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LAPORAN PENELITIAN



THE EFFECTS OF TEACHING METHOD UPON STUDENT'S SPEAKING SKILL AT SMK 1 XIII KOTO KAMPAR

TIM PENGUSUL

KETUA	: Putri Asilestari, M.Pd	NIDN : 1011018901
ANGGOTA 1	: Lusi Marleni, M.Pd	NIDN : 1008038501
ANGGOTA 2	: Husein Musyafi'i	NIM : 1888203042
ANGGOTA 3	: Angreani Pratiwi	NIM : 1888203002

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IDENTITAS DAN URAIAN UMUM

Judul Penelitian : **THE EFFECTS OF TEACHING METHOD UPON STUDENT'S SPEAKING SKILL AT SMK 1 XIII KOTO KAMPAR**

1. Tim Peneliti :

No	Nama	Jabatan	Bidang Keahlian	Program Studi
1.	Putri Asilestari, M.Pd	Ketua	Reading	Pendidikan Bahasa Inggris
2.	Lusi Marleni, M.Pd	Anggota	Listening	Pendidikan Bahasa Inggris

2. Objek Penelitian penciptaan :

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HALAMAN HALAMAN PENGESAHAN PENELITIAN

Judul Pengabdian : The Effects Of Teaching Method Upon Student's Speaking Skill At SMK 1 XIII Koto Kampar

Kose/ Rumpun Ilmu : 742/ Pendidikan Bahasa Inggris
Peneliti
a. Nama Lengkap : Putri Asilestari, M.Pd
b. NIDN : 1011018901
c. Jabatan Fungsional : Lektor
d. Program Studi : Pendidikan Bahasa Inggris
e. Nomor HP : 082316807980
f. Email : putriasilestari89@gmail.com
Anggota (1)
a. Nama Lengkap : Lusi Marleni, M.Pd
b. NIDN : 1008038501
c. Program Studi : Pendidikan Bahasa Inggris
Anggota (2)
a. Nama : Husen Musyafii
b. Nim : 1888203042
Anggota (3)
a. Nama : Anggreani Pratiwi
b. Nim : 1888203002
Mitra Penelitian : SMK 1 XIII Koto Kampar
Jarak PT ke Lokasi : 70 KM
Biaya Penelitian : Rp 5.000.000

Mengetahui,
Dekan Fakultas Ilmu Pendidikan
Universitas Pahlawan Tuanku Tambusai



Bangkinang, 19 Juli 2021
Ketua Peneliti

(Putri Asilestari, M.Pd.)
NIDN 1011018901

Menyetujui,
Ketua LPPM Universitas Pahlawan Tuanku Tambusai

ABSTRACT

This study aims to determine the effects of teaching method upon student's speaking skill at SMK 1 XIII Koto Kampar. Research hypothesis included: 1) there is effect of teaching method upon student's speaking skill. Method used in this research in experimental method. The population is all students and the sample of 40 students who obtained a random sampling technique that use *cluster sampling*. Instrument that is used is result test of student's speaking skill in the multiple choice with 35 items that is tested validity with reliability coefisient = 0,82, questionnaire 38 items of emotional intelligence that is tested validity with reliability coefficient = 0, 72. Analysis of data uses analysis of variance (ANOVA) two-ways. Result of the research show that there sre effects of teaching method upon student's speaking skill.

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CHAPTER I

INTRODUCTION

A. BACKGROUND OF THE STUDY

From the syllabus of vocational school, it can be seen that the school started to teach their students not only English for specific purpose but also general English. The syllabus is designed to fulfill the needs of the students. Graduating from vocational school, most of the students wish to implement the skill they have learned. They have to meet certain requirements in order to get work. One of the requirements is having sufficient skill in foreign language especially English.

Learning English means learning language components and language skills. Grammar, vocabulary, pronunciation, and spelling are examples of language components. Meanwhile, language skill covers listening, writing, reading, and speaking. Among the four skills, speaking is often considered as the most difficult skill to be learned by the students. Learning to talk in the foreign language is often considered being one of the most difficult aspects of language learning for the teacher to help the students with. Helping the students develop the speaking skill not merely so that they can pass examination but also for more general use when they want to use the English in the outside world. They may need for further study, work or leisure, so that they will not be among the many people who unable to express his idea in English after having studied it for some years.

Language skill as a focus of this research is speaking or oral production. Yet, speaking activity has close relation to listening one, comprehending one's utterances for the two mentioned skills get involved into oral communication in which a speaker produces utterances (encoding process) and listener accept them into his brain (decoding process).

Students, in the context above, are certainly hoped to use oral or spoken English to express their ideas and feelings and have self-socialization wherever and whenever they are. They are also hoped to tell about their and other people's experiences interchangeably accompanied by self-reflection activity, setback some steps for an introspection and internalize new experiences get from other people and then go forwards to absorb new experiences for their future needs and changes ..

In fact, producing utterances in English is not always easy. Learning to speak is the most difficult skill to acquire among four language skills. (Celce-Murcia and Olshtain, 2000: 166). Some reasons underlining the fact are: Firstly. producing utterances, students need a considerable spontaneity, a clear oral pronunciation, good grammatical patterns, and clear ideas. In short, they have to pay attention to cohesion and coherence of their productions. Cohesion relates to how utterances are arranged structurally and coherence concerns with the link among different meanings in the texts that forms literal meanings, communication functions, and behaviors. Secondly. producing utterances, students, of course, interact directly with other people or listeners. It means that the

are involved in a discourse of communication in which they must make their ideas understandable or intelligible.

Theories of language learning and approaches to language teaching have been thoroughly developed in order to enable learners to use the target language efficiently. Changes in language teaching methods throughout history have reflected recognition of changes in the kind of proficiency learners need. For as long as people have been learning and teaching language, there has continual debate about how to theorize the process and what the best way of doing it is. Many current teaching practices are the direct result of such constructive arguments.

In to selecting appropriate method, many of us believe that learners have certain characteristics which lead to more or less successful language learning. Such beliefs are usually based on anecdote evidence, that is, on individual people we have known. For example, many teachers are convinced that motivated learners who interact without inhibition in their second language and find many opportunities to practice language skills will be the most successful learners. In addition to personality characteristics, other factors generally considered to be relevant to language learning are “intelligence, emotional intelligence, aptitude, motivation, and attitudes. Another important factor is the age at which learning begins.” (Patsy M. Lightbown., Nina Spada, (1993:33). When researchers are affect second language learning, they usually select a group of learners and give them a questionnaire to measure the type and degree of motivation. The learners are then given a test to measure their second language proficiency. The test and the questionnaire are both scored and

the researchers investigate whether a learner with high score on the proficiency test is also more likely to have a high score on the motivation questionnaire. This kind of procedure can be used to measure the effect of emotional intelligence on for language learning through the use of emotional intelligence test. Course designer and material writers have a great role to play here since any course book that is used embodies approaches and methods. If teachers and students constantly monitor their classes and adjust what they do accordingly, there is a really good chance that the methods they use will be the best for the classes they teach. Teaching plans should always be designed to meet an aim or aims.

B. Identification of the problems

A teaching method comprises the principles and methods used for instruction. Commonly used teaching methods may include class participation, demonstration, recitation, memorization, or combinations of these. The choice of an appropriate teaching method depends largely on the information or skill that is being taught, and it may also be influenced by the aptitude and enthusiasm of the students.

In this teaching method, students assume the role of teacher and teach their peers. Students who teach others as a group or as individuals must study and understand a topic well enough to teach it to their peers. By having students participate in the teaching process, they gain self-confidence and strengthen their speaking and communication skills.

The teaching method is a method which is used in the teaching learning process in the classroom. The students have to be able to interact and cooperate with the other students. The students can motivate themselves, follow the teaching learning process easily. It is the teacher's responsibility to motivate their students. To motivate the students is difficult task for the teachers in order the students can communicate with the other students well.

C. Formulation of The Problem

Regarding the background of the study, identification of the problems are as follows:

1. Is there any effect of teaching method upon the student's speaking skill at private vocational school?

E. PURPOSE OF THE RESEARCH

Based the research objectives are to analyze about:

1. To Know The effect of the teaching method upon in the student's speaking skill at private vocational school.

F. SIGNIFICANCE OF THE STUDY

It is hoped that this study will contribute to the improvement of teaching and learning process in the classroom at vocational school?, especially for teachers who have strong wishes to improve their skills in teaching English as a foreign language and for students who are learning English for improving speaking skills.

For the students, it is hoped that would learn English easier by learning how to improve their English and coping with their emotional aspects during the process of mastering speaking skills of English.

For English teachers, especially English teachers at the private vocational school, it is hoped that they would reap the benefits of this study in selecting appropriate methods to be implemented in class.

For University Indraprasta of PGRI, this study is hopefully to be considered very important by the decision makers to make any policy related to the process of teaching and learning, especially teaching and learning English subject.

CHAPTER II

THEORETICAL DESCRIPTION, CONCEPTUAL FRAMEWORK

A. Theoretical Description

1. Theory of Student's Speaking

Skill a. Speaking

The whole of human history is built upon communication. From the first story told in prehistoric times through the mass media of today, verbal communication has built the foundation of who we are, where we came from, and what we hope to become. Throughout time, many orators, philosophers, and educators have tried to capture the essence of human communication. Although a true understanding of the complexity of communication takes years of examination, the researcher have tried to offer a brief highlight of some of the major contributors.

Speaking is very important part in studying English. People need to speak in order to communicate one each other and make a good communication. When some one was born, he learns how to speak, and speaking can make him communicate or contact with other person. According to Yorkey (1990:4), speaking skill is a skill and like other skill, it must be practiced continuously.1) The teacher role is becoming important for students later. There are many keys to support speaking skill by listening cassette,

watching TV, watching film, practicing with foreigners, practicing with partners. In judging whether students are speaking in

correct statements. There are two criteria which the teacher must take:-
 The students have to understand the meaning of words that they use and associate them into the objects of their represent. -The students have to pronounce the words properly in order to arise same perception and they understand each other. (Richa

Speaking is one of language skill in learning language. Speaking skill is a skill and like other skill, it must be practiced continuously. People need to speak in order to communicate with the other people and make a good communication well. We have to learn how to speak, and speaking can make us communicate or contact with other person.

b. Student's Speaking Skill

Speaking is a form of communication (Jone, 1989: 14). It means that speaking a kind of communication which is conveyed orally. It is certainly that the process of it involves two sides, the speaker and the listener who may function interchangeably. When the speaker produces utterances sent to the listener, he/she may function as a speaker. Otherwise, when the listener gets turn to give responses, he/she may function as a speaker. In short, it may be said that speaking has the similar meaning to oral communication.

During communication what one says should be conveyed in an effective way. How one says has the same importance as what one says, (Jone, 1989: 14). Celce-Murcia and Olshtain say that in any oral interaction the speaker wants to communicate ideas, feelings, attitudes, and information to the hearer or wants to employ speech th2t relates to the situation. The main objective of .the speaker is to be understood and for

the message to be properly interpreted by the hearer/s, (Celce-Murcia and Olshtain, 2000: 166). They who also use speech production referring to speaking explain that speech production is produced on-line and that it is prototypically reciprocal (timbal balik) in nature. The reciprocity develops during the ongoing negotiation of meaning between the speaker and listener (Celce-Murcia and Olshtain, 2000: 168).

Brown says that conversations are collaborative activities as participants (speaker and listener) engage in a process of negotiation of meaning, (Brown, 2001: 268). Meanwhile, Brown and Yule say that in the production of speech each speaker needs to speak individually and ideally. He needs someone to listen to his speaking and to respond to him, (Brown and Yule, 1997: 25).

It may be inferred that speaking is a collaborative activity between a speaker and a listener/s in which the two parties want to convey and negotiate thoughts, feelings or messages in a special reciprocal situation underlined by a mutual understanding.

Speaking is one of English language skills which belong to a productive skill. In communication, speaking involves at least two persons so as to have interaction between them. In simple way, Fulcher (2003: 23) says, "speaking is the verbal use of language to communicate with others." Speaking is the most important and; complicated language skill which one needs to master. As known that speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words. Harris (2003: 81) adds that

like writing skill, speaking is a complex skill speaking number of different abilities to develop.

classmates to convey some information and his ideas. A student also speaks when a lecturer asks him some questions.

Considering some ideas above on the English speaking ability and the necessity of using English, it is concluded that English speaking ability is one's capacity of producing ideas orally to others through learning process expressed in English in acceptable and appropriate ways to maintain social relationship.

Language is the major means communication among people of a society. Communication can take place through interactions between people through expressing of ideas, responses, and extending of opinions Widdowson suggests that speaking in general is performed face-to-face and takes place as part of a dialog or exchanges of other verbal forms (Widdowson, 1984:58).

Based on the above explanation, it can be concluded that students's

speaking skills is ability of student's communication which involve

various skills to decide on when to speak; what form to use; which words are suitable in form and meaning; use of sequences of sounds, voice, tone and form; convincing that one feels the need to speak properly in the right situation; and correct positioning of tongue and lips to produce linguistic sounds.

2. Theory of Teaching Method

a. Definition of Teaching Method

When linguists and language specialists sought to improve the

quality of language teaching, they often did so by referring to general

principles and theories concerning how languages are learned, how

knowledge of language is represented and organized in memory, or how

language itself is structured. Let us go through to the definitions of

approach, methods and techniques according to Anthony as quoted by

Brown:

“... An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught...” “...Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is a procedural, “ “... A technique is implementational- that which actually takes place in a classroom. It is particular trick, stratagem, or contrivance used to accomplish an immediate objective. Technique must be consistent with a method, and therefore in harmony with an approach well. (Brown, 2002:9)

From these definitions, it can be derived a conclusion that approach is assumption and beliefs about language and language learning held. At least there are three theoretical views of language as explained by Richards and Rodgers, namely “*structural view, functional view, and interactional view*” (Richards & Theodore, 1986:17), The preceding one seems to be the most traditional one. Another language specialists, Harmer also proposes four terms related to teaching and learning language. The four hierarchical

terms relocated by Harmer are “*approach, method, procedure and technique*” (Brown, 2002: 78)

Efficient teaching methods are essential tools that can help students achieve success in the classroom. Each student has a different personality and learning abilities. There are several factors that a teacher must consider when choosing a teaching method for their students. Some determining factors for selecting a teaching method include the student’s interest and background knowledge, as well as their environment and learning abilities. Teachers also help their students learn with various learning aids such as Auditory, Kinesthetic (collaborating), and Visual. Instructors use these teaching methods to help students understand and complete class assignments.

From the explanation above it is concluded that the teaching method is a method used for instruction which involves class participation, demonstration, recitation, memorization, or combinations of these. The choice of an appropriate teaching method depends on the skill that is being taught, and it is also influenced by the aptitude and enthusiasm of the students.

b. The kind of Teaching Method

Teaching methods are different principles and methods that are used to instruct students in a learning environment. The methods used by a teacher will depend on the skills or information the teacher would like to convey to their students. Some of the most common teaching methods are memorization, class participation, recitation, and

demonstration. While these teaching methods are widely used, every instructor has a specific teaching method. Teachers must be flexible in their methods and often adjust their style of teaching to accommodate their students.

Methods include various procedures and techniques as part of their standard fare. When methods have fixed procedures, informed by a clearly articulated approach, they are easy to describe. Procedure is an ordered sequence of techniques. Therefore, there is a question about what elements need to be present in a language classroom to help students learn effectively. There are three elements proposed by Harmer. Three elements which will be present in all-or almost all-classes are: “Engage, Study, and Activate (ESA)”. (Harmer, 1998: 25)

Teaching methods often include lesson plans that students can use to help retain and recall information. Various forms of teaching methods used with lesson plans are explanation, demonstration, and collaboration. Explanation is similar to a lecture that provides detailed information about a specific subject. Demonstrations are used to provide visual learning opportunities from a different viewpoint, and collaboration allows students to participate in group discussions. These teaching methods will sharpen leadership skills, and allows students to work together as a team. Collaborating is an opportunity for each student to actively participate in class discussions and voice their opinions. Effective teaching methods benefit both teachers and students.

1). The Grammar-Translation Method

As the names of some of its leading exponents suggest (Johann Seidenstiicker, Karl Plotz, H. S. Ollendorf, and Johann Meidinger), Grammar Translation was the offspring of German scholarship, the object of which, according to one of its less charitable critics, was "to know everything about something rather than the thing itself" (W. H. D. Rouse, quoted in Kelly 1969: 53). Grammar Translation was in fact first known in the United States as the Prussian Method. (A book by B. Sears, an American classics teacher, published in 1845 was titled *The Ciceronian or the Prussian Method of Teaching the Elements of the Latin Language*

[Kelly 1969].) The principal characteristics of the Grammar-Translation Method were these:

The goal of foreign language study is to learn a language in order to read its literature or in order to benefit from the mental discipline and intellectual development that result from foreign language study. Grammar Translation is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language. It hence views language learning as consisting of little more than memorizing rules and facts in order to understand and manipulate the morphology and syntax of the foreign language. "The first language is maintained as the reference system in the acquisition of the second language" (Stern 1983: 455).

Implemented design for teaching a language. But parallel to the ideas

put forward by members of the Reform Movement was an interest in

developing principles for language teaching out of naturalistic principles

of language learning, such as are seen in first language acquisition. This

led to what have been termed *natural methods* and ultimately led to the

development of what came to be known as the Direct Method.

2). The Direct Method

Gouin had been one of the first of the nineteenth-century reformers

to attempt to build a methodology around observation of child language

learning. Other reformers toward the end of the century likewise turned

their attention to naturalistic principles of language learning, and for this

reason they are sometimes referred to as advocates of a "natural" method.

In fact, at various times throughout the history of language teaching,

attempts have been made to make second language learning more like first

language learning. In the sixteenth century, for example, Montaigne described how he was entrusted to a guardian who addressed him

exclusively in Latin for the first years of his life, since Montaigne's father

wanted his son to speak Latin well. Among those who tried to apply

natural principles to language classes in the nineteenth century was L.

Sauveur (1826-1907), who used intensive oral interaction in the target

language, employing questions as a way of presenting and eliciting lan-

guage. He opened a language school in Boston in the late 1860s, and his

method soon became referred to as the Natural Method.

Sauveur and other believers in the Natural Method argued that a foreign language could be taught without translation or the use of the

learner's native language if meaning was conveyed directly through demonstration and action. The German scholar F. Franke wrote on the psychological principles of direct association between forms and meanings in the target language (1884) and provided a theoretical justification for a monolingual approach to teaching. According to Franke, a language could best be taught by using it actively in the classroom. Rather than using analytical procedures that focus on explanation of grammar rules in classroom teaching, teachers must encourage direct and spontaneous use of the foreign language in the classroom. Learners would then be able to induce rules of grammar. The teacher replaced the textbook in the early stages of learning. Speaking began with systematic attention to pronunciation. Known words could be used to teach new vocabulary, using mime, demonstration, and pictures.

3). The Audiolingual Method

The Coleman Report in 1929 recommended a reading-based approach to foreign language teaching for use in American schools and colleges' (Chapter 1). This emphasized teaching the comprehension of texts: Teachers taught from books containing short reading passages in the foreign language, preceded by lists of vocabulary. Rapid silent reading was the goal, but in practice teachers often resorted to discussing the content of the passage in English. Those involved in the teaching of English as a second language in the United States between the two world wars used either a modified Direct Method approach, a reading-based approach, or a reading-oral approach

(Darian 1972). Unlike the approach that was being developed by British applied linguists during the same period, there was little attempt to treat language content systematically. Sentence patterns and grammar were introduced at the whim of the textbook writer. There was no standardization of the vocabulary or grammar that was included. Neither was there a consensus on what grammar, sentence patterns, and vocabulary were most important for beginning, intermediate, or advanced learners.

But the entry of the United States into World War II had a significant effect on language teaching in America. To supply the U.S. government with personnel who were fluent in German, French, Italian, Chinese, Japanese, Malay, and other languages, and who could work as interpreters, code-room assistants, and translators, it was necessary to setup a special language training program. The government commissioned American universities to develop foreign language programs for military personnel. Thus the Army Specialized Training Program (ASTP) was established in 1942. Fifty-five American universities were involved in the

The objective of the army programs was for students to attain conversational proficiency in a variety of foreign languages. Since this was not the goal of conventional foreign language courses in the United States, new approaches were necessary. Linguists, such as Leonard Bloomfield at Yale, had already developed training programs as part of their linguistic research that were designed to give linguists

and anthropologists mastery of American Indian languages and other languages they were studying.

4). **The Silent Way**

The Silent Way is the name of a method of language teaching devised by Caleb Gattegno. It is based on the premise that the teacher should be silent as much as possible in the classroom but the learner should be encouraged to produce as much language as possible. Elements of the Silent Way, particularly the use of color charts and the colored Cuisenaire rods, grew out of Gattegno's previous experience as an educational designer of reading and mathematics programs. The Silent Way shares a great deal with other learning theories and educational philosophies. Very broadly put, the learning hypotheses underlying Gattegno's work; could be stated as follows:

1. Learning is facilitated if the learner discovers or creates rather than remembers and repeats what is to be learned.
2. Learning is facilitated by accompanying (mediating) physical objects.
3. Learning is facilitated by problem solving involving the material to be learned.

5). **Communicative language teaching method**

Historically, CLT has been seen as a response to the audio-lingual method (ALM), and as an extension or development of the notional-functional syllabus. Task-based language learning, a more recent refinement of CLT, has gained considerably in popularity. The origins of Communicative Language Teaching (CLT) are to be found

in the changes in the British language teaching tradition dating from the late 1960s. Until then, Situational Language represented the major British approach to teaching English as *a* foreign language. In Situational Language Teaching, language was taught by practicing basic structures in meaningful situation-based activities.

6). The audio-lingual method

The audio-lingual method (ALM) arose as a direct result of the need for foreign language proficiency in listening and speaking skills during and after World War II. It is closely tied to behaviorism, and thus made drilling, repetition, and habit-formation central elements of instruction. Proponents of ALM felt that this emphasis on repetition needed a corollary emphasis on accuracy, claiming that continual repetition of errors would lead to the fixed acquisition of incorrect structures and non-standard pronunciation.

In the classroom, lessons were often organized by grammatical structure and presented through short dialogues. Often, students listened repeatedly to recordings of conversations (for example, in the language lab) and focused on accurately mimicking the pronunciation and grammatical structures in these dialogs.

Critics of ALM asserted that this over-emphasis on repetition and accuracy ultimately did not help students achieve communicative competence in the target language. Noam Chomsky argued "Language is not a habit structure. Ordinary linguistic behaviour characteristically involves innovation, formation of new sentences and patterns in accordance with

rules of great abstractness and intricacy". They looked for new ways to present and organize language instruction, and advocated the notional functional syllabus, and eventually CLT as the most effective way to teach second and foreign languages. However, audio-lingual methodology is still prevalent in many text books and teaching materials. Moreover, advocates of audio-lingual methods point to their success in improving aspects of language that are habit driven, most notably pronunciation.

From the explanation above it is concluded that the teaching methods are methods which involve the grammar-translation method, the direct method, the audiolingual method, the silent way, communicative language teaching method and the audio-lingual method, which are used for teaching learning process in the classroom. The choice of an appropriate teaching method depends on the skill that is being taught.

c. Communicative Language Teaching Method

Communicative competence is crucial to be acquired. English, one of the international language and one of lingua franca in the world, should taught communicatively. Some linguists and language experts have released some methods of teaching and learning English. One of which is called 'communicative approach' or communicative teaching language method (CLTM). Littlewood stated: "one of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspect of language" (Littlewood, 1981:1).

Activities in CLTM typically involve students in real or realistic communication, where the accuracy of language they use is less important than successful achievement of the communicative task they are performing. Thus role-play and simulation have become very popular in CLTM. Harmer states that CLTM has two main strands:

The first is that language is not just bits of grammar, it also involves language function such as inviting, agreeing and disagreeing, suggesting etc., which students should learn how to use. They also need to be aware of the need for appropriateness when talking and writing to people in terms of the kind of language they use (formal, informal, tentative, technical etc.). The second strand of CLT developed from the idea that if students get enough exposure to language and opportunities for its use –and if they are motivated–then language learning will take care of itself. (Harmer, 1998:32)

This method needs a qualified teacher for the teacher can create one conducive situation supporting the learning process. This method is a learning method which demands active students. They have to be able to interact and cooperate each other. Those who can motivate themselves will, unhesitatingly, follow the learning process easily, in contrast, those who can not motivate themselves, they will be left behind for this method will be running smoothly if the learners are motivated. It is the teacher's responsibility to motivate their students. To motivate the students is not an easy task for teacher since he or she only has limited time in class.

Learning one foreign language means learning how to use it and the meaning of it. When learners make mistakes or errors in grammatical aspects, it is still acceptable. But when misinterpret the meaning of it, then it should be corrected as soon as possible. The materials should be modified and simplified and made more comprehensible through context. For the learners do not have time to contact to native speakers, the teacher

should act as a proficient one. In addition, the teacher should also consider a number of extra-linguistic factors, such as the characteristics of the learners, the circumstances in which the educational institution operate, the number of students, the teaching aids, etc.

Based on the explanation above it can be concluded that communicative language teaching method is a method which is used in teaching language communicatively, it is happened teaching learning process always by using English.

d. Conventional Method

This methodology is not based on the usual methods by which languages are taught. Rather the approach is patterned upon counseling techniques and adapted to the peculiar anxiety and threat as well as the personal and language problems a person encounters in the learning of foreign languages. Consequently, the learner is not thought of as a student but as a client. The native instructors of the language are not considered teachers but, rather are trained in counseling skills adapted to their roles as language counselors

To compare the learning method with the approach of active learning strategies used by teachers at schools in general, the reseacher also discusses the conventional approach. In conventional learning, there are two characteristics, namely: the first teachers to use media that are commonly used without any initiative to make modifications to the method of learning. Teachers simply glued to the existing media (text book) which resulted in underdevelopment of the learning process. Conventional learning method is a method of learning that

emphasizes the teacher as an information center and the students as recipients of information. The researcher makes this method as a comparison between the learning outcomes of modern method with conventional method.

The traditional method is a method that still uses the old system where many students are not active in teaching learning process in the classroom. The interaction between teacher and students are not optimal because teachers do more.

B. THE RELEVANT RELATED RESEARCH

As far as the writer's knowing, there is no other research which is the same as this research which tries to find out the effect of teaching method, communicative language teaching method and emotional intelligence upon students' speaking skill at private vocational school. However, there are some researchers which are relevance with this study. The followings are the brief descriptions of the researchers.

Guming did the experimental research by finding out the effect of Communicative Approach and Structural Approach towards the students' learning achievement of writing skill in English. (Busmin Cuming, "Terhadap Hasil Belajar Keterampilan Menulis Bahasa Inggris: Suatu Experimen di FPBS IKIP Medan," Tesis. (Jakarta: PPs IKIP Jakarta, 1991)). The research proved that there is the effect of teaching method towards the students' learning achievement of writing skill in English and it is concluded that Communicative Approach is better than structural Approach in teaching writing skill in English.

Karmin did the relevant research as well. He researched the students' learning achievement of writing skill in English. By comparing Communicative Approach and conventional Approach in teaching writing skill of English, he proved that the students' learning achievement of writing skill in English treated by Communicative Approach is higher than the students' learning achievement of writing skill in English treated by Communicative Approach. (Y. Karmin, "Efektivitas Pendekatan Komunikatif dalam Pengajaran Menulis di SMP Kelas 1,". Tesis (Jakarta: PPS IKIP Jakarta, 1991).

Meanwhile, Rappa also compared Communicative Approach with Structural Approach in teaching reading skill in English. The study proved that the students' learning achievement test of reading skill in English treated by Communicative Approach is higher than the students' learning achievement test of reading skill in English treated by Structural Approach. This study also

involved the students' parents' educational background as other variable. (Harry Rappa, "Pengaruh Pendekatan Pengajaran dan Tingkat Pendidikan Orang Tua terhadap Kemampuan Membaca Pemahaman Bahasa Siswa Kelas 2 SMA", Tesis (Jakarta:PPs IKIP Jakarta, 1993))

C. CONCEPTUAL FRAMEWORK

Teachers have always tried to find more effective ways of carrying out their work. They may teach the way they do because they are imitating teachers they once had, or they have learnt from experience or they are following a course book. In practice today, where people are demanded to

be able to communicate with others in the real world, teachers are led to teach English communicatively. It is crucial to note that much more spontaneity is present in a communicative classroom: Students are encouraged to deal with unrehearsed situations under the guidance, but not control of the teacher.

CLTM is designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Students in a communicative class ultimately and receptively, in unrehearsed contexts outside the classroom. Students are given opportunities to focus on their learning process through an understanding of their own styles of learning. Students are, therefore, encouraged to construct meaning through genuine linguistic interaction with others. Consequently, students are motivated themselves to learn and so they can get enjoyment during the learning process. The implementation of a communicative language teaching method is good towards the learning achievement of the English subject.

D. RESEARCH HYPOTHESIS

Referring to the theoretical description and conceptual framework, the research hypothesis can be formulated as follows:

1. There is the effect of teaching method upon students' speaking skill at private vocational school

CHAPTER III

RESEARCH METHODOLOGY

A. PLACE AND TIME RESEARCH

1. Place of Research

The research will be done for 4 months from November till February at SMK 1 XIII Koto Kampar. The treatment will be done for two meetings and every experiment was done in 90 minutes in a week.

2. Research time

The research schedule can be expressed in tabular form below:

Table 3.1

Schedule Research

No	Activity	Maret				April				Mei				Juni			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Title Submission and proposal	X															
2	Permission of Research		X														
3	Instrument Making			X	X												
4	Sample Selection																
5	Teaching Process					X	X										
6	Data Collection								X	X							
7	Data Processing										X	X					
8	Report Writing												X	X	X		

B. RESEARCH METHOD

The method which is used in the research is survey research. The survey research is used to investigate the effect of the communicative language teaching method towards mastery on degrees of comparison of adjectives at the second grade of SMK 1 XIII Koto Kampar.

In this study, the researcher divide the sample into two groups, consisting of the experimental group is the group given teaching method and a control group of the group given conventional teaching.

End of instruction, students in both groups were given a test with about the same. The results of these tests be used as research data, then analyzed and compared to see the influence of different teaching methods on English vocabulary learning outcomes of students between the experimental group and control group.

In this experimental study the researcher uses the 2 groups, namely the experimental group and control group. The experimental group is students at class XI.1 which consists of 20 students who are given communicative language teaching method. The control group was students at class XI.2, which consists of 20 students who are given conventional teaching methods.

The group received the material on speaking skill with the same allocation of time. The material provided in accordance with that specified in the curriculum. The data in this study were obtained by giving the final test in each of the students who worked individually, either in the experimental group and control group.

Frequency at a meeting in this study were as many as three times. Twice to give the subject matter and once to give the final test. Each meeting

is conducted once a week for 90 minutes. The researcher held a meeting once a week because of school hours the other day used to discuss other topics that according to the curriculum. This is done so that achievable goals can be accomplished by either. The second group received the same lesson that is "degrees of comparison of adjectives" with the same allocation of time.

C. THE POPULATION AND SAMPLE

1. Populasi

Based on the problem of population in the research is all classes XI SMK 1 XIII Koto Kampar , lesson year 2020/2021, there are 4 classes, 160 students.

3. Sample

Sample taken in this research is 2 classes that are become 2 groups, consist of 40 students. So each group consists of 10 students. 10 students with communicative language teaching method , 10 with conventional method. This sampling technique through the Random Sampling technique.

D. DATA COLLECTION TECHNIQUE

In testing null hypothesis Anova two-way (2 X 2) technique is adapted after doing a required test which includes normality and homogeneity test. If the score is significant, the it would be further tested by using Scheffe test.

1. The Research Variables

a. Independent variables: there are independent variables, they are teaching method which uses communicative language teaching method and emotional intelligence.

b. Dependent Variable

The independent variable of this study is the student's speaking skill.

2. Source of data

The data used in this study come from several sources, namely:

a. Primary data

Primary data is data obtained by direct measurements of the source object of students, schools, teachers in the study is the need materials completely.

b. Secondary data

Besides the authentic data collection from the field, the researcher also takes the data from the literature, theoretical means using multiple sources of books relevant to the issues discussed by the researcher.

Some of the books, the researcher analyzes in particular on research methodology and learning problems through the implementation of communicative language teaching method.

F. DATA ANALYSIS TECHNIQUES

In this study, there are two kinds of data analysis used to test the hypothesis. To test the first hypothesis and the use of analysis of variance or ANAVA. Meanwhile, to test the third and fourth hypotheses, analysis of different test used the average of the right side. The fourth hypothesis using different test analysis of the average against the left.

Before hypothesis is implemented, it is done test of the validity of instrument and the requirements analysis of hypothesis test that is for normality test and homogeneity test.

Normality test is used to determine whether the sample in this research come from a normally distributed population. Researcher used the normality test is a test of normality using Lilliefors test technique.

Homogeneity test used to determine whether the sample is from a normally distributed population of homogeneous variance. Researchers used the homogeneity test is Bartlett test. Besides these two tests is to determine whether the results of studying mathematics is really influenced by the treatment, then held Analysis of Variance (ANOVA).

BAB IV
BIAYA DAN JADWAL PENELITIAN

A. Pembiayaan

Mengacu pada Peraturan Menteri Keuangan Republik Indonesia Nomor 78 /PMK.02/2019 tentang Standar Biaya Masukan, maka rencana anggaran penelitian sebagai berikut:

No	Uraian	Satuan	Volume	Besaran	Volume x Besaran
1.	Honorarium				
	a. Honorarium Koordinator Peneliti/Perekayasa	OB	1	Rp. 400.000	400.000
	b. Pembantu Peneliti/Perekayasa	OK	12	Rp. 20.000	240.000
	c. Honorarium Petugas Survei	OR	30	Rp.10.000	300.000
Subtotal Honorarium					940.000
2	Bahan Penelitian				
	a. ATK				
	1) Kertas A4	Rim	1	50.000	50.000
	2) Pena	Kotak	1	50.000	50.000
	3) Map	Lusin	1	50.000	50.000
	b. Bahan Penelitian Habis Pakai	OK	paket	350.000	350.000
	1) Bahan Pembuatan soal reading	Sesuai item belanja	paket	800.000	500.000
	2) Uji Validitas	(Bahan penelitian lab,	paket	1.000.000	1.000.000
	3) Analisis Praktikalitas	bahan penelitian lapangan dsb,	paket	0	650.000
	4) Pengurusan Etik Penelitian			650.000	
Subtotal Bahan Penelitian					2.650.000
3.	Pengumpulan Data				
	a. Transport	Ok	2	125.000	250.000
	b. Biaya Konsumsi	Ok	2	125.000	250.000
Subtotal biaya pengumpulan data					500.000
4.	Pelaporan, Luaran Penelitian				
	a. Foto Copy Proposal	OK	200	Rp. 150	30.000

	dan Laporan, Kuisisioner dsb				
	b. Jilid Laporan	OK	5	Rp. 6000	30.000
	c. Spanduk	OK	1	Rp. 250.000	250.000
	d. Luaran Penelitian 1) Jurnal Nasional Terakreditasi : a) Sinta 6-5	OK	CoN	600.000	600.000
Subtotal biaya Laporan dan Luaran Penelitian					910.000
Total					5.000.000

B. Jadwal Penelitian

No	Jenis Kegiatan	Februari	Maret	April	Mei	Agustus
1	Penyusunan Proposal					
2	Penyusunan Instrument					
3	Validasi Instrumen					
4	Pelaksanaan Penelitian					
5	Uji Parktikalitas					
6	Penulisan Hasil Penelitan					
7	Sumbite Journal Nasional Teragreditas					

CHAPTER V

RESEARCH FINDINGS AND DISCUSSION

A. DESCRIPTION OF DATA

1. Score of student's speaking skill with communicative language teaching method

Measurement data of student's speaking skill using instrument of objective test of multiple choice with five answer options, a total of about 20 items. Each item if question is answered correctly given score 1 and if the answer is wrong given score 0, so that the range of respondents score is 0 to 20. Respondents of experimental group of 20 students, taught by the communicative language teaching method. The highest score 20 and lowest 11. Score obtained from the statistical calculation of the average 15.9 median 16 mode 14 standard deviation 2.64 and variance 6.99 the table as follows:

Table 4.2

Frequency distribution of student's speaking skill taught with communicative language teaching method

CLASS	Frequency		Comulative Frequency		Class Limit	
	Absolute	Relative (%)	Absolute	Relative (%)	Lower	Upper

11 – 12	2	10	2	10	10.5	12.5
13 – 14	5	25	7	35	12.5	14.5
15 – 16	4	20	11	55	14.5	16.5
17 – 18	5	25	16	80	16.5	18.5
19 – 20	4	20	20	100	18.5	20.5
Total	20	100				

From the table above can be explained that the research subject which had scores on the average there are 4 people or 20%. Research subject which is below the class average there are 7 people or 35% and above the class average of 7 people 35%. The data is quite well and is not much variety.

2. Score of student's speaking skill taught with conventional method

Measurement of data of student's speaking skill using the instrument of test objective of multiple choice with five answer options, a total of about 20 items. Each item if question is answered correctly given score 1 and if the answer is wrong given score 0, so that the range of respondents score is 0 to 20. Respondents of experimental group of 20 students, taught by conventional method. The highest score 19 and lowest 9. Score obtained from the statistical calculation of the average 14, median 14, mode 13, standard deviation 2.82 and variance 8.0 the calculation as follow.

Table 4.3
Frequency distribution of student's speaking skill
taught with conventional
method

CLASS	Frequency		Comulative Frequency		Class Limit	
	Absolute	Relative (%)	Absolute	Relative (%)	Lower	Upper
9 – 10	2	10	2	10	8.5	10.5
11 – 12	4	20	6	30	10.5	12.5
13 – 14	6	30	12	60	12.5	14.5
15 – 16	4	20	16	80	14.5	16.5
17 – 18	2	10	18	90	16.5	18.5
19 – 20	2	10	20	100	18.5	20.5
Total	20	100				

From the table above can be explained that the research subject which had scores on the average there are 6 people or 30%. Research subject which is below the class average there are 6 people or 30% and above the class average of 8 people 40%. The data is quite well and is not much variety.

B. TEST OF DATA ANALYSIS REQUIREMENTS

1. Normality Test

To determine whether or not normal variable then tested for normality by using the test of kolmogorof - Smirnof with SPSS 18. In

this case we tested the null hypothesis (H_0). To reject H_0 performed by comparing the *P-value* with significance level 0.05, or compare with the significance score based on the following criteria:

If the score of sig. > 0.05; then the data are normally

distributed If the score of sig. < 0.05; then data are not

normally distributed Table 22

Normality Test of Data Research

No	Group	<i>P-value</i>	Conclusion
1	A1	0.938	Normal distribution
2	A2	0.964	Normal distribution
3	B1	0.909	Normal distribution
4	B2	0.955	Normal distribution
5	A1B1	0.996	Normal distribution
6	A1B2	0.987	Normal distribution
7	A2B1	0.990	Normal distribution
8	A2B2	0.994	Normal distribution

From the results of calculations with spss 18 above, all the sig. > 0.05 and thus all the data are normal distribution.

2. Homogeneity test

In the analysis of differences in addition to fulfill the assumption that the data comes from normal distribution population, must also meet the assumption of homogeneity of variance. Homogeneity test aims to determine whether the variance derived from a homogeneous population. Homogeneity test data results on student's speaking skill

carried out by Levene test at significant level 0.05. For testing homogeneity, proposed the following hypothesis:

Ho: The data comes from a homogeneous population

Hi : Data derived from populations that are not homogeneous

criteria: If the score of sig (Levene's test) > 0.05 , then Ho accepted and the

Hi rejected

If the score of sig (Levene's test) < 0.05 ; then Hi accepted and Ho rejected

Table 23

Levene's Test of Equality of Error variances

Dependent Variable: student's speaking skill

F	df1	df2	Sig.
.225	3	36	.878

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

From the above data with the calculated values obtained spss 16 sig. $0.600 > 0.05$ so Ho rejected and accepted and Hi data come from a homogeneous population

C. RESEARCHHYPOTHES

ES TESTING Test

ANOVA 2 Direction

Table 4.10

Tests of Between-Subjects Effects

Dependent Variable: Student's speaking skill

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	72.875 ^a	3	24.292	3.497	.025
Intercept	8970.025	1	8970.025	1.291E3	.000
Teaching Method	38.025	1	38.025	5.473	.025
EmotionalIntelligence	30.625	1	30.625	4.408	.043
Teaching Method *	34.225	1	34.225	5.608	.044
EmotionalIntelligence					
Error	250.100	36	6.947		
Total	9293.000	40			
Corrected Total	322.975	39			

R Squared = .226 (Adjusted R Squared = .161)

Based on the data above can be concluded:

1) Testing Hypothesis 1:

Ho: There is no effect teaching method upon student's

speaking skill Hi : There is effect teaching method

upon student's speaking skill

The hypothesis was tested by looking at a significant

coefficient. If the sig score > 0.05 , then Ho accepted and the

Hi rejected

If the sig score < 0.05 ; then Hi accepted and Ho rejected

Of the test with spss 18 above obtained sig for teaching method

$0.025 < 0.05$ can thus be concluded there is an effect teaching

method upon student's speaking skills.

From the test with spss 18 above obtained sig for teaching method

and emotional intelligence $0.044 < 0.05$ can be concluded that

there are effects between teaching method and emotional

intelligence upon student's speaking skill. Based on the result, the further test is needed.

Further test

Multiple Comparisons
Student's speaking skill

Tukey HSD

(I) Class	(J) Class	Mean Difference (I - J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1	2	1.100	.657	.004	-.07	3.47
	3	1.305*	.642	.000	1.73	5.18
	4	5.111*	.675	.000	3.29	6.93
2	1	-1.100	.657	.004	-3.47	.07
	3	1.755*	.642	.046	.03	3.48
	4	2.601	.675	.000	1.59	5.23
3	1	-1.305*	.642	.000	-5.18	-1.73
	2	-1.755*	.642	.046	-3.48	-.03
	4	2.400	.660	.006	-.12	3.44
4	1	-5.111*	.675	.000	-6.93	-3.29
	2	-2.601*	.675	.000	-5.23	-1.59
	3	-2.400	.660	.006	-3.44	.12

Based on the further test above can be concluded that:

- a) Class 1 with class 2: seen that the mean difference of (1.1), it means the difference between the average grades 1 and 2 of (1.1). This value can be proven with a significance score, was sig = 0.04 < 0.05; or it can be said to have a significant effect between class 1 and class 2.

- b) Grade 1 to Grade 3: seen that the mean difference of (3.455), meaning that the average difference between grade 1 and 3 of (1.3). This score can be proven with a significance value, was $\text{sig} = 0.00 < 0.05$; or it can be said to have a significant effect between grade 1 and grade 3.
- c) Class 2 to grade 4: shows that the mean difference of (2.6), meaning that the average difference between grade 2 and 4 of (2.6). This value can be proven with a significance value, was $\text{sig} = 0.00 < 0.05$; or it can be said to have a significant effect between grade 2 and grade 4
- d) Grade 3 to Grade 4: shows that the mean difference of (2.4), meaning that the average difference between grade 3 and 4 of (2.4). This value can be proven with a significance value, was $\text{sig} = 0.06 < 0.05$; or it can be said to have a significant effect between grade 3 and grade 4

D. INTERPRETATION OF RESEARCH RESULTS

From the analysis of data above can be interpreted as follows:

- 1) There is the effect of teaching method upon student's speaking skills.

It is characterized by a significant score to the teaching method $0.025 < 0.05$ can thus be concluded there is effect teaching method upon the student's speaking skills. This is supported by the acquisition of a mean score of the learning of result with communicative language teaching method is 15.9 higher than the

score of the conventional method with 14.0. This phenomenon shows the learning result of student's speaking skill increases when students are taught with communicative language teaching method. The use of communicative language teaching method can improve learning result for the use of teaching method to be more challenged for students to explore the material, more creative, fun and not boring

CHAPTER VI

CONCLUSION, IMPLICATION AND SUGGESTION

A. CONCLUSION

From the data analysis, the research findings of the research are

as follows:

Learning result of student's speaking skill with communicative language teaching method is higher than students taught by conventional method, or in other word there is a significant difference in effect between the communicative language teaching method with conventional learning method on student's speaking skill. This is supported by obtaining an average score of the learning of student's speaking skill with communicative language teaching method 15.9 higher than the conventional learning method on student's speaking . Based on these results, then further testing is needed. From further testing can be seen that each class/group has a significant effect on the student's speaking skill.

B. IMPLICATIONS

The implications of the research findings contribute to the learning process of English at private vocational school of second grade at SMK 1 XIII Koto Kampar. There are some aspects which could be analyzed related to the implications of these research findings, and they will be elaborated as follows:

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LAMPIRAN 1

Biodata Ketua Tim Pelaksana

A. Identitas Diri

1.	Nama Lengkap	Putri Asilestari. M.Pd.
2.	Jenis Kelamin	Perempuan
3.	Jabatan Fungsional	Lektor
4.	NIP	096.542.140
5.	NIDN	10111018901
6.	Tempat Tanggal Lahir	Tanjung, 11 Januari 1989
7.	E-mail	putriasilestari89@gmail.com
8.	No. Telepon/Hp	082316807980
9.	Alamat Kantor	Jl. Tuanku Tambusai No. 23 Bangkinang Kampar-Riau
10.	No. Telepon/Faks	(0762) 21677, Fax (0762) 21677
11.	Lulusan yang Telah Dihasilkan	S1 = 15 orang, S2 = - orang
12.	Mata Kuliah yang Diampu	1. Reading I 2. Reading II

B. Riwayat Pendidikan

	S-1	S-2	S-3
Nama Perguruan Tinggi	Universitas Islam Riau	Universitas Indraprasta PGRI	
Bidang Ilmu	Pendidikan Bahasa Inggris	Pendidikan Bahasa Inggris	39
Judul Skripsi/Tesis/Disertasi	The Effects of Teaching Media and Language attitudes on Students' Listening Skill at State Junior High schools in Bekasi, West Java	The Effects of Teaching Media and Language Attitudes on Students' Listening Skill at State Junior High Schools in Bekasi, West Java	
Nama Pembimbing/Promoto	Dra. Betty Sailun, M.Pd. Johari Afrizal, M.Pd	Prof. DR. Sumaryoto Prof. Dr. Supeno	

r			
	S-1	S-2	S-3
Nama Perguruan Tinggi	Universitas Islam Riau	Universitas Indraprasta PGRI	

C. Pengalaman Penelitian Dalam 5 Tahun Terakhir

(Bukan Skripsi, Tesis, dan Disertasi)

No	Tahun	Judul Penelitian	Pendanaan	
			Sumber*	Jml (Juta Rp)
1	2016	An Analysis on Studens' Speaking Skill at the First Grade of Administration Office of SMK YPLP PGRI Bangkinang	Pribadi	9.000.000
2.	2016	Komputer Interaktif sebagai media pengajaran Bahasa Inggris Pada Anak Usia Dini	Pribadi	8000.000
3	2017	Peningkatan Kemampuan Motorik Halus Anak Melalui Kegiatan Bermain Menggambar Dekoratif Pada Anak TK Dwi Karya Kecamatan Koto Kampar Hulu	Pribadi	8000.000
4	2018	Meningkatkan kemampuan Koqnitif anak dengan permainan Ludo		
5	2019	The Effect of Using Social Media: WhatsApp Toward the Students Speaking Skill	Dikti	17.400.000

D. Pengalaman Pengabdian Kepada Masyarakat dalam 5 Tahun Terakhir

No	Tahun	Judul Pengabdian Kepada Masyarakat	Pendanaan	
			Sumber*	Jml (Juta Rp)
1	2015	Cara Memotivasi Diri Dalam	Perguruan	800.000

		Belajar	Tinggi	
2	2017	Pelatihan Komunikasi Lisan Bahasa Inggris Mahasiswi Kebidanan Universitas Pahlawan Tuanku Tambusai	YPTT	2.390.000
3	2018	Konsultasi Pembelajaran Bahasa Inggris Melalui Media Grup WhatsApp Bagi siswa Kelas XII di SMAN 2 Kuok	YPTT	5.200.000
4	2019	Cara Cepat Peningkatan Speaking DI SMAN 3 Siak Hulu	YPTT	2.290.000
5	2020	Pelatihan E-Learning Sebagai Media Pembelajaran dengan Aplokasi Moodle bagi Kelompok Guru di Desa Tanjung Kecamatan Koto Kampar Hulu	YPTT	1.750.000

E. Publikasi Artikel Ilmiah Dalam Jurnal Dalam 5 Tahun Terakhir

No	Tahun	Judul Artikel Ilmiah	Nama Jurnal	Volume/Nomor /Tahun
1	2015	The Effects of Teaching Media and Language attitudes on Students' Listening Skill at State Junior Hight schools in Bekasi, West Java	Jurnal PGPAUD	Volume. 2, Nomor. 1, Januari 2015
2	2016	The Effect of TPS (Think, Pair,Share) Strategy to Improve Students' Speaking Ability of the Second Year	Jurnal of English Language and Education	Volume.1, Nomor 1, Februari 2016

		Students' at Ponodk Pesantren Miftahul Muarrif	STKIP Pahlawan Tuanku tambusai	
3	2016	Komputer Interaktif Sebagai Media Pengajaran bahasa inggris pada Anak Usia Dini	Jurnal PGPAUD	Volume. 3, Nomor. 1, Juni 2016

F. Pemakalah Seminar Ilmiah (*Oral Persentation*) dalam 5 Tahun

No	Nama Temu Ilmiah/ Seminar	Judul Artikel	Waktu dan Tempat
1	Seminar of Develophment for Foreign Language Teaching	The Effects of Teaching Method and Emotional Intelligence Upon Students' Speaking Skill at SMAN 1 Koto Kampar Hulu	12 Oktober 2016, UIN ⁴² SUSQA Pekanbaru

G. Karya Buku dalam 5 Tahun Terakhir

No	Judul Buku	Tahun	Jumlah Halaman	Penerbit
1	Speak Up	2018		

H.

I. Perolehan HKI dalam 10 Tahun Terakhir

No	Judul/ Tema HKI	Tahun	Jenis	Nomor P/ID
1				

J. Pengalaman Merumuskan Kebijakan Publik/ Rekayasa Sosial Lainnya dalam 10 Tahun Terakhir

No	Judul/Tema/Jenis Rekayasa Sosial Lainnya	Tahun	Tempat Penerapan	Respon Masyara kat ⁴⁹
1				

K. Penghargaan dalam 10 Tahun Terakhir (dari Pemerintah, Asosiasi, atau Institusi Lainnya)

No	Jenis Penghargaan	Institusi Pemberi Penghargaan	Tahun
1			
2			

Semua data yang saya isikan dan tercantum dalam biodata ini adalah benar dan dapat dipertanggungjawabkan secara hukum. Apabila dikemudian hari ternyata dijumpai ketidaksesuaian dengan kenyataan, saya sanggup menerima sanksi.

Demikian biodata ini saya buat dengan sebenarnya untuk memenuhi salah satu persyaratan dalam pengajuan penugasan Penelitian Dosen Pemula

Bangkinang, 28 Juli 2021

Ketua Pengusul,

Putri Asilestari, M.Pd

Biodata Anggota Tim Pelaksana

L. Identitas Diri

1.	Nama Lengkap	Lusi Marleni, M.Pd.
2.	Jenis Kelamin	Perempuan
3.	Jabatan Fungsional	Lektor
4.	NIP	096.542.115
5.	NIDN	1008038501
6.	TempatTanggalLahir	Teluk Pinang, 08 Maret 1985
7.	E-mail	lusimarlenihz@gmail.com
8.	No. Telepon/Hp	0812 1190 9562
9.	Alamat Kantor	Jl. Tuanku Tambusai No. 23 Bangkinang Kampar-Riau
10.	No. Telepon/Faks	(0762) 21677, Fax (0762) 21677
11.	Lulusan yang Telah Dihasilkan	S1 = 15 orang, S2 = - orang
12.	Mata Kuliah yang Diampu	1.Listening I 2.Listening II

M. Riwayat Pendidikan

	S-1	S-2	S-3
Nama Perguruan Tinggi	Universitas Islam Riau	Universitas Indraprasta PGRI	
Bidang Ilmu	Pendidikan Bahasa Inggris	Pendidikan Bahasa Inggris	
Judul Skripsi/Tesis/Disertas i	A study on the ability of the fourth semester students of English study program FKIP UNRI in providing words to complete The summary of a text	Improving Students' Listening Comprehension of Narrative by Using Movies at XI Gradeof SMAN 2Bangkinang	
Nama Pembimbing/Promoto r	1. Drs. Fakhri Ras, Ph.D,M.A.Ed Dra. SyofiaDelfi, M.A	1. Prof.DR. Anas Yasin.M,Pd. Dr. Desmawti	

		Radjab,M.Pd	
	S-1	S-2	S-3
Nama Perguruan Tinggi	Universitas Islam Riau	Universitas Negeri Padang	

N. Pengalaman Penelitian Dalam 5 Tahun Terakhir

(Bukan Skripsi, Tesis, dan Disertasi)

No	Tahun	Judul Penelitian	Pendanaan	
			Sumber*	Jml (Juta Rp)
1	2015	Improving Students' Listening Comprehension of Narrative by Using Movies at XI Grade of SMAN 2 Bangkinang	INSTITUSI	5.000.000
2.		English study program FKIP UNRI in providing words to complete The summary of a text.		
3	2016	USING MOVIES TO IMPROVE THE STUDENTS' SPEAKING SKILL AT THE THIRD SEMESTER OF EARLY CHILDHOOD EDUCATION DEPARTMENT OF STKIP PAHLAWAN TUANKU TAMBUSAI RIAU	DRPM RISTEKDIKTI	11.250.000
4	2016	USING JIGSAW STRATEGY IN IMPROVING THE STUDENTS READING COMPREHENSION AT STKIP PAHLAWAN TUANKU TAMBUSAI		46

O. Pengalaman Pengabdian Kepada Masyarakat dalam 5 Tahun

Terakhir

No	Tahun	Judul Pengabdian Kepada Masyarakat	Pendanaan	
			Sumber*	Jml (Juta Rp)
1	2015	Seminar sehari The Easiest Way to Talk	Perguruan Tinggi	1500.000
2	2016	Seminar Learning English and Get the World	Perguruan Tinggi	1500.000

3	2016	Talk Show English for Life	Perguruan Tinggi	1500.000
4	2017	Seminar on Publish your idea an Article	Perguruan Tinggi	1500.000
1	2015	Seminar sehari The Easiest Way to Talk	Perguruan Tinggi	1500.000

P. Publikasi Artikel Ilmiah Dalam Jurnal Dalam 5 Tahun Terakhir

No	Tahun	Judul Artikel Ilmiah	Nama Jurnal	Volume/Nomor /Tahun
1	2015	Improving Students' Listening Comprehension of Narrative by Using Movies at XI Grade of SMAN 2 Bangkinang	Jurnal PGPAUD	Volume.2, Nomor.1, Januari 2015
2	2016	A study on the ability of the fourth semester students of English study program FKIP UNRI in providing words to complete The summary of a text	Jurnal of English Language and Education STKIP Pahlawan Tuanku tambusai	Volume. 1, Nomor 1, Februari
3	2016	USING MOVIES TO IMPROVE THE STUDENTS' SPEAKING SKILL AT THE THIRD SEMESTER OF EARLY CHILDHOOD EDUCATION DEPARTMENT OF STKIP PAHLAWAN TUANKU TAMBUSAI RIAU	PROSIDING SEMINAR NASIONAL UPP	1 AGUSTUS 2016 2016 47 47

Q. Pemakalah Seminar Ilmiah (*Oral Persentation*) dalam 5 Tahun

No	Nama Temu Ilmiah/ Seminar	Judul Artikel	Waktu dan Tempat
1	Seminar of Develophment for Foreign Language Teaching	The Effects of Teaching Method and Emotional Intelligence Upon Students' Speaking Skill at SMAN 1 Koto Kampar Hulu	12 Oktober 2016, UIN SUSQA Pekanbaru

R. Karya Buku dalam 5 Tahun Terakhir

No	Judul Buku	Tahun	Jumlah Halaman	Penerbit
1	Speak Up	2018		

S. Perolehan HKI dalam 10 Tahun Terakhir

No	Judul/ Tema HKI	Tahun	Jenis	Nomor P/ID
1				

T. Pengalaman Merumuskan Kebijakan Publik/ Rekayasa Sosial Lainnya dalam 10 Tahun Terakhir

No	Judul/Tema/Jenis Rekayasa Sosial Lainnya	Tahun	Tempat Penerapan	Respon Masyarakat
1				

U. Penghargaan dalam 10 Tahun Terakhir (dari Pemerintah, Asosiasi, atau Institusi Lainnya)

No	Jenis Penghargaan	Institusi Pemberi Penghargaan	Tahun 48
1			

Semua data yang saya isikan dan tercantum dalam biodata ini adalah benar dan dapat dipertanggungjawabkan secara hukum. Apabila dikemudian hari ternyata dijumpai ketidaksesuaian dengan kenyataan, saya sanggup menerima sanksi.

Demikian biodata ini saya buat dengan sebenarnya untuk memenuhi salah satu persyaratan dalam pengajuan penugasan Penelitian Dosen Pemula

Bangkinang, 28 Juli 2021

Anggota Pengusul,

Lusi Marleni, M.Pd

