

**COMMUNICATIVE LANGUAGE TEACHING IN SPEAKING CLASS IN
ONE VOCATIONAL HIGH SCHOOL IN PANGKAL PINANG**

*A Thesis
Submitted as Partial Fulfillment of the Requirements to Obtain Strata Two (S2)
Degree*



**BY:
CHANDRA ARNIDA
1201402**

**ENGLISH DEPARTMENT
SCHOOL OF POSTGRADUATE STUDIES
INDONESIA UNIVERSITY OF EDUCATION
2014**

**COMMUNICATIVE LANGUAGE TEACHING IN SPEAKING CLASS IN
ONE VOCATIONAL HIGH SCHOOL IN PANGKAL PINANG**

Oleh
Chandra Arnida, S.Pd
UPI Bandung, 2014

Sebuah Tesis yang di ajukan untuk memenuhi salah satu syarat memperoleh gelar
Magister Pendidikan (M.Pd) pada Fakultas Pendidikan Bahasa dan Seni

© Chandra Arnida 2014
Universitas Pendidikan Indonesia
Agustus 2014

Hak Cipta dilindungi undang – undang.
Skripsi ini tidak boleh diperbanyak seluruhnya atau sebagian, dengan dicetak
ulang, difoto kopi, atau cara lainnya tanpa ijin dari penulis.

APPROVAL PAGE

**COMMUNICATIVE LANGUAGE TEACHING IN SPEAKING CLASS IN ONE
VOCATIONAL HIGH SCHOOL IN PANGKAL PINANG**

By

CHANDRA ARNIDA

1201402

Approved by:

Supervisor,

Prof. Dr. Nenden Sri Lengkanawati, M.Pd

The Head of English Education Program

Indonesia University of Education

Prof. Emi Emilia, M.Ed., Ph.D

COMMUNICATIVE LANGUAGE TEACHING IN SPEAKING CLASS IN ONE VOCATIONAL HIGH SCHOOL IN PANGKAL PINANG

ABSTRACT

Speaking is an important aspect in language learning assisting people to convey ideas and maintain social relationship with others. However, some students are still unable to speak English fluently although they have learned it for many years. Thus, this study aims to investigate whether Communicative Language Teaching (CLT) is effective to improve the students' speaking ability. This study also aims to find out the students' responses to the implementation of CLT. This study involved two classes of second-grade-accountant students by employing a quasi-experimental design at one vocational high school in Pangkalpinang. The students were categorized into two: control and experimental groups. The data for this study were obtained from tests and a questionnaire which were analyzed quantitatively. The data from the tests were analyzed based on the components of speaking (Hadley, 2001), including accuracy, fluency, vocabulary, and pronunciation by using IBM SPSS statistics Version 16. Furthermore, the data from the questionnaire were analyzed by using Likert scale. The results of this study reveal that Communicative Language Teaching was effective to improve the students' speaking ability. The effectiveness was seen from the progress of the students' scores between the pre-test and the post-test. The progress was 5.35 points in which the mean score of the pre-test was 73.71 and the mean score of the posttest was 79.06. The results of this study also indicate that the students showed their positive responses to the implementation of CLT by the mean score of 3.45 out of 4. In conclusion, pedagogically, the results may encourage the teachers in the research site or in the other sites to implement this method as one of the beneficial ways in increasing the students' speaking ability, particularly in vocational high school level. Furthermore, theoretically, the results of this study contribute to the enrichment of the theories about the implementation of Communicative Language Teaching in teaching speaking. Moreover, it is suggested that the future researchers conduct advanced research related to the use of Communicative Language Teaching in teaching speaking.

Key words: *Speaking Ability, Communicative Language Teaching (CLT)*

***COMMUNICATIVE LANGUAGE TEACHING IN SPEAKING CLASS IN
ONE VOCATIONAL HIGH SCHOOL IN PANGKAL PINANG***

***COMMUNICATIVE LANGUAGE TEACHING PADA KELAS SPEAKING PADA
SATU SEKOLAH KEJURUAN TINGGI DI PANGKAL PINANG***

ABSTRAK

Berbicara merupakan salah satu aspek penting dalam pembelajaran bahasa yang membantu siswa dalam menyampaikan ide – ide dan memelihara hubungan sosial dengan sesama. Akan tetapi, masih terdapat beberapa siswa yang belum mahir berbicara dalam Bahasa Inggris dengan lancar walaupun mereka telah mempelajarinya selama beberapa tahun. Oleh karena itu, skripsi ini bertujuan untuk menginvestigasi apakah *Communicative Language Teaching (CLT)* efektif dalam meningkatkan kemampuan berbicara siswa. Skripsi ini juga bertujuan untuk mengetahui respon siswa terhadap pengimplementasian CLT. Skripsi ini melibatkan dua kelas akutansi tingkat dua dengan menggunakan *quasi-experimental design* pada satu sekolah kejuruan di Pangkalpinang. Siswa – siswa pada studi ini di kategorikan menjadi dua kelompok: kelompok kontrol dan kelompok eksperimen. Data pada studi ini diperoleh dari test dan kuisisioner yang dianalisa secara kuantitatif. Data test dianalisa menurut komponen – komponen berbicara (Hadley, 2001) yang meliputi, keakuratan, kelancaran, kosakata dan cara pengucapan dengan menggunakan IBM SPSS statistics Version 16. Data kuisisioner dianalisa menggunakan skala Likert. Hasil dari studi ini mengungkapkan bahwa *Communicative Language Teaching (CLT)* efektif dalam meningkatkan kemampuan berbicara siswa. Keefektifan CLT ini dapat dilihat pada perkembangan hasil test siswa antara *pretest* dan *posttest*. Kemajuan siswa 5.35 poin dimana skor rata – rata pada *pretest* adalah 73.71 dan skor rata – rata pada *posttest* adalah 79.06. Hasil studi ini juga menunjukkan respon positif siswa terhadap pengimplementasian CLT dengan skor rata – rata 3.45 dari skala 4. Kesimpulannya, secara pedagogis, hasil dari studi ini dapat mendorong guru pada tempat studi ini dilakukan atau tempat lain untuk mengimplementasikan metode ini sebagai salah satu cara yang bermanfaat dalam meningkatkan kemampuan berbicara siswa, terutama pada tingkat sekolah kejuruan tinggi. Secara teori, hasil studi ini berperan untuk menambah teori tentang pengimplementasian dari *Communicative Language Teaching (CLT)* pada pengajaran berbicara. Selain itu, pada peneliti berikutnya disarankan untuk melakukan penelitian lanjutan yang berkaitan dengan penggunaan *Communicative Language Teaching* pada pengajaran berbicara.

Kata kunci: Keterampilan Berbicara, *Communicative Language Teaching (CLT)*

Declaration of Ownership

I hereby certify that this thesis entitled “*Communicative Language Teaching In Speaking Class In One Vocational High School In Pangkalpinang*” is honestly my own work. I am fully aware that I have quoted some statements and ideas from various sources, and they are properly acknowledged in the text.

I also certify that the thesis has been written by me, and that any help received in this research work and the preparation of the thesis itself, and all information sources and literature used in this thesis have been acknowledged.

Bandung, July 2014

Chandra Arnida

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Praise be upon to Allah SWT; The Lord of the Universe, that under his blessing and great guidance, I am eventually able to complete this thesis as one of the requirements to achieve the Master degree (S2) in English Education Program School of Postgraduate Studies Indonesia University of Education. In accomplishing this thesis, I have worked with a great number of people who have deserved special mention for the contribution. It is a pleasure to convey my deepest appreciation to them all in my humble acknowledgment.

I would also like to express my sincere gratitude and respect to my supervisor, Prof. Dr. Nenden Sri Lengkanawati, M.Pd., with whom I was guided, supported and helped along with her patience during my work accomplishment.

I would also like to extent my deep appreciation to the principle and all of the members of SMK Negeri 1 Pangkalpinang who had given me allowance to conduct my study there.

To the late of my mother and my father, I will never forget all of your love and care in the whole of my life. I dedicate this thesis for you.

I am extremely grateful to my beloved husband, Ir. Replianto, who always supports me in every step I made with all of his love, patient, and care. I love you so much. I also would like to thank my children, Willyano Prima R., Irmasyithah Rahma R., and Frischa Aulia, R., for their encouragement towards the accomplishment of this thesis.

It is also a pleasure to express my gratitude wholeheartedly to all of my friends in English Program class A 2012, especially those who are always be with me during the process of this thesis accomplishment (Fida, Ocha, Tiwi, Widya and Dilla). With your sisterhood I can stand still. Thanks for the nice relationship which is full of smile, laugh, and even tears we shared for these two years.