

**USING COMMUNICATIVE LANGUAGE TEACHING APPROACH TO
IMPROVE STUDENTS' SPEAKING ABILITY
(Pre Experimental Research at Seventh Grade of SMPN 2 Baranti)**



**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHING TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR**

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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

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Skripsi atas nama **SRIWAHYUNINGSI**, NIM **10535 5312 12** diterima dan disahkan oleh Panitia Ujian Skripsi berdasarkan Surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: **0035 TAHUN 1440 H / 2019 M**, tanggal 21 Jumadil Akhir 1440 H /26 Februari 2019 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 Jumat tanggal **28 Februari 2019**

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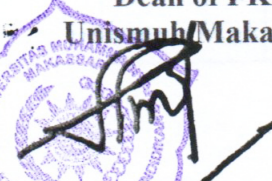
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SRIWAHYUNINGSI

ABSTRACT

SRIWAHYUNINGSI, 2017. *Using Communicative Language Teaching Approach To Improve Students' Speaking Ability (Pre Experimental Research at Seventh Grade of SMPN 2 Baranti)*A Thesis, English Education Department Faculty of Teachers Training and Education Makassar Muhammadiyah University. (Under the Supervisors: Consultant I Sulfasyah and Consultant II Yasser Mallapiang).

This research aimed at finding out whether or not the implementation Communicative Language Teaching Approach improve the students' ability in speaking terms of pronunciation and fluency at the Seventh Grade Students of SMP N 2 Baranti.

This research involved one class of the Seventh Grade students of SMP N 2 Baranti. The instrument to collect the data was speaking test. In this research, the researcher analyzed the data based analysis on the accuracy and fluency in students' speaking. In collecting data, the researcher gave a speaking test, the speaking test held into two steps, there were pre-test and post-test. The researcher used (t) test to analyze the data.

The result of this research showed that the means score in pre-test in term of pronunciation was (3.69) and post-test was (6.89). The mean score in pre-test in term of smoothness was (4.43) and post-test was (5.83). And the total result of pronunciation and smoothness or X_1 was (4.06) and the post-test was or X_2 was (6.31). So, this is showed students got improvement in their speaking skill after being taught through Communicative Language Teaching Approach, the students' ability in speaking English became better than before.

MOTTO

"The strong one doesn't win,

The one that wins is strong"

"yang kuat tidak menang. Yang menang adalah yang kuat"

DEDICATION

The researcher dedicates this thesis to:

My Beloved Parents

Muhammad Darwis and Siti fatimah

My Beloved Brothers and beloved Sisters

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The researcher express her high gratitude to Allah SWT because of the blessing and the most merciful, so the writer could finish this thesis with the title “*Using Communicative Language Teaching Approach to Improve Students’ Speaking Ability(Pre Experimental Research at Seventh Grade of SMPN 2 Baranti)*. Shalawat and greeting are addressed to beloved and chosen messenger to the prophet Muhammad SAW peace be upon him.

In writing this thesis the writer found many difficulties, so the researcher realized that the thesis has a lot of mistakes and weakness. In order to become perfect, the researcher needs correction and suggestion. The researcher would like to say thank you very much for My lovely husband Jumardi, my highest appreciation and deepest thankful to my beloved parents Muhammad Darwis and Sitti Fatimah who always be my best parents. And also for my brothers,my sisters, and all of my family for the attention, support and their love.

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The Writer

Sriwahyuningsi

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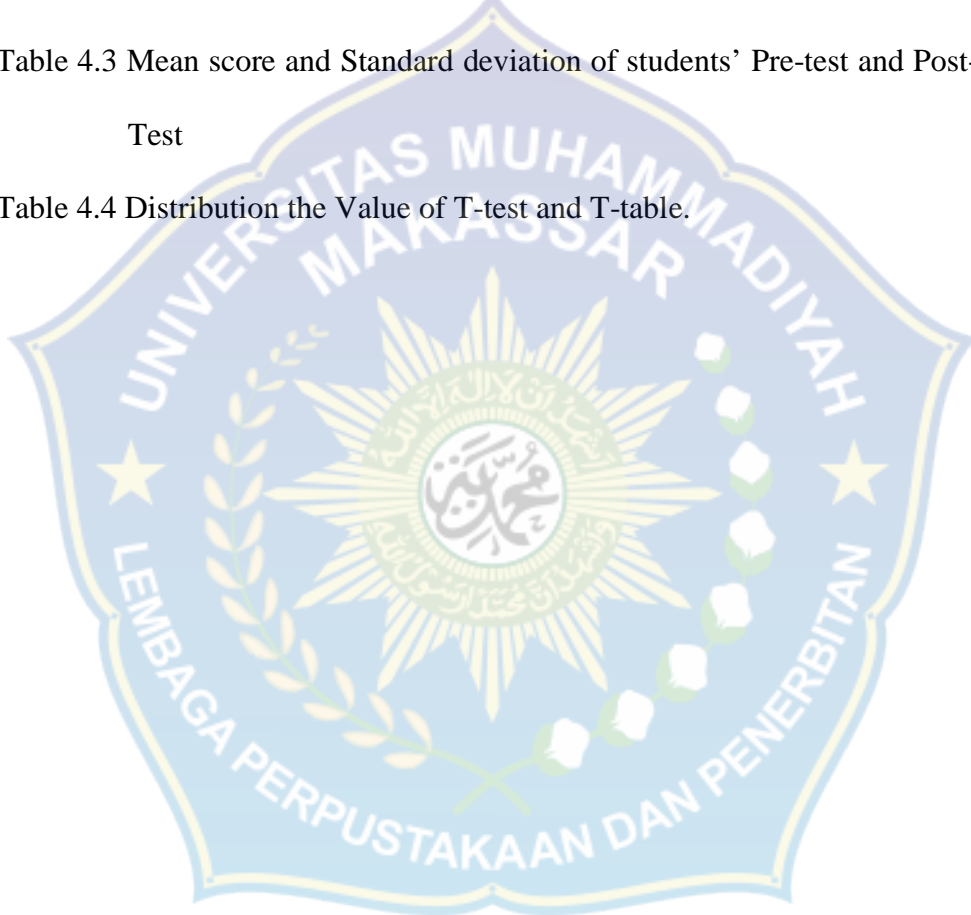
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CURRICULUM VITAE



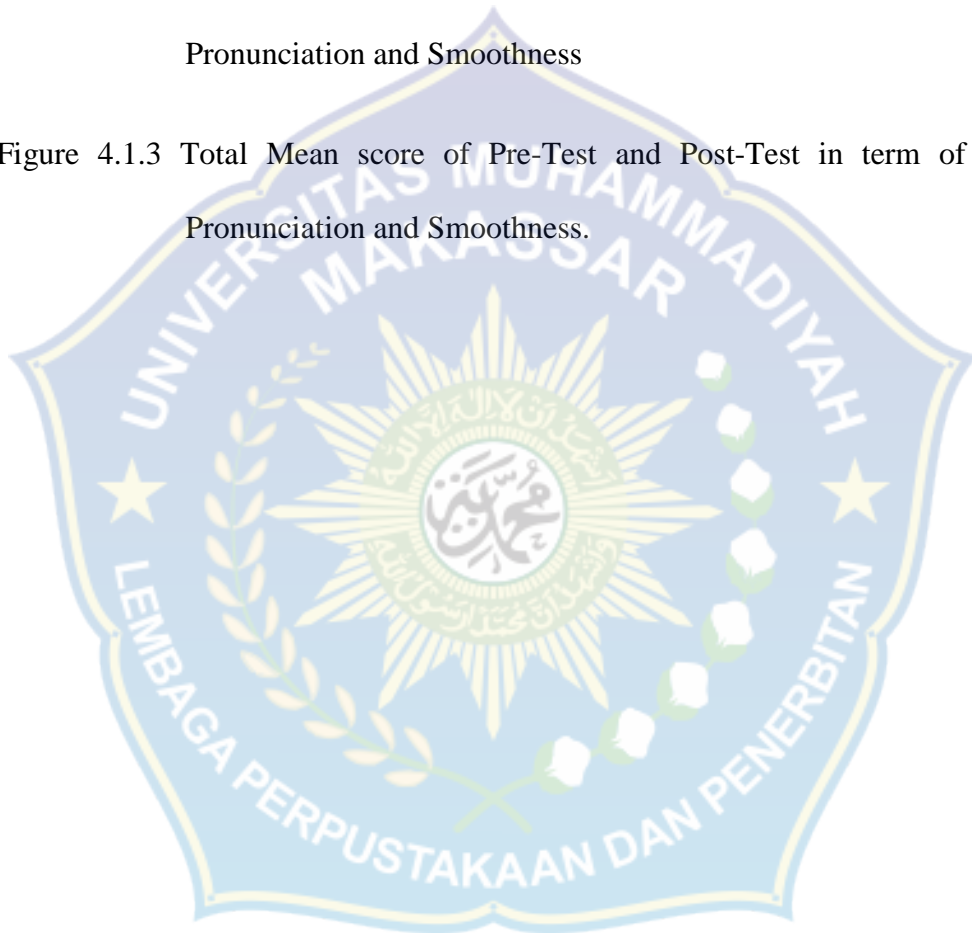
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CHAPTER I

INTRODUCTION

A. Background

English is an international tool of communication. It is used to communicate with each other by people from different countries all over the world (Amin, 2004:1). English plays an important role because it is a tool of communication in all aspects in most of the world, whether in social interaction, science technology, politics, economics, cultural and education.

English consists of four language skills: they are reading, listening, writing and speaking. Harmer (1991:16) states that the reading and listening are receptive skills, while speaking and writing are productive skills. These skills are always the target of the final learning objectives. In other words, the four language skills are the result of a long process of learning; they are the application of the knowledge of language that the learners get during the process.

Speaking is identified to be difficult to learn, whereas listening is very important in human life. By speaking, people can communicate with others. Someone usually faces some troubles in social interactions like he or she cannot produce his ideas, arguments, and feelings communicatively. One sometimes can understand what others say but he or she is not able to communicate it. This may

happen because of low practice, low motivation, less of communicative competence, and no self confidence. Ideally, If one could understand an expression, he should be able to produce it.

Speaking practice channels a good speaking performance, particularly to the accuracy that the students are trying to develop (Amin, 2004:1). In fact, when the students encounter and use a foreign language, they are restricted in time to use it individually, topic-based on theme, and subsequently the complex learning circumstance. That is to say to perform a practical speaking the students need to learn who they are talking to, where they are, and what they are talking about (Green and Hilton, 1984:40). In addition, the students need to know how many times to they talk, how much they talk and how they talk. Therefore, focusing on their accuracy fluency is the main learning process to get the students to improve their speaking performance. The most important thing is they can do the conversation and communication well by focusing on some elements above.

Based on information from the several teachers at SMP Negeri 2 Baranti, the students' ability to speak English is low. Several factors that cause are the students tended to be silent in the classroom because they are lack of self confidence and students also need more practice since through practice students could learn to express their feeling, emotion, thought, and their intention.

Besides, the teacher is not able to realize the students problem in speaking and could not create a good situation in teaching learning process in the classroom.

From the explanation above, the researcher decides to conduct a research entitled “Using Communicative Language Teaching Approach to improve students’ Speaking Ability”.

B. Research Question

Based on the background of the study above, the researcher has a research that mentioned as follow: “Does the use of Communicative Language Teaching Approach to improve students’ speaking ability at the Seventh Grade Students’ of SMPN 2 Baranti ?”

C. Objective of the Research

The research question in this research is how the use of Communicative Language Teaching Approach improves students’ ability in speaking English at SMPN 2 Baranti.

D. Significance of the Research

Some benefits can be gained from this research as follows :

1. For Teacher
 - a. Communicative Language Teaching (CLT) approach can make the students easier and more active in speaking.
 - b. To develop four skills more easily especially in speaking ability.

- c. To get more effective choice to combine English aspect in students' speaking ability..

2. For Student

- a. The students will try to use the language to express something confidently.
- b. The students will use the language as a way to express values and judgment.
- c. The students will learn to express the functions that best meet their own communication needs.

E. Scope of the Research

The researcher limited the study by focusing on the Communicative Language Teaching (CLT) Approach to improve student speaking ability of Seventh Grade of SMPN 2 Baranti. On this study the researcher focused on students' speaking accuracy (pronunciation) and fluency (smoothness) by using Communicative Language Teaching .

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Previous Researches

(Hymes, 1972) In fact, the theory of language as communication was the foundational beginning of a communicative approach in language teaching. The ultimate goal of language teaching is to develop communicative competence. Hymes created this concept against Chomsky's theory of competence. According to Chomsky, the linguistic theory is initially related to the ideal speaker and listener within a purely homogenous speech community, knowing their language very correctly and unaffected grammatically with reference to memorization, imitation, shifts of attention and interest, distraction and errors, thereby implementing their knowledge of the language in truer sense (Chomsky 1965)

Imam Kuku(2003), students of English Department Educational Faculty State Institute for Islamic Studies STAIN Salatiga . His graduating paper entitled "Communicative Language Teaching (CLT) approach in speaking class at the second grade of MAN Tenganan in the Academic Year of 2013/2014". In his graduating paper the design for this particular study is descriptive qualitative study by analyzing interview result based on frame work of CLT and overview of

speaking. The finding of the study present that the teacher applied the characteristics of CLT approach in their teaching speaking. In addition, 25 with the different problems encounter by the teacher consequently make their ways to overcome the problems a little bit different from each other.

Ming Chang (ELTjournal 2010), investigating challenges that hinder CLT to be applied ideally. Ming conveyed the problems that are faced by the Taiwanese teachers in applying CLT in which spreads on the teachers, students, and school institution. The finding of the study presented that the teachers do not have enough time to drill CLT for the students in the class. In addition, the institution has not yet a special curriculum for CLT to be prior approach in teaching English beside the traditional approach. This qualitative study suggested that CLT is an emerging teaching approach in collage English classes in Taiwan despite certain limitations and hindrances to the optimal implementation of CLT in Taiwan. Teachers recognize of its benefits to students wishing to improve their English skills and are supportive of institutional efforts to facilitate the implementations of CLT. Meanwhile, this research is conducting in order to know the procedures of CLT approach in speaking class, problems faced by the English teacher in implementing those characteristics, and the English teacher overcomes the problems on their teaching speaking. The object of this research is the first grade students of SMPN 2 Baranti.

B. Some Pertinent Ideas

1. The Concept of Speaking

a. The definition of Speaking

Speaking is a skill which is often used for interaction with others. Majority of the people assess English through a speaking ability. However, people feel worried to practice speaking ability because of internal factors like motivation, lack of confidence and a low ability.

Speaking is meaning tools communication to other or speaking is way to bring a message from one person to another interact with them. Communication will not run well without speaking and it is an essential way which the speaker can express themselves through the language, communication is a collaborative venture in which the interlocutors negotiate meaning in order to achieve their communication ends (Nunan, 1991:47).

Harmer (1991:46) states that communication between humans is an extremely complex and ever-changing phenomenon and it is my intention to examine all.

According to Widdowson (1985: 10) states that speaking is a means of oral communication that gives information involves two elements,

namely the speaker who gives the message and the listener who receptive the message.

Another definition from Harmer(1991: 57) states that when two people talked to each other, it means that the speaker makes a define decision to address someone. Speaking forced on him in some way probably but still can say that they want or intend to speak or he will keep silent. He has some communicative purpose namely speaker say things because they what something to happen of what they say. He select from his language store. The teacher has an alternative capacity to create new sentences if he is a native speaker.

According to Brawn in (Awalia Reski, 2009:2) speaking is an interactive process of constructing meaning that involves producing and receiving a processing information. Speakers require that speakers not know how to produce specific point of language such as grammar, pronunciation, but also that understand when, why, and what ways to produce language.

From the explanation above, the researcher concludes that Speaking is a way of conveying message from one person to others. It was the most essential way in which the speaker can express himself through language.

Speaking has some types, stated by As Brown (2004:141) argues that there are five basic types of speaking as follows :

1). Imitative

The ability to simply parrot back to a word, phrase or possibility a sentence.

2). Intensive

The production of stretches of oral language design to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship.

3). Responsive

Interaction and test comprehension but at the somewhat limited level very short conversation, standard greetings and SMPll talk, simple request and comments, and the like.

4). Interactive

The length and complexity of the interaction, which sometimes include multiple exchange and/or multiple participants.

5). Extensive

The oral production task includes speeches, oral presentation, and story telling, during which the opportunity for oral interaction from listener is either highly limited.

The ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language on the spot (Harmer, 2001:269).

b. Kinds of Speaking

Speaking commonly divided into two kinds, namely speaking performance and speaking competency.

1) Speaking Competency

According to Martin (1991:80) competency is having the ability, skill, and knowledge to do something. So competency is the ability of someone in oral communication.

2) Speaking Performance

According to Rodman and Fromkin (1883:11) Performance is someone way in using a language in their conduct. Beside that, according to Manser (1991: 306) performance is the person's process or manner of a play. So we can conclude that performance is the people way to express a language in their life that proved by their conduct.

In speaking, we do not only concern about the grammar but also make good pronunciation.

a) Accuracy

Accuracy in speaking performance deals with pronunciation, grammar and vocabulary. Marcel (1978:15) states that accuracy is a manner of people in using appropriate word and pattern of sentences. Accuracy covers three elements that can not be separated one another. They are grammar, vocabulary and pronunciation.

b) Pronunciation

Pronunciation is an act or result of production the sound of speech including articulation vowel formation, accent and inflection. Often with reference to some standard of contents or accept proficiency. The concept of “pronunciation” may be said to include:

(1) The sound of the language

One their own the sound of language may well meaningless. If you said /t/ (the line show that this is phonetic script) a few times, e.g. tu, it will not mean very much English. Neither will be sounds /k/, /a/, or /s/ but if we put all these are sound together a certain order we and up the word catch and does mean something.

(2) Stress

Native speaker of language unconsciously know about the stress and how it works, they know which syllables of words are stressed and they know how to use stress, to change the meaning of phrase, sentences and question.

(3) Intonation

Intonation is clearly important item and component user of language recognize what meaning it has and can change the meaning of word they through using it in different ways, when we taught English language, student's need it use rhythms and stress correctly if they are to be understood.

(4) Vocabulary

What is Vocabulary?

Simon and Schuster (1979:2046) defined vocabulary are :

(a) A list of word and sometimes phrases usually arranged in alphabetical order and defined; a dictionary, a glossary, a lexicon.

(b) All the words language.

(c) All the words used by particular person, class, profession,

Rivers (1991:117) argues that the articulation of an adequate is essential for successful second language use because without an extensive vocabulary. We will be unable to use the structures and functions that we have learned for comprehensible communication.

Types of Vocabulary

Harmer (1991:159) distinguishes two types of vocabulary namely active vocabulary and passive vocabulary. According to him active vocabulary is that the students have learned and which they are expected to be able to use. On the other hand, passive vocabulary refers to words which the students will recognize when they meet but will probably not be divided into four kinds as follows:

- (a) Oral vocabulary consists of words actively used in speech. These are the words that come readily to one's conversation. The more often a person utters words the more readily it will come to his tongue.
- (b) Writing vocabulary is the words that come readily to one's finger vocabulary.
- (c) Listening vocabulary is the stock of words to which one responds with meaning and understood in speaking of other.
- (d) Reading vocabulary is the words that one responds in writing of others.

(5) Grammar

Grammar whose subject matter is the organization of words in to variables communication, often representing many layers of structure, such as phrase sentences, and complete utterance (Ba'dulu, 2001:15). As the fame work to find sentences productively needed. The fact however shows that the learners' mastery or English structure is skill less as found out by some previous researches.

Fluency

Fluency refer to able to speak to write smoothly, easy reading , to an easy flow is word or able communication with base is suggested the flow an accomplished speaker and writer, it is usually a tern of commendation.

According to Hornby (1995:122) states that fluency is the quality or condition of being fluent. Fluency is highly complex notion relate mainly to smoothness of continuity in discourse. It includes a consideration of how sentence are connected, how sentence patterns vary in word- order and omit elements of structure and also certain aspects of the prosody of discourse.

c. The Teaching Speaking

Teaching is essentially an active activity to persuade the students to change the way they experience the world through an understanding of the insights of others. Based on Kayi (2006:1-2) in teaching Speaking: Activities to promote speaking in a second language that teaching speaking is to teach English as Second Language learners to :

- 1) Produce the english speech sounds and sound patterns
- 2) Use word and sentence stress, intonation patterns and the rhythm of the second language
- 3) Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- 4) Organize their thoughts in a meaningful and logical sequence.
- 5) Use language as a means of expressing values and judgements
- 6) Use the language quickly and confidently with few unnatural pauses, which is called as fluency.

Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking.

d. Principles of Teaching Speaking

Hammer (2001:102) states that there are six principles of teaching speaking as follows :

- 1) Help these students overcome their initial reluctance to speak. Be encouraging: provide opportunity, start from something simple.
- 2) Ask the students to talk about why they want to talk about.
- 3) Ask the students to talk about what they are able to talk about.
- 4) Provide appropriate feedback.
- 5) Combine speaking with listening and reading.
- 6) Incorporate the teaching of speech acts in the speaking.

e. The Indicators of Successful Speaking

When the students decide to learn a language, they are interested in learning to speak that language as fluently as possible. Based on Ur in Shojae (1996:2) observes that there are the characteristics of successful speaking :

- 1) Learners talk a lot

As much as possible of period of time allotted to the activity is a fact occupied by learner talk.

- 2) Participation is even

Classroom discussion is not dominated by a minority of talkative participants. All students get chance to speak and participate in the classroom discussion.

3) Motivation is high

All of the students have big enthusiasm to speak in classroom discussion. As Nunan (1991:39) states that the successful in speaking is measured through someone ability to carry out a conversation in the language.

Based on the explanation above, speaking skill is intended to make the students are able to speak in front of the class, so they involve actively during teaching-learning process.

There are many strategies or methods who had conducted research to improve students' skills in speaking of them are :

- a) Improving students speaking ability through the implementation of trivia-based activity.
- b) Improving Speaking Skill through Talking Chips Method.
- c) Improving students' speaking ability through the use of suggestopedia method.
- d) Improving students' speaking skill through Games.
- e) Improving students' speaking using Bamboo dancing technique.

C. Communicative Language Teaching Approach

1. The definition of Communicative Language Teaching (CLT)

Communicative language teaching began in Britain in the 1960s as a replacement to the earlier structural approach, called Situational Language Teaching. This was partly in response to Chomsky's criticisms of structural theories of language and partly based on the theories of British functional linguists, such as Firth and Halliday, as well as American sociolinguists, such as Hymes, Gumperz and Labov and the writings of Austin and Searle on speech acts. Communicative Language Teaching is one of the English language approaches that is developing from previous approaches like situational language teaching and audio lingual approach, in this there is a combine between English aspects as structural and functional. As structural CLT emphasizes grammar but as functional it emphasizes usage of language.

In terms of language teaching methodology, the communicative approach provides the learners with an opportunity to use language for communication purposes without focusing on accuracy (Bygate, 2001). The aims of the communicative approach are to make communicative competence the goal of language teaching and (b) develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication" (Richards and Rodgers, 1986: 66). There are strong and weak

versions of Communicative Language Teaching and Howatt (1984) makes a distinction between these two.

In the application of the communicative language teaching (CLT) approach in the classroom, there are still several misconceptions about what it involves (Thompson, 1996). Since the main goal of CLT is communicative competence and its emphasis is on communication, several theorists and teachers state that CLT does not involve teaching grammar at all. These ideas have been argued by Thompson (1996) who claims that learners will learn better if they themselves are involved in what they learn and see the relevancy in their learning. In other words, the approach has moved from „teacher covering grammar to the learners discovering grammar.

The other misconception is CLT only teaches speaking skills. As CLT emphasizes communication skill, it seems that CLT ignores the other three important skills in language learning which are listening, reading and writing. Again, Thompson (1996) points out that communication does not only take place through speech, but it also involves both writing and reading. Thompson's view is a concrete statement because when we write, we are actually communicating with our reader and when we read, we are having communication with the text as well as the writer of that particular text. That is why when we read, we can argue with what the author writes in the paper.

The third misconception about CLT is the narrow scope of using other techniques besides pair work which means role play in most of the activities conducted in the classroom. Thompson (1996) once again, opposes the view by stating that we should look at pair work from another angle such as it can actually work as „a preliminary stage to any contribution from the learners“. The last misconception about CLT is the demand on the teacher is practically greater. It means that the non-native teachers should have a high degree of proficiency in the target language since the lesson in the classroom tends to be less predictable. In my point of view, this is not a misconception about CLT, instead a challenge to the non-native teachers to re-evaluate and re-develop their skills in the target language. He concludes that these misconceptions could arise from teachers who do not wish to change their old way of teaching (Thompson, 1996).

2. The Background to CLT

In planning a language course decisions have to be made about the content of the course, including decisions about what vocabulary and grammar to teach at the beginning, intermediate and advanced levels and which skills and micro skills to teach and in what a sequence. Decisions about these issues belong to the field of syllabus design or course design. Decisions about how best to teach the contents of a syllabus belong to the field of

approachology. Language teaching has seen many changes in ideas about syllabus design and approachology in the last 50 years and CLT prompted a rethinking of approaches to syllabus design and approachology. We may conveniently group trends in language teaching in the last 50 years into three phases:

a. Phase I : Traditional approaches (up to the late 1960s)

Traditional approaches to language teaching gave priority to grammatical competence as the basis of language proficiency. They were based on the belief that grammar could be learned through direct instruction and through an approachology that made much use of repetitive practice and drilling. The approach to the teaching of grammar was a deductive one: students are presented with grammar rules and the given opportunities to practice using them, as opposed to an inductive approach in which students are given examples of sentences containing a grammar rule and asked to work out the rule for themselves. It was assumed that language learning meant building up a large repertoire of sentences and grammatical patterns and learning to produce these accurately and quickly in the appropriate situation. Once a basic command of the language was established through oral drilling and controlled practice, the four skills were introduced, usually in the sequence of speaking, listening, reading, and writing. Techniques that were

often employed included memorization of dialogs, question and answer practice, substitution drills and various forms of guided speaking and writing practice. In typical audio lingual lesson, the following procedures would be observed:

- 1) Students first hear a model dialogue
- 2) The dialogue is adapted to the students' interest or situation, through changing certain key words or phrases. This is acted out by the students
- 3) Certain key structures from the dialogue are selected and used as the basis for pattern drills of different kinds.
- 4) The students may refer to their textbook, and follow up reading, writing, or vocabulary activities based on the dialogue may be introduced.
- 5) Follow up activities may take place in the laboratory, where further dialogue and drill work is carried out. (Richard and Rodgers, 2001, 64-65)

b. Phase II : Classic Communicative Language Teaching (1970S up to 1990S)

The notion of communicative was developed within the discipline of linguistics (or more accurately, the sub discipline of sociolinguistics) and appealed to many within the language teaching profession, who argued that communicative competence, and not simply grammatical

competence, should be the goal of language teaching. CLT created a great deal of enthusiasm and excitement when first appeared as a new approach to language teaching in the 1970S and 1980S and language teachers and teaching institutions all around the world soon began to rethink their teaching, syllabuses, and classroom materials. Rather than simply specifying the grammar and vocabulary learners needed to master, it was argued that a syllabus should identify the following aspects of language use in order to be able to develop the learners' communicative competence:

- 1). As detailed a consideration as possible of the purposes for which the learner wishes to acquire the target language. For example using English for business purpose, in the hotel industry, or for travel.
- 2). Some idea of the setting in which they will want to use the target language. For example, in an office, on an airplane, or in store.
- 3). The socially defined role the learners will assume in the target language, as well as the role of their interlocutors. For example as a traveler, as a salesperson talking to clients, or as a student in a school setting.
- 4). The communicative events in which the learners will participate: everyday situations, vocational or professional situations, academic

situations, and so on. For example making telephone calls, engaging in casual conversation, or taking part in a meeting.

5). The language function involved in those events, or what the learner will be able to do with or through the language. For example making introductions, giving explanations, or describing plans.

6). The notion or concepts involved, or what the learner will need to be able to talk about. For example leisure, finance, history, religion.

7). The skills involved in the “knitting together” of discourse: discourse and rhetorical skills. For example story telling, giving an effective business presentation.

8). The variety or varieties of the target language that will be needed, such as American, Australian, or British English, and the levels in the spoken and written language with the learners will need to reach.

3. The Goals of Communicative Language Teaching CLT sets as its goal the Teaching of Communicative Competence

Communicative competence includes the following aspects of language knowledge:

- a. Knowing how to use language for a range of different purpose and functions.

- b. Knowing how to vary our use of language according to the setting and the participants (e.g. 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).

4. How Learners Learn a Language

Our understanding of the processes of second language learning have changed considerably in the last 30 years and CLT is partly a response to these changes in understanding. Earlier views of language learning focused primary on the mastery of grammatical competence. Language learning was viewed as a process of mechanical habit formation.

CLT puts the focus on the learner. Learners communicative needs provide a framework for elaborating program goals with regard to functional competence. Functional goals imply global, qualitative evaluation of learner achievement as opposed to quantitative assesment of discrete linguistic future. In recent years language learning has been viewed from a very different perspective. It is seen as resulting from processes of the following kind:

- a. Interaction between the learner and users of the language.
- b. Collaborative creation of meaning.
- c. Creating meaningful and purposeful interaction through language.
- d. Negotiation of meaning as the learner and his or her interlocutor arrive at understanding.
- e. Learning through attending to the feedback learners get when they use the language.
- f. Paying attention to the language one hears (the input) and trying to incorporate new forms into one's developing communicative competence.
- g. Trying out and experimenting with different ways of saying things.

5. The kinds of classroom activities

The best facilities learning With CLT began a movement away from traditional lesson formats where the focus was on mastery of different items of grammar and practice through controlled activities such as memorization of dialogs and drills, towards the use of pair work activities, role plays, group work activities and project work these are discussed. Since the advent of CLT, teachers and materials writers have sought to find ways of developing classroom activities that reflected the principles of a communicative approachology. This quest has continued up to the present day. The communication strategies identified in this

study became the basis for subsequent identification by Canale and Swain (1980) of strategic competence as one of the components in their well-known framework for communicative competence, along with grammatical competence and sociolinguistic competence. (The classroom model of communicative competence proposed by Savignon [1983] includes the three components identified by Canale and Swain plus a fourth component, discourse competence, added by Canale [1983].

6. The Roles of Teachers and Learners In The Classroom

The type of classroom activities proposed in CLT also implied new roles in the classroom for teachers and learners. Learners now had to participate in classroom activities that were based on a cooperative rather than individualistic approach to learning. Students had to become comfortable with listening to their peers in group work or pair work tasks, rather than relying on the teacher for a model. There were expected to take and a greater degree of responsibility for their own learning. And teachers now had assume the role of facilitator and monitor. Rather than being a model for correct speech and writing and one with the primary responsibility of making students produce plenty error free sentences, the teacher had to develop a different view of learners' errors and of her/his on role in facilitating language learning.

7. Classroom Activities in Communicative Language Teaching

The principles on which the first generation of CLT materials are still relevant to language teaching today, so in this chapter will be explain briefly review the main activity types that were one of the outcomes of CLT.

a. Accuracy and Fluency Activities

One of the goals of CLT is to develop fluency in language use. Fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence. Fluency is developed by creating classroom activities in which students must negotiate meaning, use communication strategies, correct misunderstandings and work to avoid communication breakdowns. Fluency practice can be contrasted with accuracy practice, which focuses on creating correct examples of language use. Differences between activities that focus on fluency and those that focus on accuracy can be summarized as follows:

- 1) Activities focusing on fluency
 - a). Reflect natural use of language
 - b). Focus on achieving communication
 - c) Require meaningful use of language
 - d) Require the use of communication strategies

- e) Produce language that may not be predictable
 - f) Seek to link language use to context
- 2). Activities focusing on accuracy
- a) Reflect classroom use of language
 - b) Focus of the formation of correct examples of language
 - c) Practice language out of context
 - d) practice samples of language
 - e) Do not require meaningful communication
 - f) Choice of language is controlled

Another useful distinction that some advocates of CLT proposed was the distinction between three different kinds of practice-mechanical, meaningful, and communicative.

Mechanical practice refers to a controlled practice activity which students can successfully carry out without necessarily understanding the language they are using. Example of this kinds of activity would be repetition drills and substitution drills designed to practice use of particular grammatical or others items. Meaningful practice refers to an activity where language control is still provided but where students are required to make meaningful choices when carrying out practice. For example in order to practice the use of prepositions to describe location places,

students might be given a street map with various buildings identified in different locations.

Communicative practice refers to activities where practice in using language within a real communicative context is the focus, where real information is exchanged, and where the language used is not totally predictable. For example students might have to draw a map of their neighborhood and answer questions about the location of different places in their neighborhood.

Information –gap activities

An important aspect of communication in CLT is the notion of information gap. This refers to the fact that in real communication people normally communicate in order to get information they do not possess. This is known as an information gap. More authentic communication is likely to occur in the classroom if students go beyond practice of language forms for their own sake and use their linguistic and communicative resources in order to obtain information. In so doing they will draw available vocabulary, grammar, and communication strategies to complete a task.

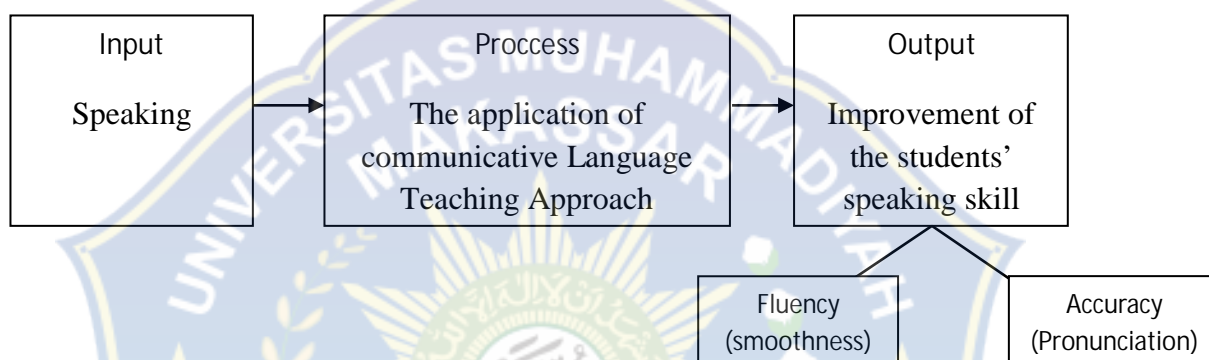
Jig Saw Activities

These are also based on the information-gap principle. Typically the class is divided into groups and each group has part of the information needed to complete an activity. The class must fit the pieces together to complete the whole. In so doing they

must use their language resources to communicate meaningfully and so take part in meaningful communication practice.

D. Conceptual Framework

The theoretical framework underlying this research is given in the following diagram :



The diagram above will be describe as follows:

1. Input refers to the use of teaching material that will be use to teach speaking in the classroom.
2. Process refers to the process of teaching and learning speaking during the classroom interaction by using Communicative Language Teaching approach.
3. Output refers to the students' speaking skill after being taught by using Communicative Language Teaching approach.

F. Hypothesis of the Research

The hypothesis if this research are formulate as follows:

1. Null hypothesis (H_0) : There is not a significant difference between the result of pre-test and pos test of the students' english speaking ability by using Communicative Language Teaching Approach.
2. Alternative hypothesis (H_1) : Thereis a significant difference between the result of pre test and post-test students' english speaking ability by using Communicative Language Teaching Approach.



CHAPTER III

RESEARCH METHOD

A. Research Design

The design was pre experimental design with pre-test and post-test design. The comparison between the pretest and post test score depends on the success of the treatment. The design was explain as follows:

Pre – Test	Treatment	Post – Test
01	X	02

Notes :

01 = the result of the students' pre-test.

X = the treatment by Communicative Language Teaching Approach

02= the result of the students post-test.

(Gay, 1981 : 366)

1. Pre-test

Before done the treatment, the students was given pre-test to know their achievement in speaking. In this pre-test, the teacher gave students oral test before using Communicative Language Teaching the students were used 2x40 minutes.

- a. The researcher gave students oral test
- b. The researcher gave the students instruction of the test.
- c. The researcher control the students when they do the test

2. Treatment

The treatment will given after students do pre-test. The researcher will do procedure as follow:

- a. In the first meeting the teacher open the class.
- b. The teacher introduce the material to the students.
- c. The teacher apply to the students about Communicative Language Teaching .
- d. The teacher divided the participant into group consist of three or four persons.
- e. The teacher gave different pictures in each group.
- f. Each group was asked to observe the picture then give an opinion about the picture that was given.
- g. Each group presented the result of the discussion in front of the class the the teacher assesed accuracy(pronounciation) and fluency(smoothness).

3. Post-test

This phase was the result of the students achievement after applying communicative language teaching. The researcher focused on the students

fluency (smoothness) and students accuracy (pronunciation). Refers the students speaking improvement after applied communicative language teaching to improve students accuracy and fluency in learning process.

- a. The researcher gave students oral test.
- b. The researcher gave students instruction of the test.
- c. The researcher control the students when they do the test.

B. Research variable and indicators

1. Research variable

There are two kinds of variable in this research. They are:

a. Independent variable

Independent variable in this research is the application of Communicative Language Teaching Approach

b. Dependent variable

Dependent variable of this research is improvement of the students' speaking ability in term of speaking accuracy and speaking fluency.

2. Indicators

There are two indicators of that, the researcher wants to concern they are:

- a. Fluency in term of the students' smoothness.
- b. Accuracy that the researcher focused in students' pronunciation.

C. Population and Sample

1. Population

The population of this research is the seventh grade of SMP N 2 Baranti the academic year 2017/2018. There are 4 classes. Namely, VII A, VII B, VII C, VII D. Total of the population of this research are 92 students.

2. Sample

The sample of this research was taken by using purposive sampling technique. Thus, the researcher choose the class VII A was consisted of 23 students 8 male and 15 female.

D. Research Instrument

The instrument of this research is a speaking test that uses in pre-test and post-test. Pre-test is intended to measure the students' speaking ability before treatment and post-test gave after treatment to know the effectiveness in learning process by Communicative Language Teaching Approach.

There are two aspect to measure on students' speaking ability, they are fluency and accuracy which gave scored based on criteria which classified as follows:

The Classification of Scoring Accuracy

Classification	Score	Criteria
Excellent	6	Pronunciation is only very slightly influenced by the mother tongue. Two or three minor grammatical and lexical errors.
Very good	5	Pronunciation is slightly influenced by the mother tongue. A few utterance are correct.
Good	4	Pronunciation is still moderately influenced by the mother tongue. No serious phonological errors. A few grammatical and lexical errors bit only cause confusion.
Average	3	Pronunciation is influenced by the mothertongue. Only a few serious phonological errors. Several grammatical and lexical errors, even some of which cause confusion.
Poor	2	Pronunciation seriously influenced by the mother tongue with errors causing breakdown in communication. Many basic grammatical and lexical errors.

Very poor	1	Serious pronunciation errors as well as many basic grammatical and lexical errors. No evidence of having mastered any of the language skills areas practiced in the course.
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The Classification of Scoring Fluency

Classification	Score	Criteria
Excellent	6	Speaks without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.
Very good	5	Has to make an effort at times and search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
Good	4	Although has to make an effort and search words, there are not too many unnatural pauses. Fairly smooth delivery mostly.
Average	3	Has to make an effort for much of the time. Often repeat the word which has already said. Rather

		halting delivery and range of expression often limited.
Poor	2	Long pauses while he searches for desired meaning. Frequently fragmentary and halting delivery. Almost gives up making the effort at the times. Limited range of expression.
Very poor	1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.

E. Data Collection

To collect the data was be follow the procedures below :

- 1.The researcher was consult to head master of SMPN 2 Baranti.
- 2.The researcher gave oral test to the students.
3. The researcher was explained how to do the test.
4. The researcher used the treatment in the classroom by using Communicative Language Teaching Approach.
5. After given treatment, the students then are given a post test

F. Technique of Data Analysis

The data from the test will be analyzed by using means score, the following formula

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

Where:

M = Mean score of students

$\sum X$ = The sum of all scores

N = The total number of students, (Gay, 1981:298).

After finding the mean scores of the test. The mean score is classified into seven categories as follows :

1. .To find out significant differences between score of pre-test and post-test by using the following formula :

Where :

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

t = Test of signification difference

\bar{D} = The mean of the difference score

ΣD = The sum of all score

ΣD^2 = The Square of the sum for difference

N = The total number of sample.

(Gay, 1981:361)

The Interpretation of Students Score

No	Classification	Range
1	Excellent	9.6 -10
2	Very Good	8.6-9.5
3	Good	7.6-8.5
4	Average	6.6-7.5
5	Fair	5.6-6.5
6	Poor	3.6-5.5
7	Very poor	0-3.5

(depdikbud 1986:6)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of findings of the research and its discussion. The findings of the research present the result of the improvement of the students' speaking ability that covers the students' speaking accuracy and fluency, and the discussion of the research covers further explanation of the findings.

A. Findings

The findings of pre experimental research deal with the answer of the research question which it aims to improve the students' accuracy and fluency in speaking. The findings consists of students' ability in speaking and observation result. The data of speaking accuracy deals with pronunciation and While the data of speaking fluency deals with smoothness. The table 4.1 above shows that, the students' mean score of the pronunciation in pre-test was 3.69 and the students' mean score of smoothness in pre-test was 4.43. While the students' mean score of pronunciation in post-test was 6.89 and the students' mean score of smoothness in post-test was 5.83. So, the the improvement of the students' pronunciation in pre-test was 86.7% and the students' improvement of the smoothness was 31.6%. it means that, the mean score of post-test was higher than pre-test.

To know the percentage of the students' mean score of pronunciation and smoothness in pre-test clearly, following diagram was presented :

Figure 4.1.1 : The Students' Mean Score of Pre-Test and Post-Test in Pronunciation and Smoothness

1. The Students' Mean Score of Pronunciation and Smoothness in Pre-Test and Post-Test.

After calculating the result of the students' score, the mean score of both the Pre-Test and Post-Test could be present in the following table 4.1 :

Table 4.1 :The Students' Mean Score of Pronunciation and Smoothness in Pre-test and Post-test.

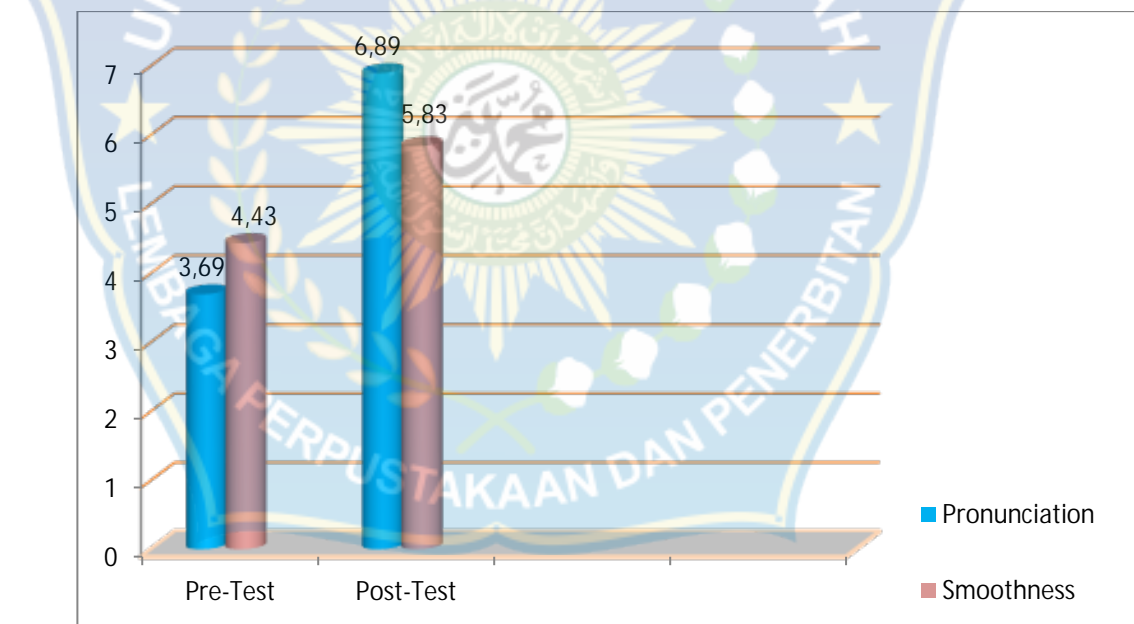
Variable	Score		Improvement
	Pre-Test (X^1)	Post-Test (X^2)	
Pronunciation	3.69	6.89	86.7%
Smoothness	4.43	5.83	31.6%

The table 4.1 above shows that, the students' mean score of the pronunciation in pre-test was 3.69 and the students' mean score of smoothness in pre-test was 4.43. While the students' mean score of pronunciation in post-test was 6.89 and the

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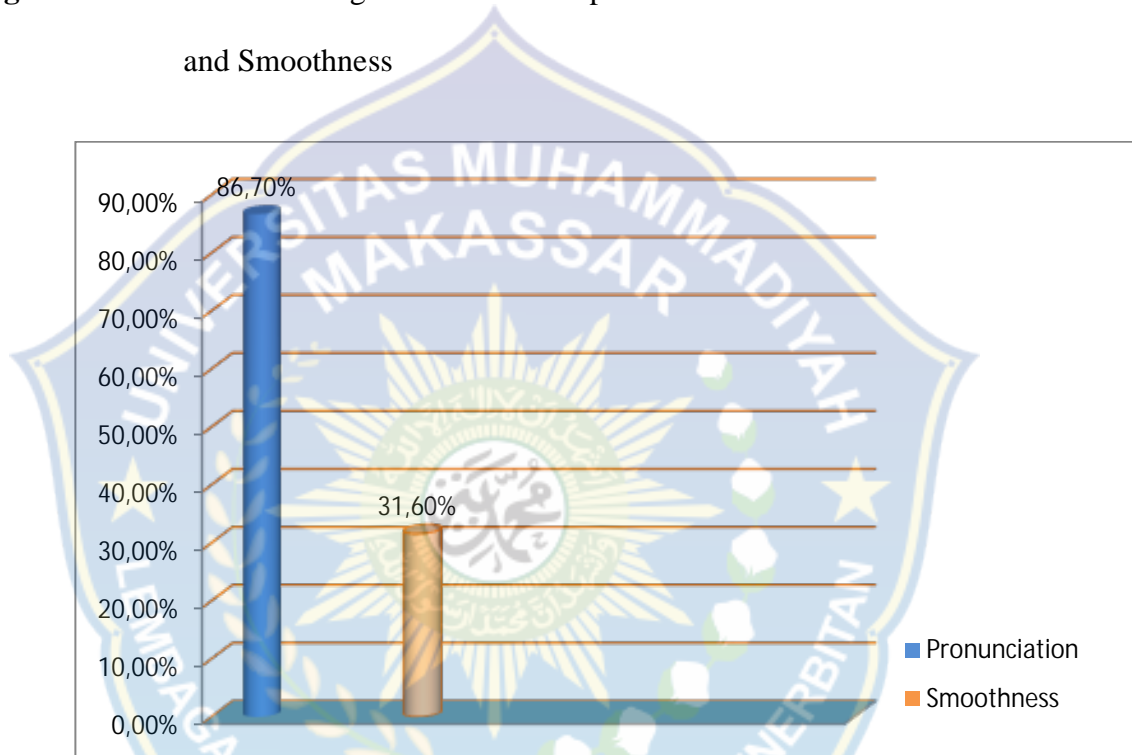
Figure 4.1.1 : The Students' Mean Score of Pre-Test and Post-Test in Pronunciation and Smoothness



Based on the chart above shows that the means score of pronunciation (6.89) and the smoothness (5.83) in post-test is higher than the mean's score of Pronunciation (3.69) and Smoothness (4.43) in pre-test.

It showed that the means score of students' speaking ability was improved. The improvement of students' speaking ability in term of pronunciation and smoothness presented in the diagram below :

Figure 4.1.2 : The Percentage of Students Improvement in Term of Pronunciation and Smoothness



The diagram above shows that the percentage improvement of students' pronunciation (86.70%) is higher than in the smoothness (31.60%). It shows that the students' speaking ability in term of pronunciation more improve than in term of smoothness.

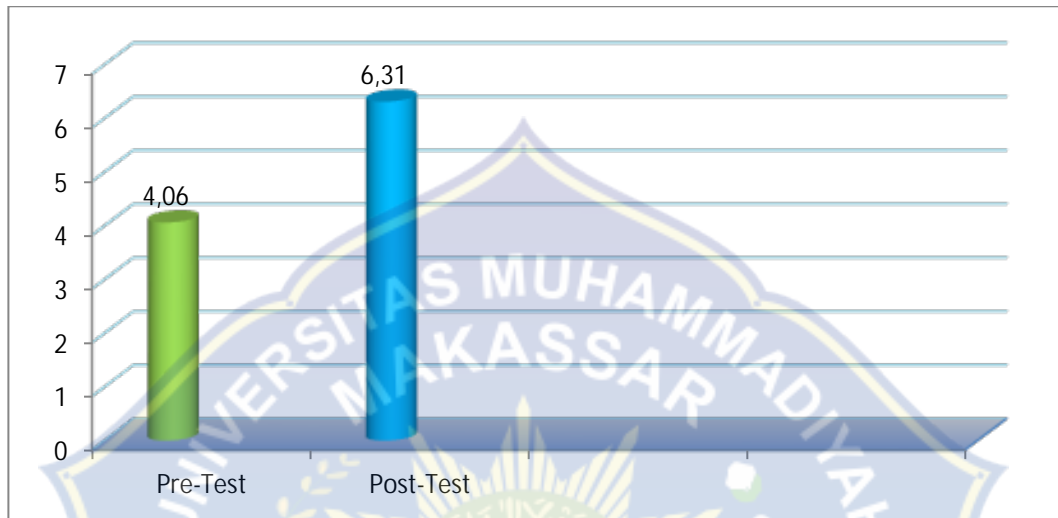
2. The Mean Score of Pre-Test and Post-Test in Term Pronunciation and Smoothness.

Table 4.2 : Total Mean Score Between Pre-test and Post-Test in term of Pronunciation and Smoothness.

	Score	
	Pre-Test (X^1)	Post-Test (X^2)
Total	89	145.2
Average	4.06	6.31

The table 4.2 above shows that there was an improvement of students' speaking in term of pronunciation and smoothness before and after treatment was given. The total mean score of pre-test (X_1) was 4.06 and post-test (X_2) was 6.31. The improvement of the students' speaking ability was showed by the diagram below :

Figure 4.1.3 : Total Mean Score of Pre-Test and Post-Test in Term of Pronunciation and Smoothness.



3. The Comparison of the Test Result.

The comparison of Mean score and Standard deviation of both data between Pre-Test and Post-Test can be seen in the following the table below :

Table 4.3 : Mean Score and Standard deviation of Students' Pre-test and Post- Test

Data	Mean Score	Standard Deviation
Pre-Test	4.06	0.66
Post-Test	6.31	0.82

Based on the table above, the mean score of Pre-Test is 4.06 and Standard Deviation is 0.66. The mean score of Post-Test is 6.31 and the Standard Deviation is 0.82.

Then , the last calculation is calculating the t-test to find out significant different between pre-test and post-test of the students by using t-test and the result of t-test below :

Table 4.4 : Distribution the Value of T-test and T-table.

T-Test Value	T-Table Value
14.70	2.074

The result 14.70 indicated that there was a difference of degree as much as 18.060. Regardless the minus, it doesn't indicate negative score. Then, to complete the result of the research, the researcher found out the degree of freedom (df) with the formula :

$$df = N-1$$

$$= 23-1$$

$$= 22$$

$df = 22$ (See table of "t" value at the degree of significance of 5%)

At the degree of significance $5\% = 2.074$

The result is $14.70 > 2.074$

The of analyzing the data by using the above formula shows that the coefficient is 14.70. It means that there is significance increase after application Communicative Language approach in teaching speaking.

B. Discussion

The research findings indicates that students' speaking achievement using Communicative Language Teaching Approach shows the improvement of students' speaking skill in dialogue text in terms of fluency and accuracy. From the improvement shows the process in pre-test and post-test. The result of the students' speaking dialogue text in pre-test is very low before the application of Communicative Language Teaching Approach in the fluency and accuracy.

Based on the problem above, the researcher gives the treatment Communicative Language Teaching Approach so that students could the improvement in post-test. In pre-test the researcher only gave example dialogue text to know their knowledge before application Communicative Language Teaching Approach. At the beginning, the students didn't understand how to create a dialogue and their spelling also had many mistakes but the researcher gave the treatment using

Communicative Language Teaching Approach to the students. As the result become active and enjoy in speaking activity.

The description the analysis of the data from speaking test as explain in the previous section shows that the students' speaking skill in fluency in term of the students smoothness and accuracy in term of students pronunciation. It examines the result of treatment teaching and learning process toward the effectiveness of communicative language teaching to improve of speaking skill dealing with fluency and accuracy at the Seventh Grade student of SMP 2 Baranti which is conducted with pre-test, treatment and post-test during 6 meetings.

Having analyzed the data of pre-test and post-test by using t-test formula, the result shows that the coefficient is 14.70. it means that there is a significance increase in teaching speaking by the application Communicative Language Teaching Approach

From the result od calculation. It is obtained the value of t-test is 18.060 the degree of freedom (df) is 22 (obtained from $N-1 = (23 - 1 = 22)$). The researcher used the degree of significance of 5%. In the table of significance, it can be seen that on the df 22 and on the degree of significance of 5%, the value of degree of significance are 2.074. if the t-test compared with each value of the degrees of significance, the result is $14.70 > 2.074$. Since t-test score obtained from the result of calculating, the alternative hypothesis (H_i) is accepted and the null hypothesis (H_o) is rejected.

1. If the result of t-test is higher than t-table ($t\text{-test} > t\text{-table}$), the null hypothesis (H_0) is rejected and alternative hypothesis (H_1) is accepted. It means that there is a significance difference between variable X_1 and variable X_2 .
2. If the result of t-test is lower than t-table ($t\text{-test} < t\text{-table}$), the null hypothesis (H_0) is accepted and alternative hypothesis (H_1) is rejected. It means that there is no significance difference between variable X_1 and Variable X_2 .

Based on the result of data analysis, it is proven that the students' achievement in accuracy and fluency taught by the application Communicative Language Teaching Approach is better. It means that the application of Communicative Language Teaching Approach in teaching speaking is quite effective. Another reason based on the students' responses is because most of students find that more close with the teacher is enjoyable in studying english. This reason leads to better attention in learning and stimulate them to speak English well.

Actually, the problem that the students faced mostly is lack of confidence because lack of practice. They were only given the theory with any practice. But, when the Communicative Language Teaching Approach was applied in learning pronunciation and smoothness the students felt enjoyable and easy to speak English. Towards the end, their shyness left them and they began confident in speaking English each other.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of data analysis and the discussion of the result in the previous chapter, the researcher concludes that :

The improvement of the seventh grade students of SMP N 2 Baranti in speaking accuracy by using application Communicative Language Teaching Approach was good. It is proved by the significant difference between the post-test and the pre-test. The mean score of pre-test was (3,69) and post-test was (6.89).

The improvement of the seventh grade students of SMP N 2 Baranti in speaking fluency by using Communicative Language Teaching Approach was good. It is proved by the significant difference between the post-test and the pre-test. The mean score of pre-test was (4.43) and post-test was (5.83).

Based on the result of findings, the researcher that the application of Communicative Language Teaching Approach in speaking skill at the seventh grade of SMP Negeri 2 Baranti is effective to improve after the treatment by applying application Communicative Language Teaching Approach in speaking skill. It was prove by the significance difference between the students' achievement before and after the application of application Communicative

Language Teaching Approach in speaking skill especially in terms of accuracy and fluency.

B. Suggestion

Based on the result of the research and conclusion that regarding with improving students' speaking ability throught Communicative Language Teaching Approach is enjoyable, the researcher would like to suggest as follows :

1. For the Teachers

The results of this research can support the English teachers to apply this approach in teaching. The teacher should be selective to choose the approach in teaching learning process. They have to put in self facilitator, controller, and guide all students who need help when they face the problem in learning English. Teacher should prepare materials well and they can create good atmosphere with fun learning and make it more interesting. In teaching learning process, teacher should make students more comfortable to enjoy the activities. Their interest can rise their motivation in learning then make them easier to learn.

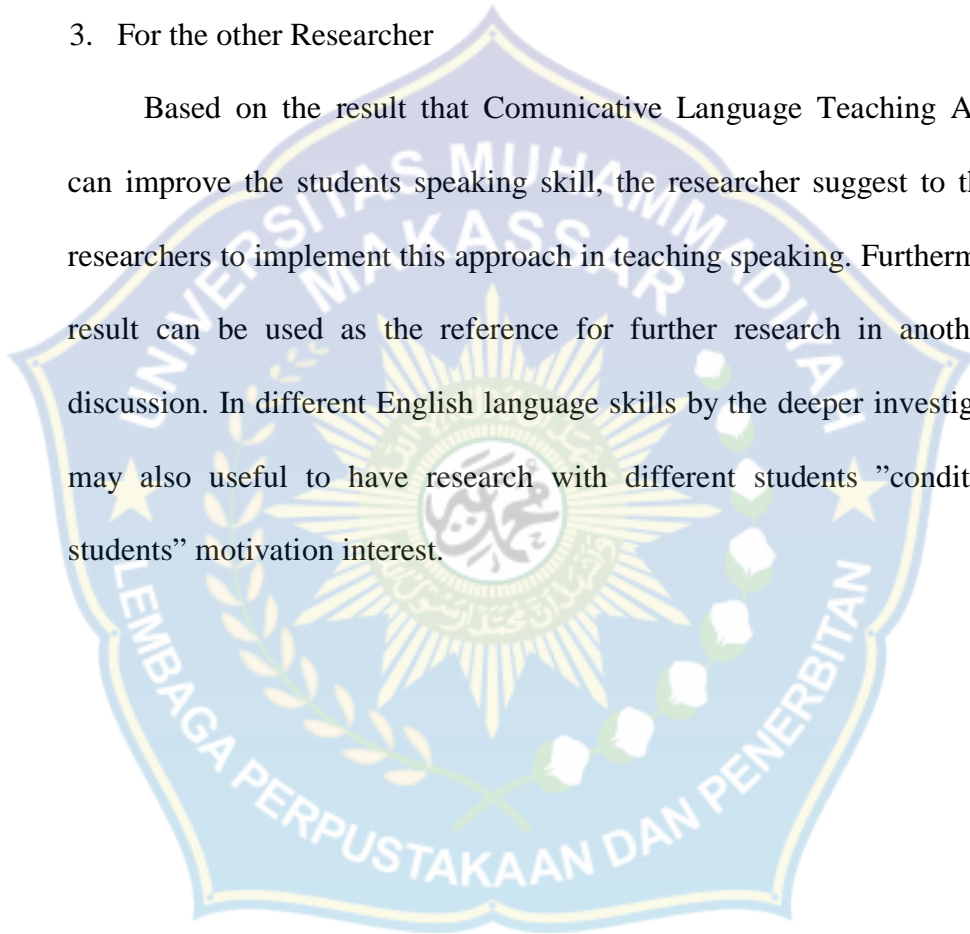
2. For the Students

The students should take part actively in learning process, do not shy and afraid to express idea especially in speaking. They should be confident to

speak English to the teacher or their friend to improve their skill and add their vocabularies during learning process. They also must pay attention, seriously when teaching learning is going on. The students have to develop their self motivation and minimize their anxiety of studying English

3. For the other Researcher

Based on the result that Communicative Language Teaching Approach can improve the students speaking skill, the researcher suggest to the other researchers to implement this approach in teaching speaking. Furthermore, the result can be used as the reference for further research in another topic discussion. In different English language skills by the deeper investigation. It may also useful to have research with different students "condition like students" motivation interest.



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CALCULATING

Mean score of the Pre-test and Post-test and Gain (D)

- a. The students' mean score of pre-test and post-test in speaking skill pronunciation in term of accuracy

$$\text{Pre-test: } \bar{X}_1 = \frac{\sum X}{N}$$

Where:

\bar{X} = Mean score

$\sum x$ = The sum of all score

N = Total number of students

The mean score of pretest

$$\begin{aligned}\bar{X} &= \frac{84,6}{23} \\ &= 3,69\end{aligned}$$

The mean score of Post-test:

$$\begin{aligned}\bar{X}_2 &= \frac{\sum X}{N} \\ \bar{X} &= \frac{93}{23} \\ &= 4,43\end{aligned}$$

- b. The students' mean score of pre-test and post-test in speaking skill for fluency in term of smoothness

The mean score of Pre-test:

$$\bar{X}_1 = \frac{\sum X}{N}$$

$$\begin{aligned}\bar{X} &= \frac{158,5}{23} \\ &= 6,89\end{aligned}$$

The mean score of Post-test:

$$\bar{X}_2 = \frac{\Sigma X}{N}$$

$$\begin{aligned}\bar{X} &= \frac{134}{23} \\ &= 5,83\end{aligned}$$



TABLE DISTRIBUTION OF T-VALUE

Degree of freedom (DF) = N – 1=23 – 1= 22

T- table= 2.04523

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
df	0.50	0.20	0.10	0.050	0.02	0.010	0.002
1	1.0000	3.07768	6.31375	12.7062	31.82052	63.65674	318.30
2	0.8165	1.88562	2.91999	4.30265	6.96456	9.92484	22.327
3	0.7648	1.63774	2.35336	3.18245	4.54070	5.84091	10.214
4	0.7407	1.53321	2.13185	2.77645	3.74695	4.60409	7.1731
5	0.7266	1.47588	2.01505	2.57058	3.36493	4.03214	5.8934
6	0.7175	1.43976	1.94318	2.44691	3.14267	3.70743	5.2076
7	0.7111	1.41492	1.89458	2.36462	2.99795	3.49948	4.7852
8	0.7063	1.39682	1.85955	2.30600	2.89646	3.35539	4.5007
9	0.7027	1.38303	1.83311	2.26216	2.82144	3.24984	4.2968
10	0.6998	1.37218	1.81246	2.22814	2.76377	3.16927	4.1437
11	0.6974	1.36343	1.79588	2.20099	2.71808	3.10581	4.0247
12	0.6954	1.35622	1.78229	2.17881	2.68100	3.05454	3.9296
13	0.6938	1.35017	1.77093	2.16037	2.65031	3.01228	3.8519
14	0.6924	1.34503	1.76131	2.14479	2.62449	2.97684	3.7873
15	0.6912	1.34061	1.75305	2.13145	2.60248	2.94671	3.7328
16	0.6901	1.33676	1.74588	2.11991	2.58349	2.92078	3.6861
17	0.6892	1.33338	1.73961	2.10982	2.56693	2.89823	3.6457
18	0.6883	1.33039	1.73406	2.10092	2.55238	2.87844	3.6104
19	0.6876	1.32773	1.72913	2.09302	2.53948	2.86093	3.5794
20	0.6869	1.32534	1.72472	2.08596	2.52798	2.84534	3.5518
21	0.6863	1.32319	1.72074	2.07961	2.51765	2.83136	3.5271
22	0.6858	1.32124	1.71714	2.07387	2.50832	2.81876	3.5049
23	0.6853	1.31946	1.71387	2.06866	2.49987	2.80734	3.4849
24	0.6848	1.31784	1.71088	2.06390	2.49216	2.79694	3.4667
25	0.6844	1.31635	1.70814	2.05954	2.48511	2.78744	3.4501
26	0.6840	1.31497	1.70562	2.05553	2.47863	2.77871	3.4350
27	0.6836	1.31370	1.70329	2.05183	2.47266	2.77068	3.4210
28	0.6833	1.31253	1.70113	2.04841	2.46714	2.76326	3.4081
29	0.6830	1.31143	1.69913	2.04523	2.46202	2.75639	3.3962
30	0.6827	1.31042	1.69726	2.04227	2.45726	2.75000	3.3851
31	0.6824	1.30946	1.69552	2.03951	2.45282	2.74404	3.3749
32	0.6822	1.30857	1.69389	2.03693	2.44868	2.73848	3.3653
33	0.6820	1.30774	1.69236	2.03452	2.44479	2.73328	3.3563
34	0.6817	1.30695	1.69092	2.03224	2.44115	2.72839	3.3479
35	0.6815	1.30621	1.68957	2.03011	2.43772	2.72381	3.3400
36	0.6813	1.30551	1.68830	2.02809	2.43449	2.71948	3.3326
37	0.6811	1.30485	1.68709	2.02619	2.43145	2.71541	3.3256

38	0.6810	1.30423	1.68595	2.02439	2.42857	2.71156	3.3190
39	0.6808	1.30364	1.68488	2.02269	2.42584	2.70791	3.3127
40	0.6806	1.30308	1.68385	2.02108	2.42326	2.70446	3.3068



A. THE STUDENTS' SCORE OF ACCURACY AND FLUENCY IN PRE-TEST AND POST-TEST

1. Score of Pre-Test

No	Code	Score		Total
		Pronunciation	Smoothness	
1	A-1	3,3	5	8,3
2	A-2	3,3	3,3	6,6
3	A-3	3,3	3,3	6,6
4	A-4	3,3	5	8,3
5	A-5	5	5	10
6	A-6	3,3	3,3	6,6
7	A-7	3,3	5	8,3
8	A-8	5	5	10
9	A-9	3,3	3,3	6,6
10	A-10	1,7	3,3	5,0
11	A-11	5	5	10
12	A-12	3,3	3,3	6,6
13	A-13	5	6,7	11,7
14	A-14	3,3	5	8,3
15	A-15	3,3	3,3	6,6
16	A-16	5	5	10
17	A-17	5	5	10
18	A-18	3,3	3,3	6,6
19	A-19	3,3	1,7	5
20	A-20	3,3	3,3	6,6
21	A-21	1,7	3,3	5
22	A-22	3,3	3,3	6,6
23	A-23	5	3,3	8,3
Total		84,6	93	177,6
Average		3,69	4,43	8,12

2. Score of Post-Test

No	Code	Score		Total
		Pronunciation	Smoothness	
1	A-1	5	6.7	11.7
2	A-2	6,7	5	11.7
3	A-3	5	6.7	11.7
4	A-4	6,7	5	11.7
5	A-5	6,7	6.7	13.4
6	A-6	6,7	5	11.7
7	A-7	6,7	5	11.7
8	A-8	8,3	5	13.3
9	A-9	8,3	5	13.3
10	A-10	5	6.7	11.7
11	A-11	6,7	6.7	13.4
12	A-12	8,3	5	13.3
13	A-13	8,3	8.3	16.6
14	A-14	6,7	5	11.7
15	A-15	6,7	5	11.7
16	A-16	8,3	6.7	15
17	A-17	6,7	6.7	13.4
18	A-18	6,7	6.7	13.4
19	A-19	6,7	5	11.7
20	A-20	8,3	5	13.3
21	A-21	5	6.7	11.7
22	A-22	6,7	5	11.7
23	A-23	8,3	5	13.3
Total		158.5	134	294
Average		6.89	5.83	12.8

B. THE STUDENTS DATA ANALYSIS OF PRE-TEST AND POST-TEST

3. Data of Pre-Test

No	Code	Score		Total	Final Score (X ₁)	(X ₁)
		Pronunciation	Smoothness			
1	A-1	3,3	5	8,3	4.1	16.81
2	A-2	3,3	3,3	6,6	3.3	10.89
3	A-3	3,3	3,3	6,6	3.3	10.89
4	A-4	3,3	5	8,3	4.1	16.81
5	A-5	5	5	10	5	25
6	A-6	3,3	3,3	6,6	3.3	10.89
7	A-7	3,3	5	8,3	4.1	16.81
8	A-8	5	5	10	5	25
9	A-9	3,3	3,3	6,6	3.3	10.89
10	A-10	1,7	3,3	5,0	2.5	6.25
11	A-11	5	5	10	5	25
12	A-12	3,3	3,3	6,6	3.3	10.89
13	A-13	5	6,7	11,7	5.8	33.64
14	A-14	3,3	5	8,3	4.1	16.81
15	A-15	3,3	3,3	6,6	3.3	10.89
16	A-16	5	5	10	5	25
17	A-17	5	5	10	5	25
18	A-18	3,3	3,3	6,6	3.3	10.89
19	A-19	3,3	1,7	5	2.5	6.25
20	A-20	3,3	3,3	6,6	3.3	10.89
21	A-21	1,7	3,3	5	2.5	6.25
22	A-22	3,3	3,3	6,6	3.3	10.89
23	A-23	5	3,3	8,3	4.1	16.81
Total		84.6	93	177.6	89	359.45
Average		3.69	4.43	8.12	4.06	15.63

4. Data of Post-Test

No	Code	Score		Total	Final Score (X ₂)	(X ₂)
		Pronunciation	Smoothness			
1	A-1	5	6.7	11.7	5.8	33.64
2	A-2	6,7	5	11.7	5.8	33.64
3	A-3	5	6.7	11.7	5.8	33.64
4	A-4	6,7	5	11.7	5.8	33.64
5	A-5	6,7	6.7	13.4	6.7	43.89
6	A-6	6,7	5	11.7	5.8	33.64
7	A-7	6,7	5	11.7	5.8	33.64
8	A-8	8,3	5	13.3	6.6	43.56
9	A-9	8,3	5	13.3	6.6	43.56
10	A-10	5	6.7	11.7	5.8	33.64
11	A-11	6,7	6.7	13.4	6.7	43.89
12	A-12	8,3	5	13.3	6.6	43.56
13	A-13	8,3	8.3	16.6	8.3	68.89
14	A-14	6,7	5	11.7	5.8	33.64
15	A-15	6,7	5	11.7	5.8	33.64
16	A-16	8,3	6.7	15	7.5	56.25
17	A-17	6,7	6.7	13.4	6.7	43.89
18	A-18	6,7	6.7	13.4	6.7	43.89
19	A-19	6,7	5	11.7	5.8	33.64
20	A-20	8,3	5	13.3	6.6	43.56
21	A-21	5	6.7	11.7	5.8	33.64
22	A-22	6,7	5	11.7	5.8	33.64
23	A-23	8,3	5	13.3	6.6	43.56
Total		158.5	134	292.5	145.2	926.18
Average		6.89	5.85	12.72	6.31	40.27

C. ANALYSIS THE COMPARISON BETWEEN STUDENTS'

ACCURACY AND FLUENCY IN PRE-TEST AND POST-TEST

No	Code	Score of Pre-Test (X ₁)	Score of Post-Test (X ₂)	D = (X ₂ -X ₁)	D ² = (X ₂ -X ₁) ²
1	A-1	4.1	5.8	1.7	2.89
2	A-2	3.3	5.8	2.5	6.25
3	A-3	3.3	5.8	2.5	6.25
4	A-4	4.1	5.8	1.7	2.89
5	A-5	5	6.7	1.7	2.89
6	A-6	3.3	5.8	2.5	6.25
7	A-7	4.1	5.8	1.7	2.89
8	A-8	5	6.6	1.6	2.56
9	A-9	3.3	6.6	3.3	10.89
10	A-10	2.5	5.8	3.3	10.89
11	A-11	5	6.7	1.7	2.89
12	A-12	3.3	6.6	3.3	10.89
13	A-13	5.8	8.3	2.5	6.25
14	A-14	4.1	5.8	1.7	2.89
15	A-15	3.3	5.8	2.5	6.25
16	A-16	5	7.5	2.5	6.25
17	A-17	5	6.7	1.7	2.89
18	A-18	3.3	6.7	2.5	6.25
19	A-19	2.5	5.8	3.3	10.89
20	A-20	3.3	6.6	3.3	10.89
21	A-21	2.5	5.8	3.3	10.89
22	A-22	3.3	5.8	2.5	6.25
23	A-23	4.1	6.6	2.5	6.25
Total		89	145.2	57.5	158.49
Average		4.06	6.31	2.5	6.89

D. THE STUDENTS' MEAN SCORE AND STANDARD DEVIATION

1. Mean Score and Standard Deviation of Pre-Test

a. Mean Score of Pre-Test

$$\bar{X}_1 = \frac{\sum X_1}{N}$$

$$\bar{X}_1 = \frac{89}{23}$$

$$\bar{X}_1 = 4.06$$

b. Standard Deviation of Pre-Test

$$SD = \sqrt{\frac{\sum X_1^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{359.45 - \frac{(89)^2}{23}}{23 - 1}}$$

$$SD = \sqrt{\frac{359.45 - \frac{7921}{23}}{22}}$$

$$SD = \sqrt{\frac{359.45 - 344.39}{22}}$$

$$SD = \sqrt{\frac{15.06}{22}}$$

$$SD = \sqrt{0.68}$$

$$SD = 0.66$$

2. Mean Score and Satandard Deviation of Post-Test

c. Mean Score of Post-Test

$$\bar{X}_2 = \frac{\sum X_2}{N}$$

$$\bar{X}_2 = \frac{145.2}{23}$$

$$\bar{X}_2 = 6.31$$

d. Standard Deviation of Post-Test

$$SD = \sqrt{\frac{\sum X_2^2 - \frac{(\sum X_2)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{926.18 - \frac{(145.2)^2}{23}}{23 - 1}}$$

$$SD = \sqrt{\frac{926.18 - \frac{21083}{23}}{22}}$$

$$SD = \sqrt{\frac{926.18 - 916.65}{22}}$$

$$SD = \sqrt{\frac{9.53}{22}}$$

$$SD = \sqrt{0.43}$$

$$SD = 0.82$$

E. CALCUALTING T-TEST VALUE AND DEGREE OF FREEDOM (df)

1. T-Test Value

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{2.5}{\sqrt{\frac{158.49 - \frac{(57.5)^2}{23}}{23(23-1)}}$$

$$t = \frac{2.5}{\sqrt{\frac{158.49 - \frac{3306.25}{23}}{23(22)}}$$

$$t = \frac{2.5}{\sqrt{\frac{158.49 - 143.75}{506}}$$

$$t = \frac{2.5}{\sqrt{\frac{14.74}{506}}$$

$$t = \frac{2.5}{\sqrt{0.029}}$$

$$t = \frac{2.5}{0.170}$$

$$t = 14.70$$

2. Degree of Freedom (df)

$$df = N - 1$$

$$= 23 - 1$$

$$= 22$$

df = 23 (see table of "t" value at the degree of significance of 5% and 1%)

at the degree of significance 5% = 2.074

the result is **14.70 > 2.074**



Research Instrument Pre-Test



Give your opinions orally about :

1. What do you think about the picture above? How many things you see on the picture ?
2. How do you like that ?

Research Instrument of Post-Test



Discuss with your group about the picture above!

1. What do you think about the picture?
2. How do you like that ?

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMP N 2 Baranti
Mata Pelajaran : Bahasa Inggris
Tema Pelajaran : General Expression
Kelas/Semester : VII/II
Alokasi Waktu : 2 x 40 menit
Pertemuan ke : I (Pertama)
Aspek : Speaking Skill

I. Standar Kompetensi

Berkomunikasi bahasa Inggris setara level novice.

II. Kompetensi Dasar

- Mengungkapkan makna dalam teks lisan fungsional
- Menggunakan bahasa keseharian secara lancar, dan akurat dalam kehidupan
- Mengungkapkan makna dalam percakapan dengan ragam bahasa lisan.

III. Indikator

- Mengungkapkan makna dalam percakapan transaksional dan interpersonal
- Mengungkapkan makna dengan struktur yang teratur

IV. Tujuan Pembelajaran

Pada akhir pembelajaran, diharapkan siswa mampu:

- a. Berbicara sekaligus memahami ungkapan awal yang digunakan.
- b. Berbicara dengan struktur ungkapan yang benar.
- c. Berbicara dengan lancar dan tanpa pemberhentian yang terlalu panjang.

V. Materi Pembelajaran

- a. Pengenalan awal beberapa bentuk tenses dan bentuk waktunya yang sering digunakan dalam percakapan sehari-hari, diantaranya:

Present Tense : am, is, are

Past Tense : was, were

Future Tense : will

Tenses diatas disertai dengan contoh penggunaannya dalam kalimat sederhana.

- b. Pemberian ilustrasi wacana sebagai topic pembelajaran yang akan didiskusikan.

Telephone is a device that transforms voices into electrical signal so that people can communicate over long distances. Telephones have a number of parts. On the outside of the handset there is a mouthpiece, an earpiece, and a keypad. Inside the mouthpiece is a microphone which contains a plastic disc called diaphragm. The earpiece contains a loudspeaker, people talk to each other on the telephone through the microphone in the handset.....

VI. Metode Pembelajaran

- a. Introduction, terkait metode dan materi ajar yang akan disampaikan.
- b. Penyampaian materi ajar dengan membentuk suatu kelompok.
- c. Praktik speaking dalam permainan atau secara berkelompok.
- d. Speaking bebas dengan topic berbeda seperti yang telah diberikan kepada masing-masing kelompok.

VII. Kegiatan Pembelajaran

a. Kegiatan awal

Mengabsen siswa dan sekaligus tegur sapa antara siswa dan guru akan menjadi kegiatan awal. Selanjutnya guru menuliskan materi ajar, tujuan pembelajaran, serta sub pokok bahasannya.

b. Kegiatan Inti

Pengaplikasian Communicative language teaching

1.1 Eksplorasi

- Siswa mendengar penjelasan guru mengenai kata- kata apa saja yang digunakan untuk mengekspresikan kalimat dalam bentuk tenses.
- Guru membagi siswa kedalam beberapa kelompok dan memberikan gambar kepada setiap kelompok..
- Guru memerintahkan tiap kelompok untuk mendiskusikan apa yang didapatkan oleh para anggotanya dari pelajaran yang mereka ikuti.

- Guru memerintahkan mereka untuk mempresentasikan hasil pembelajaran.

Elaborasi

- Siswa memahami ungkapan-ungkapan yang telah diberikan guru.
- Setiap kelompok menjawab berbicara mengemukakan pendapatnya.
- Setiap kelompok membuat kalimat yang berkaitan dengan beberapa tenses tersebut.

1.2 Konfirmasi

- Siswa bersama guru melakukan flasback and feed back agar memperoleh pengalaman belajar dengan menanyakan kesulitan siswa dalam membuat kalimat tenses.
- Guru menugaskan siswa membuat kalimat tentang ketiga tenses tersebut sebagai pekerjaan rumah.

1.3 Kegiatan Penutup (5 menit)

- Menyimpulkan materi pembelajaran.
- Menyuruh siswa untuk menerapkan ungkapan-ungkapan yang dipelajari dalam situasi yang sebenarnya.
- Memberikan semangat dan motivasi kepada siswa agar percaya diri dan tidak pernah takut salah dalam berbicara bahasa Inggris.
- Mengucapkan salam penutup.

VIII. Sumber Belajar :

Buku teks yang relevan :

Judul buku : Look Ahead An English Course II
(For Science and Social study Program).

Pengarang : Eudia Grace and M.Sudarwati.

Penerbit : ERLANGGA

IX. Sumber / Media Pembelajaran

Sumber : Internet

Media : buku, Spidol Laptop, Internet.

X. Pedoman Penilaian

Speaking Skill

No.	Aspects	Score
1.	Grammar	1-5
2.	Vocabulary	1-5
3.	Comprehension	1-5
4.	Fluency	1-5
5.	Pronunciation	1-5

Skor Perolehan :

Nilai Akhir : X 4

Skor maksimal : 100

Sidrap 26 agustus 2017

Guru Mata Pelajaran

Praktikan

(Hj. Warnidah S.Pd)

(Sriwahyuningsi)



RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMP N 2 Baranti

Mata Pelajaran : Bahasa Inggris

Tema Pelajaran : Asking and Giving Opinions

Kelas/Semester : VII/II

Alokasi Waktu : 2 x 40 menit

Pertemuan ke : II (Kedua)

Aspek : Speaking Skill

I. Standar Kompetensi

Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (sustained) dalam konteks kehidupan sehari-hari.

II. Kompetensi Dasar

- Mengungkapkan makna dalam percakapan transaksional dan interpersonal.
- Menggunakan ungkapan dalam percakapan sehari-hari dengan melibatkan tindak tutur.
- Menggunakan ekspresi asking and giving opinion dalam kalimat.
- Memberikan opini kepada teman tentang sesuatu hal secara jelas dan dengan struktur kata yang lebih baik.
- Menanyakan opini teman tentang sesuatu hal.

III. Indikator

- Mampu mengungkapkan secara lisan tindak tutur menyampaikan pendapat dan meminta pendapat disertai responnya.
- Mampu menggunakan tindak tutur secara lisan tutur menyampaikan pendapat.
- Meminta pendapat disertai responnya dengan tata bahasa yang baik dan fasih.

IV. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

- a. Mengetahui struktur bahasa tentang asking and giving opinion.
- b. Mengekspresikan tentang permintaan opini kepada teman atau public.
- c. Mengekspresikan opini tentang sesuatu.

V. Materi Pembelajaran

ASKING AND GIVING OPINIONS

Asking for opinion :

What do you think of...?

What is your opinion...?

How do you like.....?

Do you have any idea ?

Do you think it's going.....

Giving Opinions :

In my opinion.....

I think.....

I fell.....

In my case.....

I consider that.....

Contoh percakapan berkaitan dengan Expressions Opinions

(Courtesy of Look Ahead An English Course page 81)

Gita : I dont think that young people should be allowed to wear strange hair style.

Jhon : Why ? whats wrong with them ?

Gita : Well, personally believe that people who wear strange hair style will look untidy and be badly – behaved.

Jhon : I see your point, but I think they just want to be stylish. Thats all.

VI. Metode Pembelajaran

- a. Diskusi , Tanya jawab, dan Praktek
- b. Pengaplikasian communicative language teaching

VII.Langkah-langkah Kegiatan :

Langkah-langkah kegiatan pembelajaran Tatap muka

1. Kegiatan Pendahuluan (15 menit)
 - a. Memberi salam, beramah tamah, berdoa.
 - b. Mengabsen kehadiran siswa.
 - c. Menggali pengetahuan awal siswa mengenai bagaimana mengekspresikan : menyampaikan dan meminta pendapat.

2. Kegiatan Inti (60 menit)

Pengaplikasian communicative language teaching

2.1 Eksplorasi

- Siswa mendengar penjelasan guru mengenai kata- kata apa saja yang digunakan untuk mengekspresikan meminta dan mengungkapkan pendapat.
- Guru memberikan contoh dialog tentang mengungkapkan pendapat.
- Guru membagi siswa kedalam beberapa kelompok dan memberikan gambar kepada setiap kelompok..
- Guru memerintahkan tiap kelompok untuk mendiskusikan apa yang didapatkan oleh para anggotanya dari pelajaran yang mereka ikuti.
- Guru memerintahkan mereka untuk mempresentasikan hasil pembelajaran.

2.2 Elaborasi

- Siswa memahami ungkapan-ungkapan yang telah diberikan guru.
- Setiap kelompok menjawab berbicara mengemukakan pendapatnya.

- Setiap kelompok membuat pernyataan/menyampaikan pendapat tentang gambar tersebut dan meminta kelompok lainnya untuk mengomentari pendapatnya.

2.3 Konfirmasi

- Siswa bersama guru melakukan flasback and feed back agar memperoleh pengalaman belajar dengan menanyakan kesulitan siswa dalam mengungkapkan/ mengekspresikan; meminta dan menyampaikan pendapat.
- Guru bertanya kepada siswa mengenai pengaplikasian communicative language teaching.
- Guru menugaskan siswa membuat dialog tentang Expression Opinions sebagai pekerjaan rumah.

2.4 Kegiatan Penutup (5 menit)

- Menyimpulkan materi pembelajaran.
- Menyuruh siswa untuk menerapkan ungkapan-ungkapan yang dipelajari dalam situasi yang sebenarnya.
- Memberikan semangat dan motivasi kepada siswa agar percaya diri dan tidak pernah takut salah dalam berbicara bahasa Inggris.
- Mengucapkan salam penutup.

VIII. Sumber Belajar :

Buku teks yang relevan :

Judul buku : Look Ahead An English Course II

(For Science and Social study Program).

Pengarang : Eudia Grace and M.Sudarwati.

Penerbit : ERLANGGA

Tahun : 2007

Halaman : 79 (Expressing Opinion).

IX. Sumber / Media Pembelajaran

Sumber : Internet

Media : buku Laptop, Internet,

X. Penilaian

- Penilaian Keterampilan (Berbicara)

XI. Pedoman Penilaian

Speaking Skill

No.	Aspects	Score
1.	Grammar	1-5
2.	Vocabulary	1-5
3.	Comprehension	1-5
4.	Fluency	1-5
5.	Pronunciation	1-5

Skor Perolehan :

Nilai Akhir : X 4

Skor maksimal : 100

Sidrap , 31 agustus 2017

Guru Mata Pelajaran

Praktikan

(Hj. Warnida S.Pd)

(Sriwahyuningsi)



RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMP N 2 Baranti
Mata Pelajaran : Bahasa Inggris
Tema Pelajaran : Giving Advice and Warning
Kelas/Semester : VII/II
Alokasi Waktu : 2 x 40 menit
Pertemuan ke : III (Ketiga)
Aspek : Speaking Skill

I. Standar Kompetensi

Memahami makna teks fungsional pendek dan monolog berbentuk reports, narrative, dan analytical exposition dalam konteks kehidupan sehari-hari.

II. Kompetensi Dasar

Merespon makna yang terdapat dalam teks lisan fungsional pendek, resmi dan tak resmi secara akurat, lancar dalam kehidupan sehari-hari.

III. Indikator

- Menyatakan beberapa bentuk pemberian ungkapan nasihat kepada teman.
- Menyatakan beberapa ungkapan peringatan kepada teman sejawat.
- Mengetahui struktur pemberian ungkapan secara benar dan tepat.

IV. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

- a. Mengekspresikan ungkapan pemberian nasehat kepada teman sejawat.
- b. Mengekspresikan ungkapan pemberian peringatan kepada teman.
- c. Memberikan ungkapan nasihat dan peringatan dalam bentuk formal-informal.

V. Materi Pembelajaran

GIVING ADVICE AND WARNING

a. Giving Advice :

I suggest that you

She/He advises me to do the best

You should be Patient

b. Giving Warnings :

You must not break the rules

Do not do that/ please do not do that

I warn you not do

VI. Metode Pembelajaran

- a. Diskusi , Tanya jawab, dan Praktek
- b. Pengaplikasian communicative language teaching

VII. Langkah-langkah Kegiatan

Langkah-langkah kegiatan pembelajaran Tatap muka

1. Kegiatan Pendahuluan (15 menit)
 - a. Memberi salam, beramah tamah, berdoa.

b. Mengabsen kehadiran siswa.

c. Menggali pengetahuan awal siswa mengenai bagaimana mengekspresikan : memberikan ungkapan nasihat dan peringatan.

2. Kegiatan Inti (60 menit)

Pengaplikasian Communicative Language Teaching

2.1 Eksplorasi

- Siswa mendengar penjelasan guru mengenai kata- kata apa saja yang digunakan untuk mengekspresikan ungkapan nasihat dan peringatan.
- Guru memberikan contoh dialog tentang ungkapan nasihat dan peringatan.
- Guru membagi siswa kedalam beberapa kelompok dan memberikan gambar kepada setiap kelompok.
- Guru memerintahkan tiap kelompok untuk mendiskusikan apa yang didapatkan oleh para anggotanya dari pelajaran yang mereka ikuti.
- Guru memerintahkan mereka untuk mempresentasikan hasil pembelajaran.

Elaborasi

- Siswa memahami ungkapan-ungkapan yang telah diberikan guru.
- Setiap kelompok berbicara mengemukakan pendapatnya.

- Setiap kelompok membuat pernyataan/menyampaikan pendapat tentang gambar tersebut dan meminta kelompok lainnya untuk mengomentari pendapatnya.
- Setiap siswa bersama-sama untuk mengoreksi hasil kerja kelompok lain.

2.2 Konfirmasi

- Siswa bersama guru melakukan flasback and feed back agar memperoleh pengalaman belajar dengan menanyakan kesulitan siswa dalam mengungkapkan/ mengekspresikan; ungkapan nasihat dan peringatan.
- Guru menugaskan siswa membuat dialog tentang Expression Giving Advice and Warning sebagai pekerjaan rumah.

2.3 Kegiatan Penutup (5 menit)

- Menyimpulkan materi pembelajaran.
- Menyuruh siswa untuk menerapkan ungkapan-ungkapan yang dipelajari dalam situasi yang sebenarnya.
- Memberikan semangat dan motivasi kepada siswa agar percaya diri dan tidak pernah takut salah dalam berbicara bahasa Inggris.
- Mengucapkan salam penutup.

VIII. Sumber Belajar :

- a. Buku Grammar dasar
- b. Kamus

IX. Sumber / Media Pembelajaran

Sumber : Internet

Media : buku Laptop, Internet,.

X. Penilaian

- Penilaian Keterampilan (Berbicara)

XI. Pedoman Penilaian

Speaking Skill

No.	Aspects	Score
1.	Grammar	1-5
2.	Vocabulary	1-5
3.	Comprehension	1-5
4.	Fluency	1-5
5.	Pronunciation	1-5

Skor Perolehan :

Nilai Akhir : X 4

Skor maksimal : 100

Sidrap , 5 september 2017

Guru Mata Pelajaran

Praktikan

(Hj. Warnidah.S.Pd)

(Sriwahyuningsi)

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMP N 2 Baranti
Mata Pelajaran : Bahasa Inggris
Tema Pelajaran : Expression of Pain and Pleasure
Kelas/Semester : VII/II
Alokasi Waktu : 2 x 40 menit
Pertemuan ke : IV (Empat)
Aspek : Speaking Skill

I. Standar Kompetensi

Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (sustained) dalam konteks kehidupan sehari-hari.

II. Kompetensi Dasar

- Merespon makna yang terdapat dalam teks lisan fungsional pendek resmi dan tak resmi secara akurat, lancar, dan berterima dalam berbagai konteks kehidupan sehari-hari.
- Merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat dan lancar.

III. Indikator

- Mengekspresikan perasaan kecewa atau sakit
- Mengekspresikan perasaan senang terhadap sesuatu
- Mengungkapkan alasan terhadap perasaan kecewa ataupun senang terhadap sesuatu dengan jelas.

IV. Tujuan Pembelajaran

Pada akhir pembelajaran, diharapkan siswa dapat:

- a. Mengetahui struktur ungkapan-ungkapan terkait
- b. Mengekspresikan ungkapan pernyataan sakit dalam percakapan sederhana
- c. Mengekspresikan ungkapan pernyataan senang dalam percakapan sederhana.

V. Materi Pembelajaran

Pain Expression

I feel sick

I feel disappointed

I have toothache

I am sick

Pleasure Expression

I am pleased...

It is really a great pleasure

That is great.

VI. Metode Pembelajaran

- a. Introduction, pengenalan terhadap materi ajar.
- b. Concert session, menyampaikan materi ajar secara menarik dalam 2 sesi (inggris-indonesia).
- c. Elaboration, praktek speaking dalam role play atau game interaktif.
- d. Production, speaking bebas terkait materi ajar dengan focus masalah tanpa adanya interupsi ataupun koreksi.

VII. Metode Pembelajaran

- a. Diskusi , Tanya jawab, dan Praktek
- b. Pengaplikasian Communicative language teaching

VIII. Langkah-langkah Kegiatan :

Langkah-langkah kegiatan pembelajaran Tatap muka

1. Kegiatan Pendahuluan (15 menit)

- a. Memberi salam, beramah tamah, berdoa.
- b. Mengabsen kehadiran siswa.
- c. Menggali pengetahuan awal siswa mengenai bagaimana mengekspresikan : menyampaikan pernyataan sakit dan pernyataan senang

2. Kegiatan Inti (60 menit)

Pengaplikasian Communicative language teaching

2.1 Eksplorasi

- Siswa mendengar penjelasan guru mengenai kata- kata apa saja yang digunakan untuk mengekspresikan pernyataan sakit dan pernyataan senang.
- Guru memberikan contoh dialog tentang mengekspresikan pernyataan sakit dan pernyataan senang.
- Guru membagi siswa kedalam beberapa kelompok dan memberikan gambar kepada setiap kelompok..

- Guru memerintahkan tiap kelompok untuk mendiskusikan apa yang didapatkan oleh para anggotanya dari pelajaran yang mereka ikuti.
- Guru memerintahkan mereka untuk mempresentasikan hasil pembelajaran.

2.2 Elaborasi

- Siswa memahami ungkapan-ungkapan yang telah diberikan guru.
- Setiap kelompok menjawab berbicara mengemukakan pernyataan sakit dan pernyataan senang .
- Setiap kelompok membuat pernyataan/menyampaikan pernyataan sakit dan pernyataan senang tentang gambar tersebut dan meminta kelompok lainnya untuk mengomentari pendapatnya.

2.3 Konfirmasi

- Siswa bersama guru melakukan flasback and feed back agar memperoleh pengalaman belajar dengan menanyakan kesulitan siswa dalam mengungkapkan/ mengekspresikan; meminta dan menyampaikan pernyataan senang dan pernyataan sedih.
- Guru menugaskan siswa membuat dialog tentang Expression Pain and Expression Pleasure sebagai pekerjaan rumah.

2.4 Kegiatan Penutup (5 menit)

- Menyimpulkan materi pembelajaran.

- Menyuruh siswa untuk menerapkan ungkapan-ungkapan yang dipelajari dalam situasi yang sebenarnya.
- Memberikan semangat dan motivasi kepada siswa agar percaya diri dan tidak pernah takut salah dalam berbicara bahasa Inggris.
- Mengucapkan salam penutup.

IX. Sumber Belajar :

Buku teks yang relevan :

Judul buku : Look Ahead An English Course II
(For Science and Social study Program).

Pengarang : Eudia Grace and M.Sudarwati.

Penerbit : ERLANGGA

X. Sumber / Media Pembelajaran

Sumber : Internet

Media : Laptop, Internet,

XI. Penilaian

- Penilaian Keterampilan (Berbicara)

XII. Pedoman Penilaian

Speaking Skill

No.	Aspects	Score
1.	Grammar	1-5
2.	Vocabulary	1-5

3.	Comprehension	1-5
4.	Fluency	1-5
5.	Pronunciation	1-5

Skor Perolehan :

Nilai Akhir : X 4

Skor maksimal : 100

Sidrap, 8 september 2017

Guru Mata Pelajaran

Praktikan

(Hj. Warnidah S.Pd)

(Sriwahyuningsti)



CURRICULUM VITAE



The writer **SRIWAHYUNINGSI**, was born in Sidrap on December 24th 1994, from the marriage of her parents, Muhammad Darwis (father) and Sitti fatimah (mother). She is the ninth child, she has four brothers and five sisters in her family. She began elementary school at the SDN 2 Carawali in Sidrap regency and graduated in 2006.

Then continued her study at SMPN 2 Baranti in Sidrap regency in 2006 and graduated in 2009. In the same year she continues her study at SMA Negeri 2 PancaRijang and graduated in 2012. One year later she continued her study at English Department, Faculty and Teacher Training and Education Makassar Muhammadiyah University In academic 2012.



