

THE USE OF COMMUNICATIVE APPROACH TO IMPROVE THE STUDENTS' SPEAKING FLUENCY AND ACCURACY

THESIS

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FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
2021 M/1441 H

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*

Universitas Islam Negeri Ar-Raniry Banda Aceh

In Partial Fulfillment of the Requirement for

The Bachelor Degree of Education in English Language Teaching

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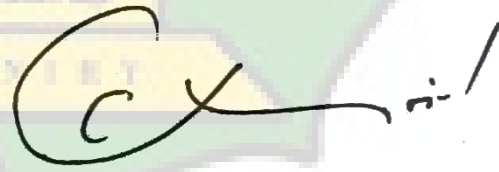
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Date: 7 Januari 2021

Date: 7 Januari 2021

It has been defended in Sidang Munaqasyah
in front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
for the Bachelor Degree of Education in English Language Teaching

On:

Tuesday, 26 January 2021
13 Jumadil-Akhir, 1442 H

In Darussalam, Banda Aceh

Board of Examiner,

Secretary,

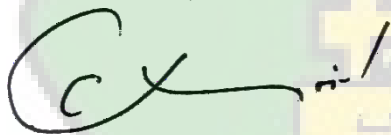


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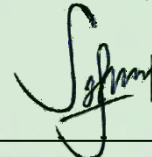
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**The Use of Communicative Approach to Improve the Students' Speaking
Fluency and Accuracy**

Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya.

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Saya yang membuat surat pernyataan,



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ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah, first of all, I would like to thank Allah the Almighty for giving me strength, health and capability to complete this thesis entitled “*The Use of communicative Approach to Improve the Students Speaking Fluency and Accuracy*”. Because of His guidance, blessing, and love, I could finally finish this thesis and my study at the English Language Education Department UIN Ar-Raniry. Greeting and praying are also presented to Prophet Muhammad shallallahu ‘alaihiwasallam who has struggled whole-heartedly to delivered the truth to human being and guide his *ummah* to the right path.

I would like to express my deepest gratitude to my first thesis supervisor Prof. Dr. T. Zulfikar, M. Ed, and my second thesis supervisor Mrs. Khairiah Syahabuddin, MHSc.ESL., M.TESOL, Ph.D, who have given a great deal of time and for having provided me valuable guidance to accomplish this research during the whole process of my work. Also, I would like to acknowledge my academic supervisor Drs. Amiruddin, M.Pd, and all lecturers and staffs of English Education Department for every support.

Moreover, I owe my deepest thank and my sincere gratitude to my beloved father Hamdani and my beloved mother Masniar for the great kindness, endless love, motivating me, praying for me, and everlasting support both financial and moral. May Allah bless you both in this life and hereafter. Furthermore, thanks to my sister, Eka Mailianda Hamni and my brothers, Novandi Binermiko and Husnul

Rahmadhin, and my brother-in-law, Ricki Mulyono and my sisters-in-law, Yani Maufirah, and Putri Amanda and also for my nieces Adzra Nahilah, Faiqah Qanith Sirin, and Leia Qanith Ghania, and my nephew Alfi syahrin and Muhammad Syatir Al-Qhalis who always made my day better even all of you enjoy bothering me while I do this.

Though only my name appears on the cover of this thesis, many great people have contributed to its production. My appreciation and gratitude address my beloved who cherish me all the time. My special appreciation is addressed to my 24 hours supporting system, Inan Durak who always accompanies me in sadness and happiness moments and gives me full attention. I also never forget to give big thanks to my best friend in college: Pija, Sukma, Iklil, Raras, Tinah, Yasinta, Warda for giving me good memories of a life time in college, and all of the awesome people whose name I cannot mention one by one, for the care and help they provided during the process of finishing this thesis.

After all, I admit that this thesis is still far away from perfection. I will be very pleased to hear many comments, critics, and suggestions for a better result and I hope that this thesis can give valuable and useful information for the reader.

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ABSTRACT

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Principal supervisor : Prof. Dr. T. Zulfikar, M. Ed
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Keywords : Teaching Method; Communicative Approach; Speaking; Fluency and Accuracy

This research was aimed to know the results of using the communicative approach to improve the students speaking fluency and accuracy. The writer conducted a research at Madrasah Aliyah Ruhul Islam Anak Bangsa, Aceh Besar. The sample of the research was class X-4 (as an experimental class) and class X-5 (as a control class), the number of them was 20 students for each group. The writer conducted experimental teaching and tests through role-play and task-based to collect the data. After collecting the data, the writer analyzed the data. Based on the result of data analysis, the students of the experimental class achieved the improvement (from 73,6 to 89,05) while the control class result only showed a slightly improvement (from 65,6 to 79,6). It could be concluded that using the communicative approach as a teaching method through role-play and task-based in the classroom activity successfully improved the students speaking ability. So, the teacher of the school may use this teaching method in improving the students' speaking skills especially in speaking fluency and accuracy.

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CHAPTER I

INTRODUCTION

In this chapter, the writer describes the reasons for conducting the research. It is divided into several points; they are the background of the study, the research questions, the aim of the study, the hypothesis, the previous research, the hypothesis, the significance, and the terminology of this research.

A. Background of the Study

One of the essential skills that have to be mastered for the language learners who learned English comprehensively is speaking. In mastering speaking, the students can express their ideas and feelings and share information directly in the form of words in a meaningful way with other people. In line with it, Hybel (2001) underlines that speaking is the process of expressing factual information, ideas, and feelings. It involves all body language and style-anything that adds meaning to a message. In spite of the fact that speaking is essential for students in practicing their capability to produce words, sentences, or ideas in English. Indeed, people should be able to speak English fluently and accurately.

Unfortunately, speaking is considered as one of the difficult skills among the other four skills (Dincer and Yesilyurt, 2017). Tuan and Mai (2015) also stated that the first inhibition is students often feel not confident when they try to speak in a foreign language. They are afraid to make errors in speaking, get bad comments, or feel embarrassed and scared when people are looking at them while they talk. Most

of the students will be very proud when they can speak the language fluently. Unfortunately, most of them show anxieties when they use the target language to communicate with others.

In addition, In Indonesia English was becoming a foreign language and taught as a major subject at every school for students from junior high school to university students. Students should be able to communicate with others to get or to share information or to express what they feel. However, speaking English for most Indonesian students is very challenging in terms of bravery to speak the language to their English teachers and the English native speakers. Some barriers may demotivate students in speaking, such as lack of confidence, anxiety, difficulty expressing sentences appropriately, and some other problems.

Besides, many researchers found that the students had various problems in speaking. Hadijah (2014) viewed in her research that most of the students who joined her program did not use English when communicating. They still use Bahasa Indonesia and their local language than English when they interact with each other. It is because they are lacking in speaking ability, and they have no confidence in speaking English. As a teacher's role, it is essential to improve the students' speaking ability by motivating the importance of English for global communication. Indeed, the students would interest and try to overcome their problems faced in English speaking skills.

To improve the students speaking ability, the teacher needs to make an active and exciting teaching plan to teach the target language. Permadi (2002)

says that teachers have an essential role in finding the right strategies and techniques to motivate students to improve their speaking ability. Moreover, to enhance students' speaking fluency and accuracy, teachers can apply many classroom approaches to enhance the students' speaking ability, including the Communicative Approach. Some references have shown that speaking skills can be achieved through the Communicative Approach. Efrizal (2012) suggested some communicative activities to improve students' speaking ability and indicated that the communicative approach could be applied to teaching speaking and improving students' speaking achievement.

From the explanation above, the writer finds it is essential to conduct a research in teaching speaking by applying the right teaching approach. The writer is interested to conduct an experiment of teaching speaking skills by using a communicative approach focused on improving students' speaking fluency and accuracy. This research is designed to find whether using a communicative approach would improve the students' speaking fluency and accuracy or not in learning English. The present research involved 15-16 twelve-year-old students in English class at Madrasah Aliyah Ruhul Islam Anak Bangsa, Aceh Besar.

B. Research Questions

The research is guided by the following research question:

1. What are the results of using the communicative approach to improve students speaking fluency and accuracy?

C. Aims of Study

The aim of this study is :

1. To know the results of using the communicative approach to improve students speaking fluency and accuracy.

D. Hypothesis

The hypothesis for this research is formulated as follow:

Ho: The use of a communicative approach does not improve the students speaking fluency and accuracy.

Ha: The use of a communicative approach improves the students speaking fluency and accuracy.

By implementing a communicative approach in teaching speaking for the students at Madrasah Aliyah Ruhul Islam Anak Bangsa, Aceh Besar, it is expected that the students can improve their speaking fluency and accuracy.

E. Previous Studies

In this research, the study about using a communicative approach to improve students' speaking skills has been conducted by some former researchers. They are Vanesa, Gina, Eliana, and Fabian, 2018; Mutwakel and Abdalla, 2018; Cheng, 2015. Based on Vanesa, Gina, Eliana, and Fabian (2018), the purpose of their study are to determine the use of the Communicative Language Teaching approach in the English classroom and the strategies and resources used by the teachers to improve students' oral skills. Meanwhile, Mutwakel and Abdalla (2018), and Cheng (2015), focused on the role and the effects of the

communicative approach in English language teaching. Vanesa, Gina, Eliana, and Fabian (2018) used a questionnaire to collect the data, and the questionnaire was given to the English teachers, and class observations were carried out.

Simultaneously, Mutwakel and Abdalla (2018) used a questionnaire to collect the data, which was administered to twelve university EFL teachers. On the other hand, Cheng (2015) used observation, oral tests, questionnaires, and interviews to collect the data. Vanesa, Gina, Eliana and Fabian (2018) showed the results in their study that, modeling, repetition, pair and group work are the main strategies that can be used by the teachers to help students develop their communicative competences. It is important to highlight that a variety of strategies can be incorporated to offer students more opportunities to orally produce the language. Mutwakel and Abdalla (2018) showed the results in their study that, communicative approach plays the most crucial part in English language teaching. In their study, it is recommended that teachers should reflect on the role of the communicative approach in English language teaching. Cheng (2015) also stated that the learners were more comfortable with the communicative approach in the classroom. He also mentioned that by modify of the teaching methods by using a communicative approach, the students showed more positive effects in learning attitudes, and by using visual aids like pictures, short videos, and role-play in the classroom, the students became more active and interested in learning.

In addition, in this study, the writer using the communicative approach as a teaching method. To collect the data, the writer focused on doing task-based instructions and role-play as a classroom activity in teaching speaking. Based on that, below are the previous study regarding to task-based and role-play.

A similar research was also conducted by Arham, Yassi, and Arafah (2016). It is about “*The Use of Role Play to Improve Teaching Speaking*”. The aims of this study to investigating students' interest in speaking English in the nursing classroom. The population of this research was nursing students at STIKES Amanah, Makassar. To obtain the data, the researcher distributed a questionnaire. The results also reveal a significant difference in students' achievement in speaking performance, as indicated by their pre-test and post-test scores. The students who studied through role-play show substantial improvement in their speaking performance on the post-test. It showed that role-play is an appropriate strategy to be implemented in the vocational class as well. English teachers should know how to design teaching strategies based on the students' level, such as children's class, adult class, or vocational class, or general class. The materials of role-play should be contextual with the students' real life. Role-play activities can be provided in the classroom or outside the classroom. The tools or facilities in role-play are considered sufficient to build communication.

Another research has been conducted by Kartini Rahmatillah (2019) entitled “*Communicative approach through Role Play and Task-Based Instruction*”. In this study, there are three aims of study that the writer focused on.

1) Whether communicative approach through Role Play and Task-Based Instruction best implemented in the English learning process in STIE Madani Balikpapan. 2) To prove whether this method can improve students' English skills based on the TOEFL score. 3) To find out students' perceptions about the implementation of the communicative approach. The result stated that using a communicative approach is best implemented through role-play and task-based instruction. The communicative approach helps students to better achieve their TOEFL score since there is an increase between the pretest and the posttest. Through the use of this approach in class, students feel they have more interest in learning English, do not feel afraid of making mistakes again because they know they are still learning, and it helps them better in communication.

F. Significance of the Study

This research is expected to give some advantages to students and teachers.

1. The Students

For students, it can stimulate students to improve their speaking fluency and accuracy since they will find out that learning speaking is not complicated then they will be able to improve their speaking ability better.

2. The Teachers

Based on this research, the writer expected that this research would give the teachers information about appropriate strategies or methods to enrich

students' speaking ability by using the communicative approach and giving the students more relaxed in the teaching and learning process. Besides, it will make the classroom's learning process more exciting and enjoyable for students by applying suitable methods or strategies.

G. Scope of the Study

The scope of the study is stated as follows:

1. In this study, the writer using the communicative approach as a teaching method. To get the data, the writer focused on doing task-based instructions and role-play as a classroom activity in teaching speaking for first-year students in Madrasah Aliyah Ruhul Islam Anak Bangsa, Aceh Besar.

H. Terminology

To avoid the ambiguous meaning of some terms in this research, the writer gives the operational definition of the topics.

1. Communicative Approach

According to Richards (2006), the Communicative Approach is defined as a set of principles about achieved the goals in the language teaching and the learning process, how the students learn the language, the kinds of teaching strategies and activities that good to facilitate the teaching and the learning process, and the teachers' and the students' roles in the classroom. Kayi (2006) states that the communicative approach is an activity to promote speaking in a second language. Ying (2010) argues that the communicative approach is an

approach to teach second languages to focus on interaction as the achievements and the goals of learning second languages. From the explanation above, the communicative approach here means that the language teacher uses communication as a teaching approach to enhance students' communicative competence.

2. *Speaking*

According to Ricckheit (2005), speaking is speech or utterances to have the intention to be recognized by the speaker, and the receiver processes the statements to identify their purposes. To sum up, speaking is an activity to achieve meaning and build understanding through verbal and non-verbal symbols, which deal with numerous processes.

3. *Speaking fluency*

The definition of fluency has a Latin origin meaning "flow." Based on British Council (2020), fluency is the flow and efficiency when you express your ideas, particularly speaking. According to Hunter (2011), If a person can transfer the information smoothly and the listeners can get the point, regardless of the grammar rules he uses is right or not, he will be regarded as a fluent speaker. To sum up, fluency is the ability where when you try to communicate with others, and there's no too much hesitation and too many pauses that can bring the cause barriers in the communication.

4. Speaking accuracy

Accuracy refers to how to correct learners' use of the language system, including grammar, pronunciation, and vocabulary. According to Yuan and Elis (2003), Speaking accuracy indicates the extent to which the language produced conforms to target language norms, which involves the correct use of pronunciation, vocabulary, and grammar.



CHAPTER II

LITERATURE REVIEW

This chapter describes the results of the writer's theories or related research studies in a similar field. It provides theories that are needed to comprehend this present study.

A. Speaking

1. *Definition of Speaking*

Speaking is one of the skills that the students will be judged upon most in a real-life situation. We use speaking most of every day's interaction, the first impression of a person is based on his/her ability to speak English fluently and accurately. According to Cameron (2001) and Brown (2004), speaking is a productive skill in the organs of speech to express meaning directly and empirically. Richard (2008) states that in speaking, we try to exploring ideas, working out some aspects of the world, or simply being together.

According to the statement above, two important points can be explained for speaking skills. First, productive skill is the ability of a person to produce the language by coordinating the organs of speech such as the lips, tongue, teeth, vocal cords, larynx, pharynx, etc. Second, to express the meaning means that producing language in verbal communication is to deliver ideas, and the ability to understand what other people talk about and the ability to answer in the target language is the indication of mastery of the language. The ability to speak will

maintain their involvement in English's real communication and express ideas and thoughts.

Additionally, in a previous study done by Mulasari (2015), speaking is an ability to produce pronoun articulation of sounds for expressing, stating, delivering thoughts, and feeling. Meanwhile, Brown (2001) argues that speaking is a process to produce and receive information. So, it can be concluded that speaking is an ability to produce language and communicate orally to others to express their ideas and feelings.

2. *Components in Speaking*

In speaking skills, there are five components of language that influence speaking skills (Jill and Charles, 2008) there are fluency, accuracy, pronunciation, vocabulary, and comprehension.

a. *Fluency*

Based on the Oxford online dictionary (2020), fluency is the quality of being able to speak or write a language, especially a foreign language, easily and well. Lan (2010) states that being able to speak fluently can get across in the communicative intent with no so much hesitation and no so many pauses that can cause barriers or breakdown in the communication. In other words, fluency is the speakers' ability to show a clear connection between every point that the speakers trying to be conveyed. Speaking fluently without errors can make the listener follow what you are saying and does not get lost. If the teachers want to check the students' speaking ability, the teachers should ask the students to

express themselves freely without interruption. Then, the aim of it is to help all students speak fluently and easily.

b. Accuracy

According to Brown (2001), accuracy is the ability to produce correct sentences using correct grammar and vocabulary in natural interaction. According to Spratt, Pulverness & William (2005), accuracy in speaking uses to correct grammar, vocabulary, and pronunciation. It means that accuracy is gained by allowing the speaker to focus on the elements of grammar. The aspect of accuracy in the speaking class is set by providing learners opportunities to be engaged in daily life.

c. Pronunciation

Pronunciation is the way how the speakers produce more precise language when they are speaking. According to Derwing and Munro (2005), having a good pronunciation of the language can be helpful in everyday communication, particularly for intelligibility. Kline (2001) states that pronunciation is the way for the speakers to produce the utterance of words clearly when they are speaking.

d. Vocabulary

In learning a foreign language, vocabulary is one of the essential aspects to know. Efiol (2018) states that vocabulary is an integral part of a language; to convey an expression's meaning or make a sentence, someone needs to use appropriate words to express something. In other words, with a limited

vocabulary, people will also have a little understanding in terms of speaking, reading, listening, and writing.

e. Comprehension

According to Brown (2004), comprehension is the way of understanding something that has been delivered. In understanding the information additionally, it is the purpose to create the listeners easily to receive the information from the speakers.

The five components above will help students to have good speaking skills. All of them are important; vocabulary is the most important because, with the vocabulary, we can arrange the sentences and deliver the message to the listener by having good pronunciation. In speaking, comprehension is required to be mastered. After the message is delivered, we need the understanding to know whether we understand or not.

3. *Basic Types of Speaking*

According to Brown (2004), there are two types of speaking, namely:

a. Monologue

Monologue is one speaker speaks a language for any length of time, for example, in speeches, lectures, news broadcasts, oral presentations, story-telling and then the listener has to receive the information without any interruption, and the speech will go on whether or not listeners understand what the speaker

means. Another name for monologue is extensive, but it is not supposed to be taught by the teacher to young learner students.

b. Dialogue

Dialogue in speaking is done by two or more speakers. The interruption may happen in the speaking period when a collocutor does not understand what the speaker means.

Similarly, like Brown's statement, Harmer (2007) states that dialogue not only can be unplanned, such as conversation (take place spontaneously) but also can be planned, such as discussion or interview. Brown (2004) argues that four categories include in dialogue as follows:

i. Imitative

The ability to imitate a word, phrase, or sentence. It is more emphasis on pronunciation. The student only repeats what the teacher said with the same pronunciation.

ii. Intensive

The ability of short stretches of oral language such as grammatical, phrasal, or phonological relationship (word stress, intonation, etc.). For example, asking students to read aloud and teacher corrects student's error.

iii. Responsive

The ability to respond and test comprehension but simple level such as short conversation, simple request, comments, etc. In this category, the teacher asks to be more active and increase self-confidence in speaking.

iv. Interactive

The ability of the complexity of interaction is different between responsive. There are multiple exchanges and participants, such as interviews, discussion, role-play, debate, etc.

To sum up, based on the elaboration above, we can conclude that monologue and dialogue have significant differences. Monologue requires the listener to receive the information without any interruption, and the speech will go on whether or not listeners understand what the speaker means while two or more speakers do dialogue. The interruption may happen in the speaking period when a collocutor does not understand what the speaker means.

4. *The Function of Speaking*

According to Brown and Yule (1983, as cited in Richards & Renandya 2002), the function of speaking is divided into three, they are: talk as interaction, talk as a transaction, and talk as performance. To make it easier to understand the three functions of speaking, below are the explanations:

a. Talk as interaction

The most crucial thing in speaking is the interaction to obtain and provide information; this refers to what we usually mean by conversation. The primary purpose is to maintain a social relationship. The speakers tell the others about everything the speakers want or need to say. The speakers also share the ideas that they want to share. Both the speakers and listeners can interrupt and react with each other.

b. Talk as transaction

Talk as a transaction is focus on what is said or done. The speakers sometimes use communication to persuade others to do something that the speakers want in a particular activity. The skill involves using talk for transactional, explaining a need or attention, describing something, asking the question, confirming information, justifying an opinion, making suggestions, clarifying understanding, and making comparisons.

c. Talk as performance

This function refers to public talk that entertains and transmits information to the audiences, such as classroom presentations, public speaking, story-telling, and speeches. Not only share the speaker's ideas, but the speakers also express their senses, and listeners can entertain each other by mutual communication. Examples of talk as performance are giving a class report about a school trip, holiday, and experiences, conducting a class debate, making a

presentation, and providing a lecture. According to the statement stated before, speaking is a skill used in normal life or normal activity that has function briefly to interact, persuade, inform, and entertain the other listeners.

5. *The problems in speaking*

According to the interview and observation conducted by Febriyanti (2012), four factors determine the teaching and learning of speaking. There are as follows;

a. Related to the teacher

Some teachers did not use an interesting method in the teaching and learning process. The reason why the teachers do not use the interesting method because they do not know what method is appropriate to the students. Another reason, some teachers may do not understand how to apply it. There are no variations in learning English speaking to be more involved in speaking activities, so teaching and learning tend to be monotonous. Consequently, the teaching and learning process seemed less interesting.

b. Related to the students

The students often are afraid to try speaking English, and they are afraid of making mistakes. It happens because they have a minimum chance of speaking English in daily conversation with others. Sometimes, they often make mistakes in adopting the structure or patterns that differ from their mother tongue.

c. Media

In some places, the media for the teaching and learning process are unavailable, on the other side, sometimes the media are available, but the teacher still got difficulties in using those media, and the teacher is not creative. The teachers usually use textbooks and students' worksheets as the main idea. To conclude, some problems often occur in teaching speaking, including lack of media, creative teacher, and innovative methods; thus, it leads students to feel bored.

6. *Teaching speaking*

Teaching is an activity and interaction between teacher and students in which the teacher teaches and students study. Teaching speaking is the central part of second language learning. This statement is supported by Thornbury (2005) by speaking, a person can produce tens of thousand words a day, more than writing and other skills. On the other side, Jill and Charle (2008) add that speaking requires the students to produce something, which is why speaking is a productive skill.

In the teaching of speaking, the teacher must be creative in making the study material more interesting. The teacher should make the students always speak-up and practice without being afraid to make mistakes in speaking. Give the example of conversation to the students and give them the chance to do something to actively use the language in any situation. According to Burkart (1998), the teacher should make the students try and avoid confusion in the

message due to faulty pronunciation, grammar, and vocabulary. By applying the correct grammar and acceptable pronunciation, the students can deliver their minds accurately and fluently, so the comprehension in speaking will increase.

There are many strategies which could be applied in teaching speaking to improve student speaking skill such as:

a. Mind mapping

Mind mapping is one of the strategies in teaching speaking where students are guided to easily remember what they had studied and able to recall it whenever they need it.

b. Discussion

This activity is one of the suggested strategies that can be implemented to increase students' chance to speak in the classroom. This strategy also can reduce cheating that occurs among the students.

c. Role-Play

In this strategy, the educators can motivate the students to speak by giving them information, such as who they are, what they feel, and think.

d. Simulation

This activity is almost likely to the role-play action, but students can bring their property to do the role-play in the simulation strategy.

e. Story completion

This strategy is one of the most attractive activities to do in the classroom, students are formed in a circle, and then they take a turn to speak. Students will continuously think of how to complete the story.

f. Picture Narrating

This strategy requires the student to narrate a story based on the picture arrangement. In telling the story, vocabulary and grammar as indicators given by the teacher, and students have to consider when they use them.

g. Picture Describing

In this strategy, also using pictures to practice speaking but only one picture. Students are required to describe what is in the picture. This activity can be set in groups or individuals, and the picture related is different between each student and group with another.

h. Find the Difference

In this activity, students are required to talk in pairs or groups about the differences and similarities between the two pictures. The students can discuss the pictures with their partner or group before talk about the pictures in front of the class.

Using creative methods will significantly help the teacher in realizing pleasant speaking, so that it has a pleasing effect on the students. When the

teachers are creative, it makes them more comfortable and able to use the media and method effectively.

B. Communicative Approach

1. Definition of Communicative Approach

According to Banciu & Jireghie (2012), the communicative approach is categorized as a broad approach to foreign language teaching rather than a teaching method with an apparent and defined record of classroom practices. Richards (2006) states that, as a movement, the communicative approach grew apart from traditional teaching methods that focus on grammar mastery through planned and structured activities that include memorizing dialogues, role plays, and project work. Richards (2006) also states that the communicative approach is an activity where you focus to practice the language in real-life communication, where real information is exchanged, and where the language used is not predictable. It is clear that to teach a foreign language, teachers can use an approach called the communicative approach to enhance students' communicative competence.

a. Types of Communicative Approach

According to Richards (2006), many types of activity have been used in the Communicative Approach, including the following :

i. Task-completion activities, such as :

puzzles, games, map reading, and other kinds of classroom tasks in which the focus is on using one's language resources to complete the task.

ii. Information-gathering activities, such as :

In this activity, the students conducted a survey, interviews, and searches, by doing that, the students can use their linguistic resources to collect information.

iii. Opinion-sharing activities

Opinion-sharing activities are where the students are doing a compare value, opinions, or beliefs. In these activities, the students should be able to do a ranking task to list six qualities in order of importance that the students can consider the options to be selected.

iv. Information-transfer activities

In information-transfer activities, the students should take all the presented information in one form and represent it again in a different form. For example, they may read instructions on how to get from place 1 to place 2, and then the students will draw a map showing the arrangement, or they may read information about a subject, and then they should be able to represent it into a graph.

v. Reasoning-gap activities

Reasoning-gap activities are where the students should be able to obtain new information from given information through practical reasoning, inference, etc. For example, These involve deriving some new

information from given information through inference, practical reason, etc. For example, arrange the teacher's timetable based on the class timetables that are provided.

vi. Role-plays

In this activity, the students are assigned roles and improvise a scene or exchange based on given information or clue. Role-Play is essential in the communicative approach because it allows students to practice communicating in different social contexts and other social roles.

2. *Advantages and Disadvantages of Communicative Approach in Learning*

a. Advantages

According to some experts, there are advantages in applying the communicative approach for Teaching English as a second language.

- i. Brown (2001) states that applying the communicative approach could motivate students to improve their ability to use English by themselves since it emphasizes fluency in the target language. It provides the students with the tasks that allow them to improve their ideas about what they want and how they are going to express their ideas. This enables learners to be more confident when interacting with other people.

ii. Harmer (2007) states that applying the communicative approach brings the real-life situation of native English into classroom activities such as role-play and simulation. In this activity, learner-centeredness takes precedence over teacher-centeredness. Thus, the teacher's role in a Communicative Approach class can be regarded as a facilitator that helps the students and learners in the process of learning to conduct effective communication.

b. Disadvantages

There are various criticisms in applying the Communicative Approach for Teaching English as a second language.

i. According to Harmer (2009), Communicative Approach has been criticized for being prejudiced in favor of the native language teachers as the activities create an unrestricted range of language forms by learners, making it difficult for non-native teachers to be able to respond to the multitude of language problems which may arise. In other words, this makes it extremely difficult for teachers who are not very proficient in the second language to be able to teach effectively.

ii. According to Santos (2020), learner behavior would be highly influenced by the practice of the communicative approach in a classroom environment. Unlike students in Western societies, learners from Eastern countries are not as motivated as other students even in the same classroom due to their social and cultural perspectives and

practices. For example, East Asian students tend to be passive learners due to their cultural background. In many circumstances, East Asian students defer any arguments to their peers and teachers due to the social and cultural respectfulness to their teachers, even if they made mistakes. Therefore, based on learner behavior, the communicative approach may have potential limitations to some groups of learners due to social and cultural backgrounds and perspectives.

3. *The Roles of Teacher in Communicative Language Teaching*

According to Breen and Candlin (1980, as cited in Richards and Rodgers 2001), the teacher's role is to act as an independent participant within the learning-teaching group. Also, suggest that the teacher's role involves being a researcher and learner that contributes to finding appropriate knowledge and abilities, and observed experience in learning and organizational capacities. Based on the explanation above, it can be concluded that a teacher is a person who facilitates the learning process in the classroom. As a teacher, it is important to create such right conditions that can take place among the pupils.

4. *The Components of Communicative Approach*

Brown (2001) states that classroom activities should comprehensively focus on all of the components of communicative competence, it is consists of grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. Here are the explanations of communicative competence according to Obeso (2015) :

a. Grammatical Competence

This competence referring to the ability to master language codes both verbal and non-verbal by applying the roles of grammar. It deals with the knowledge of language aspects such as spelling, pronunciation, sentence formation, vocabulary, derivation, and semantics.

b. Sociolinguistic Competence

This competence refers to master the knowledge of socio-cultural and discourse roles. It is the ability to express and understand the utterance correctly in a different sociolinguistic context that depends on certain factors such as speaker-listener status, the object of interaction, the roles, and the norm of interaction. In other words, sociolinguistic competence incorporates the mastery of choosing the language usage inappropriate with the social situation, with includes the aspect of time, place, and social relationship.

c. Discourse Competence

This competence refers to the ability to master the entire discourse or text. It deals with the way to combine grammatical form and meaning to produce either a spoken or written utterance as a whole in various forms.

d. Strategic Competence

This competence refers to the ability to apply all of the elements of language competence and psychomotor skills as well in the process of negotiating the meaning. It consists of the mastery of both verbal and non-verbal communication strategies used by the speaker to make meaning and messages conveyed well between the interlocutors.



CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the methodological research procedures, including a brief research design divided into population and samples, techniques of data collection, research procedures, and technique of data analysis.

A. Research Design

In this study, the write applied quantitative research design in analyzing data. Quantitative research can be defined as explaining phenomena by gathering numerical data and analyzing by using mathematically based methods in particular statistics (Muijs, 2004). In addition, quantitative research is a method to investigate the cause and effect of the relationship between two variables, and quantitative research is used to analyze the statistical data of students' pre-test and post-test scores. One type of quantitative research is experimental research. Creswell (2014) said there are four main experimental research designs, such as true experimental, quasi-experimental, pre-experimental, and single-subject design.

For this study, the writer used a quasi-experimental research design. According to Hatch and Farhady (1982, as cited in Gusviani 2014), a quasi-experimental research design is a practical compromise between true experimentation and the nature of human language behavior which we wish to investigate.

In addition, using the control class helped the writer know the result of the treatment in the experimental class. This study was conducted in two groups of participants from the same population, such as two intact classrooms in the same school system in MAS Ruhul Islam Anak Bangsa, Aceh Besar.

B. Population and Sample

1. Population

The population in this study was first-grade students at MAS Ruhul Islam Anak Bangsa which is located in Jalan Ajun, Gue Gajah, Kec. Darul Imarah, Kabupaten Aceh Besar. According to the department's data, the total number of first-grade students are 6 classes consisting of 194 students. The reason why the researcher choose first-grade students because they have faced some teaching and learning process from junior high school and also felt some conditions while learning, so they know how to solve some of the problems in the learning process to make themselves become stable in the class and get the best learning process.

2. Sample

A sample is a part of a large whole. Sample refers to the small subgroup, which is thought to be representative of the larger population. According to Creswell (2008), sample refers to the subjects who are believed to have an ability to provide the researcher rich information which is related to research questions. In choosing the research sample, the writer took 20 students to be respondents by using random sampling techniques which is part of simple random sampling.

The reason why the writer decided to use random sampling because everyone in the population has the same chance to participate in the study and being a sample. Based on the English teachers recommendation of that school, there are two classes which generally has the same level (in term of cognitive and their responsibilities in learning) that can be used in this study and these classes are chosen to become the sample of this study. The sample is represented by class X-4, which consists of 20 students as an experimental class, and X-5 consists of 20 students as a control class. Both of the samples are chosen based on the purpose of the study.

C. The Instrument of Data Collection

To gain qualified data, the data were collected by using experimental teaching, test, and a speaking scoring rubric.

1. *Experimental Teaching*

To get the data, the researcher performed experimental teaching (true experimental design) in the two classes using the communicative approach at Madrasah Aliyah Ruhul Islam Anak Bangsa, Aceh Besar, for six meetings. Both classes are taught separately by the same teacher, who also acted as the researcher by using two different treatments for four meetings, control class with only task-based instructions, and for experiment class is by task-based instructions and role play. Both classes have the same task for their pre-test and post-test.



Figure 3.1 Picture of Teaching Process

2. *Test*

In this study, the test is the most important instrument to collect the data. The researcher will make a test twice for both classes. There are two kinds of tests used in the study, pre-test, and post-test. The pre-test is given to the students in the first meeting, and a post-test is offered at the end of the meeting after the treatment. A pre-test was used to evaluate the two classes' proficiency levels in the subject of English before any treatment is conducted. A post-test is conducted to measure two classes' achievement after being treated the role play and task-based instructions. The purpose is to examine the difference in the achievement of both classes taught with different methodologies. Above all, the test will determine the students' achievement in terms of fluency, accuracy, and confidence.

PRE-TEST

Self Introduction

Hi everyone, I want to introduce myself to you all. **(opening)**

My name is

My nickname.....

I am.....years old

I was born on.....

I live at.....

I study at.....

I am.....of..... siblings

My hobby is....

My ambition is.....

My favorite subject....

My favorite food is....

My favorite drink is....

My daily activities with my friends in dormitory are.....

Ok, that's all about my introduction. Thank you so much for your attention. Hope we can be a good friends! **(Closing)**

Figure 3.2 Pre-Test

Post-Test

The writer gave the post-test to the students to present one paragraph with all the topics from the material which they have learned from the first meeting.

Hi everyone, the purpose I'm standing in front all of you guys here is to present about my life. **(opening)**

My name is Khaira Nabila, but you can call me Nabila. I'm 14 years old. I was born on 3 February 2003. I live at Keutapang, Aceh Besar. I study at Madrasah Ruhul Islam Anak Bangsa, Aceh Besar. I'm the second child from 3 siblings. My hobby is reading and watching anime. In the future I want to be a teacher. My favorite subject is English. My favorite food is indomie goreng Aceh. My favorite drink is Thai tea. My daily activities with my friends in dormitory are, in every morning, we clean the room together and we pray together in the mosque near my dormitory. I love my roommates, they are so great and nice friends to me cause they like to help each other when we need a help. The most thing that I like from my roommates is, they are so diligent at study and clean our room, I really don't like if my room is so messy, so I'm really glad that my roommates like to clean our room together. In the future, I hope me and my roommates can be a successful in the future. And I also have an intention to bring my parents to Hajj and Umrah in the future, I want to make my parents happy.

Since I live at dormitory in my school, sometimes I miss my family at home. I miss my little sister, she's so cute. She's so happy, cheerful, and smart girl. She looks like my dad so much, she has pointed nose, slanting eyes and oval face. She has white skin color and wavy hair just like my mom. I miss her, hope I can see her next week!

So, that's all from me, thank you for your attention. **(Closing).**

Figure 3.3 Post-Test

3. *Speaking Scoring Rubric*

A speaking scoring rubric was used to assess and collect the data about the students' speaking ability.

The students' speaking scores in pre-test and post-test were assessed by using a rubric proposed by Madsen (1984, as cited in Ikramah 2017) :

Table 3.1
The Rubric of Speaking

No	Score	Indicator
Fluency	17-20	Speech as fluently as that of a native speaker
	13-16	Speed of speech seems to be slightly affected by language problems
	9-12	Speech and fluency are strongly affected by language problems
	5-8	Often hesitant and forced silence by language limitation
	1-4	Speech is so halting and fragmentally that makes communication impossible.
Vocabulary	17-20	Almost no inadequate or inaccuracy
	13-16	Few times no inadequate or inaccuracy
	9-12	Sometimes inadequate or inaccuracy
	5-8	Inaccurate or adequate that affect the understanding
	1-4	Inadequate for communication
Grammar	17-20	No grammatical inaccuracy
	13-16	Few grammatical inaccuracy
	9-12	Grammatical inaccuracy does not impede understanding
	5-8	Grammatical inaccuracy does not seriously impede understanding
	1-4	Grammatical inaccuracy makes understanding almost impossible
Pronunciation	17-20	Accurate pronunciation
	13-16	Few inaccurate pronunciation
	9-12	Inaccuracy of pronunciation does not impede understanding
	5-8	Inaccuracy of pronunciation does not seriously impede understanding
	1-4	Inaccuracy of pronunciation makes understanding almost impossible
Comprehension	17-20	Understands everything in normal educated conversation
	13-16	Understands quite well the normal educated speech/dialogue, but sometimes need repetition or rephrasing
	9-12	Understands simplified speech/dialogue but need repetition and rephrasing
	5-8	Understands only slow, very simple speech, require repetition and rephrasing
	1-4	Understands too little for the simplest type of conversation

D. Techniques of Data Collection

In this study, the procedure of the data collection was explained as follows:

1. Teaching Process

The research was conducted in 6 meetings starting from August 21st to October 2nd, 2020, with four meetings for treatment and two meetings for pre-test and post-test. The students were divided into two groups, the experimental group, and the control group. In this research, both classes were given the same pre-test and post-test, held on the same day but at a different time. The treatment given to both classes was differentiated into two kinds of treatment. The control group was given task-based instructions, while the experiment group was given role-play and task-based instructions. In the experimental group, the researcher conducted the research. Based on the class's experimental teaching process by using the communicative approach in teaching speaking, it was found that using the communicative approach was effective in improving students' speaking fluency and accuracy.

The data showed that there was an improvement after the implementation of the communicative approach in the classroom. The post-test score is higher than the pre-test score; thus, the communicative approach teaching method helped the students increase their speaking ability.

Here were descriptions of the teaching process in every meeting:

a. First meeting

In the first meeting, on August 21st, 2020, the writer gave the pre-test. Before conducting the pre-test, the writer greeted the students, and then they recited a dua before the study. The writer introduced herself to the students and explained the learning process's purposes for several next meetings. Before the beginning of the class, the writer checked the attendance list of students. In the research process, the writer explained how to introduce themselves in English and also gave an example by introducing herself. After the explanation, the writer gave them time to prepare the presentation in 5 minutes. Then the writer asked the students to introduce themselves in front of the class. For both groups, they were given the same pre-test. After each presentation, the writer gave the appreciation for their performances.

At the close activities, the writer concluded the lesson of that day and closed with recited a dua after study.

b. Second Meeting

In the second meeting, on September 4th, 2020, the writer applied the communicative approach teaching method to both groups' learning process. The writer greeted the students and they recited a dua before the study, and after the writer checked the attendance list of students. The researcher did the first treatment toward the experimental group by using task-based and role-play. For the control group, they were given just only task-based activity. Before starting

the material, the writer asked the students a question “*what expression you can use when you want to appreciate or praise other people?*”. After students guessed some, the writer told the students the topic for today’s material.

For the main activities, for the task-based activity, the writer explained the definition of an expression of complimenting and showing care and mentioned the related vocabulary. After the writer explained it, the writer asked the students to give another example and read aloud the example for expression of complimenting and showing care, which they have learned today. For the role-play activity, the writer divided the students into pairs and helped them to discuss and prepare the performances. After that, each pair has to complete a short conversation which is appropriate to the material about the expression of complimenting and showing care, and after, the writer asked the students to perform their conversation in front of the class, and after that, the writer gave appreciation for the students.

At the end of the main activities, the writer concluded the lesson on that day and after recited a dua after study to close the lesson. Before the class ended, the writer gave positive affirmation to the students and closed with a greeting and smiling.

c. Third Meeting

On September 11th, 2020, the writer did the second treatment toward the children in the third meeting. The writer greeted the students and they recited a dua before the study, and after the writer checked the attendance list of students.

The writer did the second treatment toward the experimental group by using task-based and role-play. For the control group, they were given just only task-based activity. Before the writer starts the topic of the material, the writer asked the students questions that were related to the material which would be taught. The question is, *“How you express something that you like and don’t like?”*. After students guessed some, the writer told the students the topic for today’s material.

For the main activities, the writer explained the definition of expression like and dislike and mentioned the related vocabulary for the task-based activity. After the writer explained it, the writer asked the students to give another example and read aloud the example for expressions of like and dislike which they have learned today. For the role-play activity, the writer divided the students into pairs and helped them to discuss and prepare the performances. After that, each pair has to complete a short conversation that is appropriate to the material about expression like and dislike. After that, the writer asked the students to perform their conversation in front of the class. After that, the writer gave appreciation to the students.

At the end of the main activities, the writer concluded the lesson that day and after recited a dua after study together to close the lesson. Before the class ended, the writer gave positive affirmation to the students and closed with a greeting and smiling.

d. Fourth Meeting

On September 18th, 2020, the writer did the third treatment toward the children in the fourth meeting. The writer greeted the students and they recited a

dua before the study, and after the writer checked the attendance list of students. The researcher did the third treatment toward the experimental group by using task-based and role-play. For the control group, they were given just only task-based activity. Before the writer starts the topic of the material, the writer asked the students questions related to the material that would be taught. After the writer told the students the topic for today's material.

For the main activities, for the task-based activity, the writer explained the definition of Expressing intention and mentioned the related vocabulary and the formula. After the writer explained it, the writer asked the students to give another example and read aloud the example of expressing intention which they have learned today. For the role-play activity, the writer divided the students into pairs and helped them to discuss and prepare the performances. After that, each pair has to complete a short conversation that is appropriate to the material about expressing intention. After that, the writer asked the students to perform their conversation in front of the class. After that, the writer gave appreciation for the students.

At the end of the main activities, the writer concluded the lesson that day and after recited a dua after study together to close the lesson. Before the class ended, the writer gave positive affirmation to the students and closed with a greeting and smiling.

e. Fifth Meeting

On September 25th, 2020, the writer did the last treatment toward the children in the fifth meeting. The writer greeted the students and they recited a dua before the study, and after the writer checked the attendance list of students. The writer did the last treatment toward the experimental group by using task-based and role-play. For the control group, they were given just only task-based activity. Before the writer starts the topic of the material, the writer asked the students questions related to the material that would be taught. After the writer told the students the topic for today's material.

For the main activities, the writer explained the definition of Descriptive text (describing people) and mentioned the related vocabulary and the formula for the task-based activity. After the writer explained it, the writer asked the students to give another example and write it on their book the example of a descriptive text (describing people) which they have learned today. For the role-play activity, the writer divided the students into pairs and helped them to discuss and prepare the performances. After that, each pair has to complete a short conversation that is appropriate to the material about the descriptive text (describing people). After that, the writer asked the students to perform their conversation in front of the class. After that, the writer gave appreciation for the students. Before ending the class, the writer explained the material that would be taught tomorrow.

After the end of the class, the writer asked the students to prepare themselves for the post-test in the next meeting. The students were asked to

prepare one paragraph with all the topics from the material which they have learned. The writer concluded the lesson and suggested the students to do a review at the dormitory. The class was ended by recited a dua after study together and also greeting.

f. Sixth Meeting

In the sixth meeting, on October 2nd, 2020, the writer did the post-test. A post-test was held after all treatments were conducted. In this meeting, the students performed their tasks. Before starting the class, the writer greeted the students and recited a dua before study together. The attendance list of students was also checked. To make the students relax, the writer made some humor by telling them a short story. Afterward, the writer explained the evaluation points and gave them time for preparation. The students started to present their test in front of the class, and each performance had an appreciation from the writer. The class was ended with concluded the lesson and recited a dua after study together. The writer also gave a farewell speech.

E. The Procedure of Data Analysis

In this research, the writer collects the data from the test.

1. Test

After collecting the data of pre-test and post-test from the experimental class and control class, then the writer calculated the mean score from pre-test and post-test of both classes by using the statistical calculation, with the steps below :

- a. The first step is the writer tabulated the scores of the pre-test and post-test.
- b. Second, the writer calculated the mean score from post-test.

To calculate the mean in central tendency, the following formula is used:

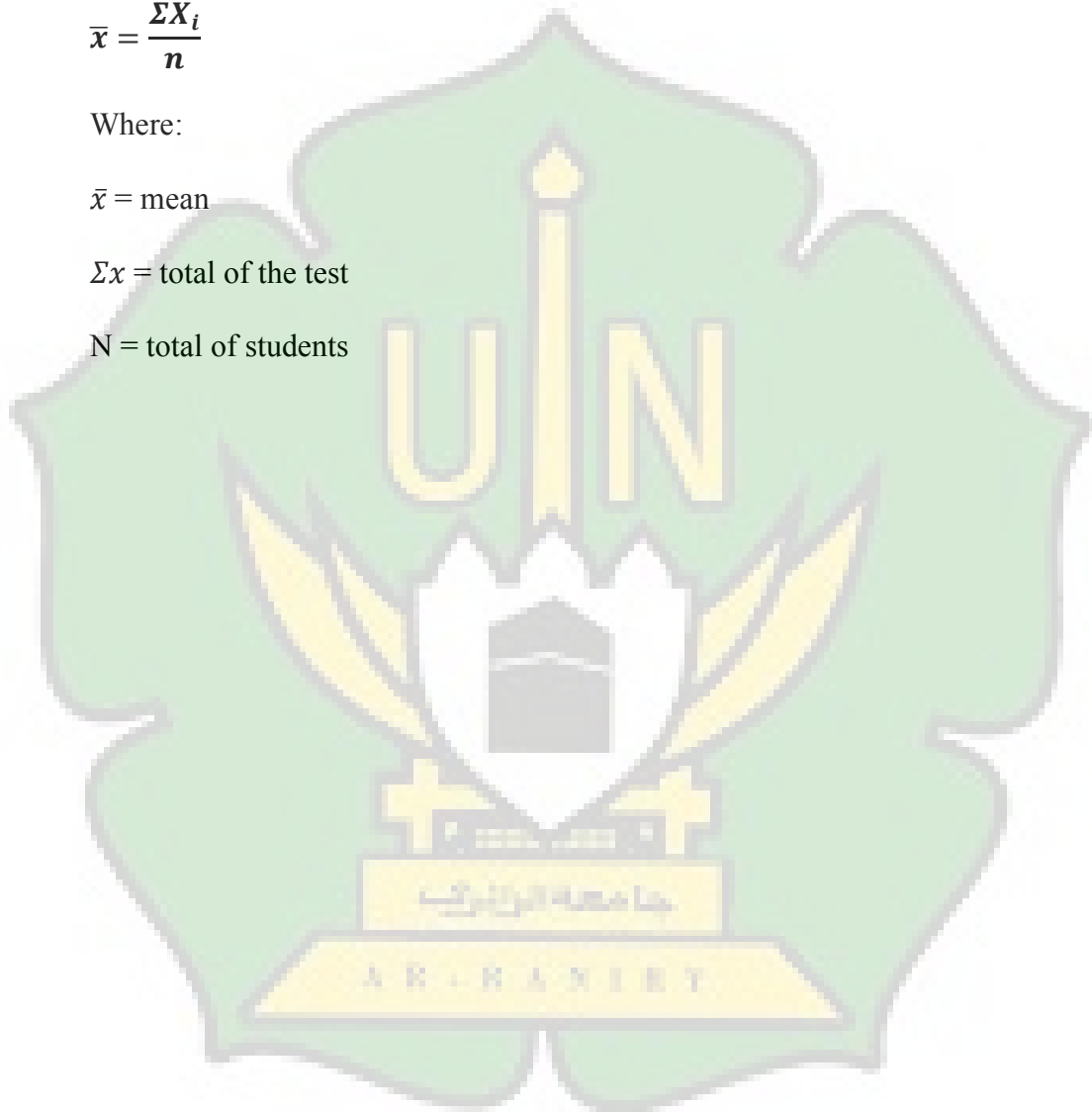
$$\bar{x} = \frac{\sum X_i}{n}$$

Where:

\bar{x} = mean

$\sum x$ = total of the test

N = total of students



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter displays all results of the finding and the data analysis from the test and teaching process (treatment).

A. Data Classification

The data in this study were classified into a test. Speaking test is used to know the ability and the achievement of first-year students of Madrasah Aliyah Ruhul Islam Anak Bangsa in speak English fluently and accurately after implementing the communicative approach as a teaching method.

B. The Analysis of Data

The purpose of this study was to find out whether there was a significant difference between the students who were taught using task-based and role-play activities and those who were only taught using task-based activity or not. In collecting the data, the writer used the students' pre-test and post-test scores. The pre-test was conducted before the treatment, while the post-test was conducted after the treatment to both the experiment and control groups.

1. *Analysis of Test*

In this study, the data was collected from two groups (the experimental and control group). Both groups were given a pre-test before the treatment and a post-test after the treatment, which was the aim to know the students' level in speaking fluently and accurately.

a. **Analysis of Test in Experimental Class**

The result of pre-test and post-test in the experimental class can be seen as follows:

Table 4.1.

The score of Pre-Test and Post-Test in the experimental class:

No	Initial Of Students	Pre-Test	Post-Test
1	IGP	60	82
2	INAF	75	90
3	IM	75	80
4	JDM	80	95
5	KAR	80	95
6	KN	70	86
7	KDM	80	99
8	LAR	50	76
9	MR	70	96
10	NPK	80	95
11	NF	60	80
12	NHN	60	75
13	NZ	75	92
14	NF	75	90
15	NS	75	80

16	NM	82	95
17	NZ	80	92
18	NF	78	92
19	PAIN	82	95
20	NMJE	85	96
Total		1.472	1.781

Source : pre-test and post-test of experimental class

1. The mean score of pre-test and post-test :

Based on the data above, the mean score of the pre-test can be calculated as follows:

$$\bar{x}_1 = \frac{\sum x_1}{n}$$

$$\bar{x}_1 = \frac{1.472}{20} = 73,6$$

Based on the table 4.1. above, it also can be seen the mean score of post-test as follows:

$$\bar{x}_2 = \frac{\sum x_2}{n}$$

$$\bar{x}_2 = \frac{1.781}{20} = 89,05$$

According to the calculation above, it could be seen that the mean score of the experimental class pre-test (1x) is 73,6 and post-test test (2x) is 89,05. The result showed that the experimental class's post-test score (89,05) is higher than the pre-test (73,6).

b. The Analysis of Test in The Control Class

The score of the test in the control class can be seen as follows:

Table 4.2.

The score of Pre-Test and Post-Test in the control class:

No	Initial of Students	Pre-Test	Post-Test
1	RS	75	83
2	R	73	80
3	SMR	75	82
4	SA	62	70
5	SNP	60	82
6	SW	60	75
7	SAM	60	75
8	SAP	70	80
9	SAF	60	75
10	SFM	62	75
11	SS	50	68
12	SJ	85	92
13	SM	85	92
14	VSPA	50	78
15	VIJ	85	95
16	WA	60	75
17	YA	50	66
18	ZH	75	92
19	ZUH	65	82
20	NS	50	75
Total		1.312	1.592

Source: pre-test and post-test of the control class

1. The mean score of pre-test and post-test :

Based on the data above, the mean score of the pre-test in the control class can be calculated as follows:

$$\bar{x}_1 = \frac{\sum x_1}{n}$$

$$\bar{x}_1 = \frac{1.312}{20} = 65,6$$

Based on table 4.2 above, the mean score of post-test in the control class can be found as follows:

$$\bar{x}_2 = \frac{\sum x_2}{n}$$

$$\bar{x}_2 = \frac{1.592}{20} = 79,6$$

According to the calculation above, it could be seen that the mean score of the control class pre-test (1x) is 65,6 and the post-test test (2x) is 79,6. The result showed that the students' post-test score of the control class (79,6) is slightly higher than the pre-test (65,6). The students in the control class did not show a significant improvement.

By the result of both classes, it concluded that the improvement of the experimental class is greater than the control class. It means that the implementation of the communicative approach as a teaching method had influenced the students' speaking fluency and accuracy. It answered the first

research question. In addition, this finding also proved that using a communicative approach as a teaching method enhanced students' ability in speaking fluency and accuracy.

C. The Result of Pre-test and Post-test

1. Pre-test

In the first meeting, the writer gave the pre-test to students to find out how students' ability in speaking class. In the pre-test, the writer asked the students to describe their identities in front of the class. The performance was assessed based on the rubric that was compiled before.

From the experiment class, the lowest score was 50, and the highest score was 99. There was one student with the lowest score. There were three students who got a score of 60. There were two students who got a score of 70. Otherwise, there were fourteen students who got a score up to 70.

From the control class, the lowest score was 50 and the highest score was 92. There were four students with the lowest score. There were eight students who got the score with 60, 62, and 65. There was one student who got a score of 70. Otherwise, there were seven students who got a score up to 70.

2. *Post-Test*

In the sixth meeting, the writer gave the post-test to the students to present one paragraph with all the topics from the material which they have learned from the first meeting.

From the experiment class, after introducing the communicative approach in the treatment session, the student's lowest score was 75 and 76, and the highest score was 99. The lowest score was obtained by two students. There were three students who got 80. There was one student who got 82 and one student who got 86. Otherwise, there were thirteen students who got the highest score; 90, 90, 92, 92, 92, 95, 95, 95, 95, 95, 96, 96, 99.

From the control class, the lowest score was 66, and the highest score was 95. There were two students with the lowest score; 66, 68. There were seven students who got the score with 70, 75, 75, 75, 76, 78, 78. There was one student who got a score of 80, and there were six students who got a score up to 80. Otherwise, there were four students who got the highest score; 92, 92, 92, 95.

D. **Discussion**

In this section, it presents a discussion about the use of the communicative approach in improving the students speaking fluency and accuracy and combines it with related studies.

The research question is "What are the results of using the communicative approach to improve students speaking fluency and accuracy?". Referring to the

finding above, it is shown that the use of the communicative approach as a teaching method improved the students speaking ability in the aspect of fluency and accuracy. Brown (2001) states that applying the communicative approach could motivate students to improve their ability to use English by themselves since it emphasizes fluency in the target language. It provided the students with the tasks that allow them to improve their ideas about what they want and how they are going to express their ideas. This enables learners to be more confident when interacting with other people.

The finding also showed that both classes show improvement in performing their speaking ability. The control class students have their score increased from pre-test to post-test (from 65,5 to 79,6). On the other hand, the experimental class students have better improvement from pre-test to post-test (from 73,6 to 89,05). The test result indicated that using a communicative approach improved the students speaking fluency and accuracy. It can be proved from the mean score of pre-test and post-test that was given to both classes. The experimental class students improved in their speaking ability while the control class students did not show so much improvement.

The results of this study were relevant to the finding of Rahmatillah (2019) who also investigated about the use of communicative approach through role-play and task-based in the English learning process in STIE Madani Balikpapan. The study showed that using a communicative approach is best implemented through role-play and task-based instruction. The communicative approach helps students

to better achieve in their communication skills and their TOEFL score since there is an increase between the pretest and the posttest. Through the use of this approach in class, students feel they have more interest in learning English, do not feel afraid in making mistakes again because they know they are still learning, and it helps them better in communication.

The next relevant study was conducted by Krebt (2017), he investigated the impact of role-play as a classroom technique on Iraqi EFL students' speaking skills on Iraqi EFL students at the college level. The result of his research stated that accordingly, the students under the experimental group seemed to succeed because of getting involved and practice in role-play techniques such as group work and peer. It can be inferred that if the class is framed as a community to work together supporting each other, it will have the opportunity to work for the same aims. This builds students' ability to interact with and understand each other, the best basis for all learning. Furthermore, the results confirmed that role-play techniques provide a kind of interesting environment for the students to flourish in such an environment leads to better attention in learning, and stimulate them to participate in role-play techniques.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The aim of this study was to figure out whether using the communicative approach will improve the students' fluency and accuracy in speaking English or not. This study's participants are between 15-16 twelve-year-old students at Madrasah Aliyah Ruhul Islam Anak Bangsa, Aceh Besar.

We can see this research's main focus is speaking skills because it is the main objective of the communication approach. But it does not mean that the communicative approach neglects other skills. Applying the communicative approach can improve students' speaking ability, specifically in the form of role-playing. And in doing a speaking performance, students seem to enjoy communication activities because they can engage in conversation to practice their English and improve their communication. So, it can be concluded that the students' speaking score is increased after they are taught by using a communicative approach, mostly in terms of role-playing and task-based instructions.

Also, it revealed that a communicative approach through role-play and task-based instructions is the best way for students to learn English, which enhanced students mainly to communicate more, not only in the individual assignment but also in pair and whole class assignment. Role-play performance

and tasks-based instruction help students to learn English without feeling stressed to remember grammar. Students practiced grammar by making words suited in real situations and learning not to feel afraid of making a mistake in learning English. The communicative approach's point is to make someone brave to start communication with others, either direct or indirect communication, can be fulfilled by using role-play and task-based instructions.

This study showed that using a communicative approach can improve the students speaking fluency and accuracy. It is proven from the test held in this researcher, where the mean score of post-test from the experimental group is higher than the control group. The fact is proved by the experimental class's post-test score, which has a sufficient improvement (from 73,6 to 89,05). However, the control class does not show any significant improvements instead (from 65,6 to 79,6). In other words, the experimental class outperforms the control class.

B. Suggestions

Based on the finding of this study, the researcher withdraws some suggestions that hopefully could be beneficial for the student, teacher, and the other researcher who share the same theme of this research:

1. *For the teacher*

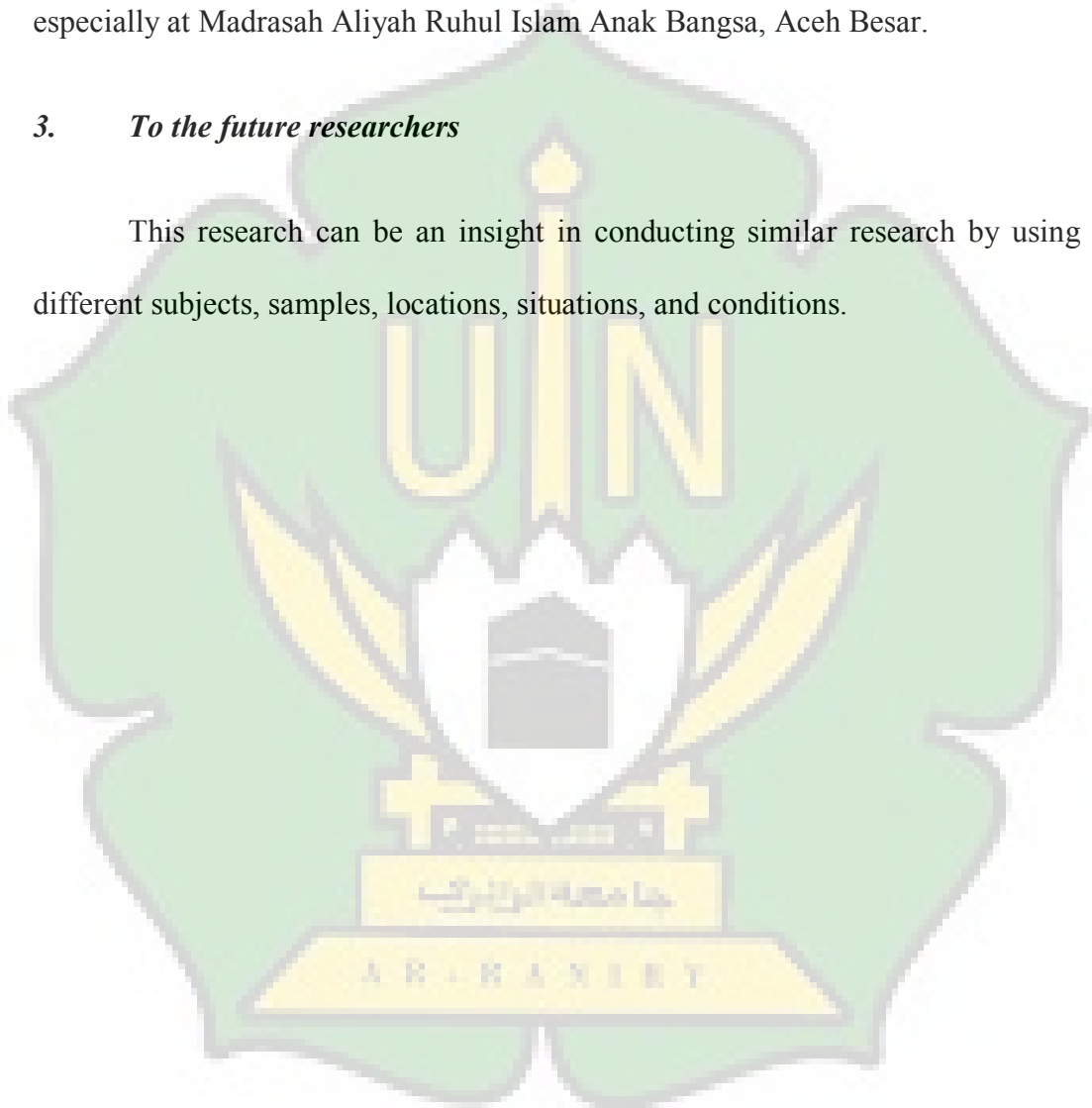
It is recommended to teach by applying various learning methods that can make students active and more focused in learning, such as applying the communicative approach and creating creative learning so that students do not feel bored and happy in taking speaking lessons.

2. *To formal institutions*

This study's results may be used as a reference to revise the method of teaching speaking in improving speaking fluency and accuracy for formal school, especially at Madrasah Aliyah Ruhul Islam Anak Bangsa, Aceh Besar.

3. *To the future researchers*

This research can be an insight in conducting similar research by using different subjects, samples, locations, situations, and conditions.



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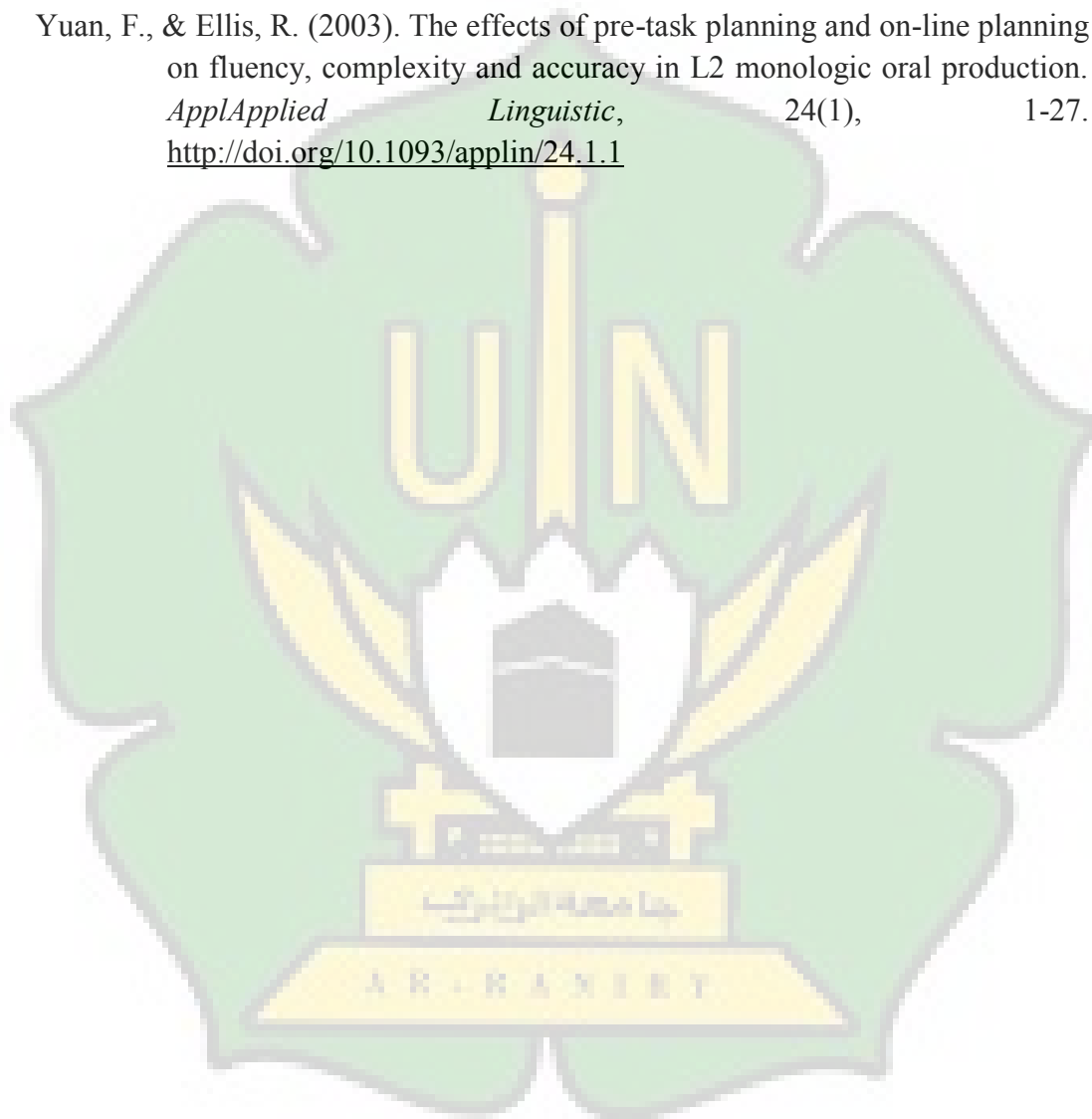
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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 156/UN.08/FTK/KP.07.6/01/2021

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-
RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-5301/Un.08/FTK/KP.07.6/06/2020** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang Undang Nomor 20 tahun 2003, Tentang Sistem Pendidikan Nasional;
2. Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
3. Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
4. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
5. Peraturan Menteri Keuangan RI. Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.

- Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 30 April 2020

MEMUTUSKAN

- Menetapkan :
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **Nomor: B-5301/Un.08/FTK/KP.07.6/06/2020** tanggal 04 Juni 2020

- KEDUA : Menunjuk Saudara:
1. Dr. T. Zulfikar, M. Ed Sebagai Pembimbing Pertama
2. Khairiah Syahabuddin, M.Hsc. Esl., Sebagai Pembimbing Kedua
- M.TESOL, Ph.D
- Untuk membimbing Skripsi :
- Nama : Uswatun Hasanah
- NIM : 160203194
- Program Studi : Pendidikan Bahasa Inggris
- Judul Skripsi : The Use of Communicative Approach to Improve the Students Speaking Fluency and Accuracy

- KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2020 tanggal 12 November 2019;
- KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2020/2021
- KELIMA : 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: 05 Januari 2021
An. Rektor
Dekan


Muslim Razali



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

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-73/Un.08/FTK.1/TL.00/01/2021
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Sekolah Dayah Ruhul Islam Anak Bangsa (RIAB)

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **USWATUN HASANAH / 160203194**
Semester/Jurusan : IX / Pendidikan Bahasa Inggris
Alamat sekarang : Jln. Jurong Dagang Lrg. Tgk. M.Yusuf Gampoeng Ceurih Kecamatan Ulee Kareng,
Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul *The Use of Communicative Approach to Improve the Students Speaking Fluency and Accuracy*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 04 Januari 2021
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,



Berlaku sampai : 04 Juni 2021

Dr. M. Chalis, M.Ag.



YAYASAN RUHUL ISLAM ANAK BANGSA
DAYAH /PESANTREN RUHUL ISLAM ANAK BANGSA
MADRASAH ALIYAH
NSM : 131211060001 NPSN : 10114244
Jln. Pintu Air Gue Gajah Kec. Darul Imarah Kab. Aceh Besar Kode Pos 23352 Telp. 44771

SURAT KETERANGAN

NO. Ma. 01. 04. 40 / PP.00.6 /SK/115.9 / 2020

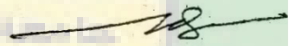
Kepala Madrasah Aliyah Swasta Ruhul Islam Anak Bangsa dengan ini menerangkan bahwa :

Nama : Uswatun Hasanah
Nim : 160203194
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah UIN Ar Raniry

Benar yang namanya tersebut di atas telah melakukan penelitian untuk menyelesaikan Tesis dengan judul: *"The Use of Communicative Approach to Improve the Students Speaking Fluency and Accuracy"* di Dayah Madrasah Aliyah Ruhul Islam Anak Bangsa Desa Gue Gajah Kec. Darul Imarah Kabupaten Aceh Besar 21 Agustus 2020 s.d 2 Oktober 2020.

Demikian Surat Keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Darul Imarah, 2 Oktober 2020
Kepala


(Kusnadi, S.Ag, MA)
Nip. 197009171999051001

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : Madrasah Aliyah Ruhul Islam Anak Bangsa
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : X / I
Materi Pokok : Self Introduction
Alokasi Waktu : 2 x 45 menit (Pertemuan Pertama)

A. Standar Kompetensi

Mampu berkomunikasi dalam Bahasa Inggris yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

B. Kompetensi Dasar

4.1. Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indicator

4.1.1 Membuat dialog singkat tertulis dengan menggunakan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

4.1.2 mempraktikkan tindakan memberi dan meminta informasi terkait tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

D. Tujuan Pembelajaran

Melalui pendekatan Communicative Approach, dengan menggunakan model pembelajaran Role-play dan Task-Based, peserta didik dapat mengidentifikasi dan membedakan fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga serta peserta didik dapat menulis teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan unsur kebahasaan dan memiliki perilaku jujur, disiplin, tanggung jawab, peduli, kerja sama, toleran, santun, responsif, dan pro-aktif, serta mampu berkerjasama dan berkomunikasi dengan baik.

E. Materi Pembelajaran

a. Fungsi Sosial

- Mengenalkan, menjalin hubungan interpersonal dengan teman dan guru

b. Struktur Teks

- Memulai
- Menanggapi (diharapkan/di luar dugaan)

c. Unsur Kebahasaan

- Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya; hobi, kebiasaan
- Verba: be, have, go, work, live (dalam simple present tense)
- Subjek Pronoun: I, You, We, They, He, She, It
- Kata ganti possessive my, your, his, dsb.
- Kata tanya Who? Which? How? Dst.
- Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.

- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

d. Topik

- Deskripsi diri sendiri sebagai bagian dari keluarga dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI.

F. Metode Pembelajaran

1. Communicative Approach.

G. Alat/Bahan/Sumber Belajar:

1. Alat : Spidol/boardmarker, papan tulis
2. Bahan : Worksheet
3. Sumber belajar : Buku Ajar Bahasa Inggris

H. Langkah-langkah Pembelajaran

1. Kegiatan Pendahuluan (20 menit)

- Guru membuka pelajaran dengan mengucapkan salam dan absensi
- Guru mengondisikan suasana belajar yang menyenangkan
- Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran mengenai teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan
- Guru mendiskusikan kompetensi yang sudah dipelajari dan dikembangkan sebelumnya berkaitan dengan kompetensi yang akan dipelajari dan dikembangkan
- Menjelaskan tujuan pembelajaran, kompetensi, literasi, dan karakter yang harus dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan tentang teks interaksi transaksional

lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan

- Menyampaikan lingkup dan teknik penilaian yang akan digunakan.
- Mempersilahkan peserta didik yang datang terlambat untuk masuk ke kelas dan meminta maaf dengan menggunakan bahasa Inggris.

2. Kegiatan Inti (60 menit)

Stimulation

- Siswa mendengarkan/membaca pemaparan jati diri dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya.
- Siswa mencoba menirukan pengucapannya dan menuliskan pemaparan jati diri yang digunakan.

Problem statement

- Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain, perbedaan antara berbagai pemaparan jati diri dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia.
- Siswa mempertanyakan pengucapan dan isi teks yang memaparkan jati diri.

Data collection

- Siswa secara berkelompok mencari contoh pemaparan jati diri dari berbagai sumber
- Siswa bersama dengan kelompoknya membuat simulasi tentang pemaparan jati diri dan berlatih melakukan simulasi tersebut.

Verification

- Siswa bersama kelompoknya mendemonstrasikan simulasi pemaparan jati diri.

Generalization

- Setiap kelompok memberikan penilaian terhadap simulasi yang sudah di demostrasikan oleh kelompok lain

- Siswa mendapat umpan balik mengenai proses pembelajaran: *Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?*
- Menyimpulkan apa yang telah dipelajari hari ini
- Memberi Reward kepada kelompok yang paling bagus menulis teks dan mempresentasikan hasil kerja mereka.

3. Kegiatan Penutup (10 menit)

1. Siswa mendapat umpan balik mengenai proses pembelajaran: *Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?*
2. Menyimpulkan apa yang telah dipelajari hari ini.
3. Memberi Reward kepada kelompok yang paling bagus menulis teks dan mempresentasikan hasil kerja mereka.

I. Teknik Penilaian

a. Teknik Penilaian

- Tes tertulis
- Tes lisan

J. Penilaian:

Penilaian Speaking

Category	Scoring Criteria	Total Points	Score
Organization (15 points)	The type of presentation is appropriate for the topic and audience.	5	
	Information is presented in a logical sequence.	5	
	Presentation appropriately cites requisite number of references.	5	
Content (45 points)	Introduction is attention-getting, lays out the problem well, and establishes a framework for the rest of the presentation.	5	
	Technical terms are well-defined in language appropriate for	5	

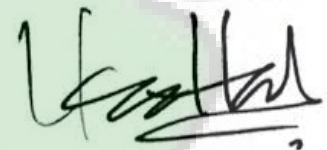
	the target audience.		
	Presentation contains accurate information.	10	
	Material included is relevant to the overall message/purpose.	10	
	Appropriate amount of material is prepared, and points made reflect well their relative importance.	10	
	There is an obvious conclusion summarizing the presentation.	5	
Presentation (40 points)	Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.).	5	
	Speaker uses a clear, audible voice.	5	
	Delivery is poised, controlled, and smooth.	5	
	Good language skills and pronunciation are used.	5	
	Visual aids are well prepared, informative, effective, and not distracting.	5	
	Length of presentation is within the assigned time limits.	5	
	Information was well communicated.	10	
Score	Total Points	100	

Penilaian Writing

	(4)	(3)	(2)	(1/0)
Focus: Purpose	Purpose is clear	Shows awareness of purpose	Shows limited awareness of purpose	No awareness
Main idea	Clearly presents a main idea and supports it throughout the paper.	There is a main idea supported throughout most of the paper.	Vague sense of a main idea, weakly supported throughout the paper.	No main idea
Organization: Overall	Well-planned and well-thought out. Includes title, introduction, statement of main idea, transitions and conclusion.	Good overall organization, includes the main organizational tools.	There is a sense of organization, although some of the organizational tools are used weakly or missing	No sense of organization
Organization: Paragraphs	All paragraphs have clear ideas, are supported with examples and have smooth transitions.	Most paragraphs have clear ideas, are supported with some examples and have transitions.	Some paragraphs have clear ideas, support from examples may be missing and transitions are weak.	Para. lack clear ideas
Content	Exceptionally well-presented and argued; ideas are detailed, well-developed, supported with specific evidence	Well-presented and argued; ideas are detailed, developed and supported with evidence and details, mostly specific.	Content is sound and solid; ideas are present but not particularly developed or supported; some evidence, but	Content is not sound

	& facts, as well as examples and specific details.		usually of a generalized nature.	
Style: Sentence structure	Sentences are clear and varied in pattern, from simple to complex, with excellent use of punctuation.	Sentences are clear but may lack variation; a few may be awkward and there may be a few punctuation errors.	Sentences are generally clear but may have awkward structure or unclear content; there may be patterns of punctuation errors.	Sentences aren't clear
Style: Word choice, Tone	There is clear use of a personal and unique style of writing, suited to audience and purpose; the paper holds the reader's interest with ease.	There is an attempt at a personal style but style of writing may be awkward or unsuited to audience and purpose; the reader may lose interest in some sections of the paper.	There is little attempt at style; reads as flat and perhaps uninteresting in content, which is usually generalized and clichéd.	No attempt at style
Grammar & Mechanics	Excellent grammar, spelling, syntax and punctuation.	A few errors in grammar, spelling, syntax and punctuation, but not many.	Shows a pattern of errors in spelling, grammar, syntax and/or punctuation. Could also be a sign of lack of proof-reading.	Continuous errors

Banda Aceh, 21 Agustus 2020



Uswatun Hasanah

NIM. 160203194

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : Madrasah Aliyah Ruhul Islam Anak Bangsa
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : X / I
Materi Pokok : Expression of complimenting and showing care
Alokasi Waktu : 2 x 45 menit (Pertemuan Kedua)

A. Standar Kompetensi

Mampu berkomunikasi dalam Bahasa Inggris yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (*extended*), dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

B. Kompetensi Dasar

4.2 Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (*extended*), dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indicator

- 4.2.1. Membuat percakapan singkat tertulis dengan menggunakan ungkapan untuk memuji bersayap.
- 4.2.2. Memperagakan percakapan yang telah disusun di depan kelas.

D. Tujuan Pembelajaran

Melalui pendekatan Communicative Approach, dengan menggunakan model pembelajaran Role-play dan Task-Based, peserta didik selama dan setelah mengikuti proses pembelajaran ini peserta didik diharapkan dapat Mengidentifikasi struktur teks, unsur kebahasaan dan fungsi sosial untuk mengucapkan selamat dan memuji bersayap serta responnya pada teks lisan dan tulis yang tersedia, serta peserta didik dapat Membuat percakapan singkat tertulis dengan menggunakan ungkapan untuk memuji bersayap dan memperagakan percakapan yang telah disusun di depan kelas. .

E. Materi Pembelajaran

1. Fungsi sosial
 - Menjaga hubungan interpersonal dengan guru , teman dan orang lain
2. Strktur teks
 - Memuji
 - Menanggapi
3. Unsur kebahasaan
 - Ungkapan memberikan ucapan selamat dan memuji bersayap (extended) ,dan menanggapi.
 - Nominl,singular ,dan prular dengan atau tanpa a , the ,is those, ,my ,their, dsb.
 - Ucapan ,tekanan kata , intonasi , ejaan tanda baca , dan tulisan tangan.

F. Metode Pembelajaran

1. Communicative Approach.

G. Alat/Bahan/Sumber Belajar:

1. Alat : Spidol/boardmarker, papan tulis
2. Bahan : Worksheet
3. Sumber belajar : Buku Ajar Bahasa Inggris

H. Langkah-langkah Pembelajaran

1. Kegiatan Pendahuluan (20 menit)

- Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran
- Memeriksa kehadiran peserta didik sebagai sikap disiplin Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.
- Mengaitkan *materi/tema/kegiatan* pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan *materi/tema/kegiatan* sebelumnya ; *Jenis-jenis Pronouns Penggunaan pronoun*
- Mengingat kembali materi prasyarat dengan bertanya.
- Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.
- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.
- Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu
- Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung
- Pembagian kelompok belajar

2. Kegiatan inti (60 menit)

- **Mengamati** : Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topic Ungkapan untuk memberikan ucapan selamat dengan cara :
- **Melihat** (tanpa atau dengan alat) Menayangkan gambar/foto/tabel berikut ini:
- **Membaca**: materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan
- **Mendengar** : Pemaparan ungkapan ucapan selamat dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya
- **Menyimak**: mencoba menirukan pengucapannya dan menuliskan pemaparan ungkapan ucapan selamat yang digunakan penjelasan

pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai : Teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan ungkapan ucapan selamat

Problem statement :

- **Menanya :** Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya **Mengajukan pertanyaan** tentang: Teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan ungkapan ucapan selamat yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat. Misalnya : perbedaan antara berbagai pemaparan ungkapan ucapan selamat dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia. pengucapan dan isi teks yang memaparkan ungkapan ucapan selamat

Data collection :

- Mengumpulkan data/informasi melalui diskusi kelompok atau kegiatan lain guna menemukan solusi masalah terkait Ungkapan untuk memaparkan ucapan selamat.

Data Processing

- Peserta didik berdiskusi untuk menyimpulkan Menyampaikan hasil diskusi berupa kesimpulan berdasarkan hasil analisis secara lisan,

tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan.

Verification

- Mempresentasikan hasil diskusi kelompok secara klasikal tentang :
Ungkapan pemaparan ucapan selamat Mengemukakan pendapat atas presentasi yang dilakukan dan ditanggapi oleh kelompok yang mempresentasikan Bertanya atas presentasi yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran.

Generalization

Peserta didik menganalisa masukan, tanggapan dan koreksi dari guru terkait pembelajaran tentang:

- Mengolah informasi yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya maupun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja.

Peserta didik mengerjakan beberapa soal mengenai:

- Teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan ungkapan ucapan selamat menganalisis ungkapan memaparkan ucapan selamat dengan mengelompokkannya berdasarkan penggunaan Secara berkelompok siswa mendiskusikan ungkapan memaparkan ucapan selamat yang mereka temukan dari sumber lain dan membandingkannya dengan yang digunakan guru.

1. Kegiatan penutup (10 menit)

- Guru menyampaikan : “Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something”
- Membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalamkegiatan pembelajaran yang baru dilakukan.
- Melakukan refleksi terhadap kegiatan yang sudah dilaksanakan

I. Teknik Penilaian

a. Teknik Penilaian

- Tes tertulis
- Tes lisan

J. Penilaian:

Penilaian Speaking

Category	Scoring Criteria	Total Points	Score
Organization (15 points)	The type of presentation is appropriate for the topic and audience.	5	
	Information is presented in a logical sequence.	5	
	Presentation appropriately cites requisite number of references.	5	
Content (45 points)	Introduction is attention-getting, lays out the problem well, and establishes a framework for the rest of the presentation.	5	
	Technical terms are well-defined in language appropriate for the target audience.	5	
	Presentation contains accurate information.	10	
	Material included is relevant to the overall message/purpose.	10	
	Appropriate amount of material is prepared, and points made reflect well their relative importance.	10	
	There is an obvious conclusion summarizing the presentation.	5	
	Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving	5	

Presentation (40 points)	around, etc.).		
	Speaker uses a clear, audible voice.	5	
	Delivery is poised, controlled, and smooth.	5	
	Good language skills and pronunciation are used.	5	
	Visual aids are well prepared, informative, effective, and not distracting.	5	
	Length of presentation is within the assigned time limits.	5	
	Information was well communicated.	10	
Score	Total Points	100	

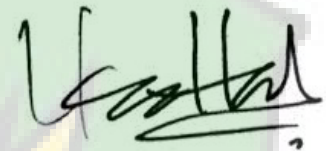
Penilaian Writing

	(4)	(3)	(2)	(1/0)
Focus: Purpose	Purpose is clear	Shows awareness of purpose	Shows limited awareness of purpose	No awareness
Main idea	Clearly presents a main idea and supports it throughout the paper.	There is a main idea supported throughout most of the paper.	Vague sense of a main idea, weakly supported throughout the paper.	No main idea
Organization: Overall	Well-planned and well-thought out. Includes title, introduction, statement of main idea, transitions and conclusion.	Good overall organization, includes the main organizational tools.	There is a sense of organization, although some of the organizational tools are used weakly or missing	No sense of organization
Organization: Paragraphs	All paragraphs have clear ideas, are supported with examples and have smooth transitions.	Most paragraphs have clear ideas, are supported with some examples and have transitions.	Some paragraphs have clear ideas, support from examples may be missing and transitions are weak.	Para. lack clear ideas
Content	Exceptionally well-presented and argued; ideas are detailed, well-developed, supported with specific evidence & facts, as well as examples and specific details.	Well-presented and argued; ideas are detailed, developed and supported with evidence and details, mostly specific.	Content is sound and solid; ideas are present but not particularly developed or supported; some evidence, but usually of a generalized nature.	Content is not sound
Style: Sentence structure	Sentences are clear and varied in pattern, from simple to complex, with excellent use of punctuation.	Sentences are clear but may lack variation; a few may be awkward and there may be a few punctuation errors.	Sentences are generally clear but may have awkward structure or unclear content; there may be patterns of punctuation errors.	Sentences aren't clear
Style: Word choice, Tone	There is clear use of a personal and	There is an attempt at a personal style	There is little attempt at style;	No attempt at style

	unique style of writing, suited to audience and purpose; the paper holds the reader's interest with ease.	but style of writing may be awkward or unsuited to audience and purpose; the reader may lose interest in some sections of the paper.	reads as flat and perhaps uninteresting in content, which is usually generalized and clichéd.	
Grammar & Mechanics	Excellent grammar, spelling, syntax and punctuation.	A few errors in grammar, spelling, syntax and punctuation, but not many.	Shows a pattern of errors in spelling, grammar, syntax and/or punctuation. Could also be a sign of lack of proof-reading.	Continuous errors

Banda Aceh, 4 September 2020

Mahasiswi Penelitian



NIM. 160203194



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : Madrasah Aliyah Ruhul Islam Anak Bangsa
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : X / I
Materi Pokok : Expressing like and dislike
Alokasi Waktu : 2 x 45 menit (Pertemuan Ketiga)

A. Standar Kompetensi

Mampu berkomunikasi dalam Bahasa Inggris yang melibatkan tindakan membuat pernyataan suka dan tidak suka, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

B. Kompetensi Dasar

4.1. Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan membuat pernyataan suka dan tidak suka, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indicator

4.1.1 Membuat dialog singkat tertulis dengan menggunakan tindakan pernyataan suka dan tidak suka, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

4.1.2 mempraktikkan tindakan pernyataan suka dan tidak suka, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

D. Tujuan Pembelajaran

Melalui pendekatan Communicative Approach, dengan menggunakan model pembelajaran Role-play dan Task-Based, peserta didik dapat

mengidentifikasi dan membedakan fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan membuat pernyataan suka dan tidak suka, serta peserta didik dapat menulis teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan tindakan membuat pernyataan suka dan tidak suka, dengan memperhatikan unsur kebahasaan dan memiliki perilaku jujur, disiplin, tanggung jawab, peduli, kerja sama, toleran, santun, responsif, dan pro-aktif, serta mampu berkerjasama dan berkomunikasi dengan baik.

E. Materi Pembelajaran

a. Fungsi Sosial

- Mengenalkan, menjalin hubungan interpersonal dengan teman dan guru

b. Struktur Teks

- Memulai
- Menanggapi (diharapkan/di luar dugaan)

c. Unsur Kebahasaan

• Expressing Like

I like... (aku suka...)
I love... (aku suka...)
I really like... (aku sangat suka...)
I really love... (aku sangat suka...)
I'm fond of... (aku suka dengan...)
I enjoy... (aku menikmati...)
I really enjoy... (aku sangat menikmati...)
I am crazy about... (aku tergila-gila dengan...)
I am very keen on... (aku sangat tertarik pada...)

• Expressing Dislike

I don't like ... (aku tidak suka ...)
I don't think I like... (aku pikir aku tidak suka...)
I dislike ... (aku tidak suka ...)
I hate ... (aku benci ...)
I am not fond ... (aku tidak menyukai ...)
I can't bear ... (aku tidak tahan ...)

I can't stand with ... (aku tidak tahan dengan ...)

I am fed up with... (aku sudah muak dengan...)

I am not keen on... (aku tidak tertarik pada...)

F. Metode Pembelajaran

1. Communicative Approach.

G. Alat/Bahan/Sumber Belajar:

1. Alat : Spidol/boardmarker, papan tulis
2. Bahan : Worksheet
3. Sumber belajar : Buku Ajar Bahasa Inggris

H. Langkah-langkah Pembelajaran

1. Kegiatan Pendahuluan (20 menit)

- Guru membuka pelajaran dengan mengucapkan salam dan absensi
- Guru mengondisikan suasana belajar yang menyenangkan
- Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran mengenai teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan membuat pernyataan suka dan tidak suka, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan
- Guru mendiskusikan kompetensi yang sudah dipelajari dan dikembangkan sebelumnya berkaitan dengan kompetensi yang akan dipelajari dan dikembangkan
- Menjelaskan tujuan pembelajaran, kompetensi, literasi, dan karakter yang harus dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan tentang teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan tindakan membuat pernyataan suka dan tidak suka dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan

- Menyampaikan lingkup dan teknik penilaian yang akan digunakan.
- Mempersilahkan peserta didik yang datang terlambat untuk masuk ke kelas dan meminta maaf dengan menggunakan bahasa Inggris.

2. Kegiatan Inti (60 menit)

Stimulation

- Siswa mendengarkan/membaca pemaparan mengenai pernyataan suka dan tidak suka dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya.
- Siswa mencoba menirukan pengucapannya dan menuliskan pemaparan jati diri yang digunakan.

Problem statement

- Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain, perbedaan antara berbagai pemaparan mengenai pernyataan suka dan tidak suka dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia.
- Siswa mempertanyakan pengucapan dan isi teks yang memaparkan mengenai pernyataan suka dan tidak suka.

Data collection

- Siswa secara berkelompok mencari contoh pemaparan mengenai pernyataan suka dan tidak suka dari berbagai sumber
- Siswa bersama dengan kelompoknya membuat simulasi tentang pemaparan mengenai pernyataan suka dan tidak suka dan berlatih melakukan simulasi tersebut.

Verification

- Siswa bersama kelompoknya mendemonstrasikan simulasi pemaparan mengenai pernyataan suka dan tidak suka

Generalization

- Setiap kelompok memberikan penilaian terhadap simulasi yang sudah di demostrasikan oleh kelompok lain
- Siswa mendapat umpan balik mengenai proses pembelajaran: Well, class, you have done a very good job today. Most of you are active.

I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?

- Menyimpulkan apa yang telah dipelajari hari ini
- Memberi Reward kepada kelompok yang paling bagus menulis teks dan mempresentasikan hasil kerja mereka.

3. Kegiatan Penutup (10 menit)

- Siswa mendapat umpan balik mengenai proses pembelajaran: *Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?*
- Menyimpulkan apa yang telah dipelajari hari ini.
- Memberi Reward kepada kelompok yang paling bagus menulis teks dan mempresentasikan hasil kerja mereka.

I. Teknik Penilaian

a. Teknik Penilaian

- Tes tertulis
- Tes lisan

J. Penilaian:

Penilaian Speaking

Category	Scoring Criteria	Total Points	Score
Organization (15 points)	The type of presentation is appropriate for the topic and audience.	5	
	Information is presented in a logical sequence.	5	
	Presentation appropriately cites requisite number of references.	5	
Content (45 points)	Introduction is attention-getting, lays out the problem well, and establishes a framework for the rest of the presentation.	5	
	Technical terms are well-defined in language appropriate for	5	

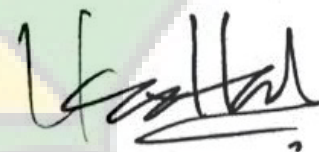
	the target audience.		
	Presentation contains accurate information.	10	
	Material included is relevant to the overall message/purpose.	10	
	Appropriate amount of material is prepared, and points made reflect well their relative importance.	10	
	There is an obvious conclusion summarizing the presentation.	5	
Presentation (40 points)	Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.).	5	
	Speaker uses a clear, audible voice.	5	
	Delivery is poised, controlled, and smooth.	5	
	Good language skills and pronunciation are used.	5	
	Visual aids are well prepared, informative, effective, and not distracting.	5	
	Length of presentation is within the assigned time limits.	5	
	Information was well communicated.	10	
Score	Total Points	100	

Penilaian Writing

	(4)	(3)	(2)	(1/0)
Focus: Purpose	Purpose is clear	Shows awareness of purpose	Shows limited awareness of purpose	No awareness
Main idea	Clearly presents a main idea and supports it throughout the paper.	There is a main idea supported throughout most of the paper.	Vague sense of a main idea, weakly supported throughout the paper.	No main idea
Organization: Overall	Well-planned and well-thought out. Includes title, introduction, statement of main idea, transitions and conclusion.	Good overall organization, includes the main organizational tools.	There is a sense of organization, although some of the organizational tools are used weakly or missing	No sense of organization
Organization: Paragraphs	All paragraphs have clear ideas, are supported with examples and have smooth	Most paragraphs have clear ideas, are supported with some examples and have transitions.	Some paragraphs have clear ideas, support from examples may be missing and	Para. lack clear ideas

	transitions.		transitions are weak.	
Content	Exceptionally well-presented and argued; ideas are detailed, well-developed, supported with specific evidence & facts, as well as examples and specific details.	Well-presented and argued; ideas are detailed, developed and supported with evidence and details, mostly specific.	Content is sound and solid; ideas are present but not particularly developed or supported; some evidence, but usually of a generalized nature.	Content is not sound
Style: Sentence structure	Sentences are clear and varied in pattern, from simple to complex, with excellent use of punctuation.	Sentences are clear but may lack variation; a few may be awkward and there may be a few punctuation errors.	Sentences are generally clear but may have awkward structure or unclear content; there may be patterns of punctuation errors.	Sentences aren't clear
Style: Word choice, Tone	There is clear use of a personal and unique style of writing, suited to audience and purpose; the paper holds the reader's interest with ease.	There is an attempt at a personal style but style of writing may be awkward or unsuited to audience and purpose; the reader may lose interest in some sections of the paper.	There is little attempt at style; reads as flat and perhaps uninteresting in content, which is usually generalized and clichéd.	No attempt at style
Grammar & Mechanics	Excellent grammar, spelling, syntax and punctuation.	A few errors in grammar, spelling, syntax and punctuation, but not many.	Shows a pattern of errors in spelling, grammar, syntax and/or punctuation. Could also be a sign of lack of proof-reading.	Continuous errors

Banda Aceh, 11 September 2020



Uswatun Hasanah

NIM. 160203194

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : Madrasah Aliyah Ruhul Islam Anak Bangsa
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : X / I
Materi Pokok : Expressing intention
Alokasi Waktu : 2 x 45 menit (Pertemuan Keempat)

A. Standar Kompetensi

Mampu berkomunikasi dalam Bahasa Inggris yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

B. Kompetensi Dasar

4.3 **Menyusun** teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indicator

- 4.3.1. **Menciptakan** dialog menggunakan ungkapan modal *be going to, would like to* Expressing Intention.
- 4.3.2 **Mempresentasikan** dialog secara lisan bersama pasangan mengenai ungkapan Expressing Intention.

D. Tujuan Pembelajaran

Melalui pendekatan Communicative Approach, dengan menggunakan model pembelajaran Role-play dan Task-Based, peserta didik dapat

mengidentifikasi dan membedakan fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan serta peserta didik dapat menulis teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan dengan memperhatikan unsur kebahasaan dan memiliki perilaku jujur, disiplin, tanggung jawab, peduli, kerja sama, toleran, santun, responsif, dan pro-aktif, serta mampu berkerjasama dan berkomunikasi dengan baik.

E. Materi Pembelajaran

a. Fungsi Sosial

- Menyatakan rencana, menyarankan, dsb.

b. Struktur Teks

- Memulai
- Menanggapi (diharapkan atau di luar dugaan)

c. Unsur Kebahasaan

- Ungkapan pernyataan niat yang sesuai, dengan modal *be going to*, *would like to*
- Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

d. Topik

- Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan pernyataan niat yang dapat menumbuhkan perilaku yang termuat di KI

F. Metode Pembelajaran

1. Communicative Approach.

G. Alat/Bahan/Sumber Belajar:

1. Alat : Spidol/boardmarker, papan tulis
2. Bahan : Worksheet
3. Sumber belajar : Buku Ajar Bahasa Inggris

H. Langkah-langkah Pembelajaran

1. Kegiatan Pendahuluan (20 menit)

- Guru membuka pelajaran dengan mengucapkan salam dan absensi
- Guru mengondisikan suasana belajar yang menyenangkan
- Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran mengenai teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan (intention and arrangement)
- Guru mendiskusikan kompetensi yang sudah dipelajari dan dikembangkan sebelumnya berkaitan dengan kompetensi yang akan dipelajari dan dikembangkan
- Menjelaskan tujuan pembelajaran, kompetensi, literasi, dan karakter yang harus dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan tentang teks interaksi transaksional lisan dan tulis pendek dan sederhana yang tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan(intention and arrangement)
- Mengemukakan tujuan pembelajaran yang akan diajarkan tentang intention and arrangement.
- Menyampaikan lingkup dan teknik penilaian yang akan digunakan.
- Mempersilahkan peserta didik yang datang terlambat untuk masuk ke kelas dan meminta maaf dengan menggunakan bahasa Inggris.

2. Kegiatan Inti (60 menit)

Stimulation

- Siswa mendengarkan/membaca tentang intention and arrangement dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya.
- Siswa mencoba menirukan pengucapannya dan menuliskan tentang intention and arrangement yang digunakan.

Problem statement

- Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain, perbedaan antara berbagai intention and arrangement dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia.
- Siswa mempertanyakan pengucapan dan isi teks tentang intention and arrangement

Data collection

- Siswa secara berkelompok mencari contoh intention and arrangement dari berbagai sumber
- Siswa bersama dengan kelompoknya membuat simulasi tentang intention and arrangement dan berlatih melakukan simulasi tersebut.

Verification

- Siswa bersama kelompoknya mendemonstrasikan simulasi tentang intention and arrangement.

Generalization

- Setiap kelompok memberikan penilaian terhadap simulasi yang sudah di demostrasikan oleh kelompok lain.

3. Kegiatan Penutup (10 menit)

- Siswa mendapat umpan balik mengenai proses pembelajaran: Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?
- Menyimpulkan apa yang telah dipelajari hari ini
- Memberi Reward kepada kelompok yang paling bagus menulis teks dan mempresentasikan hasil kerja mereka

I. Teknik Penilaian

a. Teknik Penilaian

- Tes tertulis
- Tes lisan

J. Penilaian:

Penilaian Speaking

Category	Scoring Criteria	Total Points	Score
Organization (15 points)	The type of presentation is appropriate for the topic and audience.	5	
	Information is presented in a logical sequence.	5	
	Presentation appropriately cites requisite number of references.	5	
Content (45 points)	Introduction is attention-getting, lays out the problem well, and establishes a framework for the rest of the presentation.	5	
	Technical terms are well-defined in language appropriate for the target audience.	5	
	Presentation contains accurate information.	10	
	Material included is relevant to the overall message/purpose.	10	
	Appropriate amount of material is prepared, and points made reflect well their relative importance.	10	
	There is an obvious conclusion summarizing the presentation.	5	

Presentation (40 points)	Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.).	5	
	Speaker uses a clear, audible voice.	5	
	Delivery is poised, controlled, and smooth.	5	
	Good language skills and pronunciation are used.	5	
	Visual aids are well prepared, informative, effective, and not distracting.	5	
	Length of presentation is within the assigned time limits.	5	
	Information was well communicated.	10	
Score	Total Points	100	

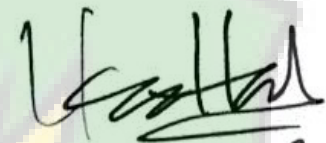
Penilaian Writing

	(4)	(3)	(2)	(1/0)
Focus: Purpose	Purpose is clear	Shows awareness of purpose	Shows limited awareness of purpose	No awareness
Main idea	Clearly presents a main idea and supports it throughout the paper.	There is a main idea supported throughout most of the paper.	Vague sense of a main idea, weakly supported throughout the paper.	No main idea
Organization: Overall	Well-planned and well-thought out. Includes title, introduction, statement of main idea, transitions and conclusion.	Good overall organization, includes the main organizational tools.	There is a sense of organization, although some of the organizational tools are used weakly or missing	No sense of organization
Organization: Paragraphs	All paragraphs have clear ideas, are supported with examples and have smooth transitions.	Most paragraphs have clear ideas, are supported with some examples and have transitions.	Some paragraphs have clear ideas, support from examples may be missing and transitions are weak.	Para. lack clear ideas
Content	Exceptionally well-presented and argued; ideas are detailed, well-developed, supported with specific evidence & facts, as well as examples and specific details.	Well-presented and argued; ideas are detailed, developed and supported with evidence and details, mostly specific.	Content is sound and solid; ideas are present but not particularly developed or supported; some evidence, but usually of a generalized nature.	Content is not sound
Style: Sentence structure	Sentences are clear and varied in pattern, from simple to complex, with excellent use of	Sentences are clear but may lack variation; a few may be awkward and there may be a few punctuation	Sentences are generally clear but may have awkward structure or unclear content; there may be patterns of	Sentences aren't clear

	punctuation.	errors.	punctuation errors.	
Style: Word choice, Tone	There is clear use of a personal and unique style of writing, suited to audience and purpose; the paper holds the reader's interest with ease.	There is an attempt at a personal style but style of writing may be awkward or unsuited to audience and purpose; the reader may lose interest in some sections of the paper.	There is little attempt at style; reads as flat and perhaps uninteresting in content, which is usually generalized and clichéd.	No attempt at style
Grammar & Mechanics	Excellent grammar, spelling, syntax and punctuation.	A few errors in grammar, spelling, syntax and punctuation, but not many.	Shows a pattern of errors in spelling, grammar, syntax and/or punctuation. Could also be a sign of lack of proof-reading.	Continuous errors

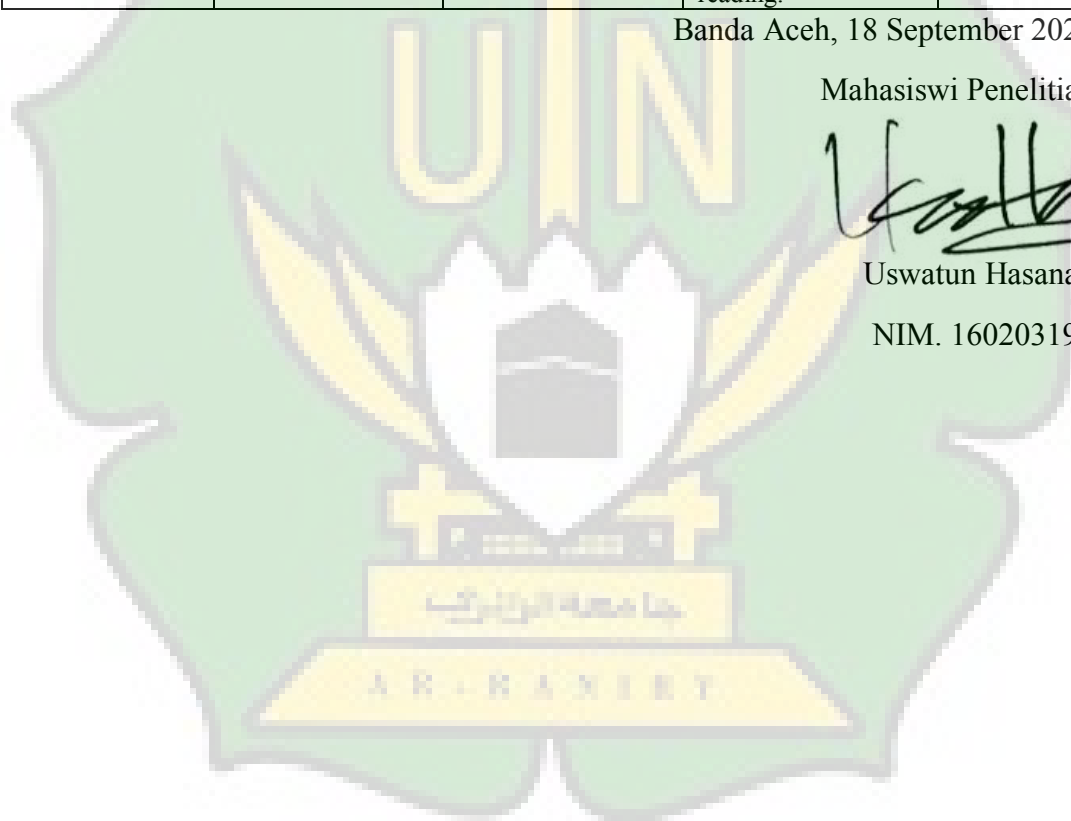
Banda Aceh, 18 September 2020

Mahasiswi Penelitian



Uswatun Hasanah

NIM. 160203194



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : Madrasah Aliyah Ruhul Islam Anak Bangsa
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : X / I
Materi Pokok : Descriptive text (describing people)
Alokasi Waktu : 2 x 45 menit (Pertemuan Kelima)

A. Standar Kompetensi

Mampu berkomunikasi dalam Bahasa Inggris yang melibatkan tindakan mengidentifikasi, menjelaskan, dan menentukan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi dengan orang (teman/keluarga), pendek dan sederhana, sesuai dengan konteks penggunaannya.

B. Kompetensi Dasar

- 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait dengan orang (teman/keluarga).
- 4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait dengan orang (teman/keluarga), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Indicator

- .4.1.1. Membedakan teks deskriptif lisan dan tulis, pendek dan sederhana terkait dengan orang (teman/keluarga), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

4.4.1.2. Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait dengan orang (teman/keluarga), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

4.4.1.3. Menulis teks deskriptif lisan dan tulis, pendek dan sederhana, terkait dengan orang (teman/keluarga), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

D. Tujuan Pembelajaran

Melalui pendekatan Communicative Approach, dengan menggunakan model pembelajaran Role-play dan Task-Based, peserta didik dapat mengidentifikasi, menjelaskan, dan menentukan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi dengan orang (teman/keluarga), pendek dan sederhana, sesuai dengan konteks penggunaannya.

E. Materi Pembelajaran

a. Fungsi Sosial

- Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.

b. Struktur Teks

Dapat mencakup

- Identifikasi (nama keseluruhan dan bagian)
- Sifat (ukuran, warna, jumlah, bentuk, dsb.)
- Fungsi, manfaat, tindakan, kebiasaan

c. Unsur kebahasaan

- Kosa kata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal.
- Adverbial terkait sifat seperti *quite*, *very*, *extremely*, *dst*.

- Kalimat deklaratif dan interogatif dalam tense yang benar.
- Nomina singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

d. Topik

- Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI.

F. Metode Pembelajaran

1. Communicative Approach.

G. Alat/Bahan/Sumber Belajar:

1. Alat : Spidol/boardmarker, papan tulis
2. Bahan : Worksheet
3. Sumber belajar : Buku Ajar Bahasa Inggris

H. Langkah-langkah Pembelajaran

1. Kegiatan Pendahuluan (20 menit)

- Guru mengecek kesiapan siswa belajar baik secara fisik maupun secara psikologis.
- Guru menanyakan pengalaman siswa dalam berbahasa Inggris (social chat)
- Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai
- Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran.

2. Kegiatan Inti (60 menit)

Stimulation

- Siswa membaca beberapa jenis teks deskriptif sederhana dengan fungsi sosial yang berbeda beda.

Data Processing

- Siswa berkelompok mendiskusikan dan menentukan fungsi sosial, struktur teks dan unsur kebahasaan dari teks yang dibaca tersebut.

Verification

- Siswa menyampaikan hasil diskusi kelompoknya tentang fungsi sosial, struktur teks dan unsur kebahasaan dari teks tersebut.

Generalization

- Siswa mendapatkan feedback/balikan dari hasil diskusi kelompok yang mereka presentasikan dari teman dan guru.

3. Kegiatan Penutup (10 menit)

- Siswa dengan bimbingan guru menyimpulkan pembelajaran hari itu.
- Guru memberikan umpan balik pembelajaran.
- Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya.

I. Teknik Penilaian

a. Teknik Penilaian

- Tes tertulis
- Tes lisan

J. Penilaian:

Penilaian Speaking

Category	Scoring Criteria	Total Points	Score
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	Speaker uses a clear, audible voice.	5	
	Delivery is poised, controlled, and smooth.	5	
	Good language skills and pronunciation are used.	5	
	Visual aids are well prepared, informative, effective, and not distracting.	5	
	Length of presentation is within the assigned time limits.	5	
	Information was well communicated.	10	
Score	Total Points	100	

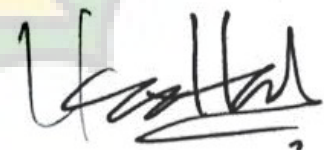
Penilaian Writing

	(4)	(3)	(2)	(1/0)
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Grammar & Mechanics	Excellent grammar, spelling, syntax and punctuation.	A few errors in grammar, spelling, syntax and punctuation, but not many.	Shows a pattern of errors in spelling, grammar, syntax and/or punctuation. Could also be a sign of lack of proof-reading.	Continuous errors

Banda Aceh, 25 September 2020

Mahasiswi Penelitian



NIM. 160203194

PRE-TEST

Self Introduction

Hi everyone, I want to introduce myself to you all. **(opening)**

My name is

My nickname.....

I am.....years old

I was born on.....

I live at.....

I study at.....

I am.....of..... siblings

My hobby is....

My ambition is.....

My favorite subject....

My favorite food is....

My favorite drink is....

My daily activities with my friends in dormitory are.....

Ok, that's all about my introduction. Thank you so much for your attention. Hope we can be a good friends! **(Closing)**



Post-Test

The writer gave the post-test to the students to present one paragraph with all the topics from the material which they have learned from the first meeting.

Hi everyone, the purpose I'm standing in front all of you guys here is to present about my life. **(opening)**

My name is Khaira Nabila, but you can call me Nabila. I'm 14 years old. I was born on 3 February 2003. I live at Keutapang, Aceh Besar. I study at Madrasah Ruhul Islam Anak Bangsa, Aceh Besar. I'm the second child from 3 siblings. My hobby is reading and watching anime. In the future I want to be a teacher. My favorite subject is English. My favorite food is indomie goreng Aceh. My favorite drink is Thai tea. My daily activities with my friends in dormitory are, in every morning, we clean the room together and we pray together in the mosque near my dormitory. I love my roommates, they are so great and nice friends to me cause they like to help each other when we need a help. The most thing that I like from my roommates is, they are so diligent at study and clean our room, I really don't like if my room is so messy, so I'm really glad that my roommates like to clean our room together. In the future, I hope me and my roommates can be a successful in the future. And I also have an intention to bring my parents to Hajj and Umrah in the future, I want to make my parents happy.

Since I live at dormitory in my school, sometimes I miss my family at home. I miss my little sister, she's so cute. She's so happy, cheerful, and smart girl. She looks like my dad so much, she has pointed nose, slanting eyes and oval face. She has white skin color and wavy hair just like my mom. I miss her, hope I can see her next week!


So, that's all from me, thank you for your attention. **(Closing).**

► Teacher's Note

1. Pertemuan pertama (21 Agustus 2020)

- Membaca doa dan mengecek absensi siswa.
- Menyapa siswa dan memperkenalkan diri kepada siswa.
- Menjelaskan tujuan dan proses pembelajaran yang akan dilakukan selama 6 kali pertemuan.
- Memberitahu kepada siswa bahwa hari ini adalah hari pre-test, mengenai topik memperkenalkan diri. (topik sama untuk kedua group).
- Menjelaskan pengertian dari memperkenalkan diri dan memberikan contoh kepada siswa sebelum pre-test dimulai.
- Setelah menjelaskan mengenai topik tersebut, peneliti memberikan waktu selama 5 menit kepada siswa untuk mempersiapkan presentasinya mengenai perkenalan diri di depan kelas.
- Setelah 5 menit, meminta siswa untuk mempresentasikan perkenalan diri mereka satu persatu di depan kelas.
- Memberikan apresiasi kepada siswa yang telah mempresentasikan perkenalan dirinya.
- Di akhir kelas, peneliti menyimpulkan tujuan dari pembelajaran hari ini.
- Athiri kelas dengan membaca doa bersama

Banda Aceh, 21 Agustus 2020



Uswatun Hasanah

► Pertemuan ketiga (11 September 2020)

(Peneliti melakukan treatment kedua kepada Experimental group dan control group)

- Membaca doa dan mengecek absensi siswa
- Sebelum melakukan main activity, peneliti menanyakan pertanyaan kepada siswa " How you express to something that you like and don't like ? "
- Setelah siswa menjawab pertanyaan, peneliti menjelaskan topik pembelajaran hari mengenai Expression like and dislike.
- Untuk task-based activity, peneliti meminta siswa untuk memberikan contoh lain selain yang telah diberikan oleh peneliti.
- Untuk role-play, peneliti meminta siswa untuk membuat short dialogue in pairs mengenai Expression like and dislike.
- Setelah siswa selesai membuat short dialogue, peneliti meminta siswa untuk melakukan dialogue di depan kelas bersama pasangannya.
- Memberikan apresiasi kepada semua siswa yang telah mempresentasikan short dialogue nya.
- Di akhir kelas, peneliti menyimpulkan tujuan dari pembelajaran hari ini.
- Athiri kelas dengan membaca doa.

Banda Aceh, 11 September 2020

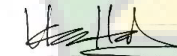

Uswatun Hasanah

► Pertemuan Kedua (4 September 2020)

(Mulai menerapan Communicative Approach sebagai teaching method kepada kedua group . Dalam pertemuan ini, peneliti melakukan kegiatan kelas dengan menggunakan Role-Play dan Task-Based kepada experimental group dan untuk Control group, peneliti hanya menggunakan Task-Based sebagai class activity nya)

- Membaca doa dan mengecek absensi siswa .
- Sebelum melakukan main activity , peneliti menanyakan pertanyaan " What expression you can use when you want to appreciate or praise other people ? " .
- Setelah siswa menjawab pertanyaan , peneliti menjelaskan topik pembelajaran hari ini (Expression of complimenting and showing care) .
- Untuk task-based activity , peneliti meminta siswa untuk memberikan contoh lain dari Expression of complimenting and showing care .
- untuk role-play activity , peneliti meminta siswa untuk membuat short dialog in pairs mengenai Expression of complimenting and showing care .
- Setelah siswa selesai membuat short dialog , peneliti meminta siswa untuk melakukan dialog di depan kelas bersama pasangannya .
- Memberikan apresiasi kepada semua siswa yang telah mempresentasikan short dialogue nya .
- Di akhir kelas , peneliti menyimpulkan tujuan dari pembelajaran hari ini .
- Akhir kelas dengan membaca doa bersama .

Banda Aceh , 4 September 2020



Uswatun Hasanah

► Pertemuan keempat (18 September 2020)

(Peneliti melakukan treatment ketiga kepada Experimental group dan control group)

- Membaca doa dan mengecek absensi siswa
- Sebelum melakukan main activity , peneliti menanyakan pertanyaan kepada siswa " What expression you can use when you want to expressing intention ? " .
- Setelah siswa menjawab pertanyaan , peneliti menjelaskan topik pembelajaran hari ini mengenai Expressing Intention .
- Untuk task-based activity , peneliti meminta siswa untuk memberikan contoh lain , selain yang telah diberikan oleh peneliti .
- Untuk role-play , peneliti meminta siswa untuk membuat short dialogue mengenai Expressing intention .
- Setelah siswa membuat short dialogue , peneliti meminta siswa untuk mempresentasikan short dialogue nya di depan kelas bersama pasangannya .
- Memberikan apresiasi kepada semua siswa yang telah mempresentasikan short dialogue nya .
- Di akhir kelas , peneliti menyimpulkan tujuan dari pembelajaran hari ini .
- Akhir kelas dengan membaca doa .

Banda Aceh , 18 September 2020

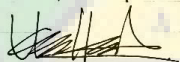

Uswatun Hasanah

► Pertemuan kelima (25 September 2020)

(Peneliti melakukan treatment terathir kepada Experimental group dan control group)

- Membaca doa dan mengecek absensi siswa.
- Sebelum melakukan main activity, peneliti menanyakan pertanyaan kepada siswa yang berhubungan dengan topik, yaitu mengenai Descriptive text.
- Setelah siswa menjawab pertanyaan tersebut, peneliti menjelaskan kepada siswa topik pada hari ini yaitu mengenai Descriptive Text.
- Untuk task-based activity, peneliti meminta siswa untuk memberikan contoh lain selain yang telah dibentkan.
- Untuk role-play activity, peneliti meminta siswa untuk membuat short dialogue in pairs yang mengenai Descriptive Text (Describing friends / family).
- Setelah siswa membuat short dialogue, peneliti meminta siswa maju kedepan untuk mengpresentasikan short dialogue nya bersama pasangannya.
- Memberikan apresiasi kepada semua siswa yang telah mempresentasikan short dialoguenya.
- Di akhir kelas, peneliti menyimpulkan tujuan dari pembelajaran hari ini dan memberitahu siswa bahwa pertemuan selanjutnya, peneliti akan melakukan post-test kepada siswa.
- Akhir kelas dengan membaca doa.

Banda Aceh, 25 Sep 2020



Uswatun Hasanah

► Pertemuan keenam (2 Oktober 2020)

(Peneliti melakukan Post-test kepada Experimental group dan Control group dengan mempresentasikan a short paragraph).

- Membaca doa dan mengecek absensi siswa
- Menanyakan kabar siswa dan menanyakan penyiapan mereka untuk mengikuti post-test.
- Memberikan waktu 10 menit untuk siswa untuk mempersiapkan presentasi mereka dan maju ke depan kelas satu per-satu.
- Memberikan apresiasi kepada semua siswa yang telah mempresentasikan short paragraph satu persatu di depan kelas.
- Di akhir kelas, peneliti menyimpulkan tujuan dan pembelajaran hari ini.
- Akhir kelas dengan membaca doa bersama.

Banda Aceh, 2 Oktober 2020



Uswatun Hasanah