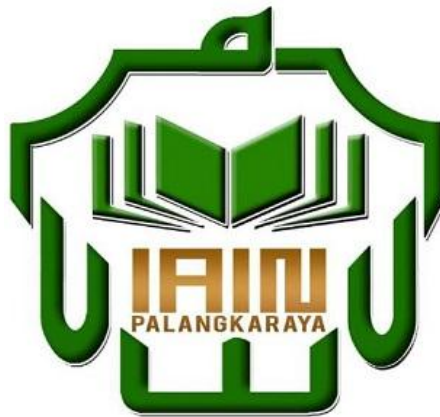


**THE EFFECTIVENESS OF COMMUNICATIVE LANGUAGE TEACHING (CLT) ON
SPEAKING SKILLS OF THE ELEVENTH GRADE STUDENTS OF SMA
MUHAMMADIYAH PALANGKARAYA**

THESIS

**Presented to the Department of Language Education of the State Islamic Institute of Palangka
Raya in Partial Fullfilment of Requirement for the Degree of Sarjana Pendidikan Islam**



By :

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2016 M / 1436 H**

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MOTTO

Life is like riding a bicycle.

**To keep your balance, you must keep
moving.**

Albert Einstein

THE EFFECTIVENESS OF COMMUNICATIVE LANGUAGE TEACHING (CLT) ON SPEAKING SKILLS AT THE ELEVENTH GRADE STUDENTS OF SMA MUHAMMADIYAH PALANGKA RAYA

ABSTRACT

This study is aimed to measure the effectiveness of Communicative language teaching (CLT) method on speaking skills at the eleventh grade students of SMA Muhammadiyah Palangka Raya. In this study, the writer used quasi-experimental design, where the writer used nonrandomized control group pre-test, post-test design with a kind of treatment. In this study the writer was helped by the English teacher of SMA Muhammadiyah Palangka Raya as the second rater for pre-test and post-test. There were two groups in this study, control group (XI IPA-3) which consisted of 33 students and experiment group (XI IPA-2) which consisted of 31 students. In this experiment, the writer taught the students directly with the same material. Therefore, the use of Communicative language teaching (CLT) method in role play was applied on experiment group only, and for the control group the writer applied conventional method that usually used by the teacher. To examine the hypothesis, the writer used t-test formula. In addition, the writer used SPSS V 22.0 program to compare the data.

The result of t test using manual calculation showed that the calculated value of t_{observed} was greater than the value of t_{table} at 5% significance level or $2.000 < 2.0312 < 2.660$ and lower at 1%. the value of T_{observed} was greater than the value of T_{table} at 5% but lower at 1% significance level or $2.000 < 2.0312 < 2.660$. The result of t-test using SPSS V 20.0 calculation found the calculated value (t_{observed}) was greater than T_{table} at 5% but lower at 1% significance level or $2.000 < 2.059 < 2.660$. This indicated that the alternative hypothesis stating that there was significant effect of using Communicative language teaching (CLT) method toward students' speaking skill at eleventh grade students in SMA Muhammadiyah Palangka Raya was accepted and H_0 stating that there is no significant effect of using Communicative language teaching (CLT) method toward students' speaking skill at eleventh grade students in SMA Muhammadiyah Palangka Raya was rejected. It meant that Communicative language teaching (CLT) gave significant effect to the students' speaking skill.

Based on the results finding of the study, it was shown that the Role Play as one of Communicative language teaching (CLT) method that has been chosen by the writer, gives beneficial contribution in increasing the students' speaking achievement and students' speaking performance during the instructional process. Role Play implemented in this study consisted of some steps. Those were; 1) deciding on the school syllabus and material, 2) organizing the group of the students, 3) providing the situation to be role played, 4) teaching the example dialogue for role play, 5) guiding the students to pronounce the expression used correctly and explaining the purpose, 6) having the students practiced the role play, 7) having the students modified the situation, and 8) having the students performed the dialogue in front of the class.

Key words: Effectiveness, Communicative Language Teaching, Role Play, Speaking, Experimental study.

**PENGARUH PENGAJARAN BAHASA KOMUNIKATIF DALAM
KETERAMPILAN BERBICARA SISWA KELAS SEBELAS
DI SMA MUHAMMADIYAH PALANGKA RAYA**

ABSTRAK

Penelitian ini bertujuan untuk mengukur pengaruh metode pengajaran bahasa komunikatif dalam keterampilan berbicara siswa kelas sebelas di SMA Muhammadiyah palangka Raya. Dalam penelitian ini, penulis menggunakan kuasi-eksperimen desain, di mana penulis menggunakan desain kelompok kontrol non-randomized *pre-test, post-test* dan *treatment*. Dalam penelitian ini penulis dibantu oleh guru bahasa Inggris dari SMA Muhammadiyah Palangka Raya sebagai penguji kedua untuk *pre-test* dan *post-test*. ada dua kelompok dalam penelitian ini, kelompok kontrol (XI IPA-3) yang terdiri dari 33 siswa dan kelompok eksperimen(XI IPA-2) yang terdiri dari 31 siswa. Dalam penelitian ini, penulis mengajar para siswa secara langsung dengan bahan yang sama. Namun penggunaan metode pengajaran bahasa komunikatif dalam bermain peran diterapkan pada kelompok eksperimen saja, dan untuk kelompok kontrol penulis menggunakan metode konvensional. Sementara itu, kelompok kontrol tidak diberi perlakuan yang sama. Untuk menguji hipotesis, penulis menggunakan rumus t-test. Selain itu, penulis juga menggunakan program SPSS V 22.0 untuk membandingkan data.

Hasil t-test menggunakan perhitungan manual menunjukkan bahwa nilai yang dihitung (t-test) lebih besar dari t-tabel sebesar pada tingkat signifikansi 5% tetapi lebih rendah pada 1% atau $2,000 < 2,3012 < 2,660$. Hasil t-test menggunakan SPSS V 22.0 perhitungan menemukan nilai yang dihitung (t-hitung) juga lebih besar dari t-tabel pada 5% tetapi lebih rendah pada 1% atau tingkat signifikansi $2,000 < 2,059 < 2,660$. Hal ini menunjukkan bahwa hipotesis alternatif yang menyatakan bahwa penggunaan pengajaran bahasa komunikatif memajukan keterampilan berbicara siswa kelas sebelas di SMA Muhammadiyah palangka Raya diterima dan hipotesis nol yang menyatakan bahwa penggunaan pengajaran bahasa komunikatif tidak memajukan keterampilan berbicara siswa kelas sebelas di SMA Muhammadiyah palangka Raya ditolak. Itu berarti pengajaran bahasa komunikatif memberikan efek yang signifikan kepada keterampilan siswa.

Berdasarkan hasil temuan penelitian, menunjukkan bahwa bermain peran sebagai salah satu metode pengajaran bahasa komunikatif yang telah dipilih oleh penulis, memberikan kontribusi yang bermanfaat dalam meningkatkan prestasi berbicara dan kinerja berbicara siswa selama proses pembelajaran. Bermain Peran yang diimplementasikan dalam penelitian ini terdiri dari beberapa langkah. Yaitu: 1) menentukan materi berdasarkan silabus sekolah, 2) pengorganisasian kelompok siswa, 3) memberikan situasi menjadi peran yang dimainkan, 4) mengajarkan dialog contoh untuk bermain peran, 5) membimbing siswa untuk mengucapkan Ekspresi yang digunakan dengan benar dan menjelaskan tujuannya, 6) menyuruh siswa mempraktekkan permainan peran, 7) menyuruh siswa mengembangkan situasi, dan 8) menyuruh siswa melakukan dialog di depan kelas.

Kata kunci: Keefektifan, Metode pengajaran bahasa komunikatif, Bermain peran, Berbicara, Penelitian Eksperimen.

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The writer realized that the study is still far from the perfect, therefore some constructive critical and suggestions are welcomed. Finally, may Allah always bless us.

Palangka Raya, May 2016

Rahmad Nur Seto
SRN. 080 112 0388

DECLARATION OF AUTHENTICATION

In the name of Allah

I myself make declaration that this thesis entitles **THE EFFECTIVENESS OF COMMUNICATIVE LANGUAGE TEACHING ON SPEAKING SKILLS OF THE ELEVENTH GRADE STUDENTS OF SMA MUHAMMADIYAH PALANGKA RAYA** is truly my own writing. If it is not my own writing so, it is given a citation and shown in the list of references.

If my own declaration is not right in this thesis one day so, I am ready to be given academic sanction namely, the cancellation of the degree of this thesis.

Palangka Raya, May 2016
My Own Declaration

RAHMAD NUR SETO
SRN.0801120388

DEDICATION

This thesis is dedicated to special people as below;

- ✚ My lovely daddy “H. Daliso, S.Pd” my lovely mom “Hj. Muji Wartini” and my lovely wife “Marianti, S.Sos. Thanks a lot for your love, affection, prayer, struggle, sacrifice, advices, and motivation to finish our dream (my education) at State Islamic Institute of Palangka Raya. I can’t ever repay all.
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LIST OF ABBREVIATIONS

CLT	: Communicative Language Teaching
Depdiknas RI	: Departemen Pendidikan Nasional Republik Indonesia
EFL	: English as Foreign Language
F	: Frequency
IAIN	: Institute Agama Islam Negeri
I	: Interval of Temporary
K	: Class Interval
SD	: Standar deviation
SMA-N	: Sekolah Menengah Atas negeri
SPSS	: Statistical Package for Service Solution / Statistical Package for Social Science
X	: Midpoint

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CURRICULUM VITAE

Rahmad Nur Seto was born on May 10, 1987, in Palangka Raya of Central Kalimantan Province. He is the oldest brother from three children of H. Daliso, S.Pd and Hj. Muji Wartini.

He began his education at TK Bhayangkara Palangka Raya in 1992-1993. Afterwards, He continued his education to SDN Langkai 10 Palangka Raya in 1993-1999. He continued his study on junior high school at SMPN-6 Palangkaraya in 1999-2003 and then he took automotif program class when he was at tenth grade student while vocational high school (SMKN-1) Palangkaraya.

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