IMPROVING STUDENTS’ SPEAKING ABILITY THROUGH COMMUNICATIVE ACTIVITIES
(An Action Research in the Second Grade students of SMP Kristen 4 Monginsidi Surakarta)

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ABSTRACT


The result of pre-research observation finds some field problems in teaching and learning process of speaking English as follows: (1) Students consider English as difficult lesson, (2) the students are shy and afraid to speak English, (3) The students are passive, (4) It is difficult for the students to pronounce English words correctly, (5) It is difficult for the students to ask and answer simple question orally, (6) The students can not carry out the simple dialog fluently, (7) It is difficult for the students to comprehend English texts, (8) The teacher does not use the teaching media, and (9) The English teaching and learning activity is monotonous.

The problem above, which the learners have in speaking English, may be viewed under three headings: the first is the lack of opportunity to use the language, the second is psychological aspect consisting anxiety and low motivation and the third is lack of understanding the topic. This research done is aimed at (1) Solving the students’ difficulties in speaking English and (2) Improving students’ motivation in learning speaking English.

In this research, the researcher formulates seven actions to solve the field problems; they are: (1) Providing the answer and question activities, (2) Practicing dialog using a role-play/simulation, (3) Practicing pronunciation using pictures, (4) Translating English texts, (5) Conducting interlude activities, (6) Giving point to the active students, and (7) Using the teaching media.

This is an action research. The subjects of the research are the second grade students’ of class VIIIC of SMP Kristen 4 Monginsidi Surakarta in 2008/2009 academic year. These researches consist of two cycle. Each cycle uses a procedure consisting of overall plan, action, observation, and reflection. The instruments used in this research are field notes or notes, research diaries or journal, test, questionnaire, photograph, and audio recording. Observation and non-observation techniques are chosen to collect the data in this research.

Communicative activities are used as the teaching technique to solve students’ difficulties in speaking and to improve the speaking ability. They are chosen because of their benefits: reducing anxiety, encouraging motivation, giving chances to use the language and facilitating the students to understand the topic which is being talked.

The result of the research shows that communicative activities are able to solve students’ difficulties in mastering speaking. They can reduce the students’ anxiety and increase students’ motivation so that they are not afraid to speak. They give opportunities to the students to use the language. They can facilitate the students to understand the topic which is being talked. They can also improve the students’ speaking ability. Before the students are given treatments through communicative activities, there are 20 students (from the accuracy test) and 19 (from the fluency test)
students who get score 1 – 1.5. After they are given treatment through communicative activities, there are 2 students (from both accuracy and fluency test) who get score 1 – 1.5.

It can be concluded that communicative activities can improve the students’ speaking ability and improve the students’ motivation in learning English.
APPROVAL OF CONSULTANTS

This thesis has been approved by the consultant to be examined by the board of Examiners of the English Department of Teacher Training and Education Faculty of Sebelas Maret University.

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MOTTO

Jika ingin merdeka, kamu harus bersedia dipenjara.

(Tan Malaka)

GOD MAKES NO MISTAKES

(Bon Jovi)
DEDICATION

This thesis is whole-heartedly dedicated to:

All God’s creatures all over the world
Acknowledgement

Firstly, the writer would say “Alhamdulillahirrobbil’alamin” as the merciful Allah SWT, the lord of the universe, the creature of the world, has given him His blessing, grace, charity, love, and guard, so that it is possible for him to finish this thesis as one of the requirements to gain Undergraduate degree in English Education.

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6. The Second Grade Students of SMP Kristen 4 Monginsidi Surakarta who have helped the writer by joining the actions.
7. His beloved father and mother, thanks for their support, endless pray and best wishes.

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11. Everyone who has helped the writer to conduct the research and to write this thesis.

Needless to say, this thesis is still far for being perfect. The writer will accept gratefully every comment and suggestion. Hopefully, this thesis will give benefit for every one who concerns with action research.

Surakarta, Maret 2009

The writer
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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is basically a means of communication in which people express their feeling, ideas, opinion, and desires. English is an international language that is used broadly in the world. It functions as a communication means in which people from different nations interact.

Indonesian has to be able to master English as an international language, either for communicative purposes or academic purposes. The two purposes are important to adopt science and technology and to be able to compete with other countries in any field.

English is one of the compulsory subjects for Junior High School (SMP) students. It functions as a means of developing their ability in technology, science, art, and culture. Therefore, the students can build themselves up to be skillful human being. In learning English, there are four language skills that have to be mastered by the students. They are reading, listening, speaking, and writing.

The English teaching must involve the four skills mentioned above. In fact, the three skills: listening, speaking, and writing have only little time allotment. The evidences can be encountered in daily English teaching, which gives much attention to teaching reading, grammar, and vocabulary to anticipate the final written test.
The students are expected to have mastered English to communicate. Communication can happen through written and oral form. In written communication, writing skill is needed, on the other hand oral communication needs speaking skill. There will be found many difficulties in learning and teaching speaking. Speaking seems a simple thing but it is quite difficult to do. It involves many aspects like cognitive, physiological and psychomotor aspects.

The problems which the learners have in speaking English are viewed under three headings: the first is the lack of opportunity to use the language, the second is physiological aspect consisting of anxiety and low motivation, and the third is the lack of understanding the topic.

Having observed the English teaching and learning process in SMP Kristen 4 Monginsidi Surakarta, the researcher concludes that students’ speaking skill does not get adequate attention in the English learning process. Considering the importance of English speaking ability, the researcher needs to improve the speaking learning process so that the students will be able to develop their speaking ability.

From that reason, the researcher conducted a research. By conducting an action research, the researcher tried to improve the speaking ability of the students through communicative activities at SMP Kristen 4 Monginsidi Surakarta in the academic year 2008/2009 through communicative activities.
B. Identification of the Problem

As mentioned above, speaking is one of the four skills that should be developed by the students besides reading, writing, and listening skills. In daily life speaking activity may include asking and answering question, describing and explaining things, having a conversation or a dialog, conveying idea, feeling, intention, and delivering speech, etc.

There are three factors that influence someone ability in speaking. They are knowledge of the language systems, personality factors, and attitudinal factors. The knowledge of the language system includes grammar, vocabulary, and pronunciation. Examples of personal and attitudinal factors are self confidence and perception of importance of speaking. The three factors interact to each other. It is difficult for one to speak without those factors. For example there is one who has good knowledge of language system but his/her personality and his/her attitude are poor, of course he/she will find difficulties when he/she has to deliver a speech as an activity of speaking. On the other hand, it is impossible to speak fluently if one’s attitude and personality are good but he/she lacks of knowledge of language system.

In line with development of the world, the development of English language learning occurs as well. The methods used in the teaching of English as a foreign language is different from time to time. Each of the method has its own weaknesses and strengths. Those can be seen at least from two aspects of the language learning objective, namely structural and functional.
If the learning process focuses on the grammar, pronunciation, and vocabulary, then the method is called the Structural-Based Method such as Grammar-Translation Method and the Silent Way. On the contrary, Functional- Based Method focuses on communicating in the target language. The Direct Method and the Audiolingual Method which consider the objective of the language learning are from the structural aspect.

The method that can cover both functional and structural aspects of language is Communicative Language Teaching (CLT). Language learning in CLT puts the learners as the center. It means that the students have the opportunity to develop their capability of interaction and communication by using their linguistic competence.

In recent years, the Communicative Approach has become a great issue in the English language learning and teaching process. English language teaching is expected to be more meaningful and communicative. The Communicative Approach emphasizes the development of skills in using the target language to communicate.

The success of the language teaching is not only determined by the method that is used but also some elements that exist in it. An instructional system has many components that can not be separated. Kemp in his book proposes a model of the system in the language teaching and learning process.

Kemp presents the model consisting eight components. These are listed below:

1. Consider goals, and then list topics, stating the general purposes for teaching each topic.

2. Enumerate the important characteristics of the learners for whom the
instruction is to be designed.

3. Specify the learning objectives to be achieved in term of measurable student behavioral outcomes.

4. List the subject content that supports each objective.

5. Develop pre-assessments to determine the student’s background and present level of knowledge about topic.

6. Select teaching/learning activities and instructional resources that will treat the subject content so the students will accomplish the objectives.

7. Coordinate such support services as budget, personnel, facilities, equipment, and schedules to carry out the instructional plan.

8. Evaluate student’s learning in terms of their accomplishment of objective, with the view to revising and reevaluating any phases of the plan that need improvement.

This component plays an important role in the teaching and learning process. It has its contribution in achieving the success in the process of English learning and teaching. The factors include the teacher, the students, the materials, the technique, time allocation, and facilities available.

From the teacher’s point of view, the success of speaking learning and teaching process depends on his/her ability in speaking English such as the mastery of pronunciation, grammar, vocabulary, and also his/her competence in using target language to communicate. One who is good at those factors will be able to teach the speaking skill well. A teacher is a model for the students. Most of the learners imitate
what the teacher does. Therefore, a good teacher will be a good model in a class. On
the other hand, without having the competence a teacher will be a bad model for
his/her students.

Seen from the point of view of the students, it can be said that the successful
process of the teaching learning of speaking correlates with the need of the students.
Based on their need the teacher will determine certain activities that the students are
going to do in the learning and teaching process. Besides the students’ need, the
characteristics of the learners will also influence the process of the speaking teaching.
For example, the students who are active will be able to speak more fluently than
those who are not. It may be because the active students have many opportunities in
practicing speaking in the target language.

The material to be taught also influence the success of the speaking learning
and teaching. It is difficult for the students to understand the materials that are not
found in their real life. It will be easier for the students to discuss the problem that
they face in their daily life. They will express it involving their mind and feeling so
that there will be natural communication. The students will be more encouraged
learning if the materials are interesting. The material should be adjusted with level of
the students. For the first grade of students for example, it seems to be effective to
give simple materials.

The technique used in the teaching learning of speaking should be based on
the student’s need and the objective of the language learning. In addition, the teacher
should select the proper activities done in the classroom. The activities in the learning
and teaching process are absolutely needed. They specify what learners and the teacher will actually do in the classroom.

The process of learning and teaching of English speaking is also influenced by the time allocation and the facilities available in the class. By providing sufficient time and facilities needed, the school can have the learning and teaching process of English speaking that will be more successful.

To improve the students’ English speaking skill, those above factors, i.e. the teacher, the students, the materials, the technique, time allocation and facilities available, should deal with other English language skills. The speaking skill is closely related to the listening one. Successful listening as the receptive skill leads to the successful speaking which is considered as the productive skill. It is impossible to conduct communication in the teaching learning process by doing speaking activities only. So, it is important for the teacher to teach speaking and listening skills in an integrative way.

In accordance with the importance of the ability of the students in speaking English, the teacher should teach them how to use English actively by providing activities that can give an ample opportunity to speak.

According to the pre-research observation, there are some field problems that arise in teaching and learning process. Some field problems that can be identified are as follows: (1) Students consider English as difficult lesson, (2) the students are shy and afraid to speak English, (3) The students are passive, (4) It is difficult for the students to pronounce English words correctly, (5) It is difficult for the students to
ask and answer simple question orally, (6) The students can not carry out the simple
dialog fluently, (7) It is difficult for the students to comprehend English texts, (8) The
teacher does not use the teaching media, and (9) The English teaching and learning
activity is monotonous.

Communicative activities are used as the teaching technique to solve the field
problems that arise in speaking learning process. They are chosen because of their
benefits: reducing anxiety, encouraging motivation, giving chances to use the
language and facilitating the students to understand the topic which is being talked.

Based on the discussion above, the writer is able to identify some problems in
speaking learning process. The problems are identified as follow:

1. Why are the students speaking ability low?
2. What factors influence the students’ speaking ability?
3. What should be done to improve the students’ speaking ability?
4. Do communicative activities in teaching English effectively make the students
improve their ability in speaking?
5. Do communicative activities in teaching English effectively improve students’
motivation in learning speaking?

C. Limitation of the Problem

Based on the background and the identification of the problem, the problem of
this research is focused on the communicative activities that can effectively improve
the speaking ability of students in class VIIIC at SMP Kristen 4 Monginsidi Surakarta in the academic year of 2008/2009.

D. Formulation of the Problem

The problem of the study is formulated as follows:

1. Can communicative activities improve the students’ speaking ability?
2. Can communicative activities improve the students’ motivation in learning speaking?

E. Objective of the Research

In this thesis the writer has two objectives to be achieved, namely:

1. The writer wants to improve the students’ speaking ability.
2. The writer wants to improve the students’ motivation in leaning English.

F. Significance of the Research

1. For the students of class VIIIC of SMP Kristen 4 Monginsidi Surakarta, it would be an effort to improve their ability in speaking English.
2. For the teacher of class VIIIC of SMP Kristen 4 Monginsidi Surakarta, it would be an ample opportunity to improve the quality of teaching the speaking skill to the students.
3. For the headmaster of SMP Kristen 4 Monginsidi Surakarta, it would function as the beginning step to do the efforts in improving students’ speaking ability.

4. For the English Department of FKIP UNS, it could be used as a reference of action research particularly in improving speaking ability.
CHAPTER II
UNDERLYING THEORIES, CONCEPTUAL FRAMEWORK AND
HYPOTHESIS

A. Speaking Ability

1. Speaking

Communication has an important role in human’s life because by doing it, they can express their idea or feeling to other people. In communication, it needs language as a means of communication. It’s like what Kessler (1992:133) stated that language is a primary tool through which learners explore and come to understand ideas. Communication can be divided into two ways, written and oral. Written communication needs writing skill while oral one needs speaking skill.

Furthermore, Brindley (1995:19) makes specifications about oral. Here, oral can be defined as speaking. He believes that oral is to:

a. Express oneself intelligibly;

b. Convey intended meaning accurately with sufficient command of vocabulary;

c. Use language appropriate to context;

d. Interact with other speakers fluently;

Speaking can be considered as an oral communication. According to Nunan (1989:32) successful oral 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 skills.

e. Skills in taking short and long speaking turns.

f. Skills in the management of interaction.

g. Skill in negotiating meaning.

h. Conversational listening skills.

i. Skills in knowing and negotiating purposes for conversation.

j. Using appropriate conversational formulae and fillers.

He also rates oral into four areas that are interactive communication for fluency effect on listener, intelligibility for pronunciation or prosodic features, appropriacy for pragmatic competence or register, and accuracy for structures and vocabulary resources. It means speaking demands fluency, intelligibility, appropriateness and accuracy.

Speaking is a complex activity, when people speak, they produce not only sounds. Laughin relies on Leverts in O’mally and Chamot, he believes that speaking is an example of a complex cognitive skill that can be differentiated into various hierarchical sub skills, some of which may require controlled processing while others could be processed automatically. Lewis and Hill state that speaking is a process that covers many things in addition to the pronunciation of individual sounds. And
Widdowson believes that speaking is simply the physical embodiment of abstract system in the usage sense involve the manifestation of the phonological system or of the grammatical system of language or both. It means that the speakers have kept at least phonological system and grammatical system in themselves.

Another definition has been stated by Bygate (1997) that speaking is in many ways an undervalued skill. It might be assumed like that because almost all of people can speak and so take the skill too much for granted. Speaking is often thought as a form of an expression which uses colloquial language. Thus it makes literary skill becomes more précised than speaking skill. Speaking is, however, a skill which deserves attention every bit as much as literary skills, in both first and second languages.

When people talk about speaking, it has several meanings. According to Widdowson (1978:11) speaking is the movements of the speech organs produce sounds which are perceived by the ear. Speaking involves how and what something is said, in which both are fundamental to effective expression (Petty and Jensen, 1980:6).

Underwood (1989:11) says that speaking is a creative process. In speaking, speaker is almost always in the position of formulating what they are saying. When one speaks, he needs someone else to listen and react what he is talking about. As Widdowson has stated: speaking is part of reciprocal exchange in which both reception and production pay a part. Later he said that the skill of speaking involves both receptive and productive participation.
Speaking is productive rather than receptive skill because it is as a way in which the language system is manifested through the use of the organs of speech while speaking is called as productive and receptive skill because it is used in communicative activity. People use it both as listener or speaker. This is explained clearer by Widdowson as follows:

“… talking is reciprocal because it takes the form of an exchange between two or more participants with each participant taking turns to say something. Any misunderstandings which arise can be cleared up in the process of the interaction and the participants rely on the “feedback” provided by reactions of the other interlocutors”. (p. 64)

Brown and Yule (1983:23) say, “In the production of speech, however, each speaker needs to speak. He needs to speak individually and, ideally, he needs someone to listen to him speaking and to respond to him”.

Thus speaking is a creative process in which both receptive and productive skill taking a part. Speaking ability is productive skill because one carries out the activity for using his speech organs successfully, while it is receptive skill because it needs someone else to listen to what has been said in order to react what have been heard before successfully.

What the writer means by speaking is more than just producing sounds, it is an activity which involves three areas of knowledge, and they are the area of mechanics, functions, and social and cultural rules and norms.
 Ability is a general term used to refer to any characteristics of a person that makes it possible for him to carry out activity successfully. It is determined by some factors, namely heredity, practice and training. ‘Ability’ according to Littlewood, is often restricted to cognitive aspects of a person’s ability to learn, notably intelligence and set of more specific language learning abilities called ‘language aptitude’ (1998:62). Hornby (1995:2) defines ability as the mental or physical capacity, power or skill required to do something. While according to Evison (1998:1) defines ability as the skill, the power to do something. Ability also can be defined as one’s general capability for performing tasks (www.upei.ca/~xliu/measurement/glossary.htm). The other definition of ability is also stated in www.wordreference.com/eng/def.asp? as possession of the qualities to do something, necessary skill, competence, or power. Based on what was mentioned by www.hyperdictionary.com/dictionary/ability ability is the quality of being able to perform something. It must be clear that ability is the quality of being able to perform something.

Speaking Ability

From the ideas above, it can be concluded that speaking ability in this study is the ability of a person to carry out an activity which is not only producing sounds but also an activity which involves fluency, intelligibility, appropriateness, and accuracy.
B. Communicative Approach

The communicative Approach in language learning and teaching is an approach which focuses learning on communication. One of the basic concepts of the Communicative Approach is learner-centered. The teacher should not dominate the process of the language teaching learning. It is aimed that communicate effectively and appropriately based on the context they are working.

The Communicative Approach gives thought to the people who deal with the language teaching that it is important to teach learners in term of language structure and of communicative functions. The application of the Communicative Approach can be seen in Communicative Language Teaching (CLT) since it covers both structural and functional aspects of language.

Brown (1994:245) describes the characteristics of Communicative Language Teaching as follows:

1. Classroom goals are focused on all of the components of communicative competence and not restricted to grammatical or linguistics competence.
2. Language techniques are designed to engage learners in the pragmatics, authentic, functional, use of language for meaningful purposes. Organizational language forms are not the central focus but rather aspects of language that enable the learners to accomplish those purposes.
3. Fluency and accuracy are seen as complementary principles underlying communicative technique. At the times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged.
in language use.

4. In the communicative classroom, students ultimately have to use the language, productively and receptively, in unrehearsed contexts.

The goal of communicative language teaching (CLT) is the mastery of communicative competence. Communicative competence is the knowledge and the ability to use the language in the real communication. It includes four areas of knowledge and skill that are grammatical competence, sociolinguistics competence, discourse competence, and strategic competence. Grammatical competence is domain of grammatical and lexical competence. Sociolinguistics competence refers to an understanding of social context in which communication takes place, including role relationships, the shared information of the participants, and the communicative purpose for their interaction. Discourse competence refers to interpretation of individual messages elements in terms of interconnectedness and of how meaning is represented in relationship to the entire discourse or text. Strategic competence refers to the copying strategies that communicator employ to initiate, terminate, maintain, repair, and redirect communication. (Richard and Rodgers (1993:71)

Communicative language teaching method consists of approach, design, and procedure. The approach covers two things, language theory and language learning theory. This method believes that language is used as a means of communication (Littlewood, 1998:1). Richards and Rogers (1993:71) state some characteristics of communicative view of language as follow:

1. Language is a system of the expression of meaning.
2. The primary function of language is for interaction and communication.

3. The structure of language reflects its functional and communicative uses.

4. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

Richards and Rodgers (1993:72) state that CLT has some elements in language learning.

One such element might be described as the communication principle: Activity that involves real communication promotes learning. A second element is the task principle: activity in which language is used to carrying out meaningful task promotes learning. A third element is the meaningfulness principle: language that is meaningful to the learner support the learning process.

The CLT design covers objectives, syllabus, types of learning and teaching activities, learner roles, teacher roles, and the role of instructional materials. Piepo (in Richards and Rodgers, 1993:73) discusses the following levels of objective in communicative approach:

1. An integrative and content level (language as a means of expression).

2. A linguistics and instrumental level (language as a semiotic system and an object of learning).

3. An effective level of interpersonal relationship and conduct (language as a means of expressing values and judgment about oneself and others).

4. A level of individual learning needs (remedial learning based on error analysis)
5. A general educational level of extra linguistic goal (language learning within the school curriculum).

The next is the types of learning and teaching activities of CLT

The type of learning and teaching activities compatible with communicative approach is unlimited, provided that such exercises enable learners to attain the communicative objectives of curriculum, engage learners in communication, and require the use of such communicative process as information sharing, negotiation of meaning and interaction. Classroom activities are often design to focus on completing tasks that are mediated through language or involve negotiation of information and information sharing. (Richards and Rodgers, 1993:76)

The role of learner in this method is as active participants. The learners are created become active learner. According Richards and Rodgers (1993: 77-78), CLT assumes that teacher will be the need analyst, counselor, group process manager. Teacher as need analyst will be responsible in determining the learners’ needs. In the counselor role, teacher is expected to exemplify an effective communicator seeking to maximize the meshing of speaker intention and hearer interpretation, through the use of paraphrase, confirmation and feedback. Teacher as group process manager will get responsibility to organize the classroom setting for communication and communicative activities.

Finocchiaro and Brumfit in Jack C. Richard and Theodore S. Rodgers (1993: 67) compare the features of the Communicative Language Teaching with the Audiolingual Method. The comparisons are listed in the table bellow:
<table>
<thead>
<tr>
<th>No</th>
<th>Audiolingual Method</th>
<th>Communicative Language Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Attends to structure and form more than meaning</td>
<td>Meaning is paramount</td>
</tr>
<tr>
<td>2</td>
<td>Demands more memorization of structure based dialogs.</td>
<td>Dialogs if used, center on communicative functions and are not normally memorized.</td>
</tr>
<tr>
<td>3</td>
<td>Language items are not necessarily contextualized.</td>
<td>Contextualization is a basic premise.</td>
</tr>
<tr>
<td>4</td>
<td>Language learning is learning structures, sound, or words.</td>
<td>Language learning is a learning to communicate.</td>
</tr>
<tr>
<td>5</td>
<td>Mastery of “over learning” is sought.</td>
<td>Effective communication is sought.</td>
</tr>
<tr>
<td>6</td>
<td>Drilling is a central technique.</td>
<td>Drilling may occur, but peripherally.</td>
</tr>
<tr>
<td>7</td>
<td>Native-Speaker-pronunciation is sought.</td>
<td>Comprehensible pronunciation is sought.</td>
</tr>
<tr>
<td>8</td>
<td>Grammatical explanation is avoided.</td>
<td>Any devices that help learners are accepted-varying according to their age, interest, etc.</td>
</tr>
<tr>
<td>9</td>
<td>Communicative activities come only after process of rigid drills and exercises.</td>
<td>Attempts to communicate are encouraged from the very beginning.</td>
</tr>
<tr>
<td>10</td>
<td>The use of the student’s native language is forbidden.</td>
<td>Judicious use of native language is accepted where feasible.</td>
</tr>
<tr>
<td>11</td>
<td>Translation is forbidden at early level.</td>
<td>Translation may be used where the students need or benefit from it.</td>
</tr>
<tr>
<td>12</td>
<td>Reading and writing is deferred until speech is mastered.</td>
<td>Reading and writing can start from the first day, if desired.</td>
</tr>
<tr>
<td>13</td>
<td>The target of linguistics system is learned through the overt teaching of the patterns of the system.</td>
<td>The target linguistics system is learned through the process of struggling to communicate.</td>
</tr>
<tr>
<td>14</td>
<td>Linguistics competence is the desired goal.</td>
<td>Communicative competence is the desired goal.</td>
</tr>
<tr>
<td>15</td>
<td>Varieties of language are recognized but not emphasized.</td>
<td>Linguistics variation is a central concept in materials and methods.</td>
</tr>
<tr>
<td>16</td>
<td>The sequence of units is determined solely by principles of linguistics complexity.</td>
<td>Sequencing is determined by any consideration of content function or meaning that maintains interest.</td>
</tr>
<tr>
<td>17</td>
<td>The teacher controls the learners and prevents them from doing anything that conflict with the theory.</td>
<td>Teachers help the learners in any way that motivate them to work with language.</td>
</tr>
<tr>
<td>18</td>
<td></td>
<td>Language is created by the individual</td>
</tr>
</tbody>
</table>
“Language is habit”, so error must be prevented at all costs. Accuracy, in term of formal correctness, is a primary goal.

Students are expected to interact with the language system, embodied in machines or controlled materials. The teachers are expected to specify the language that students are to use. Intrinsic motivation will spring from an interest in the structure of language.

Fluency and acceptable language are primary goal; accuracy is judged not in the abstract but in context. Students are expected to interact with other people, either in the flesh, through pairs and group work, or in their writing. The teacher can not know exactly what language the students will use. Intrinsic motivation will spring from an interest in what is being communicated by the language.

From the table, it can be seen that some differences exist between the two approaches. However, some technique used in audio lingual method can still be applied as long as they can help the students in their learning.

C. Methodological Framework of Communicative Approach

Littlewood (1981:86) suggest a methodological distinction between pre-communicative and communicative learning activities. The methodological framework can be presented diagrammatically as follows:

```
Structural activities

Pre-communicative activities

Quasi-communicative activities
```
The two categories above represent different emphasis and orientation rather than distinct divisions. In pre-communicative activities, the teacher isolates specific elements of knowledge or skill, which compose communicative ability. He also provides the students with opportunities to practice them separately. This category is then divided into two sub-categories i.e. structural activities and quasi-communicative activities. The former emphasizes the learning of the language structure for communicative purposes. Accordingly, the main purpose of the learner is to produce language which is acceptable rather than to communicate meaning effectively. The later tries to create links between language forms and their potential functional meanings. These activities take account of communicative as well as structural facts about language.

Through communicative activities, the learner has to activate and integrate his pre-communicative knowledge and skills, so that he will be able to use them for the communicative meanings. There are two sub-categories included in this category. In functional communicative activities, the learner is placed in a situation where he has to perform a task by communicating as best as he can, with whatever resources he
has. In social interaction activities, the learner is also encouraged to take account of the social contexts as well as the functional meaning in which communication occurs.

D. Communicative Activities

1. Purpose of Communicative activities

Communicative activities are a piece of classroom work that involves students in producing, comprehending, or interacting in the target language. Communicative activities can give some contributions toward language learning. According to Littlewood (1982:17), four purposes of communicative activities are:

a. To provide “whole-task practice”

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

b. To improve motivation

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

c. To allow natural learning

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

d. To create a context which supports learning

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

  In many of communicative activities the teacher creates an atmosphere and sets an activity in motion. However, it is the learners themselves who take account of conducting the interaction. For many students, this responsibility will be unfamiliar at first. Providing an undirected activity suddenly may create difficulties which could weaken their confidence. Therefore, the teacher needs to be prepared to wean the students gradually from dependence on his own control.

  Although the learners are the subject of this activity, it does not mean that the teacher become a passive observer. His function is less dominant than before but still important. Examples of the teachers’ role in communicative activities are as a source of guidance and help, as a monitor of strength and weaknesses of the learner.

2. Types of Communicative Activities

  The procedure of CLT applies communicative activities. According to Littlewood (1982:21) Types of communicative activities are divided into two main
categories: functional communication activities and social interaction activities. Each of the activity can be explained below:

a. Functional communication activities

The main of this activity that students 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 principle underlying functional communication activities is that the students have to overcome an information gap or solve a problem according to the situation structured by the teacher. The nature of the classroom situation limits the range of functional needs that can be created for students. It includes mainly the sharing and processing of information. Examples of activities that can be categorized into functional communicative activities are identifying pictures, discovering identical pairs, discovering missing information, communicating pattern and picture, and discovering differences.

b. Social interaction activities

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

In social interaction activity, the language the student produces will be evaluated in terms of social acceptability as well as its functional effectiveness. Thus, students must learn to relate language to the social meanings and to use it as a vehicle for social interaction. It is important that the teacher helps his learners to increase their sense of performing in meaningful social context rather than simply responding to prompts. Because of the classroom limitation, simulation and role-playing are proper to the activity which creates social situations.

Here is the example of role playing controlled through cued dialogues given by Littlewood (1981:14):

<table>
<thead>
<tr>
<th>Learner A</th>
<th>Learner B</th>
</tr>
</thead>
<tbody>
<tr>
<td>You meet B in the street.</td>
<td>You meet A in the street.</td>
</tr>
<tr>
<td>A: Greet B</td>
<td>A:</td>
</tr>
<tr>
<td>B:</td>
<td>B: Greet A</td>
</tr>
<tr>
<td>A: Ask B where he is going</td>
<td>A:</td>
</tr>
<tr>
<td>B:</td>
<td>B: say you are going for a walk.</td>
</tr>
<tr>
<td>A: Suggest somewhere to go together</td>
<td>A:</td>
</tr>
<tr>
<td>B:</td>
<td>B: Reject A’s suggestion. Make a different suggestion.</td>
</tr>
<tr>
<td>A: Accept B’s suggestion.</td>
<td>A:</td>
</tr>
<tr>
<td>B:</td>
<td>B: Express pleasure.</td>
</tr>
</tbody>
</table>
E. CONCEPTUAL FRAMEWORK

The improvement on the learning achievement needs a process. It means that it does not occur instantly. It requires a period of time and efforts from many parties including the learners, teacher, and the educational institution.

Considering the need of improving the speaking ability of students, the researcher has to identify and implement some efforts in the field. There are some steps will be done by the researcher. First, the researcher will identify and observe the problem in the field. Next, he and the English teacher try to find some efforts, which are considered as the solution. Finally, the actions are implemented.

To achieve the improvement of the speaking ability of students, the researcher has to make some efforts in the action research. For the sake of the success of the research it is important for all research members to work collaboratively.

F. HYPOTHESIS

Based on the theory sited above, the hypothesis can be formulated as follows: The teaching of speaking through communicative activities can improve the students’ speaking ability and also give them motivation to learn the target language.
CHAPTER III
RESEARCH METHODOLOGY

A. Research Setting

SMP Kristen 4 Monginsidi Surakarta is located in Panggung, Jebres, Surakarta. The location of the school is in front of Ahmad Yani Street so that it is not difficult to be reached by public transportations. Many students go to school by bicycle and bus. And some other students go to school by bicycle.

Physically SMP Kristen 4 Monginsidi Surakarta has nine classrooms, a library, a teacher’s office, a headmaster office, guidance and counseling office, a medical room, a mosque, a computer laboratory, a science laboratory, a warehouse, and a canteen. There are two English teachers in the school.

B. Subject of the Research

The subject of this research was the second grade students of SMP Kristen 4 Monginsidi Surakarta 2008/2009 academic year. There were 28 students occupying in the class.

C. Methodology of the research

In this research the writer used Classroom Action Research as the method of the research in order to improve students’ speaking ability through communicative activities.
1. The Definition of Action Research

There are various definitions of action research stated by some experts. Hubbard and Power (1999) believe that action (teacher) research is a natural extension of good teaching. Observing students closely, analyzing their needs, and adjusting the curriculum to fit the needs of all students have always been important skills demonstrated by fine teachers. McKay (1992) states action research is an effective strategy for engaging educators in the change process. Educators involved in action research think about a specific group in particular setting with the main goal of finding better ways to do their job. According to Little (2001) action research is a process to identify and solve classroom instructional concerns within teacher’s own classrooms.

The other definition is also stated from Davis (1999: 1-2) defines Action Research as a movement in general education in which classroom teachers looked into what was going on in their own classroom. He adds that in a simpler model of action research, the teacher identifies some areas of their own practice that they want to find out more about. The teacher then collects data from their classroom and, in the light of the data, decides how to improve things. While Bodgan and Biklen (in Burns, 1999: 30) say that Action research is the systematic collection of information that is designed to bring about social change.

Kemmis in Hopkins (1993: 44) proposes that action research is a form of self-reflective inquiry conducted by participants in a social interaction situation (including
in order to improve educational practice by group or participants and by means of own reflection upon effects of these actions.

Ebbutt (1985) in Hopkins (1993: 45) states that action research is about the systematic study of attempts to improve educational practice by groups of participants and by means of their own practical actions and by means of own reflection upon the effects of those actions.

Burns, R. B (in Burns, 1999) says that action research is the application of fact finding to practical problem solving in a social situation with a view to improving the quality of action within it, involving the collaboration and co-operation of researchers, practitioners and laymen.

Finally, the writer comes to a conclusion based on the definitions above that action research is a systematic inquiry to overcome educational problems or to change things related to educational problems which covers observation, analysis, and adjustment where the educators involve themselves in action to come into the goal of understanding teaching and learning process in the classroom, and to make a better change (or improvement) in classroom practice.

2. The Characteristics of Action Research

Kemmis and Mc Taggart (1988) in Nunan (1992: 17) state that there are three characteristics of the action research. Firstly, the action research is carried out by practitioners rather than outside researchers, secondly, the kind of the action research
is collaborative, and thirdly, the action research is aimed at changing things. While Burns (1999) composed the characteristics as follows:

a. Action research is contextual, small-scale and localized—it identifies and investigates problems within a specific situation.

b. It is evaluative and reflective as it aims to bring about change and improvement in practice.

c. It is participatory as it provides for collaborative investigation by teams of colleagues, practitioners and researchers.

d. Changes in practice are based on the collection of information or data which provides the impetus for change.

3. The Model of the Research

Action research in this classroom action research uses the model developed by Kemmis and McTaggart in Hopkins (1993: 48) who state that there are four steps in action research; they are plan, action, observation, and reflection. It can be illustrated as follows (Kemmis and McTaggart in Hopkins 1993: 48):
4. The Procedure of Action Research

Kemmis and Mc Taggart in Anne state that action research occurs through a dynamic and complementary process consisting of four essential moments of planning, action, observation, and reflection. These moments are the fundamental steps in a spiraling process. Each moment will be explained as follows:

a. Moment of planning is a process to develop a plan of action in the context in which it occurs. In this step, the researcher makes a lesson plan about a certain topic, material, media, time, schedule, and instrument for observation.

b. Moment of action is an act to implement the plan. In this step, the researcher implements the activities written in the lesson plan.

c. Moment of observation is a process of observing the effects of the action in the context in which it occurs. In this step, the researcher records the important occurrences during the teaching-learning process after the lesson. He is also helped by his collaborator to observe students’ activities while teaching learning process. Therefore, she can give some inputs or suggestions.

d. Moment of reflection is reflecting process on these effects as the basis for further planning; subsequent action and so on, through success of stages. After carrying out the teaching process through communicative activities, the researcher recites the occurrence in classroom as the reflection of the action. He evaluates the process and the result of the implementation of communicative activities in English teaching. The data of each step are
analyzed, and the data will be used to determine the next steps in the next action or cycle to reach the goal which has been stated before.

Richard also states that action research typically involves small-scale investigative projects in the teacher’s own classroom, and consists of a number of phases which often recur in cycles; planning, action, observation, and reflection.

In this action research, there is a standard to stop the cycle. The cycle was stopped, when 75% of the students who get score one have reached score two. The grade of accuracy and fluency is taken from criteria of assessment of speaking test (Ur, 1996: 135) as follows:

<table>
<thead>
<tr>
<th>Accuracy</th>
<th>Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Little or no language produced</td>
<td>1</td>
</tr>
<tr>
<td>Poor vocabulary, mistake in basic grammar, may have very strong foreign accent</td>
<td>2</td>
</tr>
<tr>
<td>Adequate but not rich vocabulary, occasional grammar slips, slight foreign accent</td>
<td>3</td>
</tr>
<tr>
<td>Good range of vocabulary, occasional grammar slips, slight foreign accent</td>
<td>4</td>
</tr>
<tr>
<td>Wide vocabulary appropriately used, virtually no grammar mistakes, native-like or slight foreign accent</td>
<td>5</td>
</tr>
</tbody>
</table>

TOTAL SCORE: 10
D. Technique for Collecting Data

Anne and Hood have set out possible action research methods which they considered with the teachers in their project. Method and techniques used in action research:

a. Journals/diaries: Regular dated accounts of teaching/learning plans, activities and classroom occurrences, including personal feelings and reactions.

b. Observation: Closely watching and noting classroom events, happenings or interactions either as participant in the classroom (participant observation) or as an observer of another teacher’s classroom (non participant observation). Observation can be combined with field notes, recording, logs, or journal.

c. Field notes: Descriptions and accounts of observed events, including non verbal information, physical setting, group structures, and interactions between participants.

d. Recording: Audio or video recordings, providing objective records of what occurred, which can be re-examined. Photographs or slides can also be included.

In the research, the data will be collected by conducting observation which is combined with recordings and other techniques which are considered meaningful in the research.

E. The Techniques of Data Analysis

The process of data analysis is being conducted by the researcher using qualitative and quantitative methods. Interview and observation are belonging to
qualitative method. The qualitative data is analyzed by investigating the field notes that are made regularly in each action implementation. The data will be simplified by making exposition and conclusion. After evaluating the field notes, the researcher can find whether there is any problem in conducting communicative activities in speaking class or not and what the teacher should do to conduct better teaching in the next cycle to improve students' speaking ability.

The quantitative data will support the data from qualitative method and vice versa. The data will be presented in the form of mean score and the result will be used to analyze the teaching and learning process. It is done to compare the students’ speaking ability before and after each cycle or the result of pre-test and post-test to know whether there is improvement in speaking ability or not. The formulas are:

\[
X = \frac{\sum X}{N} \quad Y = \frac{\sum Y}{N}
\]

Notes:

\[
X = \text{means of pretest scores.}
\]

\[
Y = \text{means of posttest scores.}
\]

\[
N = \text{the number of sample.}
\]

Finally, by analyzing the observation result and test result, the conclusion can be made whether or not communicative activities can improve students’ speaking ability.
CHAPTER IV
DATA ANALYSIS

This research presents the result of the classroom Action Research conducted in Class VIIIC of SMP Kristen 4 Monginsidi Surakarta.

A. The Relation Between the Actions and the Field Problems

The speaking ability of the students was influenced by some factors. It also related to other language skills (reading, writing, and listening). Therefore, many efforts that were able to improve the student’s speaking ability could be tried in the field. The efforts that would be conducted in this research were as follow:

1. The first was providing question and answer activity. This action was hoped to increase the students’ speaking ability of asking and answering simple questions. Through this activity the students would get many opportunities to speak up. It was expected that the students would have courage to speak English.

2. The second was practicing dialogs using a role-play/simulation. It was expected that the students could carry out the dialogs by practicing them more often. This action was also an effort not to make the teaching activity monotonous.

3. To help the students in pronouncing English correctly, the students would do the third action i.e. practicing pronunciation using pictures. The pictures could facilitate the students in understanding the meaning of the words. Furthermore, it was hoped that the students did not consider English as a difficult lesson.
4. The fourth action was translating English text. It was aimed to help the students in comprehending the English texts. The students would be able to answer the questions related to the text if they understand the content of the texts. After they could comprehend the texts, it was expected that they would not regard English as the difficult subject.

5. Conducting interlude activity was the fifth action. Through this activity it was hoped that the English teaching and learning activity was not monotonous anymore and not to make the students bored. In this activity, the students would actively be involved.

6. The sixth action was giving credit point to the active students. It was aimed to solve the problem of the students who were passive. It was also expected to motivate students in speaking.

7. The use of teaching media as the seventh action would overcome two problems, they were the disuse of the media in the English teaching and the monotonous learning activity. Through this action it was hoped that the teacher would get knowledge about the media so that he could teach his students better.

In short, the relation between the action and the field problems in this research can be represented in the diagram bellow:

<table>
<thead>
<tr>
<th>The Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Providing the answer and question activity</td>
</tr>
<tr>
<td>2) Practicing dialogs using a role-play/simulation</td>
</tr>
</tbody>
</table>
3) Practicing pronunciation using a pictures  
4) Translating English texts  
5) Conducting Interlude activities  
6) Giving credit points to the active students  
7) Using the teaching media

<table>
<thead>
<tr>
<th>The Actions</th>
<th>The Field Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2,6</td>
</tr>
<tr>
<td>2</td>
<td>6,9</td>
</tr>
<tr>
<td>3</td>
<td>1,4,8</td>
</tr>
</tbody>
</table>
B. The Implementation of the Actions

1. Cycle 1

a. Planning

After the researcher and the English teacher formulated the field problems and the actions to solve the problems, they made some plans to be implemented in the first cycle. Based on the problems that had been determined, they hoped that the first cycle could change the English teaching learning into the following condition.

1) The students did not consider English as a difficult lesson.
2) The students were not shy and afraid to speak English.
3) The students became active.
4) The student could pronounce the English words correctly.
5) The students were able to ask and answer simple questions orally.
6) The students could carry out simple dialogs fluently.
7) The students were able to comprehend English texts.
8) The teacher used the teaching media.
9) The English teaching learning activity was not monotonous.
To achieve the expected situation, the researcher and the teacher planned to implement some actions in one cycle. They were:

1) Providing the question and answer activity.
2) Practicing dialogs using simulation/role-play
3) Practicing Pronunciation using pictures
4) Translating English texts.
5) Conducting interlude activities
6) Giving credit points to the active students.
7) Using the teaching media.

All actions above would be implemented simultaneously. It means that in one cycle; the research members would cover seven actions; they could be conducted for a meeting. The researcher arranged to implement the action every Monday, Wednesday, and Friday by following school calendar.

b. Action and observation I

Based on the planning that had been agreed, the researcher and the English teacher implemented seven actions three times. They were on November 10th, 12th and 14th, 2008. The actions were done every Monday at 07.45-09.15 a.m., Wednesday at 12.05-13.45 a.m. and Friday at 07.30-08.45 a.m.

1) Providing the question and answer activity

After the students understood the researcher’s explanation about the material, he asked them to do some exercises. After the students had finished the exercises, the researcher and the students discussed them together.
In the discussion the researcher demanded the students to answer the questions orally. This activity was different in which the students used to write their answers down on the whiteboard. The students were enthusiastic in doing the activity.

To make this activity more interesting, the researcher used a game in discussing the student’s answers. He used lottery in the game. First, the researcher took a small piece of paper from a glass, and then he mentioned the student’s number that was written on the paper. The students whose number was mentioned by the researcher had to answer the question orally. After the students gave an answer to the question, the researcher asked the class whether his/her answer was right or wrong. The researcher used some questions such as “Do you agree? Is her answer correct?” When the student’s answer was not correct the teacher asked other students to give the right answer. If nobody knew the right answer, then the researcher himself corrected it.

Here, the students could learn to speak English since they had to answer the researcher questions orally. They were happy in doing this activity. The students felt that they had many opportunities to speak up.

The English teacher gave positive response toward the action. He observed that his students were motivated to learn to speak English. When he implemented the action, there were many students who were actively involved the activity.

Through the question and answer activity the researcher gave an ample opportunity to the students to learn to speak English. He also paid attention to the
grammar. It was true that some students had some difficulties in speaking English. However, they learnt to speak English through the question and answer activity.

2) Practicing dialog using a role-play/simulation

In order that the students could carry out short and simple dialogs fluently, the researcher provided a chance for the students to practice carrying out the dialogs. To make the practice more interesting he used a role-play/simulation. The procedure of the practice was as follows. The researcher asked two students to come in front of the class. Their task was to carry out the dialogs given by the researcher. Before the dialogs began he distributed some sentences cards to other students who did not come to the front. While two students were doing the dialog, other students had to pay attention to them. Whenever the students heard the same sentences as those on the cards that they held, they had to say stop and repeated the sentences. They learnt some expressions, such as “What can I do for you…?” “Can I have…. please?”, “Would you like to go to a football game on Saturday night?” etc.

In the practice there were some students who still made mistake in pronunciation. The mispronunciation made the students laugh. They thought that it was funny to hear the words that were not pronounced correctly.

There were some obstacles in implementing this action. Some students made a noise while the dialogs were being carried out. The student read the dialogs in a low voice. It made the practice not run well. According to the teacher the students
were not ready yet since they had no adequate ability. Not all students got the opportunity to practice the dialogs. The time was limited since they had many materials to finish. The teacher’s complaint was shown at the transcript below.

It seems that the activity of practicing dialog can’t run well. When the students are having dialog in front of the class, other students are noisy. I mean the students who sit at the back. I think they don’t have enough ability yet. I observed that it is always the same students who carry out the dialogs. Moreover, it is impossible that all students can practice because the time is limited. I’m afraid you can’t finish the materials)

Despite the above problems this action got positive responses from the students. They said that they were happy in doing the practice.

3) Practicing Pronunciation using pictures

Pronunciation is important in speaking. The ability to pronounce the English words correctly is one of the speaking skills that must be mastered by the students. Because the students’ mastery of pronunciation was still low it was necessary for them to practice it.

The researcher provided some pictures in the practice. The English words of the pictures were put bellow them. First, the researcher pronounced the word. Then, the students repeated his pronunciation. After some time, he let the students to
pronounce the words by themselves. The students were enthusiastic when they were practicing pronunciation.

This action helped the students to pronounce the English word correctly. Furthermore, through the pictures they could know the meaning of the words without opening their dictionary.

4) Translating English Texts

To help the students in comprehending the content of the English texts, the researcher together with the students translated them into Indonesian language. The researcher did not ask the students to translate one by one. It was done so that they were not afraid of making mistakes. The role of the researcher in this activity was as a facilitator. He helped the students when they found some difficult words. He did not correct their mistakes directly. When they did not know the meaning of the words, the researcher tried to lead them to find the correct meaning. However, when no student knew the right one, the teacher corrected it.

The students gave positive response about the action. Through the translation activity it was easier for them to understand the content of the texts. Furthermore, the students could do the exercise concerning the text more easily.

Also the English teacher gave his opinion about the action. He thought that translating is an old way in teaching. On the other hand he admitted that translating could help the students in comprehending the texts or dialogs. Thus, the activity of the translating gave it contribution toward the English teaching learning process. The students understood the content of the text more
easily. As a result, they could answer the question related to them. Therefore, it supported the students in improving their ability to speak English when they were answering the question orally.

5) Conducting Interlude Activities

This action was implemented so that the students would not be bored in the English teaching learning process. It was also aimed at making the students relaxed. This activity was put among other activities.

The interlude activities were in the form of word guessing, singing, and having a game. In the activity of word-guessing the teacher gave pictures containing a short description of it. Then, he asked the students to guess it. In the first cycle he asked the students to guess a place; for example: this is a place where you go when you’re sick. The students who have the pictures related to the sentences raise his/her hand and show the pictures. The purpose of the activity was to reinforce the vocabulary of the students they learnt before. The word-guessing activity was done on October 28th 2008.

The researcher also invited the students to sing a song together entitled “Old McDonald” and “Bingo”. All students were happy when they were singing together, even they clapped their hands. The singing activity was conducted on October 31st 2008.

This action could get positive response from the research members. The singing activity made the students happy and cheerful. They became fresh and did not feel
sleepy through the interlude activities. They got variation in their learning so that the activity was not monotonous anymore.

Also there were some positive responses from the English teacher. He said that through the interlude activities the condition of the teaching learning process became more relaxed. It also made the students happy so that they were not bored.

6) Giving credit points to the active students

The teacher told the students they would get credit points if they were active in the class. It could stimulate the students became active in every activity. The researcher observed that the students did some activities in the classroom actively. They were motivated to answer the teacher’s question since they wanted to get points. The students said that they did not feel frightened and ashamed to learn to speak English.

7) Using the teaching media

The researcher prepared the media to be used in the teaching learning process. The researcher used some cards, a chart, and some pictures as the media. The cards were used when the students carried the dialogs. The researcher made use of the chart when he gave the word matching task. He presented the pictures when the students had the activity of practicing pronunciation.

The use of the media in the English teaching learning process could provide a new experience for the teacher. He thought that by using the media he was able to
teach his students better. The media could also facilitate him in conveying the material.

Based on the researcher’s observation, the media were able to improve the motivation of the students in English learning. The students were excited in the media. They were curious to ask the teacher about the media that he was going to use. The students considered that the media made the learning easier and clearer.

c. Reflection I

After the implementation of the actions in the first cycle had been conducted the reflection was done. In this cycle the researcher found that the students were shy to be interviewed by using the tape recorder. Also the English teacher refused to be interviewed when there was the tape recorder in front of him. Therefore, the researcher did not use the tape recorder in interviewing them. Without using the recorder the conversation could run naturally.

In the first action, the students were awkward in doing the question and answer activity orally. It was because they never did it before. The students used to give their answer by writing it down on the whiteboard. However, in the next action they began to be familiar with the activity. They could give their answer to the researcher’s questions orally although they still read their note in answering.

In improving the pronunciation of the students, practicing to pronounce English words using pictures could help them in saying the words correctly. Also, the students could increase their vocabulary without opened their dictionary. They were able to identify the meaning of the words by looking at the pictures.
The students learnt to carry out short and simple dialogs by practicing dialogs using a role-play. This action was not effective in improving their ability in speaking. There were some obstacles that arouse in this activity. According to the teacher’s observation, it seemed that the students were not ready yet. Not all students could get an opportunity to do the dialogs practice. However, the students enjoyed the game since they got fun from it.

Based on the interview between the English teacher and the researcher, it was obvious that the teacher wanted to focus on improving the students’ ability to ask and answer simple questions orally. Therefore, in the next cycle the teacher would not implement the action of practicing dialog using role-play.

The action of translating English texts could decrease the students’ difficulties in comprehending the content of the texts and the dialogs. After the texts and the dialogs were translated into Indonesian language, most of the students could answer the researcher question easily. They did not get many difficulties in doing the exercises related to the texts and dialogs.

The students liked doing the interlude activities. They felt happy and relaxed in the English teaching learning process especially when they sang a song. Even they clapped their hands when they were singing. The guessing game activity did not get the positive responses as much as the singing activity did. In general, the action of conducting interlude activities was successful in solving the field problem so that the learning activity became more various.
By giving credit points from the teacher to the students, the number of the students who were active in the teaching learning process had increased. They were involved many activity actively. They raised their hands to answer the researcher’s questions or to do his instruction.

The use of media in the English teaching leaning process was successful. It was like fresh air for the researcher and the students. The students were enthusiastic when the researcher asked them to paste a word paper or picture on the chart. They were curious about the media that would be used in the activity. It also gave the researcher a new knowledge and experience. The researcher became aware that the media were really needed in the process of teaching learning.

All actions that had been implemented in the first cycle showed improvement toward some factors that support the ability of the students in learning to speak English. However, there were still some conditions that needed improving in the second cycle.

d. The summary of progress report table of cycle 1

<table>
<thead>
<tr>
<th>NO</th>
<th>Actions</th>
<th>Improvements</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>Providing question and answer activity</td>
<td>• The students were able to answer the simple question orally</td>
<td>• The class was not too conducive, some students made noises.</td>
</tr>
<tr>
<td></td>
<td>Activity Description</td>
<td>Positives</td>
<td>Negatives</td>
</tr>
<tr>
<td>---</td>
<td>----------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>2)</td>
<td>Practicing dialog using role-play/simulation</td>
<td>- Some students were able to make a dialog and practiced it</td>
<td>- It needed a lot of time allotments.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Some students did not participate in this action.</td>
</tr>
<tr>
<td>3)</td>
<td>Practicing Pronunciation using pictures</td>
<td>- The students could understand the meaning of words easily.</td>
<td>- Some pictures were not interesting.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The students were motivated in guessing the meaning of words.</td>
<td>- Some pictures were not well-printed.</td>
</tr>
<tr>
<td>4)</td>
<td>Translating English texts</td>
<td>- The students could understand the texts they were read.</td>
<td>- Some students did not participate in translating the texts.</td>
</tr>
<tr>
<td>5)</td>
<td>Conducting interlude Activity</td>
<td>- The students were not boring anymore</td>
<td>- The songs were not too familiar.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The learning process was not monotonous</td>
<td></td>
</tr>
<tr>
<td>6)</td>
<td>Giving credit points to the active students</td>
<td>- Some students were motivated to get point. So, they were active in the class.</td>
<td>- Some students were not motivated to get point. They don’t care about the points given.</td>
</tr>
<tr>
<td>7)</td>
<td>Using the teaching media</td>
<td>- The students were enthusiastic in learning.</td>
<td>- Some media were not interesting.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The learning was not monotonous</td>
<td>- Some media were not well-</td>
</tr>
</tbody>
</table>
e. The result of speaking test 1

<table>
<thead>
<tr>
<th>Research Findings</th>
<th>Before Action Research Pre-Test</th>
<th>After Action Research (Cycle 1) Post-Test 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Students’ speaking ability improvement (the Achievement of Students Test Score)</td>
<td>Students low of speaking ability improvement</td>
<td>The improvement of students’ speaking ability</td>
</tr>
<tr>
<td></td>
<td>The Achievements of Speaking Test was Low. There are 28 students</td>
<td>The Achievement of Speaking Test is Increased.</td>
</tr>
<tr>
<td></td>
<td><strong>From the accuracy test:</strong></td>
<td><strong>From the accuracy test:</strong></td>
</tr>
<tr>
<td></td>
<td>a. The students who got score 1-1.5 in pre-test: 20 students</td>
<td>a. There are 11 students who got score 1-1.5</td>
</tr>
<tr>
<td></td>
<td>b. The students who got score 2-2.5 in pre-test: 8 students</td>
<td>b. The students who got score 2-2.5 in the first post-test: 17 students</td>
</tr>
<tr>
<td></td>
<td><strong>From the fluency test:</strong></td>
<td><strong>From the fluency test:</strong></td>
</tr>
<tr>
<td></td>
<td>a. The students who got score 1-1.5 in pre-test: 19 students</td>
<td>a. There are 10 student who got score 1-1.5</td>
</tr>
<tr>
<td></td>
<td>b. The students who got score 2 in pre-test: 9 students.</td>
<td>b. The students who got score 2-2.5 in the first post-test: 17 students.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. There is a student who</td>
</tr>
</tbody>
</table>
got score 3 in first post-test.

2. Cycle 2

a. Planning

After all actions were implemented in cycle I the teacher and the researcher did the reflection. Then, based on the result of the first cycle reflection they had a discussion about some plans to be conducted in the second cycle. They agreed to continue the similar action which had been done in the first cycle except the action of practicing dialogs using a role-play. They were:

1) Providing question and answer activity.
2) Practicing pronunciation using a pictures
3) Translating English texts
4) Conducting interlude activities
5) Giving credit points to the active students
6) Using teaching media

The plans above were expected to be able to achieve the situation in order that:
1) The students could improve their speaking ability that covers the ability of pronouncing English words correctly and asking and answering simple question.

2) The students could increase their skill to comprehend English texts so that it would support them in improving the ability of speaking.

3) The students would not thing that English was a difficult subject.

4) The students had motivation and courage to speak English.

5) There was variation in the activity of the English teaching learning.

6) The researcher used the media to support the quality of his teaching.

b. Action and observation II

The implementation of the actions in the second cycle was conducted four times. They were on November 24th, 26th, 28th, 2008. The actions were held based on the English timetable.

1) Providing the question and answer activity

Similar to the activity in the first cycle, after the students finished doing some exercise related to the given texts, the teacher discussed them orally. The students answered the teacher’s questions orally. In the activity the teacher did not use the game in which there was lottery he did in the first cycle. He gave credit points to the students so that they had many opportunities to speak up. It was aimed at increasing the students’ activity.

The teacher also used some oral texts in the activity. It meant that only the teacher who had the texts. He read those at least twice. Having finished the reading, he
gave some question to the students. The students needed much time to think of the answer of the questions. However, they were able to answer the question orally without reading a note.

In the second cycle, the students had asking and answering practice. First, the teacher gave an example. Then, after the students got it he asked the students to do the practice as the example. To make the practice more practical, the teacher used some cards. The cards were in the form of sentence cues. The students did the practice in pairs. They practiced asking and answering simple questions based on the word provided on the card that they held. The activity was done in turn. This meant that a student practiced not only asking but also answering the simple questions. All the students practice it even though only a few students performed the practice in front of the class.

The students were involved actively in the action. They were motivated to improve their ability of asking and answering simple questions. They said that this action varied the activities in their learning. They like doing the practice by using the cards since they were colorful. The sentences on the card were short so that it was easier for the students to learn to speak English.

The English teacher thought that this action could help the students in improving their speaking ability. This action could also help the students’ courage in learning to speak English.

2) Practicing pronunciation using pictures
It was important to improve the ability of the students in pronouncing the English words correctly. The words, of course, related to the topic that was being learnt by the students.

In the activity there were some pictures on the chart. The chart was put on the whiteboard so that the students could see it. The English teacher pronounced the words of the pictures. He also pointed them out on the chart when he was doing the pronunciation. All of the students then repeated the pronunciation after the teacher.

The students were happy when they did this activity. They said that they could pronounce the English words easily if the teacher trained them. This action could also help the students to build their vocabulary. It was because there were able to get the meaning of the words by looking at the pictures.

3) Translating English texts

The translating activity was done together by both the students and the teacher. Before they did the translating the teacher asked the students to read the texts silently.

The teacher guided the students in translating the words of the texts. He gave help whenever the students needed it. The students were active in doing the translation. The students said that learning English became much easier if the texts were translated. Furthermore, they were able to do some exercise related to the texts without many difficulties. Beside, the students felt happy because they did the...
translation together. They were also not afraid of making mistake in the translation.

According to the English teacher, the translating activity could really help the students in their learning process in general. In particular it facilitated them to comprehend the content of the English texts.

4) Conducting interlude activities

To avoid the boredom in the process of the English teaching learning, this action was implemented. The teacher did not choose the activity by herself. He asked the opinion of the students about the activity they wanted to do as the interlude.

In this second cycle the students preferred singing to guessing. Therefore, the guessing game activity was done only once on November 11th 2008. In this activity the teacher asked the students to guess the name of an occupation.

The singing activity was implemented three times. They were on November 13th 2008. The students sang three songs. They were entitled “Heal the World” and “Living on the Jet Plane”.

This action was able to make the teaching learning process not in a tense situation. The students could be more relaxed in their learning. They became fresh so that they could continue the next activity without feeling sleepy. The students were involved this activity happily.

The English teacher gave a positive response toward the action of conducting interlude activities. He said that this action could vary the activity in the teaching
learning process. The students became more relaxed in the learning. He observed that the students were happy in the learning.

5) Giving credit points to the active students

This action was conducted in order that the students became more active in the English teaching learning process. The teacher reminded the students in every activity that there were credit points for the students who were active in the class. In the question and answer activity there were many students who tried to answer the teacher’s question orally. They also practiced questioning and answering in pairs actively. The teacher also gave credit points to the students when they had the exercise of matching words. The teacher asked them to match the words with their similar meanings. The students then fought for the points. They even run to paste the answer on the whiteboard.

According to the students, they were motivated to be active in the English learning because they want to get the points. This action did not make the students feel scared and shy to learn to speak English.

6) Using the teaching media

It was still the researcher who prepared the teaching media. The media were chart, some cards, and some pictures. The chart was used when the students had the matching words exercise. The teacher made used of the cards when the students practiced questioning and answering simple questions. The pictures were needed when the students did the activity in which they learnt to pronounce the English words.
The use of media in teaching learning process could provide a better view for the English teacher. She said that the media were very useful in the process of teaching learning. These gave an input to teacher about how to make the appropriate media. He would also use the media whenever he taught the students because it supported him in his teaching.

The students gave positive responses to this action. They considered that the English teaching learning process became more attractive. Therefore, they did not feel bored in their learning. Beside, they could understand the material better by using the media.

This action got positive responses from both the students and the English teacher. The teacher even used the media when he was teaching another class. The material, of course, had been suited with the level of the students.

c. Reflection II

Some actions had been implemented as the effort in improving the speaking ability of class VIIIC students. In the reflection, the research members gave their response and comments toward the implementation of the actions. The reflection involved the English teacher, the researcher, and the students.

The question and answer activity showed a positive result. It gave many opportunities for the students to develop their speaking ability particularly in doing the practice of asking and answering simple questions. The students were able to answer the teacher questions orally despite their note reading. They could also answer them after they listened to the oral texts. In this activity they learnt how to ask and
answer simple questions by using some English expression. It was true that the class became noisy when they practiced asking and answering. However, the students were happy since they had ample of opportunity to develop their speaking ability.

The implementation of practicing pronunciation using pictures was effective. The students were enthusiastic when they joined the activity. They repeated compactly the teacher’s pronunciation. It was easier for them to say the English words correctly when there was a model from their teacher. This activity could enrich the students’ vocabulary indirectly since they knew the meaning of the words by looking at the pictures.

The action of translating English texts helped the students in comprehending the reading texts. After the texts translated it was easier for the students to do some exercises related to them. The translation made the process of the teaching learning become more effective. It was because the students did not have to spend much time in answering the questions based on the texts.

The interlude activities were effective. All students were happy in doing the activities. They got pleasure when they were singing together. It did not make them bored in the learning process. It was able to vary the activity in the English teaching learning. Beside, the English teacher obtained new knowledge about some English songs.

The action of giving credit points to the active students got positive response. The students become more active in the teaching learning process. They tried to be involved each activity actively. They fought for the credit points by the teacher. They
are motivated to answer the teacher’s questions. They had more courage to practice to speak English.

The use of the teaching media was effective. The teacher used the media in his teaching enthusiastically. He got a better view related to the necessity of the media to support the quality of the English teaching. Through the media the students could understand the lesson more easily. It did not make the English teaching learning process monotonous.

d. The progress report table of cycle 2

<table>
<thead>
<tr>
<th>NO</th>
<th>Actions</th>
<th>Improvements</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>Providing question and answer activity</td>
<td>• Some students were able to answer the simple question without reading a note.</td>
<td>• The class became noisy.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Some students were able to ask question to their friends.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The students were involved actively in this action.</td>
<td></td>
</tr>
<tr>
<td>2)</td>
<td>Practicing Pronunciation using pictures</td>
<td>• The students were interested to the pictures.</td>
<td>• Some students didn’t pay attention to the pictures.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The pictures were effective to build the students’ vocabulary.</td>
<td></td>
</tr>
<tr>
<td>3)</td>
<td>Translating English texts</td>
<td>• The students did the translation together.</td>
<td>• Some students were joking when translating the</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>---</td>
<td>---</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>able to comprehend the English texts easily.</td>
<td>texts together.</td>
<td></td>
</tr>
</tbody>
</table>
| 4) Conducting interlude Activity | • The teaching learning process was not in tense situation.  
• The students became more relaxed in the learning. | • The class became noisy. |
| 5) Giving credit points to the active students | • Competitive atmosphere could be felt in the class. | • Some students were not motivated to get points |
| 6) Using the teaching media | • The Speaking learning process became more attractive. | • Sometimes, the media were not covering the material. |

**e. The Result of Speaking Test 2**

<table>
<thead>
<tr>
<th>Research Findings</th>
<th>Action Research I Post-Test 1</th>
<th>After Action Research (Cycle 2) Post-Test 2</th>
</tr>
</thead>
</table>
| 1) Students’ speaking ability improvement (the Achievement of Students Test Score) | The improvement of students’ speaking ability  
The Achievement of Speaking Test is Increased.  
**From the accuracy test:**  
a. There are 11 students who got score 1-1.5  
b. The students who got score 2-2.5 in the first post-test: 17 students | The improvement of students’ speaking ability  
The Achievement of Speaking Test is Increased.  
**From the accuracy test:**  
a. There are 2 students who got score 1-1.5  
b. The students who got score 2-2.5 in final post-test: 16 students and students got score 3-3.5: 10 students |
C. General Findings

The implementation of the actions in this research was over. Based on the observation and the reflection, the researcher concluded that generally the actions resulted some improvements. They were able to improve some conditions related to the speaking ability of the students class VIIIC. The effective implementation of the actions meant that the action were conducted and got positive responses from the research members. Furthermore, the implementation of the actions was able to overcome the field problems. Six actions were considered effective. They were providing the answer and question activity, practicing pronunciation using pictures, translating English texts, conducting interlude activities, giving credit points to the active students, and using the teaching media.

The ineffective action meant that it was implemented but it had negative response even though there were some research members who gave their positive responses. There were only a few students who were involved in the action. Hence,
the field problems had not been solved yet. The action that was regarded ineffective was practicing dialogs using a simulation/role-play.

The researcher found some obstacles in implementing the action of practicing dialog using role-play. Those were students’ readiness in terms of language use, the limited time, and the control of the students.

In spite of the failure it did not mean that the action of practicing dialog using role-play was bad for the students. The English teacher was sure that later on the action would be able to solve the field problems. Therefore he planned to conduct it in the future.

It could be said that this research was collaborative and allowed or the inclusion of different voices. In making the conclusion of the findings in this research, different resources namely the English teacher, the students, and the observer gave their opinions toward the actions that were implemented in the research.

D. The Discussion and the Limitation of the Study

1. Discussion

From the research findings, it could be seen that each action gave its contribution toward the attempts on improving the speaking ability of class VIIIC students. The researcher and the teacher had tried to implement some activities that attracted the students to use the target language in communication. It agreed with the
idea of Rivers (1976:25). She says that the more the learner is interested in an activity in the foreign language the more he has the desire to communicate in the language.

The actions that were conducted in this research can be as follows.

By providing the question and answer activity the students got the opportunity to practice speaking English. They also practiced asking and answering simple questions in pairs. Allen and Valette (1977:36) state that the way to learn the language is by practicing and working in pairs can keep the students speaking.

In addition they say that the first step of the students in learning to speak the language entail mimicry. The listen to the model and imitate what they hear. The action of practicing pronunciation using pictures is one way to help the learners in learning to speak English. In this way the model is the English teacher. The students imitate him in pronouncing the words related to the topic they are learning.

The action of practicing dialogs using a role-play was not effective to improve the students’ ability of carrying out the simple dialogs fluently. They were only a few students who were involved in the practice. Although they were happy in doing the activity, not all students got the chance to develop their skill. The size of the class was large enough so that it was difficult for the teacher to maintain the participation of all students. Beside, the available time for the teaching was limited. However, this action could motivate the students in learning to speak English. Even the teacher had a plan to prepare some students to perform their ability in carrying out a dialog in a program that would be held in the school.
Planning the learning activities which are individual, cooperative, and competitive is a technique to increase students’ interest in learning (Burden, 1999:240). Implementing the action giving credit point to the active students was one of the competitive activities. Through this action the students had more interest in English learning. As a result, they became active in the English class.

The action of translating English texts could reduce the difficulties of the students in understanding the context of the texts. Thus, they could answer the question related to the texts more easily. This action meets one of the characteristics in the communicative language teaching that is proposed by Finocchiaro and Brumfit (1983). It is said that translating can be used as long as students need or benefit from it.

The English teaching learning process requires various activities to avoid the boredom of the learners. The interlude activities that had been done in this research showed the positive result. They made the learning process more interesting so that the students did not feel bored easily.

One of the components in the process of teaching learning is media. Arikunto (1987:13) state that all things, which are used by the teacher to demonstrate or explain the educational material can be media. In the action of using the teaching media the researcher provide those in the form of a chart, cards, and pictures. This action was able to facilitate the teacher in presenting the English material. The students liked the media because they could understand the English lesson more easily.
2. The Limitation of the Study

This research conformed the principle of the action research. Therefore, the implementation of the actions was done in cyclic system. To obtain the validated data the actions in each cycle were implemented more than once.

This action research had two cycles. It was the researcher who performed the action in the class. The teacher observed the implementation of the action and gave help to the researcher if he needed.

Due to the limitation of the time, fund, and energy of the research members, this research focused only on describing some activities to improve the speaking ability of the students. The researcher realizes that it is not enough to get the validation of the data although the actions were conducted in two cycles.

Hence, he states that this research is still far from being perfect. Thus, it is necessary for other researchers who have a similar study to implement the actions in more than two cycles. It is aimed at obtaining a better result.
CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

After the study has been done in class VIIIC, it can be found that most of the students have problems in their speaking in English, so it makes their speaking ability level is low. The first problem is student’s psychologist. They are afraid to speak because they are afraid to make mistake or the situation creates uncomfortable atmosphere.

Monotonous activities make the students boring with the class. The second problem is the difficult topic. They are not able to speak fluently, if they do not understand the topic. The third problem is the lack of opportunity to use the language. The students who are not given chance to practice using the language can not improve their speaking ability.

After the researcher has treated the students using communicative activities to improve their speaking ability, the result showed that the students’ speaking ability improved. It can be noticed that there is an improvement in every cycle from the students’ behavior and achievement. It is supported the result of the test. Before the students are given treatments through communicative activities, there are 20 students (from the accuracy test) and 19 (from the fluency test) students who get score 1 – 1.5. After they are given treatment through communicative activities, there are 2 students (from both accuracy and fluency test) who get score 1 – 1.5.
Communicative activities facilitate the students to speak in way: they reduce students’ anxiety so they can speak freely without being afraid to make a mistake; they increase the students’ motivation in learning speaking; and the most important is that the students do not think that English is a difficult subject. It can be concluded that communicative activities can solve the problem in mastering speaking and improve students’ speaking ability.

B. Implication

Based on the conclusion above, it can be implied that communicative activities can be developed in the process of TL language. This is proven to be an effective way to improve the students’ speaking ability. There are some advantages of practicing speaking through communicative activities for the students which include: 1) it facilitates the students in improving their speaking ability; 2) Communicative activities give them abundant opportunities to practice the language; 3) Communicative Activities can create an atmosphere that students motivated in learning process.

C. Suggestion

Having concluded the result of the research, I would like to propose some suggestions for the English teacher, the students and to the other researchers. The suggestions are described as follows:
1. For the English Teacher

   a. The teacher can teach the students through communicative activities in teaching English in order to make them to be more involved and motivated in joining the lesson

   b. It is important for the teacher to learn how to enhance their ability in teaching and to establish a good atmosphere in the class, so that the students become actively involved during the teaching learning process. They also should create an enjoyable situation of teaching learning process in order to improve the students’ ability in learning Students

2. For the students

   Teachers can’t make an effective and successful speaking class by their selves only. They also need students’ participation. Students can be good participant by obey the teachers’ instructions, want to learn more, can be cooperate with other friends and the teachers.

3. Other Researcher

   Suggestions are given especially for the researchers who concern with action research. Action research can give big contributions for the development of education in Indonesia. Innovations are needed in education so that the researchers have to keep continuing to conduct it. The result of this research is expected can encourage other researchers to conduct further study dealing with the communicative learning in other skill areas such as writing, reading, or listening.
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www.enwikipedia.org

www.hyperdictionary.com/dictionary/ability

www.teachingenglish.org.uk/think/speaks/speak_skills2.shtml

www.upei.ca/~xliu/measurement/glossary.htm

www.wordreference.com/eng/def.asp?
Make the dialog! Refuse or accept the invitations.

Appointment: See a movie
A: Would you like to see a movie on Saturday night?
B: Yes, I’d love to very much.
A: Thanks.

Appointment: Go bowling at Friday Night
A: Would you mind go bowling at Friday night.
B: Thanks. But I’m afraid I can’t.
A: It’s Ok.

Appointment: Go to a football game
A: Would you like to go to a football game?
B: I’d love to very much.
A: Thanks.

Appointment: Lunch in the restaurant
A: Can you come to lunch in the restaurant to night?
B: with pleasure.

Appointment: Shopping in the market
A: would you care of shopping in the market tomorrow morning?
B: Yes. That would be very kind of you.
| Appointment: Do our homework together | A: Would you like to do our homework together?  
B: Yes, that would be interesting.  
A: Ok. |
|-----------------|-------------------------------------------------|
| Appointment: Playing Tennis | A: Would you like to come to playing tennis now?  
B: Thanks but I am afraid I can’t. I have an exam to study for. |
| Appointment: Bicycling | A: Would you care of bicycling tomorrow morning.  
B: Thanks but I am afraid I can’t. I have an exam to study for. |
| Appointment: Playing Football | A: Would you like to play football on Sunday Morning?  
B: Yes. That would be interesting. |
| Appointment: Having Exercise | A: How about having exercise tonight?  
B: I’m pleased to do that.  
A: Ok. |
| Appointment: Singing Contest | A: How about joining a singing contest on Saturday night.  
B: That would be nice, but I don’t have time |
<table>
<thead>
<tr>
<th>Appointment:</th>
<th>A: Would you care of coming to my party on Saturday night?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Coming to the standing party</strong></td>
<td>B: Yes, that would be very kind of you.</td>
</tr>
<tr>
<td><strong>Finishing the job</strong></td>
<td>A: Can you come over on Saturday night?</td>
</tr>
<tr>
<td><strong>Jogging in the park</strong></td>
<td>B: I’m sorry I can’t. I have to finish my job as soon as possible.</td>
</tr>
<tr>
<td><strong>Having dinner</strong></td>
<td>A: How about jogging on the Manahan park tomorrow morning?</td>
</tr>
<tr>
<td><strong>Watching concert</strong></td>
<td>B: Yes, that would be interesting.</td>
</tr>
<tr>
<td><strong>A: Would you like to have dinner tonight?</strong></td>
<td>B: Thanks but I afraid I can’t. I have to work all night.</td>
</tr>
<tr>
<td><strong>A: Would you mind watching concert on Manahan Stadium tonight?</strong></td>
<td>B: Yes, that would be interesting.</td>
</tr>
</tbody>
</table>
**Pair up**

- **Make the dialog! Refuse or accept an offering help/something!**

  - **Lift that engine:**
    - A: What can I do for you, sir?
    - B: Yes, could you help me to lift that engine?
    - A: Sure

  - **Wash the window:**
    - A: Can I help you, sir?
    - B: Yes, could you wash the window please?
    - A: No problem.

  - **Carry those boxes:**
    - A: What can I do for you?
    - B: That’s very kind of you but I can do it myself.

  - **Adjust the TV aerial:**
    - A: What can I do for you?
    - B: Yes, please help me to adjust the TV aerial.
    - A: Ok.
Cut down that tree:
A: Would you like me to help you cut down that tree.
B: No. thank you.

Water the plants:
A: Can I help you, miss?
B: Yes, could you help me water those plants?
A: No problem.

Put the dustbin out:
A: Would you like me to help you put the dustbin out?
B: That’s very kind of you. Thanks a lot.
Feed the hamster:
A: Can I help you?
B: Yes. Would you feed my hamster please?
A: All right.

Paint the fence:
A: Would you like me to paint the fence, Di?
B: That’s very kind of you. But I can do it myself. Thanks anyway.

Change the wheel:
A: What can I do for you, miss?
B: Yes. Could you help me change the wheel?
A: Of course.

Sweep out the barn:
A: Shall I help you sweep the barn out, ris?
B: I appreciate that but I can do it myself.
A: Ok.
Carry those boxes:
A: Shall I help you carry those boxes, put?
B: that’s very kind of you. But I can do it myself. Thanks anyway.

Take down that sign:
A: What can I do for you, mom?
B: Yes, could you take down that sign?
A: Sure.

Put out those chairs:
A: What can I do for you, mom?
B: Yes, would you help me put those chairs out?
A: No problem.

Clean the garage:
A: Shall I help you clean the garage, ri?
B: That’s very kind of you. But I can do it myself. Thanks anyway.
**Pair Up**

**Express you gratitude for the following situation.**

- **Your teacher congratulates you on you getting the highest score.**
  - I’d like to express my deep gratitude to you for your appreciation.
  - Don’t mention it.

- **You borrow your partner’s computer.**
  - Thank you very much for your computer.
  - You are welcome.

- **You use your teacher’s pen.**
  - I’d like to express my deep gratitude to you for your pen you gave to me.
  - You are welcome.

- **You borrow an umbrella from your neighbor.**
  - Thank you very much for the umbrella you lend me.
  - Don’t mention it.

- **Your boss gives you a big bonus**
  - Thank you very much for the bonus you gave us.
  - It’s Ok.

- **You friend help you explain the school assignment.**
  - Many thanks for your explanation.
  - Don’t mention it.
Your friend lends you his/her mobile phone.
- Thank you for lending me mobile phone.
- No problem

A lady helps you show the way to your destination.
- Thank you very much for showing me the way.
- Don’t mention it.

A boy tells you the exact time you wish to know.
- Many thanks for telling me the exact time.
- You are welcome.

You are offered a job in a local company.
- I’d like to express my deep gratitude to you for the information you gave me.
- You are welcome.

Your friend tells you the right answer you wish to know.
- Thank you very much for telling me the right answer I need.
- The same to you.

You friend help you explain the school assignment.
- Many thanks for your explanation.
- Don’t mention it.

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You borrow your partner’s dictionary.
- Thank you very much for the dictionary.
- The same to you.

A boy tells you the exact time you wish to know.
- Many thanks for telling me the exact time.
- You are welcome.

A policeman helps you show the way to your destination.
- Thank you very much for showing me the way.
- Don’t mention it.

The old man helps you show the way to the airport.
- Many thanks for telling me the way to the airport.
- Don’t mention it.
1. Complete your diary for Wednesday and Thursday. You have things to do on both nights.

<table>
<thead>
<tr>
<th>Wednesday</th>
<th>Thursday</th>
</tr>
</thead>
</table>

Invite your partner to see a movie on Wednesday. He/she is not free so invite him/her on Thursday.

2. You are with your colleague from your company’s Surabaya office. Invite him/her to have a drink with you after work.

3. You are in the middle of the meeting with costumers. It’s nearly one o’clock, and everyone is hungry. Invite them to stay and have lunch.

4. A costumer telephones you ask about a new product. Invite him/her to come to plant and see the product and how it is made.

5. You are in a meeting with a contact in Bandung. Invite him/her to go for lunch with you.

**Pair up**

Practice expressing you gratitude for the following situation, and make response to it.

1. Your friend lends you his/her mobile phone.
2. A lady helps you show the way to your destination.
3. A boy tells you the exact time you wish to know.
4. Your parents give you some allowance.
5. You borrow an umbrella from your neighbor.
6. You use your teacher’s pen.
7. You use your classmate’s dictionary.
8. You borrow your partner’s calculator.
9. Your friends help you explain the school assignment.
10. Someone treats you at the canteen.
11. A teacher congratulates you on your getting the highest score.
12. Your teacher permits you to enter the class even though you are very late.
13. Your boss gives you a big bonus.
14. You are offered a job in a local company.

**Responding to thanks**

❖ Complete the column with a correct response.

<table>
<thead>
<tr>
<th>No.</th>
<th>Remarks</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Thank you.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Thank you so much.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Thanks.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Thanks a lot.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Thank you for a lift.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Thanks for everything.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Thank you very much for your kindness.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>I am grateful for your help.</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td>You are welcome.</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>The same to you.</td>
</tr>
</tbody>
</table>

Complete these dialogues and practice it in group of three.

**Offering Food**

A: Would you like something to eat?
B: Oh, those desserts look delicious. I’ll have a piece of …………, please.
A: How about you, (name)?
C: I’ll……………………
A: Good. And can I get you something to drink, (name)?
B: .................................
A: Do you take cream or sugar?
B: .................................
A: And what can I get you, (name)?
C: .................................
A:  All right.

A little while later

A:  How was the ....................?
B:  Delicious. Could I ............?
A:  Of course. Here are you. And what about you (name)? Would you like a little more?
C:  .................................
A:  And can I get you some more .......... (Name their drink)?
B:  .................................
C:  .................................
## Syllabus

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator</th>
<th>Penilaian</th>
</tr>
</thead>
</table>

(c)
Conversation Guideline 1

Offering a help/Menawarkan bantuan

- Can I help you?
- What Can I do for you?
- Would you like me to……?
- Do you want me to……?

Accepting an offering/Menerima tawaran

- Yes, please
- That’s very kind of you
- I appreciate that

Refusing an offering/menolak tawaran

- That’s very kind of you.
- But I can do it myself. Thanks anyway.
- I appreciate that
- Thank you for your kindness. But I can do it myself.

Offering something/menawarkan sesuatu

- Can I get you something to drink?
- Would you like

Accepting something/menerima sesuatu

- Yes, please.
- I’d like
- Love
- Could I have
- coffee.
- glass of milk?
- Some water?
Conversation Guideline 2

**Making an Invitation**
- Can you 
  come 
  over on Saturday night? 
  to my party? 
  along 
- Would you like to 
  go to a football game on Saturday night? 
- Would you mind 
  coming 
  over on Saturday night? 
- How about 
  to my party 
  along? 
- Would you care of 

**Accepting an invitation**
- With pleasure 
- Sure 
- I’d love to very much 
- OK. 
- I’m pleased 
  to do that. 
  Honoured 
- Yes, that would be 
  useful. 
  Interesting. 
  nice. 
  very kind of you.

**Refusing an Invitation**
- I’m afraid 
  Sorry 
- I can’t. I have to go to the airport. 
- Thanks but I’m afraid I can’t. I have an exam to study for. 
- Oh, I’d love to, 
  but 
  I have to work 
- That would be nice, 
  I don’t have time.
Conversation Guideline 3

**Thanking remarks and their responses**

- A: Congratulation on your **success**
  
  Promotion
  
  Graduation
  
  B: Thank you.
  
  Thanks a lot.
  
  Thank you so much.
  
  Thanks

- A: This **parcel**
  
  Book
  
  is for you.
  
  B: Thanks a lot.
  
  Thank you.
  
  A: You are welcome
  
  No problem
  
  It’s ok.
  
  Don’t mention it.

- A: Thank you very much for **the promotion**
  
  **the present**
  
  **the book**
  
  **the flower**
  
  you gave me.
  
  I’d like to express my deep
  
  Gratitude to you for
  
  Many thanks for
  
  B: You are very welcome
  
  It’s my pleasure

- A: Thank you for **coming**
  
  Joining us
  
  Lending me some money
  
  B: No problem
  
  Never mind.