

CHAPTER I

INTRODUCTION

1.1 Background of The Study

In globalization era, communication becomes more important. People want to get as much information as possible. There are many languages in this world. One of international language is English. English as international language has an important role in the world. However, we can not deny the reality that English is extremely needed in the world. In this case, everyone has to have the ability to use English. This realization made many countries bring the teaching of english into their prim subject of education. Considering that, English has been taught in all levels of formal education for many years.

Basically, there are four skills required in English teaching learning program. They are reading, speaking, listening and writing. Base on those skill, speaking is one of the most important skill in language learning. By speaking, we can convey information and ideas, and maintain social relationship by communicating with others. According to Brown (1994), speaking is an interactive process of constructing meaning that involves producing and receiving and processing information

Pronunciation is very important in studying language specially in learning English language. Pronunciation is the particular way of speaking a word or phrase which is accepted or generally understood (intelligible). Intonation one of ellement of the pronunciation. According to Jones (1972), intonation may be defined as the variation which take place in the pitch of the voice in connected

speech, i.e. the variations in the pitch of the musical note produced by the vibration of the vocal cords. Intonation involves the rising and falling of the voice to various pitch levels during the articulation of utterances.

Based on the researcher experience when doing teaching practice (PPL), the researcher found that there are many of students still facing many problems to master their pronunciation ability especially in using intonation. For instance, some of students at the first grade of SMK N 5 Medan still get some difficulties to identify patterns of intonation and the students extremely difficult to hear ‘tunes’ or to identify the different patterns of rising and falling intonation.

For example, Wh-questions (requesting information) ‘*How long have you lived in this country?*’ It should be falling intonation, if the question is an information question or asking with Wh-question the voice should be fall at the end of the question, but the students’ of SMK N 5 Medan pronounced with rising intonation, they still difficult to distinguish the falling and rising patterns.

In order to be mastery the speaking skill well especially intonation, students have to feel comfortable and confident in practicing their English. By feeling comfortable and confident, students will not fear of making mistakes when speaking English. But on the other hand, many students always feel uncomfortable, unconfident, and fear of making mistakes when speaking English. Those feeling can be caused by the inappropriate method that used by the teacher. In fact, there are many teacher use inappropriate method in teaching speaking. They use teaching method that makes their students feel insecure, under pressure, and fear of making mistakes. Therefore English teacher should be able to encourage and motivate the students to learn the target language by using the

appropriate method. They should use an appropriate method that makes their students felt comfortable, independent, autonomous, and responsible.

Method can be one reason for the failure of teaching-learning process. The use of appropriate method can influence the students' achievement in learning language, especially speaking skill in English. Mackey (1975: 14) stated that method equip the student with knowledge and skill required for effective communication in foreign language.

According to Larsen & Marti, 2011, there are many method that can be applied in language teaching, such as : Grammar Translation Method (GTM), Direct Method, Audio Lingual Method, Silent Way, Desuggestopedia, Community Language Learning (CLL), Total Physical Response (TPR), Communicative Language Teaching (CLT), Content Based Learning and Task Based Learning.

In this research, the researcher is interested to use communicative language teaching method in teaching speaking. There is proverb in Indonesia : "*Tak kenal maka tak sayang*", means the student who dislike English do not know English itself. In the other word, the researcher want to try to make them know English by Communicative Language Teaching Method. The researcher hopes that it will influenced students' curiosity, cause the researcher believe it will encourage, and motivate students to use their English without fell or fear in making mistake..

1.2 The Problem of The Study

Based on the backgrounds discussed above, the writer underlines the problem as follow : Does the use of comminucative langugae teaching method in teaching speaking affect in students' intonation?

1.3 The Objective of The Study

Basically, the objective of the study is to find out “whether the communicative language teaching method in teaching speaking affect in student’s intonation.

1.4 The Significance of The Study

This result of the study are elaborated below :

1. Theoretically

The finding can give another perspective in teaching speaking method. Then, this research can become a new model in research of teaching.

2. Practically

The result of the research is significant affected on students’ speaking ability and for the teacher and researcher can solve the students’ problem in teaching speaking especially in intonation by using communicative language teaching method. This study is expected to give valuable information of the students’ speaking ability, especially for the teacher in teaching English. It is carried out chiefly to make the teaching learning better and easier to arouse students’ speaking ability.

1.5 The Scope and Limitation of The Study

Speaking is one of the four language skills. If students want to speak English fluently, as Harmer (2001) says that they have to be able to pronounce correctly. In addition, they need to master intonation, conversation, either transactional or interpersonal conversation.

From the theory above it can be concluded that speaking is an effort to use language freely, being able to speak which puts more emphasis on interaction,

communication and understanding each other. Speaking is an act to express one's ideas, feeling, purpose and think orally. Besides, people have to be able to pronounce correctly and they need to master intonation, conversation, either transactional or interpersonal conversation.

There are some elements of speaking which must be considered by teachers and learners in pedagogy. According to Harmer (1998:266-271). Generally, there are four elements in the speech process, they are: pronunciation, vocabulary, grammar and fluency. In this research, the researcher will be focused in student's pronunciation. Longman Dictionary of Contemporary English (2001) states that pronunciation as the way in which a particular language is pronounced, a particular person's pronouncing a language, the way in which a word is usually pronounced. There are two parameter in pronunciation there are Intonation and stress and the researcher focused on intonation that divided into two, there are rising and falling intonation.

Method is the level at which theory is put into practice and the order in which choices are made about the particular skill to be taught, the content to be taught, and the order in which the content will be presented. Method can be reason for the failure of teaching learning process. The use of appropriate method can influence the students' achievement in learning language, especially speaking skill in English. Mackey (1975: 14) stated that method equip the student with knowledge and skill required for effective communication in foreign language.

According to Larsen & Martin, 2011, there are many method that can be applied in language teaching, such as : Grammar Translation Method (GTM), Direct Method, Audio Lingual Method, Silent Way, Desuggestopedia,

Community Language Learning (CLL), Total Physical Response, Communicative Language Teaching (CLT), Content Based Learning and Task Based Learning. In this research, the researcher will be conducting the communicative language teaching as a method in teaching speaking.

1.6 The Hypothesis of The Study

In order to answer the research question, the following hypothesis is proposed: the null hypothesis (H_0) and the alternative hypothesis (H_1). If the null hypothesis (H_0) is rejected, the alternative hypothesis (H_1) will be accepted.

(H_0) : There is no significant effect in teaching speaking by using communicative language teaching in students' pronunciation.

(H_1) : There is an effect in teaching speaking by using communicative language teaching in students' pronunciation.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theoretical Framework

This study is conducted on some theories to get the point clearly for the readers. The concept of this study should be explained from the beginning to give relevant knowledge about some concepts that apply in this study.

2.2 Speaking

2.2.1 Definition of Speaking

According to Webster Dictionary (1984) speaking is to utter words, to express thought by word, to utter speech, discourse, or argue, to talk, to make mention, to tell by writing, to communicate ideas in any matter. Above theories emphasize that speaking is an effort to use language freely, being able to speak which puts more emphasis on interaction, communication and understanding each other. If it related to particular language, such as English, according to Ratih in Syakir (2009), speaking is the form of oral language that is inevitably used to communicate ideas and feelings, no matter what the language is.

Based on the definition, speaking some components which be mastered: structural accuracy, vocabulary, pronunciation, fluency and comprehension for oral communication in the classroom context. The speaking component in a language class should encourage acquisition of communication in and out the classroom.

The researcher conclude that speaking is the ability to use the language in ordinary way by speech. It is not only matter of transferring some messages to other person but is also communication, which needs more than one person to communicate with. Meanwhile, Webster Dictionary (1984:2) defines “ability” as generic word represents the term capacity, capability, intelligence, competence, mind power and others. It also relates to skill, knowledge to do something, proficiency, aptitude, faculty, expertise, talent, facility, qualification, and strength. Based on the definition above the writer define English speaking ability as an ability or skill that the learners have to communicate, to convey meaning, and to have a meaningful conversation in English.

In learning English, the main goal is to be able to speak well, so they can use it in communication. Speaking skill is believed as important aspect to be successful in English speaking. The success of learning English can be seen and measured from their performance in speaking and how well they present their English in communication.

English as target language should be mastered well, either it's language skill or language area. In acquiring second language, learners should be involved into a meaningful interaction of the target language that only found in natural communication. Learners learn to speak and concerned to the message that they are conveying and understanding. Ratih in Syakir (2009) explained that when people speak, they construct ideas in words, express their perception, their feelings and their intentions, so that interlocutors grasp meaning of what the speakers mean. If the learner does not have speaking skill, does not understand the English word that saying by the speaker, does not acknowledge the language, they

cannot grasp meaning of the speaker's mean. In that condition, they cannot be said success in learning English, because they didn't have a meaningful interaction of English conversation. So, for people who want to speak English well, besides learning the knowledge of the language, they need to practice it, because it is impossible to be able speak English without practice it.

2.3 The Elements of Speaking

There are some elements in speaking which must be considered by teachers and learners in pedagogy. According to Harmer (1998:266-271), generally, there are four elements in the speech process, they are:

a. Pronunciation

Pronunciation is a difficult component in learning speaking ability. Pronunciation itself is defined as the way in which a word is pronounced. Hornby (1984) explains that, pronunciation is a way in which a language is spoken, person's way of speaking a language or words of language.

There are three most important elements of pronunciation :

- a. Stress : which word, or which part of word, is uttered the loudest and the longest.
- b. Intonation : The way the voice goes up or down as one speaks, especially at the end of what he or she says.
- c. Sound : As in the separate sounds of pen : /p/,/e/,/n/.

Based on the explanation above pronunciation itself defined as the way in which a word is pronounced. And pronunciation concludes some components

which be mastered: stress, intonation and sound. The pronunciation component in a speaking class should encourage acquisition of communication in and out the classroom.

The researcher concluded that pronunciation refers to the way of person in speaking a word that is pronounced, and the component of the pronunciation is influenced the way how we produced the word.

b. Vocabulary

In Oxford Advanced Learners' Dictionary (Hornby, 1984:461) "vocabulary is defined as the total number of words in a language, the words known to a person and a list of words with their meanings, especially at the back of a book used for teaching a foreign language".

Vocabulary means the appropriate diction which is used in conversation. Without having a sufficient vocabulary, one cannot communicate effectively or express ideas in both oral and written. Having limited vocabulary is also a barrier that precludes learners from learning a language. Language teachers, therefore, should possess considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning.

Vocabulary in this study covers the selection and the use of varied words that used by students. In short, the writer concluded that vocabulary is a total number of words which has meaning in a particular language which is necessary for students to use in speaking and writing.

c. Grammar

It concerns with how to arrange a correct sentences in conversation. It is line with explanation given by Heaton (1998:5) that the students' ability to manipulate structure and to distinguish appropriate grammatical forms from inappropriate ones. The utility of grammar is also to learn the correct way to gain expertise in a language, both in oral and written form.

Grammar in this study covers the appropriateness of using words correctly in sentences orally. The researcher concluded that grammar is the way of language works through words in speaking or writing, so a language will be understood clearly.

d. Fluency

Fluency is also can define as the ability to speak fluently and accurately suited with professional necessity. Basically, being fluent means able to keep the language coming.

The writer concluded that fluency in speaking is the ability of speaker in expressing or uttering ideas in terms of sentences with limited pause of utterance.

An another opinion is from Nunan (1989:32) he states that successful communication involves :

- a. The ability to articulate phonological features of the language comprehensibly.
- b. Mastery of stress, rhythm, intonation patterns.
- c. An acceptable degree of fluency.
- d. Transactional and interpersonal skill.
- e. Skill in taking short and long speaking turns.
- f. Skills in the management of interaction.

- g. Skills is negotiating meaning.
- h. Conversational listening skills (successful conversations require good listener as well as good speakers).
- i. Skills in knowing about and negotiating purpose conversations.
- j. Using appropriate conversational formulate and fillers.

Based on the explanation above, speaking concludes some components which be mastered:

- a) Pronunciation including the segmental features vowels and consonants and the stress and intonation patterns.
- b) Grammar is the rules about how words change their form and combine with other words to make sentences.
- c) Vocabulary is all the words which exist in a particular language or subject.
- d) Fluency is the ease and speed of the flow of speech.

The commponents of speaking skill above have important role in speaking. A good speaker has to master all the factors, in other to produce good speech.

2.3.1 Intonation

According to Jones (1972:275) intonation may be defined as the variation which take place in pitch of the voice in connected speech, i.e. the variation in the pitch of the musical not produced by the vibration of the vocal cords. Intonation involves the rising and falling of the voice to various pitch levels during the articulation of utterances. It performs several unique functions. First, intonation reflects the grammatical function of an utterance. If the utterance is pronounced with a rising-falling intonation, then it signals speaker certainly, which often

corresponds to a declarative statement. However, pronounced with rising intonation, the same sequence of phonemes signals uncertainty and corresponds to a special type of yes/no question with statement word order but rising intonation.

1. Falling Intonation (↘)

Falling intonation is the pitch of the voice falls at the end of the sentence. Falling intonation is the most common intonation pattern in English. It is commonly found in statements, commands, wh-questions (informal questions), confirmatory question tags and exclamations.

a). Statement

1. Nice to meet ↘you.
2. I'll be back in a ↘ minute.
3. She doesn't live here ↘ anymore.
4. Dad wants to change his ↘ car.

b). Commands

1. Write your name ↘ here.
2. Show me what you've ↘ written
3. Throw that ↘ out.
4. Put your books on the ↘ table.

c). Wh-questions (requesting information).

1. What country do you come ↘ from?

2. Where do you ↘work?
3. When does the office ↘open?
4. How many books have you ↘bought?

d). Exclamation

1. How nice of ↘you!
2. That's just what I ↘need!
3. What a beautiful ↘Voice!
4. That's a ↘surprise!

2. Rising Intonation (↗)

Rising intonation is the pitch of the voice rises at the end of the sentence. Rising intonation invites the speaker to continue talking. It is normally used with yes/no questions, and question tags that are real questions.

a). Yes/No questions (questions that can be answered by 'yes' or 'no'.)

1. Do you like your new ↗car?
2. Have you finished ↗already?
3. May I borrow your ↗dictionary?
4. Do you have any ↗megazines?

b). Questions tags that show uncertainty and require an answer (real questions).

1. We've met already, ↗haven't we?

2. You like fish, ↗don't you?

3. you're a new student, ↗aren't you?

4. The view is beautiful, ↗isn't it?

2.4 Problems in Speaking

The learners have their own difficulties in learning the language. Particularly in improving speaking skill is not easy for the students. The following are the problems of speaking skill (Munjayanah , 2004:17):

a. Inhabitation

Unlike reading, writing or listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say thing in foreign language in the classroom: worried about mistakes or simply shy of the attention that their speech attract.

b. Nothing to say

Even they are not inhibited, they often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.

c. Low or uneven participation

Only one participant can talk at a time if he or she is to be heard; and in large group this means the each one will have only very little talking time. This problem is compounded of some learners to dominate, while other speaks very little or not at all.

d. Mother tongue use

It is easier for the students to use their mother tongue in their class because it looks naturally. Therefore, most of the students are not disciplined in using the target language in the learning process.

Based on the explanation, the problems not only from the students but also come from the teacher. She/He may give a little exercise to develop speaking skill. The students who learn about a new language will not learn to speak merely by hearing speech class. The teacher be in the position of controlling a set of strategies that would help the students improve their performance.

The researcher conclude that to mastery the good speaking or communication the teacher should be know the problem that the learner faced in speaking activities. The problem include inhabitation, the lack of theme to be spoken, the low of participation, and the use of mother tongue. The teacher should be found the solution to solve the problem.

2.5 Teaching Speaking

2.5.1 Teaching Speaking in English as Foreign Language

For most people, the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human

communication. Nevertheless, “speaking in a second or foreign language has often been viewed as the most demanding of the four skills” (Bailey and Savage as quoted by Celce Murcia (2001:103). According Anne Lazaration in Celce Murcia, perhaps the most difficult aspect of spoken English is that it is almost always accomplished via interaction with at least one other speaker.

This means that a variety of demands are accumulated: monitoring and understanding the other speaker(s), thinking about one’s own contribution, producing that contribution, monitoring its effect, and so on. This is one reason why many of us were shocked and disappointed when we used our second or foreign language for the first time in real interaction: “We had not been prepared for spontaneous communication and could not cope with all of its simultaneous demands” (Celce-Murcia, 2001).

Speaking is important in CLT class. It is facilitate many classroom activities. The technique used in teaching learning of speaking should be based on the students’ need and the objective of the language learning. The process of learning and teaching of English speaking is influenced by the time allocations and the facilities available in the class. In addition, the teacher should choose the appropriate activity done in the classroom. The activity in the learning and teaching process are absolutely needed. It is in line with Celce-Murcia: But with the advent of the theory of communicative competence and the practice of communicative language teaching, the teaching of oral communication skills as a contextualized sociocultural activity has become the focal point in many ESL classrooms (Celce-Murcia, 2001).

Harmer (2001) says that there are three stages in teaching speaking. There are introducing the new language, practice, and communicative activity. In terms of oral communication, one needs to learn when it is appropriate to speak, in which circumstance, how to gain the right to speak, how and when to invite someone else to speak and so on (Nunan : 2004).

Teaching foreign language for students who already accustomed in using their first language or mother tongue is not an easy work. Speaking a foreign language will be well-developed if the students have to have much practices. The students in foreign language class will not learn to speak fluently merely by hearing speech. The teacher needs to give the students more opportunities throughout their years of study and to develop greater in encoding their thoughts. The core of good thinking is the ability to solve the problems. It is in line with Celce-Murcia: What academic English second language students need most is extensive authentic practice in class participation, such as taking part in discussions, interacting with peers and professor, and asking and answering question. With academic adults, practice in activities such as leading and taking part in discussions and giving oral report is needed to be done (Celce-Murcia, 2001).

A final feature which characterizes the current ESL classroom is that students are encouraged to take responsibility for their own learning. No longer is learning seen as a one-way transfer of knowledge from teacher to student but today we understand that students learn from teachers, from classmates, and from the world outside the classroom. In addition, the learner seeks opportunities, the more likely he or she will learn to use the language.

In the oral skill classroom, students should be allowed and encouraged to initiate communication when possible, to determine the content of their responses or contributions, and evaluate their own production and learning progress.

Littlewood said that successful oral communication involve describing (Littlewood : 1981):

- a. The ability to articulate phonological features of the language apprehensively.
- b. Mastery of stress, rhythm, and intonation patterns.
- c. An acceptable degree of fluency.
- d. Skills in negotiation meaning.
- e. Conversational listening skills (successful conversation requires a good listener as well as good speaker).
- f. Skills in knowing about and negotiation purpose for conversation, using appropriate conversational formulae and filters.
- g. Skills in the management of interaction.
- h. Skills in taking short and long speaking turns.
- i. Transactional and interpersonal skill.

If the teacher wants the learners to be able to converse in English, they need to make the classroom become a conversational place. If the learners do not talk naturally during the course of each lesson, it is hardly surprising when they can still hardly speak at all after several years of English classes. Davis and Pearse (2002:82) said that there are some clear implications here for teaching:

- a. Try to create a relaxed atmosphere in your classes so that most learners are not frightened of speaking in front of the rest of the class. And do so many speaking activities as possible in pairs and groups, so that the learners can speak English without the rest of the class listening.
- b. Expose the learners as much as possible to naturally pronounced speech, and also integrate some pronunciation work into your lessons. They will not learn to pronounce intelligibly, or to develop speaking skills in general, if they do not hear enough natural speech.
- c. Accustom the learners to combining listening and speaking in real time, in natural interaction. Perhaps the most important opportunity for this is in the general use of English in the classroom.

For most students in Indonesia, learning speaking is difficult skill that they have to master. It might happen because students in Indonesia do not have sufficient time to practice their English. They learn speaking only in their school. In Indonesia English is one of compulsory lessons.

In line by Harmer (2001) theories the education experts in Indonesia define speaking activities in junior high schools into three parts.

- a. Express meaning in short simple monologue text which is used in oral language accurately, fluently, and appropriately to interact with their surrounded environment in asking, giving, refusing services, asking, giving, refusing things, asking, giving information, asking, giving, and refusing opinion, and offering/ giving/ refusing something.
- b. Express meaning in short simple monologue text which is used in oral language accurately, fluently, and appropriately to interact with their

surrounded environment in asking, giving and offering an agreement, responding statement, giving attention to the speaker, starting, closing conversation.

- c. Express meaning in short simple monologue text which is used in oral language accurately, fluently, and appropriately to interact with their surrounded environment.

Based on explanation above speaking performance indicators can be summarized into four parts. They are: performances activity, language act, criteria and object.

- a) Performances Activity: Expressing meaning in short simple monologue texts.
- b) Language Act: Asking, giving, refusing, interacting and responding.
- c) Criteria: Accuracy, fluency and appropriateness.
- d) Object: services, opinion, things, agreement, statement, etc.

Students in Indonesia have to master those speaking performance indicators when they want to have good speaking ability. They really need teachers to help them in learning speaking. Teachers have big role for them.

In conclusion, speaking is one of the central elements of communication. The functions are interactional and transactional. Therefore, teacher should provide learners with opportunities for meaningful communicative behavior about relevant topics. This requires teacher to give guidance for the learner's needs. The learner will learn how to communicate verbally and nonverbally as their language skill developing. Consequently, the exchange of messages will enable the learner to create discourse that conveys their intentions in real life communication.

Furthermore, In EFL teaching, it is an aspect that needs special attention and instruction. In order to provide effective, it is necessary for teacher of EFL to carefully examine the factors that underlie speaking effectiveness. It will gradually help learners speak fluently and appropriately.

2.5.2 Approach of Teaching Speaking

There are several approaches to the teaching of speaking. Thornbury (2005) proposes two kinds of approaches to teach speaking, they are task-based and genre-based approaches. Task-based approach is an approach that foregrounds the performance to the tasks and the focal attention is on the linguistic component of the task. This approach is motivated by the believe that language is the best learned by using it, rather than learned and used it. In addition, Willis in Thornbury (2005) argues that task-based approach is based on fluency comes accuracy and that learning is prompted and developed by the need of communicate.

On the other hand, in the genre-based approach which is to replace the task-based approach is aimed to providing the real uses of language in a social context. Such uses can be given by establishing the social purpose and cultural context of the genre. Here, the text or genre can be in written or spoken mode. Then, it may be followed by giving the presentation and analysis of a typical example before the students attempt to create their own example.

Dealing with genre-based approach, Feez and Joyce in Richards (2006), describes the phases of the approach. The first phases is building the context in which the students are introduced to the social context of an authentic model of the text type by learned, explore features of the general cultural context in which

the text type is used and the social purposes the text type achieves, and explore the immediate contexts of the situation by investigating the register of the model text which has been selected on the basis of the course objective and learner's needs. These context-building activities can be provided by presenting the context through pictures, audiovisual materials, realia, excursions, field trips, guest speakers; establishing the social purpose through discussions or surveys; giving cross cultural activities, such as comparing differences in the use of the text in two cultures; and comparing the model text with other texts of the same or a contrasting type. e.g. comparing a job interview with a complex spoken exchange involving close friends, a work colleague or a stranger in a service encounter.

The second phase called modeling and constructing the text, the students are asked to investigate the structural patterns and language features of the model and compare the model with other examples of the same text type. This phase can be undertaken at the whole text, clause, and expression levels.

The third phase is joint construction of the text. In this phase, the students begin to contribute to the construction of the whole examples of the text type whereas the teacher gradually reduces the contribution of the text construction, as the students move closer to being able to control the type independently. There are some activities that can be used in this phase such as the teachers' questioning, discussing, and editing whole class instruction, then scribing onto board or overhead transparency, skeleton texts, jigsaw and information gap activities, small-group construction of texts, dictogloss, and self-assessment and or peer-assessment activities.

The fourth phase is independent construction of the text. In this phase, the students work independently with the text in which their work will be used for achievement assessment. The activities that can be included in this phase are

- a. listening tasks, e.g. comprehension activities response to live or recorded material, such as performing task, sequencing pictures, numbering, ticking or underlining material on a worksheet, answering questions,
- b. listening and speaking tasks, e.g. role plays, simulated or authentic dialogue,
- c. speaking tasks, e.g. spoken presentation to class, community organization, or workplace,
- d. reading tasks, e.g. comprehension activities in response to written material such as performing a task, sequencing pictures, numbering, ticking or underlining material on a worksheet, answering questions, and
- e. writing tasks, which demand that students draft and present the whole text.

The last phase is called linking to related texts. In this phase, students investigate how what they have learned in this teaching/learning cycle can be related to other texts in the same or similar context, future or past cycle of teaching and learning, and activities which link the text type to related texts, such as :

- a) comparing the use of the text type across different fields.
- b) researching other text types used in the same field.
- c) role playing what happens if the text type is used by people with different roles and relationship.
- d) comparing spoken and written models of the same text type.

- e) researching how a key language feature used in this types is used in other text types.

In addition, Harmer (2001), propose communicative language teaching as one of approaches to the teaching of speaking. This approach comes from many beliefs of language learning. First, it is believed that language is not only pieces of grammar, but it also involves language functions that the students have to learn how to use them. Besides, students have to be aware of the need of appropriateness or the formality of language when they talk to others. Moreover, this approach put attention on activation and study which mean that if students get enough exposure to language and opportunities to use it and they are motivated to learn it, the learning will be successful. The last, the important point of this approach is that language is learned not only by knowing it but also by using it to communicate.

The other well-known approach to teach speaking is PPP (Presentation, Practice, and Production). In the presentation stage, the teacher usually presents a new grammar structure through a conversation or short text which then followed by explaining the non-structure and check students' comprehension of it. The focus of this first stage is on comprehension and recognition (Richards, 2006).

In addition, Harmer (2001) states that presentation stage the teacher presents the context and the situation of the language. Besides , Mary Spratt (2005) states that presentation stages the teacher presents (introduce to learners fir the first time) new language such as vocabulary, grammatical structures, and pronunciation. Meanwhile, in practice stage, the students are asked to practice the

new structure in a controlled context (the content has been provided by the teacher), through drills and or substitutions exercises. In the production stage, the students practice using the new structure in different context more freely, often using their own content or information. The focus of the production stage is on real or stimulated communication which aims to develop the students' fluency with the new pattern. Harmer (2001) claims that PPP is effective for teaching simple language at lower level, but it becomes less appropriate when the students already know a lot of language.

2.5.3 Techniques and Method of Teaching Speaking

Techniques are one of the factors which determine the success of teaching and learning. Techniques are the ways and means adopted by the teachers to direct the learners' activities toward an objective. Based on Brown (2001:271,272) it is stated that the types of speaking classroom performance include imitative, intensive, responsive, transactional (dialogue), interpersonal (dialogue), and extensive (monologue).

In addition, Brown (2001:275-276) also develops some principles for designing speaking techniques. They will be described below:

- 1) Use techniques that cover the spectrum of learner needs,

From language based focus on accuracy to message-based focus on interaction, meaning, and fluency. In current zeal for interactive language teaching, it can easily slip into a pattern of providing zesty content-based, interactive activities that can not capitalize on grammatical pointers or pronunciation tips. When the teacher do a jigsaw group technique, play a game, or discuss solutions to the environmental crisis, make sure that the

tasks include techniques designed to help students to perceive and use the building blocks of language. At the same time, don't bore the students to death with lifeless, repetitious drills. As noted above, make any drilling as meaningful as possible.

2) Provide intrinsically motivating techniques.

Try at all times to appeal to students' ultimate goals and interests, to their need for knowledge, for status, for achieving competence and autonomy, and for "being all that they can be." Even in those techniques that don't send students into ecstasy, help them to see how the activity will benefit them. Often students don't know why the teachers ask them to do certain things; it is usually pays to tell them.

3) Encourage the use of authentic language in meaningful context.

It is not easy to keep coming up with meaningful interaction. It is succumb to the temptation to do, say, disconnected little grammar exercises where we go around the room calling on students one by one pick the right answer. It takes energy and creativity to devise authentic context and meaningful interaction, but with the help of a storehouse of teacher resource material it can be done.

4) Provide appropriate feedback and correction.

In most EFL situations, students are totally dependent on the teacher for useful linguistic feedback. In ESL situations, they may get such feedback "out there" beyond the classroom, but even then you are in a position to be of great benefit. It is important that you take advantage of your knowledge of English to inject the kinds of corrective feedback that are appropriate for the moment.

- 5) Capitalize on the natural link between speaking and listening.

Many interactive techniques that involve speaking will also of course include listening. Don't lose out on opportunities to integrate these two skills. As you are perhaps focusing on speaking goals, listening goals may naturally coincide, and the two skills can reinforce each other. Skills in producing language are often initiated through comprehension.

- 6) Give students opportunities to initiated oral communication.

A good deal of typical classroom interaction is characterized by teacher initiation of language. We ask questions, give directions, and provide information, and students have been conditioned only to "speak when spoken to." Part of oral communication competence is the ability to initiate conversations, to nominate topics, to ask questions, to control conversations, and to change the subject. As the teachers design and use speaking techniques, ask themselves if they have allowed initiating language.

- 7) Encourage the development of speaking strategies.

The concept of strategies competence is one that few beginning language students are aware of. They simply have not thought about developing their own personal strategies for accomplishing oral communicative purposes. The classroom can be one in which students become aware of, and have a chance to practice, such strategies as:

- a) Asking for clarification (what?).
- b) Asking someone to repeat something (huh? Excuse me?).
- c) Using fillers (uh, I mean, well) in order to gain time to process.
- d) Using conversation maintenance cues (uh huh, right, yeah, okay, hmm.).

- e) Getting someone's attention (hey, ay, so).
- f) Using paraphrases for structures one can't produce.
- g) Appealing for assistance from the interlocutor (to get a word or phrase, for example).
- h) Using formulaic expression (at the survival stage) (how much does..... cost? How do you get to the ___?).
- i) Using mime and nonverbal expressions to convey meaning.

2.6 Communicative Language Teaching (CLT)

According to Larsen (2000:121) some observe that learners can produce sentence accurately inside a lesson, but could not use the appropriately when generally communicating outside the classroom. Learners may know the rules of sentences, but they do not have a capability in applying their knowledge of language. It implies that being able to communicate requires more than mastering linguistic structures. According to Hymes in Larsen (2000:121) it is also needs communicative competence knowing when and how to say what to whom. Such observation contributes to a shift in the field in the late 1970s and early 1980s from a linguistic structured centered approach to a communicative approach. So, the researcher concluded that the application of the communicative approach in language teaching is communicative language teaching.

Richards (2006) proposes the characteristics of communicative view of language as follows:

- a. Language is a system for the expression of meaning.
- b. The language function is for communication and interaction.

- c. The language form should be based on communicative purposes.
- d. The skills be taught not only consist of grammatical and structural features but also categories of functional and communicative meaning included in discourse.

2.6.1 The Characteristics of CLT

Brown (2001:43) stated that there are six interconnected characteristics as a description of CLT:

- a) Classroom goals are focused on all of the components (grammatical, discourse, functional, sociolinguistic, and strategic) of communicative competence. Goals therefore must intertwine the organizational aspect of language with the pragmatic.
- b) Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus, but rather than aspects of language that enable the learner to accomplish those purposes.
- c) Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.
- d) Students in a communicative class ultimately have to use the language, productively and receptively. In unrehearsed contexts outside the classroom. Classroom tasks must therefore equip students with the skills necessary for communication in those contexts.

- e) Students are given opportunities to focus on their own learning process through an understanding of their own styles of learning and through the development of appropriate strategies for autonomous learning. The role of the teacher is that of facilitator and guide, not an all – knowing bestower of knowledge. Students are therefore encouraged to construct meaning through genuine linguistic interaction with others.

2.6.2 The Principles of CLT

Morrow (1981: 59-66) states that a consistent methodology requires an underlying set of principles in the light of which specific procedures, activities, or techniques can be evaluated, related and applied. He proposes five principles as follows:

- a. Know what you are doing

This principle tells the reason why the learners must learn a linguistics feature in what way. It means that at the end of the lesson, the students should get „something“ than they do not have at the beginning or they can do “something“ that they cannot do at the beginning. For example, to retell the news items, the students need to know the pattern of past tense. Then, they must know how to use it in certain situation. Morrow (1981:61) emphasizes that the “something” here is communicatively useful.

- b. The whole is more than the sum of parts

This principle is related to the „analytic“ and „syntactic“ approach to language teaching. A syntactic procedure would involve learners in the learning

process individually and practicing how to combine them. An analytic procedure would introduce complete interaction of the text and focus for learning purpose on the way these are constructed (Morrow; 1981:61). He states that a discussion may be made to share the same concern with the „whole“ rather than „part“. A communicative method is likely to make use of both approaches.

c. The process are as important as the forms.

This principle is related to the goal in developing the ability of learners to communicate in a foreign language. It will put emphasis on the process of communication. In addition, the practice on form of the target language can take place within communicative framework (Morrow; 1981:1)

d. To learn it do it

What happens in the classroom much involves the learners and must be judged in terms of the learning effects on him. In a learning a language, cardinalities of learning theory is that, “you learn by doing“. It means that learning a language in CLT should provide learners many activities to practice using the target language intelligibly.

e. Mistakes are not always a mistake

Learning language in CLT provides many chances for learners to practice using the target language. During the activities, they may be forced into activities for which they have not been prepared, and in an effort to deal with them, they make mistakes. Making mistakes, in relation to grammar or pronunciation, are

permitted as long as they get the message across. In short, CLT regard making mistakes as not always a mistake.

2.7 Communicative Activities

Communicative activities are pieces of classroom work that involves students produce, comprehend, or interact in the target language. In implementation of communicative activities, the students are placed in the situation where they have to perform a task by communicating as well as they can. Harmer (2001:85) states that activities in Communicative Language Teaching (CLT) typically involve students in real or realistic communication, where the accuracy of the language they use is less important than successful achievement of the communicative task they are performing. Communicative activities can give some contributions toward language learning, especially in speaking learning process.

2.7.1 The Purpose of Communicative Activities

According to Littlewood (1981), the purposes of communicative activities are:

- 1) To provide “whole-task practice”

Learning something involves not only practice in the part skill but also practice in the total skill called whole-task practice. This means, in foreign language learning, the teacher provide learners with various kinds of communicative activities, organized in order to suit the ability level of the learners.

2) To improve motivation

The learner final objective in learning language is to participate in communication with other. Their motivation to learn is more likely to be maintained if their classroom learning can help them to accomplish the objective with increasing success.

3) To allow natural learning

Many aspects of language learning take place through natural processes which operate when a pupil is involved in using the language to communicate. If this is so, communicative activities either inside or outside the classroom are needed in the learning process.

4) To create the context which support learning

Communicative activities can create an environment that supports an individual in his efforts to learn. It is because the activities provides opportunities to develop positive personal relationship among students and between students and the teacher.

2.7.2 Types of Communication Activities

Littlewood in Richards and Rodgers (2001:166) divides types of communicative activities in two main categories. They are functional activities and social interaction activities.

1) Functional communication activities

The main function of this activity is that learners should use the target language they know in order to get meaning across as effectively as possible. Success is measured fundamentally according to whether they handle the communicative demands of the immediate situation. The people underlying

functional communication activities is that the students have to overcome an information gap or solve problem according to the situation structured by the teacher. The nature of the classroom situation limits the range of functional communication needs that can be created for students. It includes mainly the sharing and the processing of information. The example for the activities are identifying pictures, discovering identical pairs, discovering missing information, communicating patterns and pictures, and discovering differences.

2) Social communication activities

One of the important aspect of communicative skill is the ability to take account of the social meaning as well as the functional meaning of different language. This means that learners must pay greater attention to the social content in which the interaction takes place as well as the functional meanings that language conveys. Furthermore, the activities are closer to the kind of communication situation encountered outside the classroom. Here, the language is not only a functional instrument but also a form of social behavior.

2.7.3 Classroom Speaking Activities

There are many kinds of communicative activities that can be implemented in the teaching and learning process. Harmer (2001:271-274) states the classroom activities as follows:

a) Acting from a script

In this section the teacher asks the students to perform the play based on the dialogue in the script. Thus, the teacher as the director and the students perform the dialogue.

b) Communication Games

A game is one of activities that can help students relaxed in learning the language. This technique is particularly suitable for the children in mastering the language. It is designed to provoke communication between students, so that the students has to talk to a partner in order to solve a puzzle, draw a picture, puts the things in right order, and differences between picture.

c) Discussion

The problem in conducting the discussion is the students' reluctance to give opinion in front of their friends particularly when the students are not mastering the topic of discussion. Therefore to encourage the students is to provide activities which force the students in expressing the ideas through the topic which is familiar with student's world. For instance, are their daily activities, the situation of their class, and describes.

d) Problem solving

The material is used in this technique giving the students to work in pairs or groups. They share their problem, opinion and feeling. In this case the teacher as the bridge to communicate among the participants. Then, the students give a question and answer each other. This communication will help the students practicing and expressing their ideas in spoken language.

e) Role Play

A popular way of the aspect of speaking activities is to use simulations and role plays. This is where students pretend that they are in a different situation, either as themselves or playing the role of someone is quite different. We could ask them to be guest at some parties and go there as different characters. They

could, as themselves, pretend to be at an airport trying to check luggage, or either as themselves or another character take part in a television program. In all these cases the students are using language in order to participate in the activity rather than other way round. Some students find it very comfortable to use language in a simulated environment, playing the role of someone else. It allows them to experiment freely to be another people.

Those discussion activities can be used by teacher to teach speaking. Teachers can choose one of those activities that is related to the topic and objective of the lesson. Every activity has some disadvantages. If teachers want to use an activity, they have to consider the situation, condition of their students and the materials that will be taught. For example, when teachers want to teach about expression, they can use simulation or role play. But, not all of the students have confidence to be in front of the class. So, the teacher should find out how to make the students interest to perform in front of the class. Teachers may be can used discussion or group work in teaching and learning process. It doesn't need student to be in front of the class, but they can share with their friends about the lesson. It can simulate their opinion by speaking without need to be shy. So, from the explanation above, there are some advantages and disadvantages from the kinds of communicative activities. It depends on how the teacher considering the situation and make a decision.

2.7.4 The Types of Classroom Speaking Performance

Brown (2001:271) asserts that there are six categories apply to the kinds of oral production that students are expected to carry out in the classroom.

1) Imitative

A very limited portion of classroom speaking time may legitimately be spent generating “human tape recorder” speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

Table 2.1. Microskills of oral communication (Brown 2001:272)

1. Produce chunks of language of different lengths.
2. Orally produce differences among the English phonemes and allophonic variants.
3. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.
4. Produce reduced forms of words and phrases.
5. Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
6. Produce fluent speech at different rates of delivery.
7. Monitor your oral production and use various strategic devices — pauses, fillers, self-correction, back tracking — to enhance the clarity of the message.
8. Use grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, plural), word order, patterns, rules, and elliptical forms.
9. Produce speech in natural constituent — in appropriate phrases, pause groups, breath groups, and sentences.
10. Express a particular meaning in different grammatical forms.
11. Use cohesive devices in spoken discourse.
12. Accomplish appropriately communicative functions according to situations, participations, and goals.
13. Use appropriate registers, implicates, pragmatic conventions, and the other sociolinguistic features in face-to-face conversations.

14. Convey links and connection between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
15. Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.
16. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately for assessing how well your interlocutor is understanding you.

A question that new teachers in the field always want to have answered is: Is drilling a legitimate part of the communicative language classroom? The answer is a qualified “yes”.

Drills offer students an opportunity to listen and to orally repeat certain strings of language that may pose some linguistic difficulty — either phonological or grammatical. Drills are to language teaching what the pitching machine is to baseball. They offer limited practice through repetition. They allow one to focus on one element language is a controlled activity. They can help to establish certain psychomotor patterns (to “loosen the tongue”) and to associate selected grammatical forms with their appropriate context. Here are some useful guidelines for successful drills:

- a) Keep them short (a few minutes of a class hour only).
- b) Keep them simple (preferably just one point at a time).
- c) Keep them “snappy”.
- d) Make sure students know why they are doing the drill.

- e) Limit them to phonology or grammar points.
- f) Make sure they ultimately lead to communicative goals.
- g) Do not overuse them.

2) Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are “going over” certain forms of language.

3) Responsive

A good deal of student speech in the classroom is responsive: short replies to teacher- or student-initiated questions or comments.

4) Transactional

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language.

5) Interpersonal (dialogue)

Interpersonal dialogue carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. These conversations are a little trickier for learners because they can involve some or all of the following factors:

- a) A causal register
- b) Colloquial language
- c) Emotionally charged language
- d) Slang

- e) Ellipsis
- f) Sarcasm
- g) A covert “agenda”

6) Extensive (monologue)

Finally, students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.

Based on the explanation above, the researcher concluded that there are six categories apply to the kinds of oral production that students are expected to carry out in the classroom, they are imitative, intensive, responsive, transactional, interpersonal and extensive. Those of the type are important in learning English Speaking.

2.8 Conceptual Framework

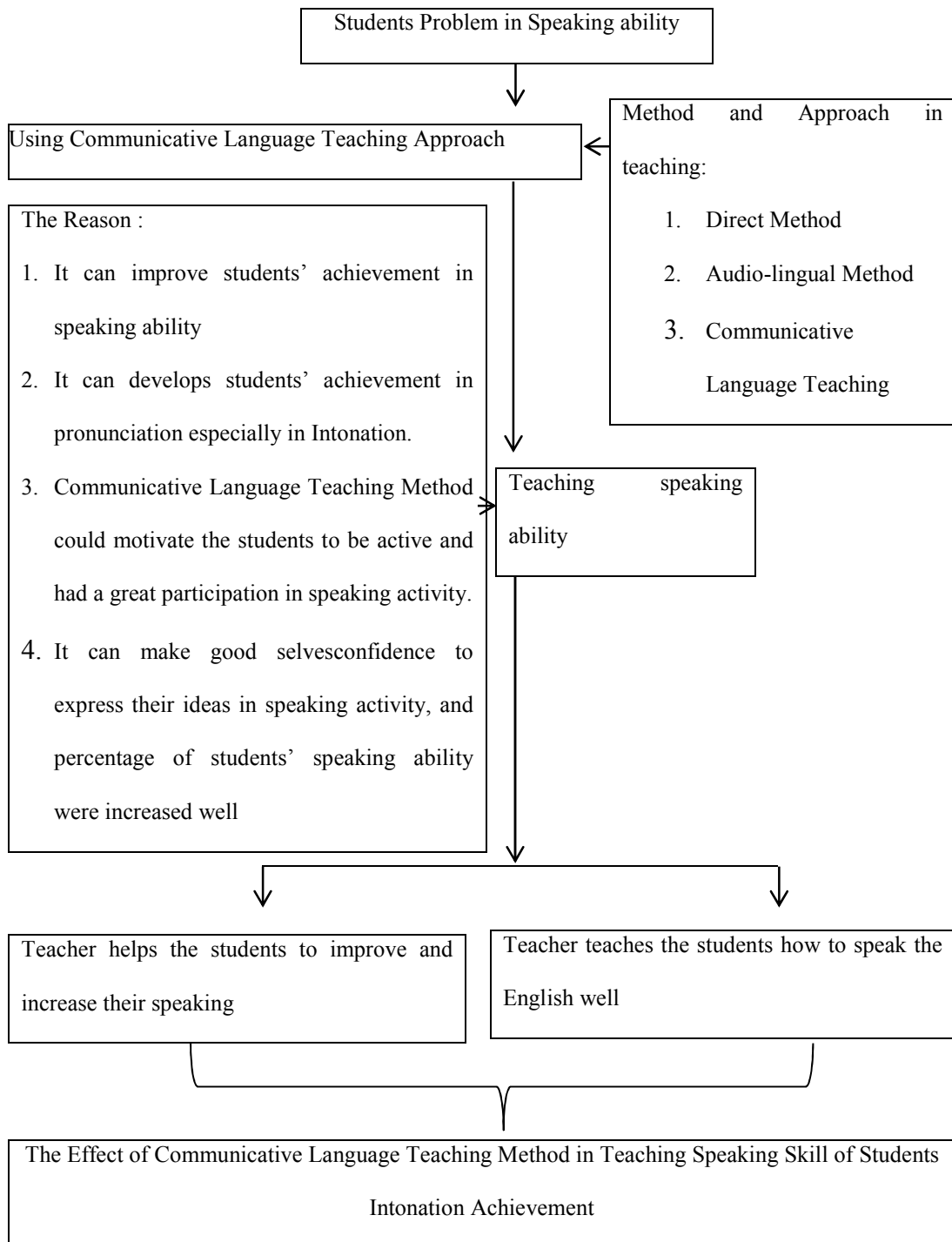


Figure 2.1 Conceptual Framework of “The Effect of Communicative Language Teaching in Teaching Speaking Skill of Students Intonation Achievement.”

2.9 Previous Research

- 1) *“Applying Communicative Approach in Teaching English as a Foreign Language: a Case Study of Pakistan”*. By Ahmad (2013 :1-5). The application of communicative language teaching (CLT) has faced problems and resistance in the English as foreign language context. The purpose of the study was to evaluate implementation of a CLT approach in teaching English in Pakistani schools and colleges at a higher secondary level.

Pakistan is a multilingual country with almost 70 living languages. English, though not spoken as first language, is the primary secondary language to learn for education, business, travelling abroad or other needs. The sample population consisted of forty students in the 12th grade of a local college in (Punjab) Pakistan. Significant statistical difference was found between the two means which indicates that EG outscored CG in achievement after the treatment of three months. A well-trained and active teacher with a good command of English using communicative approach to facilitate his/her purpose of teaching can produce better results than teaching through traditional methods. It proves the fact that the CLT approach is more suitable for teaching English as a foreign language than the traditional method (GTM). This result of attitude testing indicates that students' motivation for learning increases with applying the CLT approach.

- 2) *“Adopting Communicative Language Teaching (CLT) Approach to Enhance Oral Competencies Among Students: Teachers' Attitudes and*

Beliefs” Faculty of Communication and Modern Languages University Utara Malaysia, Sintok Kedah Malaysia. By Hnadi et.al (2012:2). In Malaysia schools, English has taught as an important subject at both primary and secondary levels as long side other subject. the teaching of English as a second language has seen various approach and methods being introduced and implemented to enhances learning process of acquiring the second language among non-native speakers. In fact, since late 1970’s, malaysia has adopted a communicative approach in the teaching of English as a second language to replace the structural-situational syllabus of English, where the communicative syllabus was fully implemented in theupper secondary schools in 1997.

Based on the findings, all respondents reflected the attitudes showing that the use of CLT approach does enhance oral competency among students. They have stated that the approach encourages students’ participation, promotes confidence, prepares students for real-life communication, and develops communication strategies. The respondents also believe that CLT approach is effective to be used in the language classroom as they have stated that the approach enhances teachers’ role, and encourages participation from low proficiency students. Malaysian teachers should adopt CLT approach in their teaching practice as it was proven to be an effective teaching method.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The design of this study was experimental quantitative research. There were two kinds of variables such as: independent and dependent variable. Independent variable was Communicative Language Teaching while dependent variables are the students' speaking skill and students' intonation achievement. In this case, the researcher was investigated whether the independent variable affects the dependent one or not. Furthermore, in conducting the experimental research, there are two different groups; that is experimental group that received the treatment by applying Communicative Language Method and control group which treated without special treatment. Then both of them was given pre-test and post-test with the same item.

The design of the study is figured out as the followings :

Table 3.1 The Design of the Study

Group	Pre-Test	Treatment	Post-Test
Experimental TPM 2	√	Using Communicative Language Teaching	√
Control TPM 1	√	Without Using Communicative Teaching	√

3.2 Population and Sample

The subject of this study was the tenth grade of SMK N 5 Medan.

3.2.1 Population

The population of this research was the tenth grade of SMK N 5 Medan which is located at Jl. Timor Medan. There are two classes category, they are TPM 1 and TPM 2. Each class has 18 students. The researcher choose this population because based on the researcher experience while doing observation it was found that most of the students have minimum skill in learning English especially in speaking skill when the researcher ask to speak in front of the class. So this research was conducted for this population to know how the effect of Communicative Language Teaching Method for student speaking skill in students' intonation.

3.2.2 Sample

The researcher take the sample randomly. According to Arikunto (2002: 109) "random sampling is a single way to obtain the representative sample, but the probability is higher for this procedure than any other".

The sample of this research was the tenth grade students of SMK N 5 Medan. The students was taken as the sample is 36 students from the total number of population, and then they are divided into two groups : the experimental group and control group.

3.3 Technique of Collecting Data

In getting the data needed to support this research, the researcher used a test as the technique of collecting data. In this case, in order to find out the effectiveness of using CLT in increasing the students' speaking ability, the researcher was given the test. The test is consisting of pre test and post test. The

pre test was given to the students in the experimental and control class to know the students' speaking ability. Before giving post test to the students, the researcher give the treatment based on the activities in CLT. The treatment was given only to the students in the experimental class to find out the effectiveness of using CLT in increasing the students' speaking ability. Then, the post test was given after conducting the treatment in both experimental class and control class.

In scoring of the test, the researcher gave five test of falling intonation and five test of rising intonation. The scores of the students' mastery in the test was classified to determine their level of their mastery; the classification as follows:

Table 3.2
Teaching for Experimental Group

NO	Teacher Activity	Students' Activity
1	Teacher explains the topic related to the study (Falling and Rising Intonation) and give example.	Students pay attention of the teacher explanation.
2	Teacher introduction acting from the script to the student and telling the purpose of the activity.	Student give attention of teacher explanation
3	Teacher give detailed of instructions on how to do the activity.	Student give attention of teacher explanation
4	Teacher give a script to the students, and ask them to perform the play based on the dialogue in the script.	Students perform the script based on the instruction that teacher given.
5	Teacher give the situation and ask them to make the script.	Students make the script based on the topic given.
6	Teacher analyses the intonation of the students based on the students performance by audio recording.	Students practice in front of the class.

Table 3.3
Teaching for Control Group

No	Teacher Activity	Students Activity
1	Teacher explains the topic related to the study (Falling and Rising Intonation).	Students pay attention of the teacher explanation.
2	Teacher give examples related to the topic.	Students pay attention of the teacher explanation, and write the examples.
3	Teacher ask the students make their own example.	Students make their own examples.
4	Teacher ask the students to practice in front of the class.	Students practice in front of class.
5	Teacher analyzing the students intonation based on their performance by audio recording.	Students practice in front of class.

3.4 Technique of Data Analysis

To analyze the data, the researcher was used score of post-test of the experimental and control groups. These scores was analyzed by using statistical analysis. The data was analyzed by using T-test (pair sample t-test).

To know the effect of result of this research, the test is calculate using-t-test formula as follow that developed by Arikunto :

$$t = \frac{M_X - M_Y}{\sqrt{\left[\frac{dx^2 + dy^2}{(N_X + N_Y) - 2} \right] \left[\frac{1}{N_X} + \frac{1}{N_Y} \right]}}$$

Where:

M_x = the mean of experimental group

M_y = the mean of control group

dx^2 = standard deviation of experimental group

dy^2 = standard deviation of control group

N_x = the total number of experimental group

N_y = the total number of control group

The T-table was employed to see whether or not there is significant different between the mean score in both experimental and control groups.

3.5 Validity and Reliability of the Test

There are two important concepts of language testing. They are validity and reliability.

3.5.1 Validity of the Test

Arikunto (2010:168) state the validity is a measurement with shows the level of the instruments validity. An instrument can be said valid if it caan measure what is supposed to be measured. There are four types of validity, namely, content validity, construct validity, concurrent validity and predictif validity . this research was conducted with content validity. Content validity considers whether a test will the necessary and appropriate content to measure what is supposed to. So in this case the validity of the test is to know whether the test really measures the students' speaking skill or not.

Table 3.5 The Table of the Test Specification

Intonation	Test Item	Kinds of the Test	Score
Falling Intonation	5	Oral	50
Rising Intonation	5	Oral	50
Total	10		100

3.5.2 Reliability of the Test

Arikunto (2010:178) say that reliability shows as instrument that can be trusted use as a tool of collecting the data because it has already a good enough. A good instrument is tendencies to lead the respondent in choosing certain answer. If thr data appropriate to the fact, the result will be the same although it is exercises many times. It means that reliability refers to the consistency of the measurement.

In order to find out whether the test reliable or not, the researcher used the formula of Kuder Richardson (KR_{21}) in Arikunto (2010 : 233-240) as following :

$$R_{11} = \left(\frac{n}{n-1} \right) \left(1 - \frac{M(n-M)}{n S^2 t} \right)$$

Where :

- R : Reliability of Instrument.
- n : The number of items in the test.
- M : The mean of the test score.
- T : Total of variance
- S : Standard deviation of the test score.

The calculation shows that the reliability of instrument of the test was R=

0.0-0.20 : The reliability is very low

0.20-0.40 : The reliability is low

0.40-0.60 : The reliability is fair

0.60-0.80 : The reliability is high

0.80-1.0 : The reliability is very high