

# **LAPORAN PENELITIAN FUNDAMENTAL**



## **THE IMPLEMENTATION OF COMMUNICATIVE BASED ON CONTEXTUAL TEACHING AND LEARNING**

Disusun Oleh:  
Dwi Santoso, Ph.D.

Program Studi Pendidikan Bahasa Inggris S2  
PROGRAM PASCASARJANA  
UNIVERSITAS AHMAD DAHLAN  
2016

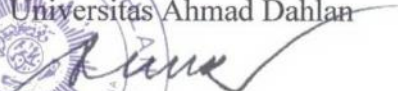
## HALAMAN PENGESAHAN

**Judul** : The Implementation of Communicative Based  
on Contextual Teaching and Learning


**Peneliti/Pelaksana** : Dwi Santoso, Ph.D.

Nama Lengkap : Dwi Santoso, Ph.D.  
NIDN : 0525057401  
Jabatan Fungsional : Asisten Ahli  
Program Studi : Pendidikan Bahasa Inggris S2  
Nomor HP :  
Alamat surel (e-mail) : dwisantoso@pbi.uad.ac.id


**Institusi Mitra**  
Nama Institusi Mitra : Program Studi PBI S1 UAD  
: Jl. Pramuka No 42 Sidikan, Ulbulharjo,  
Yogyakarta  
Alamat : Raden Muhammad Ali, S.S., M.Pd.  
Penanggung Jawab : 2016  
Tahun Pelaksanaan :  
Biaya Keseluruhan : Rp 10.000.000,-

Mengetahui,  
Direktur Pascasarjana  
Universitas Ahmad Dahlan  
  
(Prof. Dr. Ahmad Mursyidi, M.Sc.)  
NIP/NIK 60090571

Yogyakarta, 12 Maret 2016  
Ketua,

  
(Dwi Santoso, Ph.D.)

NIP/NIK 60010258  
Menyetujui,

Kepala LPP Universitas Ahmad Dahlan  
  
(Dr. Widodo, M.Si.)  
NIP/NIK 196002211987091001

Dwi Santoso: 2015. **Politeness in English Through Conventional and Non-Conventional Request**

## **ABSTRACT**

This research entitled “**Politeness in English Through Conventional and Non-Conventional Request**” is aimed to analyze metaphors used in Charles Dickens’ Novel *A Tale of Two Cities*.

This research was a descriptive statistics qualitative and quantitative research. The object of this study is metaphors used in Charles Dickens’ novel *A Tale of Two Cities*. To collect the data, the researcher uses noting technique as a basic technique. The instruments use observation checklist and reading Charles Dickens’ novel *A Tale of Two Cities*.

It was found that there are 18 types of metaphor in Charles Dickens’ novel *A Tale of Two Cities*, they are nominal metaphor, predicative metaphor, sentential metaphor, mixed metaphor, dead metaphor, extended metaphor, absolute metaphor, implicit metaphor, dormant metaphor, synecdoche metaphor, root metaphor, active metaphor, submerge metaphor, conceptual metaphor, dying metaphor, pataphor, complex metaphor, and compound metaphor. In this study the most frequency used metaphor is mixed metaphor (18%). It is followed by dead metaphor (12%), dormant metaphor (10%), complex metaphor (9%), submerge metaphor (6%), nominal metaphor (5%), active metaphor (5%), absolute metaphor (5%), conceptual metaphor (5%), predicative metaphor (4%), pataphor (4%), implicit metaphor (3%), sentential metaphor (3%), synecdoche metaphor (3%), root metaphor (3%), compound metaphor (2%), extended metaphor (%), and dying metaphor (1%). In this research, the writer found out that the functions of metaphor on Charles Dickens’ novel *A Tale of Two Cities* are to allow the readers to experience the language with new understanding and share feelings, experiences, and vision with the novel, the function of metaphor as purely artistic, and to allow the reader greater understanding of the concept, object, or character being described.

**Keywords:** Pragmatics, Metaphor, Charles Dickens, Novel.

## TABLE OF CONTENTS

<b>TITLE PAGE</b> .....	<b>i</b>
<b>APPROVAL PAGE</b> .....	<b>ii</b>
<b>TABLE OF CONTENTS</b> .....	<b>iii</b>
<b>LIST OF TABLES</b> .....	<b>v</b>
<b>LIST OF CHART</b> .....	<b>vi</b>
<b>LIST OF APPENDICES</b> .....	<b>vii</b>
<b>ABSTRACT</b> .....	<b>viii</b>

### **CHAPTER I INTRODUCTION**

A. Background of the Study .....	1
B. Identification of the Problem .....	4
C. Problem Limitation .....	6
D. Problem Statement .....	6
E. Objectives of the Study .....	7
F. Significance of the Study .....	7

### **CHAPTER II THEORETICAL FRAMEWORK**

A. Review of Relevant Studies.....	9
B. Speaking .....	10
1. The Nature of Speaking .....	10
2. Element of Speaking .....	12
3. Problems in Speaking .....	15
4. Speaking Skills .....	20
C. Teaching Speaking .....	22
1. Goals and Principles in Teaching Speaking.....	25
2. Problems in Teaching Speaking .....	29
3. Teaching and Activities in Teaching Speaking .....	30
4. The Role of Feedback .....	33
D. Communicative Language Teaching .....	36
1. The Nature of Communicative Language Teaching .....	36
2. The Characteristics of Communicative Language Teaching .....	37
3. The Goals of Language Teaching .....	40
4. How Learners Learn A Language .....	41
5. The Kinds of Classroom Activities That Best Facilitate Learning .....	42
6. The Roles of Teachers and Learners in the Classroom ....	44
7. Classroom Activities in Communicative Language Teaching .....	45
E. Teaching Speaking in UAD .....	47

F. Designing Communicative Language Teaching in Teaching Speaking .....	48
G. Implementing Communicative Language Teaching in Teaching Speaking of EFL Classroom .....	51
H. Hypothesis .....	53
<b>CHAPTER III RESEARCH METHOD</b>	
A. Research Design .....	54
B. Variables of the Research .....	56
C. Approach of the Study .....	57
D. Research Subjects and Settings .....	58
E. Instrument for Collecting Data .....	58
F. Criteria for Evaluation Students' Speaking .....	59
G. Techniques for the Data Analysis .....	61
1. Descriptive Analysis .....	62
2. Inferential Analysis .....	63
H. Research Schedule .....	66
<b>CHAPTER IV RESEARCH FINDINGS AND DISCUSSION</b>	
A. Data Analysis .....	68
1. Data Description of Experimental Class .....	68
2. Data Description of Control Class .....	70
B. Inferential Analysis .....	73
1. Normality .....	73
2. Homogeneity .....	73
C. Significance Difference .....	73
D. Hypothesis Testing .....	79
<b>CHAPTER V CONCLUSIONS AND SUGGESTIONS</b>	
A. Conclusion .....	81
B. Suggestion .....	82
<b>BIBLIOGRAPHY</b>	
<b>APPENDICES</b>	
<b>AUTOBIOGRAPHY</b>	

## LIST OF TABLES

Table 3.1 The Effectiveness of Treatments .....	65
Table 3.2 Research Schedule.....	66
Table 4.1 The Schedule of the Experimental and Control Class.....	69
Table 4.2 Data Description of Pre-test Result of Experimental and Control Class .....	85
Table 4.3 Data Description of Pre-test Result of Experimental and Control Class .....	85
Table 4.4 The Categorization of Scores.....	87
Table 4.5 Frequency Distribution of Pre-test Score Categorization in Experimental Class .....	87
Table 4.6 Frequency Distribution of Pre-test Score Categorization in Control Class .....	88
Table 4.7 Frequency Distribution of Post-test Score Categorization in Experimental Class .....	89
Table 4.8 Frequency Distribution of Post-test Score Categorization in Control Class .....	89
Table 4.9 The Effectiveness of Treatments.....	91

## LIST OF CHARTS

CHARTS	PAGE
4.1 Pre-test Score of Experimental Research .....	79
4.2 Post-test Score of Experimental Class .....	80
4.3 The Difference between Pre-Test and Post-Test .....	81
4.4 Pre-Test Score of Control Class .....	82
4.5 The Post-Test Score of Control Class .....	82
4.6 The Difference between Pre-Test and Post-Test .....	83

## LIST OF APPENDICES

Appendix 1 Silabus.....	84
Appendix 2 Lesson Plan .....	87
Appendix 3 Test .....	133
Appendix 4 Normality Test of Experimental Class .....	134
Appendix 5 Normality Test of Control Class .....	135
Appendix 6 Homogeneity Test .....	136
Appendix 7 Data Description of Experimental Class .....	137
Appendix 8 Data Description of Experimental Class .....	138
Appendix 9 Scores of Experimental and Control Class .....	139
Appendix 10 Table of Chi Square Distribution .....	141
Appendix 11 Table of F Distribution .....	142
Appendix 12 Research Administration .....	143



**Dwi Santoso, Ph.D. 2016.** The Implementation of Communicative Based on Contextual Teaching and Learning.

### **ABSTRACT**

This thesis is aimed at proving the effectiveness of using Communicative Language Teaching in teaching speaking to the first semester students, and significant difference in performance between the students who were taught with Communicative Language Teaching and those taught by conventional technique.

This research is an experimental research. The participants of this research were the first semester students of English Department of Ahmad Dahlan University, Yogyakarta in academic year 2012/2013 which consisted of 24 students in experimental class and 24 in control class. The instruments used in collecting data were tests. The tests were given twice, pre-test and post-test. The aims of distributing tests were to know students' speaking ability before and after Communicative Language Teaching applied. Descriptive Statistics was used to analyse the significant difference between the students who were taught with and without Communicative Language Teaching and *Chi Square* for two independent samples formula to analyse students' speaking ability between experimental and control class after Communicative Language Teaching was applied.

Based on the data analysis by using Descriptive Statistics, it was found that there was no significant difference between students who were taught with and without Communicative Language Teaching. However, the obtained *Chi square* for two independent samples was 9.70. According to the *Chi square table*, it was found that *Chi square* table was 3.841 at 5% level. It means that  $\chi^2$ , (*Chi square* table), and it could be concluded that the null hypothesis ( $H_0$ ) was declined. This implied that Communicative Language Teaching was effective in teaching speaking to the first semester students and made them more interested, more motivated, more communicative, and more active in speaking.

**Keywords:** Effectiveness, Communicative Language Teaching, Speaking Skill