicative classroom: Facilitator of communicative process, participant, and observer and students at once.

As a facilitator of communicative process, teachers facilitate the communication process between all students in the classroom and between these students and the various activities and text.

Teachers also act as participant in teaching learning process. The third one is as an observer and student. They will contribute in terms of appropriate knowledge and ability, actual and observed experience of the nature of learning and organizational capacities.

In a conclusion, being a facilitator, observer, and participant is a must in communicative classroom. Students are the center of universe. What teachers do is to ease them in comprehend the lesson. But, students still have to take a role in class with teacher as their facilitator. To observe the whole class is important to be acquainted with about the class. Teachers will find out what students need and how to overcome it with being an observer. Being a part of the class will build an interconnectness with the students.

2.4.3 Techniques used in Communicative Classroom

Techniques used in CLT are unlimited. As long as those activities enable students to attain the communicative objectives of the curriculum, engage students in communication, and using such communicative process as information sharing, negotiation of meaning, and interaction. They are language exchange, games, role play, pair work, interpersonal exchange, problem solving, and so on and so forth. However, only three techniques are conducted in this research: role play, interpersonal exchange, and problem solving.

2.4.2.1 Role Play

Role play is a role in which teachers give a certain situation to the students to perform. According to Byrne as cited by Ningrat (2000), role play involves pretending in which they are asked to imagine that they are someone else, or in somewhere else.

As stated by Ningrat (2000), there are two basics characteristics of role play:

1. Students participate in situations in which they play themselves in their every day roles but having to react different stimuli. For example, students are asked to place themselves as if they are in theater, arguing with their friends what is the best movie to watch. The expressions of stand for opinion or argue with another are expected.

2. Students are assigned a character and are asked to think, talk, and react as their imagination. It is employed in further activities. It requires students' advance comprehension because it deals with variety of expressions, fine pronunciation, and correct grammar.

Role play employed in this study was initiated by grouping and giving the students some situations with their character and the circumstances included. Their task is to make a dialogue based on the situation given and perform it in front of the class. They are assessed based on their pronunciation, grammatical aspects, performance, and comprehension.

Moreover, the fulfillment of communicative competence was covered by the use of role play. Furthermore, role play can be conducted in CLT classes since

two basic characteristics cover the four dimension of communicative competence. In other words, role play educates students to use correct grammar, understand someone's word base on social context, read the situation, and deliver conversation.

2.4.2.2 Interpersonal Exchange

Interpersonal exchange trains students to use ability and knowledge in order to gain the information. Students are asked to investigate each other in order to achieve information. When they already gain the information, it means that they are successful in deliver their question. They are able to make another understand their words. The process does not stop yet. Students are not only asked to gain information but also give information. It is impossible for students to give information if they do not get the question. When they already give the understandable information, they overcome the communicative competence.

2.4.2.3 Problem Solving

Students learn to solve problems with more complicated condition. They will not solve the case given alone, but altogether with their friends in group. They will face a lot of paradigm from different people.

Problem solving gives students opportunity to deal with grammatical, discourse, sociolinguistics, and strategic competence. Using the correct grammar to deliver conversation will help other to understand what one means. The knowledge of social context such as similarity in mother tongue will also help to

understand each other. To 'read between behind the lines' is important to solve the problem. Misunderstanding may occur when students just think as they acquire.

Those techniques provide the real life situation in which communication occurs. In brief, those three techniques applied are considered to be communicative so that they can be included as CLT approach.

2.5   Previous Study

A study of teachers' roles in CLT was conducted by Huang (1997) in Taiwan. This study was initiated to find out whether there were any changes in the roles of teachers and students when they were in a different teaching environment from traditional classroom. The subjects were 45 students of Fooyin Institute of Technology, Taiwan. They were second year students of Department of Foreign Language. The role of teacher apparently changed. The teacher coordinated the flow of communication between the teacher and the students as well as between the students and the computer as supporting media. As a result, the teacher transformed his role from a coach or a director under the communicative framework to a facilitator. This is one of the teachers' roles in CLT classes.

Another study of CLT, especially the use of role play technique, was conducted by Ningrat (2000) in Bandung, Indonesia. This study was commenced to find out the role play techniques which can be employed to the students to improve their speaking ability effectively. The subjects are two classes of the second year students of SMU Negeri I Malangbong, Garut.

The experimental design was employed in this research. The first class is used as a control group and the other class as an experimental group which acquires some treatment as a part of role play techniques. The result of the research illustrated that students enjoy their speaking class, the teacher can manage and handle the class, all students are able to perform their role plays, and the students speaking scores of the experimental group is higher than the control group. It showed that the role play technique applied in teaching speaking effectively facilitated the students to improve their speaking ability. Role play technique is one of the techniques used in this research.

Those three techniques of CLT can cover the four dimensions of communicative competence which are grammatical, sociolinguistic, discourse, and strategic competences since those techniques facilitate the students to communicate effectively. Moreover, the fulfillment of the four dimensions of communicative competence is strongly supported by the teachers' roles as a facilitator, observer, and participant which create conducive circumstances to enable the students in expressing their idea during the class.

CHAPTER III

RESEARCH METHODOLOGY

This chapter provides the application of the research, based on the methodology that was explained previously in chapter one. It includes research method, population and sample, research instrument, research procedure, and data analysis procedure.

3.1 Research Method

In investigating the effectiveness of CLT approach, two classes of second grade are randomly assigned. The first class is used as a control group and the other class as an experimental group which acquires some treatment as a part of CLT approach. In view of the fact that experimental method is employed in this research, the writer uses the score of pre test and post test of the experimental and control group to collect the data. The pre test is given in the beginning of the course with the intention of finding out the primary difference between experimental and control groups. After the treatment, post test will be given. After the scores are complete, the result from two groups was calculated statistically.

In conducting the research, some steps were utilized (Airasian et al, 2006:234). It was initiated with selecting and defining the problem. It followed with selecting and measuring partakers.

After that, a research plan was organized and the procedure was conducted. The next step was analyzing the data. Those entire steps were ended with formulating the conclusions.

3.1.1   Research Design

Quasi experimental design was employed in this research. The design of this research was represented as follow:

G1   TI   x   T2
————————————————————
G2   T1   T2

Through this design, there were an experimental group (G1), control group (G2), pre test (T1), post test (T2), and treatment (x).

(Hatch and Farhadi 1982: 22)

3.1.2   Variables

Students' speaking ability was measured in order to investigate the effectiveness in using CLT. There were two variables in this research: independent variable which is *Communicative Language Teaching* and dependent variable which is *students' speaking ability*.

3.2   Population and Sample

Airasian et al (2006:116) state that population is the group to which a researcher would like to generalize the result of the study.

Hence, the population of this research was ten classes of the second year of SMA Kartika Siliwangi I Bandung. This level was specifically chosen because unexpected outcomes such as damage that can be caused by the failure possibility of this research were avoided.

Individuals, items, or events selected from a larger group referred to as a population formulate sample (Airasian, 2006:99). Purposive sampling was employed because there were some assumptions before, for example the two classes taken have some common characteristics. Their mean scores were approximately same. There were two classes take place as samples. XI-1 was the experimental group and XI-2 was the control group. Both of those classes consisted of 36 students.

Samples in quantitative studies should be as large as possible. In other words, the larger the sample, the more representative it is likely to be, and the result of the study will be more generalizable (Airasian, 2006:116). However, there was a possibility of not all of the students completely attended the class during the research. Consequently, 30 students of each class as sample were taken

3.3 Research Instruments

Instrument is a tool which is used to collect data (Airasian et al, 2006:122). Speaking tests, which was served as research instruments, were employed in order to investigate the effectiveness of using CLT in developing students' speaking ability. Thus, the speaking test was in form of short talk.

3.3.1 Pre test and Post test

The same instrument for both experimental and control group as the pre test and post test was applied. The test was short talk. Short talk was chosen because it was obviously a realistic test of sustained speech since the subjects of short talk is something students are familiar with (Heaton, 1988:102). Therefore, pre test and post were administered in the form of short talk.

A number of topics were given to the students. They chose one of them and spoke about the topic chosen. The evaluation of pre test and post test were based on some criteria; accuracy, fluency, and comprehension.

3.3.2 Instrument for the Treatment

The materials given for both control group and experimental group were adopted from English text book of second grade of senior high school entitled *Look Ahead: An English Course* by Eudia Grace and Th. M. Sudarwati.

The experimental group was instructed with CLT. In the other hand, control group persisted with the currently used method.

3.3.3 Recorder

Recording device to record students' short talk during oral test in pre test and post test was utilized. The tool was used because of its accessibility in assessing process.

3.4 Research Procedures

3.4.1 Pre test

The pre test was aimed to find out the students' initial achievement of their speaking ability before the treatment. The pre test was conducted on February 2nd 2009. Students were asked to come forward to teacher's desk ands the pre test was given in the form of short talk.

3.4.2 The Treatment

Both experimental group and control group were taught with different method. While experimental group was taught using CLT, control group was taught by practicing dialogue from the text book. The treatment was conducted from February 9th 2009 to February 27th 2009. There are two meetings per week and each meeting consists of two credit hour. The schedules of experimental group treatments were as follow:

3.4.3 Post Test

The post test is aimed to measure the improvement of students' speaking ability. It had the same procedure with pre test. It was carried out on March 3rd 2009

3.5 Data Analysis Procedures

Analyzing the students' score of the two groups in post test using t-test in order to find out whether or not there was a significance improvement in their scores was carried out after the determining of the two groups. Those data were interpreted. The data computations of those first three steps above were done using SPSS 15.0. Additionally, to answer the second research questions, the questionnaire were distributed. Describing students' responses toward CLT approach were done using descriptive analysis.

If the interpretations of data want to be valuable, the measuring instruments used to collect data must be both valid and reliable (Airasian et al, 2006:134). Hence, validity and reliability is important. Data computation will be done using SPSS 15.0

3.5.1 Validity

According to Airasian et al (2006:134), validity is the degree to which a test measures what it is intended, consequently, permits appropriate interpretation of scores. To calculate the validity of the test, *Pearson Product Moment Formula* was used as presented below:

(Priyatno, 2008:18)

Note:

r_{ix} = coefficient correlation between i and x variable

n   = number of subjects

i   = the average score of i

x   = the average score of x

The criteria of validity are as follow:

0.800 – 1.000   very high

0.600 – 0.800   high

0.400 – 0.600   moderate

0.200 – 0.400   low

0.000 – 0.200   very low

Furthermore, the analyzing of r_{xy} with 5% level of significance (p =0.05) could determine the significance of correlation. If $p < 0.05$, which signified that the correlation is significant. Whereas, if $p > 0.05$, the correlation is not significant. The result of calculation using SPSS 15.0 was presented as follow

Table 3.1
Pearson Product Moment Correlation
Correlations

		accuracy	fluency	comprehension	Total score
Accuracy	Pearson Correlation	1	,489(**)	,643(**)	,870(**)
	Sig. (2-tailed)		,006	,000	,000
	N	30	30	30	30
Fluency	Pearson Correlation	,489(**)	1	,554(**)	,799(**)
	Sig. (2-tailed)	,006		,001	,000
	N	30	30	30	30
Comprehension	Pearson Correlation	,643(**)	,554(**)	1	,851(**)
	Sig. (2-tailed)	,000	,001		,000
	N	30	30	30	30
Total score	Pearson Correlation	,870(**)	,799(**)	,851(**)	1
	Sig. (2-tailed)	,000	,000	,000	
	N	30	30	30	30

** Correlation is significant at the 0.01 level (2-tailed).

From the table 3.1, it can be seen that each item has Pearson Correlation value (r_{xy}) within the criteria of *very high, high*, and *very high* correlation. Each item has the probability $p < 0.05$ which indicated that the correlation is significant. Therefore, the instrument that is used in this research is valid.

3.5.2 Reliability

Reliability is the degree to which a test consistently measures whatever it is measuring (Airasian, 2006:139). Since the scores obtained in the test using scales, Alpha Cornbach formula was used. The formula of Alpha Cornbach is listed as follow:

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Note:

r11   = reliability of the instrument

k   = number of items

            = the sum of item's variance

            = total variance

The result of reliability was interpreted using these following criteria:

0.00 – 0.20   low

0.21 – 0.40   moderate

0.41 – 0.70   high

0.70   very high

Furthermore, the Alpha value was compared to the r table with df = N – 2. If the Alpha value is bigger than the r table, it follows that the instrument is reliable. The results of calculation using SPSS 15.0 are as follow:

Table 3.2
Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Accuracy	6,17	,971	,637	,710
Fluency	6,20	1,269	,569	,761
comprehension	6,37	1,275	,698	,649

Table 3.3
Reliability Statistics

Cronbach's Alpha	N of Items
,783	3

From the table 3.2, it can be seen that all of the corrected item total correlation is in the criteria of *high* correlation. The Alpha value with 3 items as seen in table 3.3 is 0.783.

Sekaran as cited in Priyatno (2009) stated that less than 0.6 of reliability is low, 0.7 is acceptable, and more than 0.8 is good. The Alpha value is 0.783. The r table (with 5% level of significance and two tailed) is 0.361. The entire items in corrected item total correlation are bigger than r table. As a result, the instrument used in this research is reliable.

3.5.3 Pre test Data Analysis

The procedures of pre test data analysis begun with the calculation of normality distribution, the calculation of homogeneity of variance, and ended with the calculation of T Test. This section also presented the calculation of normality distribution and homogeneity of variance while the calculation of T Test will be presented in chapter IV.

3.5.3.1 Calculation of normality distribution test

Kolmogorov Smirnov Test was utilized to find out the normality distribution of pre test. The results of calculation using Kolmogorov Smirnov Test are as follow:

Table 3.4
Normality Test of Pre Test in Control Group
One-Sample Kolmogorov-Smirnov Test

		control_group
N		30
Normal Parameters(a,b)	Mean	7,27
	Std. Deviation	2,243
Most Extreme Differences	Absolute	,247
	Positive	,247
	Negative	-,156
Kolmogorov-Smirnov Z		1,355
Asymp. Sig. (2-tailed)		,051

a. Test distribution is Normal.
b. Calculated from data.

Table 3.5
Normality Test of Pre Test in Experimental Group
One-Sample Kolmogorov-Smirnov Test

		Experimental group
N		30
Normal Parameters(a,b)	Mean	7,47
	Std. Deviation	2,389
Most Extreme Differences	Absolute	,230
	Positive	,230
	Negative	-,151
Kolmogorov-Smirnov Z		1,262
Asymp. Sig. (2-tailed)		,083

a. Test distribution is Normal.
b. Calculated from data.

When significance (Asymp Sig) is higher than 0.05, the distribution of pre test score is normal. In contrast, when significance is less than 0.05, the distribution of pre test score is not normal. Table 3.4 shows that the Asymptotic Significance (Asymp Sig) of control group is 0.051, whereas the Asymp Sig of experimental group is 0.083. Both of them are higher than 0.05. In other words, the distribution of pre test score is normal.

3.5.3.2 Calculation of homogeneity variance test

To investigate the homogeneity of pre test score, *Levene Test* was applied. The results of calculation using *Levene Test* are presented as follows:

Table 3.6

Homogeneity Test of Pre Test in Control and Experimental Group

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
,165	1	58	,686

The criterion of homogeneous variance is when the probability is higher than 0.05 ($p > 0.05$), while if the probability is less than 0.05 ($p < 0.05$), the variance is not homogeneous. Table 3.6 shows that the significance value (sig.) is 0.686. It follows that the probability is higher than 0.05 ($p > 0.05$). In conclusion, the sample of the population is homogeneous.

3.5.3.3 Calculation of t test

Independent sample t Test in SPSS 15.0 was used to compare means between control group and experimental group before the treatment was conducted.

3.5.4 Post test Data Analysis

The procedure of post test data analysis was similar with pre test data analysis. In calculation of t Test, paired sample t Test also used to find out the means between two groups after the treatment was conducted. This section also presented the calculation of normality distribution and homogeneity of variance while the calculation of T Test will be presented in chapter IV.

3.5.4.1 Calculation of Normality Distribution

Kolmogorov Smirnov Test was utilized to find out the normality distribution of pre test. The results of calculation using Kolmogorov Smirnov Test were as follow:

Table 3.9
Normality Test of Post Test in Control Group
One-Sample Kolmogorov-Smirnov Test

		control_group
N		30
Normal Parameters(a,b)	Mean	9,27
	Std. Deviation	1,311
Most Extreme Differences	Absolute	,200
	Positive	,200
	Negative	-,179
Kolmogorov-Smirnov Z		1,093
Asymp. Sig. (2-tailed)		,183

a. Test distribution is Normal.
b. Calculated from data.

Table 3.10
Normality Test of Post Test in Experimental Group
One-Sample Kolmogorov-Smirnov Test

		Experimental group
N		30
Normal Parameters(a,b)	Mean	11,00
	Std. Deviation	2,197
Most Extreme Differences	Absolute	,242
	Positive	,242
	Negative	-,115
Kolmogorov-Smirnov Z		1,326
Asymp. Sig. (2-tailed)		,059

a. Test distribution is Normal.
b. Calculated from data.

When the significance (Asymp Sig) is higher than 0.05, the distribution of post test score is normal. In contrast, when significance is less than 0.05, the distribution of post test score is not normal. Table 3.9 shows that the Asymptotic Significance (Asymp Sig) of control group is 0.183, whereas the Asymp Sig of experimental group is 0.059 (table 3.10).

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Both of them are higher than 0.05. Thus, the distribution of post test score is normal.

3.5.4.2 Calculation of Homogeneity of Variance

To investigate the homogeneity of pre test score, *Levene Test* was applied. The results of calculation using *Levene Test* are presented as follows

Table 3.11
Homogeneity Test of Post Test in Control and Experimental Group
Test of Homogeneity of Variances

score

Levene Statistic	df1	df2	Sig.
4,917	1	58	,031

The criterion of homogeneous variance is when the probability is higher than 0.05 ($p > 0.05$), while if the probability is less than 0.05 ($p < 0.05$), the variance is not homogeneous. Table3.11 shows that the significance value (sig.) is 0.031. It follows that the probability is less than 0.05 ($p < 0.05$). Thus, the sample of the population is not homogeneous. In other words, after some treatments were given, there were numerous differences between control and experimental group.

3.5.5   Questionnaire Analysis

The formula of percentage was used in analyzing the questionnaires. The data were interpreted based on the frequency of students' answers.

The formula of percentage to calculating the questionnaire is as follow:

$$P = \frac{Fo}{n} \times 100\%$$

Note:

P   = Percentage

Fo   = frequency of students' answers

n   = the number of students

To interpret the data which were derived from the questionnaire, the criteria below were used:

P (%)	Criteria
0	None
1 – 25	A few of
26 – 49	Nearly half of
50	Half of
51 – 75	More than a half of
76 – 99	Nearly all of
100	All of

Table 3.12 The criteria of Questionnaire Data Analysis

Kuntjaraningrat (In Stiawandi, 2006)

After the reliability and validity of instruments were revealed and followed by the normality and the homogeneity of both experimental and control group, the calculation using t-test and the descriptive analysis will now be presented in the following chapter.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter elaborates the data presentation, which describes the result of the research and analysis of the data. It also presents the discussion based on the research findings. The data have been calculated by using certain statistical formula and SPSS version 15.0.

4.1   Research Findings

Prior to the normality and reliability of pre test and post test score as presented in the previous chapter, this section will present the calculation of T Test and questionnaire analysis

4.1.1   The Calculation of Pre Test Score

Upon calculating the validity and reliability of the instrument followed by the calculation of normality distribution and homogeneity of variance, the following section is to calculate the pre test score. The pre test score were obtained from both control and experimental group. The T Test was employed in calculating pre test score.

4.1.1.1 The T-test

Independent Sample T Test was utilized to reveal whether there is a

difference between experimental group and control group. It was initiated by F

Test. If the variance is similar, Equal Variance Assumed will be employed.

Table 4.1
Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
score	control	30	7,27	2,243	,409
	experimental	30	7,47	2,389	,436

Table 4.2
Independent Sample T-test of Pre Test
Independent Samples Test

		score	
		Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F	,165	
	Sig.	,686	
t-test for Equality of Means	T	-,334	-,334
	Df	58	57,771
	Sig. (2-tailed)	,739	,739
	Mean Difference	-,200	-,200
	Std. Error Difference	,598	,598
95% Confidence Interval of the Difference	Lower	-1,397	-1,398
	Upper	,997	,998

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From table 4.1, it was found that the mean of control group (with standard deviation = 2.243) is 7.27 and the mean of experimental group (with standard deviation = 2.389) is 7.47. In brief, the two groups was equivalent.

Next, the F Test will be applied. The F Test was begun with composing the hypothesis:

H0 : the experimental and control group have the same variance

From table 4.2, the F's significance value (sig.) is 0.686 which is higher than 0.05 (0.686 > 0.05). Thus, the null hypothesis was accepted. It can be concluded that experimental group and control group have the same variance. In line with that, Equal Variance Assumed will be applied.

Gradually, T Test was started with formulating the hypothesis:

H0 : there is no difference of the mean score between experimental and control group

From table 4.2, $t_{observe}$ is 0.334. Whereas, t_{crit} (using two tailed with df = 58) is -2.002. Because $-t_{crit} \leq t_{observe} \leq t_{crit}$, Ho is accepted. All in all, the two groups are in the same level and starting point.

4.1.2   The Calculation of Post Test Score

Upon calculating the normality distribution and homogeneity of variance, the following section was to calculate the post test score. The post test score were obtained from both control and experimental group. The T Test was employed in calculating pre test score.

4.1.2.1   The T-test

It has been found out that the distribution of post test score is normal and the data are not homogeneous. Since the data are not homogeneous, *independent sample t test* and *paired sample t test* were utilized to compare means.

4.1.2.1.1   Independent Sample T-test

Independent Sample T Test was utilized to reveal whether there is a difference between experimental group and control group. It was initiated by F Test. If the variance is similar, Equal Variance Assumed will be employed. In contrast, Equal Variance Not Assumed will be utilized if the variance is different.

Table 4.3
Group Statistics

	group	N	Mean	Std. Deviation	Std. Error Mean
score	1	30	9,27	1,311	,239
	2	30	11,00	2,197	,401

Table 4.4
Independent Sample T Test of Post test Score
Independent Samples Test

		score	
		Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F	4,917	
	Sig.	,031	
t-test for Equality of Means	T	-3,710	-3,710
	Df	58	47,333
	Sig. (2-tailed)	,000	,001
	Mean Difference	-1,733	-1,733
	Std. Error Difference	,467	,467
95% Confidence Interval of the Difference	Lower	-2,668	-2,673
	Upper	-,798	-,794

From table 4.3, it was found that the mean of control group (with standard deviation = 1.311) is 9.27 and the mean of experimental group (with standard deviation = 2.197) is 11.00. Whether there were a significant difference between control and experimental group will now be defined in turn.

Next, the F Test will be applied. The F Test was begun with composing the hypothesis:

H_0 : the experimental and control group have the same variance

From table 4.4, the F's significance value (sig.) is 0.031 which is less than 0.05 (0.031 < 0.05). Thus, the null hypothesis was rejected. In line with that, Equal Variance Assumed will be applied.

Gradually, the T Test was started first by formulating the hypothesis,

H0: there is no difference of the mean score between control and experimental group

From table 4.4, $t_{observe}$ is - 3.710. Whereas, t_{crit} (using two tailed with df = 58) is -2.002. Because   - $t_{observe}$ < - t_{crit} , Ho is rejected. In all that, the score difference of control and experimental group was statistically significant.

4.1.2.1.2   Paired Sample T-test

Based on the result of Independent Sample T Test, the score difference of control and experimental group was statistically significant. Gradually, Paired Sample T Test was employed to investigate whether the score difference of experimental group is significant. The null hypothesis was revealed as follow:

H_0 : There is no significant difference between mean score of pre test and post test in the experimental group

The result of Paired Sample T Test using SPSS 15.0 is as follow:

Table 4.5
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre test	7,47	30	2,389	,436
	Post test	11,00	30	2,197	,401

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Table 4.6
Paired Sample T Test of Experimental Group
Paired Samples Test

			Pair 1
			Pre test – post test
Paired Differences	Mean		-3,533
	Std. Deviation		2,751
	Std. Error Mean		,502
	95% Confidence Interval of the Difference	Lower	-4,561
		Upper	-2,506
T			-7,035
Df			29
Sig. (2-tailed)			,000

From table 4.5, the mean of pre test (with standard deviation = 2.389) is 7.47 and the mean of post test (with standard deviation = 2.197) is 11.00, thus it was clear that the mean of post test is higher than pre test.

From table 4.15, $t_{observe}$ is – 7.035 with significance 0.000. Moreover, the t_{crit} (with significance 0.025, two tailed, and df = 29) is – 2.045.

Since - $t_{observe}$ < - t_{crit} and the significance is less than 0.05 (p > 0.05), the null hypothesis of there was no difference was rejected. The score difference of pre test and post test in experimental group was statistically significant.

4.1.2   Questionnaires Analysis

In order to reveal students' responses towards the using of CLT approach, a set of questionnaire was delivered. The combination of opened and closed questionnaire was utilizes as a support data. The questionnaire consisted of 10 questions. The first eight questions which is in close questionnaire form related to students' background and their responses of CLT. The last two questions also related to their responses but they go deeper because they are in form of opened questionnaire. As a result, students stated their favorite technique including their reason. The results of the questionnaire were represented as follow:

A. Part I

In this section, the questionnaire was focused on checking the students' opinion about their needs and their responses of CLT approach in learning English.

1. Siswa SMU perlu berkomunikasi dalam bahasa Inggris

No	Opsi	Frekuensi	%
1.	Sangat Setuju	4	13.3
2.	Setuju	15	50
3.	Ragu – ragu	8	26.7
4.	Tidak setuju	1	3.3
5.	Sangat tidak setuju	2	6.7
	Total	30	100

A few of the students (13.3%) definitely agreed that senior high school students need to communicate in English, half of the students (50%) agreed, a few of students hesitated (26.7%), one student did not agree, and 6.7% students definitely did not agree with the use of English in senior high school students' communication.

It can be concluded that more than half of the students feel that it is important for senior high school students to communicate in English.

2. Kamu dapat bertanya tentang sesuatu dalam bahasa Inggris

No	Opsi	Frekuensi	%
1.	Sangat Setuju	1	3.3
2.	Setuju	12	40
3.	Ragu – ragu	15	50
4.	Tidak setuju	2	6.7
5.	Sangat tidak setuju	-	-
	Total	30	100

Half of the students (50%) hesitated of their ability of asking information in English. Whereas, nearly half of the students (40%) agreed, only one student definitely agreed, and a few of students (6.7%) did not agree capability of asking information in English. In conclusion, most of the students were not really confident with their capability of asking information in English.

3. Kamu dapat menjawab tentang sesuatu dalam bahasa Inggris

No	Opsi	Frekuensi	%
1.	Sangat Setuju	1	3.3
2.	Setuju	14	46.7
3.	Ragu – ragu	9	30
4.	Tidak setuju	6	20
5.	Sangat tidak setuju	-	-
	Total	30	100

One student definitely agreed and nearly half of the students (46.7%) agreed that they have capability of answering about something in English. While, nearly half of the students (30%) hesitated and 20% of the students did not agree that they have a capability of answering about something in English. Not many students feel certain about capability of answering about something in English.

4. Kamu dapat bercakap – cakap tentang sesuatu dengan temanmu dalam bahasa Inggris

No	Opsi	Frekuensi	%
1.	Sangat Setuju	3	10
2.	Setuju	8	26.7
3.	Ragu – ragu	14	46.7
4.	Tidak setuju	4	13.3
5.	Sangat tidak setuju	1	3.3
	Total	30	100

Three students definitely agreed and nearly half of the students (26.7%) agreed that they have capability of communicating in English. Nearly half of the students (46.7%) hesitate, a few of students (13.3%) did not agree, and one student definitely did not agree that they have a capability of communicating in English. In conclusion, not many students have the confidence of communicating in English since they speak English rarely.

5. Selama 6 pertemuan terakhir kamu merasakan peningkatan ketrampilan berbicara bahasa Inggris

No	Opsi	Frekuensi	%
1.	Sangat Setuju	-	-
2.	Setuju	25	83.3
3.	Ragu – ragu	3	10
4.	Tidak setuju	2	6.7
5.	Sangat tidak setuju	-	-
	Total	30	100

A few of students (10%) hesitated and two students did not agree that they feel the development in their ability of communicating in English. Whereas, nearly all of the students (83.3%) agreed that their ability of communicating in English had improved during the last 6 meetings.

6. Kamu merasa nyaman belajar bahasa Inggris dengan menggunakan teknik –
teknik seperti role play, interpersonal exchange, dan problem solving.

No	Opsi	Frekuensi	%
1.	Sangat Setuju	-	-
2.	Setuju	23	76.7
3.	Ragu – ragu	6	20
4.	Tidak setuju	1	3.3
5.	Sangat tidak setuju	-	-
	Total		

One student felt uncomfortable and a few of students (20%) hesitated of
enjoying those techniques such as role play, interpersonal exchange, and problem
solving. Nearly all of the students (76.7%) felt comfortable with the use of CLT's
techniques such as role play, interpersonal exchange, and problem solving. In all
in, most students felt comfortable with the use of role play, interpersonal
exchange, and problem solving.

7. Kamu merasa senang dengan teknik pengajaran bahasa Inggris ini

No	Opsi	Frekuensi	%
1.	Sangat Setuju	-	-
2.	Setuju	24	80
3.	Ragu – ragu	5	16.7
4.	Tidak setuju	1	3.3
5.	Sangat tidak setuju	-	-
	Total	30	100

A few of the students (16.7%) hesitated and one student did not enjoy
the use of those techniques. In contrast, nearly all of the students (80%) were able
to enjoy those techniques. The result showed that most students enjoy the use of
role play, interpersonal exchange, and problem solving.

8. Kegiatan berbicara dalam bahasa Inggris berjalan efektif dengan adanya tehnik pengajaran ini

No	Opsi	Frekuensi	%
1.	Sangat Setuju	-	-
2.	Setuju	24	80
3.	Ragu – ragu	4	13.3
4.	Tidak setuju	2	6.7
5.	Sangat tidak setuju	-	-
	Total	30	100

A few of students (13.3%) hesitated and two students (6.7%) did not agree that the use of those techniques make speaking activity run effectively. Whereas, nearly all of the students (80%) agreed that those techniques facilitated their speaking activity.

B. Part II

This part discussed students' opinion of learning English taken from open questionnaire.

1. Dari 3 teknik pengajaran bahasa Inggris seperti role play, interpersonal exchange, dan problem solving, manakah yang paling kamu senangi?
   - role play
   - problem solving
   - interpersonal exchange
   Alasan…

More than a half of the students (66.7%) preferred problem solving the most. They preferred this technique because they like the challenge to solve the problem.

Moreover, group activities motivated them in learning English. It was not easy to assemble their opinion into a right decision. They were also compelled to communicate more in English and the atmosphere enabled them to do that. Nearly half of the students (30%) chose role play as their favorite. They like it because using role play enable them to become another person.

In additional, it was simple and easy to do. Interpersonal exchange was chosen by one student. The reason to choose this technique was knowledge and information can be acquired from another.

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2. Dari 3 teknik pengajaran bahasa Inggris seperti role play, interpersonal exchange, dan problem solving, manakah yang paling kamu senangi?

- role play

- problem solving

- interpersonal exchange

- lainnya…

Alasan…

More than a half of the students chose interpersonal exchange. The reason is they felt lack of vocabulary which unable them to deliver their stories. Nearly half of the students (26.7%) chose problem solving because they have to solve the problem and employ their English on the same time. A few of students (20%) chose role play since in their opinion it was not easy to play the role of someone else.

4.2   Discussion

Based on the statistical computation, from comparing the mean of experimental and control group, it was proven that CLT approach in enhancing students' speaking ability. The calculation of pre test score showed that the mean of control group is 7.27 and the mean of experimental group is 7.47. The result of pre test score using *Independent Sample T Test* available in SPSS 15.0 verified that there is no significant difference between control and experimental group ($p >$ 0.05 in which $p = 0.686$). In brief, both groups have the same starting point of speaking ability which was required in conducting the treatments.

After utilizing CLT approach in classroom, by means of role playing, interpersonal exchanging, and problem solving, the mean score of control group is 9.27 while the mean score of experimental group is 11.00. The result of pre test score using *Independent Sample T Test* available in SPSS 15.0 verified that there is significant difference between control and experimental group ($p < 0.05$ in which $p = 0.031$). In all in, the mean of experimental group was higher than control group. The difference between control and experimental group was statistically significant. It can be concluded that after some treatments given, experimental group has better speaking ability than control group.

Moreover, the score of post test in experimental group compared with the score of pre test was statically significant. The mean obtained in pre test is 7.47 and in post test is 11.00. From the computation using *Paired Sample T Test* available in SPSS 15.0 it is shown that there is a significant difference between the mean of pre test and the mean of post test ($p < 0.05$ in which $p = 0.000$).

It can be concluded that the mean of post test is higher than the mean of pre test and the difference was statistically significant. Thus, the null hypothesis of no difference between the pre test score and post test score is rejected. It follows that CLT approach assisted students in improving their speaking ability.

The data were also supported by the questionnaire given to find out students' responses toward CLT approach. Most of the students have positive responds toward CLT approach. They felt comfortable of the use of techniques in CLT approach in their speaking activity in class. Those techniques employed such as role play, interpersonal exchange, and problem solving was experienced as techniques that enable them to speak out and state their opinion because CLT gives students the opportunity to interact in English more in the classroom through role playing, interpersonal exchange, and problem solving.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research and the suggestion for further research.

5.1 Conclusion

The aim of this research was to answer several questions that deal with the effectiveness of CLT approach in developing students' speaking ability and the students' responses toward CLT approach.

Based on the research findings, these followings can be concluded. The first, there was a significant different between the post test score of experimental group and control group which was seen from the calculation of the mean in both group. In conclusion, there is improvement in experimental group after some treatments of CLT approach given. Furthermore, the comparison of post test and pre test score of experimental group revealed that students' speaking ability develops.

Moreover, the data was also supported by the questionnaire given to the students to divulge their responses toward CLT approach. Most of the students respond it positively. They were encouraged to speak more in English since the atmosphere enable them to freely state their mind toward the topic given.

All the techniques used were in the form of group which made them feel more comfortable since they could share with another. The situation stimulates them to be more not only confident but also active and creative in the class. However, there were a small number of students who had different responses toward CLT approach. They still felt lack of confidence for they believe that their vocabulary were not enough to converse with another. They were still afraid of making mistakes.

Above all, regarding to the data analysis, CLT approach is proven effective in developing speaking ability in senior high school classrooms.

5.2 Suggestion

Based on the findings, discussions, and conclusions, CLT approach is prospective to be applied in speaking class since it can develop students' speaking ability. Furthermore, teachers' role is crucial for it can turn the class into successful or tedious class in ways such as a teacher centred tends to make the whole class bored or a fun and active class with a teacher as a facilitator.

Therefore, some suggestions are going to be proposed for further research. It is suggested that the research take a longer time to attain better achievement. With more meetings, researchers can explore more about CLT approach and employ other techniques beside role play, interpersonal exchange, and problem solving.

For further research, it is suggested that the upcoming researchers should investigate different level such elementary school or junior high school since this approach has many techniques that can be adjusted with the condition and situation in the different classroom.

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