

**IMPROVING STUDENTS' SPEAKING SKILLS THROUGH
PRE-COMMUNICATIVE AND COMMUNICATIVE ACTIVITIES
IN CLASS X IS II OF SMAN 1 GODEAN IN THE 2015/2016
ACADEMIC YEAR**

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**MEILANI
12202241016**

**ENGLISH EDUCATION DEPARTMENT
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APPROVAL SHEET

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Prof. Dra. Suwarsih Madya, M.A., Ph.D.

NIP.19520715 199703 20

**Improving Students' Speaking Skills through
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Meilani
Suwarsih Madya

English Education Study Programme,
Faculty of Languages and Arts, , State University of Yogyakarta

Abstract: This action research study aimed to observe and to describe the processes, the changes, and the results of the implementation of pre-communicative and communicative activities to improve students' speaking skill of the students of class X IS II of SMAN 1 Godean. The action research model employed Kemmis and McTaggar's. It consisted of four steps which were reconnaissance, plan, action and observation, and reflection. The research subjects were the 31 students of Class X IS II in SMA N 1 Godean in the 2015/2016 academic year in the second semester. They consisted of 25 female students and 6 male students. It consisted of two cycles with each consisting of three meetings within six-weeks long. This action research study used mixed-method research with both qualitative and quantitative data. The qualitative data were collected through observations, interviews, and open ended questions. The analysis of the qualitative data employed the Miles' and Huberman's (2014) Interactive Model which consisted of three steps, namely data condensation, data display, and conclusion drawing. The quantitative data were in the form of speaking performance scores gained through the speaking performance pre-test and post test. The analysis of the data was done through the mean scores comparison. The result of the research showed that the students indicated improvement in their speaking skills, particularly in terms of fluency, pronunciation and intonation, and interactive skills. The achievement was gained through the use of pre-communicative and communicative activities and the eight complementary actions. The pre-communicative activities were in the form of vocabulary exercises, pronunciation and intonation drilling, homework, and semi-guided speaking activity. The communicative activities were the Holiday Survey, Sharing Embarrassing Experience of Childhood, Steve Job's Life Timeline, and the Best Admirer. Besides, the students' involvement, participation, confidence and scores in speaking increased. Most importantly, their speaking skills improved.

Keywords: *improving, speaking skills, pre-communicative activities, communicative activities*

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Introduction

Indonesia includes English as a compulsory subject being taught in formal schools. Therefore, it is taught as a foreign language. Several curriculums have been implemented in its English Learning and Teaching. They were the 1975 curriculum, the 1984 weak functional secondary English curriculum, the 1994 curriculum, the 2006 curriculum (Madya, 2008), and recently the 2013 curriculum. Generally up now, the ELT in Indonesia has not struck a big success. It is proved by the secondary school graduates' (especially senior high school) low mastery of the four English macro skills particularly in the area of productive skills. Many senior high school graduates admitted that they still had difficulties in writing and speaking with English. Moreover, now in the recent curriculum, the ELT of English is categorized into two. Based on the *Permendikbud* No 59 Year 2014, in the article 5 verse 7, it is mentioned that English belongs to compulsory subject. Furthermore, still in the same article: verse 10, in the other hand, English also belongs to the subject of interest. It implies that all of the senior high school students will have only two learning hours per week for the compulsory subject. Only the students who take English as their subject of interest will have the additional three learning hours per week. As a consequence, the ELT for the students in general (referring to the students who do not take English as their subject of interest) should be well designed for enabling them acquire the four macro skills within the time available for the course.

Despite in what levels of education or grades, in Indonesia the ELT process design at schools should refer to the Government Regulation Number 32 year 2013 about the National Education Standard. It states that the learning process in each unit of education should be held by fulfilling the criteria of interactive, inspiring, fun, challenging, motivating the learners to actively participate, as well as giving ample opportunities to express their ideas, creativity, and autonomy based on their aptitude, interest and physical as well as psychological development. In the reality, this is often ignored and resulting a less successful ELT process. No wonder that the ELT has bad images amongst the students. The students are not engaged. They do not use their opportunities of free-speaking. In most occasions, they just receive everything given or explained and do whatever task provided by the English teacher without their conscious thought of its importance or willingness to learn for their own sake learning. Hence the graduate outcomes rarely master English skills well. Further, somehow, the inappropriate selection of the activities during the ELT process leads the students to face unbearable boredom which makes them escape to other interesting things such as their gadgets, novels, or even comics they bring to classrooms.

The typical case happened in SMA N 1 Godean. The English teacher there confessed that her students lacked ability in terms of productive skills especially in speaking. In the interviews, she revealed that she often conducted presentation activity in giving the students chance to rehearse their speaking skill. She selected this activity by considering the five steps of learning mandated by the government in *Permendikbud* Number 65 Year 2013 which is so called with the scientific approach. The steps are observing, questioning, collecting information, associating, and presenting. It can be seen there that the utmost step is the presenting. Thus she selected presentation activity as the productive skill activity. Other than that she seldom gave her students variety of speaking

activities. Once she ever held some role play activity but the rest were mostly presentation activity for the speaking activity. Further she complained that her students were not too actively engaged in the activity. They did not express their opinion during the time given. To get the clearer picture, observation of the ELT process was conducted

It was known that during the presentation, only students who were on their turns for presenting spoke a lot. The other students were only listening. When the time of question and answer came, only several students performed their ideas or questions. In actuality the teacher did not strictly asked them to speak in English, however they did not say a thing. Moreover, it was true that not all students spoke. From the observations, it was known that the topic for their presentations depend on the material being learned. In this case, they were learning about descriptive text, so the students presented things related to descriptive text such as the text structure, the language features, and the example of the text. The students could access the information from various possible sources such as books and internet. Mostly, the students got their materials from the internet and were often similar amongst the groups.

One of the problems that the students faced was their feeling of inferiority to speak English. In their classroom, there were some students who were already good in English, therefore they felt inferior. Furthermore, their inferiority was also caused by their fear of making mistake. They thought that making mistakes was shameful. Thus they played safe by remaining quiet. This made them afraid of practising speaking. The additional problem aroused was that there was no urge for them to speak during the activity. Since the materials of the presentation were the same amongst the group, they did not have any information gap they needed to bridge nor did they have any questions. Besides, they felt that the activity was less meaningful for them. They could not interact within topics of their interest. Moreover, the students cannot help their boredom because the activity was less various. They stated that they did presentation almost in every material being learned. They confessed that they had too many theories yet they lacked opportunities to speak English meaningfully. Furthermore they were surrounded by the unsporting peers and environment. Despite this, the students were aware of the importance of mastering English skills. They admitted that actually they needed and liked English. They stated their expectation to being able in speaking English. They believed that if the more time they practised, the more they would be able in speaking English irrespective the other obstacle that would be explored in the following sub-chapter.

From the observation and the interview with the teacher and the students, several possibilities to improve the ELT process were widely open. One of them was through the selection of the activities. Activities are very vital in the ELT process. As what can be seen, the students' attitude towards English was actually positive, however because of the less appropriate choice of activities, they could not develop. Therefore activities in Communicative Language Teaching (CLT) can be one of many choices that are worth referring to. Not to mention, communicative teaching has several good aims to gain (Radley and Sharley, 1987 in Nation and Macalister, 2010). Of them are to encourage students to communicate in a wide range of daily situation, to sustain their interest and motivation, as well as to

develop a specific skill. Further, there are three main considerable things in CLT; they are information gap, choice, and feedback (Morrow, 1987). The existence of the information gap as the heart of the communication focus would give the students the urge to speak. In choice, they would develop their competence in interactive skills by selecting the appropriate form of utterances to express what they mean, and through feedback, they will bridge the gap of information. *Ipsso facto*, my collaborator and I agreed to conduct some classroom action research in the effort of improving the students' speaking skills through the use of pre-communicative and communicative activity which is one of CLT activities' frameworks.

In dealing with English Learning and Teaching (ELT) in this research, there were three things to be considered in this research. They were the legal basis or the rules from the government, the conceptual basis of ELT from the experts, and the situational factors that was available in the real contexts. They were explored in the following sub-points. There are at least four documents that are needed to take into account in conducting the ELT processes in the classroom, especially if the school implements the Curriculum 2013. They are the *Permendikbud* Number 54 Year 2013 about the standard of graduate competence, *Permendikbud* Number 64 Year 2013 about the standard of content, *Permendikbud* Number 65 Year 2013 about the standard of process, and *Permendikbud* Number 66 Year 2013 about the standard of assessment.

Regarding teaching in senior high school (SHS), the government issued *Permendikbud* Number 59 Year 2014. Therefore, the teaching of English in SHS refers to it. There are four core competences and the basic competences mandated by the government. The four core competences are the spiritual competence, the social competence, the knowledge competence, and the skill competence. Therefore, the teaching of English should not neglect these and should be well-tailored to help the students to develop these four competences.

There are many definitions of speaking. From the definitions provided by Louma (2004), Cameron (2001), Thornburry (2005), and Hughes (2006), a conclusion could be drawn. Speaking is the oral communication activity between two people acting as hearer and speaker to express what they meant in order to bridge the gap of information that they have. Speaking has many types. Many experts classify speaking based on different considerations. Brown and Yule (1983) provide a framework in distinguishing the types of speaking based on their functions. Richards (2015) mentions the genre of speaking refers to knowledge of different types of spoken interaction, including the discourse conventions of each kind of interaction. Meanwhile Brown (2001) groups the types of classroom speaking performances into five namely imitative, intensive, responsive, interactive, and extensive (monologue). By looking at those kinds of the speaking types, the teacher should be selective in choosing what type of speaking they are going to teach. It depends on the aims of the teaching itself. It will help the teacher to prepare the appropriate input materials and learning activities to help the students perform the intended aims.

Despite the speaking type chosen, the students have common difficulties in speaking with English. Brown (2007) mentions several things which somehow

arouse difficulties in speaking. They are clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, and intonation, and interaction. According to Harmer (2007) the important elements needed to master by the speakers are categorized into language features and mental/social processing. Dealing with speaking difficulties, the speaking as the macro skill of English itself has its own micro skills. It may give the learners more load. Brown (2001:272) lists the fourteen micro skills of speaking. It is hard for the students to acquire those speaking micro skills all at once. Therefore, the list could help the teacher to decide on which aspects she or he wants to emphasize to the students to keep the drill focus and to reduce their learning burdens.

There are three kinds of notions in English that should be taken into account. Ek and Trim (1998) suggest 3 kinds of notion. They are language functions, general notions, and specific notion. By referring to these notions, the teacher should pay attention to at least two things when they design the materials for students' learning inputs which are functions and vocabulary. The functions related to the form of the language should be used, or in other words its meaning is affected by the form and the words related to the topics chosen. Since speaking has its own characteristics, the teaching of speaking also owns particular ways. According to Brown (2001) suggests seven principles that needs t take into account. Meanwhile, Richard (2008) and Nation and Newton (2009), agree on teaching speaking along with the teaching of listening. It is because since speaking is a productive skill which associates with the output, the existence of the input is compulsory. It is said that when a normal human being was firstly born, they already possess the skill of listening. It is also said that one will be able to speak if they ever hear the things before (Clark and Clark: 1977). Therefore, listening activities are given first, and then speaking activities are performed later. In accordance with the previous statements, Gary and Gary (1981) in Nation and Newton (2009:38-39) describe the benefits of delaying speaking and concentrating on listening first.

To evaluate the teaching speaking as well as to monitor students' progress in speaking, the assessment of speaking becomes a crucial thing. An effective assessment should follow several rules (Brown: 2004). They are (1) the specific criteria; (2) the appropriate task; (3) the elicitation of optimal output; and (4) the practical and reliable scoring procedures. O'Malley and Pierce (1966) propose five criteria in speaking which are vocabulary and expression, grammar, fluency, pronunciation and intonation, and interactive skill. Brown (2001) proposes four criteria to be assessed in speaking pronunciation, fluency, accuracy, and vocabulary. Thornburry (2005) recommends the Cambridge Certificate in English Language Speaking Skills (CELS) criteria to be assessed. O'Malley's criteria in speaking assessment is considered the most feasible criteria to be used. Therefore, this research adapted his theory for the speaking assessment criteria.

Many experts suggests principles of English Language Teaching. Brown (2001) proposes the twelve language teaching principles. In relation to this, Nation and Macalister (2010) mention the twenty principles in language teaching. Overall these two kinds of principles proposed almost the same thing. Their goal is to make the ELT processes ideal in the classroom and to help the students to progress. From the principles by the two experts, it can be seen that the students

in the classroom is the subject of learning. They are the central of learning. Therefore, the teaching in the classroom should really follow the students' phase. No matter which principle is chosen, a good English teacher should grasp them with good comprehension. Teachers could also combine or select points which are necessary for them.

Nation and Newton (2009) mention a well-balanced early listening and speaking lesson. It relates to the four strands of the language teaching and learning. They are meaning-focused input, meaning-focused output, language-focused output; and fluency development. By referring to the four strands language learning, it is noted that the role of the teacher is very important in the meaning-focused input, meaning-focused output, and the language focused learning. The teacher should really prepare the input and activity that will enable the students to produce the texts. However, the teacher should also develop the students' autonomy so that they could handle the fluency development.

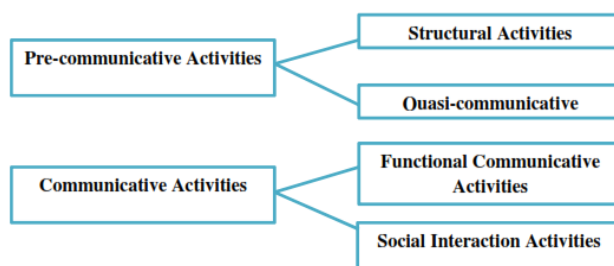
There are many experts define the meaning of language communicative teaching. Littlewood (1981) writes that it pays systematic attention to functional as well as structural aspect of language, combining these into more communicative view. In accordance, Celce-Murcia (2001) defines the nine features of communicative language teaching. More recently, Richards (2006) defines communicative language teaching as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom. In its development, CLT extends to some approaches. They are categorized in two kinds which are process based and product based.

One of main purposes of CLT is that the students develop their communicative competence. Canale and Swain (1980) also cited in Shrum and Glisan (1994:141) and Madya (2013) state that communicative competence includes (a) grammatical competence: use of appropriate grammar, vocabulary, and pronunciation; (b) sociolinguistics competence: use of elements such as styles, register, and intonation in an appropriate contexts and settings; (c) discourse competence: ability to combine language elements to show cohesion in form and coherence of thought; (d) strategic competence: use of verbal and nonverbal communication strategies, such as gestures and circumlocution, to compensate for unknown language.

In reference to communicative competence, Bachman (1990) defines the communicative language ability consists of organizational competence and the pragmatic competence which in Haliday (2014) are categorised as the language usage and the language use. Accordingly, Celce-Murcia (2008) also proposes a schema for the communicative competence. In her model, the communicative competence comprised of five aspects which are the discourse competence, socio-cultural competence, formulaic competence, interactional competence, linguistic competence, and the strategic competence. Accordingly, Celce-Murcia (2008) also proposes a schema for the communicative competence. It is reflected in Figure III. In her model, the communicative competence comprised of five aspects which are the discourse competence, socio-cultural competence,

formulaic competence, interactional competence, linguistic competence, and the strategic competence.

There are various frameworks offered by different experts in the CLT activities in the classroom. Three of them are the mechanical, meaningful, and communicative practices by Richards (2006), the pre-communicative and communicative activities by Littlewood (1981), and the contextualized language teaching by Nunan (2006). However from these three framework, the Littlewood's framework can represent them all. Littlewood (1981) depicts his framework of pre-communicative and communicative activities in the following figure.



The pre-communicative activities provide the students opportunities to learn the grammatical competence that is needed in the communicative activities. They consist of structural and quasi-communicative activities. It aims to prepare the students to be able to perform in the communicative activities. The main focus of the structural activity is the activities related to the vocabulary, grammar, and pronunciation exercises. Meaningful repetition is very important to avoid boredom and to make the students feel at ease in coping with them. In the quasi-communicative activities, the students are provided with the restricted communicative activities. They will rehearse producing utterances in the limited focus selected by the teacher to be used in the communicative activities.

Purposes of communicative activities are to provide 'whole' task practice, to improve motivation, to allow natural learning, and to create a context which supports learning. There are two kinds of communicative activities. They are the functional communicative activities and the social interaction. Meanwhile, Klippel (1984) gives many examples of communicative activities for speaking. He divides the activities into three headings. They are the question and answers, discussions and decisions, and stories and scenes.

Richards (2006) states that learners had to participate in classroom activities that were based on a cooperative rather than individualistic approach to learning. Students had to become comfortable with listening to their peers in group work or pair work tasks, rather than relying on the teacher for a model. They are expected to take on a greater degree of responsibility for their own learning. The teachers are assumed as of the facilitator and monitor. Their main duty is making students plenty of error-free sentences; they have to develop a different view of learners' errors and of their own role in facilitating language learning.

Mercer (1995:10) in Creece (2005) argues that to be effective, any teacher needs to explore the scope of learner's existing knowledge. It can be done by eliciting

knowledge from students, responding to what students say, and describing the classroom experiences that they share. That is, teachers need to follow a student's line of thinking in order to stimulate their thinking further. Multilevel classes (Hess, 2001) are classes of thirty or more students in elementary, secondary, adult, and tertiary settings which are kinds of classes that have been roughly arranged according to ability, or simply classes that have been arranged by age-group with no thought to language ability. Kathy (2005:69) defines rapport as wonderful bond that allows teacher and students to work and learn well together. When good rapport has been established, students and teacher enjoy one another and the class, and students feel more motivated to do well. Without this, other motivational tactics may be useless. After that, teaching with a sense of humour, making lesson motivating, raising accountability will make the students feel at ease and happy during the ELT processes. Katy (2006) says sometimes students respond more positively to a lesson plan than we could have hoped, other times, they reject it entirely. The challenge is to take both scenarios in stride. Further, she proposes the four guidelines for interacting with students. They are: not letting the students fast-talk the teacher, staying focused on the problem, seeing the big picture of the whole interaction, and not selling out teachers' values or being consistent: each teacher has a set of personal values and brings those values into the classrooms.

Moreover, teachers have to pay attention to the students' personality factors. Teachers have to know the successful language learner behaviour which one of the references could be the Rubin (1982) in Brown (2001) about the fourteen characteristics of the good language learners behaviour. So that they could direct students to form the characteristics. Besides, Brown (2007) suggests that the teacher should help the students to develop their awareness and autonomy. Moreover, he suggests that teachers should pay attention to the learning styles and strategies as well as the students' brain dominance (Brown, 2007). These special characteristics imply that the teacher should take into account the students' personality factors. It is used to decide what activities that will best facilitate the students.

Nation and Macalister (2010:4) list some factors that have to be taken into account related to the design of the course grid. They are a) the amount of time available for the course; b) the size of the class; c) the students' proficiency level; d) the immediate survival needs of the learners; e) the appropriate reading materials; f) the teacher's experience and training; g) the use of the first language in the classroom; h) the need for learners to be more autonomous. One thing that should be taken into account when teaching English is the age factor of the learners. It might give the teachers clues in finding the right way in teaching the students so that the teachers can help them to optimally improve their learning. Brown (2007) categorizes high school-age children whose ages range between twelve and eighteen into teenagers. They are in the age of transition, confusion, self-consciousness, growing, and changing bodies and minds. They are in the age between childhood and adulthood. If the teacher considers this factor, the students will feel understood. They will be closer to the teacher and more open to the learning.

One challenge in teaching English as a foreign language is to present student with a living, vibrant people who use the target language for daily communication.

Shrum and Glisan (1994:248-249) mention, "Technological device is a tool that helps the learner interact with the body of content knowledge and processes". Combining visual and auditory presentation can captivate students' interest. Added to this, media can enliven the target culture and language for students in the classroom. Brinton (2001) mentions seven reasons for using media in the classroom. They are: 1) media as an important motivator in the ELT process because they can bring the world outside into the classroom; 2) Audio-visual materials are very meaningful to the students with content, meaning, and guidance. It create a contextualized situation where language items are presented and practised; 3) Media materials can lend authenticity to the classroom situation, reinforcing for students the direct relation between the language classroom and the outside classroom; 4) Media provide us with a way of addressing the needs of the difference of learning styles (visual and auditory); 5) Media decrease students' dependency to their teacher and improve their language learning experience; 6) Help students call up existing schemata and maximize their use of prior background knowledge in the language learning process; 7) It provides teachers with a means of presenting material in a time-efficient and compact manner, and stimulating students' senses, and make them feel at ease in processing information.

In terms of teaching a past tense grammar point, Shrum and Glisan (1994:32) propose ways in contextualizing the teaching of a past tense grammar point. This way helps the teacher to plan teaching recount. By planning it carefully, the students can follow the lesson and understand the materials more easily. Added to this, by contextualizing the grammar point, the students will find the topic close to them and get engaged in the ELT processes. Previously, some underlying ELT theories have been mentioned previously. Those theories were used to decide on how the research should be directed. Thus in this research, they were used. The theories include the legal basis from the government, the conceptual basis from the ELT experts, and the situational basis from the real happening things to the students. These three things were considered to design the action of this research. The pre-communicative and communicative activities would be conducted and collaborated with the classroom management factors. By collaborating these three factors, it was expected that the students' speaking skill would be improved and they would be able to speak fluently, accurately, and interactively. The conceptual framework could be seen in the following figure.

There are a lot of research that were carried out in the effort to improve the students' speaking skills by taking pre-communicative and communicative activities as the actions. Some of them are Hidayat (2009); Nurhayati, Wiratsih (2011); Faradila, Efrizal, Ilmi (2012); Fauziah, Pratiwi (2013); and Jaelani (2014). The results of their research showed that the subjects of their research performed some improvement in their speaking skills. These pre-communicative and communicative activities were proved to be effective to be applied in a large classroom because the students could help each other in performing the activities. It helped the students to build their confidence. It also improved the students' understanding of the materials and the teacher's classroom management.

Research Method

This action research was conducted in SMA N 1 Godean. It aimed at It was action research employing Kemis and McTaggart action research spiral model which consisted of four stages namely reconnaissance, plan, act and observation, and reflection (Kemmis and McTaggart (1988) in Burns (2010)). It consisted of two cycles which each cycles consisted of three meetings. It was carried out during six weeks. The subjects of this AR were the 31 students of class X IS 2 consisting of male and female students. The number of the male students was outnumbered by the females' which was 6:25. Their ages were between 15-17 years old. Most of them came from the nearby areas around the school. All of them were Javanese. They spoke Indonesian and Javanese in their daily lives. Mostly, they came from middle to high level of socioeconomic backgrounds. They mainly came from high-rank junior high school surroundings and their intellectual capacity is mainly high.

A survey about the brain dominance and level of confidence were conducted to the 30 students. In terms of brain dominance, 13 students had a quite-high preference on the left brain hemisphere, 16 students had no preference, and one student belonged to quite-high preference on the right brain hemisphere. In terms of level of confidence, 2 students were very high, 24 students are generally high, 3 students are fair, and one student had a low level of confidence. The data in this research consisted of qualitative and quantitative data. To get the data needed, several techniques were used in this research. The qualitative data used techniques namely interviews, observation, taking photograph, taking video, and questionnaires. The quantitative data were collected through conducting the students' speaking pre-test and post-test.

In accordance to the existing of the two kinds of data in this research which were qualitative data and quantitative data, the data analysis techniques also used the mixed-method analysis. The analysis of the qualitative data employed the interactive model suggested by Miles and Huberman (1994) in Miles, Huberman, and Saldana (2014). It consisted of three steps namely data condensation, data display, and conclusion drawing. Meanwhile the quantitative data were analysed with mean score comparison using the Microsoft Excel 2010. There were five types of validity that were fulfilled in this action research. They were democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity.

Triangulation techniques were employed to fulfil the reliability of the research. First, the research used time triangulation, which see the process not only in a discrete activity but as comprehensive activity which was different each other in particular time. Second, data triangulation was used to collect valid data from different sources like interviews, observations, questionnaires, and visual data recorded. Third, investigator triangulation was also involved in this research to avoid subjectivity by employing some four collaborators to collect the data. Fourth, theoretical triangulation was used by using more than one expert for the references. Besides, inter-rater is also a part of triangulation that involves more than one rater or scorer in the evaluation or test.

There were five stages in the research procedure. The reconnaissance stage was conducted from September 22nd, 2015 to January 14 2016. The action and observation stage were conducted from January 21st, 2016 to February 25th, 2016. Meanwhile the reflection stage were conducted from January 21st, 2016 to May 2nd, 2016.

Research Findings

There were 17 field problems to solve selected in this research that were related to the students' lack of speaking skills. They came from the five sources. They were the teacher (the teacher's role as a facilitator, navigator, and prompter in the ELT has not been optimized; the teacher explanation remained unclear for the students; the teacher gave less feedback in relation to students' speaking performance), the students (the students feel inferior to speak English; the students are not confident to speak English; the students have difficulties in comprehending tenses; the students were afraid of making mistakes; the students used their first language most of the time), the learning media (some students used their gadget for outside of ELT context), the learning materials (the materials used were the same amongst the groups), and the learning activities (the students' involvement in the ELT process is missing; the students' participation in the answer question activities is low; the students did not engage to the ELT process; the students have less meaningful opportunity to speak; the students were bored during the presentation; the students only interact within the same group; the activities conducted had not met students' expectations).

To overcome the problems, ten actions were implemented. Two of them were the main actions and the eight other were the complementary actions. The main actions were conducting pre-communicative activities and communicative activities. The eight complementary actions were setting a fun atmosphere in the classroom; using English in the classroom interaction; introducing the topic and the lesson objectives, brushing up the materials, and reviewing the materials; promoting the habit of doing self-check dictionary; integrating media into the ELT processes; varying the classroom type interaction; giving the students homework; and giving feedback on the students' work and performances.

The results of the actions implementation were summarized in the following table.

No	Actions	Cycle 1	Cycle 2
1	Setting a Fun Atmosphere in the Classroom	The classroom atmosphere was more fun than before the action was implemented. There was improvement in the students' participation and interaction. Added to this, the game	The students (almost all of the students) were very active in joining the ELT. The topic selected: The Great People and My Most Favourite Inspiring Person successfully attracted

No	Actions	Cycle 1	Cycle 2
		<p>helped to create the fun learning atmosphere. The students liked the topic being covered: Holiday and Childhood. However, sometimes I was too formal to the students.</p>	<p>the students more. I could mingle with the students by decreasing my formality. The students enjoyed being in the classroom.</p>
2	Using English in the Classroom Interaction	<p>I used the short English instruction, to communicate with the students. The students understood but they responded in Indonesian The rule of only English speaking time was put into effect. The numbers of the rule breakers were many. At first the students were quieter. However the students produced English more.</p>	<p>I used the longer English instruction to direct the students. They responded in English although the shortest ones. They used English more often. The rule of only English speaking time was maintained. The students were more relaxed and they became more talkative. Added to this, they seemed to get used to it and they enjoyed it. The number of the rule breakers reduced.</p>
3	Introducing the Topic and the Lesson Objectives, Brushing up the Materials, and Reviewing the Materials	<p>Introducing topic and lesson objectives, brushing up materials, and reviewing the materials in the following meeting helped the students to check their comprehension regularly. The students contributed to it though it was still minimal.</p>	<p>The students' contributed more in responding the stimulation given during the topic and lesson objective introduction, materials summarizing, and the material reviewing. They stated their opinion more.</p>
4	Promoting the Habit of Doing Self-check Dictionary	<p>The students used the dictionary much when they were given tasks to write diaries. The monolingual dictionary was introduced. The students worked in a Longman 3000</p>	<p>The students used the dictionary much when they were given reading exercises. Their autonomy to find words in the dictionary improved. They were not told anymore to consult</p>

No	Actions	Cycle 1	Cycle 2
		<p>project. All of them developed their vocabulary mastery. Furthermore, the students paid attention to the words' pronunciation.</p>	<p>the dictionary. The students paid more attention to the accent of English they were going to select.</p>
5	Integrating Media into the ELT Processes	<p>The media integrated (PowerPoint, audio, hand-outs for materials and tasks, blank paper) improved the students attention towards the ELT processes. The integration of the students' gadget to the learning also made the ELT friendlier to them even though one or two students used their gadget out of context. The use of email for the homework submission made the learning more dynamic.</p>	<p>The media integrated (PowerPoint, video, pictures, materials and tasks, picture card, asturo paper, blank paper) attracted the students to learn. It made the ELT processes not monotonous. The pictures stimulated the students to speak more. Less students were got caught using their gadget out of ELT context. The use of email in the homework submission made the learning more dynamic.</p>
6	Varying the Classroom Type Interaction	<p>There were more pair works than the group works in the first cycle. It improved the students' interaction but it was not optimum yet because the students did not have the wide opportunities to speak and listen to their friends. The students expected to have more group work.</p>	<p>There was more group work than the pair work in the second cycle. It made the students interacted and mingled with their friends more. It made the ELT processes more relaxed.</p>
7	Conducting the Pre-communicative Activities	<p>In the first cycle the comprehension focus were from the audio input, a song, vocabulary and expression. The language focuses were intonation drilling and</p>	<p>In cycle 2, the students' engagement during the pre-communicative activities improved. The comprehension focus came from the</p>

No	Actions	Cycle 1	Cycle 2
		<p>pronunciation. They also had the semi communicative activity entitled Holiday Email. They also had an intermezzo activity entitled Twenty Question game. It prepared the students in mastering their communicative competence to be used in the communicative activity. However, at first some of the students did not get engaged to the activity. In the end they were very interested in doing the game. The students also enjoyed the listening to the song activity in meeting three. It made the learning more fun and meaningful. However, the collaborator found out that there was less input for their vocabulary mastery.</p>	<p>reading text (biography of great people), conversation script, vocabulary and expression. The students had the language focus focusing on past tense, intonation and pronunciation drilling. The students enjoyed themselves practising the conversation and spelling out names in the semi communicative activity entitled Great People Missing Identity. In the second cycle, the students had large input of vocabulary through reading exercise.</p>
8	Giving the Students Homework	<p>The students were given the Longman Project & Diary Writing for their homework. It helped them to stay interacted in English when they were at home. The diary writing helped them to practise in constructing sentences. The homework had the students improved their English knowledge although the students felt that the homework given were too much. However, they could finish it well.</p>	<p>The homework given was Longman Project & the Reading Exercise. The students were also to find the biography text and to identify it. They were very enthusiastic in doing the homework.</p>

No	Actions	Cycle 1	Cycle 2
9	Conducting Communicative Activities	<p>The Holiday Survey was less challenging for the students. They were enthusiastic at the beginning of the activity and they could finish their work very fast. After that, the students tend to speak Indonesian.</p> <p>In the Sharing Embarrassing Experience during Childhood activity, the students got more challenge to speak up. Here, the rule of only English speaking time was put into effect. Some students were shocked and they became quiet. However, some students were very happy with the activity. They interacted more and they even laughed at each other. Some of them enjoyed making mistakes during the speaking times.</p>	<p>In the second cycle, the communicative activities conducted were more communicative and more challenging. The rule was maintained and the students got used to it. In The Steve Jobs Life Story Timeline activity, the students used their body language more during the discussion but they did not speak Indonesian.</p> <p>In The Best Admirer activity, the students' improvement in speaking was very good. They were very confident and could maintain their speaking.</p>
10	Giving Feedback on the Students' Work and Performance	<p>In general, the feedback which was provided to the students' work made the students more punctual in submitting their homework and made them care more towards their assignment. The feedback given to their speaking performance, in terms of the process and product encouraged them to speak up more and they got more knowledge on how to</p>	<p>The same type of feedback was given and it maintained the students' punctuality. Added to this, rewards giving to the students who got the achievement improved the students' participation. The students were more engaged to the activity conducted because the availability of the rewards.</p>

No	Actions	Cycle 1	Cycle 2
		pronounce the words correctly.	

In addition to this, the students' speaking score increased. Out of 20, the students' pre-test mean score in the five aspects of speaking was 8.02. Meanwhile, their post-test mean score was 13.35. Their score improvement was 5.32.

Conclusion

The research findings and discussion in showed that this action research resulted in positive changes to the speaking skills of the students' of Class X IS II of SMA N 1 Godean in the 2015/2016 Academic Year through the use of pre-communicative and communicative activities supported by the eight other actions. In this action research, the speaking skills were assessed through the five criteria: vocabulary and expression, grammar, the fluency, pronunciation and intonation, and interactive skill. The biggest improvement made by the students was in the last three mentioned criteria. However, the vocabulary and the grammar aspect have not been successfully improved. Added to this, the students improved their confidence, interest, participation, enjoyment, and motivation in the ELT processes by joining this research.

Some implications related to the theory and the implementation of pre-communicative and communicative activities and their complementary actions emerged from this research. In this research, the students improved their speaking skills in terms of fluency, pronunciation and intonation, and interactive skill. These three elements improved because of the wide opportunities for speaking provided in the communicative activities without the need to be all accurate. Time on task principle says that the more the students doing something, they will be better in that thing. Furthermore the ten core assumptions of the language teaching proposes by Richards (2006) emphasizes that all of the activities should facilitate the students in developing their communicative competence. Secondly, the use of the media maintained students' interest and motivation towards learning. This goes with what Brinton (2001) says about the benefit of using the media. Therefore, in presenting the ELT processes, the use of the media should be really taken into account. Thirdly, the various classroom interactions will make the students more interactive to each other. This goes as what Harmer (2007) says about the various classroom interaction. Fourthly, however, the students' grammar and vocabulary and expression were still lacked. It indicates that there is future need in the pre-communicative activities provided to focus more on grammar and the vocabulary aspect to make the students express meaning better. Moreover there should be ample feedback again and again continually. Fifthly the problem of the big classroom, the students' fatigue, and the limited time provided in the classroom, should not hinder the development of the students anymore in the future if the teacher could design program in which navigate the students to explore their ability. Sixth, the recognition of the students' personality factor is needed so that the teacher could help them to develop their potential in general and English in particular.

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