

**THE INFLUENCE OF COMMUNICATIVE ACTIVITIES TOWARD STUDENTS'
SPEAKING PERFORMANCE**

(A Study at the Third Year Students of SMP Negeri 4 Banda Aceh)

THESIS



Submitted by:

NURUL WIDYA KARTIKA GUNAWAN

Student of Faculty of Education and Teacher Training

Department of Tarbiyah and Teacher Training

Reg. Number: 231 324 213

FACULTY OF EDUCATION AND TEACHER TRAINING

AR-RANIRY STATE ISLAMIC UNIVERSITY

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By:

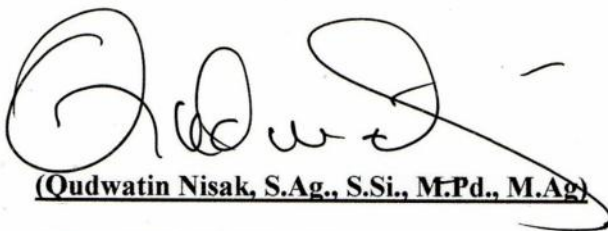
NURUL WIDYA KARTIKA GUNAWAN

Student of Departments of English Education Faculty of Tarbiyah and Teacher Training

Reg.No. 231324213

Approved By:

Main Suprvisor,



(Qudwatin Nisak, S.Ag., S.Si., M.Pd., M.Ag)

NIP. 197712302003122002

Co Supervisor,



(Risdaneva, MA)

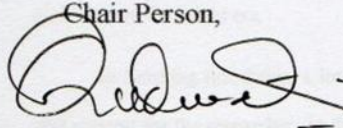
NIP. 198310292015032003

It has been defended in *Munaqasyah* in front of the council of Examiners for Working Paper and has been accepted in partial Fulfillment of the Requirements for *Sarjana* Degree S-1 on Teacher Education

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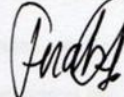
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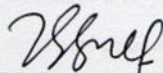
Qudwatin Nisak, S.Ag, S.Si., M.Ed, M.Pd

Secretary,



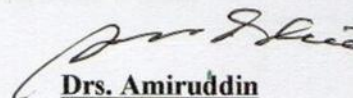
Fera Busfina Zalha, MA

Member,



Risdaneva, MA

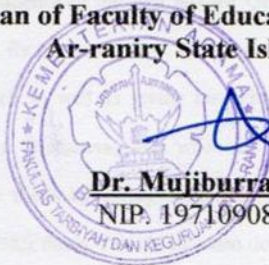
Member,



Drs. Amiruddin

Certified by:

✓ The Dean of Faculty of Education and Teacher Training
Ar-raniry State Islamic University



Dr. Mujiburrahman, M.Ag

NIP. 197109082001121001

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**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS**

Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Email: pbi.ftk@ar-raniry.ac.id, Website: <http://pbi.ar-raniry.ac.id/>

SURAT PERNYATAAN

Saya yang bertandatangan dibawah ini :

Nama : Nurul Widya Kartika Gunawan
NIM : 231324213
Tempat/Tgl. Lahir : Medan, 17 Mei 1995
Alamat : Jln. T. Hasan Dek No.47 Ateuk Pahlawan Kec.
Baiturrahman, Banda Aceh
Judul Skripsi : The Influence of Communicative Activities towards
Students' Speaking Performance (A Study at Ninth
Students of SMP Negeri 4 Banda Aceh)

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Banda Aceh, 16 Januari 2018

Saya yang membuat surat pernyataan,



Nurul Widya Kartika Gunawan

ABSTRACT

Name : Nurul Widya Kartika Gunawan
Student's Number : 231324213
Faculty/Department : Faculty Tarbiyah dan Keguruan/Pendidikan Bahasa Inggris
Tittle : The Influence of Communicative Activities towards Students' Speaking Performance (A Study at The Third Year Students of SMP Negeri 4 Banda Aceh)
Supervisor I : Qudwatin Nisak, S.Ag. S.Si., M.Pd, M.Ed
Supervisor I : Risdaneva, MA
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The objectives of this research were to find out the influences of communicative activities towards students' speaking performance of the third year students of SMP Negeri 4 Banda Aceh and to investigate the benefits and challenges of the use of communicative activities in the classroom. The design of this research is a pre-experimental study. The participants consisted of 31 students of class IX-1 of the first semester in the academic year of 2017/2018, selected by purposive sampling. The quantitative data were collected from pre-test, post-test and the questionnaire. The data collected through tests were analyzed through comparing the mean scores from the pre and post test and t-test analysis. The findings indicate that the mean score of post-test is higher than pre-test ($79 > 71$). To assume the significance of the improvement t-test was applied. The findings showed that t-score is higher than t-table ($14,42 > 1,679$). It means that the hypothesis of this research (H_a) is approved while (H_o) is rejected. In other words, there is an improvement of students' speaking performance. The improvements were achieved gradually which covered some aspects, such as pronunciation, fluency, accuracy, vocabulary, self-confidence and cooperation. Moreover, the findings of questionnaire analysis also showed that communicative activities had the positive influences and benefits such as the students got opportunities to participate in the classroom; they were motivated and willing to participate in the activities; they gained more confidence to speak as their fluency improved as well as their pronunciation. Together with the result from experimental teaching, the challenges were the students reluctant to speak English and they have not initiative to participate in the classroom.

CHAPTER I

INTRODUCTION

A. Background of the Study

Among all of language skills, speaking is one of the basic skills that require communicative competence, pronunciation (intonation, stress, and pitch), grammar, vocabulary, fluency, accuracy, comprehension and gesture. These aspects are necessary in order to build a good communication. In addition, to communicate well, students must also have high self-confidence in speaking. Students' lack proficiency to effectively combine all of these elements may hinder them from achieving communicative competence.

In fact, most Indonesian students still have some difficulties in mastering speaking skill. Among the difficulties, students' low motivations in learning English and the inappropriate techniques used in teaching speaking skill may cause problems toward the students in learning speaking. Meanwhile, teaching English as foreign language requires the use of effective learning methods and techniques such as language games, or other engaging activities that promote the speaking skill.

To overcome the problem, an alternative way that can be applied in teaching speaking skill is by carrying out communicative activities in the classroom. Communicative activities are typically involving students in real communication (Harmer, 2001, p. 9). So, the students have a desire and purpose

for communicating. Harmer (in Tarigan, 1990, p. 13) states that when teaching speaking, we can apply three major stages which consist of introducing new language, practice, communicative activities. The use of communicative activities in the classroom with different level and situation has been reported successfully by previous studies (Kittiya Phisutthangkoon, Thanyalak Oradee, Chau Tuyet Ngan, Lutfi Efendi).

There have been many studies focusing on communicative activities towards students' speaking. The first study was conducted by Phisutthangkoon (2012). The study investigated the effectiveness of the communicative activities on the first year diploma vocational students' English speaking ability. This study explored students' perceptions towards the communicative activities and students' attitudes towards the communicative activities used in the classroom. Phisutthangkoon applied pictures and role play cards to evaluate the first language function; asking for and giving directions, describing people, and ordering a meal. She applied the activities to assess the effectiveness of the communicative activities in the classroom and also used the questionnaire to get students' perceptions and attitudes through communicative activities. As shown in the result, there was improvement in speaking ability after the experiment. The mean score of the posttest was higher than that of the pretest. The students also had positive perceptions and attitudes towards the use of communicative activities in the classroom.

The second study was conducted by Oradee (2012). The purposes of this research were to compare speaking skill of Grade 11 students of Satri Rachinuthit School, Udon Thani, Thailand and to study the students' attitude towards teaching English speaking skill by using communicative activities. This study produced several results. The mean of posttest score of the students' English speaking abilities was significantly higher than the pretest after employing the three communicative activities such as discussion, problem-solving, and role-playing. The students' attitude towards teaching English speaking using the three communicative activities was rated as good. Characteristics of the activities may have encouraged interaction among the students in the language classroom.

The third study was conducted by Ngan (2013). The study investigated realities of teaching and learning English in speaking classes of grade 11th teachers and students at the school. Also, it found out some certain benefits and challenges of applying communicative activities in these classes' speaking lessons. Ngan did the observation by watching and recording the activities in the classroom. He also distributed the questionnaire and interview to the teacher and students about their attitudes through communicative activities. The results showed that teaching and learning speaking skill of English at the school had definite strengths and weaknesses originated from both teachers and students such as the teachers' and students' interest in teaching and learning, the teachers' lesson plans and class control, the students' preparations and participations. The

study explored the benefits and difficulties in the application of communicative for grade 11th students' English speaking classes at the school. There were initiated from both subjective and objective factors.

The fourth study was conducted by Efendi (2016). In the study, He implemented the communicative activities in the classroom. This study was conducted with several activities such as acting with a script, communicative games and discussion. The results showed that there were some improvements of students' speaking skills. Students gained more confidence to speak as their fluency improved. Students were motivated and willing to participate in the classroom.

Based on the previous studies and concepts proposed by experts on the importance of communicative activities in teaching speaking, the researcher is quite sure that teaching speaking by using communicative activities may have a good effect on students' speaking performance. For that reasons, the researcher decides to implement communicative activities on the third year students of SMP Negeri 4 Banda Aceh, the researcher wants to know whether communicative activities such as role plays and communicative games can be successfully applied in the classroom as previous studies have done in other areas with different levels.

B. Research Question

Based on the background of the study above, the problem is formulated as follows:

1. How do the communicative activities affect students' speaking performance?
2. What are the benefits and challenges of applying communicative activities?

C. The Aims of Study

The aims of this study are:

1. To find the affect of communicative activities towards students' speaking performance in speaking class.
2. To find the benefits and challenges of applying communicative activities.

D. Hypothesis

The researcher formulates the hypothesis as follow:

1. Null hypothesis (Ho): The implementation of communicative activities cannot improve the students' speaking performance.
2. Alternative hypothesis (Ha): The implementation of communicative activities can improve the students' speaking performance.

E. Significance of the Study

This research hopefully could give contributions to parties related to English teaching and learning process.

1. For the students, it would be an effort to improve their learning motivation and speaking skills. The implementation of communicative activities as a technique is hoped to be one of the ways to develop their communicative competence to face global communication.
2. For the English teachers, it would be a broad opportunity to improve the English teaching and learning process by communicative activities. The implementation of communicative activities as a technique is hoped to be continuously performed to create enjoyable atmosphere in the classroom and to provide appropriate technique to learn speaking.
3. For English Department of Islamic State University of Ar-Raniry, it can be used as a research reference for other researchers who have similar topic and purpose.

F. Terminology

To make this study clear, it is necessary to explain some terms found in this thesis in order to help the readers understand the meanings.

1. Communicative Activities

Communicative activities refer to the activities that encourage and develop students' ability to use language that they had learnt to

communicate, to complete the task and reach the goal (Littlewood, 1981). In communicative activities, learners are encouraged to have desire to communicate and they have a communicative purpose (Harmer, 2007). Basically, communicative activities are based on the following characteristics such as; a desire to communicate, a communicative purpose, a focus on language content not language forms, a variety of language used, no teacher intervention, and no control or simplification of the material (Longman English Language Teaching, 2007, p. 5). However, for a successful implementation of communicative activities, the classroom must be student-centered and the activities must be “interactive, authentic, purposive, and contextualized” (Richards & Rodgers, 1982, p. 163).

In this study, communicative activities refer to an activity that encourages students to use language and interact with people. The main communicative activities are role play and communicative game. It focuses on the communication skill. The elements of language expected to be improved in this research are fluency, vocabulary, pronunciation and grammar. Thus, choosing communicative activities carrying out those mentioned speaking skills are considered necessary.

2. Speaking Performance

Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and

meaning are dependent on the context in which it occurs, the participants and the purposes of speaking (Burns & Joyce, 1997). Speaking is defined operationally in this study as the secondary stage students' ability to express them orally, coherently, fluently and appropriately in a given meaningful context to serve both transactional and interactional purposes using correct pronunciation, grammar and vocabulary and adopting the pragmatic and discourse rules of the spoken language.

Language is the system of speech sound by which human beings communicate with one another (Paul Roberts 1958, p. 18). In speaking performance, designing activities for the students are based on tasks which there are equivalence between fluency and accuracy achievement. Fluency is the main characteristic of the speaker performance and it is the essential goal that teachers aim to achieve in teaching speaking skill. In this study, the researcher applies communicative activities to improve students' speaking performance. Speaking performance which means the students do some activities such as; role play, pairs work, or group and other activities in the classroom.

CHAPTER II

LITERATURE RIEVIEW

This chapter elaborates some relevant concepts related to communicative activities and speaking performance.

A. Communicative Activities

1. Definition of Communicative Activities

Communicative activities include any activities that engage the learners where their main purpose of the activities is to communicate meanings effectively (Littlewood, 2002, p. 16). Harmer (2001, p. 85) also states that communicative activities are typically involving students in real communication. The characteristics of communicative activities proposed by Harmer (2001, p. 85) such as a desire to communicate, it means that the students should have a desire to communicate something; a communicative purpose, it means that the students should have a purpose for communicating (e.g. to make a point, to buy some food, to write a report); the content not form, it means that students should be focused on the content of what they are saying rather than on a particular language form; variety of language, it means that students should use a variety of language rather than just one language structure; no teacher intervention, it means that the teacher will not intervene to stop the activity; and no materials control, it means that the materials that the teacher relies on will not dictate what specific language forms the student use either.

According to Rao (2002), communicative activities include exercises characterized by student-to-student interaction with little or no monitoring of students' output by the teacher; oral situations characterized by student-teacher interaction with the teacher monitoring and sometimes responding to students' output; content-based teacher responses to students' writing. In addition, Eslami-Rasekh and Valizadeh (2004) give more details of communicative activities such as games, group and pair work, speaking activities, discussions, and listening to others in English.

Based on the explanations above, it can be concluded that communicative activities are classroom activities that involve students in producing, comprehending, or interacting in varied use of the target language to communicate with many purposes. Communicative activities can be conducted in the classroom by placing the students in a situation where they have to perform a task by communicating optimally. The activities can encourage the students to speak in English language so that they can give positive contributions toward speaking learning process.

2. The Purposes of Communicative Activities

Communicative activities are the activities that can involve students in learning to use the target language. Communicative activities can give contributions toward the learning of the language. Littlewood (1981, p. 17) suggests four purposes of communicative activities as follows:

a. Communicative activities provide whole task practice

Learning a language does not only involve practice in the part skill but also involves practice in the total skill called whole task practice. It means that in foreign language learning, teachers need to provide students with various kinds of communicative activities, structured in order to suit the ability level of learners.

b. Communicative activities improve motivation

The learners' ultimate objective in learning a language is to participate in communication with others. Their motivation to learn is more likely to be maintained if their classroom learning can help them to accomplish this objective with increasing success.

c. Communicative activities allow natural learning

Language learning takes place inside the learners; many aspects of it are beyond their pedagogical control. It is likely that many aspects of language learning can take place only through natural processes, which operate when a person is involved in using the language for communication. So, communicative activity is an important part of the learning process.

d. Communicative activities can create a context with support learning

Communicative activities create positive opportunities for positive personal relationship among the students and also between students and

teacher. These relationships can create an environment that supports an individual in their efforts to learn.

To sum up, we can conclude that communicative activities provides students to use language for purposes, to develop the students' ability to communicate through language more than structures, to develop all communication skills, and increase students' motivation. However, there are many types of communicative activities that teacher can adapt to use in the classroom.

3. Types of Communicative Activities

There are several types of communicative activities proposed by Harmer (2001), namely information gap, jigsaw, communicative games, discussions, simulations, role-play, and dialogue.

The first activity is Information gap, which is a kind of activity that refers to the real communication to get information by sharing their information to each other. This activity can be done in pairs or group. In this activity the students can ask question to get information to complete the task from the teacher. For example, the teacher divided the students in pairs. One student gets the information about scholarship, travelling, price and etc, and the other one needs information about scholarship, travelling, price and etc. Then, they give and ask the information without looking at their information cards. This information gap activity is argued promote both advantages and disadvantages. The advantage is

to make students become more active in to communicate with others. Thus they can make build their confidence in communicate with others (Prabhu, 1987). In the other hand, the disadvantage in this activity is the teacher can be passive because the teacher will not talk too much.

The second activity is Jigsaw. This activity can be done in group and each group will get information needed to complete the activity. For example, the teacher plays recording about three people who has different point of view about something. Then, each group only focuses on one point of view and the student has to take a note of that. After that, they do role-play based on the discussion in group that they got from the recording (Richard, 2005). There are some benefits from this activity. For example, help students to build deep knowledge of the material and build conceptual understanding and also to develop their teamwork skill.

The third activity is Communicative games. Here, the students have to work with other students in order to solve the games like puzzle, draw a picture, or find similarities and differences between pictures (Harmer, 2001). The benefits of this activity are for the students to be more interested in learning and for the fun teaching learning process. Besides, the teacher does not need to explain too much about the material, this activity sometimes takes a long time and when the students like it they will be noisy and active. Consequently, the teacher may have enough time to explain the material.

The fourth activity is Discussion. It can be held for answering some questions or to solve some problems. Students can share ideas about a topic, or find solutions in their discussion group and get the result. Besides, students can get involved in agree or disagree discussions. In this type of discussions, the teacher can set the group 4 or 5 students in each group, and provide two statements like “people learn best when they read vs. people learn best when they travel”. Then each group discusses it, and presents their opinion or their result to the class. At the end, the class decides the winning group who defended the idea in the best way (Harmer, 2001). There are some strength and weaknesses of discussion as argued by Creswell (1998), Kruger and M. A. Casey (2000) and Fern (2001). The strengths are increasing the students’ interaction ability toward each other and help students to involve their ability in the research process and this activity. Then, for the weaknesses, this activity can be dominated by some dominant students and that makes the output biased.

The fifth is Simulations. Simulation is very similar to role-play but it is more elaborated than role-play. In simulations, students can bring items or property or documents to class to create a more realistic environment based on the topic given by the teacher. For example is a learner is acting as a doctor, he/she brings a stethoscope, wears a medical coat, or if the lesson is about grocery stores, the students can bring some products (snack, soft drink and so on) and they also can use money for making their purchases. The most outstanding point of this activity is for the students can practice use the target language

(Taylor and Walford, 1972). In the other hand, the teacher should be more careful to select the topic or theme to make a simulation and the teacher should prepare anything well to make everything going well during the simulation (Mei Lin, 1993).

The sixth activity is Role Play. Role play is one other ways of getting students to speak and it is also an excellent activity that brings the real-world in class. Besides that, role-play also help the students to practice speaking the target language before they do in their real world. In role-play activity, the student will get particular role in target language. For example in the play there are Elsa and a receptionist. One student become Elsa and the one become receptionist, then the play is about Elsa whom a guest that wants to get information about the hotel room, and inquire information about the hotel room to the receptionist. In merits of this activity are fun and efficient. However, this activity can bring some disadvantages, it is like not all the students can enjoy this activity and can make the students become show off because they get too involved and lose their objectivity (Kumar, 2011).

The next activity is Dialogue. Dialogues are conversation between two participants. This activity can be done face-to-face, then engaged in by all human cultures, and provide an interactive context. Sometime the participant like talk in daily conversation and normally. For example, the students talk about their experience in pairs. There are some advantages in this activity (Brennan, 2010). For example, students can speak up in pairs or group and the students can

practice speaking English for a real-life purposes such as giving information, asking questions or arguing for a different solution.

4. Methodological Framework of Communicative Activities

Littlewood (1981, p. 86), states that there are two kinds of communicative activities. They are: pre-communicative activities and communicative activities. Pre-communicative activities need to be given before entering the communicative activities. Through pre-communicative activities the teacher isolates specific elements of knowledge or skills which compose communicative ability, and provides the students with opportunities to practice them separately or called learning the part-skill of the communication. The examples of pre-communicative activities are matching, question and answer practice, pronunciation practice, mentioning words related to the topic, completing a crossword puzzle, completing sentences and many others.

In communicative activities, the students have to activate and integrate their pre-communicative knowledge and skills in order to use them for the communication of meaning. Then they practice the total skills of communication. In functional communicative activities, the students are placed in a situation where they must perform a task by communication as best they can; with whatever resources they have available. The criterion for success is practical: how effectively the task is performed. In social interaction activities, the students are also encouraged to take account of the social context in which

communication takes place. They are required to go beyond what is necessary for simply ‘getting the meaning across’, in order to develop greater social acceptability in the language they use.

In conclusion, communicative activities are activities that focus on using the language on objectives, students’ needs and interactions. The students will have the opportunity to interact and practice the target language meaningfully in real situation. They also have several communicative activities that teachers can use in the classroom. However, the teacher should choose the activities that are appropriate to the students’ ability.

B. Speaking Performance

1. Definition of Speaking

One expert has different definition of speaking from another. Thornbury (2005, p. 20) states that speaking is an activity in real life that is carried out by speakers to carry out their ideas to interact with listeners. The activities are unplanned and their continuity is based on situations. According to Ladouse (1991, p. 23), speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. Furthermore, Wilson (1983, p. 5) defines speaking as development of the relationship between speaker and listener.

Another definition comes from Cameron (2001, p. 40). She says that speaking is about making people understand speaker's feeling and ideas by doing an act of communication using language. At the time people produce utterances, they deliver their meanings, feelings, ideas and desires. Caroline (2005, p. 45) defines that speaking is a basic oral communication among people in society. It is speaking which serves as natural means of communication of the members of the community for both expression of thought and form a social behavior. Additionally, Kayi (2006, p. 1) says that speaking is the process of building and sharing meaning through the use of verbal and non-verbal in variety of context.

From the definitions above, it can be concluded that speaking is an activity in which the speakers produce utterances to express their ideas in order to exchange information, so the listener understands what the speakers mean.

2. Functions of Speaking

Speaking is very important, especially in daily communication. A person is recognized that they are educated from the way and what they are speaking. When speaking, someone has to know what to speak and understand the ideas of what they are talking about. Harmer (2003, p. 87) states that through speaking, the students will understand ideas, opinions and information from other people. Moreover, Brown and Yule (1983, as cited in Richard, 2008) made a useful distinction between the interactional functions of speaking, in which it serves to

establish and maintain social relations, and the transactional functions, which focus on the exchange of information.

Richards (2008, p. 21) stated there are three function of speaking, such as; talk as interaction, talk as transaction and talk as performance. Each of these speech activities is quite distinct in term of function and requires different teaching approaches.

a. Talk as interaction

Talk as interaction refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so on, because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

b. Talk as transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than participants and how they interact socially with each other. Burns (1998) distinguishes between two different types of talk as transaction. The first type involves situations where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved. The second type is transactions that

focus on obtaining goods or services, such as checking into hotel or ordering food in a restaurant.

c. Talk as performance

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to talk in public. That is talking that transmits information to audience, such as classroom presentations, public announcements, and speeches. The focuses are on both message and audience. Speaking has its functions which cover talk as interaction, transaction and performance which have been mentioned above. The functions of speaking show that speaking is not only about producing the language, but it also functions for some different purposes in daily communication.

3. Characteristics of Speaking Performance

Speaking is not simply expressing something orally. There are some aspects that need to be acquired by students to have good speaking skills. Those are fluency, accuracy, vocabulary and pronunciation (Brown, 2001, p. 268). The explanations of each are as follows:

- a. Fluency is the main characteristic of the speaker performance and it is the essential goal that teachers aim to achieve in teaching speaking. Hughes (2002, p. 113) defines fluency as the learner's ability to speak in reasonable, intelligible and accurate way without too much hesitation in

order to not break down the communication because listeners will lose their interest. So, fluency is the ability to respond in a coherent way through linking the words and phrases effectively, pronounce the sound clearly, in addition to the appropriate use of stress and intonation.

- b. Accuracy is the ability to produce grammatically correct sentences or utterances (Longman Dictionary, 2002, p. 204). Brown (2001, p. 268) also adds that a speaker is said to be accurate if she/he produces clear, articulate, grammatically and phonologically correct language. It means that to speak accurately the speaker needs to follow the rules of the language such as grammar and structure. In this case, the teacher can give grammar, structure and many other exercises to improve accuracy of the students.
- c. Vocabulary is a set of lexemes, including single words, compound words, and idioms (Longman Dictionary, 2002, p. 580) that are typically used when talking about something. Burton (1982, p. 98) stated that without a large vocabulary, it is impossible to use English precisely and vividly. It means that vocabulary is one of the aspects which have to be learnt if someone wants to speak in English. To achieve accuracy in terms of vocabulary means to choose the appropriate word in the appropriate context. Thus, learners have to be able to use words and expressions accurately.

d. Pronunciation, Thornbury (2005, p. 24) stated that “the lowest level of knowledge speaker draw on is the pronunciation”. So, to speak English language accurately, students need to be knowledgeable about its phonological rules. For example, they should be aware about the different sounds and their articulations. Also, they should know about the stress, intonation, pitch and etc. All these components help them to speak the language effectively and for better performance.

4. Types of Classroom Speaking Performance

In English classroom, students are expected to perform their English speaking. Gower, Phillips, and Walters (1995) divide types of classroom speaking performance into three activities, namely controlled, guided, and creative or free activities. In controlled activity, the students can be given repetition practices or set of sentences prompted by pictures or word cues in which the aim is to improve the accurate uses of words, structures, and pronunciations and to foster confidence.

In guided activity, the teachers can give model dialogs which the students can talk about themselves and to communicate their own needs and ideas. In this activity, the students can carry out the tasks using language which has been taught. In creative activity, on the other hand, the aim is to give either creative practices opportunity for predicted language items or general fluency practices where the specific language focus is less relevant. Moreover, the activity can increase the students’ motivation since the students talk about themselves and help bridge the

gap between the artificial worlds made in the classroom with its controlled language practice and the real world outside.

According to experts, there are some kinds of classroom speaking activities as mentioned above. The activities can be applied in the classroom and adjusted according to the levels of the students. They can be used and or manipulated by teachers in order to create a more challenging and enjoyable speaking class. For examples, the controlled, guided, and free activities can be manipulated with activities such as dialogs or prepared talks.

In addition, Brown (2001, p. 271-274) divided categories of classroom speaking performance into six, which are:

a. Imitative

The students practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

b. Responsive

A good deal of student speech in the classroom is responsive: short replies to teacher- or student- initiated questions or comments. These replies are usually sufficient and do not extent into dialogues. Such speech can be meaningful and authentic.

c. Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language.

d. Interpersonal (dialogue)

The other form of conversation mentioned in the previous chapter was interpersonal dialogue, carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

e. Extensive (monologue)

Finally, students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.

Each category above can be implemented based on the students' level and students' ability. Here are the summary purpose of each element: imitative for focusing on some particular element of language form, intensive to practice some phonological or grammatical aspect of language, responsive can stimulate students' in speaking, transactional to invite students to engage in a conversation, interpersonal to learn how such features as the relationship in the conversation, and extensive is to practice in the form of oral reports, summaries, or perhaps in short speeches.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discussed about the research method, research setting, population and sample, techniques of data collection, and techniques of data analysis.

A. Research Method

The Method of the research which is used by the researcher is Experimental Design. According to Leedy and Omrod cited by Yair Levy and Timothy J. Ellis (2011, p. 152) Experimental research is a research where the participants are assigned randomly into two or more groups which is given treatment or interviewed to gain the data, then observed or measured by using test to measure the effect of the treatment. In this research, the researcher chose Pre-Experimental Design of what so called One-Group Pre-test-Post-test Design. The design is as follow:

Table 3.1. The research design

Group	Pretest	Experiment	Posttest
E	O1	X	O2

Where:

E = The symbol of experimental group

X = Treatment (Teaching speaking by using communicative activities)

O1= Pretest (The test before the treatment)

O2= Posttest (The test after the treatment)

There was only one group in this model of experimental research. Sometimes an experimental research is conducted without a control group. In this research, the group is given a pre-test before the application of the experimental treatment. After the treatment is finished, the post test is administered at the end of the treatment period to see the achievement. The effectiveness of the instructional treatment is measured by comparing the average score of the pre-test and the post test. When it turns out that the post-test average score is significantly higher than the average score of the pre-test, then it is concluded that the instructional treatment is effective.

B. Research Setting

The research took place in SMP Negeri 4 Banda Aceh which is located at Haji Tgk. Daudsyah street No. 24 Peunayong, Banda Aceh. The study would be carried out in class IX where there were 31 students in the classroom. The research was conducted in the first semester of the academic year of 2017/2018.

The researcher had observed some aspects and problems related to the teaching and learning process of speaking in this junior high school. The condition of the school and its facilities were good enough. There were two

English teachers, 15 classrooms, a teacher room, a headmaster room, a computer laboratory, a library, a science laboratory, a language laboratory, a health room, two canteens, a restroom, and a playground. The projector and internet access were also available to support the lessons. However, the facilities were not used optimally. In the teaching and learning process, the English teacher tended to teach only based on textbooks.

C. Population and Sample

1. Population

The population selected for this study was the third year students of SMP Negeri 4 Banda Aceh. The school was chosen because it is equipped with many facilities, such as projector and spacious classrooms. It was expected that such as facilities would enable the procedures for doing communicative activities.

2. Sample

In SMP Negeri 4 Banda Aceh, the third year students divided into five classes. The participants in this study were selected by purposive sampling. Purposive sampling is a sampling technique in which researcher on their judgment when selecting the population to participate in this study. The purposive sampling was selected in class IX-1. There were 31 students in the first semester of the 2017 academic year at SMP Negeri 4 Banda Aceh. The participants were selected because they have studied English for two

years and they still have difficulty in speaking English and also the researcher has taught English subject in this class.

D. Techniques of Data Collection

In order to support the ideas of the study, the researcher reviewed some materials from books, thesis and articles. The researcher collected some various data by using pre-experimental research and she applied quantitative method in analyzing data. The set questionnaires also will be contributed in order to strengthen the results of this research. To complete it, the researcher used some techniques in it as follow:

1. Test

The English speaking test comprised of two tests: pre-test and post-test for measuring students' speaking ability. These two tests were the same. There were tasks about congratulating someone. 31 students were tested on the pretest. They will be divided into five groups and do the dialogue about expressing and responding congratulation. After that, all 31 students learn the lesson plan before taking the post-test. Students did not know which tasks they were going to take at the posttest and they were not informed to prepare for the tasks.

In English speaking test, students were assigned to communicate with their partner in order to complete each task. Their scores from all tasks were converted into mean scores. The pretest was conducted before the experiment,

while the posttest was conducted the week after the end of the experiment. The researcher was oriented towards the use of instruments for evaluating students' speaking skill, which conducted both the pretest and the posttest.

2. Experimental Teaching

To gain the data, the researcher performed experimental teaching in English class at SMP Negeri 4 Banda Aceh. The researcher conducted the research by giving a topic for each meeting (four meetings). The allocation time for each meeting was 80 minutes. The researcher taught twice a week, on every Thursday and Saturday. In this experimental teaching, the researcher applied communicative game and role plays as a teaching technique.

3. The Questionnaire

After doing the speaking test, the researcher gives the questionnaire. It is one of the ways to achieve more concrete data concerning students' feeling through communicative activities in particular. Then, the participants' answer in closed-ended were classified in terms of students' perception and interest through communicative activities. The questionnaire contains of 15 questions about the classroom atmosphere and the types of activities that are used in the classroom to teach the speaking skill. The students were given some explanation and instruction before they complete the questionnaire and it took 10 minutes to complete the questionnaire.

E. Techniques of Data Analysis

After collecting the data, the researcher analyzed the data as follows:

1. Test

The researcher analyzed the data by comparing the means of scores from pretest and posttests. The speaking scores were analyzed by calculating the means of each skill in each test by using speaking rubric. Speaking rubric was used to assess and collect the data about students' speaking skill. The rubric focused on four aspects of speaking. There were fluency, pronunciation, vocabulary, grammar and each aspect had different indicator (Jack, 2008). The scores were presented in the forms of tables and mean scores, as shown in the table:

Table 3.2. Students' speaking rubric

Score	Fluency	Pronunciation	Vocabulary	Grammar
10	For students whose speaking are bad or very slow	For student's pronunciation was incomprehensible	For students whose vocabulary inadequate	For students whose grammar entirely inaccurate
15	For students whose speaking are slow	For student's pronunciation made understanding difficult	For students whose vocabulary limited	For students who made constant grammar error
20	For students whose speaking are fluently hesitant	For student's pronunciation was understandable with some errors	For students whose common of vocabulary	For students who made a little bit grammar error

Score	Fluency	Pronunciation	Vocabulary	Grammar
25	For students whose speaking are occasionally fluency	For student's pronunciation was like a native speaker	For students whose sufficient vocabulary	For students who made an accurate grammar

(Source: Jack. 2008. *The criteria scale based on students' ability*)

In order to analyze the test result, the researcher used statistical formula. The function was to find the range of data, the interval class, and the space of interval class, to make a table of frequency distribution and to find the mean score.

1. To find the range of data

Range is different between the highest and the lowest score. Sudjana (2002, p. 47) explained that the range of pre-test score would be determined by using some formula below:

$$R = H - L$$

Where:

R: the range of the score

H: the higher score

L: the lowest score

2. The number of interval class

The number of interval class can be determined by using the following formula:

$$I = 1 + (3,3) \log n$$

Where:

I : the amount of interval class

n : the amount of sample

3. To find out the space of interval class can be calculated by using the following formula:

$$P = \frac{R}{I}$$

Where:

P: interval space

R: the range of score

I : the amount of interval class

4. To find out the mean of the table

In this case, the researcher calculated the mean of students' score. The score were calculated by using the formula as follow:

$$\bar{X} = \frac{\sum f_i x_i}{\sum f_i}$$

Where:

\bar{X} : the mean score

f_i : refers to frequency

x_i : refers to the middle score interval class

$f_i x_i$: the amount of multiplication between the frequencies and the middle scores of interval class

2. Hypothesis

In analyzing hypothesis, the researcher used standard deviation and t-test. By using standard deviation and t-test, it helped the researcher to know the difference between means of pre-test and post-test. The formula is used in calculating as follow:

a. Standard Deviation

Standard deviation is a statistic that describes the total of variation in a measured process characteristic (Steven, 2007). The formula of standard deviation is as follow:

$$SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

Where:

SD : standard deviation

$\sum D$: total of difference score

N : the number of sample

b. T-test

$$t_0 = \frac{M_D}{SE_{MD}}$$

Where:

t_0 : “t” test

M_D : mean from the differences between pre-test and post-test

SE_{MD} : standard error from mean of difference

3. The Questionnaire

In analyzing students' self-rating score from the perception questionnaire and interest questionnaire, the researcher uses descriptive analysis which the formula suggested by Sudjana (1989, p. 50):

$$P = \frac{f}{n} \times 100\%$$

Where:

P : percentage

f : frequency of respondent

n : number of sample

100% : constant value

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

This chapter discusses the analysis of the data collected from November 16 to 30th, 2017. The findings of the analysis are then discussed further in order to answer the research questions of this study.

A. Data Analysis

1. The Analysis of Pre-test

There were 31 students in the class and all of them attended the class on the day of pretest. The students' pre-test scores can be seen in the following table.

Table 4.1. Students' pre-test scores

No	Students' Initial	Speaking Score				Total
		Fluency	Pronunciation	Vocabulary	Grammar	
1	AH	16	16	14	14	60
2	AAR	15	15	15	15	60
3	CIM	16	16	18	17	67
4	CAN	16	16	17	17	66
5	CMR	17	16	17	15	65
6	DDN	14	14	16	16	60
7	DK	15	20	18	17	70
8	DY	18	18	19	18	73
9	EY	18	16	19	17	70
10	FRFR	19	18	16	17	70
11	GHD	19	19	17	18	73
12	JM	20	20	21	20	81
13	LR	16	16	16	16	64
14	MA	17	18	17	17	69
15	M	18	15	19	15	67
16	NAP	15	15	18	18	66

No	Students' Initial	Speaking Score				Total
		Fluency	Pronunciation	Vocabulary	Grammar	
17	NP	17	17	19	18	71
18	NFI	18	18	17	18	71
19	RAP	22	23	22	21	88
20	R	15	18	17	17	65
21	RN	19	19	19	18	75
22	RTH	19	18	17	17	71
23	SN	18	18	18	18	72
24	SI	23	22	20	23	88
25	SB	18	18	17	17	70
26	SU	19	18	18	18	73
27	TU	22	23	22	20	87
28	TAJ	17	17	18	17	69
29	YP	17	17	18	16	68
30	ZRS	17	16	18	15	66
31	ZBS	20	19	19	19	77

To analyze the result of the students' pre-test, some statistical calculations as in the following steps are required.

First, the range (R) is determined by using the formula below:

$$R = H - L$$

From the table above, it can be seen that the highest score of pre-test is 88 and the lowest is 60. Thus the range is $88 - 60 = 28$

Next, the class interval can be identified by using the following formula:

$$I = 1 + (3,3) \log n = 6$$

Then, the range of class interval can be found out through the following calculation:

$$P = \frac{R}{I} = 5$$

From those results, the researcher determines the mean score by using the following formula:

$$\bar{X} = \frac{\sum f_i x_i}{\sum f_i} = 71$$

2. The Analysis of Post-test

On the day of post-test, all of students attended and participated in the classroom. The students' post-test score also can be seen in the table below:

Table 4.2. The results of post-test

No	Students' Initial	Speaking Score				Total
		Fluency	Pronunciation	Vocabulary	Grammar	
1	AH	17	17	21	17	72
2	AAR	17	17	20	20	74
3	CIM	18	18	19	18	73
4	CAN	18	19	19	19	75
5	CMR	19	19	18	18	74
6	DDN	17	17	18	18	70
7	DK	19	21	20	19	79
8	DY	21	21	20	20	82
9	EY	20	19	20	20	79
10	FRFR	20	20	17	18	75
11	GHD	20	20	23	22	85
12	JM	22	22	21	23	87
13	LR	20	20	20	20	80
14	MA	19	19	18	18	74
15	M	18	19	18	18	70
16	NAP	19	19	20	20	78
17	NP	18	18	20	20	76
18	NFI	21	19	20	20	80
19	RAP	22	22	22	22	88
20	R	19	19	18	18	74
21	RN	20	20	20	20	80

No	Students' Initial	Speaking Score				Total
		Fluency	Pronunciation	Vocabulary	Grammar	
22	RTH	20	20	22	21	83
23	SN	21	20	21	20	82
24	SI	23	22	22	23	90
25	SB	20	19	21	20	80
26	SU	20	19	20	20	79
27	TU	23	22	23	22	90
28	TAJ	20	19	20	19	78
29	YP	20	20	19	19	78
30	ZRS	19	19	20	18	75
31	ZBS	23	22	21	22	88

To calculate the mean score of post-test, the following steps are used:

First, the range (R) determined by using the formula below:

$$R = H - L = 20$$

Second, the class interval can be found out through the following calculation:

$$I = 1 + (3,3) \log = 6$$

Next, the range of class interval can be formulated as follows:

$$P = \frac{R}{I} = 3$$

Then, the researcher calculates the mean score of post-test by using the following formula:

$$\bar{X} = \frac{\sum f_i x_i}{\sum f_i} = 79$$

3. The Analysis of Hypothesis

To analyze the hypothesis, null hypothesis (Ho) and alternative hypothesis (Ha) proposed in this study are as follow:

(Ho): Students' speaking performance cannot be improved through communicative activities.

(Ha): Students' speaking performance can be improved through communicative activities.

To examine the hypothesis, t-test was used. To begin with the researcher listed the pre-test and post-test score in order to find out the difference score between those tests.

Table 4.3. The difference score between pre-test and post-test

No	Students' Initial	Pre-Test (X)	Post-Test (Y)	Y-X (D)	$(Y-X)^2$ (D) ²
1	AH	60	72	12	144
2	AAR	60	74	14	196
3	CIM	67	73	6	36
4	CAN	66	75	9	81
5	CMR	65	74	9	81
6	DDN	60	70	10	100
7	DK	70	79	9	81
8	DY	73	82	9	81
9	EY	70	79	9	81
10	FRFR	70	75	5	25
11	GHD	73	85	12	144
12	JM	81	87	6	36
13	LR	64	80	16	256
14	MA	69	74	5	25
15	M	67	70	3	9
16	NAP	66	78	12	144
17	NP	71	76	5	25
18	NFI	71	80	9	81

No	Students' Initial	Pre-Test (X)	Post-Test (Y)	Y-X (D)	$(Y-X)^2$ $(D)^2$
19	RAP	80	88	8	64
20	R	65	74	9	81
21	RN	75	80	5	25
22	RTH	71	83	12	144
23	SN	72	82	10	100
24	SI	88	90	2	4
25	SB	70	80	10	100
26	SU	73	79	6	36
27	TU	87	90	3	9
28	TAJ	69	78	9	81
29	YP	68	78	10	100
30	ZRS	66	75	9	81
31	ZBS	77	88	11	121
N=				Σ	Σ
31				$\begin{array}{r} 10 \\ 9 \\ 11 \\ \hline D = 264 \end{array}$	$\begin{array}{r} 100 \\ 81 \\ 121 \\ \hline \Sigma D^2 = 2572 \end{array}$

After the researcher had found the difference score, the next step is to evaluate Standard Deviation Difference of two variables, X and Y, by using the following formula:

$$SD_D = \sqrt{\frac{\Sigma D^2}{N} - \left(\frac{\Sigma D}{N}\right)^2} = 3,24$$

Therefore, the Mean of Difference (M_D) is counted by using the following formula:

$$M_D = \frac{\Sigma D}{N} = \frac{264}{31} = 8,51$$

After getting the score of Standard Deviation Difference, the next step is calculating the Standard Error of the Mean Difference (SEM_D) between two variables, X and Y.

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}} = 0,59$$

From the previous calculation, M_D is 8,51 while the score of SEM_D is 0,60. Then, the score of t_0 can be calculated with the following formula:

$$t_0 = \frac{M_D}{SE_{MD}} = \frac{8,51}{0,59} = 14,42$$

Then, the researcher examined *t-score* by using the following formula:

$$df = N - 1$$

Where:

df: degree of freedom

N: Number of subject

$$df = 31 - 1 = 30$$

After identifying the *t-score* and *df*, the following step is to determine the *t-table* in significant level of 5% (0,05). The *t-table* showed the critical score for the *df* in the level of 5% is 1,697. This suggests that the *t-score* is higher than *t-table* (14,42 > 1,697). It means that the hypothesis of this research (*Ha*) is approved while (*Ho*) is rejected. In the other words, students' speaking performance can be improved through communicative activities.

4. The Analysis of Questionnaire

The questionnaire was given to the first year of the third year students at SMP Negeri 4 Banda Aceh consisted of 15 questions. The data were obtained

through the questionnaire was analyzed using a simple statistic with cumulative frequency distribution techniques as follow:

$$P = \frac{f}{n} \times 100\%$$

The analysis of all items are used in the questionnaire are elaborated in the rest of this sub-section.

Furthermore, the data can be seen in following table:

Table 4.4. Students' interest in studying English by using role play and game.

Option	Frequency	Percentage
a. Yes	31	100%
b. No	-	-
Total	31	100%

Based on the table above, it can be inferred that all students (100%) were interested in studying English by using role plays and games.

Table 4.5. Students' understanding of learning material by using role plays and games.

Option	Frequency	Percentage
a. Yes	29	94%
b. No	2	6%
Total	31	100%

According to the result of the table above, it can be concluded that almost all 29 (94%) of students who understand about the material. It indicated that many students more understand the material by using role plays and games. Besides, about 6% of the students are not really understands the material by using role plays and games.

Table 4.6. Students' opinion on whether it is fun to learn speaking through role plays and games.

Option	Frequency	Percentage
a. Yes	29	94%
b. No	2	6%
Total	31	100%

The table above shows us those 6% of students thought that role plays and games cannot create the class more relaxed and fun. Almost all of students feel that role plays and games can create enjoyable atmosphere in the classroom.

Table 4.7. Students' willingness to participate in English conversation in the classroom.

Option	Frequency	Percentage
a. Yes	27	87%
b. No	4	13%
Total	31	100%

According to the percentage of the table above, it can be explained that there were more than 50% of the students chose option (A). It can be inferred that the students are more willing do the conversation through communicative activities in the classroom.

Table 4.8. Students' participation in the classroom.

Option	Frequency	Percentage
a. Yes	31	100%
b. No	-	-
Total	31	100%

Based on the percentage of the table, it can be concluded that all students actively participate in the classroom during the activities. It is proven by the fact that 100% of the students chose option (A).

Table 4.9. Students' opinion on whether communicative activities can increase their motivation in learning English or not.

Option	Frequency	Percentage
a. Yes	29	94%
b. No	2	6%
Total	31	100%

The table above shows about the percentage of increasing students' motivation in learning English by using role plays and games. Most of the students more motivated to learn English by using the techniques. It shows that almost all students chose option (A) and less than 10% of the students chose option (B).

Table 4.10. Students' opinion on whether communicative activities can increase students' English vocabulary or not.

Option	Frequency	Percentage
a. Yes	31	100%
b. No	-	-
Total	31	100%

As seen in the table above, it can be concluded that the students' vocabulary is improved after applying communicative activities in the

classroom. It is proven that the number of students chose option (A) up to 100%.

Table 4.11. Students' opinion about whether role plays and games can create a good relationship between students and teacher or not.

Option	Frequency	Percentage
a. Yes	31	100%
b. No	-	-
Total	31	100%

From the table above, it can be explained that learning English by using role plays and games can build a good relationship between students and teacher in the classroom. It can be proven that all students chose option (A).

Table 4.12. Students' confidence in speaking English.

Option	Frequency	Percentage
a. Yes	26	84% %
b. No	5	16%
Total	31	100%

Based on the result of the table above, there were less than 50% of the students are still unconfident to speak English. However, most of the students are confident to speak English after using role plays and games.

Table 4.13. Students' opinion on whether role plays and games are fun activities in learning process or not.

Option	Frequency	Percentage
a. Yes	31	100%
b. No	-	-
Total	31	100%

From the percentage of the table above, it explains that role plays and games are fun activities for the students. It can be proven that all students chose option (A).

Table 4.14. Students' opportunity for participating in the classroom.

Option	Frequency	Percentage
a. Yes	31	100%
b. No	-	-
Total	31	100%

According to the percentage of the table above, it shows that all students agree that learning English through communicative activities give the opportunity for students to participate in the classroom.

Table 4.15. Students' opinion about whether role plays and games can increase their fluency in speaking English.

Option	Frequency	Percentage
a. Yes	27	87%
b. No	4	13%
Total	31	100%

According to the result of the table above, it can be concluded that the majority of students thought that role plays and games help them to speak English fluently and correctly. It is proven by more than 50% of the students chose option (A) and only a few that chose option (B).

B. Discussion

After the researcher analyzed the data, the next step is to answer the two proposed research questions of this study. The first research question is "How do the communicative activities affect students' speaking performance?" and the second is "What are the benefits and challenges of applying communicative activities?" These research questions are discussed in turn in this section by referring to the findings of the data analysis.

In answering the first research question, the researcher used experimental teaching, pre-test and post-test. The result of the experimental teaching shows the positive influence of students' speaking performance. The students felt enjoyable

and comfortable in learning English by applying communicative activities. They were also more confident to participate in the classroom. The pre-test and post-test also showed the positive side. It could be seen that the means of pre-test and post-test were different. The aim of determining the mean score was to know the average ability of students in the pre-test and post-test. The mean score of pre-test is 71, while the mean score of post-test is 79. It means that post-test score is higher than pre-test by 8 points. In addition, the result of data analysis show the t-score is 13,81. From the t-table, it is known that t-table for significant level of 5% (0,05) is 1,697. This suggests that the t-score is higher than *t-table* ($14,42 > 1,697$). Thus, it answered the first research questions that communicative activities can give the positive influences for the students in their speaking performance.

The second research question was to know the benefits and challenges of applying communicative activities in students' speaking performance on the first year of the third year students of SMP Negeri 4. It was answered by giving the questionnaire for the students. As shown in Table 4.4 up to 4.15 most of the students gave the positive responses in answering questionnaire. Based on the questionnaire the researcher found the benefits and challenges of applying communicative activities. The benefits of communicative activities such as in question 4.4, the researcher asked the students' opinion about the students' interest in studying English by using role plays and games. As the results, 100% of students agree with the statement and none of them stated disagreement. Based

on the question 4.7 up to 4.12, the researcher also asked the students about their motivation in learning English, their willingness to participate in the classroom, their self-confidence and vocabulary increased by using communicative activities. From the result, more than 50% students agree with that statement. According to Harmer (2007), the communicative activities can be indeed communication when the students have a desire to communicate something. To put it simply, when students are ready and would like to use language, they set the goal for themselves and create real communication. When speaking, students need both desire and clear aim for communication.

From the analysis of the questionnaires, the students are interested and motivated in learning English, communicative activities also make the students more active to participate in the classroom, the students are more confidence to speak English, the vocabulary of the students increased, and the interaction between students and teacher is an interactive and harmonious rather than the traditional education, the kind of master-servant relationship. According to Rogers (1969, as cited in Harmer 2007), it is necessary for students to feel that they are learning something that relates to them in order to help them feel positive about their learning. According to Richards (2005), when students process the content that is relevant, meaningful to them and interesting, true communication occurs among students.

The benefits of applying communicative activities were also shown during the implementation of experimental teaching. The students were

enthusiastic in participating in the classroom. It is also support by previous study from Phisutthangkoon (2012), the implementation of communicative activities can improve students' speaking ability. As shown in the result, the mean score of the posttest (21,51) was higher than that of the pretest (10,59). Moreover, the students had positive perception towards the use of communicative activities in the classroom at the very high level (4,34). According to the students' perception questionnaire, students believed that the activities can help them improve their speaking ability, self-confidence, classroom participation, and interaction with their classmates. It can be concluded that communicative activities can improve students' speaking ability.

In implementing communicative activities, the researcher also found the challenges. There were many challenges of applying communicative activities. The first is teacher needs to know how to offer support and what support needs to be offered. It means that the more time is needed for planning and preparation of activities. The second is the students can be resistant, especially if they are accustomed to the teacher-centered styles of teaching, so students are reluctant to speak English and they have not initiative to participate in the classroom. As shown in question 4.7, not all students are willing to participate in the classroom. From that result, 87% of the students agree about the statement and only 13% of them disagree about it. The last obstacle is traditional teaching methods do not need more time to prepare teaching materials in learning process. On the other

hand, communicative activities need a lot of time to do. So, the teachers do not have enough time to prepare activities for their classroom teaching.

Furthermore, it can be concluded that communicative activities such as role play and communicative game in the classroom encouraged students to reach better achievement in their speaking performance. Before giving the treatment students are difficult to start and produce the idea in speaking performance. In addition, despite of many obstacles faced in applying communicative activities in the classroom, there are also many benefits gained in implementing communicative activities in the classroom. Therefore, the researcher supposed that applying communicative activities helped students in their speaking performance. All in all, the research was shown that after applying communicative activities, the students showed some improvement in their speaking performance.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses some conclusions drawn based on the research findings and some suggestions made for future consideration.

A. Conclusion

Based on the results of the research discussed in the previous chapter, the researcher can draw some conclusions. Firstly, using communicative activities such as role play and communicative game in teaching speaking can improve students' speaking performance. This is as suggested by the findings of the data analysis where the t-score is higher than t-table ($14,42 > 1,697$). It means that the hypothesis of this research (*Ha*) is approved while (*Ho*) is rejected. In other words, this statistical proof indicates that using communicative activities can help students improve their speaking performance. The improvements were achieved gradually which covered some aspects, such as responsiveness, pronunciation, fluency, accuracy, vocabulary, self-confidence and cooperation.

Another important point to be noted is as suggested by the findings of questionnaire analysis. It showed that communicative activities had the positive influences and benefits such as the students got opportunities to participate in the classroom; they were motivated and willing to participate in the activities; they are also more enthusiastic to participate in the classroom; they gained more

confidence to speak as their fluency improved as well as their pronunciation. Together with the result of from experimental teaching, the challenges were the students reluctant to speak English and they have not initiative to participate in the classroom.

B. Suggestion

Based on the findings of the research, there are some suggestions could be made. Firstly, the teacher should provide the communicative and interesting method in teaching speaking in order to make the learning process more interactive. The teachers can apply various types of communicative activities at each meeting. For example, the teachers can apply role plays for two meetings, and the next meeting they can apply jigsaw, games, information gaps and other activities. Besides, the materials presented should be appropriate to the students' level. Thus, the students would be motivated to speak English confidently.

Finally, many students lack of confidence to perform in front of the class even though they can speak English well. So, the students should practice speaking English confidently whether in the classroom or in their daily conversation. Therefore, the researcher recommends that communicative activities can be used in learning English to improve students' confidence in speaking performance.

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UIN AR-RANIRY

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3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
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9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan** : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 07 April 2017

MEMUTUSKAN

- Menetapkan** :
PERTAMA : Menunjuk Saudara:
1. Qudwatin Nisak M.Isa, S.Ag., M.Ed., M.Pd Sebagai Pembimbing Pertama
2. Risdaneva, MA Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama : Nurul Widya Kartika Gunawan
NIM : 231324213
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Influence of Communicative Activities toward Students' Speaking Performance
(A Study at the Third Year Students of SMPN 4 Banda Aceh)
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2017;
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2017/2018
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 25 April 2017
An. Rektor
Dekan,



Tembusan

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KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp: (0651) 7551423 - Fax: (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor : B-10341/Un.08/TU-FTK/ TL.00/11/2017

02 November 2017

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -

Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : Nurul Widya Kartika Gunawan
N I M : 231 324 213
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : IX
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t : Jl. T. Hasan Dek No. 47 Simpang Surabaya Banda Aceh

Untuk mengumpulkan data pada:

SMP Negeri 4 Banda Aceh

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

The Influence of Communicative Activities toward Students' Speaking Performance (A Study at Ninth Grade Students of SMPN 4 Banda Aceh)

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An Dekan,
Kepala Bagian Tata Usaha,

M. Saif Farzah Ali

BAG. UMUM BAG. UMUM

Kode 725



**PEMERINTAH KOTA BANDA ACEH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH PERTAMA NEGERI 4**

JALAN H.T DAUDSYAH NO.24 TELP 23346

E-mail : smpn4@disdikporabna.com Website : www.disdikporabna.com

Kode Pos : 23122

SURAT KETERANGAN

Nomor : 424 /061/ 2017

Yang bertanda tangan dibawah ini :

c. Nama : ARLIS M, S.Pd, M.Pd
d. Jabatan : Kepala Sekolah

Dengan menerangkan bahwa :

e. N a m a : NURUL WIDYA KARTIKA GUNAWAN
f. N I M : 231324213
g. Program Studi : Pendidikan Bahasa Inggris
h. Semester : IX

Benar yang namanya tersebut di atas telah melaksanakan pengumpulan data-data/ Penelitian Pada SMP Negeri 4 Banda Aceh untuk penyusunan Skripsi dengan judul " THE INFLUENCE OF COMMUNICATIVE ACTIVITIES TOWAR STUDENTS' SPEAKING PERFORMANCE (A Study at Ninth Grade Students of SMPN 4 Banda Aceh). " .

Demikianlah Surat Keterangan ini di buat untuk dipergunakan sebagaimana mestinya.

Banda Aceh, 12 Januari 2018 4


Kepala
Arlis M, S.Pd, M.Pd
Pembina Tk.I
NIP. 19670430 199412 1 003

APPENDIX IV

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMP Negeri 4 Banda Aceh

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : IX/I

Materi Pokok : Teks lisan dan tulis untuk mengucapkan dan merespon ungkapan harapan atau doa dan ucapan selamat atas suatu kebahagiaan dan prestasi

Alokasi waktu : 4 Jam Pelajaran (2 Pertemuan)

A. Kompetensi Inti (KI)

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian yang tampak mata.
- KI 4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat), dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar (KD)

- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari ungkapan harapan atau doa dan ucapan selamat atas suatu kebahagiaan dan prestasi, serta responnya, sesuai dengan konteks penggunaannya.
- 4.1 Menyusun teks lisan dan tulis sederhana untuk mengucapkan dan merespon ungkapan harapan atau doa dan ucapan selamat atas suatu kebahagiaan dan prestasi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi

1. Menunjukkan rasa syukur atas kesempatan dapat mempelajari bahasa Inggris
2. Menunjukkan perilaku santun saat menggunakan ungkapan harapan atau doa dan ucapan selamat atas suatu kebahagiaan dan prestasi, serta responnya
3. Menunjukkan perilaku peduli dengan tidak segan memberikan ucapan yang mengandung harapan atau selamat atas suatu kebahagiaan atau prestasi
4. Menggunakan struktur teks yang tepat untuk melaksanakan fungsi sosial dari ungkapan harapan atau doa dan ucapan selamat atas suatu kebahagiaan dan prestasi, serta responnya, sesuai dengan konteks penggunaannya
5. Menggunakan unsur kebahasaan yang tepat untuk melaksanakan fungsi sosial dari ungkapan harapan atau doa dan ucapan selamat atas suatu kebahagiaan dan prestasi, serta responnya, sesuai dengan konteks penggunaannya.
6. Menulis ucapan harapan atau doa dan ucapan selamat atas suatu kebahagiaan dan prestasi dengan struktur teks dan unsur kebahasaan yang tepat
7. Melakukan dialog sederhana yang mengungkapkan harapan atau doa dan ucapan selamat atas suatu kebahagiaan dan prestasi dengan struktur teks dan unsur kebahasaan yang tepat.

D. Materi Pembelajaran

Salam dan berdoa.

Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas, dengan memberikan keteladanan tentang perilaku santun dan peduli.

Struktur teks

(ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)

- a. *I hope everything is fine. I hope so.*, dan semacamnya.
- b. *I got the first prize of Speech Contest. Congratulations. I'm happy for you. You did it well. Thanks.*, dan semacamnya.

Unsur kebahasaan

(1)Kosa kata: *hope, so, Congratulations! happy for you.*

(2)Tata bahasa: *will, can*

- (3) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, that, these, those, my, their*, dsb secara tepat dalam frasa nominal
- (4) Ucapan, tekanan kata, intonasi,
- (5) Ejaan dan tanda baca

Contoh dialog yang menggunakan ungkapan harapan atau doa dan ucapan selamat atas suatu kebahagiaan dan prestasi dengan struktur teks dan unsur kebahasaan yang tepat.

Penyajian situasi yang memerlukan penggunaan ungkapan harapan atau doa dan ucapan selamat atas suatu kebahagiaan dan prestasi.

E. Metode Pembelajaran

- Role Play
- Presentation

F. Kegiatan Pembelajaran

Pertemuan Pertama: (2 JP)

Kegiatan	Deskripsi		Waktu
Pendahuluan	<ul style="list-style-type: none"> ✚ menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran; ✚ mengajukan pertanyaan-pertanyaan tentang materi yang sudah dipelajari dan terkait dengan materi yang akan dipelajari; ✚ mengantarkan peserta didik kepada suatu permasalahan atau tugas yang akan dilakukan untuk mempelajari suatu materi dan menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; ✚ menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas. 		10 menit
Inti	Peserta Didik	Pendidik	60 menit
	Mengamati <ul style="list-style-type: none"> ✚ Peserta didik mengamati video dialog tentang “congratulation” 	<ul style="list-style-type: none"> • Menampilkan video dialog yang menyatakan “congratulation.” 	

	<p>Menanya</p> <ul style="list-style-type: none"> • Peserta didik menanyakan antara lain tentang cara menyatakan dan memberi ucapan selamat, kemungkinan menggunakan ungkapan ucapan selamat yang berbeda dsb. • Mendengarkan dan menyaksikan banyak contoh interaksi dengan menyatakan dan memberikan ucapan selamat dalam bahasa Inggris dari video, buku teks, dsb. <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Mengidentifikasi ciri-ciri (ungkapan, dan unsur kebahasaan) interaksi menyatakan dan memberikan ucapan selamat, harapan dan doa. • Secara kolaboratif, menggunakan bahasa Inggris untuk menyatakan dan memberikan ucapan selamat, harapan dan doa dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur. 	<ul style="list-style-type: none"> • Memerintahkan peserta didik untuk menonton dan mengamati. • Pendidik menyampaikan kembali pertanyaan peserta didik kepada peserta didik yang lain untuk menjawab pertanyaan temannya. • Pendidik menegaskan kembali pertanyaan peserta didik dengan memberikan contoh. • Meminta peserta didik menirukan contoh-contoh yang sudah diberikan kepada mereka. • Mengarahkan peserta didik untuk bekerjasama dengan teman kelompoknya untuk mengisi teks dialog yang belum lengkap sesuai informasi yang telah mereka temukan sendiri dari buku atau pun sumber belajar yang lain. • Meminta peserta didik di dalam kelompoknya untuk mempraktekkan ungkapan-ungkapan ucapan selamat, harapan dan doa dalam dialog yang bermakna. 	
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		<ul style="list-style-type: none"> Meminta siswa untuk mengidentifikasi ciri-ciri kebahasaan dan struktur teks ungkapan yang menyatakan persetujuan. 	
Penutup	<ul style="list-style-type: none"> Pendidik bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran, Melakukan penilaian atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram, Memberikan umpan balik terhadap proses dan hasil pembelajaran, Memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik, Menyampaikan rencana pembelajaran pada pertemuan berikutnya. 	10 menit	

Pertemuan Kedua: 2 JP

Kegiatan	Deskripsi		Waktu
Inti	Guru	Peserta Didik	60 menit
	<p>Mengasosiasi</p> <ul style="list-style-type: none"> Membandingkan ungkapan menyatakan dan memberikan ucapan selamat, harapan dan doa yang telah dikumpulkan dari berbagai sumber tersebut di atas. Membandingkan ungkapan menyatakan dan memberikan ucapan selamat, harapan dan doa yang telah dipelajari tersebut di atas dengan yang 	<ul style="list-style-type: none"> Meminta siswa membandingkan ungkapan yang menyatakan dan memberikan ucapan selamat, harapan dan doa yang telah dikumpulkan dari berbagai sumber. Meminta siswa membandingkan ungkapan yang menyatakan dan 	

	<p>ada di sumber-sumber lain.</p> <ul style="list-style-type: none"> • Memperoleh balikan (<i>feedback</i>) dari guru dan teman-temannya tentang unsur kebahasaan yang digunakan. <p>Mengomunikasikan</p> <ul style="list-style-type: none"> • Peserta didik bersama teman kelompok menyusun dialog berdasarkan ungkapan yang telah diperoleh sebelumnya. • Peserta didik melakukan <i>role play</i> di depan kelas berdasar teks dialog yang di buat bersama teman kelompoknya mengenai ucapan selamat, harapan dan doa. 	<p>memberikan ucapan selamat dan harapan dan doa yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain.</p> <ul style="list-style-type: none"> • Memberi umpan balik (<i>feedback</i>) pada siswa tentang unsur kebahasaan yang digunakan. • Meminta peserta didik bekerja bersama kelompok untuk menyusun dialog • Meminta peserta didik sesuai teman kelompoknya untuk melakukan <i>role play</i> di depan kelas berdasar pada dialog yang telah dibuat bersama kelompok. 	
Penutup	<ul style="list-style-type: none"> ✚ Peserta didik d membuat rangkuman dengan mengisi jurnal. ✚ Pendidikm melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram, ✚ Pendidik memberikan umpan balik terhadap proses dan hasil pembelajaran, ✚ Pendidik memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik, ✚ Pendidik menyampaikan rencana pembelajaran pada pertemuan berikutnya. 		10 menit

G. Penilaian, Pembelajaran Remedial dan Pengayaan

1. Teknik Penilaian : Observasi (sikap), testertulis (pengetahuan), dan berbicara (presentasi)

2. Instrumen Penilaian

a. Penilaian Sikap (tanggung jawab, peduli, kerjasama, cinta damai)

No.	Aspek yang dinilai	Kriteria	Skor
1	Tanggung Jawab	Sangat sering menunjukkan sikap Tanggung jawab	5
		Sering menunjukkan sikap Tanggung jawab	4
		Beberapa kali menunjukkan sikap Tanggung jawab	3
		Jarang menunjukkan sikap Tanggung jawab	2
		Tidak pernah menunjukkan sikap Tanggung jawab	1
2	Peduli	Sangat sering menunjukkan sikap peduli	5
		Sering menunjukkan sikap peduli	4
		Beberapa kali menunjukkan sikap peduli	3
		Jarang menunjukkan sikap peduli	2
		Tidak pernah menunjukkan sikap peduli	1
3	Kerjasama	Sangat sering menunjukkan sikap kerjasama	5
		Sering menunjukkan sikap kerjasama	4
		Beberapa kali menunjukkan sikap kerjasama	3
		Jarang menunjukkan sikap kerjasama	2
		Tidak pernah menunjukkan sikap kerjasama	1
4	Cinta damai	Sangat sering menunjukkan sikap cinta damai	5
		Sering menunjukkan sikap cinta damai	4
		Beberapa kali menunjukkan sikap cinta damai	3
		Jarang menunjukkan sikap cinta damai	2
		Tidak pernah menunjukkan sikap cinta damai	1

b. Penilaian Pengetahuan

Choose the correct answer by crossing A, B, C, or D.

1. Siti : “I think we need a lot of money to make a wall magazine.”

Edo : “_____ (1). We can use used paper. We can also use used wood for the frame.”

Lina : “Yes, we can. So we do not need a lot of money to make a wall magazine. What we need is hard work.”

- A. **I don't think so** C. I think so
 B. I agree with you D. It's a good idea

c. Penilaian Berbicara

No	Aspek yang dinilai	Kriteria	Skor
1.	Grammar	Nyaris tidak ada kesalahan	25
		Ada beberapa kesalahan tetapi tidak mengganggu makna	20
		Ada beberapa kesalahan dan mengganggu makna	15
		Ada banyak kesalahan sehingga sulit dipahami	10
2.	Fluency	Mampu mengucapkan dengan sangat lancar	25
		Mampu mengucapkan dengan cukup lancar	20
		Mampu mengucapkan dengan kurang lancar	15
		Mampu mengucapkan dengan tidak lancar	10
3.	Pronunciation	Nyaris tidak ada kesalahan	25
		Ada beberapa kesalahan tetapi tidak mengganggu makna	20
		Ada beberapa kesalahan dan mengganggu makna	15
		Ada banyak kesalahan sehingga sulit dipahami	10
4	Vocabulary	Menggunakan kosa kata dan ungkapan seperti penutur asli	25
		Kadang-kadang menggunakan kosa kata yang tidak tepat	20
		Sering menggunakan kosa kata yang tidak tepat, percakapan menjadi terbatas karena keterbatasan kosa kata	15
		Menggunakan kosa kata secara salah dan kosa kata terbatas sehingga sulit dipahami	10

H. Media/alat, Bahan, dan Sumber Belajar

1. Media/Alat

Screen, laptop, LCD, whiteboard, boardmarker, etc.

2. Bahan

Gambar, video, flashcard, text script, etc.

3. Sumber Belajar:

Buku Paket Bahasa Inggris kelas IX “Think Globally Act Locally”

Mengetahui:
Kepala Sekolah

Banda Aceh, November 2017
Guru Mata Pelajaran

APPENDIX V

Sample Transcriptions of Students' Pre-test Speaking Performance

A. Group II (Congratulation: to the first rank)

DY : Hi friends, how are you?

All : Hallo Don, we are fine thanks you, and you?

DY : I am fine to thank you.

DDN : I am happy, because I am the first rank.

EY : Wow congratulation DDN, I hope you will do better.

DDN : Thank you EY, I hope so too.

RTH : What are you doing you can get first rank in the class?

DDN : I am must be study hard.

CMR : Congratulation DDN, I hope you will success.

DDN : Amin, thank you CMR.

RTH : Congratulation DDN, I proud of you.

DDN : Thanks RTH.

B. Group IV (Congratulation: to the first rank)

TU : Congratulation for your first rank SI. I am proud of you.

SI : Thank you TU. I hope you also will get first rank in the class.

NAP : Congratulation for you, I hope you will get a fine forward.

SI : Thanks for your wish NAP.

SB : Congratulation for your success. I am proud of you.

SI : Thanks, I hope you will success too.

MA : Congratulation, you are amazing.

SI : Thank you so much. You are also amazing guys.

The lowest score of pre-test:

Student's Initial	Fluency	Pronunciation	Vocabulary	Grammar	Total
DDN	16	16	14	14	60

Note:

Fluency (16): Her speaking was fluently hesitant.

Pronunciation (16): Her pronunciation was understandable with some errors.

Vocabulary (14): Her vocabulary was limited.

Grammar (14): She made constant grammar error.

The highest score of pre-test:

Student's Initial	Fluency	Pronunciation	Vocabulary	Grammar	Total
SI	23	22	20	23	88

Note:

Fluency (23): Her speaking was occasionally fluent.

Pronunciation (22): Her pronunciation was easily understood.

Vocabulary (20): She used common vocabulary.

Grammar (23): She made an accurate grammar.

APPENDIX VI

Sample Transcriptions of Students' Pre-test Speaking Performance

A. Group II (Congratulation: Happy Birthday)

CMR : Hey guys, good morning how are you?

D, E, R : Hello, good morning CMR, we are fine, thank you. How about you?

CMR : I am fine too, thank you. By the way, today is DDN birthday.

DY : That's right, have you tell to DDN?

RT : Not yet. Guys, do you buy a present for DDN?

EY : Yes, I buy a gift for DDN.

DY : Ok guys. Let us see DDN to say congratulation for her.

CMR : Hey DDN, Happy birthday to you. I hope you always be healthy.

DDN : Hello CMR, thank you.

DY : DDN, it is a gift from me to you and happy birthday.

EY : This is also a gift from me to you, I hope you like it DDN.

DDN : Thank you DY, EY I am happy.

RT : Happy birthday DDN, I wish that all you want will come true.

DDN : Thank you RT, I hope so. Once again, thank you my friends.

B. Group IV (Congratulation: Selling the Novel)

SB : Hey guys, can see this novel? This is NAP's novel.

MA : Yeah, you alright!

TU : Wow amazing! She has been a famous writer.

MA : Is she in this mall?

SI : Yes, how about we go to the event of the launching NAP's novel?

TU : Of course. It is open for all visitors of this mall.

T, M, SB, SI: Hello NAP!

NAP : Hi guys. Wow, I am very happy you can come to this event.

SB : Of course, we are most happy when you are being a famous writer.

SI : Yeah, we are happy to see you being a writer. So, you can launch many novels. Congratulation for your success!

NAP : Thank you guys, I hope you all can be success like me.

TU : How many novels you have sale NAP?

NAP : Alhamdulillah, many people like my novel. So, it has sold 300 novels in this event.

TU : Wow! It is amazing!

MA : By the way, when you like to write a novel?

NAP : I like write the novel since this year.

SI : It sounds good. NAP, we have to go now.

NAP : Ok guys, thank you for coming here.

T, M, SB, SI : You are welcome. Once more, Congratulation for you!

TU : I hope you can be a very famous writer in the future and success for your carrier.

SB : Yes, I hope too.

NAP : Thank you very much guys.

T, M, SB, SI : Ok, see you next time. Bye!

The lowest score of post-test:

Student's Initial	Fluency	Pronunciation	Vocabulary	Grammar	Total
DDN	17	17	18	18	70

Note:

Fluency (17): Her speaking was fluently hesitant.

Pronunciation (17): Her pronunciation was understandable with some errors.

Vocabulary (18): She used common vocabulary.

Grammar (18): She made little bit grammar error.

The highest score of post-test:

Student's Initial	Fluency	Pronunciation	Vocabulary	Grammar	Total
SI	23	22	22	23	90

Note:

Fluency (23): Her speaking is occasionally fluency.

Pronunciation (22): Her pronunciation was easily understood.

Vocabulary (22): She used sufficient vocabulary.

Grammar (23): She made an accurate grammar.

The t distribution for n degrees of freedom (df = 1 – 40)

Pr df	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38	0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39	0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40	0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688

APPENDIX VII

KUESIONER SISWA

Berikan tanda centang (✓) dalam kolom Ya atau Tidak dalam pertanyaan di bawah ini.

No	Indikator	Ya	Tidak
1	Saya menyukai pembelajaran Bahasa Inggris menggunakan <i>role play</i> dan <i>game</i>		
2	Pembelajaran Bahasa Inggris dengan menggunakan <i>role play</i> dan <i>game</i> membuat saya mudah memahami materi pelajaran		
3	Pembelajaran menggunakan <i>role play</i> dan <i>game</i> membuat keadaan kelas lebih santai dan menyenangkan		
4	Pembelajaran menggunakan <i>role play</i> dan <i>game</i> dapat membantu saya lebih berani melakukan percakapan dalam Bahasa Inggris		
5	Menggunakan <i>Role play</i> dan <i>game</i> dapat membuat saya lebih berpartisipasi di dalam kelas		
6	<i>Role play</i> dan <i>game</i> dapat meningkatkan motivasi saya dalam pembelajaran Bahasa Inggris		
7	Menggunakan <i>role play</i> dan <i>game</i> pada proses pembelajaran dapat meningkatkan kosa kata saya dalam Bahasa Inggris		
8	Saya menyadari pelajaran bahasa Inggris sangat penting setelah menggunakan <i>role play</i> dan <i>game</i> dalam pembelajaran		

9	Pembelajaran menggunakan <i>role play</i> dan <i>game</i> dapat membangun hubungan yang baik antara siswa dan guru.		
10	Pembelajaran menggunakan <i>role play</i> dan <i>game</i> dapat membuat saya lebih percaya diri untuk berbicara Bahasa Inggris		
11	Saya mendapatkan banyak ilmu pengetahuan setelah menggunakan <i>role play</i> dan <i>game</i>		
12	Saya dapat mengaplikasikan ilmu yang saya dapat di kehidupan sehari-hari setelah menggunakan <i>role play</i> dan <i>game</i>		
13	<i>Role play</i> dan <i>game</i> adalah kegiatan yang menyenangkan dalam proses pembelajaran		
14	Dalam proses pembelajaran menggunakan <i>role play</i> dan <i>game</i> saya memiliki banyak kesempatan untuk berpartisipasi di dalam kelas		
15	<i>Role play</i> dan <i>game</i> membantu saya untuk berbicara dalam Bahasa Inggris dengan lancar dan benar		

AUTOBIOGRAPHY

1. Full Name : Nurul Widya Kartika Gunawan
2. Place/Date of Birth : Medan/May, 17th 1995
3. Sex : Female
4. Religion : Islam
5. Nationality : Indonesia
6. Marital Status : Single
7. Occupation : Student
8. Address : Jln. T. Hasan Dek No. 47 Ateuk Pahlawan Kec.
Baiturrahman, Banda Aceh
9. Phone Number : 0853 6130 3030
10. Student's Reg. Number : 231324213
11. The Parents
 - a. Father's Name : Ten Surya Gunawan
 - Occupation : Private Employee
 - b. Mother's Name : Salamah
 - Occupation : Housewife
 - c. Address : Jln. Cempaka komplek ACM blok E No. 8, Gaperta
Ujung, Medan
12. Educational Background
 - a. Elementary School : SD Swasta PAB - 2 Helvetia Medan (2002 - 2007)
SD Kartika XIV - 1 Banda Aceh (2007 - 2008)
 - b. Junior High School : SMP Negeri 2 Banda Aceh (2008 - 2011)
 - c. Senior High School : SMA Negeri 3 Banda Aceh (2011 - 2013)
 - d. University : English Education Department of Tarbiyah and
Teacher Training Faculty, UIN Ar-Raniry
Banda Aceh (2013 - 2017)

Banda Aceh, January 2018

(Nurul Widya Kartika Gunawan)