Improving Speaking Ability Through Communicative Activities (Action Research In The Seventh Grade Student at MTs N 2 Surakarta)

THESIS

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Assalamu'alaikum wa rahmatullahi wa barakaatuh

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Has already fulfilled the requirements to be presented before the Board of Examiners (*munaqasyah*) to gain Bachelor Degree in English Language Education.
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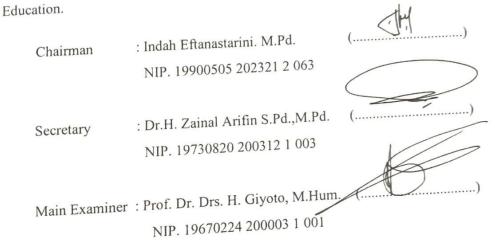*Wassalamu'alaikum wa rahmatullahi wa barakaatuh*

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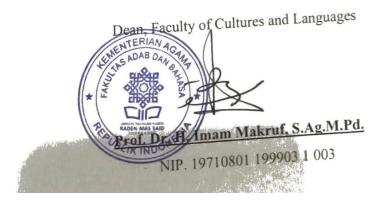Dr. H. Zainal Arifin, S.Pd., M.Pd.
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RATIFICATION

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DEDICATION

Alhamdulillahirobbil'alamin. Praise and thanks to Allah SWT, who has given all the blessing. I would dedicate this thesis to the people who love me and support me now, tommorow, and forever.

Great fully, I dedicate this thesis to :

1. My dearest parents, Sumarno and Maryati

2. My best advisor, Dr.H. Zainal Arifin, S.Pd.,M.Pd.

3. All of My Friends who always support me

4. My Almamater UIN Raden Mas Said Surakarta

MOTTO

"With Education you're given tools to help other people"

-Maudy Ayunda-

PROUNONCEMENT

PROUNONCEMENT

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I hereby sincerely state that the thesis titled "**Improving Speaking Ability Through Communicative Activities (Action Research In The Seventh Grade Student at MTs N 2 Surakarta)**" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, 22 April 2024

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The researcher realizes that this thesis is still far from being perfect. The Researcher hopes tat this thesis is useful for the researcher in particular and the readers in general

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ABSTRACT

Nurhayati, Sinta.2024. *Improving Speaking Ability Through Communicative Activities (Action Research In The Seventh Grade Student at MTs N 2 Surakarta), UIN Raden Mas Said, Academic Year 2023/2024*. Thesis. English Education Departement, Culture and Language Faculty.

This study is action research. The objective of the study is to improve the speaking ability of the students at the seventh grade student in MTs N 2 Surakarta through communicative activities in the academic year of 2023/2024. Mc Taggart design is used in this research, which consist of four phases : Planning, Acting, Observing and Reflecting every cycle.

This study action research consisting of two cycles. Involved the researcher, the English teacher, and the students. The participants of this research were 32 students of VII D class of in MTs N 2 Surakarta in the academic year of 2023/2024. The data of this study were qualitative and quantitative. The qualitative data were obtained by observing the teaching learning process during the implementation of the actions and interviewing the collaborator and the students about the implemented actions in the form of filed notes and interview transcripts. Meanwhile, the quantitative data were gained by giving assessing the students' ability through pre-test and post-test.

The result of analysis in this research showed that the implementation of communicative activities was successful. The data is derived from the speaking test, observation sheet, and interview. The improvement can be seen from the score that gets higher, from pre test, post test I, and post test II. The use of communicative activities can improve students' speaking ability, The findings were supported by the means of students' speaking scores which had improved from 58,5 in the pre-test too 82,6 in the post-test (assessed by the researcher).

Keywords : Action Research, Communicative Activities, Speaking Ability

CHAPTER I

INTRODUCTION

A. Background of The Study

The aim of learning English in Indonesia is to help students achieve communicative competence as stated in the English language teaching content standards issued by the National Education Standards Agency (BSNP, 2006). Learning English is one of the lessons in elementary school - university classes. The aim of learning English is so that students can communicate in English orally and in writing fluently and in accordance with the social context (Depdiknas, 2003: 15).

By having communicative skills, students are expected to understand and use their language skills to seek knowledge. Indonesian students must communicate in languages that are targeted at certain literacy levels such as at the junior high school (Junior High School) level, namely at functional literacy where students are required to be able to use the language. English as its function (communication) in the context of everyday life. Such as: reading lessons, manuals, knowledge, and giving instructions to other people. Apart from that, students must realize that the importance of English is not only as an international language, but also as a scientific language used by all students in the world which requires people to be able to use English both spoken and written.

To achieve this communicative competence, there are four English language skills, namely listening, speaking, reading and writing which are in

the English teaching and learning process of these four, speaking is one of the skills that must be trained a lot because the aim of learning English is that students can communicate using English and build students' communicative competence. They have to do this to practice speaking in English. However, today's students do not want to use English because they think that English is a language that is difficult to understand and those who want to learn English are embarrassed by their classmates and are afraid of making mistakes in pronunciation.

Meanwhile, learning to speak requires a good model as practice and an interlocutor to make the conversation happen naturally. This statement was also mentioned by Thornburry (2005) that speaking is interactive and requires the ability to work together with the guidance of the teacher. The instructor is expected to be a good teacher and a facilitator for learning, but what happened at the MTs N 2 Surakarta school was that the teacher too pressured the students to understand the material being taught. Being taught makes students stressed and also unable to absorb the material perfectly so students do not have the enthusiasm to learn English properly.

Then, the situational problem most students are afraid when the teacher tells them to speak loudly, are afraid when they make mistakes, are afraid when their friends laugh at them, and make them feel less confident or unsure about what they are saying. And also when the teacher ordered to speak in front of the class they refused to do so. Apart from that, they often use Indonesian and their lack of practice using English means that their abilities are still very

limited. And then from academic problem this makes them unable to speak fluently and accurately so they make many mistakes in pronunciation and grammar.

Apart from that, the activities in the class are very monotonous, the teacher does not interact with the students so the class feels passive. Only a few students are involved in speaking activities. Teachers also rarely apply group work and only use individual work so only some of them are willing to practice more. Because not everyone practices, there is no effective and efficient communication for students.

Based on the problems above, there are many activities that can be done to encourage students so that they want to try speaking English. One way is to use communication activities during speaking lessons. Communicative activities are part of the communicative approach where this method is used to be student-centered. This is applied in speaking learning because there are search games, information gaps, discussions, role plays, and so on. Various activities can provide opportunities for students to practice speaking English. This activity also encourages students to communicate with other people verbally. Therefore, interaction between students will increase and their speaking skills can also improve.

B. Identification of The Problem

There are two problems, the first is the problem of situations related to students, is students feel afraid to speak English because they are afraid of making mistakes in pronunciation, afraid of being laughed at by their friends

and also afraid that when they make a mistake they will be scolded by the teacher who teaches. The second is academic problems, students are unable to digest learning well due to the pressure given by the teacher, chat a lot in class, do not pay attention and some also daydream while learning is taking place and this will result in a lack of concentration. When the learning teacher gives instructions to speak English in front of the class, they refuse to do so, this is because they think English is a boring subject and difficult to understand.

The next problem is media activities. In this learning process, teachers rarely apply group work or discussions, often using individuals rather than pairs or groups, making interaction between students limited, the teaching style is monotonous and teaching without media tools makes students interested in English, only using books recommended by the government and worksheets. student work so that it does not motivate students to learn and practice English.

All the problems above will of course affect the teaching and learning process, namely speaking lessons. Because of this problem, learning activities are ineffective, there is a lack of practice for students in speaking, therefore communicative competence is not achieved.

C. Limitation of The Problem

Based on the identification above, researchers focus on the use of communicative activities that can improve students' speaking abilities, namely, information gaps, role plays, guessing games. By providing communicative activities students will be more interested in learning English, especially speaking, students will also be more enthusiastic. The efforts made in this

research were limited to improving the speaking skills of seventh grade students at MTs N 2 Surakarta.

D. Formulation of The Problem

This research was conducted to answer the question in the problem formulation "How communicative activities can improve the students' speaking abilities in seventh grade of MTs N 2 Surakarta? ".

E. Objective of The Study

This research aims to find out how communicative activities can improve speaking ability in seventh grade students at MTs N 2 Surakarta in the academic year of 2023/2024.

F. Benefit of The Study

1. Theoretical Benefits

   a. The result is a commitment to promote the advancement of education and learning of English language teaching using communicative activities.

   b. The results of this study can be used as a reference for parties who want to conduct research on speaking ability.

2. Practical Benefits

   The results of this study are expected to provide some commitment to teachers, students and analysts as follows:

   a. For teachers:

This research is expected to provide valuable commitment to educate. This procedure uses communicative activity strategies in speaking ability. The result of the thought is believed to be used.

b. For the students:

This research is coordinated to provide a more interesting and communicative method for students. And it is expected to form a more fun and important learning for students and students can communicate in speaking learning.

G. Definition of Key Terms

Action Research

Action research is a systematic and reflective process that is conducted by practitioners, typically within a professional setting, to address specific issues or problems in their practice. This research approach is characterized by its collaborative nature and its focus on solving real-world problems through a cyclical process of planning, acting, observing, and reflecting.

Communicative Activities

Communicative exercises are an energizing part of classroom work students to obtain dialect information and plan it for the use of dialect in real life. This explanation is reinforced by Nunan (2004), he states that communicative training is matching training or group work which includes mastering a limited number of dialect structures.

Speaking Ability

Speaking ability refers to the skill of the students to communicate or say anything orally in transferring their ideas by using English and which is emphasized on the students' skill to use the target language effectively and appropriately in communication.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

In this chapter there are three main points that will be studied, namely: speaking, teaching speaking and communicative activities.

1. Speaking

This chapter explains about speaking and also explains the nature of speaking skills, aspects of speaking skills, types of speaking skills.

a. The nature of speaking skills

Talking is one way a person expresses his thoughts and feelings to other people. By speaking, people fulfill their communication needs, such as conveying information, exchanging personal information, etc. In response to what they hear. This is also in accordance with Cameron's statement that speaking is the active use of language to express meaning so that other people can understand it. This means that speaking is seen as a means of changing an idea through a process. Therefore, speech, which functions as a means of communication, plays an important role in everyday life.

Linse and Nunan (2005:47) state in connection with the argument that speaking is equally important in English language development and requires collaborative skills in managing speaking sessions. This means that speaking is a central part of language

teaching and learning and must be studied by the class, namely the teacher and students. To achieve success in oral production it is necessary to acquire language skills when using language features, language functions and other language objects. Likewise, teachers are expected to be able to equip their students with useful, active knowledge about foreign languages, not just about language theory. This is also supported by Brown (2001) that when students learn to speak the target language, they must facilitate language practice.

Then they can continue the conversation in a way that is understandable. He further stated that the standard for successful language knowledge is the ability to achieve learning goals through interactive conversations with speakers of other languages. If they want to speak freely, they must have language skills and the ability to use that knowledge. In short, the ability to speak oneself is the ability to use language accurately to express meaning in order to convey or receive knowledge and information from other people in all life situations.

b. **Aspect of speaking skills**

In agreement with Nunan (1999), there are two main aspects of speaking ability, namely accuracy and familiarity. Accuracy means that speakers are required to utilize the lexicon, linguistic use and correct articulation. Meanwhile, familiarity implies that the speaker is required to be able to continue walking when speaking suddenly.

However, it is not bad if the speaker speaks so quickly because sometimes delay is essential. Accuracy and familiarity are the hallmarks of effective and fruitful discussions.

Scrivener (2005, 160-162) states that accuracy is the ability to speak correctly without making obvious mistakes and therefore the use of moments of teacher correction in the act of speaking is more appropriate. In contrast, familiarity is the ability to speak clearly without unnecessary stops or delays, even if they often lead to gross errors. In these cases, momentary redress may be inappropriate and appear to distract from the point of the conversation. This implies that in speaking, pauses are very important. In addition, when speaking fluently, the speaker must be able to convey the message with the dialect knowledge and abilities they have and in any case syntactic errors and other errors.

Continuing the argument that fluency also requires knowledge of language characteristics, Harmer (2001) proposed four specific language characteristics. while talking. The first characteristic is the use of coherent speech. A strong speaker of English must not only be able to produce individual English phonemes, but must also be able to use fluent and coherent speech. In coherent speech, sounds are changed (assimilation), deleted (elision), added (linking verbs), or weakened (by contraction and stress).

Therefore, due to the complexity of coherent speech, English teachers Students must participate in activities designed to improve their speaking connections Another characteristic is the use of means of expression. Some are native English speakers use expressive devices when speaking in many ways, such as switching variations in volume and speed as well as the use of expressions Using these devices can improve the delivery of importance Therefore, students become effective communicators to become effective communicators know how to use the devices. The third characteristic is the use of vocabulary and grammar. These general lexical and grammatical features can be used to carry out specific language functions in spontaneous speech. The final feature is the use of negotiation. Negotiation is used to explain and show the speaker's structure for saying The speaker should ask for clarification while listening to the other person. At the same time, speakers use negotiated language to demonstrate the structure of their thoughts and repeat for clarification, especially when they find out that their conversation is not understood.

On the other hand, most EFL (English as a Foreign Language) students find speaking English difficult because there are factors in speaking that are considered difficult, as identified by Brown (2001). The first factor that makes speaking difficult is grouping, because speaking fluency is not word for word, but sentence for sentence. Another factor is redundancy, which can provide clearer meaning. The

third factor is the reduced form, because some students who do not learn spoken language contractions sometimes obtain poor results. The fourth factor is performance variables such as performance hesitations, pauses, reversals, and corrections.

The fifth factor is colloquial or colloquial language that is often used in informal situations. The sixth factor is delivery speed. In speaking, students are expected to be able to speak fluently, but most fail. The seventh factor is stress, rhythm and intonation. English has its own emphasis, rhythm and intonation which are aspects of pronunciation that are different from other languages. Pronunciation is important in English because different stress, rhythm and intonation convey different meanings. The final factor is communication, which requires conversational negotiation creativity. These factors, sometimes not found in the first language, can prevent students from speaking English.

c. Types of Spoken Activity

As we know, most EFL students learn the target dialect in their claim culture and hone it as accessible as if in the classroom. In this way, a key consideration in L2 or progress beyond dialect is the opportunity given to the learner to speak the dialect – which encourages interaction (Richard and Renandya 2002:208).

In line with Nunan in Richard and Renandya (2002:209) in planning exercises, instructors must consider all abilities

simultaneously because they are connected to each other in natural behavior, because in real life as in the classroom, most tasks of any complexity include more than one large-scale skill. He also said that the appeal of intelligent training must be manipulative, meaningful and communicative, including students using English for various communicative purposes.

In more detail, Kayi (2006) classifies speaking movements into six exercises. The first action is talk, where students may have points they want to reach in a conclusion, share thoughts about an event, or find common ground in their discussion meeting. As an illustration, students can be included in dialogue for or against these ideas. Moment movement is a role play. Students imagine they are in different social environments and have various social groups. In this movement, educators provide data to students such as who they are and what they think or feel.

The third action is data holes. In this movement, students are gathered to work in sets. One student will have another's data accomplice does not have it and the accomplice will share the data. Data gap exercises have various objectives such as solving a problem or collecting data. At that point, another speaking act is telling, where students can briefly summarize a story or stories they have heard from someone, or they can create their own stories to tell their classmates. Storytelling fosters creative thinking. It also makes a difference for

students to express their thoughts in the sequence of beginning, development, and completion, enumerating the characters and setting that a story should have. Another movement is describing images.

The action is based on several consecutive images. Students are asked to tell stories taken in sequential pictures by paying attention to the criteria given by the educator as a rubric. Rubrics can contain a lexicon or structure that should be used when describing. The final movement is the depiction of the image. One other way to utilize pictures in speaking movements is to give students a fair picture and ask them to describe what is in the picture. For this activity, students can frame the bunches and each bunch is given a different picture. Students observe the picture with their groups, then a spokesperson for each group describes the picture in its entirety.

Meanwhile, Gower, Phillips, and Walters (1995) separated three types of practice talk, specifically controlled, guided, and imaginative or more liberating practice. In controlled actions, students can be given re-sharpening or sentence sequences triggered by pictures or word prompts whose aim is to improve correct word use, structure and pronunciation and to foster certainty. Then, in a guided move, the instructor can provide a demonstration exchange that students can turn into a conversation and to communicate their needs and claim concepts. In this movement students can carry out tasks using the dialect that has been taught. Lastly, in the imaginative

movement, the intention is to provide an imaginative opening for anticipated dialectal matters or to hone general familiarity where a particular dialectal center is less important. In addition, this movement can increase student inspiration because students speak for themselves and offer help to bridge the gap between the fake world created in the classroom with controlled dialect and the real world outside.

2 The Teaching Speaking

This chapter explains important issues related to teaching speaking. It is presented in five subtitles. These are the principles of teaching speaking, the process of teaching and learning speaking, speaking practice, teaching speaking to junior high school students and problems related to teaching verbal expression.

a. Principles of Teaching Speaking

According to Shumin in Richard and Renandya (2002:208-210) speech is one of the central elements of communication. In EFL teaching, speaking skills are an aspect that requires special attention and teaching. To deliver effective teaching, EFL teachers need to carefully consider the factors, conditions and components that support effective speaking. Furthermore, interaction in teaching speaking is also the key to improving EFL learners' speaking skills.

Effective interactive activities should be interesting, meaningful and communicative, attracting learners to use English for different communication purposes. Specifically, such sources must (1) be based

on original or natural sources; (2) enable learners to apply and practice specific features of the language; (3) allows students to practice in class the communication skills they will need in real-world communication; and (4) activate the psycholinguistic learning process.

According to Brown (2001:275-276), there are several design principles for verbal teaching techniques. First, it must use techniques that meet the learner's needs, ensuring accuracy, fluency and meaning. Second, the technique must provide intrinsic motivation. Third, techniques must encourage the use of authentic language in meaningful contexts. The fourth technique then provides appropriate feedback and adjustments. Fifth, techniques must take advantage of the natural relationship between speaking and listening. Sixth, this technique must create opportunities for students to initiate oral communication. These last techniques will encourage the development of speaking strategies.

In addition, Harmer (2001:87) suggests that there are three basic reasons for giving students speaking assignments to encourage them to use all the languages they control. First, activities provide opportunities for students to discuss and practice material outside of class. This is different from reality which requires more in-depth study. This is a way for students to understand what it's like to communicate in a foreign language. It really feels like that. The activity then provides feedback to the learner. Teachers can see their class results and the language problems they are facing. We can call it a boomerang. Even though

students can see how easy it is, they still encounter certain types of language and what they need to do to improve. Lastly, good oral activities can and should be highly motivating. Lots of speaking practice (role playing, discussions, troubleshooting, etc.

b. Speaking Teaching – Learning Process

In the process of teaching and learning verbal expression, a number of factors can affect the quality of speaking activities. The components are students, teachers, materials, methods and media.

1. Teacher

Teachers play an important role in the teaching and learning process. Students cannot learn English without the help of teachers. Sometimes teachers have to motivate their students to learn English. Students need advice from teachers in carrying out their activities. According to Harmer (2001), teachers must play a number of different roles in speaking activities. Here is the teacher's role in our efforts to help students speak fluently: prompter, participant, and feedback provider.

2. students

How to educate – learning is also influenced by the students themselves. Teaching and learning methods can fail if students do not pay attention to the teacher's explanation. Therefore, educators must empower their judgment by taking intelligent action.

Brown (2001:91-92) states that additional school students are teenagers aged between twelve and eighteen years or more. Middle

school students include auxiliary school students. Furthermore, he also said that "bad adolescence" is an age of movement, chaos, self-consciousness, development, and changes in body and mind. Adolescence is a transition from childhood to adulthood. In this way a very extraordinary series of reflections applies to their teaching. Specifically, he explains that around the age of twelve, mental capacity includes consistent rumination. This impacts the ability to focus on something that is moving forward as a result of mental progress.

These characteristics of young people provide an understanding that one of the most important things that supplementary school educators pay attention to is meeting their needs. This can be done by planning and planning education and learning full of curiosity that can lock in abilities and inspiration, avoid student embarrassment, and encourage students in preparation for teaching and learning.

3. Material

Material is an important part of the teaching and learning process. Fabric can be a bridge for students who want to achieve their learning goals. Hutchinson and Waters (1987:106) state that material provides encouragement for learning. Additionally, he added that the choice of direction will have a significant impact on any educational program. Because materials influence the substance, quality, and general efficiency of a program's direction, instructors must be careful in selecting, developing, and modifying materials.

Additionally, they state that an educator or institution may wish to provide educational materials appropriate to the particular subject area of a particular learner. In short, the material will have an impact on the quality of students' inspiration in learning. By expansion, (Gower, el. al., 2008:77 – 82) states that there are two types of material in dialect classes.

4. Strategy

Brown, (2001:14) characterizes strategy as a general plan for appropriate dialect introduction based on the chosen approach. Meanwhile, Richards and Rodgers in Brown (2001:14) state that strategy is a general term for determining and linking hypotheses and rationale.

This strategy has an impact on the effectiveness of learning preparation in class. In agreement with Larsen (2000) strategies are categorized into eight categories. The main strategy is the Language Structure Interpretation Strategy (GTM). This strategy centers on syntactic rules, memorizing the lexicon and different declinations and conjunctions, interpreting texts and doing structured work. This aims to help students understand the structure of the target dialect language so that they can speak and compose the dialect well.

The second strategy is the Coordinate Strategy (DM). This strategy does not allow interpretation between onset and moment or external dialect. Current or external dialect learning should start with

dialect learning. Unrestricted means tend to be used in this strategy. Then the third method is Sound Lingual Strategy (ALM). General activities train students in the use of linguistic sentence design. In this strategy, the mother tongue is rarely used. Then, the fourth strategy is Noiseless Way Strategy (SWM).

The basic rule of this method is that students must be able to use dialect for self-expression to express their thoughts, confessions and feelings. In other words, educating means providing guidance on learning and not managing it.

The fifth strategy is suggestopedia. Agree with Lozanov in Brown (2001:27) Suggestopedia is a method that uses music or rhythm to make students more relaxed in tolerating the environment and handing over control to the educator. This strategy was created to help students eliminate the feeling that they cannot be effective and help them to illuminate the limits of learning. The 6th strategy is Community Dialect Learning (CLL). In this strategy, educators assume that students are not respected as a "class" but as a "group" (Brown, 2011:25). In this strategy, instructors need their students to memorize how to use the target language communicatively. Apart from that, teachers require students to memorize their learning and memorize other people's methods of memorizing.

The next strategy is Add up to Physical Reaction (TPR). It emphasizes on creating students' fundamental communication skills and lexicon through their essential presentation to the target dialect. Students listen to the instructor using the target dialect communicatively from the initial instruction. In this strategy, educators make a difference for students to acquire the target dialect by utilizing pictures and periodic words in the student's local dialect and by being as expressive as possible.

The last one is Communicative Dialect Education (CLT). The goal of this strategy is that students are able to communicate in the target dialect. To manage to carry out this method, students must have information about etymological forms, implications, and capacities.

5. Media

Media includes various communication channels including newspapers, television, radio, and the internet that facilitate the dissemination of information and news to a wide audience.

Media is very important in the English teaching and learning process. Media is an important tool to achieve teaching and learning goals. As a teacher, they have to use different tools or resources to help students learn. According to Harmer (2001:34), a language teacher must use different teaching tools to help students understand the meaning and structure of language. This will help them get interested in a topic or overall activity.

According to Gerlach and Elly (1980: 241), media refers to every person, object, or event that creates a situation that helps learners or students acquire knowledge, abilities, and attitudes. Furthermore, according to Brown's definition, media refers to physical tools or objects that teachers use to assist teaching. There are three ways to help students learn better: using things they can see, using things they can hear, or using things they can see and hear. The first are images or objects that help us see or understand something better. This can be an important discussion topic and make the teaching and learning process more interesting.

There are nine things that can help in teaching speaking. These include whiteboards, bulletin boards, pictures, charts, flashcards, maps, clocks, and cartoons or comics. Next, the second type of media is audio aids. Audio has been used in language teaching for a long time. Can be in the form of radio or recorded on cassette. This helps students learn how to speak or listen. The last type of media is things we can hear and see. This media includes images accompanied by sound, such as TV or films.

Some books use the terms "technology in the language classroom" or "educational technology and other learning resources" to describe teaching tools and materials. Brown (2001: 145 – 146) suggests that we use media in the classroom, along with computer-assisted language learning (CALL). Here's the list :

      a) Collaborative projects

      b) Peer–editing of compositions

      c) E-Mail

      d) Web page design

      e) Reinforcement of classroom material

      f) Games and simulation

      g) Computer adaptive testing

      h) Speech processing

c. Performances of Speaking

According to Brown (2001:271), there are six types of classroom speaking performance. The following are described below.

1. Imitate

Practice allows students to listen and repeat orally certain dialect sequences that may give rise to some phonetic problems both phonological and linguistic. The practice offers limited honing through redundancy. They allow one to focus on one dialect component in a control movement.

2. Serious

Serious speaking is planned to hone some phonological or linguistic angle of the dialect. Serious speaking can be done on one's initiative or can be part of some work action, in which the learner learns certain dialect forms.

3. Responsive

A lot of student discourse in the classroom is responsive: a short answer to the instructor or student who initiated the question or comment. Usually, these answers are adequate and are not followed by discourse.

4. Smartly

Another form of speaking execution is intelligently. This execution was carried out for reasons of maintaining social relations, not for the transmission of reality and data. In this implementation the learner can include some or all of the components such as casual registration, colloquial dialect, sincerely charged dialect, slang ellipsis, sarcasm, and disguise plan so that the learner must learn how these things highlight the relationship between the interlocutors. , casual dress and teasing are coded etymologically in this discussion.

5. Spacious

Students at the intermediate or advanced level are asked to deliver an extended monologue in the form of an oral report, outline, or perhaps a talk. In this implementation the registration is more formal and has a purpose. This monologue can be arranged or just like that.

3. Teaching Speaking for Middle School students

English for College Class VII is a level D English subject. This subject is a program. Establishing a compulsory curriculum in English creates conditions for beginner class VII students to learn English. English for middle school class VII gives students space to explore Important problems

occur and solutions can be implemented by facing them. The questions

asked refer to 4 of the 17 issues listed in the Sustainable Development Goals

(SDGs), Here's what I have to say:

(1) The scope of environmental awareness (environmental awareness);

(2) the scope of digital security;

(3) the scope of nutrition and health;

(4) the scope of financial literacy.

Below is the ATP table in the second semester of junior high school.

Table 2. 1 ATP of Junior High School MTs N 2 Surakarta

Elemen	Capaian Pembelajaran
Menyimak Dan Berbicara	1. Mengunakan Bahasa Inggris untuk berinteraksi dan saling bertukar ide dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal
Menyimak dan Berbicara	2. Memahami ide utama dan detil yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah

Based on the ATP and learning outcomes in Table 1, students are

expected to be able to communicate in English in everyday life. That means

that English teachers must provide activities to students that can cover these

competencies. Teachers must pay attention that these activities must be

carried out by students communicating in English. One way to make

students communicate in English is through communicative activities, one

type of activity is communicative activities, such as information gap activities, surveys, conversation networks, etc. For example, students are required to be able to express meaning in daily conversations in the form of asking and giving questions. opinion, the teacher can give a survey card to every 32 students. Students must talk to each other to gather information based on their own opinions. So, they will use many types of expressions and speaking strategies, not only asking and giving opinions, but also other expressions such as expressions of likes and dislikes, and speaking strategies such as clarifying meaning and negotiating meaning.

e. Problems in teaching speaking

Teaching speaking requires more from the teacher than teaching other language skills (Rivers, 1981:88). These problems can come from language learning itself, but can also come from technical problems related to teaching speaking. Therefore, teachers must be aware of elements of speaking that make expression difficult.

In a similar spirit, Brown (2001:270 – 271) defines eight constitutive elements of speaking as difficult. The first element is grouping. Students often say word for word, not sentences. They are unable to organize their production both cognitively and physically using spoken language. The second factor is redundancy. Students have the opportunity to clarify meaning through redundancy. They can shorten sentences by using this feature of spoken language. The third element is a shortened form. Students who do not learn everyday abbreviations sometimes experience stiffness in

speaking. This makes students' speech unnatural and awkward. The fourth factor is the performance variable. In this section, some students often stop for a moment when speaking so they don't speak fluently. So teachers should teach them how to fill their pauses and hesitations, for example by using uh, uh, ah, I mean, and like, etc. The fifth encounter is a familiar language. Students do not know words, idioms and everyday expressions, so they cannot practice speaking English well. Sixth is delivery speed. This is another important element in mastery.

In this section, teachers are asked to help students achieve acceptable speed and other fluency characteristics. The seventh factor is stress, rhythm and intonation when speaking English. Students sometimes ignore stress, rhythm and intonation when speaking English. In fact, this factor is important to pay attention to. Because the temporal stress and intonation patterns in spoken English convey important messages when speaking. The final element is interaction. The biggest difficulty students face when speaking English is interaction, not variations in sounds, words, sentences and forms of speech. Conversations are collaborative when participants engage in a process of negotiating meaning. So it is important to create an interactive nature of communication between speakers to understand meaning. Rivers (1981:187) also adds that these characteristics are tone, intonation, stress and duration, assimilation, combination, separation, the relationship between word boundaries and valuable features such as tone and gestures that are often ignored. These features are language-related

limitations. However, teachers may face more problems in teaching speaking related to functional problems. They are mentioned as follows:

a) Student motivation

b) Students are hesitant to participate

c) Grouping students

d) Educational facilities

e) Class management

f) Evaluation techniques, etc.

f. Assesment of Speaking

In teaching speaking in secondary schools, teachers should consider the importance of focusing on the framework of speaking and language work. In educating verbal communication, in accordance with Brown's (2001: 271) opinion, teachers do not limit students' consideration of materials. Rather, teachers make a difference for students to see small portions of language.

Speaking can be a complex ability that requires the synchronous use of diverse capacities that frequently develop in different parts. Speaking expertise is largely recognized in the investigation of discourse preparation namely elocution, language use, lexicon, familiarity, and comprehension. According to Brown (2001:173) there are several clues that can be gathered to assess speaking execution. For a clearer picture, you can see the following table :

Table 2. 2 Indicator of Speaking Measurement

No	Criteria	Score	Explanation
1.	Fluency	5	Speech as fluent and effort less as that ofa native speaker
		4	Generally natural delivery, only occasional halting when searching for Appropriate words/expessions.
		3	The student hesitates and repeats himself at times but can generally maintain a flow of speech.
		2	Speech is slow and hesitant. Maintain speech in passive manner and needs regular prompt.
		1	The students speak so little that so 'fluent' speech can be said to occure.
2.	Pronunciation	5	Have few traces of foreign accent
		4	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.
		3	Rhythm, intonation and pronunciation require more careful

			listening; some errors of pronunciation which may occasionally lead toincomprehension.
		2	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
		1	Words are unintelligible.
3.	Vocabulary	5	Use vocabulary and idioms is virtualy that as natvirtuallyker
		4	Effective use of vocabulary for thetask with few inappropriaces.
		3	For the most part, effective use of vocabulary for the task with some examples of inappropriacy.
		2	Limited use of vocabulary with frequent inappropriaces.
		1	Inappropriate and inadequate vocabulary.
4.	Grammatical Accuracy	5	Makes few error of grammar or word order.
		4	Very few grammatical errors evident.
		3	Some errors in use of sentence structures and

			grammaticalformsbutthesedonot interfere withcomprehension.
		2	Speech is broken and distorted by frequenterrors
		1	Unabletoconstructcomprehens iblesentences.
5.	Comprehension	5	Appears to understands everything without difficult
		4	Equivalent to that of educated native speaker
		3	Can understand with normal rate of speech
		2	Can get gist but no specialized knowledge
		1	Very limited langange experience and slowed speech

Based on this table, there are 5 markers used to evaluate speaking skills. The researcher will combine all those markers to be the reference for the assessment of the understudy. The analyst tries out the understudies by asking them to give oral reports either in a direct test or a group test based on the given subject. Each component characteristic is characterized into five behavioral explanation charts as outlined. The analyst will fairly look at the characteristics of each student's speaking

capacity whether they reach 1 to 5. In organizing the calculation, the analyst will convert the score range criteria from JB Heaton (1990) into a scale of 100 as follows:

Table 2.3 1ndicator score and range

Score	Range
5	89 – 100
4,0 – 4,9	78 – 88
3,0 – 3,9	67 – 77
2,0 – 2,9	56 – 66
1,0 – 1,9	0 – 55

3. **Communicative Activities**

a. Definition of communicative activities

Communicative activities are an energizing part of classroom work students to obtain dialect information and plan it for the use of dialect in real life. This explanation is reinforced by Nunan (2004), he states that communicative training is matching training or group work which includes mastering a limited number of dialect structures. In this exercise, students are required not to talk to the person they are talking to, but also to listen to the speaker and respond to them. They provide several teasers, such as:

finding the differences between two images, trading individual data, and recreational speculation. Creating stories based on flash cards shown to students in random order is also one of Littlewood's (2002) communicative activities.

In summary, communicative activities are a series of exercises that make students work together and communicate with their friends to find missing data. Additionally, Richards (2006) noted several benefits of communicative practice. First, communicative activities empower students to memorize dialects by listening to their friends. Time, they give students more opportunities to utilize dialect than the introductory gestures before the lesson. Lastly, they increase the inspiration and familiarity of speaking in the target dialect. In this way, communicative practice has several positive impacts on the English language teaching and learning process.

b. Purpose of communicative activities

In agreement with Littlewood (2002), there are four communicative goals activities. They:

1) To provide 'all-purpose training'

In studying dialects, it is necessary to hone encouraging communication students to utilize additional abilities. For example, in learning to speak, students must utilize their tuning skills first, before they can continue speaking in response. In recent times they have spoken, they have to know how to "speak" in English. They have to learn the pronunciation of English

words, dialect highlights, language functions, and other small-scale abilities based on each level. All of these talents are coordinates in an action that has a purpose, expert Littlewood (2002) notes that learning something does not involve honing the talent portion but rather honing the sum of the abilities, so it is called honing the whole task.

Therefore, in non-dialect learning, instructors provide different communicative exercises to students which are arranged according to the level of student capacity.

2) To create a step of inspiration

When students learn foreign dialects, they regularly collect some information, such as linguistic rules, and lexicon notes, but they find that they cannot actually use these dialects to communicate. Scrivener (2005, 147) states that there appear to be several challenges in changing dialect from inactive information to dynamic utilization. Without experience in using the dialect, learners may tend to be apprehensive about trying to say something. Communicative activities provide opportunities to create students' experiences in utilizing dialect. They use real dialect, such as providing comments from daily newspapers, suggestions from magazine talks, etc.

A speaking task may be based on describing photographs to each other and speculating on the world in which the activity occurred. Hence, the aim of studying dialects namely communication that is carried out and encourages students to communicate with each other.

3). To allow normal learning

Various perspectives on dialect learning are applied through characteristic guidelines, which function when students are involved in using dialect to communicate. Communicative activities consisting of several types of exercises, such as data gaps, role plays, re-enactments, and dialogues will be useful for encouraging students to memorize in certain circumstances. The classroom can become a "restaurant," if the instructor creates an information hole act that requires students to add up favorite titles.

food in english. Role-playing can be commonplace if the server is for one student, and the other is a restaurant client. Therefore, communicative practice both inside and outside the classroom is needed in preparation for learning.

4). To form the "context" that underlies learning

Communicative practice can create an environment that supports someone in their efforts to memorize. The reason is, this law opens up opportunities to create positive individual relationships between students and between students and educators. In communication, students may find themselves in various social environments playing different social roles and the main task of the dialect teacher is to plan them for the real circumstances that they may participate in these situations. This also includes encouraging students to create the ability to initiate and maintain discussions whenever they occur and under any circumstances.

Richards (2006:23) suggests the following characteristics of communicative training in the classroom:

1) They seek to create students' communicative competence, calculating familiarity and accuracy, through linguistic progress to communication skills. In this way, language structure becomes a coordinate in communicative goals.

2) They require communication, interaction, and transaction of meaning through the use of exercises such as problem understanding, data sharing, and role playing.

3) They provide opportunities to hone in the classroom.

4) They make classroom exercises fun and curious.

4 Types of communicative activities.

Littlewood (2002) separates types of communicative practice into two main things categories: utilitarian communicative activities and social interaction activities. Each exercise is explained below.

a) Useful communicative activities

The main aim of this action is that learners should use the target dialect they know to produce meaning as effectively as possible. Winnings are measured in a general sense by agreeing on whether they address the communicative request in the moment. The underlying principle of useful communication activities is that students need to overcome data gaps or solve problems according to the situation organized by the instructor. The nature of the classroom environment

limits the range of useful communicative requirements that can be made for students. It basically covers data sharing and handling.

b) Social interaction activities

One important perspective of communicative talent is the ability to take into account the social meaning as well as the useful meaning of various dialects. This implies that students should take more into account the social environment in which the interaction takes place as well as the utilitarian implications conveyed by the dialect.

In addition, the practice is closer to a communicative atmosphere experience outside the classroom. Here, dialect is not just a useful instrument, but rather a form of social behavior. In social interaction exercises, dialect generations will be assessed in terms of their social appropriateness as well as their performance; life sustainability. Therefore, students must learn to relate dialect to social implications and use it as a means of social interaction. It is important for instructors to develop the learner's sense of performing dialect based on the social environment and not just reacting to commands.

Littlewood (2002:86) proposed a Communicative Approach methodological system. He states that learning exercises can be broken down into pre-communicative activities and communicative activities. The methodological system can be displayed diagrammatically afterwards.

Pre-communicative   Structural activities

Quasi-communicative

activities

Communicative   Communicative activities

Social interaction activities

Pre-communicative activities aim to improve students' accuracy. He plans students to do communicative activities or as preparation for doing exercises. The auxiliary exercises emphasize dialect structure, such as language structure and lexicon, spoken and structured. Quasi-communicative exercises seek to link the structure and meaning of their work. Meanwhile, communicative activities aim to create student familiarity.

In general, supported by a sufficient amount of writing, the following are communicative activities carried out after categorization:

1. **Information gap activities**

Information gap activities are described by Thornbury (2005, 80-84) who states that in tasks like this there is an information gap among students and this can be bridged by utilizing dialect. So, to get information, interacting parties need to communicate. Littlewood (1994, 22-26) calls this exercise a functional communication exercise. He emphasized data sharing among students and preparation. The most common information hole moves are finding differences in pictures, exchanging personal information, speculating diversions and also creating stories based on flashcards shown

to students in an irregular order, for a few seconds and one flashcard per group only. This makes students coordinate and communicate with each other to find missing data.

3. Guessing game

Guessing games can be used as free practice for lexicon changes or as a whimsical way to contribute highly controlled honing. Even though they are called "games", they really hone the dialect, especially in questions of an inquiry nature, so they should not be considered as additional moves. Students love these speculative assignments mainly because they reward themselves without realizing that they also hone and improve their speaking skills.

B. Previous Related Studies

No	Name	Tittle	Similarity	Difference
1	EM Solissaa, M Wanussora	The Communicative Approach Implementation to Improve Speaking Ability Students of Class VIII-2 SMP Negeri 7 Ambon Indonesia	Both of the researcher used Classroom Action Research Both of the researcher used speaking test, Both of research investigate improving speaking ability.	Focused on communicative approach technique to improve students' speaking ability while the current research focus on communicative activities to improve students' speaking ability

2	Ervina Ervina, Kurniati Kurniati	The Effect of Communicative Language Teaching (CLT) on Students' Speaking Ability at SMPN 1 Bengkalis	Both of researcher used Classroom Action Research, Both of the research used (pre test & post test) to collect data.	Focused on Communicative Language Teaching (CLT) on Students' to improve speaking ability while the current research focus on communicative activities to improve Speaking ability.
				Speaking ability.

3	Lies Dian M. Ndraha	Improving Students Speaking Ability By Using Presentation, Practice, Production (PPP) Method at the Seventh Grade Students of SMP Negeri 2 Telukdalam in 2019/2020	Both of the researcher used Classroom Action Research.	Focused on Using Presentation, Practice, Production (PPP) Method to improve students' speaking ability while the current research focus on communicative activities to improve students' speaking ability

C. Rationale

Speaking is one of the communicative skills that has the potential to make students master English actively because discourse is the most basic thing in human communication. This shows that having good speaking skills is needed to create easier communication in this globalization era. Nonetheless, learning and understanding English is not as easy as learning and understanding our own local language because English is a foreign language for Indonesian students. When they are asked to hone their speaking skills in English, students will find it difficult. As stated by Brown (2001), there are some special characteristics of conversational language that make verbal execution troublesome in some cases, namely: grouping, repetition, reduced form, performance variables, colloquial dialect, rate of delivery, encouragement, beat, and tone, and interaction.

Based on this truth, there must be an energizing method to educate speaking by arranging for students to appreciate learning speaking skills and honing speaking skills in lessons. One energizing procedure for instructing speaking skills is communicative activities. It is chosen because it can empower students' verbal familiarity. Verbal familiarity can be utilized with probing activities. Probing activities with communicative exercises infer deliberate and solution-oriented examinations that are conducted jointly or by and with owned and performed. It is characterized by a spiral cycle of recognizable evidence, appropriate information gathering, reflection, investigation, data-driven activities undertaken, and ultimately redefinition of

the problem. The link between the terms "action" and "research" highlights the basic highlight of this strategy; trying out new ideas in honing which implies the expansion of information about and/or the development of education, teaching and learning modules. In extension, the use of communicative rehearsal strategies can make the understudies dynamic including in speaking preparation.

D. **Action Hypothesis**

Based on the theories, thoughts, and explanation above the hypothesis of this research can improve Speaking Ability In The Seventh Grade Student at MTsN 2 Surakarta.

CHAPTER III

RESEARCH METHODOLOGY

A. Variables and Operational Definition of Variables

1. Variable

According to Selltiz et al. (1965) A variable is a characteristic that has two or more different levels or values, which can be measured and observed in different subjects in a population. It is important to maintain clarity of definition and relationship between dependent and independent variables in research design.

This helps to ensure that the conclusions drawn from the research results have a solid and reliable basis. It is also a logical group of attributes. Attributes are characteristics or qualities that describe an object. Variables can be defined in terms of factors that can be measured operationally. This will turn difficult concepts into easy, understandable, and measurable concepts. This research is embedded in classroom action research. This research aims to improve the speaking skills of students of class VII D MTs N 2 Surakarta.

In this study, there are two variables, namely the dependent variable and the independent variable. The dependent variable is speaking ability, while the independent variable is the use of communicative activities method.

2. Definition Operational Variable

The title of this research is Improving speaking ability through communication activities at seventh grade MTs N 2 Surakarta. There are two terms that will be defined to avoid misunderstanding. The two terms are: First, Communicative activities is a strategy that will help students in improving speaking ability. Second, students' speaking ability is the process of applying language speaking by observing speaking. In this study, students' speaking ability is a variable that is influenced or affected by Communicative activities method. And the score indicators from the following table:

Table 3. 1 score indicatore

No.	Categories	Aspects
1.	Vocabulary	
	a. Unsatisfactory	Very limited vocabulary, makes comprehension quite difficult
	b. Fair	Frequently uses incorrect speech limited to simple vocabulary
	c. Good	Sometimes use inappropriate terms about language because of inadequate vocabulary
	d. Very good	Rarely has trouble
2.	Pronunciation	

	a. Unsatisfactory	Had to understand because of sound, accent, pitch, difficult, incomprehensible
	b. Fair	Error of basic pronunciation
	c. Good	Few noticeable errors
	d. Very good	Understandable
3.	Grammar Accuracy	
	a. Unsatisfactory	Usage is definitely unsatisfactory, frequently, need to rephrase the construction of restrict himself to basic structure
	b. Fair	Error the basic structure, meaning occasionally obscured by grammatical errors.
	c. Good	Occasional grammatical errors which do not obscure meaning
	d. Very good	No more than two errors/speech is generally natural
4.	Fluency	
	a. Unsatisfactory	Speed of speech and length of utterance are below normal, long pause, utterance left unfinished
	b. Fair	Some definite stumbling, but manage to rephrase and continue
	c. Good	Speech is generally natural
	d. Very good	Understandable

5.	Comprehension	
	a. Unsatisfactory	Limited words and slow speech
	b. Fair	No special knowledge
	c. Good	Can understand
	d. Very good	Good using word and can understand

B. Research Setting

In this point, the researcher describes the location of research will be conducted and the time of research.

The setting of the research was at MTs N 2 Surakarta. It is located on Jl. Transito, Pajang, Kec. Laweyan, Surakarta City, Central Java 57146. Related to English learning and teaching activities, MTS N 2 Surakarta has 4 teachers. The English subject is taught three times a week for 90 minutes for each meeting. There are 18 classes, a teachers" office, a headmaster office, two laboratories, and other rooms. The class of VII D is located in the corner of the school building. The facilities in this classroom are a whiteboard, 16 tables, 32 student chairs, a teacher table, a teacher chair, a set of LCD, and screen. The class is quite large for 32 students. It is far from other classes.

1. Place of research

This research will be conducted in class action in class VIID MTs N 2 Surakarta which is located at Jl. Transito, Pajang, Kec. Laweyan, Surakarta City, Central Java 57146.

2. Time of Research

The research is conducted in academic year 2023/2024 and started on September by title consultation. Following is the table of the research:

Table 3. 2 the table of the research

NO	Activities	Month					
		Sep	Oct	Nov	Dec	Jan	Feb
1.	Title Consultant	███					
2.	Observation		███				
3.	Proposal Draft			███			
4.	Proposal Draft Seminar			███			
5.	Data Collection				███	███	
6.	Data Analysis					███	
7.	Research Report						

C. The Subject of the Research and Object of the Research

In this study, The researcher took class VII D as the research subject. researcher using purposive sampling technique to select research subjects. This class consists of 32 students. The researcher selected students in the class as

research subjects based on the intensive class in which the research would be conducted. The object of this research is students' speaking ability. This research aims to determine whether the speaking scores taught using Communication Activities are better or not by comparing the students' scores before and after being taught using Communicative Activities.

D. Action Plan

The research method that is used in conducting this study is CAR (Classroom Action Research) developed by Kemmis and Mc Taggart (1998) the researcher and the teacher collaborated and worked together in collecting inputs about the obstacles and weaknesses of the English teaching learning process related to the students' speaking ability, identified the research problems, planned and carried out the actions, and evaluated and reflected on the actions implemented in the study (Kemmis & McTaggart, 1998). The process in action research can be shown in this schema:

Figure 1 : scema of cycle 1 and cycle 2 by (Kemmis & McTaggart, 1998).

In this scheme, the researcher and collaborators identified a problem, formulated a possible solution, implemented the action, and reflected on the outcome of the action. These steps were done in two cycles in order to find the convincing result.

Cycle 1

a. Planning

In this activity, the researcher needed to prepare everything that will be used in learning process. There are points of planning in the first cycle:

1) Preparing the material of speaking, especially aboutrole play technique, preparing the lesson plan that suitable with the action in the classroom. In the cycle, the researcher will teach asking and giving opinion. Meanwhile, the lesson plans constructed based on independent curriculum. The materials will be adaption from internet and some books.

2) Preparing the instrument to collecting data

3) Preparing the post-test 1

b. Acting

Acting is a process implementation of planning. In this step, the students will be taught how toimprove speaking skill with communicative activities technique.

1) In this activity, the researcher explained the material about speaking, the definition, and the procedure.

2) Practice

3) Students perform

c. Observing

In this stage, the researcher conducted several activities folows: Observed during the process oflearning about students' speaking skill and learning process.

1) Observe and evaluate the students' participation

2) Make note suitability study process undertaken based on indicators of speaking skill

3) The result in first cycle helped the researher determine the action in second cycle

d. Reflecting

Reflecting is the analysis of the observation result and evaluation during teaching learning process.Reflecting conducted to determine the extent to which technique can enhance students' speaking skill and to know advantages and disadvantages of the implementation communicative activities technique which has been implemented to avoid recurrence on the second cycle and overcome obstacles that may be encountered on the second cycle.

Cycle 2

In the second cycle, after analyzing the weakness and the strength of the first cycle, the researcher used communicative activities to another material to teach. The researcher implemented this cycle to train thestudents' accuracy.

a. Planning

In the planning in the cycle 2 is the same as planning to cycle 1. The planning stages on the second cycle based on the result of reflecting of the activity first cycle. Planning is done to avoid the shortage and obstacles that occur in the first cycle both on students and on implementation communicative activities technique to improve speaking skill. The researcher design the lesson plan, materialsfor teaching and post test.

b. **Action**

Activities undertaken in this phase is to implement lesson plan that have been planned and developfrom implementation of the first cycle of communicative activitie technique accordance with lesson plan that have been previously design to improve students' speaking skill and teaching learning processcan take well.

c. **Observing**

As in first cycle, observing activities carried out to determine the changes in students' speaking skill.

d. **Reflecting**

After carrying out the teaching learning using communicative activities, the researcher recites the occurrences in the classroom as the effect of theaction. The researcher evaluates the process and the result of the implementation of communicative activities in teaching speaking.

E. **Techniques of Collecting the Data**

This research data is qualitative and quantitative. Qualitative data are The results were obtained by observed the English teaching-learning process

in the classroom and interview the English teacher and students. The researcher observed the process and problems related to the teaching and learning process in speaking.

In addition, interviews were conducted to obtain data on issues related to the English teaching and learning process in the classroom and the quality of students' speaking ability. The data obtained during the interview process were recorded as interview transcripts. From the results of observations and interview notes, the researcher concluded the success or failure of the actions taken.

Quantitative information was obtained through surveys and speaking scores. Surveys were administered to gather information about students' reactions after the preparation for learning through Communication Activities. The students' speaking exhibition was used to measure the improvement of their speaking ability. Here, the analyst worked collaboratively with the English teacher of English educator to survey the students' speaking capacity. Furthermore, there are two pieces of information in the students' speaking scores.

F. Research Instrument

The data collection tools in this study are experimental tools and non-experimental tools. Test instruments include pre-test and post-test, non-test instruments include observation sheets, interviews and oral performances. The data was collected with test tools in the form of digital data. Pre-test and post-test scores were obtained through oral assessment. The oral assessment enabled

information about students' speaking ability to be obtained before and after the action.

While data from non-test tools include interview observation sheets and oral assessments of teaching and learning activities. The observation sheet will be used to identify problems related to students' speaking ability. Interviews will be used to guide researchers in conducting interviews with English teachers and students. The questionnaire will be used to find out students' attitudes and opinions towards certain aspects of the teaching and learning process as well as the classroom atmosphere.

Anderson et al. (1994) and Burns (1999) state that researchers use five standards of validity to ensure data validity: democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity.

Democratic validity relates to the opportunity for stakeholders to provide comments, opinions, and ideas about the implications of the action research. To assess democratic validity, the researcher conducted interviews with students and teachers to get their opinions. Outcome validity relates to the results of the research. The results show that the problem can not only be solved, but also raise new questions about relevant research. Process validity means that the research can be trusted. These criteria are applied.

to validate the data by examining the teaching and learning process during the research. Dialogical validity refers to To obtain the data about teaching and learning processes, the researcher interviewed the collaborator, observed the teaching and learning processes, and interviewed the students who

have just followed the lesson. Moreover, the reliability of the data was gained by giving the genuine data, such as the students" performance scores, the students" response in speaking through communicative activities, field notes and interview transcripts.

G. **Techniques of Analyzing the Data**

The data were obtained from the actions conducted in the field. The data were taken from the result of field notes, interview transcripts and students speaking performance. From this research, the researcher obtained qualitative and quantitative data. To analyze the data, the researcher used the qualitative and quantitative descriptive analysis.

Research data in the form of observation results and interview transcripts were analyzed based on qualitative data analysis proposed by Miles, M.B., Huberman, A.M. and Saldana, J. (2014). While descriptive analysis was used to analyze quantitative data including questions relating to students' oral reactions through their oral communication and performance activities. The quantitative data were presented in tables and percentages. The results are divided into 4 scales namely strongly agree, agree, disagree and disagree. Students' competency test will be assessed using the oral assessment grid proposed by Purwaningsih (2009) with some modifications.

This is an evaluation grid consisting of aspects. The four aspects are fluency, accuracy, vocabulary and pronunciation. Each aspect gets a score of 1 to 5, each score has a different index: the higher the score, the more complex the index and vice versa. Then, the performance results will be analyzed using

the Excel program to determine the average value of students' speaking ability. Next, the researcher determines whether the students' speaking ability has improved based on the average test score.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This section discusses the research results to answer of the problem statement "how communicative activities can improve the students speaking ability in the seventh grade student of MTs N 2 Surakarta" and is divided into two parts. The first part discusses research procedures regarding the use of communicative activities to improve speaking ability at level seven at MTs N 2 SURAKARTA and the results are based on theory from MC Taggrat Theory. The second part provides an interpretation of the First and Second Cycles. In this case, there is observation, action planning, action, and reflection.

A. Research Findings

1. The Pre-Test Results

The pre-test was conducted by researchers and educators on Tuesday,23 January 2024. The format of this test was a descriptive monologue text centered on the student's ideal figure in the world. Students were asked to describe a character in the world in their own words during this speaking test. They had to use ten sentences or more to describe them.

Table 4. 1 score pre-test result

Data	Pre Test	
	Assesed by the researcher	Assesed by the teachers
Mean	58,5	58,6
Number of student	32	32

From the Table above, based on the researcher's assessment, the students' average speaking ability was 5,8 out of 32 students. Therefore, due to the subject's minimum completeness (KKM/Minimum Completeness Criteria) is 7.5, it can be concluded that the students' speaking ability is low.

2. **Research Implementation**

This research is Classroom Action Research research, which aims to improve the speaking ability of seventh grade students at Mts N 2 Surakarta using the Communicative Activities method in the 2023/2024 academic year. This research was carried out in two cycles and the schedule for implementing Communicative Activities is:

Table 4. 2 Schedule of research

Procedure	Meetings	Date of the research
1st Cycle	1stMeetings 2ndMeetings	January, 23th 2024 January, 24th 2024
2nd Cycle	1stMeetings 2ndMeetings	January,30th 2024 January, 31th 2024

Therefore, researchers found that there is a need to improve students' speaking skills. The researchers decided to solve this problem by using Communicative activities techniques. This technique can be interpreted as a speaking technique that uses expression, intonation, pronunciation and understanding using good daily conversation to give meaning to English stories. This will also increase student courage and interaction with other students.

Here there are two meetings and have two cycles. Each cycle consists of four stages, namely planning, taking action, observing and reflecting. The first stage is planning. Researchers and English teachers discuss what to teach students. The second phase is action. Researchers apply techniques ranging from communication activities to learning activities. The third step is observation. Researchers observe what happens in the classroom during learning activities. The final step is reflection. At this stage, the researcher analyzes and reflects on the speaking test. This research data is qualitative and quantitative. Qualitative data is obtained from observation and documentation. Quantitative data is now obtained from students' average scores on several tests. A description of the research findings will be explained below:

a. Cycle 1

The researcher conducted the first cycle January, 23th 2024 in the seventh grade of Mts N 2 Surakarta. Which consists of 32 students.

1. Planning

In this stage, the researcher was made a lesson plan which contained about teaching material, teaching procedures, and some exercises. The material about descriptive text, the researcher also used observation sheet can use to observe the students response and class situation during the teaching learning process in cycle 1. The researcher also prepared the post test to know there is any improvement in students' score from the pre test to post test or not. The plans of actions which would be implemented were expected to achieve the conditions and improvement in some aspects as follows :

Table 4. 3 The Action and The Expected Improvement to Achieve

No	Actions	Expected Improvement to Achieve
1	Using guessing game method with a retelling story, consisting of appropriate models of English as the teaching and learning media	➢ The materials and classroom activities would be varied and would be more interesting ➢ The students highly motivated in learning English speaking
2	Applying some communicative speaking	➢ The students had higher self-confidence to express their ideas ➢ The students had interest to practice speaking in the lesson

3	Make a group to the learning process and use vocabulary to translate text	➤ The students are more than active to discuss with their friends ➤ Both of them giving motivation and support to speak English ➤ Using a dictionary makes them unified to solve Problem
4	Giving a feedback and questions to the students	➤ The students have adequate mastery of pronunciation, grammar, and vocabulary ➤ Some of the questions would help them to remember the story

2. Action of Cycle 1

The action in the first cycle was carried out in one day of class meeting, Meeting on 23th January 2024. The researcher and the collaborator collected the data during cycle 1 through interviews, observation, and post test. The researcher as a teacher in class and ask the collaborator to take the observation sheet and the documentation.

a). First Meeting

First meeting was conducted on January, 23th 2024. It was conducted from 07.00 – 08.40 am there were any 32 students consisting of 16 male and 16 female students. Pre-test was given before starting to cycle 1. The pre-test was to know the student's speaking ability before

giving the treatment. The researcher will introduce the definition of communicative activities using, and the researcher will explain about descriptive text and the types of them. The researcher gave a clue and asked the student's group to discuss and act roles in front of class. The students felt worried and nervous, so they couldn't speak fluently. The researcher helped them to speak up, slowly.

1) Opening

The researcher came into the classroom with the collaborator. Then greeted the students, praying together and checked the attendance. after checking their presence, the students were asked about several questions check their redlines, starting with "how are you today?" and the teacher gives the question "do you know about the picture? ". The researcher began the lesson by informing them that they would learn about descriptive text.

2) Main Activities

Before the main activity, the researcher asked the students whether they knew or not about descriptive text with the title "My cat". Afterward, the researcher gave an explanation about descriptive text and any kind about descriptive text. In this class there are 32 students and researchers make 8 groups consisting of 4 people in each group. Next, the researcher told the students that they would use a guessing game technique in learning activity. As they practiced in front of the class, the researcher command to

translate the text made it easier for them to understand. Then, the students discussed about sentences given by the researcher and translated the difficult word with a dictionary to easily understand it. After that, the group will be presented in front of class by reading the text.

3) Closing

The teacher closed the meeting by confirming whether the students had understood with the material or not and the researcher reminded the students to always practice English and don't be shy and lazy. The teacher said to the students, the next meeting will use video for English learning. Afterward, the researcher closed by saying Alhamdulillah together.

b.) Second Meetings

At the second and third meetings, students played a game based on situation cards called a guessing game. This activity took longer than the previous activity because each group received a different situation card. There are many students who ask the meaning of the situation cards which give instructions on what they should do. However, the researchers answered everything and they started holding group discussions to determine the descriptions used in this game.

In general, the actions at this meeting were quite successful. The students can speak English fluently. They understand what they have

to do. Even though this activity takes longer, it gives students freedom to express ideas. At first the researchers gave them the opportunity to practice with their friends. After twenty minutes, he asked them to come to the front of the class. Then some of them were asked to do a description in front of the class. The researcher only asked group representatives to appear in front of the class because of time constraints. He called the players randomly. Lastly, he found that the students' speaking abilities had improved since they spoke fluently and accurately.

Apart from pronunciation, students also use some new vocabulary. Not all of them are correct in pronunciation. Collaborators and researchers recorded several pronunciation errors made by students. Then, the researcher corrected the pronunciation.

3. Observing

Observing was an aspect which could help the researcher to understand the research. The researcher as a teacher in learning process. The collaborator helps the researcher by doing observations used observation sheets. Besides, the researcher took the speaking score when the students were performing the guessing game. It was considered as the test. The result of the speaking test was used to know the students' improvements. In observation of the research conducted, the observation was an aspect which could help the researcher to understand her research. The researcher provided an observation sheet; the observation sheet was

used to see what happened in the class during the learning activities. The

results from the observation sheet were presented below:

Table 4. 4 observation checklist cycle 1

No	Students	Scare				Comments
		1	2	3	4	
1	The students already to follow the lesson.				√	The students sit on their chairs when the teacher enter the class
2	The students respond to the teacher greeting			√		The teacher says "Good morning" and asks "how are you?" then, the students answer "good morning, miss I am fine, Thank you"
3	The students pay attention to the teachers			√		At the end of the class, there are some students who talk to their friends
4	The students follow the teachers instructions				√	The students obey the teacher instructions for example : the teacher asks the students to make a group and translate the Text
5	The students are active in the learning activities				√	Most of the students want to read the paragraph by raising their hands
6	The students ask questions related to the material				√	When they do their assignment they raise their hand and ask some Questions
7	The students are excited about the Lessons		√			The students don't feel sleepy during learning Activity

No	Students	Scare				Comments
		1	2	3	4	
8	The students can speak fluently			√		The students can speak without stammering
9	The students can answer the teacher's question in English			√		Many of students still answer in Indonesian. For example: Q: "what have you learned today?" S: "about descriptive text miss"
10	Guessing game take technique makes the students active in the learning activity				√	The students can practice their speaking abilities and share their ideas in the script

From the observation sheet showed that most of the students were ready to follow the lesson. The students sat on their chairs, even though there were some students who were still in the bathroom. Most of the students paid attention to the teacher. However, there were some students talking to each other towards the end of the class. All of the students responded to the teacher's greeting. For example, the teacher said "Good morning, students? "How are you?" all of the students answered simultaneously, "Good morning, Miss. I'm fine, thank you and you ?" Also, all of the students followed the teacher's instructions. When the teacher instructs to translate and understand the descriptive text, the students collaborate with their groups to help each other.

There were only a few students who were active in the learning activities. For example, some students wanted to read the paragraph raised

their hands. When the teacher walked around while the students were doing their tasks, a few students raised their hands and asked some questions. However, the students only asked whether all of them would perform in front of the class or not. Besides, they asked about the meaning of words. Most of the students were excited about the lesson. The students showed that they did not feel sleepy during learning activities.

However, only a few students could answer the teachers question in English. Many of the students still answered in Indonesian. Also, a few students speak fluently. There were many of the students were stammering when they did their communicative activities. Nevertheless, the communicative activities technique makes the students active in learning activity. It showed from most of the students practiced speaking with their friends.

4. Reflecting

In the first cycle, there is three meeting. the researcher made a reflection by analyzing the observations and interviews conducted during the first cycle. In the discussion the data gained through observation and interviews were analyzed to evaluate the strength and weakness of action carried out in the first cycle. It was to fulfill the democratic and dialogic validity mentioned in chapter III. Everyone could freely express their ideas, opinions and related to the implemented actions, these reflections were used to plan the actions implemented in cycle II. The result of the reflections could be seen below:

5. Finding of cycle I

Besides the observations and interviews conducted during the implementation and reflection, the speaking assessments were also carried out to measure the improvements of the students' speaking ability. The researcher also compared the score of pre test and the score of post test, is there an increase

The post test I was conducted to measure the students' speaking ability after the treatments using communicative activities guessing game method. The result of post test I score could show that there was an improvement in cycle I. how ever only five students passed the minimum standard (KKM).

Based on the results of the speaking test, the researcher got several points in each aspect which were: 4 points for pronuntiation, 4 points for fluency, 4 points for intonation, and 3 points for grammatical accuracy. For the pronunciation the students were made some mispronunciations. One of them was the word they pronounced /cable/ not / ˈkābəl / than the word "flood" they pronounced "flood" not /flud/. for the intonation, they put stress incorrectly on the text (dialogue). For the fluency, the students paused and stammered several times.

Nevertheless the improvement of the student's speaking was not satisfactory enough since there were still some students who lacked attention during the process, most of them were male students. Therefore researchers found there were some weaknesses that the following:

a) The students still had missed pronunciation and spoke very slowly.

b) Some students look embarrassed like not having confidence in themselves to come forward in front of the class, sometimes they do not want to come forward.

c) Almost of the students did not pass the standard minimum score.

d) Theresearcher could not control the class because many students made noise in the class.

Therefore the researcher decided to take the second cycle in order to make better improvement to the student's speaking. After all of the students had done their communicative activities, the researcher gave feedback to the students. The researcher said that there were some mistakes when the students did their communicative activities. For closing, the researcher closed the class giving conclusion and greeting.

b). Cycle 2

The cycle 2, there are any 4 steps: first Planning, second implementation of action, third observing and the last reflection. In this VII D grade the students still consist of 32 students . The meeting in cycle 2 was carried out on Tuesday, January 30th 2024. started at 07.00-08.40 am

1. Planning

According to the reflection conducted in the first cycle, the researcher found that one problem still existed and needed to be solved in this cycle, the problem is students pronunciation can be described students still mispronounced certain words and used incorrect intonation and stress patterns. The students also find it difficult to express their ideas in the form

of spoken language. Based on the interviews and observations in cycle I, the researcher decided to add the learning media that could help students to make it easier to speak English. The researcher will play a video with the title "How to make ?" .

As mentioned in the problems before, videos were used as the second option teaching and learning media to improve the speaking ability. Videos employed a media that can help students to understand how appropriate intonation with a better, and how to articulate stress a conversion according to pattern. Students can get as much information as possible about language use through the native speaker's talk.

According to the reflection in cycle I, the activity for communicative activities using teaching games only to learn process better with other media. So, the researcher chooses to use video in this meeting at cycle II and the researcher will take post test scores from speaking performance and the researcher still uses observation sheets to check the progress of speaking learning.

2. Acting

In this stage, was conducted by researcher on Tuesday, January 30th 2024. The implementation of action, This meeting was conducted from 07.00 am until 8.40 am.

a. First Meeting

(1) Opening

In the opening session, the researcher expressed the greeting

to the students and asked student conditions. Afterward, the researcher asked who did not come on that day in English. All of students present on the day. But we found a problem here, namely that the LCD in the classroom cannot be used to watch videos. Instead, researchers provide PPT to study and if there are difficulties, they can ask the researchers and collaborators.

(2) Main activity

In every class, there was an LCD. So, the students did not have to move the other room in order to ppt and explanation of material from researchers. The PPT were prepared by the researcher himself the students watched PPT seriously and wrote down some notes about how to pronounce it. The students also noted in "question-mark", "exlamation mark", or stress about expressing sad or confused. After seeing the explanation in PPT, they were asked whether they understood the story or not, "what did the materials about?" "Can you make something?" etc. some students answered them orally. The researcher also asked the students "do you understand how to pronounce it?", and "do you know about the material?" the students ask to repeat again. After explaining the material, the researcher asked to try with friends until the last time.

b. Second Meeting
1) Opening

When the researcher came to the class, the students were ready to study. The researcher start the lesson with praying

together. That day, was last meeting with the researcher. The researcher makes the class more enjoy and have fun with preparation by the students.

2) Main activity

The second meeting was implemented on Saturday, Wednesday 31 January 2024. The genre was still procedure and the topic was Chef. The communicative activities in this meeting were carried out through jigsaw tasks. In the early, the researcher gave eight pictures of a procedure. Those pictures were about how to make a chicken rise and a sandwich. The students got a picture and they had to search friends who have an ingredient in making that food. Then, they had to discuss it with their group members to make the right orders in making correct food. They had to look at the pictures carefully, because they had to find the materials, the ingredients, and the steps. After they finished discussing it, the researcher took all pictures. Finally, they had to arrange the information they got from all groups into a complete written procedure. Form this activity, most of the students got actively engaged in the discussion. They also actively asked the information to the other groups" information. This could be inferred from Field Note 8 (April 19,2012 see Appendix A) that in this activity, all students had been actively engaged in the discussion and each of them got different responsibility to finish

the task. There was no student who just sat on their chairs waiting for their friends".

3) Closing

After this learning process on the last meeting. The researcher asked permission to leave, and saying thankyou for wonderfull coorperation. Then, the researcher gave the students motivated that English exciting and English is more than easy to practice in everyday lifed. The researcher also an apology if a less than maximum to freeting guides to students. The ending class by saying " Alhamdulillah " together.

3. Observing

This phase is the same as in the observation phase within the first cycle, the researcher is noticing everything that happens in the classroom during the teaching and learning process. The researcher also still uses the observation sheet to limit the observation learning process can see below :

Table 4. 5 Observation sheet cycle 2

No	Statements	Scale				Comments
		1	2	3	4	
1	The students are ready to follow the lesson				√	All of students ready and listening quietly.
2	The students respond to the teacher's greeting.				√	The teacher greets "good morning students" and the students answer "good morning".
3	The students pay attention to the teacher.				√	The studentssee explanation from the researchers.

No	Statements	Scale				Comments
		1	2	3	4	
4	The students follow the teacher's instructions				√	The students write notes in the text, and they try to spell.
5	The students ask questions related to the material			√		The students ask whether the script grammar by using simple past tense Incorrect
6	The students are active in learning activities			√		The students dare to talk and share their ideas.
7	The students are excited about lessons				√	The students repeat when the teachers said.
8	The students can speak fluently				√	The students Show confidents when their performing find and fun sentences.
9	The students can answer the teacher's question in English				√	For example : Q: "do you know about the material?" S: "Not yetmiss"
10	Communicative activities method can make the students active in the learning activity				√	The students well done practice speaking by communicative activities in front of the class.

The observation sheet's results in the last cycle were better than before. The students are also ready to follow the lesson. The students are active to talk and interact with their friends and the researchers to ask. The students completed the dialogue well and the students performed with a gesture and pronunciation as very well.

4. Reflecting

After implementing the action in cycle II. The researcher did final reflection to evaluate the implemented actions. The positive reflect of the cycle 2 the activities using PPT fun learning activities and gave more opportunities for the students to practice speaking could be explained as follows;

a) The student's achievement increased The mean score of the second post test result at the end of the action showed that there was an improvement of the student's speaking ability.

b) All students were active in joining the lesson using Find and Fun sentences.

c) The students enjoyed the speaking activity since the researcher created the atmosphere within the teaching learning process.

d) As the learning was joyful, the students were motivated and enjoyed the teaching and learning process.

e) The students were not shy and silent anymore.

f) Most students become more confident and active. Moreover, the result of the action in the second cycle showed good improvement of the students' speaking skills. By considering the improvement, the researcher and English teacher concluded that communicative activities could improve the seventh grade students' speaking ability of VIID in MTs N 2 Surakarta. Therefore, the researcher and English teacher in the following discussion held after cycle 2 was completed.

Table 4. 6 Post test score

Data	Post – test	
	Assesed by the researcher	**Assesed by English teacher**
Mean	82,4	82.6
Number of the students (N)	32	32

Based on table above, from the researcher"s assessment, it was found that the mean of the students" speaking ability was 82.6 from 32 students. In this test, Most of the students got the speaking score between 8. Thus, all of them had passed the minimum passing of criteria (KKM). From those result, it could be concluded that the students" speaking ability had improved from and 58,5 in the pre – test and 82,4 and 82.6 in the post test.

B. Discussions

The researcher was doing a communicative activities method with 2 Cycles and 2 meetings each cycle successfully. The English teacher in MTs N 2 Surakarta does not have a method to improve the students' speaking ability and the teacher distrusts that method can improve the students' speaking ability.

That result, the researcher success to make a students improvement can see that the score and the students like a learning English. After conducting the action on the cycle 1 and 2 and analyzing the observation results, the researcher found several research findings to answer the research question that stated in chapter 1.

From the results of the implementation of the action, there are some improvements as follows. In this process, the researcher was helped by the

teacher to observe the English teaching learning process. She is seventh grade English teacher in Mts N 2 Surakarta. From the collaborator, she identified several factors causing the low of students' speaking skills. First the students have low interest in speaking. They thought that speaking was so difficult because they were not adapted to speaking English. They didn't feel confident to speak English, they felt nervous. They also have difficulty to speak in English because of lacking of vocabulary. They always open the dictionary if they want to speak English. After the researcher implemented the action plan, the teacher and the researcher concluded that the picture series could improve the students' speaking skills.

They feel confident to speak English by doing communicative activities. It helped them in the arranged a sentence. Based on the tests conducted in the cycle 1 and cycle 2, it could be concluded that the communicative activities strategy could improve student's speaking ability. It could be seen in the improvement of student's speaking score that improved from the mean score in each test. The results of the test after the action implemented in teaching learning process by communicative activities method could improve the student's speaking ability.

CHAPTER V

CONCLUSION & SUGGESTION

This chapter discusses the conclusion of the research, implications and suggestions for the English teacher, the institutions of education, the students and to the other researchers. The discussion of each section will be delivered as follows:

A. Conclusion

The research uses the Classroom Action Research (CAR) by Mc Taggart. Those are planning, acting, observing, and reflecting. This research was implemented to the seventh grade students of MTs N 2 Surakarta, started On 23th January 2024, during the second semester of the academic year of 2023/2024. This program was successful to improve the speaking ability of the VII D students at MTs N 2 Surakarta by using communicative activities. The number of students of that class is 32. The research was carried out in two cycles was effective in improving the student's pronunciation, intonation and stress, grammatical mystery, vocabulary and confidence. The action consists of the use of communicative activities, such as discussions, giving feedback and re-telling stories.

After implementingthe two cycles, the researcher found some effective ways to improve the speaking ability of seventh grade students at MTs N 2 Surakarta by using Communicative activities in academic year of 2023/2024. First, the action of communicative activities can attract student's attention and motivation in the teaching and learning process. The use of communicative activities also made the atmosphere in the classroom more relaxed and enjoyed

so that the students were interested in speaking out the feelings. The data is derived from the speaking test, observation sheet, and interview. Moreover, related to test results. The improvement can be seen from the score that gets higher, from pre test, post test I, and post test II. The use of communicative activities can improve students' speaking ability. It can be proven based on the several data like the observation results showing that the students were more active and creative in expressing what they had known and then the interview results, it could be summed up that the students not only had the opportunity to be active and cooperative in speaking activity but also able to speak English bravely and fluently.

B. Suggestions

Having concluded the results of research, the writer would like to propose some suggestions that hopefully will be useful for the students, and other English teachers or researchers.

1. For the students

Being aware that speaking is important in English communication, the Students should be trained or practice to speak individually, in pairs or in groups, both inside and outside the classroom.

2. For the teachers

The teacher should learn and be creative to find the way of how to teach speaking using effective methods, one of them is by using communicative activities. She/he must also give motivation and explanation about the importance of speaking in English communication or universal

communication.

3. For the researchers

The results of the study can be used as an additional reference or further research with different discussions.

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APPENDICES

FIELD NOTES

Field Note 1 (25 November 2023)

Place : English room

Time   : 08.00-10.00

Researcher : R

GBI : Guru Bahasa Inggris

Observation and Interview

1. R datang ke sekolah pukul 8.00 WIB untuk menemui GBI yang mengampu kelas VII, yaitu ibu guru Dra Sri Widayati. menyampaikan maksud kedatangannya kepada GBI.

2. R mewancarai dan berdiskusi dengan GBI mengenai pembelajaran bahasa Inggris di sekolah. R menanyakan tentang kemampuan bahasa Inggris siswa kelas VII, teknik yang digunakan oleh GBI dalam mengajar bahasa Inggris, media yang digunakan, aktivitas, dan fasilitas yang tersedia.

3. Setelah semua informasi yang dibutuhkan telah didapat dan jam pelajaran telah memasuki jam ketiga (pkl. 8.10), kemudian GBI dan R menuju ke ruang bahasa Inggris untuk melihat kegiatan pembelajaran bahasa Inggris di kelas VII D.

4. Tiba di ruang bahasa Inggris, GBI memperkenal R kepada para S. GBI memberitahu S bahwa selama beberapa minggu ini R akan melakukan kegiatan di sekolah ini.

5. Setelah itu, R duduk di bangku belakang dan mengamati KBM (Kegiatan Belajar Mengajar) di kelas. GBI kemudian menanyai salah seorang S tentang tentang pembelajaran yang lalu, tapi S tersebut tidak bisa menjawab. Kemudian GBI sedikit memarahi S tersebut sehingga S tersebut kelihatan sangat ketakutan. Setelah itu, GBI menjelaskan materi hari ini secara singkat, kemudian GBI menyuruh siswa untuk menulis pembelajaran dengan tema "simple present tense".

6. Suasana kelas saat itu terlihat agak kaku karena siswa cenderung diam. Pada waktu diberi tugas, siswa terlihat kurang jelas dengan instruksi dan penjelasan GBI, tapi sepertinya siswa takut bertanya.

7. GBI memberikan waktu 20 menit untuk menulis materi yang di tampilakan di LCD tersebut.

8.   Setelah semua selesai menulis lalu GBI menjelaskan sedikit tentang materi

tersebut, para S nampak terdiam dan memperhatikan.

9. Setelah jam berakhir GBI menutup pembelajaran dan tidak lupa untuk mengingatkan kepada para S untuk terus belajar.

10. R kemudian menghampiri beberapa S yang masih berada di bangku mereka. Rmenyampaikan maksudnya untuk mewawancarai mereka tentang pembelajaran bahasa Inggris disekolah

11. R menanyai satu S perempuan dan satu S laki-laki. R bertanya tentang pendapat mereka mengenai pembelajaran bahasa Inggris di sekolah. Kedua S tersebut mengatakan bahwa pembelajaran bahasa Inggris di SMP ini sangat membosankan, dan juga mata pelajaran yang susah dipahami. S kedua mengatakan bahwa GBI sering memberikan tugas tertulis, dan ketika menyampaikan materi, mereka terasa tertekan karena takut kepada GBI jadi untuk ilmu tidak bisa masuk karena sudah merasa tertekan terlebih dahulu.

12. Setelah informasi yang dibutukhan sudah tercukupi, R mengakhiri wawancara dengan S dan kembali ke ruang guru untuk bertemu GBI dan mendiskusikan rencana selanjutnya. Dan setelah selesai berdiskusi R izin untuk pulang.

Field Note 2 (23 januari 2024) Place : English room

Time : 07.00-08.45 WIB

Pre-test

1. R datang ke sekolah pukul 6.30 menunggu jam masuk kelas pada jam 07.00

2. Setelah itu, pada pukul 07.00, GBI masuk ke ruang kelas.

3. Sebelum memulai pembelajaran, S melakukan kegiatan rutin setiap pagi yaitu membaca Al-Qur'an bersama-sama.

4. Setelah semua selesai GBI memberitahukan bahwa R pada hari ini akan mulai untuk melakukan penelitian di kelas VII D, Setelah itu R memperkenalkan diri kembali dan juga mulai menjelaskan apa yan akan dilakukan pada hari ini yaitu pre-test. GBI langsung menunjuk salah satu S untuk mengungakpkan kalimat deskripsi dari gambar/poto seseorang dengan kalimat mereka sendiri yang telah dirangkum dengan menggunakan *Present tense.* Kemudian GBI duduk di meja guru dan R duduk di bangku belakang.

5. S yang pertama kali disuruh untuk maju terlihat tidak paham sehingga baik pronunciation atau grammar yang telah dibuat nya untuk teks descriptive salah.

6. Ketika S yang pertama menyampaikan kalimat deskripsi nya, ada beberapa siswa yang asyik menghafal teks mereka sendiri seperti membuat kalimat-kalimat dengan *Present Tense* berupa *Verb Action*. Akan tetapi, GBI tidak menegur S tersebut.

7. Kemudian, guru menunjuk S berikutnya untuk maju ke depan kelas. Kemudian semua S mendapat gilirannya. Dari keselurahan S yang menyampaikan deskripsinya di depan kelas, hampir semuanya memiliki kemampuan speaking yang masih rendah. Kebanyakan dari mereka masih salah mengucapkan beberapa kata dalam bahasa Inggris, seperti *had, head, dan hard,* begitu juga dengan pilihan adjective nya, sepert, *fat, bright, white, straight, curly, wavy,* dan lainya.

8. Setelah semua siswa mendapat gilirannya, kemudian GBI memberikan *feedback* tentang penampilan mereka. GBI memfokuskan kesalahan mereka yang kebanyakan menggunakan Tenses yang salah ketika membuat kalimat dalam teks deskriptif. GBI memberi tahu siswa kalau *descriptive texts* itu menggunakan *Present Tense* kemudian menuliskan kembali formula Present Tense seperti minggu-minggu sebelumnya.

9. Kemudian GBI menutup pelajaran dan meninggalkan kelas dengan mengucapkan wassalamu'alaikum and say *good bye.*

Field Note 3 (24 January 2024)

Place : **English room**

Time : **07.00-08.45**

R : **Researcher**

O (C) : **Observer (Collaborator)**

1. R datang ke sekolah dengan teman R pukul 06.30. Kemudian R dan teman R menuju ke ruang kelas sambil menunggu waktu masuk kelas.

2. Setelah itu, GBI, R, dan O masuk ke ruang bahasa Inggris. GBI memberi tahu S VIID bahwa untuk beberapa pertemuan ini R yang akan mengajar bahasa Inggris. Kemudian, GBI mempersilahkan R dan O untuk mengajar.

3. R memperkenalkan diri dan menyampaikan tujuannya mengajar bahasa Inggris di kelas VIID. O kemudian duduk di bangku paling belakang untuk mengamati keadaan kelas.

4. R kemudian memberikan beberapa pertanyaan apersepsi kepada para S. R bertanya, *"do you know about descriptive text, apakah kalian pernah mempelajarinya?"* kemudian beberapa S menjawab, *"yes",* setelah itu, R bertanya lagi, *"can someone explain about the material today?"*, hanya ada beberapa S yang menjawab pertanyaan R, dia menjawab *"menjelaskan sesuatu miss"* setelah itu R menjelaskan materi tentang descriptive text.

5. Setelah itu, R bertanya lagi, *"Can you mention some characteristics of a descriptive text?"* tolong sebutkan ciri-ciri teks deskriptif!" kemudian S menjawab dengan semangat, *"using present tense* dan ada kata sifat nya", kemudian R bertanya lagi, "how about the organization of a descriptive? Bagaimana dengan bagian-bagian teks descriptive? Ada yang tahu? Kemudian S menjawab, *"introduction*, sama tambahan ciri-cirinya." Kebanyakan S yang menjawab pertanyaan-pertanyaan R tadi adalah S yang duduk di deretan depan, sementara itu beberapa siswa yang berada di deretan belakang hanya diam atau malah mengobrol dengan teman sebangku.

6. R memberikan sebuah contoh text descriptive yang ditunjukan pada layar LCD. Sejenak S pun diam, mendengarkan dan memperhatikan

7. R kemudian menjelaskan dan mendiskusikan contoh teks descriptive yang telah diberikan tadi. R bertanya kepada para S, *"Can you describe of this person?"* S hanya terdiam, kemudian R bertanya lagi dalam bahasa Indonesia, "dapatkah kalian menjelaskan ciri-ciri dari orang yang di gambar?" beberapa S masih terlihat bingung dan tidak menjawab pertanyaan tersebut. Tapi, beberapa S ada yang menjawab meskipun tidak lengkap. *"he is a president, he has a black hair"* Kemudian R menjelaskan tentang perbedaannya dengan memutarkan *recorded-sounds and video* sebagai model teks deskripsi. Setelah itu, R meminta

S untuk menebak gambar orang berdasarkan ciri-ciri yang telah disebutkan oleh *speaker* tadi.

8. R kemudian meminta S untuk melafalkan beberapa kata untuk mengecek pronunciation dan vocabulary mereka. Kata-kata tersebut adalah *pointed, slanting, tall, fat, wear, curly, bald, beard, moustache* . Kata-kata yang masih salah diucapkan adalah *bald, beard, wear, and moustache*. R memberitahu *pronunciation* yang benar dari kata-kata tersebut. Selain itu, R juga bertanya tentang arti kata-kata tersebut dan kata-kata lainnya dalam contoh teks descriptive.

9. Kemudian R menyuruh salah satu S untuk menuliskan tentang penjelasan dan contoh direct and indirect speech.

10. Setelah semua siswa paham tentang teks desrikiptif, R menyuruh S untuk membentuk beberapa kelompok yang masing-masing kelompok terdiri dari 3-4 orang.

" Well, now you make groups consisting 4 people and for one person reprpresentative from your groub forward."

Ada beberapa S masih kurang jelas dengan instruksi yang diberikan, kemudian R mengulanginya dalam bahasa Indonesia dan semua siswa paham dan mulai berdiskusi.

11. Ketika R menyuruh S untuk mulai mendiskusikan clue masing-masing, mereka saling berdiskusi untuk membuat clue yang mereka dapatkan.

12. Selama para S berdiskusi dalam kelompok masing-masing, R mengontrol para S

dengan mendatangi setiap kelompok dan mengecek diskusi mereka. Ada beberapa S yang masih salah dalam pengucapan, seperti *head, had, wear, hair, etc.*. Tapi ketika S bertanya mengenai pilihan kata dalm Bahasa Inggris, R memberitahu dalam Bahasa Inggris.

13. Setelah R meminta para S untuk maju ke depan dan menebak clue yang diberikan oleh kelompok tersebut mereka menjelaskan ciri-ciri dengan menggunakan bahasa inggris. Ketika para S menebak clue yang diberikan masing-masing kelompok, hampir semua S terlibat aktif.

Field Note 4 (24 january 2024)

Place : English room

Time : 07.30-08.00

1. Selanjutnya R memberikan sebuah gambar lewat LCD

2. Setelah menunjukan sebuah photo seorang lelaki tua, kemudian R meminta S untuk berkomentar tentang lelaki tersebut. Ini dilakukan sebagai *warming-up* kepada S. Dan beberapa S pun menyampaikan kalimatnya mereka sendiri, seperti *He is fat*. R juga menambahkan beberapa kata dalam Bahasa Indonesia yang belum diketahui dalam Bahasa Inggris, seperti botak, berkumis, berjenggot, sipit, dan lainnya.

3. R mengulang kembali pola pengguannan Present Tense, Verb Action dan menambahkan beberapa kosa kata baru dalam Bahasa Inggris.

3. Setelah 15 menit, R menjelaskan kembali dan memberikan contoh teks descriptif yang lebih kompleks. Setelah itu, R menunjukan 10 gambar dengan deskripsi yang lebih kompleks, gambar- gambar berbentuk avatar style. Disini R meminta S untuk memilih avatar mereka, kemudian meminta salah seorang S untuk *speak-up*. "Any volunteer?" Ada yang ingin mencoba mendeskripsikan?" ada beberapa S yang berani unjuk gigi, yaitu Ibnu dan Setiawan. Kemudian mereka secara bergantian memilih satu avatar dan mendeskripsikan dengan cukup lancar, meskipun ada beberapa kata yang salah dalam pengucapan *head, had, hat, wear and wears.*

5. Setelah kesepuluh S maju, R kemudian memberikan feedback. R berfokus pada *fluency*, *pronunciation, grammar*, dan *vocabulary* mereka. Sebagian besar dari S yang maju tadi banyak melakukan kesalahan pronunciation, dan grammar, seperti penggunaan present tense. Kata-kata yang salah diucapkan yaitu " *fat, white, straight, bright, curly, wavy, etc*". Selain itu, S juga masih belum lancar dalam memonologkan teks descriptive dan vocabulary mereka juga masih sangat terbatas.

6. R menunjukan cara pengucapan yang benar, beberapa kata yang sering salah diucapkan. Dengan menggunakan *Cambridge Dictionary software* beserta speaker, siswa bisa menirukan denagan sangat antusias cara pengucapan beberapa kata dengan benar.

5. Ketika R memberikan pengucapan yang benar atas beberapa kata tadi, S sangat antusias menirukan pengucapan yang benar, bahkan ada S yang bertanya tentang pengucapan beberapa kata yang hampir sama, yaitu, *had, hate, head*, begitu juga dengan *hair* dan *wear*. Kemudian, R memberitahu pengucapan kata-kata tersebut.

6. Setelah itu, R melanjutkan ke aktivitas berikutnya. R meminta S untuk membuat kelompok yang terdiri dari 4-5 orang. Setiap S dalam kelompoknya akan memperoleh beberapa gambar, Sehingga setiap S harus menceritakan

bagian yang didapat kepada dua orang temannya dalam kelompok tersebut agar setiap S mempunyai *descriptions* yang utuh. Dalam kegiatan ini, S tidak boleh menyalin tulisan yang ada pada teks temannya, melainkan mereka harus menulis sendiri kalimat tersebut sesuai dengan pemahaman mereka setelah melihat gambar seseorang. Selain itu, S dilarang menunjukkan teks yang berisi deskripsi gambar mereka terima kepada teman lainnya.

7. Setelah S paham dengan instruksi dari R, kemudian S mulai bekerja dalam kelompok masing- masing. Pada aktivitas ini, semua S sudah terlibat aktif dalam kelompoknya karena setiap S mempunyai tugas yang berbeda-beda.

8. Ada dua orang S yang menulis bagian yang rumpang dengan kalimat yang sama persis dengan punya temannya, kemudian R menyuruh mereka untuk menulisnya menggunakan kalimat mereka sendiri, dan sesuai pemahaman mereka. Kemudian mereka mengganti tulisan mereka.

9. Pukul 7.45, R menyuruh S untuk maju ke depan menyampaikan isi teks dengan kalimat mereka sendiri dalam bentuk Present Tense. S pertama, Hayasya, mampu menyampaikan kalimat sendiri dengan benar, meskipun masih terdapat kesalahan dalam pengucapannya. Akan tetapi, mereka lebih percaya diri untuk berbicara. Begitu juga dengan S lain, hanya 12 S yang mampu perform dengan baik dari 20 S yang telah tampil, akan tetapi kegiatan komunikasi ini berjalan dengan baik.

10. Pada pukul 8.45, bel sudah berbunyi kemudian R menutup pelajaran dengan mengucapkan ay*"see you next time, please don't forget there will be another speaking test,okay"* dan S menjawab, *"Okay, see you".*

Field Note 5

Place : English Room 2

Time : 07.00-08.45

1. R datang ke sekolah pukul 08.30 kemudian langsung masuk ke ruang bahasa Inggris

2. Seperti biasanya, R menyapa para S. Kemudian R bertanya tentang materi yang mereka pelajari pada hari ini kepada para S tentang materi tersebut. "Do you know about this?" kemudian S menjawab, "Yeah". Kemudian R bertanya lagi, "What was it?" "Procedure" "great. What is the purpose of a procedure text?" kemudian beberapa S menjawab "to tell how to make something".

2. R kemudian memberikan latihan. R memberikan kertas yang sudah ada langkah-langkah membuat sesuatu tetapi para S di suruh untuk saling melengkapi kalimat yang rumpang setiap meja kiri dan kanan berbeda maka mereka harus mencari kalimat tersebut dengan bertanya kepada teman ataupun

mecari lewat kamus bahasa inggris.

3. Pada saat S melakukan latihan yang diberikan, R mengawasi dan melihat mereka. Seperti biasa, R mengunjungi satu persatu meja mereka unutk melihat jalannya diskusi. R selalu mengingatkan S untuk menggunakan bahasa Inggris ketika mereka berdiskusi ataupun bertanya dengan S lain untuk mendapatkan informasi yang diinginkan.

4. Pada aktivitas ini, semua S sudah terlibat aktif dalam diskusi masing-masing

5. Setelah semua S selesai mengerjakan tugas, R menyuruh beberapa S untuk maju kedepan menampilkan monolog yang telah dibuat. Siswa-siswa tersebut antara lain: hayasya, leila, sasya, imam. Dari kesemua S tersebut, sudah terlihat bahwa mereka sudah paham mengenai procedural text dan juga mereka memberikan judul yang tepat untuk procedure tersebut. Selain itu, kesalahan pengucapan sudah jarang dijumpai. Kesalahan pengucapan hanya terjadi pada kata: kettle, sugar, stir, dan stove.

6. Setelah itu, R me-review tentang materi yang telah dipelajari dan memberikan kesempatan kepada S untuk bertanya, tetapi tidak ada S yang bertanya.

7. Kemudian R menutup pelajaran dengan mengucapkan good bye.

A. INTERVIEW TRANSKRIP

Interview transkrip 1

With teachers

Code : IT1

Jam : 10.00 – 10.46

Tempat : Ruang Guru

Responden : (R) : Researcher (T) : Teachers

R : Selamat pagi bu wid, saya sinta yang akan melakukan penelitian di kelas VII D dengan tema improving speaking ability through communicative activities, disini saya akan mewawancarai bu wid terkait speaking di kelas VII D

T : untuk kelas VII D anak-anaknya kurang gereget,kadang-kadang harus dimarahi dulu kalo ngga dimarahin mereka klendrak-klendrek diam saja "ayo yang keras !" kalo ngga seperti itu diam saja... padahal sudah bisa mengatakan bahasa inggrisnya tapi mereka tidak mau, yang perempuan sudah aktif tetapi yang laki-laki lemah lunglai.

R : Okay bu, lalu pertanyaan selanjutnya bagaimana keadaan dikelas ketika bu Wid mengajar, apakah mereka ramai sendiri atau bagaimana bu ?

T : kalo rame sih enggak ya, ya itu mereka lemah lunglai tidak mau berbicara sebelum dibentak, harus dikasih punishment baru mau berbicara.

R : aktivitas apa yang dapat dikembangkan di dalam kelas untuk latihan speaking bu ?

T : Saya menggunakan sesi tanya jawab jadi dengan teman satu meja harus membuat pertanyaan satu menjawab satu membuat pertanyaan harus sampai bisa, bergantian kadang dengan barisan juga

R : jadi untuk kegiatan communicative activitie bu wid belum menggunakannya nggih ?

T : karena untuk mengkondisikan anak itu sulit mbak, jika menggunakan kelompok itu memberikan kebebasan kepada mereka jadi nanti sulit untuk dikondisikan, jadi yang saya gunakan itu ya sesi tanya jawab question and answer, jadi kalo disusruh diskuisi itu pasti mereka berbicara sendiri rame sendiri ga ada hasilnya dan menurut saya hanya membuang-buang waktu sedangkan kita dituntut untuk anak bisa mengerti dan memahami.

R : bearti nanti saya izin untuk menerapkan communicative activities di kelas nggih bu

T : iya mbak, silahkan semoga sukses penelitiannya.

R : Jika seperti itu, mungkin cukup sekian wawancara saya bu, terimakasih atas waktunya mau untuk saya wawancara, terimakasih bu wid wassalamu'alaikum wr.wb

T : iya sama-sama waalaikum salam.

Interview Transcript 2

      Interviewer   **: The Researcher**

      Interviewee: Student of VII D Class (S)

      Day/Date   **: 31 January 2024.**

      Time   **: 09.00**

      Place   **: English Room**

    R   : Dek, mbak wawancara bentar ya. Dengan dek sapa?

    S   : Iya mbak, aku leila.

    R   : Selama ini pendapat adik tentang Bahasa Inggris gimana?

    S   : Ya, gitu mbak. Takut dan juga tegang pas pelajaran.

    R   : kenapa? Trus kalo dengan Bu wid gimana?

S   : Bu wid kalo pas ngajar tuh galak banget mbak, suka nya emosian jadi pas pelajaran tuh kerasa tegang pengen cepet cepet selesai

R   : Terus?

S   : kalau nerangin sebenernya kita paham tapi dikarenakan bu wid emosi terus marah-marah kita jadi takut.

R   : O gitu. Kalo jelasin suka pake Bahasa Indonesia apa Bahasa Inggris, dek?

S   : Campur – campur mbak, tapi lebih sering Bahasa Indonesianya.

R   : Aktivitas yang digunakan ibunya apa dek?

S   : Maksudnya aktivitas?

R   : Sering memakai permainan atau berdialog.

S   : pake nya itu mbak sesi tanya jawab gitu pasangan sama temen se meja.

R   : Seneng gak kalo disuruh mempraktekan dialog gitu?

S   : Enggak

R   : Kok gak suka kenapa?kan bisa ngomong Bahasa Inggris

S   : Malu mbak, ntar kalo salah suka disorakin teman – teman. Bahasa Inggris ku kan kacau.

R   : Ya gak papa dek, biar PD

S   : Malu mbak…

R   : Mungkin ada yang diinginkan kalo ngajar itu gimana? Pengajarannya gitu? Sarannya

S   : Hmm..apa ya mbak, ya dibikin menarik aja. Kaya game gitu mbak, trus kalau bisa jangan tegang suasananya pas dikelas.

R   : Terus tentang aktivitasnya kayak apa yang diinginkan? Kegitannya

S   : Ya apa ya…

R   : Diskusi atau permainan

S   : Diskusi sama permainan mbak

R   : Maksih ya..

S   : Ya..

- **Interview Transcript 4**

    Interviewer   **: The Researcher**

    Interviewee   **: Students (S)**

    Day/Date   **: 31 January 2024**

    Time   **: 09.15 a.m.**

    Place   **: English classroom**

R : Halo dek…dengan dek siapa ini?

S : Sasya

R : Bagaimana pendapatnya tentang pertemuan pertama, waktu disuruh untuk game deskripsi itu?

S : Hmm..yang itu, pada rame sih mbak jadi agak ribet. Tapi kalo aku seneng – seneng aja soalnya pas pelajaran ada kegiatannya jadi gak bosen.

R : Ada peningkatan gak selama ini?

S : ada mbak…lumayan lah

R : Hmm..gitu ya, kalau tentang penjelasan descriptive text dan tensesnya sudah jelas belum?

S : Sudah mbak, kan setiap pertemuan penjelasannya diulang – ulang terus mbak…jadi lebih tau hehe

R : Kan kegiatannya pakai communicative activities, kaya survey game gitu, menurut adik gimana?

S : Seneng mbak, soalnya aktivitas bagus mbak..ada gambarnya juga, jadi pas kita mencari informasi dari kelompok lain keingat gambarnya jadi terbantulah mbak ngomongya..

R : berarti ada peningkatan ya dek?

S : Iya mbak..

R : Terus kalau pertemuan yang tadi gimana dek?

S : Yang tadi sih lebih enak, lebih bisa mengembangkan cerita soalnya kan yang melengkapi blank dialog terbantu dengan gambarnya jadi lebih mudah aja, apalagi ya, lebih santai juga.

R : Terus dari ketiga pertemuan itu suka yang mana dek?

S : Jujur, kalau saya sih seneng semuanya, tapi kalau untuk yang lebih efisien sih yang dua orang soalnya lebih cepet.

R : Oya, selama ini paham nggak dek, kalo saya menerangkan pake bahasa Inggris?

S : Ya awalnya sih rada-rada nggak dong juga, tapi makin kesini lumayan bias nangkeplah, soalnya kan sama Miss-nya trus di tejermahin kalo kita-kita nggak dong. Terjemahan dari Miss lumayan membantu lah Hehe

R : Lain kali harus paham tanpa saya harus menerjemahakannya lho.

S : He, ya mudah-mudahan bisa. Pasti. Hehe

R : Ok. Makasih ya dek.

S : Iya mbak..

- **Interview Transcript 5**

  Interviewer   :   **The   Researcher**
  Interviewee   : **Students (S)**

  Day/Date   : **31 january 2024**

  Time   : **09.20 a.m.**

  Place   : **English classroom**

R   : Oke dek, gimana pendapatnya tentang aktifitas selama ini?

S1 : Seneng lah mbak, kayak bermain, tapi masuk. Jadi nggak kerasa belajar tapi masuk.

    Selain itu, jadi tau pronunciation yang bener juga.

R   : Berarti seneng nggak dek, kalo mbak ngasih tau pronunciation yang bener gimana?

S2 : Senenglah mbak, soalnya kita jadi tau benernya gimana, ga dimarahin terus.

R   : Dek Raka, gimana pendapatnya tentang aktivitas pertama dulu, masih inget kan?

S3 : Masih. Menyenangkan, ga bosen dikelas, terus seru juga nebak-nebak clue yang dikasih sama kalo kelompokkan gitu jadi tau kesalahannya dimana.

R   : OK, trus ada kesulitan nggak pas kegiatan pertemuan pertama kemarin?

S1 : Kesulitannya pas ada yang maju kedepan terus suara nya ga jelas sama mungkin belum terlalu banyak vocab.

R   : Tapi paham nggak?

S3 : Paham

R   : Trus sudah ada peningkatan belum?

S2 : Sudah walopun sedikit

R   : Apa aja peningkatannya dek?

S2 : Ya vocabnya, pronunciationnya juga..ga banyak salah ucap.

R   : oya, trus tentang aktivitas selanjutnya yang "Find and fun" sama yang itu gimana?

S   : Menyenangkan

R   : Kan kegiatannya pakai communictaive activities terus nih, menurut adik gimana?

S1 : Seneng sih mbak..activititasnya lucu-lucu..hehehe

R   : Dengan kegiatan ini kalian terbantu gak buat speaking?

S2 : Terbantu kok mbak, soalnya kita lebih mudah memahami situasinya jadi kalo mau *retell* lebih mudah.

S3 : He'em mbak lebih mudah pemahamannya

R   : Ada kesulitan nggak?

S1 : Belum

R   : O..ya selama ini paham gak dek, kalo saya menerangkan pakai bahasa inggris?

S1 : lumayan mbak bias nangkap sedikit – sedikit mbak

S   : Lumayan lah mbak..hehe

R   : Yaudah, makasih ya dek

S   : sama-sama.

MODUL AJAR KURIKULUM MERDEKA 2024

BAHASA INGGRIS MTs N 2 SURAKARTA KELAS 7

INFORMASI UMUM

A. INDETITAS MODUL

Penyusun	: Sinta Nurhayati
Instansi	: MTs N 2 Surakarta
Tahun Penyususnan	: 2023
Jenjang Sekolah	: SMP
Mata Pelajaran	: Bahasa Inggris
Fase / Kelass	: VII D
Semester	: II (Genap)
Tema	: Descriptive text
Alokasi Waktu	: 30 Menit

B. KOMPETENSI AWAL
Peserta didik dapat mengenal apa itu *Descriptive text*

C. PROFIL PELAJAR PANCASILA
Beriman dan Bertakwa pada Tuhan Yang Esa dan Berakhlak Mulia Mandiri Kreatif Berfikir kritis

D. SARANA DAN PRASARANA
Sumber Belajar : LKS dan Catatan Peralatan pembelajaran : Komputer, Proyektor, Papan Tulis, dan Alat Tulis, Spidol

E. TARGET PESERTA DIDIK
Peserta didik regular

F. MODEL PEMBELAJARAN
Problem Based Learning (PBL)

KOMPONEN INTI

A. TUJUAN KEGIATAN PEMBELAJARAN
1. Capaian Pembelajaran (CP)

a. Berbicara Peserta didik menjawab pertanyaan guru tentang pengertian descriptive text menggunakan bahasa Inggris dengan baik dan benar.

b. Peserta didik mampu mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosa kata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat.

2. Tujuan Pembelajaran (TP)

a. Melalui kegiatan tanya jawab tentang descriptive text, peserta didik dapat menanggapi dengan berbahasa inggris yang baik dan benar.

b. Melalui kegiatan diskusi, peserta didik dapat membuat descriptive text serta menjawab soal yang berhubungan dengan materi yang ada.

3. Alur Tujuan Pembelajaran (ATP)

a. Menggunakan kosakata bahasa inggris yang baik dan benar

b. Menulis descriptive text sederhana berdasarkan pengalamannya menggunakan kalimat sendiri dengan struktur teks dan unsur kebahasaan yang benar.

B. PEMAHAMAN BERMAKNA

Meningkatkan kemampuan siswa dalam memahami, membaca dan membuat descriptive text bahasa inggris dengan baik dan benar

C. PERTANYAAN PEMANTIK

a. Apakah kalian sudah mengetahui apa itu deskriptive text ?

b. Apakah kamu suka dengan kegiatan pembelajaran ini?

c. Cara belajar yang bagaimana yang paling membantumu dalam mempratekkan pembelajaran?

d. Kesulitan apa saja yang kamu temui dalam belajar ini?

e. Apakah kamu menemukan kesulitan dalam memahami instruksi/perintah?

D. KEGIATAN PEMBELAJARAN

Kegiatan Pendahuluan

1. Guru membuka kegiatan dengan aktifitas memberi salam dan menanyakan kabar.

2. Kelas dilanjutkan dengan do'a dipimpin oleh salah seorang siswa.

3. Peserta didik berdoa sesuai dengan agama dan kepercayaan masing-masing dipimpin oleh salah satu peserta didik. (Profil Pelajar Pancasila-Beriman dan Bertakwa pada Tuhan Yang Esa dan Berakhlak Mulia)
4. Guru mengecek kehadiran peserta didik dengan presensi kelas.
5. Peserta didik diingatkan untuk selalu menjaga kesehatan agar dapat selalu hadir ke sekolah.

Kegiatan inti
a. Stimulasi : Peserta didik mengamati suatu benda lalu menjelaskan ciri-ciri benda tersebut
b. Identifikasi Masalah :
- Peserta didik diberikan kesempatan untuk bertanya terkait materi
c. Pengumpulan Data :
- Guru mempersilakan peserta didik untuk membentuk kelompok terdiri dari 4 orang per kelompok.
- peserta didik mengamati gambar kertas yang diberikan oleh guru lalu mendefinisikan apa yang mereka lihat.
- Siswa menuliskan hasil pengamatannya dalam bentuk descriptive text singkat pada lembar kerja yang dibagikan guru
d. Pengolahan Data
- Dalam kelompok, siswa saling mengoreksi paragraf masing-masing dan memperbaiki kesalahan yang ditemui
e. Pembuktian :
- Perwakilan siswa membacakan teks descriptive miliknya di depan kelas
- Peserta didik lain menanggapi
f. Menarik Kesimpulan :
- siswa menyimpulkan tentang poin-poin penting yang muncul dalam kegiatan

Penutup (15 Menit)
  a. Peserta didik bersama guru melakukan refleksi pembelajaran secara lisan
  b. Guru mengumpulkan lembar kerja peserta didik sebagai bahan portofolio
  c. Guru menyampaikan materi untuk pembelajaran berikutnya
  d. Guru dan peserta didik menutup pembelajaran dengan berdoa dan mengucapkan salam.

E. REFLEKSI

1. Refleksi peserta didik
    Peserta didik mengucapkan secara lisan tentang perasaannya setelah mengikuti pembelajaran
2. Refleksi guru
    1. Keberhasilan apa yang saya rasakan dalam mengajarkan materi in?
    2. Kesulitan apa yang saya alami dan akan saya perbaiki untuk pembelajaran selanjutnya?
    3. Kegiatan apa yang paling disukai peserta didik?
    4. Kegiatan apa yang paling sulit dilakukan peserta didik?
    5. Buku atau sumber lain apa yang saya temukan untuk mengajarkan materi ini?

F. ASSESMENT/PENILAIAN
Melakukan evaluasi dengan menggunakan essay dan juga tes lisan apakah siswa sudah menyebutkan dengan benar menyebutkan *indicator grammar* dan *spelling* apakah sudah lacar atau masih terjeda dalam berbicara
G. KEGIATAN REMIDIAL
Peserta didik akan diberikan tugas untuk menghafal dan juga mengucapkan kata terkait materi yang disampaikan
H. LAMPIRAN   -
I. DAFTAR PUSTAKA Herry, H.A.dkk. (2005) Pembelajaran Terpadu. Jakarta : Universitas Terbuka Herry, H.A.dkk. (2005) Pembelajaran Terpadu. Jakarta : Universitas Terbuka Majid, A. (2007) Perencanaan Pembelajaran. Bandung : PT Remaja Rosdakarya https://files1.simpkb.id/guruberbagi/rpp/579-1673973866.pdf

LKPD :

NAME :

CLASS :

Task 1.

Find a partner and read the following text. Write difficult words/ phrases you find here.

MY BEST FRIEND

I have a lot of friends in my school, but Dinda has been my best friend since junior high school. We don't study in the same class, but we meet at school every day during recess and after school. I first met her at junior high school orientation and we've been friends ever since.

Dinda is good-looking. She's not too tall, with fair skin and wavy black hair that she often puts in a ponytail. At school, she wears the uniform. Other than that, she likes to wear jeans, casual t-shirts and sneakers. Her favorite t-shirts are those in bright colors like pink, light green and orange. She is always cheerful. She is also very friendly and likes to make friends with anyone. Like many other girls, she is also talkative. She likes to share her thoughts and feelings to her friends. I think that's why many friends enjoy her company. However, she can be a bit childish sometimes. For example, when she doesn't get what she wants, she acts like a child and stamps her feet.

Dinda loves drawing, especially the manga characters. She always has a sketchbook with her everywhere she goes. She would spend some time to draw the manga characters from her imagination. Her sketches are amazingly great. I'm really glad to have a best friend like Dinda.

Task 2.
Now, answer these questions with your partner. Then, find the meaning of the difficult words with your groups.
1. Who is being described in the text?
2. How long have the writer and Dinda been friends?
3. What does Dinda look like?.
4. What are her favorite clothes?
5. What kind of t-shirts does she like?
6. Describe Dinda's personality briefly.
7. Why do many friends enjoy Dinda's company?
8. What is Dinda's bad habit? 9. What is Dinda's hobby? 10. How does the writer feel about Dinda?

MODUL AJAR KURIKULUM MERDEKA 2024

BAHASA INGGRIS MTs N 2 SURAKARTA KELAS 7

INFORMASI UMUM

A. INDETITAS MODUL

Penyusun	: Sinta Nurhayati
Instansi	: MTs N 2 Surakarta
Tahun Penyususnan	: 2023
Jenjang Sekolah	: SMP
Mata Pelajaran	: Bahasa Inggris
Fase / Kelass	: VII D
Semester	: II (Genap)
Tema	: Descriptive text
Alokasi Waktu	: 30 Menit

B. KOMPETENSI AWAL

Peserta didik dapat mengenal apa itu *Descriptive text*

C. PROFIL PELAJAR PANCASILA

Beriman dan Bertakwa pada Tuhan Yang Esa dan Berakhlak Mulia

Mandiri

Kreatif

Berfikir kritis

D. SARANA DAN PRASARANA

Sumber Belajar : LKS dan Catatan

Peralatan pembelajaran : Komputer, Proyektor, Papan Tulis, dan Alat Tulis, Spidol

E. TARGET PESERTA DIDIK

Peserta didik regular

F. MODEL PEMBELAJARAN

Problem Based Learning (PBL)

KOMPONEN INTI

G. TUJUAN KEGIATAN PEMBELAJARAN

1. Capaian Pembelajaran (CP)
   a. Berbicara Peserta didik menjawab pertanyaan guru tentang pengertian descriptive text menggunakan bahasa Inggris dengan baik dan benar.

b. Peserta didik mampu mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosa kata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat.

2. Tujuan Pembelajaran (TP)
   a. Melalui kegiatan tanya jawab tentang descriptive text, peserta didik dapat menanggapi dengan berbahasa inggris yang baik dan benar.
   b. Melalui kegiatan diskusi, peserta didik dapat membuat descriptive text serta menjawab soal yang berhubungan dengan materi yang ada.
3. Alur Tujuan Pembelajaran (ATP)
   a. Menggunakan kosakata bahasa inggris yang baik dan benar
   b. Menulis descriptive text sederhana berdasarkan pengalamannya menggunakan kalimat sendiri dengan struktur teks dan unsur kebahasaan yang benar.

PEMAHAMAN BERMAKNA
Meningkatkan kemampuan siswa dalam memahami, membaca dan membuat descriptive text bahasa inggris dengan baik dan benar

PERTANYAAN PEMANTIK
a. Apakah kalian sudah mengetahui apa itu deskriptive text ?
b. Apakah kamu suka dengan kegiatan pembelajaran ini?
c. Cara belajar yang bagaimana yang paling membantumu dalam mempratekkan pembelajaran?
d. Kesulitan apa saja yang kamu temui dalam belajar ini?
e. Apakah kamu menemukan kesulitan dalam memahami instruksi/perintah?

KEGIATAN PEMBELAJARAN
Kegiatan Pendahuluan
1. Guru membuka kegiatan dengan aktifitas memberi salam dan menanyakan kabar.
2. Kelas dilanjutkan dengan do'a dipimpin oleh salah seorang siswa.
3. Peserta didik berdoa sesuai dengan agama dan kepercayaan masing-masing dipimpin oleh salah satu peserta didik. (Profil

Pelajar Pancasila-Beriman dan Bertakwa pada Tuhan Yang Esa dan Berakhlak Mulia)

4. Guru mengecek kehadiran peserta didik dengan presensi kelas.
5. Peserta didik diingatkan untuk selalu menjaga kesehatan agar dapat selalu hadir ke sekolah.

Kegiatan inti

A. Stimulasi : Peserta didik mengamati suatu benda lalu menjelaskan ciri-ciri benda tersebut

B. Identifikasi Masalah :
- Peserta didik diberikan kesempatan untuk bertanya terkait materi

C. Pengumpulan Data :
- Guru mempersilakan peserta didik untuk membentuk kelompok terdiri dari 4 orang per kelompok.
- peserta didik mengamati gambar kertas yang diberikan oleh guru lalu mendefinisikan apa yang mereka lihat.
- Siswa menuliskan hasil pengamatannya dalam bentuk descriptive text singkat pada lembar kerja yang dibagikan guru

D. Pengolahan Data
- Dalam kelompok, siswa saling mengoreksi paragraf masing-masing dan memperbaiki kesalahan yang ditemui

E. Pembuktian :
- Perwakilan siswa membacakan teks descriptive miliknya di depan kelas
- Peserta didik lain menanggapi

F. Menarik Kesimpulan :
- siswa menyimpulkan tentang poin-poin penting yang muncul dalam kegiatan

Penutup (15 Menit)

a. Peserta didik bersama guru melakukan refleksi pembelajaran secara lisan
b. Guru mengumpulkan lembar kerja peserta didik sebagai bahan portofolio
c. Guru menyampaikan materi untuk pembelajaran berikutnya
d. Guru dan peserta didik menutup pembelajaran dengan berdoa dan mengucapkan salam.

G. REFLEKSI

A. Refleksi peserta didik

Peserta didik mengucapkan secara lisan tentang perasaannya setelah mengikuti pembelajaran
B. Refleksi guru
1. Keberhasilan apa yang saya rasakan dalam mengajarkan materi in?
2. Kesulitan apa yang saya alami dan akan saya perbaiki untuk pembelajaran selanjutnya?
3. Kegiatan apa yang paling disukai peserta didik?
4. Kegiatan apa yang paling sulit dilakukan peserta didik?
5. Buku atau sumber lain apa yang saya temukan untuk mengajarkan materi ini?
H. ASSESMENT/PENILAIAN
Melakukan evaluasi dengan menggunakan essay dan juga tes lisan apakah siswa sudah menyebutkan dengan benar menyebutkan *indicator grammar* dan *spelling* apakah sudah lacar atau masih terjeda dalam berbicara
I. KEGIATAN REMIDIAL
Peserta didik akan diberikan tugas untuk menghafal dan juga mengucapkan kata terkait materi yang disampaikan
J. LAMPIRAN
-
K. DAFTAR PUSTAKA
Herry, H.A.dkk. (2005) Pembelajaran Terpadu. Jakarta : Universitas Terbuka Herry, H.A.dkk. (2005) Pembelajaran Terpadu. Jakarta : Universitas Terbuka
Majid, A. (2007) Perencanaan Pembelajaran. Bandung : PT Remaja Rosdakarya
https://files1.simpkb.id/guruberbagi/rpp/579-1673973866.pdf

Mengetahui,	**Surakarta, 24 January 2024**
Kepala	**Guru Mapel Bahasa Inggris**
Madrasah	
	Sinta Nurhayati
H. Syammuji, S.Pd M.Pd	**NIM: 206121231**
NIP: 19680607 199903 1002	

BAHASA INGGRIS MTs N 2 SURAKARTA KELAS 7

INFORMASI UMUM
1.   INDETITAS MODUL

Penyusun   : Sinta Nurhayati

Instansi   : MTs N 2 Surakarta

Tahun Penyususnan : 2023

Jenjang Sekolah   : SMP

Mata P elajaran   : Bahasa Inggris

Fase / Kelass   : VII D

Semester   : II (Genap)

Tema   : Prosedue text

Alokasi Waktu   : 2x40 Menit

2.   KOMPETENSI AWAL
Peserta didik dapat mengenal apa itu *TEXT PROSEDURE*
3.   PROFIL PELAJAR PANCASILA
Beriman dan Bertakwa pada Tuhan Yang Esa dan Berakhlak Mulia   Mandiri   Kreatif   Berfikir kritis
4.   SARANA DAN PRASARANA
Sumber Belajar : LKS dan Catatan   Peralatan pembelajaran : Komputer, Proyektor, Papan Tulis, dan Alat Tulis, Spidol
5.   TARGET PESERTA DIDIK
Peserta didik regular
6.   MODEL PEMBELAJARAN
Problem Based Learning (PBL)
KOMPONEN INTI
7.   TUJUAN KEGIATAN PEMBELAJARAN
1. Capaian Pembelajaran (CP)   A. Berbicara Peserta didik menjawab pertanyaan guru tentang pengertian prosedure text menggunakan bahasa Inggris dengan baik dan benar.

B. Peserta didik mampu mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosa kata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat.

2. Tujuan Pembelajaran (TP)
    A. Melalui kegiatan tanya jawab tentang prosedure text, peserta didik dapat menanggapi dengan berbahasa inggris yang baik dan benar.
    B. Melalui kegiatan diskusi, peserta didik dapat membuat prosedure text serta   menjawab soal yang berhubungan dengan materi yang ada.
3. Alur Tujuan Pembelajaran (ATP)
    A. Menggunakan kosakata bahasa inggris yang baik dan benar
    B. Menulis prosedure text sederhana berdasarkan pengalamannya menggunakan kalimat sendiri dengan struktur teks dan unsur kebahasaan yang benar.

8.	PEMAHAMAN BERMAKNA

Meningkatkan kemampuan siswa dalam memahami, membaca dan membuat prosedure text bahasa inggris dengan baik dan benar

9.	PERTANYAAN PEMANTIK

b. Apakah kalian sudah mengetahui apa itu prosedure text ?
c. Apakah kamu suka dengan kegiatan pembelajaran ini?
d. Cara belajar yang bagaimana yang paling membantumu dalam mempratekkan pembelajaran?
e. Kesulitan apa saja yang kamu temui dalam belajar ini?
f. Apakah kamu menemukan kesulitan dalam memahami instruksi/perintah?

L. KEGIATAN PEMBELAJARAN

Kegiatan Pendahuluan
 a. Guru membuka kegiatan dengan aktifitas memberi salam dan menanyakan kabar.
 b. Kelas dilanjutkan dengan do'a dipimpin oleh salah seorang siswa.
 c. Peserta didik berdoa sesuai dengan agama dan kepercayaan masing-masing dipimpin oleh salah satu peserta didik. (Profil Pelajar

Pancasila-Beriman dan Bertakwa pada Tuhan Yang Esa dan Berakhlak Mulia)

d. Guru mengecek kehadiran peserta didik dengan presensi kelas.

e. Peserta didik diingatkan untuk selalu menjaga kesehatan agar dapat selalu hadir ke sekolah.

Kegiatan inti

i. Stimulasi : Peserta didik mengamati dan mempelajari video yang tertera di layar LCD

ii. Identifikasi Masalah :
- Peserta didik diberikan kesempatan untuk bertanya terkait materi

iii. Pengumpulan Data :
- peserta didik mengamati gambar kertas yang diberikan oleh guru lalu mulai mengamati soal yang diberikan oleh guru.
- Siswa menuliskan hasil pengamatannya dalam bentuk text singkat pada lembar kerja yang dibagikan guru

iv. Pengolahan Data
- Siswa saling mengoreksi paragraf masing-masing dan memperbaiki kesalahan yang ditemui

v. Pembuktian :
- Perwakilan siswa membacakan teks prosedure miliknya di depan kelas
- Peserta didik lain menanggapi

vi. Menarik Kesimpulan :
- siswa menyimpulkan tentang poin-poin penting yang muncul dalam kegiatan

Penutup (15 Menit)

a. Peserta didik bersama guru melakukan refleksi pembelajaran secara lisan

b. Guru mengumpulkan lembar kerja peserta didik sebagai bahan portofolio

c. Guru menyampaikan materi untuk pembelajaran berikutnya

d. Guru dan peserta didik menutup pembelajaran dengan berdoa dan mengucapkan salam.

M. REFLEKSI

Refleksi peserta didik
Peserta didik mengucapkan secara lisan tentang perasaannya setelah mengikuti pembelajaran
Refleksi guru

a. Keberhasilan apa yang saya rasakan dalam mengajarkan materi in?
b. Kesulitan apa yang saya alami dan akan saya perbaiki untuk pembelajaran selanjutnya?
c. Kegiatan apa yang paling disukai peserta didik?
d. Kegiatan apa yang paling sulit dilakukan peserta didik?
e. Buku atau sumber lain apa yang saya temukan untuk mengajarkan materi ini?

N. ASSESMENT/PENILAIAN

Melakukan evaluasi dengan menggunakan essay dan juga tes lisan apakah siswa sudah menyebutkan dengan benar menyebutkan *indicator grammar* dan *spelling* apakah sudah lacar atau masih terjeda dalam berbicara

O. KEGIATAN REMIDIAL

Peserta didik akan diberikan tugas untuk menghafal dan juga mengucapkan kata terkait materi yang disampaikan

P. LAMPIRAN

-

Q. DAFTAR PUSTAKA

Herry, H.A.dkk. (2005) Pembelajaran Terpadu. Jakarta : Universitas Terbuka Herry, H.A.dkk. (2005) Pembelajaran Terpadu. Jakarta : Universitas Terbuka

Majid, A. (2007) Perencanaan Pembelajaran. Bandung : PT Remaja Rosdakarya

https://files1.simpkb.id/guruberbagi/rpp/579-1673973866.pdf

LKPD :

I. Complete the following procedure text with the words provided in the box!

How to make chicken rice
Materials:
    2 plates of rice
    1 clove of garlic and onion   1 egg beaten
    2 tablespoon of (1) _____   100 grm of (2) _____ meat
sauce   salt
Steps:
  First, (3) _____ the oil and saute garlic until the garlic (4) _____ and also saute onion.

After that (5) _____ chicken, stir briefly (6) _____ slightly cooked.

Nex, add the egg, and (7) _____ until the egg are cooked cracked.

And then (8) _____ , tomato sauce, and salt, (9) _____ well with the spices.

After that, to suit the (10)_____, you can add fried shrimp, or vern crackers.

▪ Taste	- Stir
▪ Add	- smell out
▪ Mix	- tomato
▪ Put rice	- heat
▪ chicken	- until

II. Complete the following procedure text with the words provided in the box!

How to make Sandwich
Ingredients:
    8 pieces of white bread
    1 onio, (1)_____ it
    2 (2) _____ eggs.
    4 cheddar
    8 (3) _____ of mayonnaise
    4 pieces of (4) _____
Steps:
    Remove the skin of white bread then (5) _____ it without butter.
    Remove the bread from toaster and (6) _____ with mayonnaise.
    (7)_____ the other ingredients: onion, eggs, cheddar and lettuce. (8)
    _____ them on the bread one by one.
    Add mayonnaise on (9) _____ then cover it with another bread.
    (10) _____ the bread into two, sandwich is ready to serve.

The top	- Cut
Toasted	- Fried
Chop	- Tablespoons
Lettuce	- Add
Put	- Prepared

Pre test and post test speaking ability

Pre-test

Describe a person that being your favorite person and then perform it in front of the class with your own words.

For example:

> *I like a person having funny character, humorist, and simple. Like Mr. Been. The man who is 55 years now is identical with his mole on his left cheek. He has straight dark hair and brown eyes. He has wide eyes and thick eyebrow. His nose is pointy, but his ears stick out. Rowan Atkinson is a man with thin and red lips. However, he likes making his lips look full in Mr. Been. Actually his height is 2 meter, but he looks short and ridiculous for his strange dresses in Mr. Been. Although he seems foolish as Mr. Been, he has a high ability and intelligence in making use of his physical world. He is a type of man who likes working and learning.*
>
> *Source:www.learn-englishtrough.com*

Post-test.

Describe one of your family member with your own words and then perform it in front of the class (you can show the picture in front of the class)

For example:

I have a little brother. His name is Chana. He has slanting eyes and short hair. His hair is black and curly. His cheek is so chubby. He is short and fat. He has got lovely red shirt and brown cap. Chana likes to eat orange and banana everyday. He often makes people around laughing for his acts. But, he also often cries in the night. We love Chana in our family.

Score pre test from researcher

NO	NAME	ASPECT					AVERAGE
		FLUENCY	PRONUN	GRAMMAR	VOCCAB	COMPRE	
1	AAR	60	52	60	63	60	59
2	AZA	58	60	60	54	60	58,4
3	ADA	60	60	60	54	60	58,8
4	AKA	60	60	58	56	56	58
5	AJR	58	58	58	58	56	57,6
6	AZS	58	54	58	60	56	57,2
7	BD	60	54	60	60	56	58
8	CZD	60	54	54	58	60	57,2
9	DFR	56	54	56	58	60	56,8
10	DAES	58	60	56	60	58	58,4
11	DPR	56	60	60	54	58	57,6
12	DSW	60	58	54	60	64	59,2
13	FNR	58	58	56	58	60	58
14	HNA	60	60	64	60	60	60,8
15	IKP	54	63	60	58	58	58,6
16	KAAR	58	60	60	58	58	58,8
17	KACH	58	54	60	58	58	57,6
18	KAT	58	60	58	58	60	58,8
19	LAI	54	56	58	54	54	55,2
20	MFR	58	60	58	54	56	57,2
21	MFA	60	58	58	58	60	58,8
22	MRP	60	58	58	58	58	58,4
23	NAN	60	63	60	58	56	59,4
24	NNS	58	63	60	64	56	60,2
25	NWAF	60	60	58	58	56	58,4
26	PARR	60	60	58	58	58	58,8
27	REBR	58	60	58	60	58	58,8
28	RT	58	60	58	60	58	58,8
29	SMS	60	58	58	58	60	58,8
30	SDRA	64	64	65	60	64	63,4
31	SAP	60	58	60	58	60	59,2
32	TA	60	60	58	56	60	58,8
	rata-rata						58,5313

Score pre test from theacher

NO	NAME	ASPECT					AVERAGE
		FLUENCY	PRONUN	GRAMMAR	VOCCAB	COMPRE	
1	AAR	60	52	60	63	60	59
2	AZA	60	60	60	54	60	58,8
3	ADA	60	60	60	54	60	58,8
4	AKA	60	60	58	56	56	58
5	AJR	58	58	58	58	56	57,6
6	AZS	58	54	58	60	56	57,2
7	BD	60	54	60	60	56	58
8	CZD	60	54	54	58	60	57,2
9	DFR	56	54	56	58	60	56,8
10	DAES	58	60	56	60	58	58,4
11	DPR	56	60	60	54	58	57,6
12	DSW	60	58	54	60	64	59,2
13	FNR	58	58	56	58	60	58
14	HNA	60	60	64	60	60	60,8
15	IKP	54	63	60	58	58	58,6
16	KAAR	58	60	60	58	58	58,8
17	KACH	58	56	60	58	58	58
18	KAT	58	60	58	58	60	58,8
19	LAI	60	56	58	58	54	57,2
20	MFR	58	60	58	54	56	57,2
21	MFA	60	58	58	58	60	58,8
22	MRP	60	58	58	58	58	58,4
23	NAN	60	63	60	58	56	59,4
24	NNS	58	63	60	64	56	60,2
25	NWAF	60	60	58	58	56	58,4
26	PARR	60	60	58	58	58	58,8
27	REBR	58	60	58	60	58	58,8
28	RT	58	60	58	60	58	58,8
29	SMS	60	58	58	58	60	58,8
30	SDRA	64	64	65	60	64	63,4
31	SAP	60	58	60	58	60	59,2
32	TA	60	60	58	56	60	58,8
rata-rata							58,6188

Score post test 1

NO	NAME	ASPECT					AVERAGE
		FLUENCY	PRONUN	GRAMMAR	VOCCAB	COMPRE	
1	AAR	75	70	70	75	70	72
2	AZA	75	75	70	70	70	72
3	ADA	75	75	70	75	70	73
4	AKA	75	70	70	74	70	71,8
5	AJR	70	70	70	73	72	71
6	AZS	70	70	70	75	72	71,4
7	BD	73	70	75	75	73	73,2
8	CZD	74	70	72	73	75	72,8
9	DFR	70	70	73	73	75	72,2
10	DAES	70	74	74	75	74	73,4
11	DPR	70	72	70	72	74	71,6
12	DSW	70	70	75	75	76	73,2
13	FNR	70	70	70	73	75	71,6
14	HNA	73	75	76	73	75	74,4
15	IKP	70	72	74	73	73	72,4
16	KAAR	72	75	75	73	73	73,6
17	KACH	70	73	75	73	73	72,8
18	KAT	70	75	73	73	75	73,2
19	LAI	75	74	73	73	72	73,4
20	MFR	72	75	73	72	73	73
21	MFA	75	73	73	72	75	73,6
22	MRP	75	72	73	72	72	72,8
23	NAN	75	76	75	72	72	74
24	NNS	72	74	75	75	72	73,6
25	NWAF	75	75	72	74	72	73,6
26	PARR	75	75	72	73	73	73,6
27	REBR	72	75	73	75	73	73,6
28	RT	72	75	72	75	73	73,4
29	SMS	75	73	74	73	75	74
30	SDRA	78	76	76	75	77	76,4
31	SAP	75	70	75	76	70	73,2
32	TA	75	75	73	72	70	73
	rata-rata						73,025

Score post test 2 from Researcher

NO	NAME	ASPECT					AVERAGE
		FLUENCY	PRONUN	GRAMMR	VOCCAB	COMPRE	
1	AAR	80	79	85	83	79	81,2
2	AZA	80	80	79	83	79	80,2
3	ADA	79	85	80	80	80	80,8
4	AKA	79	83	80	83	80	81
5	AJR	83	80	80	83	80	81,2
6	AZS	78	79	80	79	78	78,8
7	BD	83	80	79	80	80	80,4
8	CZD	85	89	80	80	80	82,8
9	DFR	84	85	80	87	87	84,6
10	DAES	87	84	83	87	84	85
11	DPR	84	83	83	80	80	82
12	DSW	84	80	8	83	83	67,6
13	FNR	80	78	83	89	87	83,4
14	HNA	82	87	84	82	81	83,2
15	IKP	83	83	84	80	84	82,8
16	KAAR	79	85	80	83	80	81,4
17	KACH	79	83	83	83	83	82,2
18	KAT	83	85	83	80	85	83,2
19	LAI	84	83	84	84	84	83,8
20	MFR	83	85	85	83	84	84
21	MFA	84	85	83	87	83	84,4
22	MRP	83	83	88	86	80	84
23	NAN	80	83	84	79	85	82,2
24	NNS	83	79	79	78	78	79,4
25	NWAF	81	83	83	84	85	83,2
26	PARR	79	84	83	85	83	82,8
27	REBR	84	83	84	85	85	84,2
28	RT	83	85	85	85	84	84,4
29	SMS	85	84	83	85	85	84,4
30	SDRA	89	89	89	89	89	89
31	SAP	87	88	85	84	85	85,8
32	TA	83	84	85	84	82	83,6
	rata-rata						82,4063

Score post test 2 from Teacher

NO	NAME	ASPECT					AVERAGE
		FLUENCY	PRONUN	GRAMMAR	VOCCAB	COMPRE	
1	AAR	80	80	85	80	80	81
2	AZA	87	80	79	83	80	81,8
3	ADA	79	85	80	80	80	80,8
4	AKA	79	83	79	83	80	80,8
5	AJR	83	80	80	83	80	81,2
6	AZS	78	79	80	79	78	78,8
7	BD	83	80	79	80	80	80,4
8	CZD	85	89	80	80	80	82,8
9	DFR	84	85	80	87	87	84,6
10	DAES	89	87	89	88	88	88,2
11	DPR	88	83	83	80	80	82,8
12	DSW	84	80	80	83	83	82
13	FNR	80	78	83	89	87	83,4
14	HNA	82	87	84	82	81	83,2
15	IKP	83	83	84	80	84	82,8
16	KAAR	79	89	79	83	80	82
17	KACH	79	83	83	89	83	83,4
18	KAT	83	85	83	80	87	83,6
19	LAI	84	83	84	84	84	83,8
20	MFR	83	85	85	83	84	84
21	MFA	84	85	83	87	83	84,4
22	MRP	83	83	84	86	80	83,2
23	NAN	80	83	84	79	85	82,2
24	NNS	83	79	80	78	78	79,6
25	NWAF	81	83	83	84	85	83,2
26	PARR	79	84	83	85	85	83,2
27	REBR	84	83	84	85	85	84,2
28	RT	83	85	85	85	84	84,4
29	SMS	85	84	83	85	85	84,4
30	SDRA	89	87	88	89	87	88
31	SAP	87	88	85	84	85	85,8
32	TA	83	84	85	84	82	83,6
	rata-rata						83,05

Photograps

Figure 1
researcher explain about material

Figure 2
cycle 1

Figure 3
post test

Figure 4
cycle 2