THE EFFECT OF COMMUNICATIVE LANGUAGE TEACHING APPLICATION ON STUDENTS' SPEAKING ACHIEVEMENT BY USING INFORMATION GAP AT THE SECOND YEAR OF SENIOR HIGH SCHOOL 1 TERUSAN NUNYAI

(A Script)

By:
AYU MERIZA

**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
LAMPUNG UNIVERSITY
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ABSTRACT

THE EFFECT OF COMMUNICATIVE LANGUAGE TEACHING APPLICATION ON STUDENTS' SPEAKING ACHIEVEMENT BY USING INFORMATION GAP AT THE SECOND YEAR OF SENIOR HIGH SCHOOL 1 TERUSAN NUNYAI

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The aim of this study is (1) to find out a statistically significant effect of CLT technique toward students speaking achievement before and after being taught using CLT technique and (2) to find out the difference effect of the students' speaking achievement in terms of vocabulary, pronunciation, and grammar. This study is qualitative study and it is designed in one-group pretest-posttest. The population of this study is the second year students of Senior High School 1 Terusan Nunyai in academic year 2015/2016. The sample is one class of the eleventh grade students. The design of this study is T1 X T2. The instrument for collecting data is speaking test. The data are analyzed by paired sample using SPSS version 16.0.

The results showed that there was a statistically significant effect of CLT on speaking achievement. The mean score of the pretest is 18.39 and the mean score of the posttest is 30.20. This indicates that CLT can be applied in the classroom to improve students' speaking achievement. Additionally, there is difference effect of CLT technique toward students speaking achievement in terms of vocabulary, pronunciation, and grammar. It can be seen in the total increase of pretest to posttest in each aspects. The gain of grammar is 19.2, followed by pronunciation and vocabulary is 11.1. It denotes that grammar is the most increased aspect.

Keywords: CLT technique, information gap, speaking achievement,

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Student's Name   : Ayu Meriza

Student's Number   : 1213042013

Department   : Language and Arts Education

Study Program   : English Education

Faculty   : Teacher Training and Education Faculty

APPROVED BY

Advisory Committee

Advisor   Co-Advisor

Drs. Basturi Hasan, M.Pd.   **Drs. Sudirman, M.Pd.**
NIP. 19540705 1986031003   **NIP. 195507121986031003**

The Chairperson of

The Department of Language and Arts Education

Dr. MulyantoWidodo, M.Pd
NIP 19620203 19881 1 00 1

ADMITTED BY

1. Examination Committee

   Chairperson : Drs. Basturi Hasan, M.Pd.

   Examiner   : Drs. Huzairin, M.Pd.

   Secretary   : Drs. Sudirman, M.Pd.

2. The Dean of Teacher Training and Education Faculty

   Dr. H. Muhammad Fuad, M.Hum.
   NIP. 195907221986031003

Graduated on: November 23rd, 2016

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Nama	:	Ayu Meriza
NPM	:	1213042013
Judul skripsi	:	The Effect Of Communicative Language Teaching Application On Students' Speaking Achievement By Using Information Gap At The Second Year Of Senior High School 1 Terusan Nunyai
Program studi	:	PendidikanBahasaInggris
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CURRICULUM VITAE

Ayu Meriza was born on January 19th, 1994 in Astra Ksetra Central Lampung. She is the oldest and the only daughter of the three children from a happy couple, Badrun and Sayuni.

She started her education at elementary school of Xaverius Gunung Batin Central Lampung in 2000 and graduated in 2006. In the same year, she entered junior high School of SMPN 1 Tulang Bawang Tengah and graduated in 2009. She continued her study at SMAN 1 Terusan Nunyai Central Lampung and finished in 2012. In 2012, she was accepted at the S-1 of English Education Study Program, Language and Art Education, University of Lampung.

She accomplished the KKN/PPL at SMPN 1 Kebun Tebu West Lampung from August to October 2015.

DEDICATION

This script is fully dedicated to:

My beloved parents: Badrun and Sayuni

My beloved brothers: Aan Saputra and Albenda

My beloved friends: Dina Veronika, Felicia G.W.S, Kurnelia Mustika Dewi, Meita Rahmawati, Ning Setiawati, Puji Supriani, Rahmayuni Wulandary, Renata Sari, Retno Laras Palupi, Vera Dani Astuti, Yona May Rahayu

My beloved almamater, UNILA

MOTTO

There is only one thing that makes a dream impossible to achieve: the fear of failure (Najwa Zebian)

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support, and for always encouraging and motivating me to finish this script. I also express my deepest love to my beloved brothers: Aan Saputra and Albenda for always supporting and understanding me.

Last but not least, I hope this script will be useful to the readers and for further researchers.

Bandar Lampung, 25 November 2016

The writer,

Ayu Meriza

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I. INTRODUCTION

This chapter discusses about background of the problem, research problems, objectives of the research, uses of the research, scope of the research, and definition of terms.

1.1. Background of the Research

Generally language is a means of communication in humans' life. It means that language is a common way in which people can exchange information both in oral and written forms. By language, people can share their ideas, express their feelings, and socialize with other person to perform several communicative functions.

Recently, as the first foreign language taught at schools, English has an important role both in social and educational aspect. In social aspect, English has become a need since many employment institutions inquire persons who have good command in English to be placed in good positions. English fluency both in oral and written forms tend to be a marketable skill in business and trade world.

Especially, in term of oral form, it is widely known that this one of language skills which is difficult to master. This reason is true because oral ability has many complex elements such as (1) vocabulary which denotes a set of words that individual speaker of language might use (2) grammar which refers to the rules that show how words are combined, arranged, or changed to show certain kinds of meaning (3) pronunciation which refers to the way we produce individual sounds and combinations of sounds, by moving the mouth in the correct way.

Brown (2001:267) states that speaking is an interactive process of constructing of meaning. Ordinarily, interactive process of constructing meaning involves producing, receiving, and processing information. Naturally, its form and meanings are dependent on the context in which it occurs. Since speaking is used as a means of communication in daily interaction by all people, the presence of speaker and listener must build up a mutual communication. Thus, speaking is considered to be inseparable to something we call communication. Communication is the way individual can show the feelings, tell the thoughts, ask questions, ask for help, argue, persuade, explain, and give order each other.

Richard (2006: 3) provides characteristics of communicative competence including: a) knowledge of grammar and vocabulary of the language, b) knowledge of rule of speaking e.g., knowing how to begin and end conversation, knowing what topics that can be talked about different types of speech events, knowing which address forms should be used with different persons one speak to and in different situations, c) knowledge of how to use and respond to different types of speech acts such as request, apologies, thanks, and invitation, and d) knowledge of how to use language appropriately.

During pre-observation of the observer that was conducted at second grade of Senior High School 1 Terusan Nunyai, it can be reported that some students still found difficulty in producing some utterances properly. For example, they did not know how to pronounce English alphabet correctly and they were not able to speak English because they have inadequate mastery of vocabularies. When they spoke in English they were not able to explore their ability to speak up because they lacked of knowledge in speaking.

To be more concrete, in Nindita's research (2014: 3) it was found that some students were not able to communicate orally well because they didn't have sufficient items of vocabulary in choosing content words such as nouns, adverbs, adjectives and verbs. They were not able to pronounce English alphabet with the correct intonation and they were not able to communicate with the correct grammar such as tenses.

 In carrying out oral communication, students faced some difficulties. First, students were weak in choosing the appropriate words. Second, they were weak in using the correct form of sentences. Third, students lack mastery pronunciation. For example, students were not confident with their ability to communicate because they have problems with intonation, word, and sentence stress.

Perhaps the problems stated above reasonably happened because the teacher tended to use conventional way of teaching speaking in the classroom. In addition, teacher was unable to select the authentic lesson materials to practice English in the classroom effectively. Therefore, in order to minimize the students' problem in speaking, this research tried to use teaching technique suggested by

Communicative Language Teaching (CLT) method to improve the students' speaking skill.

Generally, communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate the learning, and the roles of teachers and learners in the classroom (Richard, 2006: 2). A strong point of the CLT is that it focuses on the student's ability to transmit one idea in the target language. There are several classroom activities used in CLT: (1) role play e.g., students pretend they are in various social contexts and have a variety of social roles (2) problem solving, learners received the solution to the problem (i.e., the correct answers to the questions), and were asked to use the information elements that they had received to determine how the solution was reached. (3) information gap e.g., students are supposed to be working in pairs and solving a problem or collecting information (4) storytelling i.e., students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates.

In this study, information gap is going to be used to assign roles and put into situations that students may eventually encounter real life situation outside the classroom.

In relation to the explanation above, it is hoped that the students can improve their ability to master English by learning and practicing more, especially in speaking skill. The appropriate technique in teaching English to the students is really crucial especially for the eleventh grade students of senior high school. Therefore

this study is entitled "The Effect of Communicative Language Teaching Application on Students' Speaking Achievement by Using Information Gap at The Second Year of Senior High School 1 Terusan Nunyai".

1.2. Research Problems

Related to the background stated before, the formulation of the research problems are as follows:

1. Generally, "Is CLT technique having significant effect on students speaking achievement before and after being taught of CLT technique?"
2. Specifically, "Is there any difference effect of the students' speaking achievement in terms of (1) vocabulary, (2) pronunciation, and (3) grammar?"

1.3 Objectives of the Research

This study has the following objectives:

1. To find out the significant effect of CLT technique toward students speaking achievement before and after being taught of CLT technique.
2. To find out the difference effect of the students' speaking achievement in terms of vocabulary, pronunciation, and grammar.

1.4. Uses of the Research

The uses of the study might be beneficially theoretical and practical:

1. Theoretically, this study is useful for supporting the theory about the implementation of a technique of Communicative Language Teaching used to improve students' speaking skill that is information gap.

2. Practically, this study is useful for English teachers to implement Communicative Language Teaching technique (information gap) to improve their students' speaking skill.

1.5. Scope of the Research

This study was conducted at Senior High School 1 Terusan Nunyai. The population was the second year students of Senior High School 1 Terusan Nunyai. The sample was the eleventh grade students, there were 30 students. This study took one class as the sample. This study focused on the significant effect of CLT using information gap technique toward speaking achievement in terms of (1) vocabulary (2) pronunciation (3) grammar. There are only three elements taken in this study because those elements are considered as crucial aspect in achieving speaking skills; in other words, if the students are able to master those three elements, they surely can communicate in English appropriately. Larsen Freeman (1986:131) says that the most obvious characteristics of CLT and is that almost everything is done with a communicative intention; students use the language a great deal through communicative activities such as problem solving task, role

play, game, etc. Clearly, information gap was used as a major technique of Communicative Language Teaching (CLT).

1.6. Definition of Terms

In order to avoid ambiguity, there are certain terms used in this study which are operationally defined as follows:

a. Speaking Skills

Speaking is a language skill that is developed in child life, which is preceded by listening skill, and at that period speaking skill is learned. It means that speaking is the basic language (cited in Tarigan 1990: 3-4). Speaking involves three areas of knowledge (1) mechanic means use the right words in the right order with the correct pronunciation (2) function is concern about knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building) (3) social and cultural rules and norms are understand how to take into account who is speaking to whom, in what circumstances, about what, and for what reason (Burnkart: 1998). This study merely focuses on mechanics which will be elaborated in chapter II, that involves pronunciation, grammar, and vocabulary.

b. Communicative Language Teaching

CLT is the second language teaching in which communicative competence is the aim of the course (Johnson and Morrow 1981: 56).

c. Information Gap

It is a particularly interesting type of task which is based on the need to understand or transmit information finding out what is in a partner's picture (Penny Ur, 1996: 54)

d. Grammar

Swan (2005: 19) defines grammar as the rules that show how words are combined, arranged, or changed to show certain kinds of meaning including tenses.

e. Vocabulary

Vocabulary is a set of words for a particular language or a set of words that individual speaker of language might use (Hatch and Brown, 1995: 1). Words are divided into (1) content words and (2) function words. This study merely focuses on content words. Content words are usually (a) nouns (b) adverbs (c) adjectives and (d) verbs. Noun is the name of a person, place, thing, or idea that consist of (1) countable nouns (2) uncountable nouns (3) proper nouns (4) common nouns (5) compound nouns (6) collective nouns (7) concrete nouns (8) abstract nouns (9) pronouns. Adverbs are often tell when, where, why, or under what conditions something happens or happened that consist of (1) adverbs of time (2) adverbs of manner (3) adverbs of place (4) adverbs of degree (5) adverbs of frequency. Adjectives are words that describe or modify another person or thing in the sentence that consist of (1) articles (2) possessive adjectives (3) demonstrative adjectives (4) interrogative adjectives (5) indefinite adjectives. Verb is a content

word that denotes an action, occurrence, or state of existence that consist of (1) regular verb (2) irregular verb (Taylor and Francis, 2004: 2)

f. Pronunciation

Pronunciation refers to the way we produce individual sounds and combinations of sounds, by moving the mouth in the correct way. Pronunciation involves (1) segmental features and (2) suprasegmental features. This study focuses on suprasegmental features that consist of intonation, rhythm and stress (Kristina et al, 2006:1).

II. LITERATURE REVIEW

This chapter reviews the theories that support the research. It involves concept of speaking, concept of teaching speaking, concept of CLT, principle of applying CLT, teacher's role, learner's role, procedure teaching of CLT, advantages and disadvantages of CLT, theoretical assumption, and hypothesis.

2.1. Concept of Speaking Skills

Speaking as the essential skill of language is naturally the way human communicative to express ideas, feelings, as well as opinions to achieve a particular goal while to maintain social relation between people. It implies that in the speaking process, people try to communicate with each other and use the language to send the message to the second person. It means that the speaking process needs at least two people, one as a speaker and other as a listener (Byrne, 1984: 8).

Lado (1977:240) describes speaking as the ability to express oneself in life situations, or the ability to report acts or situation in precise words, or the ability to converse, or to express a sequence of ideas fluently. Byrne (1984:8) states the

speaking processes need at least two people, one as a speaker who produces information and the other one as a listener who receive information.

From the statement above, Brown (2001:270) says that spoken language is easy to perform, but in some cases it is difficult. In order they can carry out the successful speaking, they must understand several characteristics of successful speaking activity such as:

a) Learners talk a lot. As much as possible the period of time allocated to the activity is in fact occupied by learners talk. This may be obvious, but often most time is taken up with teacher talk or pauses.

b) Motivation is high. Learners are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieve a task objective.

c) Language is of an acceptable level. Learners express themselves in utterances that are relevant, easy comprehensible to teach other and of acceptable level of language accuracy.

In brief, the students have to know that characteristics to make their spoken language well.

There are five aspects related to the speaking skill as proposed by Higgs & Clifford (1982: 221) i.e. (1) grammar (2) pronunciation (3) vocabulary (4) fluency (5) comprehensibility. Since this study only deals with (1) grammar (2) pronunciation (3) vocabulary, theoretically they will be elaborated in the following part:

1. First element is concerned with grammar

   Ordinarily, grammar is one of the important elements in speaking although it is not the most important element. But grammar is another aspect of language that relates whether or not the learners can use the correct form of the language learnt. By mastering grammar well, learners can interpret phrases or sentences on correct form so they can speak in the right form of language, fluently and accurately (Penny, 1987: 75). Here are the explanation and examples of grammar: (1) a phrase is two or more words that are related to each other. Unlike clauses and sentences, phrases are never complete thoughts because a phrase does not contain a subject and a verb. For example: *"My brother has a **black dog**"* or *"Steven buys a **white horse"*** and (2) correct sentence which certain grammatical patterns such as subject + verb + object/adverb: for example: *My sister went to Berlin last week*

2. Second element is concerned with pronunciation

   Ordinarily, pronunciation refers to the production of sounds that we use to make meaning (Clennell, 1997:25). It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, stress, rhythm (suprasegmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language. In this study, the observer only focuses on suprasegmental aspects of pronunciation. It consists of (1) stress (2) intonation (3) rhythm.

First, stress refers to the prominence given to certain syllables within words, and to certain syllables or words within utterances. Stress is important at three different levels: (1) word level – multisyllabic words have one ormore syllables that are stressed. For example: **wa**ter, **peo**ple, to**geth**er (2) sentence level – the most important words tend to be stressed. For example: "**What** did **he say** to you in the **garden**?" (3) contrastive stress – the most important words carry greater stress. Consider the example below:

*LYN*da shouldn't *TAKE* the *STUD*ents to the *PAR*ty

The stressed syllables are marked with capital letters. It carries not only the major stress, but also the major pitch change and it changes according to the speaker's intended meaning. So if the speaker wanted to emphasize the fact that is Lynda should not take the students, then the LYN of Lynda would be more strongly stressed than other stressed syllables in the utterance. If, however, the speaker wanted to emphasize that Lynda should not take them but could perhaps *bring them back*, then *take* would be the most strongly stressed syllable in the utterance. This is sometimes called contrastive stress.

Second, intonation, or change of pitch, is crucial in signaling speaker meaning, particularly interpersonal attitudes. There are some patterns that can be identified and practiced the students. Here are the explanation and example: (1) **a falling patterns** usually indicates that the speaker has finished, at least temporarily, or you expect the other person agree with. For example: "This is a history lesson." (2) **a rising intonation**, signals

a question or continuation. For example: "Are they going?", this may indicate that I do a question to them (3) **a fall-rise** tone signals. For example: "Good morning. How are you?"(4) **a rise-fall** I usually used to signal strong feelings of surprise, approval or disapproval. In general, larger movements in pitch signal higher emotion and more interest. For example: "The English lesson is difficult to learn"

Third, rhythm is a strong regular repeated pattern of sounds. There are two types of rhythm: (1) syllable-timed rhythm, where syllables tend to occur at regular intervals time, and consequently all syllables tend to have the same length. For example: "**Bob ate some corn**". That sentence has 4 syllables and has the same length to say (2) stressed-time rhythm, where stressed syllables tend to occur at regular intervals. For example: "I am **going** to **Delhi**". The bold words are the one which are stressed. Thus, the time duration between 'going' and 'Delhi' will remain same regardless of the fact that there is one word between that sentences.

3. Third element is concerned with vocabulary

Ordinarily, vocabulary is one of the language components that can affect macro skills. Nunan(1999: 101) states that vocabulary is a list of target language words. The learners need to learn the lexis of the language; they need to learn what words mean and how they are used. Naturally, words are divided into (1) content words and (2) function words. In this study, vocabulary is focused on content words. Taylor and Francis (2004: 2) states that content words consist of nouns, verbs, adjectives, and adverbs.

Naturally, noun has some types: (1) countable nouns are nouns that can be counted, such as: *table, pencil, book, car,* for example: "*My father have* **two cars** *in his garage*" (2) uncountable noun are nouns that cannot be counted, such as: *milk, air, furniture, freedom, rice,* for example: "*My mother buy two bottles of* **milk**" (3) proper nouns are used to name a specific person, place or thing, such as: *Nebraska, Steve, Harvard, or White House,* for example: *"President Obama lived in* **White House**"(4) common nounsare used as part of a proper name or are placed at the beginning of a sentence, such as: *university, state,* for example: *"***University** *of Gajah Mada is the best school in Yogyakarta"* (5) compound nouns contains two or more words which join together to make a single noun, such as: *softball, post office, toothpaste*, for example: "*My brother is a* **softball** *player*"(6) collective noun is a word that refers to a group, such as: *gaggle, herds, bevy, colony,* for example: "*Look the ants gather like a* **colony***!*" (7) concrete nouns are words used for actual things you can touch, see, taste, feel, and hear – things you interact with every day, such as: *steak, table, dog, Maria, salt, wool*, for example: "*I went to the* **Maria's** *house yesterday*" (8) abstract nouns are those referring to ideas, concepts, emotions, and other "things" you can't physically interact with, such as: *freedom, love, power, redemption*, for example: "*My mother fall in* **love** *with that car*" (9) pronouns are types of nouns that take the place of nouns when referring to people, places or things, such as: *I, you, he, she, it, and they.* for Example: "**He** *is my father*".

There are two types of verbs: (1) regular verb, a verb which past participle and past tense are attained by adding –d or –ed or –t for some, for example "accept": *I accepted the offer* and (2) irregular verbs, do not usually follow the rules for common verb forms. They usually do not have the predictable –ed ending, for example "go" in past tense form becomes "went", e.g., *we went home early*. Types of adjectives: (1) articles: *a, an, the,* for example: *"I have a beautiful sister"* (2) possessive adjectives: *my, your, his, her, its, our, their*, for example: *"I love his smile"* (3) demonstrative adjectives: *these, those, this, that,* for example: *"She went to the school this morning"* (4) interrogative adjectives: *which, what, and whose* (5) indefinite adjectives: *any, many, no, several, and few,* for example: *"I have many books in my book shelf"*

The last, adverb has some types: (1) adverbs of time: *afterwards, already, always, immediately, last month, now, soon, then, and yesterday*, for example: *"I went to Jakarta last month"* (2) adverbs of manner: *badly, happily, sadly, slowly, quickly, and others that include well, hard, fast*, for example: *"Please ride the car slowly!"* (3) adverbs of place: *above, below, here, outside, over there, there, under, upstairs*, for example: *"The chair is under the table"* (4) adverbs of degree: *almost, much, nearly, quite, really, so, too, very,* for example: *"I visited my grandmother almost every week"* (5) adverbs of frequency: *again, almost, always, ever, frequently, generally, hardly ever, nearly,* for example: *"I always wake up in the morning at seven o'clock"*

According to Brown (2001: 250), the type of oral language is classified in two parts, such as monologue and dialogue. The first is monologue, that is situation when one speaker uses spoken language, as in speeches, lectures' reading, new broadcast, etc. The listeners have to process long stretches of speech without interrupting the stream of speech that will go on whether or not the listener comprehends.

The second is dialogue, that is divided in two parts such as interpersonal and transactional. Dialogue involves two or more speakers and can be subdivided into those exchanges that promote social relationship (interpersonal) and those for which the purpose is to convey proportional or factual information (transactional). Transactional dialogue, which is carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language. Conversation, for example, may have more of a negotiation nature for them than responsive speech does.

According to Brown in Nindita (2014: 14), type of classroom speaking performances comprise the following aspects:

1. Imitative Type

This notion refers to practicing an intonation contour or try to pin point a certain vowel sound is an example of imitative speaking. The imitation is carried out not for the purpose of meaningful interaction, but for focusing on some particular elements of language forms. In this performance, the students just imitate how to say in correct intonation not meaningful interaction. Here is the example:

Teacher   : Today, I am going to study English.

Students   *: Today, I am going to study English.*

Teacher   *: English is one of international language in the world.*

Students   *: English is one of international language in the world.*

2. Intensive Type

Intensive speaking includes any speaking performance that is designed to practice some(1) phonological or(2) grammatical aspect of language. It usually places students doing the task in pairs (group work). Phonological aspect relates to the sound patterns of a particular language such as: "bad becomes bet", "leave becomes leaf", "while becomes vile". Grammatical aspect relates to tenses, phrases or sentences on correct form such as:

My sister/ went/ to Berlin/ last week

N   *V*   *Adv*   *Adv*

3. Responsive Type

A good deal of students' speech in the classroom is responding short replies to the teacher or students-initiated question or comments. These replies are usually sufficient and do not extend into dialogues. Such speech can be meaningful and authentic. For example:

Teacher   *: What times do grandma and kid make a cake?*

Student   *: I think, grandma and kid make cake at 2 pm.*

4. Extensive Type

Extensive monologue is extended monologue in the form of (1) oral reports, (2) summaries, or (3) perhaps short speech. In this case, the register is more formal and deliberative. Here is the example of summary:

Teacher   : After this, I want you to make a summary based on the picture and report it in front of class. Can you?

Student   : It is alright, Miss.

Teacher   : Now, Josua, please tell me the summaries of your picture.

Student   : Alright Miss. In picture A, the grandma and kid make a cake at 2 pm and there are 3 plates on the table. In picture B, the grandma and kid make a cake at 1 pm and there is a plate on the table.

2.2. Concept of Teaching Speaking Skills

Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life.

According to Hornby (1995: 37) teaching means giving the instruction to (a person): give a person (knowledge skill, etc). While speaking means to make use of words in an order voice, so teaching speaking is giving instruction to a person in order to communicate.

Teaching speaking means giving opportunities to learners to enable their selves understood. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due the faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation (Bunkart, 1998: 2).

Specifically, Nunan (2003: 54-56) says that there are five principles for teaching speaking, they are: 1) giving students chance to practice with both fluency and accuracy such as ask them to read aloud a text, 2) providing opportunities for students to talk by using group work or pair work such as presentation, 3) planning speaking task that involve negotiation for meaning such as discussion, 4) designing classroom activities that involve guidance and practice in both transactional and interactional speaking such as conversation.

Thus, teaching speaking means giving the opportunity of students to study about: 1) how to combine their ideas and thoughts and (2) how to select the words and sentences orally which appropriate to their social setting, so that they are able to express their opinion appropriately.

In short, teaching speaking is the way for students to make an interaction to another person in any situation by meant of appropriate elements of speaking skills, as noted earlier: (1) correct pronunciation relates to the sound system in English (2)grammar relates to phrases or sentences on correct form (3) vocabulary relates to the lexis of the language.

2.3. Concept of Information Gap

When the students choose to learn a language, they are interested in learning to speak as fluent as possible. As a teacher, we need to actively engage students in speaking activity that are enjoyable and based on a communicative language teaching approach. One of the techniques of communicative language teaching approach is information gap.

Pica and Doughty (1986: 305-325) state that information gap is the activity where each student is given different information. By haring the separate information, they can complete a task given by teacher. The students can be put in pair of group. Each student has different information, so in order to get information they must ask their partner. This activity is obviously effective in teaching L2 in the classroom. It gives every student opportunity to speak in the target language for an extended time and students naturally will produce more speech than they would otherwise.

William (1981: 17) states that what teacher might achieve through this activity. The activity of information gap can help the teacher to give reason for student to speak, to improve motivation, to create a context which supports learning, to give natural learning, to provide task practice. It means that the teacher can improve their way of teaching speaking through information gap activity.

There some types of information gap techniques, they are:

a) Discovering identical pairs

Four pictures distributed to four students and the fifth student hold a duplicate of one of the picture. He must ask the others to discover which student that holds the same picture as he does. For example: four students have different pictures about animal such as cat, fish, monkey, and butterfly. The fifth student has a picture about fish. He must ask some characteristics of animal to the others in order to find out the pair of his picture.

b) Finding differences

The students are distributes picture which look the same but actually there are some different things in the picture. The students have to find out what the differences are. For example: Picture A (There are 10 apples and 21 strawberries in the table) and Picture B (There are 11 apples and 19 strawberries in the table). Student who has picture A ask about the total number of fruits to other student who has picture B. They will find what the differences are.

c) Completing drawing

One student has a complete drawing while the other has incomplete one. The students must communicate to each other to complete the drawing. For example: student A has a complete drawing about flower and student B has an incomplete one. To complete their picture, student A and student B have to tell about parts of flower based on their picture so they can complete the drawing.

d) Finding missing information

Two students have the same text but actually each of them has missing information. Student A has information needed by student B and student B has information needed by student A. So those students have to communicate in order to know the information, such as: the way to make a cup of milkshake. Student A has information about the material and student B has information about procedure. To make the milkshake, they should share the information that they have.

e) Completing the crosswords

Two students have the same crosswords in which some of the boxes are blank. Student A should ask the student B and student B should ask the student A in order to get the words he needs. When student A or student B wants to give the word, he should explain them. It is forbidden for each of them to say the word straightly. They have to use their own language to explain the words because it can develop their fluency and vocabulary.

In this study, finding differences type is used. Here, the students have to find the differences from the pictures, so in order to get information they have to provide and transfer the information needed by their partner. This type is the greatest opportunities for the students to speak in the target language. Here is an example of finding differences by the picture:

What is different?
Find five things in Picture B which are different from Picture A.

As can be seen in picture above, the students should find the differences between picture A and picture B. Picture A is about New Year celebration, while picture B is concerned with birthday celebration. There are some differences from those pictures, they are: the children, food, music tool, and music player.

2.4. Concept of Communicative Language Teaching (CLT)

Basically, communication is a process; knowledge of the forms of language is insufficient (Freeman, 2000: 128).Communicative Language Teaching (CLT) which is an approach to the teaching of second and foreign languages emphasizes interaction as both the means and the ultimate goal of learning a language. Here, teachers are expected to be able to express and transfer their knowledge through communication to their students.

Richard and Rogers (2001: 153-177) state CLT is considered as the best approach rather than a method in teaching speaking. It refers to a diverse set of principles that reflect a communicative view of language and language learning and that can be used to support a wide variety of classroom procedures.

According to Richard and Rogers (2001: 173) there are several characteristics of this communicative view of language as follows: 1) language is a system for the expression of meaning. 2) The primary function of language is to allow interaction and communication. 3) The structure of language reflects functional and communicative uses. 4) The primary unit of language is not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

CLT was developed into two ways: 1). A notional-functional approach which extends the teaching of grammar to include the teaching of interactional notions (paying attention to the factors of formality and functions, such as making requests, apologies, invitations, and introductions) and 2). Learner-centered approach which is emphasized the importance of learners learning the language (Carter &Nunan 2001: 136-145).

Communicative Language Teaching focuses on the students' ability to transmit one idea in the target language. There are some activities used in CLT, but in this study information gap is going to be used to assign roles and put into situations that students may eventually encounter real life situation outside the classroom. By applying information gap activities, the students will be comfortable to speak everything, teacher only gives simple explanation about the activity and give example of pronunciation, vocabulary, and grammar that needed for the activity. Then, the students can get opportunity to develop their speaking ability.

In summary, communicative language teaching is an approach generally used at the present moment. This approach is considered as effective one because it

enables students to use target language authentically. As a result, they should be able to communicate their ideas appropriately based on real life situation. So, it is now clear that information gap technique naturally one aspect of Communicative Language Teaching.

2.5. Principles in Applying CLT

To be successful in teaching English for communication, the teacher should follow the principles and trends of teaching and learning arrangement. Morrow (1998: 59-66) expresses 5 principles of communicative approach. Firstly, the students must be aware of the objectives of each lesson. These objectives should be performed of something such as reading for understanding a set of instruction, writing a letter reserving a noun of hotels etc. the teacher must be sure to have a clear answer for a student. Secondly, the teacher must realize that the process of communication deals with (1) strings of sentences, (2) ideas and oral performances. The management of language cannot be produced in individual elements, but in the context of the whole. Thirdly, there are three important elements in communication: (1) information gap as a technique to develop their speaking achievement(2) choice of performances as a strategy to developing ideas (3) feedback as the result or effect of the strategy that chooses during learning process. Fourthly, the students must be provided with a lot of practices in doing something or learning by doing. And fifthly, the teacher should not always criticize unimportant mistakes during the communicative activities. They must realize that the learners who try to express something that they are not quite sure

how to say but want to communicate is a very important feature of using a foreign language.

Devies and Pearse (2000: 30) state that teacher should establish English as the main classroom language, try use interesting topics and some activities which take the learners' mind off the language at least a little, and encourage learners in their efforts to communicate their ideas instead of trying to control what they say and interrupting them to correct their language mistakes.

In summary, in each learning unit the students have to be told the learning objectives and they should have sufficient opportunities to practice using language for communication because it is important to their life situation outside the classroom activity.

2.6. Teacher's Role in Teaching through CLT

The role of the teacher in teaching through communicative language teaching is to facilitate the communication in the classroom and also acts as an adviser and a guide.

According to Littlewood(1981: 92), there are 5 kinds of the teacher's roles, they are: 1) the teacher facilitates communication in the classroom, 2) the teacher responsibilities to establish situations likely to promote communication, 3) during the activities, the teacher acts as an adviser, answering students' questions and monitoring their performance, 4) the teacher might make note of their errors to be worked on at a later time during more accuracy-based activities, 5) at other times

the teacher might be a 'communication' engaging in the communicative activity along with students.

CLT makes use of real life situation that necessities communication. The teacher sets up a situation that students are likely to encounter in real life. During the CLT lesson, the teacher often plays the important role of facilitator who facilities activities to work with the target language, in this case English.

By looking at the linguist's statement above, it is assumed that the roles of the teacher are as a facilitator and classroom manager. Sometimes the teacher helps the students to express their idea, so that the students can express their ideas through the language they are learning.

2.7. Learner's Role in Teaching through CLT

The students are communicators. They actively engage in trying to make themselves understood and in understanding others.

Breen and Candlin (1980: 110) describe the learner's role within CLT in the following items:

> "The role of learner as negotiator between themselves, the learning process, and the object of learning emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes. The implication for the learner is that he should contribute as much as he gain and thereby learn in an interdependent way."

Finally, the observer took implication based on the paragraph above that the students should be active in teaching learning process. CLT can leave students in

suspense as the outcome of a class exercise, which varied according to their reactions and response. The real life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics.

2.8. Procedures of Teaching through CLT

CLT is based on a very interesting idea. A strong point of the CLT is that is focuses on the students' ability to transmit ones ideas in the target language. In the classroom, CLT often takes the form of pair and group requiring negotiation and cooperation between learners, fluency based activities that encourage learners to develop their confidence, dialogue in which students practice and develop language functions, as well as judicious use of grammar and pronunciation focused activities. There some classroom activities that are used in CLT such as information gap, problem solving, role play, storytelling, dialogue, interview, games, etc.

In this research, information gap is used to show the real life situation and also to see the students' use of the tenses when they are speaking. The researcher uses a major technique in teaching speaking because the technique is often used by the teacher in learning activity.

By doing information gap in the CLT classroom activities, communicative interaction and cooperative relationship are encouraged in a full of fun way, such occasions gives students an opportunity towork on negotiating meaning or trying

to make them understood. They thus learn to communicate by communicating (Larsen-Freeman, 1990: 41).

The procedures of teaching speaking through information gap technique are:

1. Pre-activity

    - The students response the greeting from the teacher while checking the attendance list.

    - The students pay attention the objectives of the lesson that delivered by the teacher.

2. While activity

    - The students work in pairs and the teacher gives the different picture between student A and student B.

    - The students find the differences based on the picture by asking some questions to their partner

    - The students should write the answer of their partner in the piece of paper.

    - After student A finish asking question and getting information, turning with student B and doing the same like student A before.

    - Then, work in pairs to tell how many differences there are in the picture.

    - While the students are making some conversation, the teacher moves among them, gives assistance and guidance as required.

3. Post-activity

    - Teacher evaluates students' performance by ask them about their
      picture and record it.

    - Teacher checks the students speaking aspects (pronunciation,
      grammar, and vocabulary)

    - Teacher closes the class

2.9. Advantages and Disadvantages of CLT

According to Savignon (1983), the advantages and disadvantages of CLT are
mentioned as follows:

- The advantages of CLT are: 1) the students will be active and creative, 2)
  CLT makes teaching learning process in the classroom more naturally and
  enjoyable, 3) CLT motivates students to learn English actively.

- The disadvantages of CLT are: 1) it needs much time because the teachers
  have to make a good preparation in their teaching and they also have to
  choose suitable materials for the students' need which are appropriate to
  their different background, and 2) the teacher should be understand well
  about CLT itself since the teachers should create a likely real situation and
  the teachers also have to give motivation and modeling often to the
  students in the teaching learning process.

2.10. Theoretical Assumption

From the frame of theory and explanation above, the researcher assumes that applying the technique of CLT (information gap) on teaching speaking can give positive effect in students' speaking skill and aspects of speaking. CLT can givethe students easier what to communicate. By utilizing CLT in speaking, it is assumed that students can create the interaction with others and able to communicate some information. Thus, the students will be able to communicate well. As the result, CLT has a good effect toward students' speaking ability.

2.11.   Hypothesis

In line with the theories and assumption above, the formulate hypothesiscan be stated as follows:

1) H_1: There is significant effect on students' speaking achievement before and after the application of CLT technique, that is information gap.

   H_0: There is no significant effect on students' speaking achievement before and after the application of CLT technique, that is information gap.

2) H_1: there is difference effect of CLT toward students' speaking achievement in terms of vocabulary, pronunciation and grammar.

   H_0: there is no difference effect of CLT toward students' speaking achievement in terms of vocabulary, pronunciation and grammar.

III. RESEARCH METHOD

This chapter discusses some aspects and they are classified as the following: research design, population and sample, the variables, the data collecting technique, the research procedure, instrument, validity and reliability, data analysis, and hypothesis.

3.1. Research Design

The aim of the research was to find out the significant difference effect of the students' speaking achievement after being taught by using CLT. In conducted the study, the observer used the one-group pretest-posttest design by giving the same topics in every test to find out the difference effect before and after the treatment. The observer used one class where the students are given one time pretest, one time treatment, and one time posttest. The study design was described as follows:

$$T1 \ X \ T2$$

The above formula can be further illustrated as seen below:

T1 refers to pretest that is given to the student before treatment.

X refers to the treatment.

T2 refers to posttest that is given after treatment.

(Setiyadi, 2006: 132)

This study used pretest before the treatment of teaching speaking through CLT. It aimed to see the basic speaking ability of the students. Then, the observer gave the treatment that is teaching speaking through CLT method. At last, the students were given the posttest to find out the effect of the treatment.

3.2. Population and Sample

In this study, the observer conducted the research at second grade of Senior High School 1 Terusan Nunyai Lampung Tengah. The sample was class XI Social 1, there were 30 students. Their age ranged from 16-17 years old. The observer used one class as the sample of the study by using random sampling technique through lottery drawing. There were 4 social class; XI Social 1, XI social 2, XI social 3, and XI social 4. Every class was written in a roll paper. Some students took that roll paper. Class XI Social 1 was the most selected by the students.

3.3. Variables

The variables of this study consist:

1. The students' speaking skill as dependent variable (Y) because the ability of students' speaking skill can be measured after the treatment done.

2. CLT as independent variable (X) because the ability of students' speaking skill is based on the result of this approach.

3.4. Data Collecting Technique

The data of this study was in the form of students' speaking ability (score) in performing transactional dialogue in terms of pronunciation, vocabulary, and grammar under a topic: which topic is finding the differences of the picture. In collecting the data, the observer used the following steps:

1. **Pretest**

   This test was given before the treatment. It aimed to know the students' speaking ability before being given the treatment using CLT. The observer administered the pretest to all of the students. The material of the test was finding the gap of the picture. They have to work in pairs, and then the observer gave 10 minutes to find the gap of the picture. After they found the gap of their picture, they need to explain it in the front of the class and the students' performance will be recorded. Meanwhile, before conducting the pretest, the topic that would be tested will be accordingly explained.

2. **Posttest**

   This test was given after the treatments. It aimed to see the significant difference of the students' speaking skill after they are taught by using CLT in speaking class. The rule of the posttest was similar to the pretest. The material of the test was finding the gap of the picture. They have to work in pairs, and find the gap of the picture in 10 minutes. After they

have found the gap of their picture, they need to explain it in the front of the class and the students' performance will be recorded.

3. **Recording**

The students' speaking achievement will be recorded during pretest and posttest by using video recorder as the recording tool. After the students found the gap of the picture and explained to the front of the class, the observer recorded their performances.

3.5. Research Procedures

In collecting data, the observer used the following step:

1. Selecting and determining the population and sample

The population of the observer conducted at second grade of Senior High School. The sample was class XI Social 1. Their age ranged from 16-17 years old. The observer used one class as the sample of the study.

2. Selecting the materials

The materials were chosen from the students' book based on the syllabus. The material was about finding the differences of picture. The observer conducted a topic with information gap technique in finding the effect of CLT method to improve students' speaking achievement.

3. Administering the pretest

The pretest was administered before treatment. It aimed to know the students' speaking skill before being given the treatment using CLT. The pretest was administered to all of the students after the observer explained the topic that would be tested. The tests focused on oral test. The observer conducted one time test by giving a topic in each test, the topic was find the differences using information gap technique. It was a subjective test and focuses in oral test. The test was explained and asked the students to work in pair. The direction was given to each test to all of students and asked the students to tell it in front of class one by one. In performing the test, the students are asked to speak up clearly since the students' voice would be recorded. Furthermore, the observer and English teacher judged the students' performance.

4. Conducting the treatment

In this study, the treatment was administered in three meetings in which 90 minutes. The topic used in the treatment is about "find the differences" by applying information gap technique. During the treatment, the question was asked related to the topic. The materials were explained by using CLT method. After one treatment finished, the students were given some exercises, in order to evaluate their learning achievement.

5. Administering the posttest

The posttest was conducted after the treatment. The posttest used to know the progress of speaking skill after using CLT method. Based on the research design that was one-group pretest-posttest design, the posttest was conducted after the

meeting/treatment. The subjective test used in oral test. Furthermore, the observer gave the same topic and technique in pre-test and post-test. The students were speaking up clearly in front of class since their voices would be recorded. Moreover, the students' performances are judged by observer and English teacher.

6. Analyzing the test result (pretest and posttest)

After scoring the students' performance, the teacher compared the result of pretest and posttest, to see whether the score of posttest was higher than pretest in each aspect of speaking.

3.6.   Instruments of the Research

To gain the objective data, this study applied one kind of instrument that was speaking test. The speaking test of this study conducted (1) to find out the significant effect of students speaking achievement by using CLT technique (information gap) before and after given the treatment and (2) find out the effect of CLT toward students' speaking achievement in terms of grammar, vocabulary, and pronunciation. It is about finding differences of the picture. The students have to asking each other in order to find the different. The source of material is taken from students' handbook by their school.

3.7. Validity and Reliability

   a. Validity of the test

   Validity refers to the appropriateness, meaningfulness, and useful of the inferences a researcher makes (Frankel and Wallen, 1990: 126). It means

that validity refers to the extent to which an instrument will give us the information that we want. Meanwhile, Setiyadi (2006: 24) mentions that the test should reflect all the areas to be assessed in suitable proportions and represent a balanced sample. To measure whether the test has good validity, it has to be analyzed from content and construct validity.

In content validity, the materials and the tests were composed based on the indicators and objective in syllabus of KTSP curriculum. While, the construct validity focused on the kind of the test that is used to measure the students' ability.

b. Reliability of the test

Reliability refers to the extent to which the test is consistent in its scores, and it gives an indication of how accurate the scores. Reliability is a necessary characteristic of any good test: to be valid, a test first should be reliable as a measuring instrument (Heaton, 1988: 162).

To ensure the reliability of the score and to avoid the subjectively of the observer, inter rate reliabilities applied in this research. Inter rater reliability was used when score of the test is independently estimated by two raters. To achieve such reliability and to score the students' speaking performance, the observer: 1) used a speaking criteria based on David P. Haris (1974:84). The focuses of speaking skills that have been assessed are pronunciation, grammar, vocabulary. 2) The observer involved second rater in using the profile to give judgment for each student's speaking performance. The second rater was the English teacher who has

experiences in rating the students' speaking skill. Both of them discussed the speaking criteria in order to obtain reliable result of the test.

Inter-rater reliability of the tests examined by using statistical measurement:

$$R = 1 - \frac{6. \sum d2}{N(N2 - 1)}$$

The above formula can be further illustrated as seen below:

R denotes to reliability of the test. N refers to number of students. d^1 denotes to the differences between R1 and R2. d^2 refers to the square of d^1. 1-6 denotes to constant number.

(Shomay, 1985: 213)

The standard of reliability

A. a very low reliability   ranges from 0.00 to 0.19

B. a low reliability   ranges from 0.20 to 0.39

C. an average reliability   ranges from 0.40 to 0.59

D. a high reliability   ranges from 0.60 to 0.79

E. a very high reliability   ranges from o.80 to 0.100

(Slameto, 1998 in Susan, 2001)

3.8. Scoring Data

Three aspects that are evaluated: pronunciation, vocabulary, and grammar.

Aspects of speaking	Rating scales	Description
Pronunciation	31-35	Speech is fluent and effortless as that native speaker
	26-30	Always intelligible though one is conscious of a definite accent
	21-25	Pronunciation problems necessitate concentrated listening and occasionally lead to understanding
	16-20	Very hard to understand because of pronunciation problem most frequently be asked to repeat
	10-15	Pronunciation problem so severe as to make speech unintelligible
Vocabulary	31-35	Use of vocabulary and idiom virtually that is of native speaker
	26-30	Sometimes use inappropriate terms and must rephrase ideas, because of in adequate vocabulary
	21-25	Frequently use the wrong word, conversation somewhat limited because of inadequate vocabulary
	16-20	Misuse of words and very limited vocabulary make comprehension quite difficult
	10-15	Vocabulary limitations so extreme as to make conversation virtually impossible
Grammar	27-30	Grammar almost entirely in accurate phrases
	23-26	Constant errors control of very few major patterns and frequently preventing communication
	19-22	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding
	15-18	Few errors, with no patterns of failure
	10-14	No more than two errors during the dialogue

(David P. Haris (1974:84))

Table of Rating Sheet Score

Aspects of speaking	Rating Scales					
	Very high	**High**	**Average**	**Low**	**Very low**	**Total**

Pronunciation					
Vocabulary					
Grammar					

3.9. Data Analysis

The observer examines the students' score using these following steps:

1. Scoring the pretest and posttest. The score is depending from the result of the observer and the second rater who has experiences in rating the students' speaking skill.

2. Transcribing the students' speaking performance. The researcher records the students' spoken, the researcher transcribed the record into written form.

3. Calculating the mean of the test, as follows:

$$m = \frac{\Sigma d}{N}$$

Where the above formula can be further elaborated as seen below:

M refers to mean.   d refers to total score of students. N refers to number of students.

3.10. Hypothesis

Hypothesis if this research was:

1) H_1: There is significant effect on students' speaking achievement before and after the application of CLT technique, that is information gap.

   H_0: There is no significant effect on students' speaking achievement before and after the application of CLT technique, that is information gap.

2) H_1: there is difference effect of CLT toward students' speaking achievement in terms of vocabulary, pronunciation and grammar.

   H_0: there is no difference effect of CLT toward students' speaking achievement in terms of vocabulary, pronunciation and grammar.

3.11. The Schedule of the Research

Practically, the observation during finished this study was about 2 weeks and conducted 4 meetings. The table below shows the schedule of the research.

NO	Date	Activity
1	Wednesday, 27th July 2016	Pre-test
2	Thursday, 28th July 2016	Treatment
3	Monday, 1st August 2016	Two Treatments

4	Wednesday, 3rd August 2016	Posttest

V. CONCLUSIONS AND SUGGESTIONS

This chapter draws about the conclusion of this study and the observer's suggestions.

5.1. Conclusions

To answer the research question and referring to the results, the observer draws the following conclusions:

1. There is significant effect of the students' speaking achievement before and after being taught using CLT technique. From the result of the pretest, the lowest score is 13.50 and the highest score is 27.50. The mean of the pretest is 18.39. From the result of the posttest, the lowest score 29.33 and the highest score is 32.83. The mean of the posttest is 30.20. It can be concluded that the technique suggest from CLT (information gap) is give an effect for the students to develop their speaking achievement. Therefore, the first hypothesis is accepted.

2. There is difference effect of CLT technique toward students speaking achievement in terms of vocabulary, pronunciation, and grammar. It can be seen in the average score of each aspect of speaking both in pretest and posttest, as follows:

2.1. Pronunciation, gain of increase is 11.1 . There were some aspect of pronunciation problem, i.e., intonation patterns and stress words.

2.2. Vocabulary, gain of increase is 11.1. There were mistakes in using countable nouns.

2.3. Grammar, gain of increase is 19.2. They were able to use tenses needed correctly.

It can be concluded that there is difference effect of the students' speaking achievement in terms aspects of speaking. Grammar denotes as the most increased aspect in students' speaking achievement. The second hypothesis is accepted.

5.2. Suggestions

In implementing the technique, the observer find some weaknesses and strength of the technique. Of course, after analyzing all the problems and the findings, the observer formulated some suggestions to make better implementation of CLT in feature, they are:

1. This study focused on students' speaking achievement in the elements of (1) pronunciation (2) vocabulary (3) grammar. For further study is suggested to apply Communicative Language Teaching (CLT) approach to minimize students' problem in learning English speaking in other components such as, fluency and comprehensibility.

2. Suggestion for English teacher is concerned with pronunciation because certain aspects of pronunciation have not been well achieved. Hence, the English teacher is suggested to select another material that provides pronunciation aspects such as intonation and stress. This can be done, for example, the teacher can show a video about how to pronounce a sentence with correct intonation or stress. Then he or she should actively train every student to imitate the pronunciation like the model presented in video.

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