CHAPTER I

INTRODUCTION

1.1 The Background of the Study

A language is a system of communication which of a set of sounds and written symbols which are used by the people of a particular country or region for talking or written. Communication is the activity or process of expressing ideas, feelings, purposes, thoughts, emotions, and also giving information. Human can communicate orally or written. Every human uses language to communicate. There are many languages in this world. One of them is English language.

English has become the international language and has been used widely.Mastering English, therefore, has become very important. Realizing the importance of English, many adults want to study English. However, since English is one of the compulsory subjects taught in Junior High School to Senior High School, English has been exposed. In reality, many Senior High School graduates are not able to perform English skills. Meanwhile, they encounter a high demand for English mastery, since English is an important extra credit for finding a job. In fact, many companies demand that the employees should be able to use English and have a high English proficiency.

Speaking is an important skill that students need to be able to perform. It is a verbal productive skill which will be very useful in communication. In order to be able to express ideas, thoughts, feelings, opinion or information and message verbally, they will have to master the skills in speaking. Moreover, unlike any other language skills, when speaking, the speaker produces speech autonomously and directly.

This skill is used for direct verbal communication and interaction, thus it involves many other communicative competences.

Based on the PPL conducted by the writer's experience during seventh.Students were asked to read a dialogue between two people containing some expressions of greeting and introducing oneself. Students were asked to find some expressions of introducing oneself. The teacher did not correct the students' mistakes in pronouncing words and expressions and did not give feedbacks, although those are important. Students were asked to translate the vocabularies found in the dialogue.

When they were asked to introduce themselves, students made many mistakes both in grammar and pronunciation. Many students often asked the teacher many vocabularies that they wanted to use when introducing themselves. The dialogue as the model text did not include the vocabularies that they wanted to use to introduce themselves. The students did not really interact during the class. They merely read the dialogue aloud, found the expressions contained in the dialogue and introduced themselves. The class atmosphere was not encouraging.

Speaking is the skill that students will be judge upon most in real-life situations. It is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensibly. Thus teachers have a responsibility to prepare the students as much as possible to be able to speak English in the real life situations. When they were asked to introduce themselves, students made many mistakes both in grammar and pronunciation. Many students often asked the teacher many vocabularies that they wanted to use when introducing themselves. The dialogue as the model text did not include the vocabularies that

they wanted to use to introduce themselves. The students did not really interact during the class.

Communicative language teaching or known as communicative approach is attitude which is coincided with the emergence of new ideas about the nature of language and learning, has led to the shaping of what has come to be knows as communicative approach. Its priority 'is for language use not usage and also for getting meaningful communication not structure. The emphasis is to break the global concept of language into units of analysis in terms communicative situations in which they are used. A variety of language skills are involved. Fluency and accuracy (different competencies), Form and functions, and development of autonomous learners. Communicative language teaching is method that can improve student's speaking ability.

1.2 The Problem of study

Based on the background, the writer formulates the problem of the study as follows " Does communicative language teaching methodimprove students' speaking ability by using Communicative Language Teaching?

1.3 Objective of the Study

The objective of the study is to know whether or not using Communicative Language Teaching method to improve students' ability in speaking English.

1.4 The Scope of the Study

There are two kinds of speaking.They are monolog and dialogue but, the scope of study focusess on dialog in teaching speaking to improve students ability by communicative language teaching method for students.

1.5 The Significances of the Study

The finding of the study will be expected to be significant in two ways, they are theoretically and practically:

1. Theoretically

    1. This study is expected to improve students ability in speaking English by using CLT Method that is used in the in order to enhance students' speaking ability. Furthermore, the research can be used as a reference for English teacher to develop their teaching skill.

    2. The result of this study can enrich the knowledge especially about students ability in speaking English by using CLT

2. Practically

    The findings of the study are expented to be useful for:

    1. English teacher can apply this method as one teaching way to improvestudents ability in speaking English by using CLT.

    2. The students' will be interested to speak English enjoyable and enrich their vocabulary easily and they can be more motivated to speak everyday inside and outside the school.

    3. Other researchers who conduct the similar research can use this research result as references.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In theoretical framework, some theories are needed to explain the relation between terms in the study that researcher does. Here, the writer presents a review of literature that explains some terms.

2.2 Speaking

According Patiung (2015:1) Speaking is a common mean of communication within the community. There are no communities wherever they live, who have no language. Whatever the form of language isevery community must have language as a communication tool. Even there are among us who can imagine writing while listening to a discussion about the language, but the language is actually the speech or utterance. The basic concept of speaking as the means of communicating consists of nine things. They are:

(1) Speaking and listening are two reciprocal activities.

(2) Speaking is an individual process in communicating,

(3) Speaking is a creative expression

(4) Speaking is behavior,

(5) Speaking is learned behavior,

(6) The wealth of experience influences speaking,

(7) Speaking is a means in smoothing the horizon.

(8) Linguistic ability and the environment are closely related.

(9) Speaking is personal emission

In the communication, the people exchange their experience, express and receive thoughts, feelings, and also agree with the establishment or beliefs. Speaker and listener are

integrated with reciprocal activity. They can change the role spontaneously, easily, and smoothly, from the speaker to be a listener and vice versa.

2.2.1 The Types of Speaking

There are many kinds of speaking. Keraf (1980, p. 189) distinguishes them into three kinds, namely, instructive, persuasive, and recreative. The instructive speaking aims at telling something. The persuasive speaking is encouraging, reassuring and acting. The recreative speaking aims at entertaining. These types of speaking require a different reaction from the listeners. Persuasive speaking wants the reaction from the audience to get inspiration or to stimulate emotional, rapprochement of opinion, intellectuals, beliefs, and to get a specific action from the listeners. The instructive speaking requires reactions from listeners in the form of a proper sense. Meanwhile, the receptive speaking requires a reaction from listeners in the form of interest and excitement.

2.2.2 Aspects of the Speaking Skill

According to Nunan (1999), there are two main aspects of speaking skill; accuracy and fluency. Accuracy means that the speakers are required to use the correct vocabulary, grammar, and pronunciation. While, fluency means that the speakers are required to be able to keep going when speaking spontaneously. However, it does not mean that the speakers speak so fast because sometimes pausing is important. Nunan (1999) states that pause is an aspect of fluency which may be long but not frequent. Moreover, when speaking fluently, speakers should be able to get the message across with whatever resources and abilities they have got and regardless of any grammatical and other mistakes

Based on the theories above, a teacher should pay attention on fluency and accuracy in teaching speaking. The teacher should also put into accounts tasks which are designed to

improve students' ability on connected speech, expressive device, the use of common lexical and grammatical features, and the use of negotiation. There are also some factors which make speaking considered difficult by students. These factors can be used to design tasks which allow students to exercise on those difficulties.

2.2.3 Criteria of Good Speaking Skills

Speaking is not simply expressing something orally. There are some aspects that need to be acquired by students to have good speaking skills. Those are pronunciation, fluency, accuracy and vocabulary (Brown, 2001:268). The explanations of each are as follows:

1) Pronunciation

Pronunciation is the way a certain sound or sounds are produced (Longman Dictionary, 2002:429). It covers the way for speakers to produce clear language when they speak. To be able to have a successful communication, the speaker of a language needs to be able to understand each other with relative ease (Nunan, 2003:112). It means that the speaker has to be able to give clear message to the listeners. Teaching pronunciation including stress, rhythm, and intonations is very important in speaking.

2) Fluency

Fluency is also an important aspect in speaking. It implies that a fluent speaker is a person who can use the language quickly and automatically in a conversation. It can be said that the ability to keep going the conversation naturally when speaking spontaneously.

3) Accuracy

Brown (2001:268) also adds that a speaker is said to be accurate if he/she produces clear, articulate, grammatically and phonologically correct language. It means that to speak accurately the speaker needs to follow the rules of the language such as grammar and structure

4) Vocabulary

Vocabulary is a set of lexemes, including single words, compound words, and idioms (Longman Dictionary, 2002:580) that are typically used when talking aboutsomething. It means that vocabulary is one of the aspects which have to be learnt if someone wants to speak in English. A speaker of a foreign language will speak fluently and accurately if he or she masters enough vocabulary and has capability to use it accurately.

2.2.4 Difficulties in Speaking

Some students tend to be silent when joining the class because they are afraid of making mistakes when they speak in English. Some students are not confident enough when speaking in the target language.

Brown (2001:269) also states that the greatest difficulties that learners encounter in attempts to speak is not the multiplicity of sounds, words, phrases, and discourse forms that characterize any language, but rather the interactive nature of most communication. Conversations are activities in which collaborative participants engaged in a process of negotiation of meaning. Therefore, in saying something it is important to consider how to say, when to speak, and other discourse constraints.

2.2.5 The Purpose of Speaking

The Purpose of Speaking is to communicate in order to convey thoughts, ideas, feelings, and expectation effectively. The speakers should understand the meaning of what they want to communicate. They should be able to evaluate the effect of their communication to the listener. In addition, speaking can be utilized to control themselves whether they already have the ability to pronounce sounds precisely, to reveal the facts spontaneously, and to apply norms of the correct language automatically (Saddhono and Slamet, 2012, p. 37).

2.3 Communicative Language Teaching

Setiadi (2006:141) state that 'communicative languge teaching (CLT) refers to both procces and goals in clasroom learning'. Communicative language teaching will see many chages in ideas about syllabus design andd methodology in the last 50 years, and it prompt a rethinking of approacches to syllabus design and metodology. Communicative language teahing create a great del of enthusiasm and excitement when it first appeare as a new approach to language teaching in the 1970s and 1980s, and language teachers and teaching institusions all around the world soon began to rethink their teaching, syllabuses, and classroom materials. In planning language course within communicative approach, grammar will no longer the starting point. We may conveniently group trends in language teaching in the last 50 years onto three phases:

phase 1: traditional approaches (up to the late 1960s)

phase 2: classic communicative language teaching (1970s to 1990s)

phase 3: current CLT (late 1990s to the present)

2.3.1 The Definition of CLT

Communicative approach in language teaching starts from a theory of language as communication. The goal of language teaching is to develop communicative competence (Richard and Rodger, 1999: 69).

CLT is the name which was given to a set of beliefs which included not only a re-examination of what aspect of language to teach, but also in a shift in emphasis in how to teach. The "what to teach" aspect of the communicative approach stressed the significance of language function rather than focusing solely on grammar and vocabulary. A guiding principle

was to train students to use these language forms appropriately in variety of context and for a variety of purposes.

CLT aims to make communicative competence as the goal of language teaching and to develop techniques and procedures for teaching language skills that are based on interdependent aspects of language and communication.

Communicative approach in language teaching starts from a theory of language as communication. The goal of language teaching is to develop communicative competence (Richard and Rodger, 1999: 69).

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According Ricards (2006:2) Perhaps the majority of language teachers today, when asked to identify the methodology they employ in their classrooms, mention "communicative" as the methodology of choice. However, when pressed to give a detailed account of what they mean by "communicative," explanations vary widely. Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom.

2.3.2 The Goal of CLT

The goal of CLT is to reach communicative competence that refers to the use of language for meaningful communication (Richards, 2006:3). Richards (2006:3) also states that communicative competence includes the following aspects of language knowledge as follows:

(1) knowing how to use language for a range of different purposes and functions; (2) knowing how to vary our use of language according to the setting and participants; (3) knowing how to produce and understand different types of texts; and (4) knowing how to maintain communication despite having limitation in one's language knowledge. It means that to reach communicative competence, students need to know how to use the language according to its purposes and functions in many different situations.

Harmer (2007:165) defined communicative competence as the ability to use the linguistic system to accomplish certain functions and to carry out these functions within the social contexts

Communicative language teaching sets as its goal the teaching of communicative competence. What does this term mean? Perhaps we can clarify this term by first comparing it with the concept of grammatical competence. Grammaticalcompetence refers to the knowledge we have of a language that accounts for our ability to produce sentences in a language. It refers to knowledge of the building blocks of sentences (e.g., parts of speech, tenses, phrases, clauses, sentence patterns) and how sentences are formed.

Grammatical competence is the focus of many grammar practice books, which typically present a rule of grammar on one page, and provide exercises to practice using the rule on the other page. The unit of analysis and practice is typically the sentence. While grammatical competence is an important dimension of language learning, it is clearly not all that is involved in learning a language since one can master the rules of sentence formation in a language and still not be very successful at being able to use the language for meaningful communication. It is the latter capacity which is understood by the term communicative competence. Communicative competence includes the following aspects of language knowledge:

1. Knowing how to use language for a range of different purposes and functions

2. Knowing how to vary our use of language according to the setting and the participants (e.g.,

   knowing when to use formal and informal speech or

   when to use language appropriately for written as opposed to spoken communication)

3. Knowing how to produce and understand different types of texts (e.g.,

   narratives, reports, interviews, conversations).

4. Knowing how to maintain communication despite having limitations in one's language

   knowledge (e.g., through using different kinds of communication strategies)

2.3.3 Classroom Activities in Communicative Language Teaching

According Richard (2006:14) Since the advent of CLT, teachers and materials writers have sought to find ways of developing classroom activities that reflect the principles of a communicative methodology. This quest has continued to the present, as we shall see later in the booklet. The principles on which the first generation of CLT materials are still relevant to language teaching today, so in this chapter we will briefly review the main activity types that were one of the outcomes of CLT.

Accuracy Versus Fluency Activities One of the goals of CLT is to develop fluency in language use. Fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence. Fluency is developed by creating classroom activities in which students must negotiate meaning, use communication strategies, correct misunderstandings, and work to avoid communication breakdowns. Fluency practice can be contrasted with accuracy practice, which focuses on creating correct examples of language use.

Differences between activities that focus on fluency and those that focus on accuracy can be summarized as follows:

Activities focusing on fluency:

1. Reflect natural use of language

2. Focus on achieving communication

3. Require meaningful use of language

4. Require the use of communication strategies

5. Produce language that may not be predictable

6. Seek to link language use to context

Activities focusing on accuracy:

7. Reflect classroom use of language

8. Focus on the formation of correct examples of language

9. Practice language out of context

10. Practice small samples of language

11. Do not require meaningful communication

12. Control choice of language

The following are examples of fluency activities and accuracy activities. Both make use of group work, reminding us that group work is not necessarily a fluency task (see Brumfit 1984).

1. Fluency Tasks

A group of students of mixed language ability carry out a role play in which they have to adopt specified roles and personalities provided for them on cue cards. These roles involve the drivers, witnesses, and the police at a collision between two cars. The language is

entirely improvised by the students, though they are heavily constrained by the specified situation and characters.

The teacher and a student act out a dialog in which a customer returns a faulty object she has purchased to a department store. The clerk asks what the problem is and promises to get a refund for the customer or to replace the item. In groups, students now try to recreate the dialog using language items of their choice. They are asked to recreate what happened preserving the meaning but not necessarily the exact language. They later act out their dialogs in front of the class.

2. Accuracy Tasks

Students are practicing dialogs. The dialogs contain examples of falling intonation in Wh-questions. The class is organized in groups of three, two students practicing the dialog, and the third playing the role of monitor. The monitor checks that the others are using the correct intonation pattern and corrects them where necessary. The students rotate their roles between those reading the dialog and those monitoring.

The teacher moves around listening to the groups and correcting their language where necessary. Students in groups of three or four complete an exercise on a grammatical item, such as choosing between the past tense and the present perfect, an item which the teacher has previously presented and practiced as a whole class activity. Together students decide which grammatical form is correct and they complete the exercise. Groups take turns reading out their answers.

The dynamics of classrooms also changed. Instead of a predominance of teacher-fronted teaching, teachers were encouraged to make greater use of small-group work. Pair

and group activities gave learners greater opportunities to use the language and to develop fluency.

2.3.4 The Importance of Speaking Fluency in CLT

According Yang (2014;197) Brumfit (1984:23) considered fluency as natural language use like the native speakers. That the ability one speaks fluently can sustain the speaker to produce continuous speech and meaning without comprehension difficulties for the listener. Richards et al. (1985) argued the strand of fluency is a measurement of one's communicative proficiency level. As a result, it is obvious that the speaking fluency is an important component of the communication competence.

Based on Fillmore's (1979) definition of speaking fluency: a) the ability to talk at length with few pauses; b) be able to produce sentences coherently, reasoned and semantically; c) have appropriate expressions in a wide range of contexts; d) language use should be creative and imaginative. Hedge (2000) further stated that speaking fluency is in line with: 1) the coherent response within the turns of communication; 2) appropriate use of linking different devices; 3) intelligible pronunciation and proper intonation. In addition, the reason why Hedge (2000) insisted on the importance of fluency development is that focusing on the speaking fluency creates a comfortable feeling and cultivates learners' self-confidence through CLT.

2.3.5 Types of Communicative Language Teaching Method

1. How Learners Learn a Language

According Richard (2006:4) Our understanding of the processes of second language learning has changed considerably in the last 30 years and CLT is partly a response to these changes in

understanding. Earlier views of language learning focused primarily on the mastery of grammatical competence. Language learning was viewed as a process of mechanical habit formation. Good habits are formed by having students produce correct sentences and not through making mistakes. Errors were to be avoided through controlled opportunities for production (either written or spoken).

By memorizing dialogs and performing drills, the chances of making mistakes were minimized. Learning was very much seen as under the control of the teacher. In recent years, language learning has been viewed from a very different perspective. It is seen as resulting from processes such as:

1. Interaction between the learner and users of the language

2. Collaborative creation of meaning

3. Creating meaningful and purposeful interaction through language

4. Negotiation of meaning as the learner and his or her interlocutor arrive at understanding

5. Learning through attending to the feedback learners get when they use the language

6. Paying attention to the language one hears (the input) and trying to incorporate new forms into one's developing communicative competence

7. Trying out and experimenting with different ways of saying things

2. The Roles of Teachers and Learners in the Classroom

     The type of classroom activities proposed in CLT also implied new roles in the classroom for teachers and learners. Learners now had to participate in classroom activities that were based on a cooperative rather than individualistic approach to learning. Students had to become comfortable with listening to their peers in group work or pair work tasks, rather than relying on the teacher for a model. They were expected to take on a greater

degree of responsibility for their own learning. And teachers now had to assume the role of facilitator and monitor. Rather than being a model for correct speech and writing and one with the primary responsibility of making students produce plenty of error-free sentences, the teacher had to develop a different view of learners' errors and of her/his own role in facilitating language learning.

2.4 Review Research Study

Improving students ability by using Communicative Language Teaching is an interesting field for research. Many researchers have conducted the research about improving students speaking ability by using Communicative Language Teaching. Related to this study, the writer choose the previous research which are relevant to speaking ability based on Communicative Language Teaching. In this research, the writer takes the previous of literature from thesis as principle or comparison with this research.

The first was taken by Siti Nurhayati (2011) whose title is Teaching Speaking through Communicative Language Teaching Method at the first grade at MA Pembangunan UIN Jakarta 2010/2011. The study was an experimental research. She found that CLT method could improving student's speaking skill.

The advantages from this research to help the writer to complete the theory of Communicative Language Teaching and also about students speaking ability. It makes the writer easier in her research also to find out the comparison beetwen this previous research and her research.

The second research was done by Chandra Arnida, S.Pd (2014). whose title is communication language teaching in speaking class in one vocational high school in

pangkal pinang. She found that CLT method has effectiveness in improving students'
speaking skill by the increasing avarage between post-test is higher the pre-test which is
from the cycle 1 to thr cycle 2.

The advantages from previous research to help the writer to complete the theory of
thesis, especially in student's speaking ability to make the writer easier in her research.

In summary, these study show that the studies related to improve speaking ability in her
research. Meanwhile, this thesis has the purpose to improving students ability in speaking
english by using commumnicative language teaching. The research believes that improving
students ability in speaking english that is given to measure how well they are in speaking
and how is their development after they are thought by using CLT method.
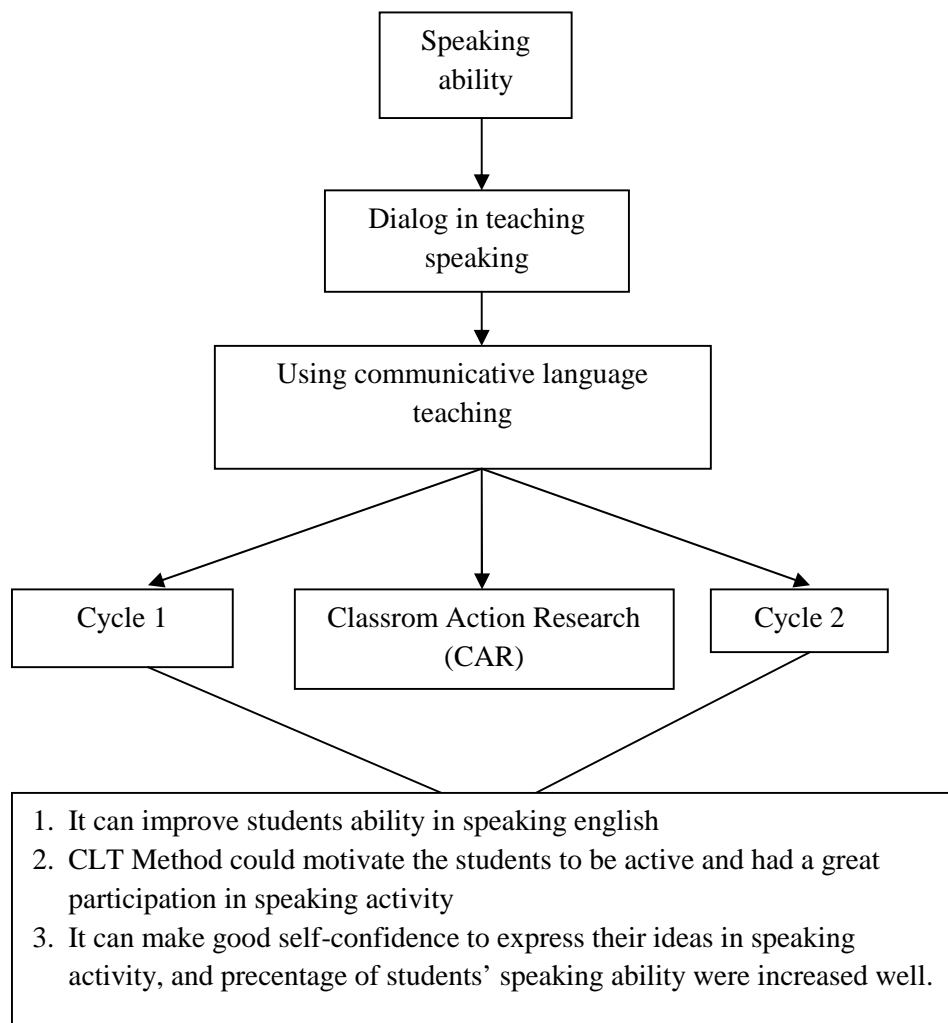
2.4 Conceptual Framework

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                  ┌─────────────────┐
                  │    Speaking     │
                  │     ability     │
                  └─────────────────┘
                          │
                          ▼
                ┌───────────────────┐
                │ Dialog in teaching │
                │     speaking      │
                └───────────────────┘
                          │
                          ▼
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          │   Using communicative language │
          │            teaching            │
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            ▼              ▼             ▼
     ┌───────────┐ ┌────────────────┐ ┌───────────┐
     │  Cycle 1  │ │ Classrom Action │ │  Cycle 2  │
     │           │ │ Research (CAR)  │ │           │
     └───────────┘ └────────────────┘ └───────────┘
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┌───┐
│ 1. It can improve students ability in speaking english   │
│ 2. CLT Method could motivate the students to be active and had a great │
│   participation in speaking activity   │
│ 3. It can make good self-confidence to express their ideas in speaking │
│   activity, and precentage of students' speaking ability were increased well. │
└───┘

Figure 2.1. Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

3.1　Research design

 A classroom action research (CAR) is used in this study as the method. Classroom action research according to Weitman (1990:13)　is a substantial type of classroom inquiry that is focused on teachers' practice to increase students' learning. An improvement that is derived from teachers'endeavors through reflection action within the research. To do the reflection, the researcher has to recognize the problem happens in the classroom tp sustain her finds out the way to figure out the problem.

In doing the action research, there are four phases within one cycle will be passed by the research. Those are: planning, acting, observing, and reflecting. These phases will be conducted repeatedly for the other cycle. If the result is not reached yet, as of the objective of the research meets. For detail, it will be explained in the following explanation

3.2 Population and Sampling

3.2.1 Population

According to Sugiono (2010:117) Population is geographic generalization there are : object/subject has quality and certain of characteristicthat set by researcher to learning then make the conclusion. The whole of research subject (Arikunto, 1998:115).

The population of this study is one class of senior high students at SMA Imelda medan. There are consist of 30 students.

3.2.2 Sampling

According to Hadi (1990:75) sampling is the ways of doing to get sample. The purpose of sampling is use some of individual to get information about population. Sampling is the way to take sample.

3.3 The Instrument of the Data

In this study, the research instruments is used quantitative data. According to Arikunto (2010:174), sample is some or the representative of population which is going to be observed.

Therefore, this research used to identify the students's ability to improving speaking ability in English conversation. It will also describe and classify the data into the ability.

For the quantitative data the writer used speaking test. Speaking test here is kind of conversation that is given to the students by CLT in order to measure how well they are in speaking and how is their development after they are taught by using CLT method.

For the qualitative data the writer used observation. The observation techniques are methods by which an individual or individuals gather firsthand data on programs, processes, or behaviors being studied. The observations will be conduct by the collaborators in every meeting in cycle I and cycle II. It will done to observe the teaching and learning process in class. The observations will done using the observation checklist/guide. The collaborators observe and then record the observations in the form of field notes during the implementation of the actions.

3.4 Research Procedure

The writer used cycle 1 and cycle 2. Each cycle consists of planning, acting, observing, reflecting and evaluating.

3.4.1 Cycle 1

1. Planning

In this phase writer identifies a problem or issues and develope aplan action in order to bring about improvements. In a spesific area of the research context. This is a forward-looking phase where writer consider: i) what kind of investigation is possible within the realities and constrains of the teaching situation; and ii) what potensial improvements are possible. In this phase, researcher prepares lesson plan and everithing tht relates to the reserch process.

2. Action

The plan is carefully considering one which involves some delibrate intervention into the teching situation theat write puts in action over an agreed period of time.

3. Observation.

This phase involves writer in observing systematically the effect of action and documenting te contet, action, and opinions, of those involved.

4. Reflection.

At this point, writer reflects on, evaluate and describe the effect of the action in order to make sense of what will happen and to understand the issue that writer explore more clearly.

3.4.2 Cycle 2

Cycle 2 is basically the same process as in cycle 1. Here are the processes:

1. Planning

   In this phase writer identifies a problem or issues and develope a plan action in order to bring about improvements. In a spesific area of the research context. This is a forward-looking phase where writer consider: i) what kind of investigation is possible within the realities and constrains of the teaching situation; and ii) what potensial improvements are possible. In this phase, researcher prepares lesson plan and everithing tht relates to the reserch process.

2. Action

   The plan is carefully considering one which involves some delibrate intervention into the teching situation theat write puts in action over an agreed period of time.

3. Observation

   This phase involves writer in observing systematically the effect of action and documenting the contet, action, and opinions, of those involved.

4. Reflection

   At this point, writer reflects on, evaluate and describe the effect of the action in order to make sense of what will happen and to understand the issue that writer explore more clearly.

3.5 Scoring of the Test

To find out the improvement of the students' speaking capability, their recored data and the papers are going to be score with the scoring bellow.

Table 3.1 Scoring of speaking test

Aspect	Criteria	Score
Vocabulary	• Consistenly use appropriete word durin presentation • Minor lexical problems, but Vocabulary generally appropriate • Vocabulary usualy inaccruate, escape for occasional correct word • Vocabulary inaccurate througout or no response.	4 3 2 1
Content	• Totally comprehensible • Speech can be understood generally • Some definite stumbling, but manages rephrase and contuniue • incomprehensible	4 3 2 1
Pronountation	• phonemicallyccaturate pronountation throughout • occasional phonetic errors, but generally comprehensible • many phonetic errors: very difficul to perceive meaning • incomprehensible or no response	4 3 2 1
Fluency	• very fluent • fluent • fair • not fluent	4 3 2 1
Performance (gesture, Expressions, confidence)	• good and confident • good but not confident • bad but confident • bad and not confident	4 3 2 1

Score $= \dfrac{\bar{x}}{20} \times 100$

Where : x= the total score of the student

20= the highest score

3.6 Technique of Analizing Data

To know the development of students' score for each cycle, here writer computes and categorizes the mean of the students and the standard percentage in cach test.

$$X = \frac{\Sigma x}{N}$$

Where: X= the mean of the student

x= the total score

N= the number of the students

To categorize the precentage number of students, the precentage of students who get up to 70 applied. The writer use thid following formula:

P= R/T x 100%

Where:

P= the precentage of the student

R= the number of student who get the point of above 70

T= the total number of students who do the test.

3.7   The Procedure of Analizing Data

The procedure of analizing data is a prosedure for obtaining raw data and converting it into information useful for decision-making by users. Data is collected and analyzed to answer questions, test hypotheses or disprove theories. Here some procedure that are applied in order to analyze thedata of the research:

1.   Scoring the students' speaking test

2.   Counting the score

3.   Tabulating the score

4.   Comparing the score

5.   Making conclusion or finding