THE APPLICATION OF COMMUNICATIVE APPROACH IN ENGLISH TEACHING AT SMPN 1 TONDONG TALLASA,PANGKEP
(A Descriptive Research)

A THESIS

Submitted to the Faculty of Teacher Training and Education Makassar Muhammadiyah University in Part Fulfillment of the Requirement for the Degree of Education in English Department

SRI SULASTRI

10535587614

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR
2018

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR

LEMBAR PENGESAHAN

Skripsi atas nama **SRI SULASTRI**, NIM **10535 5876 14** diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat keputusan Rektor Universitas Muhammadiyah Makassar Nomor: 212 Tahun 1440 H / 2018 M, tanggal 11 Rabiul Awal 1439 H / 19 November 2018 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris S1 Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Senin tanggal **19 November 2018**.

Makassar, 11 Rabiul Awal 1440 H
19 November 2018 M

PANITIA UJIAN :

1. Pengawas Umum : Dr. H. Abdul Rahman Rahim, SE., MM. (...............)

2. Ketua : Erwin Akib, M.Pd., Ph.D. (...............)

3. Sekretaris : Dr. Baharullah, M.Pd (...............)

4. Dosen Penguji : 1. Dr. Nur Qalbi, SS., M.Hum (...............)

2. Nurdevi Bte Abdul, S.Pd., M.Pd (...............)

3. Dr. Eny Syatriana, S.Pd., M.Pd (...............)

4. Eka Prabawati Rum, S.Pd., M.Pd (...............)

Disahkan Oleh :
Dekan FKIP Universitas Muhammadiyah Makassar

Erwin Akib, M.Pd., Ph.D
NBM. 860 934

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR

APPROVAL SHEET

Tittle	:	The Application of Communicative Approach in English Teaching at SMPN 1 Tondong Tallasa, Pangkep (*A Descriptive Research*)
Name	:	Sri Sulastri
Reg. Number	:	10535 5876 14
Program	:	English Education Department Strata 1 (S1)
Faculty	:	Faculty of Teacher Training and Education

Makassar, November 2018

Approved By

Consultant I   Consultant 2

Dr. Nur Qalby, SS., M.Hum   **Ratu Yulianti Natsir, S.Pd., M.Pd**

Dean of FKIP   Head of English
Makassar Muhammadiyah University   Education Department

Erwin Akib, M.Pd., Ph.D   **Ummi Khaerati Syam, S.Pd., M.Pd**
NBM: 860 934   NBM: 977807

| Terakreditasi Institusi
BAN-PT

SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini :

Nama   **: SRI SULASTRI**

Stambuk   **: 105 355 876 14**

Jurusan   **: Pendidikan Bahasa Inggris**

JudulSkripsi   **: The Application Of Communicative Approach in English Teaching at SMPN 1 Tondong Tallasa, Pangkep**

Dengan ini menyatakan bahwa :

       Skripsi yang saya ajukan di depan Tim Penguji adalah ASLI hasil karya saya sendiri,bukan hasil ciplakan dan tidak dibuatkan oleh siapapun.

Demikian surat peryataan ini saya buat dengan sebenarnya dan saya bersedia menerima sanksi apabila peryataan ini tidak benar.

Makassar, November2018

Yang membuat perjanjian

Sri Sulastri

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

SURAT PERJANJIAN

Saya yang bertanda tangan di bawahini :

Nama   :   **SRI SULASTRI**

Stambuk   :   105 355 876 14

Jurusan   :   Pendidikan Bahasa Inggris

Dengan ini menyatakan perjanjian sebagai berikut :

1. Mulai dari penyusunan proposal sampai dengan selesainya skripsi ini, saya yang menyusunnya sendiri skripsi ini (tidak dibuatkan oleh siapapun)

2. Dalam penyusunan skripsi, saya selalu melakukan konsultasi dengan pembimbing yang telah ditetapkan oleh pimpinan fakultas.

3. Sayatidakmelakukanpenjiplakan (plagiat) dalam menyusun skripsi ini.

4. Apabila saya melanggar perjanjian seperti pada bitir 1, 2, dan 3 maka saya bersedia menerima sanksi sesuai dengan aturan yang berlaku.

Demikian perjanjian ini saya buat dengan penuh kesadaran.

 Makassar,   November 2018
 Yang Membuat Pernyataan

Sri Sulastri

MOTTO

"JIKA ORANG LAIN BISA, MAKA SAYA JUGA BISA"

ABSTRACT

***Sri Sulastri. 2018. The Application of Communicative Approach in English Teachingat SMPN 1 Tondong Tallasa (A Descriptive researchthe Academic Year 2018/2019).*Thesis of English Department. The Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by Nur Qalbi and Ratu Yulianti Natsir.**

This research aimed to find out the teachers apply Communicative Approach in teaching English Speakingand also to find outthe students' response towards the application of communicative approach in English learning. The researcher applied descriptive because it is referred to describe the Application of Communicative Approach In English Teaching. And giving observation and questionnaire to collecting the data. The sample of this research was VIIA and VIIB class at SMPN 1 Tondong Tallasa which consisted of 20 students. The sample was taken by using random sampling technique.The research findings showedthat the teacher applied sixteen features of communicative approach in speaking English teaching, in mean score the students 51,35%.It means that the students have positive response with comunictive approach in English learning.It can concluded that the Grade seventh at SMPN 1 Tondong Tallasa was good.

Key words: Communicative Approach, English Teaching.

ACKNOWLEDGMENT

بسم الله الرحمن الرحيم

First of all, praise to Allah SWT, who has given guidance, blessing, and mercy to the researcher in completing this thesis. Shalawat and salam are addressed to the final, chosen religious messenger, the Prophet Muhammad SAW.The researcher would like to give her gratitude, respect, and appreciation to the following people who have supported her and made this thesis possible

Rector of Makassar Muhammadiyah University, Dr. H. Abd. Rahman Rahim, SE., M.M. Dean of Faculty of Teacher Training and Education (FKIP), Erwin Akib, S.Pd., M.Pd., Ph.D. Head of English Department, Ummi Khaerati Syam, S.Pd., M.Pd. Lecturers and staff of English Education Department. The researcher high appreciation and great thankfulness are due to consultants Nur Qalbi,S.S.,M.Hum and Ratu Yulianti Natsir S.Pd., M.Pd.,for their guidance, encouragement, motivation and their patience from the beginning until the end of writing this thesis.

The researcher also says many thanks to herunforgetable friends in CROWN class and the others friends that can not be mentiond one by one who always give support, and share their knowledge of finishing this thesis. The researcher also expresses sincerely deepest gratitude to my beloved parents RahmanSaleh and halwiah, my awesome and lovely brother and sister (asdar and asni) and all of my family for their endless love, prayer, finance, motivation and sacrifice for mysuccess.

Finally, the researcher would like to welcome and constructive suggestion and criticism to make this thesis is better.

Makassar ,   Oktober 2018

Sri Sulastri

TABLE OF CONTENTS

CHAPTER III RESEARCH METHOD

CHAPTER IV FINDINGS AND DISCUSSION

CHAPTER V CONCLUSION

BIBLIOGRAPHY
APPENDIX
CURICULUM VITAE

LIST OF TABLE

LIST OF APPENDICES

A.1 Questionare
A.2 The result of analysis
A.3 Observation Checklist
A.4Documentasi

CHAPTER 1

INTRODUCTION

This chapter deals with background, problem statement, the objective of the research, the significance of the research, and the scope of the research.

A. Background

English as an international language is learned in all levels. It is the most important communication of human kind. In learning new language especially English there are four skills take important roles, they are listening, speaking,reading, and writing. In this researcher focuses on speaking skill.

Speaking skill is a part of receive skill that is given the first priority in the language curriculum. Speaking skill is one way to increase their knowledge and experience. Speaking is one-step to study effectively. Through this step it can develop our memory, comprehension, and more knowledge for example when the people study textbook, article, funny stories, and a novel. Speaking can increase our science and give us knowledge information.

The main problem for the language learners in communication is the low self-confidence, the limited vocabulary, mispronunciation, or unconstructed structure. They feel that those are the big problem that hampers them to practice English well. They did not know how to communicate using appropriate social language, gestures, or expressions.

This approach has indeed encouraged students' participation and prepared students for real-life communication. Most importantly, communicative approach could actually encourage low proficiency students to participate (Radzi, Azmin, Zolhani& Abdul Latif, 2007) because they did not feel shy when working in pairs or groups.

Galskova (2006) the aim of teaching speaking in a foreign language is to develop the students' abilities in accordancewith their real needs and interests to carry out oral speech communication in a variety of socioconditionedsituations. This means that the students should be able tocommunicate in a direct dialogue, understand and respond (verbal and non-verbal) to the

oral utterances of the partner (including then formant of the target language) in communication within the spheres, subjects and situations assignedby the program for each type of school; speak logically about themselves and the world around them,about the read, seen, heard, while expressing his attitude to the acquired information or subject.

Basedon the background above the researchinteresteding conducting a research by the title **"TheApplication of Communicative Approach in English Teaching at SMPN 1 Tondong Tallasa, Pangkep"**

B. Problem Statement

Based on the background above, the researcher formulated the research questions as the following:

1. Howdoes the teacher apply Communicative Approach in teaching English Speaking?

2. Do the students have positive response towards the application of communicative approach in English Speaking?

C. Objective of the Research

Based on the research question, the objective of this research as follow to find out:

1. The teachers apply Communicative Approach in teaching English Speaking.

2. The students' response towards the application of communicative approach in English learning.

D. Significance of the Research

There is some significance of this research for the Teacher, Students and Researcher.

1. For the Teacher

   The significance for the teacher is facilitated and interacted with the students in learning activity and to measure student speaking ability.

2. For the Students

   The students order in easily to understanding English learning in speaking ability.

3. For the Researcher

   Toknowthe result of the application Communicative Approach toward student speaking ability.

E. Scope of the Research

This research would discuss about the Application of Communicative Approach in English Teachingin speaking skill at SMPN 1 Tondong Tallasa. And the researcher focused the students have positive response towards the application of communicative approach in English learning. In this research, the application restricted by taking some features like features of communication, purpose of communication, and principles of effective communicationbetween student and teacher in study English speaking in the classroom.

REVIEW OF RELATED LITERATURE

This chapter deals with the previous findings, some pertinent ideas, and theoretical framework.

A. Previous Related Of Research Findings

Several studies have been done and reported by many language teachers and researchers which have purpose to improve communicative languageteaching, especially in speaking skill.

In addition Guochen Jin (2008) has conducted the research Application of Communicative Approach in College English Teaching at School of Foreign languages, Daqing Petroleum Institute, China. He found three important pairs of connections in Communicative Approach are provided and the future of the Communicative Approach in foreign language teaching is described. The opportunities in the classroom for the students to engage in real-life communication in the target language.

Al-Twairish, Badriah Nasser (2009) in her thesisThe Effect of the Communicative Approach on the Listening and Speaking Skills of Saudi Secondary School Students: An Experimental Study, Kingdom of Saudi Arabia,Found that the communicative approach of the experimental group improved in nearly the desirable way. It had a positive effect on the students' listening and speaking skills.

Umiyati Jabri (2011) had conducted the research the Implementation of Communicative Language Teaching (CLT) in teaching English at Bilingual class of RSBI SMP 12 Makassar. In her re 5 und that the teacher applied all the characteristic of CLT to communicate English during teaching-learning process at Bilingual class and the students have positive response to creative and imaginative uses of the target language.

Based on the explanation above the researcher concludes that communicative approach is a learner center approach. This approach gives the learner not only grammatical competence but also a social skill as to what to say. The goal of communicative approach is to make learners communicatively competency. In this approach the researcher is seen as facilitators of his students learning.

B. Some Pertinent ideas

1. Theory of Commmunicative Approach (CA)

a. The Definition of Communicative Approach

Communicative approach refers to both processes and goals in classroom learning. The central theoretical concept in communicative approach is ''communicative competence,'' a term introduced into discussions of language use and second or foreign language learning in the early 1970s (Hymes, 1972).

Thecommunicative approach provides an introduction to communicative language teaching for practicing classroom teachers. A single coherent account of the basic communicative ideas, emphasizing those aspects most important in the classroom so that teachers can integrate the new ideas into their own familiar methods. It can be stressed that a knowledge of grammar remains essential for effective communication.

Communicative approach was oriented in the language teaching-learning process based on task and functional communication. The basic principle of communicative approach are: a) the material have to consist of task and function of communication, b) material design have to emphasize in teaching-learning process not the main topic, and c) the material should give motivation to the student to communicate naturally (Siahan in Peteda, 1991: 86)

Communication is the whole process used to reach (Dennis Muphy, 1994). Communication is the meaningful interaction with peoplein such a manner that the idealthought is same and getting the feedback also. Communication is commonly defined as "the exchange of thoughts, ideas, feelings, information, opinions, and

knowledge"(Endang Lestari, 2003 cites Astuti et al, 2014). It also involves mutuality of understanding.

Based on the explanation above the researcher concludes that Communicative approach is based on the idea that the aim of learning second language is to gain communicative competency. In this approach learner have to knowledge of the rules of use of language to generate language appropriately for certain situations. We should have also the knowledge of the use of techniques to communicate effectively. This approach draws attention toward on the use of language in everyday life

b. Communicative Approach in classroom

In communicative approach of language teaching classroom interaction became an important feature of second language pedagogy. It can occur between the teacher and learners, and/or between learners themselves, either collectively or individually.According to Angelo (1993), classroom interaction comprises teacher-learner and learner-learner interaction, which is one of ten principles of effectivecomprises teacher-learner and learner-learner interaction, which is one of ten principles of effective organize their knowledge, provide timely feedback, demand quality, balance high expectations withstudent supportenhance motivation to learn encourage faculty- student and student-student interaction and communication, and help students to productively manage their time. Learners will get moreand communication, and help students to productively manage their time. Learners will get morehas pointed out that two types of classroom interaction present different opportunities for negotiation, so each type needs to be evaluated within its particular context.

In the classroom, the teacher often asks questions to learners and learners answer the questions and vice versa, or the teacher participates in learning activities. These forms are called teacher-learner interaction. Generally, such interactions take place between the teacher and the class and/or small groups in the class and/or individuals. In the traditional classroom, the teacher

only sits or stands behind a desk, and spends a large amountof time giving lectures and directions whereas students' role are sitting, listening and taking notes passively. The focus of interaction was predominant between the teacher and learners. This one usually initiated and controlled by the teacher. The teachers' central role is to dominate in terms of thetalking time and of the running of the process. The teacher controls the topic for classroom talk, anddetermines when start and stop talking in the classroom (Cazden, 1988; Tsui, 1995). At the beginningofthe lesson, the teacher reviews what has already been done, introduces new content, explains problematic concepts and then clarifies complex requests and activities during the lesson. At the end ofthe lesson, the teacher sums up the new content studied and gives feedback. The teacher is central to the classroom interaction while students are passive listeners. At times, students are required to participateonly by answering questions which their teacher already knows the answers. They also have no time to ask questions and always rely on the teacher's instructions and cannot solve problems independently. According to Chaudron(1988), teacher talk takes up the largest proportion of classroom talk.

Based on the explanation above the researcher conclude that communicative approach in classroom is the student must performance and need much practice so students should be centered. The teacher must step back and observe, sometimes acting as a referee or monitor. A classroomduring a communicative activity is far from quiet, however. The students do most of the speaking, and frequently the scene of a classroom during a communicativeexercise is active, with students leaving their seats to complete a task.Because of the increased responsibility to participate, students may find they gain confidence in using the target language in general. Students are more responsible managers of their own learning.

c. Four pairs of connection in Communicative Approach

According Breen and Candlin 1980 There are some pairs of communicative Approach in learning and teaching of the languages are Teacher vs. students roles, accuracy vs. fluency, and Linguistic competence vs. communicative competence are below:

1. Teacher vs. student roles

In contemporary English teaching, the teacher's function should become less dominant than before, but no less important. For example, his/her role as an independent participant within the learning-teaching group is closely related to the objective of his/her role as communicative activator. These roles include a set of secondary roles for the teacher: first, as an organizer of resources and as a resource; and second, as a guide and manager of activities. A third role for the teacher is that of a researcher and learner, with much to contribute in terms of appropriate knowledge, abilities, and actual experience in the nature of learning (Breen and Candlin 1980).

2. Accuracy vs. fluency

Modern society is in need of people who not only read English well but also speak it fluently. As for beginners, they must have a solid foundation in English, which is primarily, though not solely, built on accuracy. It is believed that once bad language habits are formed, they are difficult to break. Moreover, for the students who are learning English in a non- English-speaking country, there is little chance for them to learn an acceptable form of English outside the classroom. So, in order to achieve accuracy, students need rigorous language training in their classes.

Of course, fluency in language learning goes far beyond that. Soon after the students have mastered the language forms, they ought to be given intensive fluency practice. Then, as control is withdrawn, students can use the language more freely. At this stage, errors should be tolerated, and the teacher should emphasize that error making is not at all disgraceful but a natural and common practice. Teachers assess the students' performances at the end of each fluency practice so that the students are aware of their weaknesses and become more and more conscious of their errors. In this way, accuracy and fluency are practiced almost simultaneously. Accuracy and fluency are not mutually exclusive, but are interdependent.

3. Linguistic competence vs. communicative competence

The relation between linguistic competence and communicative competence is also important. At the fundamental stage, linguistic competence is the spontaneous, flexible, and correct manipulation of the language system.Without linguistic competence, there is no communicative competence. But communicative competence does not automatically result from linguistic competence. Forms of classroom activities such as role playing, simulations and real-life interactions should be used to provide as much practice as possible for students to develop communicative competence while practicing linguistic competence.

The researcher conclude that if the students want to improve the English way they are good the teacher should give more attention to the students in the class so that the students can master the language taught by the teacher in speaking, besides the teacher also have to tolerate every mistake made by students then provide a natural and common practice so that they know the error of the learning process.

4. Types of Language Learners

While you may already be aware that learners have been known to differ according to perceptual style (learners may prefer visual, auditory, kinaesthetic, or tactile learning activities), Willing (1987 cf. Ellis 1997) has identified four different types of language learners, which whether he is right or not (its just one study), are very useful for us to think about. The four styles are listed below:

Speaking in a second language can create a great deal of anxiety for language learners, and so it is very important that teachers provide support for the speaking task, giving learners time for planning what to say and how to say it. The purposes of this preparation stage include:introducing or teaching new language, enabling learners to reorganize their developing linguistic knowledge, activating existing linguistic knowledge, recycling specific language items, and easing processing load, and pushing learners to interpret tasks in more demanding ways (Skehan 1998:137–139).

In this final stage of the Teaching Speaking Cycle, the teacher provides learners with feedback on their performance in earlier stages of the cycle, for example:comments or grades on an individual learner's skills and performance from observation sheets used

during the speaking task, exchange of written individual learner reflections and comments on each other's progress and achievements, consolidated comments from the teacher based on written reflections from the class, written comments in learners' journals, comments and informal assessment in learner blogs The cycle that has just been presented is not meant to be completed in just one or two lessons. It is an overall approach to supporting and scaffolding the learning of speaking skills and strategies that can be introduced and extended over several lessons or even a unit of work. A cycle could, for example, consist of a series of lessons based on a specific theme or topic.

Based on the explanation above the researcher concludesthe teaching of speaking should foreground the respective roles played by the teacher, the learner and the materials.The main aim of speaking tasks is to help students develop the fluency of expert speakers where meaning is communicated with few hesitations and in a manner that is appropriate for the social purpose of the message.

2. Features of Communication Student and Teacher

a. Features of Communication

1. Communication is a two-way traffic.

2. It is a continuous and unending process.

3. It is a short-lived process and lasts till the other person understands the message.

4. The main purpose of communication is to make the message understandable to others.

5. It aims at achieving the organizational objectives.

6. It dispels the misunderstanding between persons.

Based on the point above that communications helps someone how to organize idea in communicate each other in other word

communications is important to get information than sharing each other as aim to resolve misunderstanding.

b. Purpose of Communication

The main purpose of communicationare:

1. Conveying the right message to persons concerned.

2. Coordinating the efforts of all those who are engaged in the business.

3. Development of managerial skill and understanding.

4. Maintaining good industrial relations.

5. Assessing the effectiveness of policies, practices, behavior and procedures etc.

Therefore build on the point above that the purpose of communication to make the information is convincing when someone talks about several topic then as purpose to make professionalism on speaking skill.

c. Principles of effective communication

Following principles should be followed in order to make the communication effective:

1. **Principle of clarity,** i.e., every point in the communication should be clear having no ambiguity and conveying the same sense and spirit.

2. **Principle of attention,** i.e., Communication must draw attention of the communicate.

3. **Principle of consistency:** This principle implies that communication should always be consistent with the plans, objectives, policies and programmers of the organization and not conflicting. Inconsistent messages always create chaos and confusion in the minds of people which is highly detrimental to the interest of the enterprise.

4. **Principle of Adequacy:** This implies that the information should be adequate and complete in all respect. Incomplete and inadequate information delays actions and destroys understanding and relations. Efficiency of communicator and communicate is also affected.

5. **Principle of Integration:** Communication is a means to an end and not an end in itself. It should promote co-operation among people at work to achieve the organizational objectives.

6. **Principle of Timeliness:** Information of ideas should be communicated at the proper time. Any delay in communicating the messages will serve no purpose except to make them (messages) mere historical documents as they lose their importance and effectiveness by the lapse of time.

7. **Principle of Informality:** Formal communication however is important in a formal organization but informal communication does not lose its place in the organization. Managers or executives should become much informal in their behavior with

his subordinates. But in certain situations where they are the sole and best judge, informality may be avoided.

8. **Principle of Feedback:** This is the most important principle of an effective communication system. The communicator must have feedback confirmation from the recipient whether the messages communicated, have been understood in the same sense in which the sender takes it and also whether the recipient is agreed or disagreed the proposal. It helps understand the people.

9. **Principal of Communication Networks:** Communication networks refer to the routes through which communication flow to the destination person for whom it is meant. A number of such networks may exist in the organization at a given point of time but management should consider the effectiveness of the communication network in the given situation and its effect of the behavior of the communicate before it finally chooses a network.

10. **Principle of Purposefulness:** Communication should have a purpose. One's image must improve by his communication. The purpose for which communication was used must be achieved.

11. **Principle of Empathetic Listening:** This is used to draw out the other person. The goal is to understand the speaker's

(sender's) feelings, needs and wants in order to help him solve a problem.

12. **Proper Language:** Simple and proper language have to be used in communication.

13. **Two Way Communications:** Effective communication necessitates a minimum of two participants who should interact with each other. In other words, there should be transmission, reception and exchange of ideas from both sides.

14. **Credibility in Communication:** The matter in the communication should be a believable and faithful matter.

15. **Orientation of Employees:** Communication should be an instrument to explain the situation to the employees.

16. **Feedback:** Communication should help to improve quality and to make self-correction of errors.

17. **Gesture and Tone:** Communication should have courtesy and diplomacy.

The above principles, if followed, will make the communication effective. The industrial problems may be minimized by establishing an effective system of communication because a sense of cooperativeness will make industrial relations better (ebrary.net, 2014).

3. Communicative Approach in Classroom

Classroom activities which refer to the communicative approach arecharacterized by trying to produce meaningful and real communication at all levels. As a result,learning process emphasis more on skills than linguistics system, lessons are more learner-centred, and authentic materials are used mostly.

Communicative approach is a set of principles aboutteaching including recommendations about method and syllabus where the focus is on meaningful communication not structure, use not usage. In this approach, students are given tasks to accomplish using language, instead of studying the language. The syllabus is based primarily on functional development (asking permission, asking directions, etc.), not structural development (past tense, conditionals, etc.). In essence, a functional syllabus replaces a structural syllabus. Less emphasis on error correction asfluencyin communication is more important than accuracyas well, authentic and meaningful language input becomes more important. Learners-centered is a pattern of the class.Students accomplish their tasks with other students, while the teacher plays the role of an observer.

The ccommunicative approach took its place in foreign language teaching when grammar-translation, audio-lingual approaches and language laboratories were no longer considered as satisfactory approaches in language learning. In these methods the learners have had control neither over the contents of the program, nor over the way are the

lessons delivered." This dissatisfaction caused linguists and teachers to analyze the learners' needs to being involved in the language they are learning more actively. The commmunicative approach aimed to help learners to be able to communicate more effectively by using appropriate language, gestures and expressions in certain situations. In general communicative approach is not only composed of grammar, phonology and vocabulary but everything which can be needed in communicative situations.

Stemming from the socio-cognitive perspective of the socio-linguistic theory, with an emphasis on meaning and communication, and a goal to develop learners' communicative competence, Communicative approach evolves as a prominent language teachingmethod and gradually replaced the previous grammar-translation method and audio-lingual method. From the literal meaning, we can know that the main emphasis of Communicative Approachis communication. So the main task of teachers is to teach students how to communicate in English efficiently. Under this precondition, communication is divided into several kinds of functions, such as asking directions, making procedure, ordering dishes at restaurants, buying airline tickets or chatting on the Internet. Each one is regarded as a function. When introducing one function, teachers give students some key words, sentences or phrases and design some activities for students to practice what they learn. The purpose is to train students to ask directions, order dishes at restaurants in English by themselves.

Based on the research communicative approach in classroom a set of principles aboutteaching including recommendations about method and syllabus where the focus is on meaningful communication not structure, use not usage.

4. Communicative Approach in Relation to Theory of Language

Language doesn't only see on grammatical rules but to the system of communication. The goal of language teaching is to develope what Hymes (1972) referred to as communicative competence. In Hymes view a person who acquires communicative competence will acquire both knowledge and ability for language used with respect to:

a) Whether something is formally possible

b) Whether something is feasible in virtue of means of the implementation

c) Whether something is appropriate in relation to a context in which it is used and evaluated

d) Whether something is in fact done, actually performed, and what it is doing entail.

Communicative competence includes the following aspects of language knowledge (Richard: 7)

a) Knowing how to use language for a range of different purposes and functions.

b) Knowing how to vary our use of language according to the setting and the participants (knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication).

c) Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations).

d) Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies).

The communicative approach focuses on language as a medium ofcommunication. Recognizes that all communication has a social purpose - learner has something to say or find out.

The communicative approach to language teaching became so popular because it makes a lot of sense to educators. In the communicative approach, participants use the language to accomplish some function, such as instructing, inviting or requesting. The teacher sets up a situation that students are likely to encounter in real life. Speakers choose a particular way to communicate depending on the relationship.

Communicative approach requires more, however, than attention to strategies for presenting the structure and functions of language. Above all, it requires the involvement of learners in the dynamic and interactive process of communication. A communicative classroom allows learners to experience language as well as to analyze it.

Decker (1987) also states that there are two principle assumptions that underline the importance of the communicative approach. They are: the involvement of the students in language use (rather than language knowledge) in class; and the realistic learning situation. In this case decker says: 'the first assumption is that we are concerned in the classroom with language use, not language knowledge; the second is the

view that we learn language is most effectively by using it in realistic situations".

Based on the research communicative approach in relation to theory language is the communicative approach, participants use the language to accomplish some function, such as instructing, inviting or requesting. The teacher sets up a situation that students are likely to encounter in real life. Speakers choose a particular way to communicate depending on the relationship.

5. Communicative Exercise

The following exercise is taken from a 1987 workshop on communicative foreign language teaching, given for Delaware language teachers by Karen Willetts and Lynn Thompson of the Center for Applied Linguistics. The exercise, called "Eavesdropping," is aimed at advanced students. "Instructions to students" Listen to a conversation somewhere in a public place and be prepared to answer, in the target language, some general questionsabout what was said.

1. Who was talking?
2. About how old were they?
3. Where were they when you eavesdropped?
4. What were they talking about?
5. What did they say?
6. Did they become aware that you were listening to them?

The exercise puts students in a real-world listening situation where they must report information overheard. Most likely they have an opinion of the topic, and a class discussion could follow, in the target language, about their experiences and viewpoints. The approach seeks to personalize and localize language and adapt it to interests of pupils. Meaningful language is always more easily retained by learners.

Even the most trifling dialogue can be transformed to a communicative. If the dialogue starts

A: - How are you?

B: - And you?

It is boringand predictable. This dialogue is not informative, and similar to those which the students must learn by heart in terms of a prepared situation recipe. By contrast, the dialogue below is unpredictable, interesting and informative:

A: - How are you?

B: - Is it true, that you ... or

A:-I heard that you found 100,000 dollars in a bad outside your home.

B: - Tell me, what are you going to do with it?

The answer is unexpected and related to the questions only associatively. During a language lesson, such dialogues can reflect spontaneous situations.

Teachers in communicative classrooms will find themselves talking less and listening more--becoming active facilitators of their students' learning. The teacher sets up the exercise, but because the students' performance is the goal, the teacher must step back and observe.

C. Conceptual framework

Theoretical framework is given in the following diagram:

```
┌──────────┐      ┌──────────┐      ┌──────────┐
│  Input   │─────▶│ Process  │─────▶│          │
└────┬─────┘      └────┬─────┘      │ Output   │
     │                 │            └────┬─────┘
     ▼                 ▼                 ▼
┌──────────┐   ╭──────────────╮   ┌────────────────────┐
│ Teaching │   │The application│   │ Students' response │
│ English  │   │of communicative│  │after learning      │
│          │   │  approach     │   │speaking by apply   │
└──────────┘   ╰──────────────╯    │Communicative       │
                                   │Approach            │
                                   └────────────────────┘
```
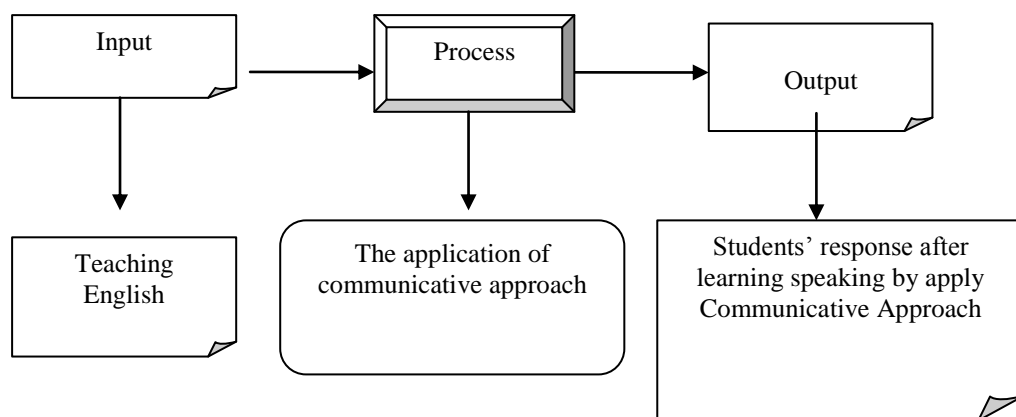
Input   :The term input in the diagram above refers to English teaching.

Process :The term process in the diagram above refers to the application

during teaching process using communicative approach.

Output:The term output in the diagram above refers to their response of   students'   after

learning speaking apply communicative approach.

CHAPTER III

RESEARCH METHOD

This chapter deals with research design, variable and their operational definition, population and sample, instrument of the research, procedure of collecting data, and technique of data analysis.

A. Research Design

The research designed of this research descriptive it aims at finding out the students active are participation and interest in speaking interaction in the classroom through Communicative Approach

B. Population and Sample

1. Population

Populations of this research there were two teachers first grade of academic year 2018/2019 and two classes which are VIIa and VIIb and each class consist of 22 students so the total population is 44 students.

2. Sample

The researcher used the total random sampling technique. This sampling technique had similar characteristics with the whole population. The researcher must determine the samples randomly from each other. In this school there were two classes and number of the students in every class was 22. In this research, the researcher took 10 students every class as a sample and total number as a sample was 20 students.

C. Instrument of the Research

The instruments of this research were observation, and questionnaire. Observation checklistwere used to observe the teacher's applications of communicative approach English teaching based on some indicators while questionnairewas used to find out the students' response and preference toward those application based on some types of activities.

The criteria which is used to analyze the questionnaires are as follows:

No.	Items	Categories
1	5	Strongly agree
2	4	Agree
3	3	Undecided
4	2	Disagree
5	1	Strongly disagree

(Gay, 2006:130)

D. Procedure of Collecting Data

The procedure of collecting data was chronologically performed as follow:

1. **Observation Checklist** (appendix I)

The researcher observedthe teacher's application of communicative approach in English teaching for the learners by checking the teacher'sapplication based on some indicators to determine communicative activities during teaching and learning process.

2. **Questionnaire**(appendix II)

To collect the data from the sample, the researcher distributed questionnaires to the students to identify the students' response toward the application of communicative approach in English teaching.

E. Technique of Data Analysis

The data was analyzed chronologically as follows:

1. The data from observation check list find out theteacher'sapplication used communicative approach based on some indicators.

2. The questionnaire distributed to the students usedLikert Scale. The data are collecting through the questionnaire then analyzed and

3. The data from the test analyzed by mean score technique. The formula used for this purpose is:

$$M = \frac{\sum x}{N}$$

Where: M = Mean Score

$\sum$x = The sum of total score

N =the total number of students/ respondents

(Gay, 1981: 361)

4. Finding out the questionnaires by presentage technique to find the interpretation of each item of the questionnaire.

$$P = \frac{f}{N}x\ 100\%$$

Where: P = Percentage

f = Frequency of item

N = Total of sample

(Sugiyono, 2014:136

CHAPTER IV

FINDING AND DISCUSSION

This chapter deals with the findings of the research and discussion about the findings. The findings consist of the result of data collected while the discussion is the detail of the findings.

A. FINDINGS

In this part the data were presented to showsthe percentages, score of respondents to each item of the questionnaire, and describing situation to each item of observation checklist. The results were described as follow:

1. The ways of teacher applied communicative approach in English teaching.

The teacher applied communicative approach activities based on sixteen features of communicative approach as Brumfit and Finnochiarro stated in Richard (1986). The researcher describes the results of observation checklist as follow:

a. Meaning is paramount/ supreme.

The indicator from this point was the teacher gave students opportunity in negotiating meaning. The researcher found that the teacher familiar with the students and communicated about unknown vocabularies. when they didn't know about the meaning in communication, the teacher tried to speak English with simple language to applied, easy to understand, and effective. The students also can ask to the teacher about the miss words or 30 or it in dictionary.

b. Dialogues, if used, center on communicative functions and are notnormally memorized.

The indicator in this point was language forms occured most naturally within a context. For example the teacher explained about

direction topic, and then invites the students to be active in giving an example in their daily life.

The researcher found that the teacher usually explained the topic and then asked students to make a group to do the task. Afterwards, she invited the students to present their task in front of the class. One of them became a visual aid and the other students explained the topic with that visual aid without memorizing their presentation. They explained about their friend's feature; *Suci is tall, has a long hair, Beautiful, and white skin.*Although the teacher's achievement didn't completely gone. Because some of students still felt difficult to reveal their idea without memorizing the dialogue.

c. Concept is a basic premise.

During the research, the researcher found that sometimes the teacher provided the authentic material based on social situation and condition of class when she explained the lesson. She explained about descriptive text and asked the students to make a simple paragraf which related to her topic, are the students understand with her explanation or not. She usually asks students to do task individually, in a group, or discussed LKS (Lembar Kerja Siswa) book in pair.

d. Language learning is to communicate.

The teacher purposed of language learning in classroom is to learn how to use the language to communicate outside the class. The teachertaught the students in the class about 'greeting' material. When the students met with the teacher or their friends outside the class they greet each other and inquired about each other's occupation or asked about their condition. They combined their communication in English-Indonesian or Indonesian-English.

Example: *A.*   Hello. How are you?

   B.   I'm fine. Have you do your *PR kemarin yang dikasih* mam syamsiah?(have you done your assignment by mam syamsiah yesterday?)

e. Effective communication is sought.

Substantively the teacher had encouraged the students to be confidence in using the target language. But the correction of error grammar from teacher usually made some students afraid to build up their confidence to communicate again. Even though for the other students they didn't care about that situation

f. Drilling may occur, but peripherally.

The teacher introduced the dialogue by adding a few more lines, such as*"Bella is a beautiful girl". "Bella is a smart student*point is how to make the students interested in communication.

g. Comprehensible pronunciation is sought.

The teacher still focused to the target language but consider about using Indonesian style. She understand about the situation when the students expressed their opinion.

   i.e. -"Unggul is my *classmate*." The student pronunced it

   'cl3sm3t'.

   -"*allher* friends like *her*". The student pronunced it 'Λ*ll*

   h3r friends like *hier'*.

h. Translation may be used where students need of benefit from it.

The students were given a text by the teacher. She instructed them to discussed about that text in a group.She gave them a dictionary to look for the difficult words. Finaly, the teacher gave translation as an alternative reference when the students need it to correct their validity answer.

i. The target linguistic system will be learned through the process of struggling to communicate.

The teacher encouraged students to communicate without ignoring the appropriate structure of the target language. For example; student says "I am eat", teacher says "good, but it should be 'I am eating'.

In the below dialogue it indicated that the teacher noticed to the target language:

Student : "He is skin is black"

Teacher : *"ini perempuan atau laki-laki?"* (this is

girl or boy)

Student : "She is skin"

Teacher : *"ingat possesive adjective?"*. (do you

remember about possesive adjective?)

Student : her skin?

Teacher : yah, her...skin.

j. Sequencing is determined by any consideration of content, function or meaning which mantained interest.

The teacher gives students an opportunity to express their individuality by having them share their ideas and opinions on a regular basis. She made efforts in a certain direction to make introduction of text before describing someone. It seems in the following dialogue:

Teacher : *"make introduction!"*

Students : (silent with showing confuse mimic)

Teacher : *"buat pendahuluan seperti yang tadi"*

dijelaskan". ("firstly you make introduction as I

have already told you").

Student : "like this mam...?"Amanda is my best friend!"

(showed her paper).

Teacher : *"yeah..."* (so, she lived them to discuss their task).

Student A   : *"Amanda, makanan kesukaankamu apa?"*.

        ("Amanda, what is your favorite food?")

Amanda   : *"nasi goreng..., apa bahasa inggris darinasi*

        goreng?". ("fried rice, what we say 'nasi goreng'

                in English?").

Student A   : *"mam...e.."* (she wants to ask her teacher).

Student B   : *"cari di kamus saja.."*("look for it in

        dictionary").

Student A   : (open dictionary) *"fried rice. Hi hi hi.." "fried*

        rice, iyo?"

Student B   : *"apa hobimu, ."*("what is your hobby,

say it!")

Amanda   : *"my hobby, ehmm..makan*(eat). *ha ha ha..."*

Students C   : *"yang paling sering kamu lakukan!"*. ("the thing

        you do most I mean").

Amanda   : "oohhhh, playing badminton".

k. The teachers help learners in any way that motivates them to work with the language.

   The   teacher   moves   from   group   to   group   offering   advice   and   answering questions.   When   the   teacher   found   any   mistake   from   their   task,   she   helped   them   to correct it. It showed as the dialogue below:

Teacher   :(see the students task on the paper and pointing

        their writen task) *"iniapa?*.(What is this?). *Harjo*

        is..basketball".

Students   : *"Harjo suka bolabasket"*.("Harjolikes basketball").

Teacher   : *"kalau   begitu   artinya   Harjonya   yang   basketball"*.(it's

        mean that Harjo is basketball").

Students   : "so mam?"

Teacher	: *"apa yang dimaksud?"*. ("what do you meanby that?").
Student	: *"hobi harjo..."*. (Harjo's hobby").
Teacher	:"ehmmm...harjo likes, or harjo's hobby".

l. Language is created by the individual often through trial and error.

The teacher says 'very good' when the students answer correctly as indicated in the diaolgue below:

Teacher	: "what food do you like?"
Student A	: "yes, I like."
Teacher	: "I like.... orange juice. Do you like orange juice?."
Student B	: "yes, I like."
Teacher	: "good, one hundred for you."

m. Fluency and acceptable language is the primarily; accuracyisjudge not in the abstract but in context.

Errors are tolerated and seen as natural outcome of the development of communication skills. When the students presented their task, the teacher didn't corrected their error grammar. She accepted the students' presentation by seeing their context. The error was corrected in the last of presentation. i.e. "*His* very tall". The right one is *'He is'* very tall.

n. The students are expected to interact to other people, either inthe flesh through pair and group work, or in the writings.

The teacher gives the students a task to do in pair or in group and make a report to perform. Class discussion made students share their opinion and finished the task. It can be seen as their cooperative to do the taskin a group in the following dialogue:

Student A	: "what do you like?"
Student B	: "singing."
Student C	: "ohh singing, *menyanyi*?"
Student B	: "yes.."

Student A	:*"apakah anda suka bersepeda?"* ("do you like bicycle?").
Student B	: *"ih.. tidak"* (no, I don't like).
Student C	: "playing bicycle."
Student A	:*"ya itu, bagaimana tulisannya?"* (yes, that's I mean, how to write it?) like this, bycicle? (show her paper)
Student C	:*"Eh pakai 'y' yang terakhir bukan 'i'. Begini'e. B-I-cycle."* (you have to put 'y' in the last word, the correct is like this).

o. The techer cannot know exactly what language the students will use.

The simpler forms would be presented at first. Ex; 'can you'...? not 'I wonder if you would mind...?'. The teacher usually asked about their opinion related to the material. When she said something to the students she used the simpler utterance such as 'thank you'. She didin't used the difficult utterance as 'that's too kind of you' which not familiar to her students.

p.Intrinsic motivation will spring from an interest in what isbeing communicated by the language.

The exercise puts students in a real-worldsituation where theyhave to reportinformation overheard. Most likely they have an opinion of the topic, and a class discussion could follow, in the target language, about their experiences and viewpoints.She prefered to teach reading comprehension as translating text. It can be seen as as follow:

Teacher	: She is beautiful.
Students	:*dia cantik.*
Teacher	:she is tall.
Students	:*dia tinggi*

Teacher   : and her hair is black and curly

Students   : *rambutnya hitam dan keriting*

Teacher   : she is not fat.

Students   : *dia tidak gemuk.*

Teacher   : all her friends like her.

Students   : *semua temannya suka dia.*

After that the teacher asked the students to make a group and discussed about descriptive text from that dialogue.

2. The Students' Response Toward the Application of Communicative Approach.

Based on the result of mean score of the questionnaire, the students' responsetoward the application of communicative approach in teaching English can be seen as follows:

Table 4.1 I like learning English using speaking technique

No.	Opinion	Frequency	Percentage
1	Strongly Agree	12	60%
2	Agree	7	35%
3	Undecided	1	5%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
	Total	20	100%

Table 4.1 showed that 12 student (60%) said "strongly agree", 7 students (35%) said "agree", 1 students (5%) said "undecided", 0 student (0%) said "disagree", and 0 student (0%) said "strongly disagree". So, we can conclude that most students at the seven grade of SMPN 1 Tondong Tallasa was strongly agree that students like learning English using speaking technique.

Table 4.2 I asked the teacher if I had difficulty in learning English

No.	Opinion	Frequency	Percentage
1	Strongly Agree	10	50%
2	Agree	7	35%
3	Undecided	3	15%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
	Total	20	100%

Table 4.2 showed that 10 student (50%) said "strongly agree", 7 students (35%) said "agree", 3 students (15%) said "undecided", 0 student (0%) said "disagree", and 0 student (0%) said "strongly disagree". So, we can conclude that most students at the seven grade of SMPN 1 Tondong Tallasa was strongly agree that students always asked the techer if their faced the difficult in learning English.

Table 4.3 I prefer to ask a friend if I have difficulty in English Lesson

No.	Opinion	Frequency	Percentage
1	Strongly Agree	8	40%
2	Agree	9	45%
3	Undecided	2	10%
4	Disagree	1	5%
5	Strongly Disagree	0	0%
	Total	20	100%

Table 4.3 showed that 8 student (40%) said "strongly agree", 9 students (45%) said "agree", 2 students (10%) said "undecided", 1 student (5%) said "disagree", and 0 student (0%) said "strongly disagree". So, we can conclude that most students at the seven grade of SMPN 1 Tondong Tallasa was agree that students always prefer asked her friend if their faced the difficult in English lesson.

Table 4.4 I would always be active in English Classes in the classroom because it is very important in life, especially in relation to looking for work in the future

No.	Opinion	Frequency	Percentage
1	Strongly Agree	5	25%
2	Agree	7	35%
3	Undecided	6	30%
4	Disagree	1	5%
5	Strongly Disagree	1	5%
	Total	20	100%

Table 4.4 showed that 5 student (25%) said "strongly agree", 7 students (35%) said "agree", 6 students (30%) said "undecided", 1 student (5%) said "disagree", and 1 student (5%) said "strongly disagree". So, we can conclude that most students at the seven grade of SMPN 1 Tondong Tallasa was agree that students always be active in English Classes in the classroom because it is very important in life, especially in relation to looking for work in the future.

Table 4.5 I am confident of successed in learning English

No.	Opinion	Frequency	Percentage
1	Strongly Agree	3	15%
2	Agree	10	50%
3	Undecided	6	30%
4	Disagree	1	5%
5	Strongly Disagree	0	0%
	Total	20	100%

Table 4.5 showed that 3 student (15%) said "strongly agree", 10 students (50%) said "agree", 6 students (30%) said "undecided", 1 student (5%) said "disagree", and 0 student (0%) said "strongly disagree". So, we

can conclude that most students at the seven grade of SMPN 1 Tondong Tallasa was agree that feel confident of successed in learning English.

Table 4.6 I study hard if I have a lot of difficulty in answering the question of English

No.	Opinion	Frequency	Percentage
1	Strongly Agree	5	25%
2	Agree	10	50%
3	Undecided	5	25%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
	Total	20	100%

Table 4.6 showed that 5 student (25%) said "strongly agree", 10 students (50%) said "agree", 5 students (25%) said "undecided", 0 student (0%) said "disagree", and 0 student (0%) said "strongly disagree". So, we can conclude that most students at the seven grade of SMPN 1 Tondong Tallasa was agree that students always study hard if their have a lot of difficulty in answering the question of English.

Table 4.7 I try to ask the teacher if my friends and I have difficulties in speaking using English

No.	Opinion	Frequency	Percentage
1	Strongly Agree	9	45%
2	Agree	9	45%
3	Undecided	2	10%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
	Total	20	100%

Table 4.7 showed that 9 student (45%) said "strongly agree", 4 students (50%) said "agree", 2 students (10%) said "undecided", 0 student (0%) said "disagree", and 0 student (0%) said "strongly disagree". So, we can conclude that most students at the seven grade of SMPN 1 Tondong Tallasa was had a same response with strongly agree and agree that students always try to ask their teacher if their have difficulties in speaking using English.

Table 4.8 I study the material tought in school

No.	Opinion	Frequency	Percentage
1	Strongly Agree	4	20%
2	Agree	11	55%
3	Undecided	5	25%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
	Total	20	100%

Table 4.8 showed that 4 student (20%) said "strongly agree", 11 students (55%) said "agree", 5 students (25%) said "undecided", 0 student (0%) said "disagree", and 0 student (0%) said "strongly disagree". So, we can conclude that most students at the seven grade of SMPN 1 Tondong Tallasa was agree that students study the material tought in school.

Table 4.9 I do not despair if it is difficult to Understand English

No.	Opinion	Frequency	Percentage
1	Strongly Agree	7	35%
2	Agree	9	45%
3	Undecided	4	20%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
	Total	20	100%

Table 4.9 showed that 7 student (35%) said "strongly agree", 9 students (45%) said "agree", 4 students (20%) said "undecided", 0 student (0%) said "disagree", and 0 student (0%) said "strongly disagree". So, we can conclude that most students at the seven grade of SMPN 1 Tondong Tallasa was agree that students do not despair if it is difficult to understand English.

Table 4.10 A studied the material tought after school

No.	Opinion	Frequency	Percentage
1	Strongly Agree	4	20%
2	Agree	11	55%
3	Undecided	2	10%
4	Disagree	3	15%
5	Strongly Disagree	0	0%
	Total	20	100%

Table 4.10 showed that 4 student (20%) said "strongly agree", 11 students (55%) said "agree", 2 students (10%) said "undecided", 3 student (15%) said "disagree", and 0 student (0%) said "strongly disagree". So, we can conclude that most students at the seven grade of SMPN 1 Tondong Tallasa was agree that students studied the material tought after school.

3. **Mean score of students response of comunicative approach in English learning**

The mean score of students response based on the comunicative approach will be seen below:

$$M = \frac{\sum x}{N}$$

$$M = \frac{1027}{20}$$

$$M = 51,35$$

Based on the result above the researcher conclude that the mean score showed 51,35 it means that the students have positive response with comunictive approach in English learning.

B. DISCUSSION

Based on the observation checklist, the researcher found that the teacher apply all the features of communicative approachin English teaching for the sample learner at SMPN 1 Tondong Tallasa. It couldbe seenfrom the features application used by the teacher during teaching learning process.It showed that from 16 application, the allfeatures were applied by the teacher.

Based on the questionnaire the students had positive response toward the application of communicative approach. The result of questionnaire calculation showed that the students' mean score is 51,35. This result is in *positive* classification as stated in Likert scale**.** It means that students had positive response towars the application of communicative approach.

The result of questionnaire data showed that students' answer also give positive response toward theapplications of communicative approach. It showed by the students' answer of the questionnaire about the communicative activities which is not applied by the teacher.It means that they want the teacher supports them in English communication.The lack of teacher's application in communicative activities made the students bored, nervous to communicate, and passive. Whereas almost all students like to study English. They need a creative teaching media to build up their self confidence in communication such as games, picture, make greeting card, etc. They said that those are interesting to be apply. although they never found those application in their teaching learning process at the school, but some of students ever felt it in their courses outside of school. So, it can be positive input to the teacher to apply those applications in the next time.

The problems in applying comunicative approach caused also by the students. They are low of students' English proficiency, low of students' motivation, and low of communicating in daily life using English. It could be seen as the teacher spoke with them, they didn't understand or silent beacuse they were still constructing their sentence in their mind. When the teacher was explaining the material in front of the class some of the students just talk with their friend, or they just look like muse, confuse, and not focus to the material.

Most of students didn't speak in English although in short conversation or expressing the words. They felt afraid to make a mistake and shy to talk. In this condition, the teacher should pay attention to the aim of teaching grammar or linguistics form. The teacher taught them by giving examples related to the students' daily life.The teacher also accomodated the class to the real communication and comfortable situation to bulid up their communicative competence.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion relating to this research.

A. Conclusion

Based on the result of the research that has been explained in the previous chapter, the researcher concludes that:

1. This research on the observation checklist, found that the teacher applied all the features of communicative approachin English teaching for the sample learner at SMPN 1 Tondong Tallasa

2. This research shows that the students have positive response toward the application of communicative approach. The result of questionnaire calculation is in positive categories by the students' response and the mean score showed that 51,35%.

B. Suggestions

1. The teacher should analyze their students' characteristics and needs before teaching and learning process.Then formulate some criteria to apply the communicative activities.

2. In selecting the authentic material used in communicative approach, the teacher should remember that the media could support the teaching material in order to make the students interested and motivated in learning.

BIBLIOGRAPHY

Academic,Library. 2014. *Features of communication.* *https://ebrary.net/3024/management/features_communication. Accessed at July 21, 2018.*

Angelo, T.A. (1993). A Teacher's Dozen: Fourteen General, Research-based Principles for Improving Higher Learning in Our Classrooms. *AAHE Bulletin, 45(8).*

Al-Twairish, Badriah Nasser. 2009. *The Communicative Approach on the Listening and Speaking Skills of Saudi Secondary School Students an Experimental Study*at **Error! Hyperlink reference not valid.**Astuiand Hastuti.2014.*HakikatPendekatanKomunikatif. https://tugas2kampus.wordpress.com/2014/04/03/hakikat-pendekatan-komunikatif/. Accessed at July 21, 2018.*

Breen J. and Candlin D. (1980).*The Essentials of a Communicative Curriculum in Language Teaching.*Hawaii:University of Hawaii Press.

Cazden, C. B. (1988). *Classroom discourse: The language of teaching and learning.* Portsmouth, NH: Heinemann.

Chaudron, C. (1988). *Second language classrooms: Research on teaching and lear*ning. Cambridge: Cambridge University Press.

Deckert Glenn D. 1987. *"The communicative approach: helping students Adjust".* English teaching Forum; Volume XXV, Number 3, July. Washington, D.C.

Ellis. R. 1997. *Second Language Acquisition*, Oxford: OUP

Galskova, N. D. Theory of teaching foreign languages. Linguistic didactics and methodology: manual for students of linguistic universities and departments of foreign languages of higher pedagogical institutions / N. D. Galskova N. I. Gez. - M.: Academy, 2006. – 336 p.

Gay. L.R.2006.*Education Research*. New York: McGraw Hill Book Company.

Gay,L.R.(1981:361) *Educational Research, Competencies For Analysis And Application.*Eight Edition. Columbus : Merril Publishing.

Hymes D. H. (1981).*On Communicative Competence*.Oxford:Oxford Press.

Hymes, D. 1972. *On Communicative Competence. Sociolinguisticts,*pp.269-93. Harmondsworth: Penguin.

Jabri, Umiyati. 2011. *The Implementation of Communicative Language Teaching (CLT) in Teaching English at Bilingual Class of RSBI SMPN 12 Makassar.*Unpublished thesis FBS. State University of Makassar.

Jin, Guochen. 2008. *Application of Communicative Approach in College English Teaching.* retrieved at http://www.ccsenet.org/journal/index.php/ass/article/viewFile/1604/1518.

Nasruddin (2015) . *MetodePenelitianPendidikan. PendekatanKuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta

49

Nunan, D. (1991). *Second Language Teaching and Learning* (2nd Ed.). London: Heinle&Heinle publishers.

Murphy, Denis and Lestari, Endang (2003). 1987. Athttp://www.scribd.com/doc/30339294/Pendekatan-Komunikatif-Dalam-PembelajaranBahasa-Komunikatif accessed on 3 November 2011.

Pateda, Mansoer. 1991. *LinguistikTerapan*. Ende-Flores: Nusa Indah

Radzi, M., Hanadi, A., Azmin, A. M., Zolhani,N. H., & Abdul Latif, S. (2007). *AdoptingCommunicative Language Teaching (CLT)Approach to Enhance Oral CompetenciesAmong Students: Teachers' Attitudes andBeliefs.*

Richards, Jack C. And theodore S. Rodgers. 1986. *Approach and Methods in Language Teaching. A description and Analysis.* Cambridge: Cambridge University Press.

Skehan, P. (1998). A cognitive approach to language learning. Oxford: Oxford University Press.

Sugiyono . (2014). *Metodepenelitiankombinasi (mixed methods)*. Bandung: AlfabetaBandung.

Sugiyono. 2016. *MetodePenelitianPendidikan. PendekatanKuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.

APPENDICES

HASIL ANALYSIS

Respondent	Questionnaire Items										
	1	2	3	4	5	6	7	8	9	10	
1	3	4	2	1	3	4	4	4	4	3	
2	5	4	3	2	5	3	5	4	3	2	
3	5	5	5	3	4	4	5	4	5	4	
4	4	3	4	4	4	5	5	5	4	4	
5	5	5	5	5	3	3	4	4	4	4	
6	5	4	4	4	5	5	3	3	5	5	
7	5	4	4	5	3	3	5	5	5	5	
8	4	4	4	3	3	3	5	5	5	5	
9	5	5	5	4	4	4	4	4	4	4	
10	5	5	4	3	4	3	5	4	5	3	
11	5	5	4	4	5	5	4	4	4	4	
12	4	5	5	4	3	4	4	4	5	4	
13	4	4	4	3	4	4	4	4	4	4	
14	5	3	4	3	2	5	5	3	4	2	
15	4	3	4	3	4	4	4	3	4	4	
16	4	5	5	4	3	4	4	4	3	4	
17	5	5	5	5	4	4	3	3	5	5	
18	4	5	5	5	4	4	4	5	4	4	
19	5	4	3	5	4	5	5	3	3	2	
20	5	5	5	4	4	4	5	4	4	4	
Total											

A.3 Observation Checklist

No.	Observasi	✓
1.	Bertemu dengan guru dan menjelaskan maksud penelitian	✓
2.	Observasi Kelas	✓
3.	Sebelum memulai pelajaran guru mengabsen dan menanyakan pelajaran sebelumnya	✓
4.	Menjelaskan cara berkomunikasi menggunakan bahasa inggris dengan kata yang sederhana dan mudah dimengerti	✓
5.	Memberikan topic pelajaran dan mengundang siswa untuk menjelaskan kembali topic tersebut	✓
6.	Guru menyajikan materi setelah itu siswa membuat paragraph singkat dalam sebuah group menggunanakan kamus	✓
7.	Guru focus berbahasa inggris dan menerjemah kenapa yang di maksud saat berbicara	✓
8.	Guru dari group ke group member nasihat dan menjawab pertanyaan ketika mendapat kesalahan guru membantu memperbaiki.	✓
9.	Memberikan pujian seperti 'sangat bagus' ketika siswa mengerjakan tugas dengan benar	✓
10.	Kelas diskusi memberikan pendapat dan menjawab tugas yang telah diberikan	✓

APPENDIX 3
DOKUMENTASI

CURRICULUM VITAE

SRI SULASTRI is a student of English Department in Muhammadiyah University of Makassar. She was born on 11thOctober 1995 in Pangkep. She is the third daugther of marriage between Rahman Saleh and Halwiah. She has 1 Sister (NurAsni) and one brother (R.S Asdar).

In 2001, she started in elementary school at SDNegeri 12 Malaka, graduated in 2007. Then she continued her junior high school at SMPN 1 Tondong Tallasa and graduated in 2010. After that she continued her senior high school at SMAN 1 Tondong Tallasa and graduated in 2013. In 2014, she was accepted in Muhammadiyah University of Makassar as a student at English Department of Faculty of Teacher Training and Education. At the end of her study, she could finished her thesis in 2018 entitle "*The Application Of Communcative Apprachin English Teaching at SMPN 1 Tondong Tallasa, Pangkep.(descrictive text)*