

**THE IMPLEMENTATION OF *CENTRAL LANGUAGE
MOVEMENT (CLM)* AS AN INTRACURRICULAR PROGRAM
AT SMP MUHAMMADIYAH 4 GIRI**

THESIS

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THESIS

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APPROVAL SHEET

This is to certify that the *Sarjana's* thesis of *Lili Andriyani* has been approved by the thesis advisors for further approval by Board of Examiner.

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The Writer,

MOTTO AND DEDICATION

God could not change someone's life, if they do not make the effort

(Q.s.Ar-Ra'du: 11)

DEDICATION:

This Thesis is dedicated to

Her Beloved Mother, Father and family

Her Beloved Lecturers

All people who give her spirit

All friends and collegian at English Department University of Muhammadiyah

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ABSTRACT

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Speaking is a very important skill, because by mastering that skill people can carry out conversation with others, give the ideas and exchange the information with others. But, in Indonesia there is very limited chance for the students to practice their English speaking skills. Regarding this condition, some schools, including SMP Muhammadiyah 4 Giri, established a special program as a medium in which the students are given opportunities to practice their speaking skills. The program was called Central Language Movement (CLM).

The study is aimed to describe the evaluation of CLM implementation as intra-curricular program at SMP Muhammadiyah 4 Giri using context, input, process and product components of the CIPP evaluation model developed by Stufflebeam (1971).

The subjects of this study were the school principal of SMP Muhammadiyah 4 Giri, the CLM teacher, and the CLM staff and the grade 7 A and 7 B. The main instrument to collect data needed in the research was the researcher, who was supported by some instruments, i.e. field notes, the school principal and the teachers' interview guides.

The findings of this research were in terms of the context, input, process, and product dimension of the CLM program.

The conclusions of this research were; First, in the context dimension concluded that the teaching/learning facilities and resources at the CLM was limited and needed more improvement. Second, in the input dimension concluded that the program had sufficient focus on speaking skills. Third, in the process dimension, both of teaching method and material were poorly developed by the CLM teachers. Fourth, the product dimensions concluded that the CLM as intra-curricular program needed to be revised.

The suggestions of this research were; First, the school has to update the CLM document because there were several differences with the CLM application and improve the facility for CLM. Second, the CLM teacher has to maximize the activities for the students. For the other schools which conduct or plan to conduct the same program have to provide sufficient documents, facilities and funds to the program in order to conduct the program successfully.

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