

**THE IMPLEMENTATION OF STUDENTS' SPEAKING SKILL
ON DAILY EXPRESSIONS THROUGH THE COMMUNICATIVE
LANGUAGE TEACHING METHOD AT THE SECOND YEAR
OF PK (*PROGRAM KEAGAMAAN*) CLASS
IN MA MIFTAHUL HUDA, RAWALO, BANYUMAS**



AN UNDERGRADUATE THESIS

**Submitted to the Faculty of Tarbiya and Teacher Training of
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto
As Partial Fulfillment of Requirements for *Sarjana Pendidikan* (S.Pd.) Degree**

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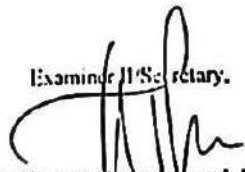
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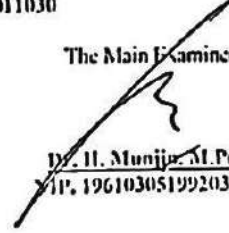
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Wa'alaikumsalam Wr. Wb

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**THE IMPLEMENTATION OF STUDENTS' SPEAKING SKILL
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ABSTRACT

Speaking on daily expressions is one of the most difficult things implemented in Indonesia. As a foreign language, speaking English on daily expressions still be a challenge for students. Some factors that contribute to the difficulties of speaking English as a foreign language: the students frequently lack confidence when attempting to speak English because the students are worried of making mistake, receiving negative feedback, and feeling shy when people look at them while speaking. In the second year of *PK* class, the students had a linguistic problem in practicing the language. So, to solve this problem, the teacher chose method to improve the students' speaking skills and gave many times for students to practice the English language daily. This thesis aims to analyze how the students' speaking skill on daily expressions, and to find out how the implementation of the Communicative Language Teaching method toward the students' speaking on daily expressions in the second year of *PK* class in MA Miftahul Huda, Rawalo, Banyumas. This thesis used a qualitative descriptive method which was collected through observation, interview, and documentation. The data were analyzed on the students' speaking skills on daily expressions and the implementation of the Communicative Language Teaching method to teach speaking in the *PK* class. The result of this thesis showed that the students used English expressions on daily and the implementation of the Communicative Language Teaching method has impact to improve the students' speaking skills on daily expressions.

Keywords : *Speaking on daily expressions, the Communicative Language Teaching method, School based on Islamic boarding school.*

MOTTO

“NEVER GIVE UP, WINNER NEVER STOP TRYING”



DEDICATION

I dedicate this thesis for my beloved parents, my father (Muklas Fuadi) and my mother (Umi Salamah). Thanks for the prayer, support, and spirit. It is for my little brothers, Fuad Choerul Anam and my little sister Himmatul 'Ulya Az-zahra.

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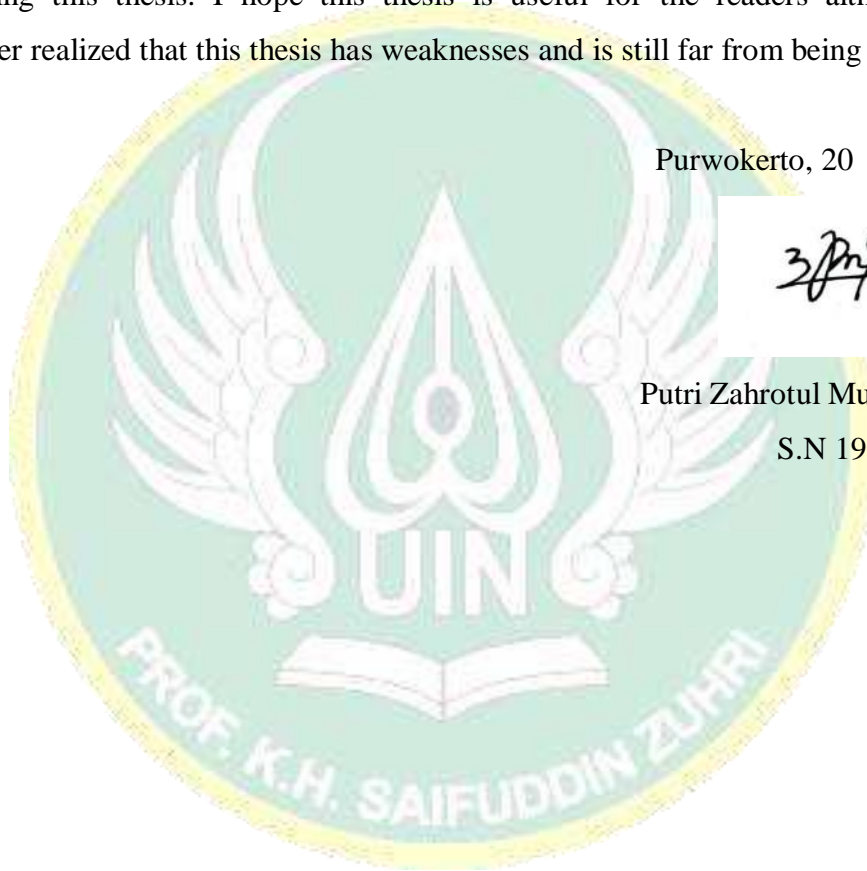


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CHAPTER 1

INTRODUCTION

This chapter presented the background of the research, conceptual definition, research questions, objective of the research, significant of the research, and organization of the paper.

A. BACKGROUND OF THE RESEARCH

The English language has four skills: writing, reading, listening, and speaking. Speaking and writing are productive skills, whereas listening and reading are receptive skills.¹ These skills are to be targeted in the English learning objectives. British Council stated that students are more confident at the time of writing and reading, however, they are not confident when they speak.² According to Nunan *“speaking is more difficult than other skills, because it occurs in real time and the speaker cannot revise or change what he says at the time”*.³ So, speaking is seen to be a difficult subject in the English learning process because speaking is an ability to express ideas in front of an audience.

Speaking is a necessary skill for effective communication. According to Chastain, speaking is called a productive skill to convey ideas, messages, and suggestions, and we need to practice it.⁴ In other word, Speaking is an activity in giving and asking information or interaction process of constructing meaning by two or more people.⁵ In conclusion, speaking is the process of communication used to convey ideas so that the listeners can receive the information. Speaking is one of the skills to practice the language. Students

¹ Angreni Babba, Teacher Strategies in Teaching Speaking Skill of The Eight Grade Students at SMPN 8 Palopo, Skripsi, English Language Education Study Program Tarbiyah and Teacher Training Faculty State Islamic Institute of Palopo, 2020, p 1.

² Vanessa Toro, et.al, *The Use of The Communicative Language Teaching Approach to Improve Students' Oral Skills*, English Language Teaching ; Vol. 12, No. 1; 2019, P 110.

³ Lutfi Efendi, “Improving Students’ Speaking Skills Trough Communicative Activities of Grade VIII Students of SMP Negeri Sewon In The Academic Year 2015/2016”, Skripsi, English Language Education Department Faculty of Language and Arts Yogyakarta State University, 2016, p 7.

⁴ Syaifullah, “Students’ Speaking Ability for Everyday Communication”, 4th International Conference on Education, 2019, p 250.

⁵ Fernandes Arung, “Improving The Students’ Speaking Skill through Debate Technque”, Journal of English Education JEE, Vol 1 No 1, 2016, p 71.

should have speaking skills, among them; self-confidence, master vocabulary, the intelligence to speak, and good pronunciation.

Nowadays, students found some difficulties to practice the language. The students cannot communicate without the ability to speak. Speaking is one of the most difficult skills among others.⁶ The factors causing this statement are that the students frequently lack confidence when attempting to speak English because the students are worried of making mistake, receiving negative feedback, and feeling shy when people look at them while speaking. For this reason, the learning process should be moved from formal education and in out of education. Teachers must be creative and innovative in designing the learning process to make students feel happy and enjoy in following the class. Furthermore, teachers also must be able to improve the students' speaking skills by giving the students an opportunity to speak up about their ideas, and opinions or expressing on daily communication. To add to the student's speaking ability, teachers also have to improve the students' learning motivation so that students feel happy and easy to speak in daily expressions.

Teacher has a role to find a good method to build students' motivation to improve their speaking ability. Communicative Language Teaching is the solution that can help the teacher to improve their students' speaking skill. Communicative Language Teaching is “*A set principle about the goals of language teaching, how the students learn the language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and students in the classroom*”.⁷ This statement shows that the Communicative Language Teaching method can remove the learning process become more fun and not make students afraid to use the language. In this method, the role of teacher is the facilitator and students are the center of the learning. Communicative Language Teaching allows the students to participate actively in learning.

⁶ Uswatun Hasanah, “The Use of Communicative Approach to Improve The Students' Speaking Fluency and Accuracy”, Skripsi, Fakultas tarbiyah dan ilmu keguruan. Universitas Islam Negeri Ar-Raniri: Banda Aceh, 2021. P 1.

⁷ Jack C. Richards, *Communicative Language Teaching Today*, (America: Cambridge University Press, 2006). P 3.

Because of that, Communicative Language Teaching can improve the student's communicative competence which includes grammatical, discourse, sociolinguistic, and strategies competence.

Several studies have already discussed Communicative Language Teaching method in teaching speaking, especially on the improving students' speaking skill through the Communicative Language Teaching. The result from these studies state that implementing Communicative Language Teaching method in teaching speaking was good to improve the students' speaking ability. These studies focus on students' speaking skill, however, there are no studies that discuss the students' speaking skill on daily expressions through the Communicative Language Teaching method in the school based on Islamic boarding school.

Based on the introductory observations, MA Miftahul Huda is a school based on Islamic boarding school that is very emphasis to the education of religion. It can be known from the local content (*Shorof lesson, nahwu lesson, balaghoh*, and so on), the tradition of the school (Praying *dhuha* together, *tafaquh al-Qur'an* together, rethoric and so on), and the school programs. Known as a salafiyah school that implemented studying al-Qur'an, *hadist*, and holy books deeply in all majors in the school is the point of unique from the school.

In this current, the teacher at that school had innovations to set up the new program of premier class, which is the *PK (Program Keagamaan)*. This class had the characteristic of using Arabic and English in the teaching and learning process. For the general course, the teacher taught in English, whereas in the Islamic course, the teacher explained the material in Arabic. So, all people in the *PK* class used English and Arabic in their daily activities. To support this activity, the teacher built three English programs: memorizing vocabulary, English conversation, and English deepening. The teacher also provided facilities for students in the *PK* class, like learning English more, a private classroom, and a private room in an Islamic boarding school, to help students focus on learning. The purpose of this program is to make the students have

high religious abilities and good language skills to expand and convey them in the international world. However, in the real situation, some of the students had linguistic problems practicing the language. Furthermore, the researcher tried to analyze the students' speaking skills through the implementation of the Communicative Language Teaching method in school and whether the Communicative Language Teaching method had impact on the students' daily expressions or not. Here the researcher conducted the research which is entitled **“The Implementation of Students' Speaking Skill on Daily Expressions through the Communicative Language Teaching Method at the Second Year of PK (*Program Keagamaan*) Class in MA Miftahul Huda, Rawalo, Banyumas”**. The researcher analyzed the students' speaking skill on daily expressions through the Communicative Language Teaching method that is implemented in the school used interviews, observations, and documentation. In other words, the researcher used a qualitative descriptive method to collect the data, and students in the second year of *PK* class become the object of this research.

B. CONCEPTUAL DEFINITION

Based on the background of the research, the researcher explained the important terms that will be discussed in this research, that is:

1. Speaking on Daily Expressions

Speaking on daily expressions is the student's ability to use English expressions in daily life. Daily is happening on relating every day,⁸ whereas expressions are basic terms used on daily communication.⁹ According to Christine and Anne, *“Speaking is accepted by everyone as an essential language-communication skill, but its importance to language learners goes beyond just day-to-day communication”*.¹⁰ The goal of

⁸ Cambridge University, *“Cambridge Advanced Learner's Dictionary”*, (Cambridge : Cambridge University Press, 2008), p.349

⁹ Anwarsyah, *“Daily Expressions and Word-Study in Conversation”*, (Jakarta: Perdana Publishing, 2019), P 1.

¹⁰Christine C. M. Goh and Anne Burns, *Teaching Speaking A Holistic Approach*, ..., p 15.

habituation speaks English expressions in daily is to train the students' mental in speaking and the students' vocabularies and pronunciation in speaking English. In other hand, speaking on daily expressions make students familiar with English practice. So, the students can use English language every day and can do better in speaking.

2. Communicative Language Teaching Method

Communicative Language Teaching is one of the methods of teaching speaking. According to Richards and Schmid Communicative Language Teaching is an approach to second and foreign language teaching. Several authors argues that Communicative Language Teaching is method to use language as communication.¹¹ It can be a method to increase the students' communicative competence. The activities in Communicative Language Teaching involve of variety of games, pair work discussion, information gap, role plays, and simulations. The other activities in Communicative Language Teaching are debate, talk show interviews, group work discussion, school task dialogues, and opinion sharing.¹² The students have a role as the center and teachers as a facilitator, counselor, and manager in the learning process.¹³ So, the students are given a lot of opportunities to express their ideas to share them with others. Because of that, the Communicative Language Teaching can make students enjoy following the learning process in classroom.

C. RESEARCH QUESTIONS

The research is guided by the following research questions:

1. How is the students' speaking skill on daily expressions in the second year of *PK* class MA Miftahul Huda?

¹¹ Noha Abdelmageed Taha Abdelmageed and Mahmoud Ali Ahmed Omer, The Effectiveness of Using Communicative Language Teaching Approach (CLT) in Developing Students' Speaking Skills from Teachers' Perceptions, *European Journal of English Language Teaching*, vol 5, no 3, 2020, p 91.

¹² Jack C. Richard, *Communcative Language Teaching Today*, ..., P 18

¹³ Mariya Olkhovych-Novosadyuk, "Communicative Language Teaching: Managing the Learning Process", *International Journal of Multilingual Education*, 2, 2013, p 59.

2. How is the implementation of CLT method toward students' speaking skill on daily expressions in the second year of *PK* class in MA Miftahul Huda?

D. OBJECTIVE OF THE RESEARCH

Based on the research questions, the objective of this research, as follows:

1. To analyze how the students' speaking skill on daily expressions.
2. To find out how the implementation of Communicative Language Teaching method toward students' speaking skill on daily expressions in the second year of *PK* class in MA Miftahul Huda, Rawalo, Banyumas.

E. SIGNIFICANCE OF THE RESEARCH

This research is expected to give significant contributions to the theoretical significance and practical significance.

1. Theoretical Significance

- a. As knowledge for researcher and the readers to develop the speaking skill through habituation using English on daily expressions.
- b. The result of this research is expected to provide a new innovation in teaching speaking using the CLT method.

2. Practical significance

a. For researcher

This research can provide the teachers' knowledge and experience in teaching speaking. Habituation speaking English on daily expressions can give a good impact on students' speaking skill, so the researchers find out innovative strategies to increase students' speaking skill by practicing the language in real life.

b. For teachers

This research can be used to give various additional to practicing the language. By speaking on daily expressions teachers can know the students speaking skill and this research can be a reference for teachers to use a good method in teaching speaking.

c. Other researchers

This research can be referenced in conducting other research on students' speaking skill.

F. ORGANIZATION OF THE PAPER

Organization of the paper is a part to make the research systematic and easy to understand. This research is divided into five chapters, as follows:

Chapter I presented introduction. It consists of background of the research, conceptual definition, research questions, objective of the research, and significant of the research.

Chapter II presented literature review that is involved of speaking on daily expressions and Communicative Language Teaching method. The second part presented previous studies that related with this research.

Chapter III presented research method. It consists of types of the research, research location, object and subject of the research, technique of collecting data, and technique of analyzing data.

Chapter IV explained about findings and discussion. The researcher answer the research questions based on the observation, interview, and result of student's assessment in speaking.

Chapter V presented conclusion and suggestions.

CHAPTER II

LITERATURE REVIEW

To know about the object of the research deeply, the researcher presented literature review involve of the definition of speaking on daily expressions, function of speaking, the problem in speaking on daily expressions. and the Communicative Language Teaching method that discussed the definition of the Communicative Language Teaching Method, types of Communicative Language Teaching, Classroom activities in Communicative Language Teaching, disadvantages and the advantages of the Communicative Language Teaching method. So, in this chapter, the researcher discussed literature review and previous studies.

A. SPEAKING ON DAILY EXPRESSIONS

1. Definition of speaking on daily expressions

According to Brown, *“Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information”*.¹⁴ Speaking skill is the productive abilities that should be conquered by students to converse with others.¹⁵ Sprat, *et al.* also stated that *“Focus on speaking is producing a language rather than receiving it”*.¹⁶ To sum up, speaking is an activity to convey meanings with the goal the listeners can receive the speaker’s meaning. In the other hand, speaking also can be defined as interaction activities between two speakers consisting of a speaker and a listener to producing, receiving and processing information.

¹⁴ Natalia Rahayu, An Analysis of Students’ Problem in Speaking English Daily Language Program at Husnul Khotimah Islamic Boarding School, Skripsi,...,p 2.

¹⁵ Susanti, Drama Performance to Increase Students’ Practical English for Daily Conversation, Seminar Nasional Pengabdian pada Masyarakat 2019, p 185.

¹⁶ Lutfi Efendi, “Improving Students’ Speaking Skills Trough Communicative Activities of Grade VIII Students of SMP Negeri Sewon In The Academic Year 2015/2016”,..., p 7.

Daily is happening on relating every day,¹⁷ whereas expressions is basic terms used on daily communication.¹⁸ According to Christine and Anne, “*Speaking is accepted by everyone as an essential language-communication skill, but its importance to language learners goes beyond just day-to-day communication*”.¹⁹ So, speaking on daily expressions is some expressions that is used by people in their daily life.

The scope of speaking on daily expressions in the PK class at MA Miftahul Huda, Rawalo is the expressions of suggestion and offering help, expressions of opinion and thought, expressions asking and giving information, greetings, openings, pre closing and closing in the communication, expressions agree and disagree, expressing anger and resolving conflict, giving compliments and replying to compliments, apologizing and thanking.²⁰

2. Function of speaking

Brown and Yale stated that the function speaking is divided into three, among them: as interaction, as a transaction and as performance.²¹

a. As interaction

Interaction is a part of speaking. Interaction can be defined as speaking activities between the speaker and the listener. The primary purpose is to give information, opinions, or meaning to each other and maintain a social relationship. The speakers can tell to the listener about everything that need and want to say and then can share their feeling or ideas that want to tell with others.

¹⁷ Cambridge University, “*Cambridge Advanced Learner’s Dictionary*”, (Cambridge : Cambridge University Press, 2008), p.349

¹⁸ Anwarsyah, “*Daily Expressions and Word-Study in Conversation*”, (Jakarta: Perdana Publishing, 2019), P 1.

¹⁹Christine C. M. Goh and Anne Burns, *Teaching Speaking A Holistic Approach*, ..., p 15.

²⁰ Bruce Tillit, and Mary Newton Bruder, “*Speaking naturally CommunicatIon Skills in American English*”, (America: Cambrdge University Press, 1985).

²¹ Jack C Richards. *Teaching Listening and Speaking; From Theory to Practice*, (New York: Cambridge University Press, 2008). P.21.

b. As transaction

The focus of this part is what the speakers said or done. Sometimes the speakers use communication to ask the hearer to do something. The use of the speaking in this part is speaking to transaction like to asking an attention, asking the question, describing something, justifying opinions, making or giving a suggestions, making comparisons and explaining the understanding.

c. As Performance

The third is performance, this function tells that speaking not just conveying the speakers' ideas, opinions, suggestions, or information. However, the function of speaking is also to entertain the listeners with some activities such as story-telling, public speaking, debate, presentation, speech, and so on. The speakers can express their feelings to others. For example, tell to someone about personal recounts, experiences, holidays, or making a discussion, class debate, and making a presentation.

3. The Problems of Speaking skill on daily expressions

One of the basic problems in foreign-language teaching is preparing students to be able use the language.²² In the fact, speaking English still becomes one of the most difficult skills to be learned. As a foreign language, speaking on daily expressions becomes a challenge for students, the students should be able to master the English language by speaking English well and confidently. The bad performance speaking on daily expressions is caused by students speaking problems. Speaking problems give an effect in poor speaking performance. There are a lot of problems with speaking; including linguistic problems and non-linguistic problems or psychological problems. Linguistic problems include of the lack of vocabulary, grammar or syntax, and the bad students

²² Martin Bygate, *Language teaching as scheme for teacher education Speaking*, (New York: Oxford University Press, 1987), p 3.

pronunciation. The psychological problems are problems related to emotional, self-productivity, and physical conditions such as lack of self-confidence, nervousness, worry to speak English, focus on the audience not focus on the content and the last is feeling shy when speaking English.

There are four problems in speaking English that influence on daily expressions according to Tang,²³ among them:

a. Speechless

Students feel very confuse and cannot say anything when they speak in front of class and they also does not has motivation to conveying their ideas.

b. Feel hard to express the ideas

Speaking is skills to express the ideas using a foreign language to the audience. Usually students inhibited trying speak a foreign language in the class because afraid to making mistakes, get a bad comment, feel not confidence and shy to speak a foreign language.

c. Mother-tongue usage

The different of mother-tongue usage are give effect to student's pronunciation and student's achievement in mastering a foreign language.

d. Uneven participation

There will be someone who speaks the most in a group of students, while the others students does not have or even have the least opportunity to speak. This condition causes the tendency to be dominant over the others.

B. Communicative Language Teaching

Communicative language education evolved from a variety of sources.

²³ Riadil, I. G. (2020), "A study of students' perception: Identifying EFL learners' problems in speaking skills", *IJELR: International Journal of Education, Language, and Religion*, 2(1), p 32 .

Applied linguistics and language educators began to re-evaluate pedagogical practice in the 1970s and 1980s in light of changing ideas on the nature of language and learning, as well as the roles of instructors and learners.

1. The definition of CLT

Communicative Language Teaching is “*a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom*”.²⁴ In other words, Communicative Language Teaching is “*transformation of viewing a language*”.²⁵ The goal of this method is to train students to speak English, increase students’ communicative competence in community and develop techniques and procedures for teaching language skills that are based on interdependent aspects of languages.²⁶

The aspect of Communicative Language Teaching includes knowing how to use the language with different functions and purposes, how to use the language according to the condition (e.g. when to use formal and informal language), how to understand the language relate to the types of text and knowing how to keep communication even despite the limitations of a persons’ language knowledge.²⁷ This method states that language is the media for transferring and expressing meaning in the interaction process. The Communicative Language Teaching method was more effective to be implemented in the active class because this method needs communication between teachers and students or students with others. Students' intellect will be highly influenced by the practice of communicative language teaching in the classroom environment.

²⁴ Jack C. Richards, *Communicative Language Teaching Today*, ..., P 3.

²⁵ Arini Sabrina, “The Implementation of Communicative Language Teaching in English Practice”, *Journal of Linguistic, literature, and culture*, vol 2 no 1, may 2020, P 18.

²⁶ Dedi Efrizal, *Improving Students’ Speaking Through Communicative Language Teaching Method at MTs Ja-alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu, Indonesia*, *International Journal of Humanities and Social Science*, Vol. 02 No. 20, p 123.

²⁷ Jack C. Richards, *Communicative Language...*, P 4.

Students also must have a high motivation to learn a language so that they not feel difficult to master the language and be able to practice it in front of the class.

David Nunan explain that Communicative Language Teaching have a characteristics, as follows²⁸:

- a. The focus on learning to communicate in the target language through interaction.
- b. The incorporation of authentic texts into the learning environment,
- c. Providing opportunity for learners to concentrate not only on language but also on the learning management process,
- d. Improving the learner's own personal experiences as essential contributors to classroom learning,
- e. An attempt to connect language learning in the classroom with language activities outside the classroom.

2. Types of Communicative Language Teaching

According to Littlewood, Communicative Language Teaching is divided into two terms, there are functional communicative activities and social interaction activities.²⁹ The meaning of communicative language teaching as functional communicative activities is an activity to practice the language as an interaction skill. In other word, use language to share information and to process information. For the example is problem-solving and exchange information. Social interaction activities are an ability to consider the social as well as the functional importance of different languages. This type is divided into two kinds of activities, such as: the classroom as a social context and simulation and role-playing. In this type, foreign language is used for classroom management, dialog, discussion, or conversation sessions, and foreign language as a teaching medium and can be a role plays.

²⁸ David Nunan, *Learner-Centered English Language Education*, (New York: Routledge, 2013), p 33.

²⁹ William Littlewood. *Communicative Language Teaching an Introduction*, Newyork : Cambridge University. P 45.

3. Advantages and Disadvantages of Communicative Language Teaching

a. Advantages

The implementation of Communicative Language Teaching in the classroom gives a lot of advantages for teachers and students. The Communicative Language Teaching method offers a significant set of advantages for both teachers and students to enjoy the progress of learning.³⁰ Applying Communicative Language Teaching could help teachers to improve the student's skills, especially to help the students communicate effectively.³¹ The Communicative Language Teaching method also makes the classroom more fun and enjoyable. Teachers can make a group of discussion, role-playing, exercise, games, and other communicative classroom activities. Through this method, the students can use the English language for communication. Communicative Language Teaching also can build a positive personal relationship between teacher and students, this relationship can help to humanize the classroom and can give positive support to learning.

Savignon stated that “*The essence of Communicative Language Teaching is the engagement of learners in communication to allow them to develop their communicative competence*”.³² The Communicative Language Teaching method is widely used by teacher to develop students' speaking skills. Besides of speak a language and communicating with others, students also can learn and listen to a language well. Because learning English is not just knowing the grammar of the language and how to read the language

³⁰ Luis Miguel Dos Santos, “The Discussion of Communicative Language Teaching Approach in Language Classrooms”,..., P 106.

³¹ Shouroqul Ali Al-Gami and Anas Hamed Al-Muhammaddi, The Effect of Using Communicative Language Teaching Activities on EFL Students' Speaking Skills at the University of Jeddah, English Language Teaching, ...,p. 74.

³² Sandra J. Savignon, *Interpreting Communicative Language Teaching*, (London: Yale University Press, 2002), p 22.

without practice in real and the CLT method can be a solution to teaching speaking in the classroom.

b. Disadvantages

There are some of disadvantages of the Communicative Language Teaching method; first, the focus of Communicative Language Teaching method is given to appropriate communication behavior given certain contexts rather than grammar.³³ Therefore, in applying the Communicative Language Teaching method students are more focused on fluency than accuracy in grammar and pronunciation. Added from Hughes stated that Communicative Language Teaching leads to the production of “fluent but inaccurate” learners. Students say what they want to say, they just concentrate on meaning without using correct grammar thus they may produce incoherent. Second, the Communicative Language Teaching method is great for intermediate students and advanced students, however for the beginners some controlled practice needed. The students with low proficiency in the target language may find it difficult to practice in oral communication and in the examination used by an institution are grammar based, communicative fluency may not appropriate.³⁴

4. **The Role of Teacher in Communicative Language Teaching**

Communicative Language Teaching is a teaching method to train students to use a language. The center of this method is students because students are trained to be active in mastering English, students become an interactors, and negotiators in the classroom. According to Nunan, the role of the teacher in Communicative Language Teaching is

³³ Merlissa Elpedes Suemith, *The Communicative Language Teaching Approach: Theory and Practice*, Magister Scientiae - ISSN: 0852-078X 1 Edisi No. 30, 2011, p 7.

³⁴ Khusnul Amaliah, “The Implementation of Communicative Approach in English Development Skill (EDS) Program 10th Grade Students of MA Al-Ikhsan Beji, Kedung Banteng District, Banyumas Regency, *skripsi*, English Education Study Program Faculty of Tarbiya and Teacher Training State Institute of Islamic Students (IAN) Purwokerto, 2020, p 28.

facilitator communication process, counselor, process manager, and analyzer.³⁵ For example, one of the activities in the Communicative Language Teaching class is group work discussion and role-playing (games), the students as the executor of activities and the teacher as the facilitator. The teacher facilitates the communicative process between all the participants in the classroom, and between these participants and the various activities and texts. The second role is as a counselor, if the students feel difficult and needs to ask questions, the teacher have to give an answer and solutions to the students. The third role is process manager, the role of the teacher in this part is to organize the learning process and the material to be learned by students. The last role is an analyzer, teacher have to analyze the learning process so as can evaluate the students, materials, and medium in the learning process.

C. Teaching Speaking on Daily Expressions Through the Communicative Language Teaching Method

Communicative language Teaching is one the teaching speaking method implemented in the school. Applying the Communicative Language Teaching method makes the learning in the classroom like in the real-life. Applying the Communicative Language Teaching also can give spirit and motivation for students to increase their ability to speak English fluency. As stated from Littlewood, the implementation of Communicative Language Teaching method enhances students' motivation to learn a language, and the Communicative Language Teaching method encourages the learning of English through the use authentic and real-world materials.³⁶ This method can make students feel more confident to convey their ideas in front of the audience and the role of teachers in this method as facilitators that helps students in the learning process to conduct effective communication.

³⁵ Mariya Olkhovych-Novosadyuk, "Communicative Language Teaching: Managing the Learning Process", *International Journal of Multilingual Education*, 2, 2013, p 59.

³⁶ Noha Abdelmageed Taha Abdelmageed, and Mahmoud Ali Ahmed Omer, "The Effectiveness of Using Communicative Language Teaching Approach (CLT) in Developing Students' Speaking Skills from Teachers' Perrceptions", 2020, *European Journal of English Language Teaching*, Vol. 5 No.3. P. 94.

The main purpose of the Communicative Language Teaching method is to build the good social interaction through create communication between students and teacher. The Communicative Language Teaching method also makes learning process more interesting. Managing the classroom into an active and communicative is the one of the ways to develop the students' speaking skill on daily expressions. The teacher should be able to create supportive teaching-learning environments to enhance communicative competencies. Many activities help students to enhance their speaking skill on daily expressions. According Oradee the classroom activities in CLT include information gaps, jigsaw activities, problem solving, and role-playing. Whereas, Abe suggested group activities and individual development, discussions and presentations are useful in classroom where the CLT approach is applied.³⁷ The Communicative LT activity gave good effect on students' motivation to learn English language. The Communicative Language Teaching method is the solution to make classrooms more be active and there are main activity types that are one of the outcomes of Communicative Language Teaching.

According to Communicative Language Teaching, language is a system for the expression of meaning: fundamental purpose - interaction. Real-world communication activities, including as carrying out meaningful tasks and using language that is relevant to the learner improve learning.

Furthermore, there are the communicative activities uses in teaching speaking on daily expressions.³⁸ Some of them are below discussed:

a. Pre-Communicative Activities

Before doing the communicative, the teacher did pre-communicative activities. The purpose of this activity is to prepare students to be ready to do communicative activities. Littlewood

³⁷ Abe, E , Communicative Language Teachng in Japan:Current Practices and Future Prospects Investigating Studens' Experiences of Current Communicative Approaches to English LanguageTeachng in School in Japan. English Today, p 29 (2),46-53. <https://doi.org/10.1017/S0266078413000163>

³⁸ Lutfi Efendi, "Improving Students' Speaking Skills Trough Communicative Activities,...P 19.

explained that the teacher devises the activities based on knowledge of language that provide students opportunities to practice language separately. For the example is question-answer, pronunciation practice, and mentioning words related to topic.

b. Accuracy and Fluency Activities

Develop fluency in language use is one of the purpose of Communicative Language Teaching. Fluency practice can be contrasted with accuracy practice, which makes a speciality of developing accurate examples of language use. The differences among activities that concentrate on fluency and accuracy³⁹, as follows :

Activities focusing on fluency

- 1) Focuses on achieving communication
- 2) Reflects natural language use
- 3) Requires the use of meaningful language
- 4) Requires the use of communication strategies
- 5) Generates unpredictable language
- 6) Use language to put it in context

Activities focusing on accuracy

- 1) Focus on the formation of correct examples
- 2) Reflect classroom use of language
- 3) Practice language out of the context
- 4) Practice small samples of language
- 5) Do not require meaningful communication
- 6) Choice of language is controlled

c. Pair and Group work Activities

Most of the activities in the Communicative Language Teaching are designed to be carried out in pairs or small groups. There are are some of the advantages of pair work and group work activities.⁴⁰ One of

³⁹ Jack C. Richards, *Communicative Language...*, P 13.

⁴⁰ Jack C. Richards, *Communicative Language...*, P 13.

the advantages of pair and group work activities is the students could listen and learn from their partner in the group. The students could improve their speaking skill on daily expressions. The students could expand their vocabularies. The last, each of the member in the group gave motivations.

d. Giving feedback

The last step in teaching speaking on daily expressions is giving feedback. Giving feedback is give knowledge of how successful students' performances have been. Feedback used to make the students' performance better. Feedback can be conveyed by teacher or other students. There are some ways give feedback to students in accuracy and fluency⁴¹. First, by showing incorrectness. The teacher can express the correction by some ways, such as ask students to repeat, show the expressions or gesture indicating that something is wrong, and ask the other students to give feedback.

Added from the theory of Jack Richard, kinds of classroom activities in Communicative Language Teaching method uses in teaching speaking on daily expressions, as follows:

a. Accuracy and fluency activities

Fluency practice can be contrasted with accuracy practice, which makes a specialty of developing accurate examples of language use. Fluency activities are those that teach students to use language naturally by engaging them in meaningful contact and maintaining intelligible and ongoing conversation despite their communicative competence limitations. Students must use communication strategies, correct misunderstanding, and work to avoid communication breakdowns in order to gain fluency. While fluency focuses on natural language production, accuracy activities encourage students to use language. In conclusion, the activities focuses on fluency is focus on achieving

⁴¹Lutfi Efendi, "Improving Students' Speaking Skills Through Communicative Activities of Grade VIII Students of SMP Negeri Sewon In The Academic Year 2015/2016", Skripsi, ..., P 21.

communication, whereas the activities focuses on accuracy is focus on the formation of correct examples. For the example of fluency activities is role-play, discussion, and presentation, whereas the accuracy activities is dialog.⁴²

There are the kinds of fluency activities:

1) Discussion

Discussion is an activity in which people talk together in order to share information about a topic or problem or to seek possible available evidence for solution.⁴³ Discussion is speaking activity to build interaction between two or more people about subject to exchange ideas or reach a conclusion. The purpose of this activity to enhance the students' communication skill that are value in the classroom now.⁴⁴ Conducting the discussion in class created a safe and calm atmosphere where the students feel fully encouraged to speak the target language.⁴⁵

2) Presentation

Brown stated that presentation is when someone talks in front of the people or audience to promote something or talk about something important with a formal style.⁴⁶ Presentation is one of the activities in Communicative Language Teaching to train the students' speaking skill in front of other people. Presentation designed to elicit pronunciation, fluency and

⁴² Muattar Nasimova, Communicative Language Teaching, Samarkand state institute of foreign language, 2022, <https://inscience.uz/index.php/socinov/index>

⁴³ Alifa Dna Utami, "Strateges in Teaching Speaking for Intensive Language Program of Pondok Pesantren Miftahul Huda PutriKroya, Cilacap, English Education Study Program Education Department Faculty of Tarbiyah and Teacher Training State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto, *skripsii*, 2023, P. 22.

⁴⁴ Muhammad Astrianto Setadi, "Using Communicative Language Teaching (CLT) Approach Through Small Group Discussion As Device to Stimulate The Students to Speak in English", *Exposure Journal*, vol. 1, No. 2, 2012, p 228.

⁴⁵ Gea Carnando, and Nurlaily, "Implementing Communicative Language Teaching (CLT) Approach in an International Standard School in Batam, *The Journal of English Literacy Education*, Vol. 7, No. 2, 2020, p.36.

⁴⁶ Jack C. Richards, *Teaching Listening and Speaking*, (Cambridge: Cambridge University Press, 2008).

integrative ability.⁴⁷ One of the activity to increase the opportunities for language speaking and sharing is presentation between groups and classmates.⁴⁸

Group activities and individual development, discussions and presentations are useful in the classroom were the Communicative Language Teaching method is applied.⁴⁹

b. Mechanical, meaningful, and communicative practice

Mechanical practice refers to a controlled practice activity which students can successfully carry out without necessarily understanding the language they are using.

Meaningful practice refers to an activity where language control is still provided but where students are required to make meaningful choices when carrying out practice.

Communicative practice refers to activities where practice in using language within a real communicative context is the focus, where real information is exchanged, and where the language is not totally predictable. The aim of this activity to engage students to use freely from their own source and their own real life situation and experience.⁵⁰

c. Information-transfer activities

The students required to take information that is presented in one form, and represent in different form. For example the students read information about a subject and then represent it as a graph.

⁴⁷ Siti Ayda Nurcholilah, "The Implementation of English Day Program on Students' Speaking Improvement", *Skripsi*, Faculty of Education and Teacher Training the Sates Islamic University Sultan Maulana Hasamuddim Banten, 2018.

⁴⁸ Luis Miguel Dos Santos, "The Discussion of Communicative Language Teaching Approach in Language Classrooms", *Journal of Education and e-Learning Research*, Vol. 7, No. 2, 2020, p 106.

⁴⁹ Vanessa Toro, et.al, "The Use of The Communicative Language Teaching Approach to Improve Students' Oral Skills",...,P 112.

⁵⁰ Muattar Nasimova, *Communicative Language Teaching*, Samarkand state institute of foreign language, 2022, <https://inscience.uz/index.php/socinov/index>

D. PREVIOUS STUDIES

In compiling this research, the researcher found several previous studies related to this research. The following comparison between this research and the previous research.

First, an English journal written by Aenrietta Alla Eddie and Azlina Abdul Aziz entitled “Developing Primary students’ Spoken Interaction Skill Through Communicative Language Teaching”, in 2020. This study claimed that CLT is one of the methods that are effective in developing students’ spoken skill. According to this study, the CLT method has a good impact on students speaking skill, especially on communication in daily life. The goal of this study is to show that CLT can be a solution for teachers to teach English as a second language in a secure environment. The difference between this journal and the research is the condition of English in the research process. This journal analyzes the condition of English as a second language, but the research discusses the condition of English as a foreign language.

Second, in the English thesis “The Use Communicative Approach to Improve The Students’ Speaking Fluency and Accuracy” written by Uswatun Hasanah 2021. The purpose of this study was to determine whether or not adopting the communicative method improves the students’ fluency and accuracy in speaking English. The focus of this research is teaching speaking and this study uses quantitative methods to collect the data and the participant of this study is the students between 15-16 years old in Madrasah Aliyah Rahul Islam Anak Bangsa, Aceh Besar. However, the researchers’ research focuses on students’ speaking skill on daily expressions through the CLT method and use the qualitative descriptive method to collect the data. The similarity of this study is same to find out the method to improve the students’ speaking skill used by CLT method.

Third, in the English thesis “Improving Students’ speaking skill through Communicative language teaching at the tenth grade of SMAN 3 Polewali” written by Nuim Hayat in 2017. The research aims to find out whether the students’ speaking accuracy and fluency can be improved through the

Communicative language teaching method. The focus of the research is teaching speaking fluency and accuracy. The result of this research shows that CLT in teaching speaking is able to increase the students' accuracy which deals with pronunciation and vocabulary and can increase the student's fluency which deals with Self-Confidence and smoothness. This research uses a quantitative method with the 20 sample students of one class in SMAN 3 Polewali. One of the differences between the research and this thesis is the goal of the research. The goal of this thesis is to find out the role of CLT as the method to increase students' speaking fluency and accuracy however, the goal of the research is to find out the students' speaking skill on daily expressions through the CLT method. However, this research same discuss about using CLT method in teaching speaking to improve the students' speaking skill.

Fourth, in English thesis entitled "An analysis of Students' Speaking Skill in Daily Activity at Darul Azhar Islamic Boarding School" written by Mayang Sari in Department of English education faculty of tarbiya and teacher training state Islamic University of Sumatra, Medan 2021. The focus in this research is to find out the ability of students' English speaking in their daily activity at Darul Azhar Islamic Boarding School and to know the students' reasons lazy to use English in their daily activity. The research method that is used in this research is qualitative descriptive method with the students at eight grade of Darul Azhar Islamic boarding school as the subject of the research. The findings of this study indicate that students' English speaking skill in their daily activity is average and some students' reason lazy to use English in their daily activity include a lack of confidence in speaking English, limited vocabularies, lack motivation, fear of making mistake, shyness of making mistake, mother tongue use, nothing to say and being afraid that the listener do not understand what they are saying in English, could not speak fluently, afraid being blamed when they saying the wrong sentence in English. In this research, just to analyze students' speaking skills in daily activity without analyze what method is used in teaching speaking. Whereas the similarity of

this research and the researcher research is same discuss about the students' speaking skill on daily communication.

On the other hand, there are no studies focusing on the students' speaking ability on daily expressions through the CLT method in the school based on Islamic boarding school. So, the researcher analyzed this topic using the qualitative descriptive method so as the result of this study will be useful for students, teachers, and all readers to develop students speaking skill trough habituation of speaking English on daily expressions and using CLT in teaching speaking.



CHAPTER III

RESEARCH METHOD

This chapter presented type of the research, research location, subject and object of the research, technique of collecting data, and technique of analyzing data.

A. Type of the research

Types of research methods can be classified based on the purpose, and the level of naturalness of the object being studied.⁵¹ This research can be characterized as field research with the descriptive qualitative method because in this research, the researcher explained the students' speaking ability on daily expressions and the implementation of the Communicative Language Teaching method in teaching speaking through the result of observation in field research. This research is said to be descriptive qualitative because the researcher described the research results using narrated words. In other words, the procedure to solve the problems by drawing and describing the condition of the subject or object the research based on the facts is called a descriptive approach. The subject of the research is students of *PK* class in the 2022/2023 academic years, who voluntarily participated in the research upon the researcher's giving information on the nature of the research and what was expected of them. Participants were selected based on recommendations from the headmaster and an English teacher, who assessed that the students in the second year in *PK* class had good enthusiasm in learning English. So, the researcher could analyze the students' speaking skill on daily expressions through the implementation of the Communicative Language Teaching method in the school.

The data were obtained from observing the students' speaking ability on daily expressions in the school and the teaching activity in the class, interviews with the head master, the head of curriculum of the *PK* classes in MA Miftahul

⁵¹ Sugiyono, *Metode Penelitian Kuantitatif, kualitatif, dan R&D*, Bandung: Alfabeta, (2017), P 4.

Huda, the English teacher, and some of the students in the second year of *PK* class. The last is documentation to support the data.

B. Research Location

This research is conducted in the second year of *PK* class MA Miftahul Huda which is addressed in Jl. Pesantren Rt 02/04, Rawalo, Banyumas, Jawa Tengah. The researcher chose this place because the researcher was interested to analyze students speaking skill on daily expressions in a school that implemented. Besides learning religion deeply, MA Miftahul Huda has a language development program in a special class named MA *PK* Miftahul Huda consists of the first year of *PK* class and the second year of *PK* class. In these classes, students have to learn academics more portion than others, involve in learning Qur'an, holy book, *fiqh*, hadith, and using Arabic, and learn English for communication.

The *PK* class was the premier class in MA Miftahul Huda and was established two years ago in 2021. The program includes the class of *tahfidz*, the holy book, and Arabic and English programs daily. Based on the interview, teachers should use English or Arabic in the teaching process, and students also had to use Arabic or English to communicate with others. According to the headmaster, "*The purpose of this program is to make students have a high-quality and good intellect*".⁵²

Each of the four programs in *PK* class had a mentor who is an English teacher, and some of the best students serve as tutors and help the teacher teach English to the other students. The teacher had a role as facilitator, manager, counselor, and motivator. The teacher facilitated the students by providing the learning media and arranging the material before the learning process started. The teacher also managed the students' position in the discussion and managed the step to convey the material. In the discussion process, the teacher had a role as a counselor and motivated the students in every meeting. According to the interview with some students, the role of the teacher had a big impact on

⁵² Result of the interview with the headmaster in MA Miftahul Huda, Rawalo, Banyumas.

students. The personality of the English teacher in the second year of *PK* class was humble, enjoyable, and had a way to improve the students' enthusiasm for learning English. The English teacher also always build communication with the students.

There are some activities in the English programs daily :

1. Memorize of Vocabularies

Memorize some vocabularies was the program to help the students to mastery the English language on daily expressions. The students of *PK* class had to memorize five of vocabularies on Monday, Wednesday, and Thursday. The students had target to memorize minimum twenty vocabularies every week. The students gave their vocabularies to the tutors or the mentor. The aim of this programs was to expand their vocabularies with the correct pronunciation, so this step supported and improved the students' speaking on daily expressions.

2. English Conversation

English conversation was the activity to practice speaking English in their daily lives. The students used English to communicate with others. The students used the English language to express their feelings, ideas, and arguments, even when giving instructions to the people in their environment. In the school, the students and teachers should speak English. The teachers conveyed the general course in the English language. However, in the religion course, the teacher conveyed the material used Arabic. To support this program, the students should also speak English every Saturday at the Islamic boarding school. The aim of this program was to train students to speak English in real-world situations and conditions.

3. English Enrichment

The last program was English enrichment. On Friday and Saturday, the students gave reflection and learn English more. The students learn about English including pronunciation, grammar, English on daily expressions, and four skills in English. Some of the activities in this

program were singing a song, presentation, group discussion, and games. This program aims to improve the students' skills, especially in speaking on daily expressions.

The focus of the *takhosus* English program was how to make students use the English expressions in communication, in other hands, the focus of the program was practice speaking on daily expressions. So, to make the program successful, the headmaster gave some facilitation to the *PK* class students, like the private room, the private class, good learning media, gave a quality teacher, and English learning with good quality.⁵³ In conclusion, the researcher was interested to analyze the students speaking skill on daily expressions and the implementation of the Communicative Language Teaching method toward analyzing the students speaking skill on daily expressions.

C. Subject and Object of the research

1. Subject of the research

Subject in the research is defined people who can give an information about the situation and the background condition of the research. In this research, the researcher chose two subject of the research, among them:

- a. The English teacher in the second year of *PK* class MA Miftahul Huda, Rawalo, Banyumas.
- b. The twenty four students in the second year of *PK* class MA Miftahul Huda, Rawalo, Banyumas.

2. The Object of the research

The object of this research was the students speaking skill on daily expressions and the implementation of Communicative Language Teaching method in the second year of *PK* class MA Miftahul Huda. The researcher analyzed the students' communication in daily life, the students' speaking skill in the class, problems of speaking, the application of CLT method in

⁵³ Result of observation on 31 March 2023.

teaching process, the learning media, and the implementation of CLT method in the classroom.

D. Techniques of collecting data

a. Observation

In qualitative research, the researcher needs to collect a data of the study and one of the tools in qualitative method is use an observation. Observation is an activity of observing the condition of the object research to obtain data. Observation is defined as a systematic observation and recording of phenomena of research.⁵⁴ According to Marshall in the book of Sugiyono stated that “Through observation, the researcher learns about behavior and the meaning attached to those behavior”.⁵⁵ Through observation the researcher can get authenticity data, because observation give some advantages for the researcher, among them: through observation the researcher be better to understand the context of data in social situation, the researcher also can see things that are lacking or not observed by others and find things that are nor revealed through interviews.⁵⁶

In terms of the process for the data collection, observation divided into two; participant observation (*active participation*) and non-participant observation (*passive participation*). In this research, the researcher did active participation observation. Active participation means that the researcher generally did what others in the setting did. So, the researcher observed the condition of the class and active follow the activity in the class. The researcher used observation checklist, records of the teaching process, and records of the students' daily expression to observe the students' speaking ability on daily expressions and the use of Communicative Language Teaching in the classroom. The researcher observed four meetings at MA Miftahul Huda, Rawalo, Banyumas. In this

⁵⁴ Sutrisno Hadi, *Metodologi Research*, Yogyakarta: Andi Offset (2004), P 151.

⁵⁵ Sugiyono, *Metode Penelitian Kuantitatif...*, P 226.

⁵⁶ M Djunaedi Ghony and Fauzan Almanshur, *Metodologi Penelitian Kualitatif*, Jogjakarta: Ar-Ruzz Media (2020), p 175.

process, the researcher wrote down the important point found during the observation, then analyzed the data obtained from observation, and gave a conclusion about the students' speaking ability on daily expression through the implementation of Communicative Language Teaching method in the school.

In the observation process, the researcher needs an instrument to analyze the quality of the class. Because of that, the researcher used an observation checklist adapted from Lutfi, 2016, the table goes to appendix.

b. Interview

Interview is a technique to collect data through open questions about the object of the research. The procedure in this technique can be used to explore causal relationships between aspects of qualitative research.⁵⁷ The researcher asked some questions related to the research topic that is the students' speaking skills on daily expressions through the Communicative Language Teaching method and explore information that is known and experienced by research subjects. In this research, the researcher used a semi-structured interview by giving a list of questions but being flexible following the direction of the interview. The composition of the questions in a semi-structured interview is not rigid and is adapted to the condition and needs of the interview.⁵⁸ The goal of this technique is to get information directly from the source person about the students' daily expressions and the implementation of the CLT method in *PK* class MA Miftahul Huda.

In the interviews, the researcher collaborated with the head of curriculum, six of students and the English teacher in *PK* class to discuss the students' and teachers' perceptions about the condition of the teaching speaking process, how the Communicative Language Teaching method is implemented, how the teacher gave support and tips to help students developed their speaking skill on daily expressions, how the school system

⁵⁷Ag. Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing: Pendekatan Kuantitatif dan Kualitatif*, (Yogyakarta: Graha Ilmu, 2006), p 243.

⁵⁸ M Djunaedi Ghony and Fauzan Almanshur, *Metodologi Penelitian*,..., p 177.

supported an English program in daily life, and how the students used an English language in daily life.

c. Documentation

Documentation is one of the methods to make research data more trusted. The terms of documentation according R.C Bogdain and S.K Biklen refer to “*materials such as photographs, videos, films, memos, diaries, clinical case records, and memorable of all sorts that can be used as supplemental information as part of case study whose main data source is participant observation or interviewing.*”⁵⁹ In collecting data, the researcher needs to confirm to the readers that this topic is proper to be researched. This research used this method to collect data by the student's achievements in English.

E. Technique of analyzing data

a. Data reduction

Data reduction is the process of summarizing the data, selecting important points from the data, then focusing on important things, and looking for the theme and pattern. The purpose of this technique is to make it easier for the researcher to acquire the data and provide a clear overview of what should be focused on in this investigation.

b. Data display

Displaying data is the next step after reducing the data. In the research process need a data display that obtains from an interview, observation, and documentation. Displaying data can use a brief description, chart, and relation between categories or text narrative. The goal of this technique is to give an overview that explains phenomena in the field.

c. Conclusion and verification

⁵⁹ M Djunaedi Ghony and Fauzan Almanshur, *Metodologi Penelitian*,..., p 199.

The last techniques are conclusion and verification. The definition of conclusion and verification is conveying the result of the research based on the interview, observation, and documentation after going through data validity testing. This step will answer the research problem and explain the result of this research.



CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher described the findings of the students' speaking skills on daily expressions through the implementation of the CLT method in the class, especially in the second year of the *PK (Program Keagamaan)* class in MA Miftahul Huda, Rawalo, Banyumas. Through the explanation and discussion in this chapter, the researcher answered two research questions in this research: how is the students' speaking skill on daily expression in the second year of *PK* class in MA Miftahul Huda, and how is the implementation of the Communicative Language Teaching method toward the students' speaking skill on daily expression in the second year of *PK* class in MA Miftahul Huda.

The researcher described the findings based on observation, interviews, and documentation. The research process runs for two months, from April until May 2023. The researcher analyzed twenty-four students' speaking skill based on daily expressions in the school and the teaching speaking activities implemented by the English teacher. The result of the research presented in two parts. The first finding described the students' speaking skill in daily expressions. The second finding described the implementation of the Communicative Language Teaching method in teaching speaking on daily expressions.

A. Research Findings

1. The students' speaking skill on daily expressions

In this part, the researcher showed the findings of students' speaking skill on daily expressions in the second year of *PK* class MA Miftahul Huda, Rawalo, Banyumas. The researcher did observation on the students' speaking skill on daily expressions to know how the condition and situation of students' speaking skill on daily expressions in the school. So, the researcher could analyze the students' speaking skill on daily expressions from students' performance in practice English, the result of observation, and result interviews. The purpose of these activities to answer the first research questions in this research. The researcher did the

observation on 3 April 2023, 15 May 2023, 19 May 2023, and 31 May 2023.

The students' speaking skill on daily expressions can be seen after the researcher did an observation and interviews in the second year of *PK* class MA Miftahul Huda, Rawalo, Banyumas. In the process of observation, the researcher focused on students speaking on daily expressions. The result of the observation showed that the students used the English expressions in daily life. The researcher found some expressions that were used by students, the students used some of expressions in the daily like when they asked to borrow a pen, the students said "Can I borrow your pen?" and the friend answers "Yes, of course". Some other expressions are usually used by the students of *PK* class MA Miftahul Huda, Rawalo, Banyumas, as follows;

In the morning, the students or the teacher ask each other condition.

- 1) Hello friends, how are you today?
- 2) Hi guys, how is life today?
- 3) Today, I am feeling lonely.
- 4) Today, I am feeling lazy.
- 5) Today is my favorite day, so I am feeling happy.
- 6) I feel so so.
- 7) I am fine today.
- 8) I am very well.
- 9) Is your friend coming to class today?
- 10) Is your friend not coming today?
- 11) There are some students not coming to the class.
- 12) I guess all the students come to the class.
- 13) I guess one of the students has not come to the class
- 14) Who is it?
- 15) This is Imam.
- 16) Why did Imam not come to the class?

- 17) He is sick.
- 18) I will pray for all of you

Some expressions when they ask or offer help.

- 1) Anyone can help me?
- 2) Are you feel free? If you can, please help me
- 3) Help me, please
- 4) Can you help me?
- 5) Will you help me?
- 6) I need your help
- 7) Close the door, please
- 8) Clean the whiteboard, please..
- 9) Someone, please take a pan in the office
- 10) I need someone to read the text
- 11) Close the book
- 12) What can I do for you?
- 13) Did you need help?
- 14) I will help you
- 15) I am so happy if you need my help

Some expressions in the learning process.

- 1) Please, listen carefully guys
- 2) Don't be noisy
- 3) Silent, please everyone
- 4) I can't get the point
- 5) I am still confuse
- 6) I feel I can
- 7) This, not mine
- 8) Can you answer the questions?
- 9) It looks difficult
- 10) I think it is easy

- 11) We will do our best.
- 12) I will try until I can answer the questions
- 13) Don't make me confuse
- 14) In my opinion, the correct answer is...
- 15) Don't think too much
- 16) I trust you
- 17) Not so bad
- 18) Just a minute
- 19) Once more
- 20) Hurry up
- 21) Step by step
- 22) Never give up
- 23) Do it by yourself
- 24) It doesn't matter
- 25) That is amazing
- 26) Raise your hand

Based on the interview, the tutor persuaded the friends to speak English daily. The students used English when any people used English. The students' speaking skill was better than students in the regular classes. The *PK* students could use some English expressions in daily. They used English in the school and then supporting in the Miftahul Huda Islamic boarding school. The tutor gave material to the students about anything to improve the students speaking skills. For example, discussing the phenomenal topic, training students to speak English, learning about pronunciation, doing the presentation, singing a song, storytelling, and any other daily activities to learn English.⁶⁰ Besides giving some material to the students, the tutor also gave innovation in arranging basic material into new variations activities, for example when the tutor taught pronunciation to students, the tutor designed this into the song, so the students learn

⁶⁰The result of interview with Tutor on 31 March 2023.

pronunciation through a song.⁶¹ The main purpose of this activity was to improve the students speaking skill in daily expressions and make students feel confident when using English.

There are the students' answer in the communicative practice on 31 May 2023, as follows:

“My daily routine, every morning I wake up at 05.00 am. After that, I brush my teeth and take a bath. I exercise by running around the house. Then, I eat some food for my breakfast and hurry to school. When I returned from school I take a rest and sing a song. In the night, I learn in my room, then pray before sleep.”

The other answer in communicative practice

“A day in my life. Every day, I wake up at 05.00 in the morning, then get up after a minute. After that, I go to the bathroom and take a bath. Before I go to the office to work, I have breakfast. I returned from the office and then go to the supermarket to buy some fruit. In the afternoon, I walk around my house. Then at night, I have dinner with my girlfriend. After that, go back home and watch a television. The last activity I read was a book before sleep.”

Activity two was the students mention the sentences that are usually used in these activities. Below are the students' answer⁶²:

In the room

I can do everything in my room

There are many pictures and flowers in my room

I say that my room is clean and comfortable

Don't go to my room

Don't shut the door!

My room is my private

I sleep in my room

Her room has a great view

⁶¹The result of interview with Tutor on 31 March 2023.

⁶²The result of observation on 31 May 2023.

In the bathroom

The water in the bathroom is gone

Please, get a water dipper in the bathroom

Don't take a long time in the bathroom

I wanna take bath after you

Please, clean the bathroom

In the kitchen

I have breakfast with my family in the kitchen

It is delicious!

Give me little rice, please

Please, take a glass in the kitchen

The kitchen is my favorite room.

I make a juz in the kitchen

In the last activities, the researcher mentioned the daily expressions in the school like “close the door, please, clean the whiteboard, take your time, find a word in the dictionary, that sounds great, and so on” to the students and asked them to translate the sentences. Sometimes, the researcher used Bahasa and asked the students to translate into English.

2. The Implementation of CLT Method in Teaching Speaking on Daily Expressions

The implementation of an effective method is needed to achieve a learning objective because the selection of a learning method had a major influence on the development of students' abilities. Chose an effective method make success in the learning process. A method was the way that is used by the teacher to convey the material. For teacher, a method was very useful and helpful to make easier the learning process. In the *PK* class, the English teacher chose the Communicative Language Teaching method to be implemented in the teaching speaking process, whereas in the regular class, the English teacher used GTM or grammar-translation

method. That is conveyed by the English teacher *“In the second year of PK class I taught English by giving more practice the target of language, so after conveying the material the students have to do practice in variations models, however in the regular class, I chose to more focus on delivering material than practice.”*⁶³ The difference this because the main purpose of English learning objectives in the *PK* class were different, the focus of *PK* class was to make the students can use a language than a regular class. It is supported by the instructions of the headmaster that *“The students in PK class are taught the English language to maked students could use English in daily communication”*.⁶⁴ So, the curriculum gave more time in *PK* class than in a regular class and the English teacher could use the time to do variations activities like in the Communicative Language Teaching method.

The researcher analyzed the process of teaching speaking at the second year of *PK* class consists of discussion and presentation, communicative practice, information-transfer activities. According to the English teacher *“The student's ability on daily expressions is improved than in the first time the English teacher taught the students”*.⁶⁵ Nowadays, students could speak English confidently, they also conveyed the meaning correctly, but any some students felt shy to speak in front of the class.

Below classroom activities in the second year of *PK* Class MA Miftahul Huda, Rawalo, Banyumas. Related with the theory of Jack C. Richard about the implementation of CLT in the classroom.

a. Discussion

Discussion was one of the activities in the Communicative Language Teaching method to improve the students' communicative competence. In this activity, the teacher gae material about asking and giving information and the students feel

⁶³ Interview with the English teacher on 18 May 2023.

⁶⁴ Result of interview with the head master.

⁶⁵ Result of the interview with the English teacher on 18 May 2023.

free to discuss the topic with their partner in the group. Through discussion, the students built communication to solve the problem or find the correct answer.

Below is the discussion activity implemented in the *PK* class of MA Miftahul Huda, Rawalo, Banyumas.⁶⁶

The practical activity of discussion, as follows:

- 1) The teacher did an introduction activities: salam, greeting, checking the students' attendance, and introduction of the material.
- 2) The teacher divided the students into six group. Each of group consist of four students.
- 3) The teacher showed the video conversation in the hotel about "asking and giving information" use smart TV.
- 4) The teacher asked the students to listen carefully.
- 5) The teacher asked the students to analyze the video and find the information in the video.
- 6) The teacher gave a time to each of group to discuss and wrote the information in the video.
- 7) The teacher gave some questions to the students and asked students answer the questions quickly.
- 8) The students conveyed the result of discussion in front of the class.

b. The other activity in discussion

In this activity, the teacher still discussed about asking and giving information and the students were asked to build a discussion season to exchange ideas between each partner in the group.

Below is the discussion activity implemented in the *PK* class of MA Miftahul Huda, Rawalo, Banyumas.⁶⁷

- 1) The teacher greet the students.

⁶⁶ Result of observation on 3 April 2023.

⁶⁷ Result of observation on 3 April 2023.

- 2) The teacher checked the students' attendance.
- 3) The teacher divided the students into six groups. Each group consists of four students.
- 4) The teacher gave the conversation paper and gap conversation paper.
- 5) The teacher asked the students to analyze the conversation paper, and answer some of the questions there.
- 6) The students are asked to discuss their assignment.
- 7) Two students discuss to answer the conversation paper.
- 8) Two other students discuss to fill the blank task.
- 9) If each of the students finishes, they exchange information to others in the group.
- 10) Last, each of the students in the group, answer the question by wrote and explained in front of the class.
- 11) The other students answer the question by read the answer in front of the class.

c. Presentation

Presentation was one of the activities in Communicative Language Teaching to train the students' speaking skill in front of other people. In this activity, the teacher gave material "how to speak English well" and the students were asked to find a phenomenal and interesting topic to be the theme of their presentation, then explore their ideas about the topic and convey them in front of the class.

Below is the presentation activity implemented in the *PK* class of MA Miftahul Huda, Rawalo, Banyumas.⁶⁸

- 1) The teacher did an introduction by gave motivation to the students.
- 2) The teacher showed the material by power point.
- 3) The teacher explained the material to students.

⁶⁸Result of observation on 15 May 2023.

- 4) The teacher shared some tips be good presenter.
- 5) The teacher provided question and answer session.
- 6) The teacher showed an example video of the good presentation.
- 7) The teacher asked the students to chose phenomenal and interest topic to be material in the presentation.
- 8) The students arranged script of presentation's material.
- 9) After the presentation's material finished, the teacher asked the students to present their material in front of the class.
- 10) The students did presentation individually.

d. Information-transfer-activity

Information-transfer-activity was the activity to improve the students' speaking skill. In this activity, the teacher gave material "asking and offering help". The purpose of this activity is to train students to transfer information to other students.

Below is the information-transfer activity implemented in the *PK* class of MA Miftahul Huda, Rawalo, Banyumas.⁶⁹

- 1) The teacher did an introduction activities: salam, greeting, checking the students' attendance, and introduction of the material.
- 2) The teacher motivated students.
- 3) The teacher prepared the learning media used video.
- 4) The teacher showed six the conversation videos, among them; video in the hotel, in the restaurant, in the library, in the coffee shop, in the bank, and in the book store.
- 5) Then, the researcher divided the students into six categorize to analyze the video.
- 6) Every students must to listened and watched the video carefully. The students also could wrote the key of the video in the book.

⁶⁹ Result of observation on 19 May 2023.

7) The students presented and retell the content of video and what is the daily expressions used in the video in front of the class used own language.

e. Communicative practice

The kind of communicative games observed by the researcher in the *PK* class were described and arranged. In the first activity, the teacher showed a picture of a daily routine and asked students to arrange sentences related to the picture. The second activity asked students to mention some expressions that are usually used daily. The purpose of this activity was train the students' to explore their knowledge about the daily routine, especially the expressions that are usually used.

Below is the communicative practice activity implemented in the *PK* class of MA Miftahul Huda, Rawalo, Banyumas.⁷⁰

- 1) The teacher did an introduction by giving the motivation to make students not worry to explore their ability in themselves.
- 2) The students is seen ready to follow the activity.
- 3) The teacher showed the picture in front of the class.
- 4) The teacher asked students to observe the picture and arrange the sentences to tell the daily routines according to the pictures.
- 5) After that, the teacher asked students to mention the sentences that usually described the activity.
- 6) The students arranged the sentences spontaneously and answer simultaneously.
- 7) Next to the second activity, the teacher gave some questions to the students about expressions in daily.
- 8) The teacher chose students randomly.
- 9) The selected student should answer the question.

⁷⁰ Result of observation on 31 May 2023.

Related to the explanation above, the teacher tried to encourage the students to explore themselves to improve their ability in English. It can be learned by practicing English in the activities on Communicative Language Teaching method. The students used English to answer some of the questions from the teacher and to interact with others. In conclusion, the teacher gave students the opportunity to build communication skill using language target in some of the activities in the classroom. Kind of activities given by the teacher were discussions, jigsaw activities, role play, storytelling, presentaiton, transfer-informaton activities, describing a picture, games, watching a film or learning videos, and singing a song.⁷¹ In the learning process teacher had innovation to convey the material. According to the English teacher, the best activities that had a good impact on students' speaking skills on daily expressions were presentations and discussions, because through the Communicative Language Teaching the students could open-minded first and then shared their knowledge with other students and presented in front of the class, so that they could improve their speaking skills and built communication with their friends.⁷²

B. Discussion

In this part, the researcher discussed the findings that had been found from observation, interviews with the English teacher and some of the students, and documentation. The researcher discussed based on the findings of all instruments in this research to answer the research questions.

1. The students' speaking skills on daily expressions

From the data, the researcher concluded that the function of speaking in the second year of *PK* class related to the theory of speaking by Brown and Yale, which implemented speaking as interaction, transaction, and performance.⁷³ The students built communication in their environment

⁷¹ Interview with teacher on 18 May 2023

⁷² Result of the interview with the English teacher

⁷³ Jack C Richards. Teaching Listening and Speaking; From Theory to Practice,....P.21.

using English; they used English to express their feelings in their activities. The students also speak English to ask for help, give instructions or directions, and discuss something. In the learning process, the students used speaking as a form of performance, such as for presentations, story-telling, and discussion.

From the implementation of speaking on daily expressions, the students could give expressions in the learning process. The variations of teaching material also supported the students speaking skill on daily expressions. The teacher gave asking and giving information through showed authentic video “asking and giving information in the hotel” in the discussion activity. In the presentation, the teacher asked students to chose authentic phenomena topic to train students speaking skill. In thenformation-transfer activity, the teacher gave material “asking and offering help”. The last, in the communicative practice, the students were asked to explore their speaking skill on daily expressions.

Some of the students’ problem in speaking skill on daily expressions was pronunciation and felt hard to express their ideas. This problem related from the theory of Tang that four problems in speaking were speechless, feel hard to express the ideas, mother-tongue usage, and uneven participation.⁷⁴ In the *PK* class, the first problem was students felt difficult when pronounce English. The factor caused this problem was mother-tongue usage. All of students were Indonesian, whereas English still become foreign language in Indonesia. The second problem was felt hard to express the ideas. Sometimes the students used a mix language when they felt difficult and confused to express or say something. The factor caused this problem was the students inhibited trying speak English because afraid to making mistakes and getting a bad comment.

There are the factors helped the students to improve their speaking skills on daily expressions includes the teaching method usage, learning

⁷⁴ Riadil, I. G. (2020), “A study of students’ perception: Identifying EFL learners’ problems in speaking skills”,...,P 32 .

activities that are implemented, the role of a teacher in the learning process, and the rules of *PK* class to improve the students speaking skills. In conclusion, the students' speaking skills on daily expressions in the second year of *PK* class MA Miftahul Huda, Rawalo, Banyumas was related with the theory of Brown that "*speaking is an interactive process of constructing meaning that involves producing, receiving and processing information*".⁷⁵ Because, the students did interaction using English which includes of producing, receiving, and processing meaning and information in daily.

2. The implementation of Communicative Language Teaching Method in Teaching Speaking on Daily Expressions

For the result of the research, the researcher found that there were the activities in the implementation of Communicative Language Teaching method in the second year of *PK* class MA Miftahul Huda, Rawalo, Banyumas. The researcher analyzed the process of teaching speaking at the second year of *PK* class based on Jack C. Richards theory that the implementation of CLT in the classroom had some activities type involve of fluency activities consist of discussion and presentation, communicative practice, information-transfer activities.⁷⁶

There are some activities in the Communicative Language Teaching implemented in the *PK* class:

a. Discussion

From the implementation of this activity, the teacher trained students to built a discussion with their partner by asked the students open-minded, then shared their ideas to their partner in the small group. In other hand, the teacher gave opportunity to solve a problem used the language target. Conducting the discussion in class created a safe and calm atmosphere where the students feel fully encouraged to speak the

⁷⁵ Natalia Rahayu, An Analysis of Students' Problem in Speaking English Daily Language Program at Husnul Khotimah Islamic Boarding School, Skripsi,..., P 2.

⁷⁶ Jack C. Richards, *Communicative Language...*, P 13.

target language.⁷⁷ The students analyzed the material from the video, analyzed the text, and answered some questions that is given by the teacher. The purpose of this activity to enhance the students' communication skill that are value in the classroom now.⁷⁸

b. Presentation

Brown stated that presentation was when someone talks in front of the people or audience to promote something or talk about something important with a formal style.⁷⁹The students were allowed to had interpersonal interactiton shared and exchanged peer examiners and shared contrbutions between each other. One of the activity to increase the opportunities for language speaking and sharing was presentation between groups and classmates.⁸⁰ Presentation was one of the activities in Communicative Language Teaching to train the students' speaking skill in front of other people. Through presentation, the students developed the theme with the critical thinking, arranged the sentences and conveyed to gave the understanding to the other students. By presentation, the teacher could to analyze the grammatical usage, the students' pronunciation, the students' ability to express their ideas in front of other people.

c. Information-Transfer Activity

Information-transfer activity was the students' activity to conveyed the information to other people using own language. Information activity required the students to take informatin that is presented in one form, and then represent in different form. The activity of information-transfer activity in the *PK* class is the teacher presented the

⁷⁷ Gea Carnando, and Nurlaily, “ implementing Communicative Language Teaching (CLT) Aproach in an International Standard School in Batam,...,P.36.

⁷⁸Muhammad Astrianto Setiadi, “Using Communicative Language Teachng (CLT) Aproach Through Small group Discussion as a Device to Stimulate the Studens to Speak in English”,...,P 229

⁷⁹ Jack C. Richards, *Teaching Listening and Speaking*”, (Cambridge: Cambridge University Press, 2008).

⁸⁰ Luis Miguel Dos Santos, “The Discussion of Communicative Language Teaching Aproach in Language Classrooms”, ..., p 106.

conversation video in the daily life such as in the restaurant, in the bank, in the book store, in the library, and in the coffee shop. The students should get information from the video and represent the content of video to their classmates. The purpose of this activity to improve the students' competence in speaking and the students' knowledge about some sentences in the daily expressions.

d. Communicative practice

The aim of this activity to engage students to use freely from their own source and their own real life situation and experience.⁸¹ In this activity, the students asked to describe and arrange the sentence related with the picture that is given by teacher. The students also asked to mention some expressions in daily. The teacher chose the students randomly to mention that expressions. From this activity, the teacher stated that the students could to analyze and describe the daily routine related to the picture one and two. The students answered together, the students arranged the sentences from the first activity until the last activity. After that, the students mentioned the sentences were used in these activities.

Analysis result of the step in the implementation Communicative Language Teaching in teaching speaking skill on daily expressions related with the theory of Lutfi that the implementation of Communicative Language Teaching in the teaching process involve of pre-communicative activities, then accuracy and fluency activities, pair and group work, and the last step is giving feedback.⁸² From this theory, the researcher concluded that the teacher did pre-communicative activities before doing the main activity, after that the teacher did accuracy and fluency activities such as, discussion, presentation, transfer-information activity, and communicative practice in the classroom. However, only three activities

⁸¹Muattar Nasimova, Communicative Language Teaching, Samarkand state institute of foreign language, 2022, <https://inscience.uz/index.php/socinov/index>

⁸² Lutfi Efendi, "Improving Students' Speaking Skills Through Communicative Activities,...P 19.

from the five activities that was observed by the researcher used pair and group work. The last, the teacher gave feedback after the students did an classroom activity.

In addition, the students were active in the classroom. The teacher gave a variation teaching process to the students and chose authentic material in teaching process to support the teaching process. As the theory of Littlewood that the implementation of Communicative Language Teaching method enhanced students' motivation to learn a language, and the Communicative Language Teaching method encouraged the learning of English through the use authentic and real-world materials.⁸³ Some of the learning media used in the classroom were video, textbook, picture, and smart TV. The use of authentic material motivated the students in foreign language class. According to Vlatten, *"The use of video in the classroom exposed students to authentic voices and different dialects, which cultural background"*.⁸⁴ The teaching activities observed by the researcher were group discussion, presentation, information-transfer activity and the communicative games.

From the implementation of Communicative Language Teaching method, the students could improve their speaking skill on daily expressions, so the students got a good impact on the speaking on daily expressions. Below the researcher was make summarize of the result of observation of the implementation of the Communicative Language Teaching method in the second year of *PK* class MA Miftahul Huda, Rawalo, Banyumas as follows:

- 1) The first step before the teaching process was started the teacher build emotions and motivation by giving introduction questions to the students.

⁸³ Noha Abdelmageed Taha Abdelmageed, and Mahmoud Ali Ahmed Omer, "The Effectiveness of Using Communicative Language Teaching Approach (CLT) ,,,,,, P. 94.

⁸⁴Vanessa Toro, et.al, "The Use of The Communicative Language Teaching Approach to Improve Students' Oral Skills", English Language Teaching, Vol. 12. 2019, p 112.

- 2) The teacher did good strategies to make students centered in the learning process.
- 3) The teacher had more than one activity.
- 4) The teacher had a good variation to teach speaking, reading, listening, and writing.
- 5) The teacher chose a good media to be learning media.
- 6) The students analyzed the material through the assignment that is given by the teacher.
- 7) The teacher built communication with the students in the learning process.
- 8) The teacher as facilitator gave good facilitation to the students when the students need a help.
- 9) The teacher conveyed the material in the last after the students know the material.
- 10) The teacher reviewed the material before closing the class to measure the students' understanding about the material.
- 11) The teacher gave homework to students to make students remember the material and more understand the material deeply.

In addition, the Communicative Language Teaching method to English learning had already strengthened the four components that comprise communicative competence on theory of Canale and Swain stated that grammatical competence, discourse competence, social linguistic competence, and strategy competence are the four components that comprise communicative competence.⁸⁵ The *PK* class of MA Miftahul Huda's strategy for improving English proficiency through the Communicative Language Teaching method is as follows:

a. Grammatical Competence

The teacher strengthened the grammatical competence by providing the memorization theme to students every day, taught the pronunciation of the vocabulary, and taught grammar in every meeting.

⁸⁵ Christine C.M. Goh and Anne Burns, *Teaching Speaking: Holistic Approach*, ..., P. 51.

b. Socio Linguistic Competence

The teacher strengthened the socio-linguistic competence by providing the learning material like in a real situation, such as “in the hotel”, and asked the students to practice and improve the conversation as though in the real situation, condition, and place.

c. Discourse competence

The teacher strengthened discourse competence by practicing the material in every meeting.

d. Strategic Competence

The teacher strengthened the strategic competence by using the English language to communicate, and the teacher also taught some expressions in using the English language.

As a result, the researcher concluded that the Communicative Language Teaching gave a big impact on students speaking skill on daily expressions. The characteristic of the Communicative Language Teaching method implemented in the school related with the theory of David Nunan that Communicative Language Teaching had a characteristics, as follows⁸⁶:

- a. The focus on learning to communicate in the target language through interaction.
- b. The incorporation of authentic texts into the learning environment,
- c. Providing opportunity for learners to concentrate not only on language but also on the learning management process,
- d. Improving the learner's own personal experiences as essential contributors to classroom learning,
- e. An attempt to connect language learning in the classroom with language activities outside the classroom.

So that, the Communicative Language Teaching could improve the students' speaking skill on daily expressions. It was a method to make teaching English more enjoyable. Four skills in English can be taught by Communicative Language Teaching, especially in teaching speaking. This

⁸⁶ David Nunan, *Learner-Centered English Language Education*, ..., P 33.

method aims to teach students communicative in the learning process. The implementation of the Communicative Language Teaching method as a tool treated students to speak English. However, the implementation of this method need a good collaboration between the English teacher and the students, because to be successful the students had to participate in the learning process actively.

The Communicative Language Teaching method and students speaking skills on daily expressions had a strong relationship. The Communicative Language Teaching method was one way to encourage students to use language for communication by allowing them to express and exchange ideas in their English classroom and the Communicative Language Teaching activities such as open discussion and questioning the teacher in the classroom. In other words, the several ways of implementation the Communicative Language Teaching method improved the students' speaking skill, especially in the target language which were the English language.⁸⁷

In addition to group activities and individual development, discussions and presentations were useful in the classroom where the Communicative Language Teaching method is applied.⁸⁸ There were some of the advantages of pair work and group work activities.⁸⁹ One of the advantages of pair and group work activities was the students could listen and learn from their partner in the group. The students could improve their speaking skill. The students could expand their vocabularies. The last, each of the member in the group gave motivations. The Communicative Language Teaching activity gave good effect on students' motivation to

⁸⁷ Surawijaya Mangaleswaran and Azlina Abdul Aziz, "The Impact of the Implementation of CLT on Students' Skills",..., p 81

⁸⁸ Vanessa Toro, et.al, "The Use of The Communicative Language Teaching Approach to Improve Students' Oral Skills", English Language Teaching, Vol. 12. 2019, p 112.

⁸⁹ Jack C. Richards, *Communicative Language...*, P 13.

learn English language. The students felt more motivated when they were involved in communicative activities for communication.⁹⁰

The implementation of Communicative Language Teaching in the to second year of the *PK* class MA Miftahul Huda gave some advantages for the students. There were the advantages of Communicative Language Teaching implemented in the *PK* class: first, made the learning process more colorful. The use of the Communicative Language Teaching method in the learning process felt happy and enjoyable. Many activities given by the teacher made students not felt bored. Second, Communicative Language Teaching could help teachers to improve the student's skills, especially to help the students communicate effectively.⁹¹The last, Communicative Language Teaching could to improve the students' communicative competence. Savignon stated that “*The essence of Communicative Language Teaching is the engagement of learners in communication to allow them to develop their communicative competence*”.⁹²



⁹⁰ Ochoa, c, *et al*, “The Affect of Communicative Activities on EFL Learners’ Motivation: A Case of Students in the Amazon Region of Ecuador. Colombian Applied Linguistic Journal. 2016. 18(2), P 39-48. <https://doi.org/10/14483/calj.v18n2.10018>

⁹¹ Shouroqul Ali Al-Gami and Anas Hamed Al-Muhammaddi, The Effect of Using Communicative Language Teaching Activities on EFL Students’ Speaking Skills at the University of Jeddah, *English Language Teaching*,...,P. 74.

⁹² Sandra J. Savignon, *Interpreting Communicative Language Teaching*,..., P. 22.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presented the conclusions and suggestions.

A. Conclusions

Based on data analysis from the result of observation and the interview with the English teacher and students at the second year of *PK* class MA Miftahul Huda, Rawalo, Banyumas it can be concluded:

1. The students used English expressions in their daily. The students also sent a message to the teacher use the English language. However, sometimes the students still used mix language when they felt confused to found the vocabulary. The drawback of students' speaking skills in daily expressions included linguistic problems and psychological problems. For the linguistic problem, the students' problem in speaking was their pronunciation. The students used the wrong pronunciation when speak English. Because of this problem, the students got an impact on their psychological that was felt not too confident and felt hard to express their ideas, because worried to make mistakes and got bad comments.
2. The implementation of the Communicative Language Teaching method in the second year of *PK* class MA Miftahul Huda, Rawalo, Banyumas had impact on the students, especially in improving their speaking skills on daily expressions. Through the implementation of the Communicative Language Teaching method, the teacher facilitated the students use of some expressions daily. The Communicative Language Teaching method also gave the solution to the school-based Islamic boarding school offered a variation teaching model to make students did not bore in following the learning process. According to the data, the activities that could improve the students' speaking skill on daily expressions were discussions and presentation. Through discussion, the students could build natural communication, express and exchange ideas in their English classroom. Through presentation, the students could train speaking in front of the class confidently. In conclusion, the Communicative Language Teaching

method supported the students' speaking skills on daily expressions by train students had communicative competence.

A. Limitation of the research

In the research process, the researcher found two limitations to conduct the data, as follows:

1. MA Miftahul Huda Rawalo had one English teacher, so the researcher could not conduct a data and make comparison about the teacher's perception of the students' speaking skill on daily expression and the implementation of Communicative Language Teaching method implemented in the school.
2. In the research proses, the head of curriculum in the *PK* classes was changes. So, the researcher must to repeat the interview with the new head of curriculum in the *PK* classes.

B. Suggestions

After the researcher did an analysis from observation, interview, and gave a student's analysis in speaking skills on daily expressions, the researcher would like to gives some suggestions to the school, the English teacher and the next researcher in the same topic.

1. For the school

From the conclusion above, the researcher would to give some suggestions for the school based on an Islamic boarding school to make the students more improve their speaking skills on daily expressions, below the researcher suggestions for the school:

- i. The school have to gives a more opportunity to the students to learn English more in the Islamic boarding school.
 - ii. The school have to make an English community to improve the students' speaking skills on daily expressions.
2. For the English teacher:

- a. The English teacher have to give more motivations to students to be brave speak in front of many people.
 - b. The English teacher have to more extra in teaching English for students based on Islamic boarding school.
3. For the next researcher in the same topic:
- a. For the next researcher can find the other solution to improve the students speaking skills on daily expressions in the school based on Islamic boarding school.



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LIST OF APPENDIX

LIST OF APPENDIX

Appendix I

Observation checklist

1. Discussion

| Observation Items | Implementation | | Comments |
|--|----------------|----|---|
| | Yes | No | |
| Opening | | | |
| ➤ The teacher greets the students. | ✓ | | |
| ➤ The teacher checks the students' condition and attendance. | ✓ | | |
| ➤ The teacher recalls the previous materials. | | ✓ | |
| ➤ The teacher convey the learning objective of the meeting. | | ✓ | |
| ➤ The teacher is well prepared in the classroom. | ✓ | | The teacher prepare a video to be learning media. |
| Main Activities | | | |
| ➤ The students are ready to learn the next materials. | ✓ | | |
| ➤ The teacher presents the material. | | ✓ | The teacher showed the video related to the material today and students asked to analyze about the video. |
| ➤ The teacher already make sure | ✓ | | |

| | | | |
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| the students follow the learning process actively. | | | |
| ➤ The teacher uses variative method to teach students. | ✓ | | The teacher used a group discussion. |
| ➤ Both teacher and students communicative to share information. | ✓ | | Each group share the result of discussion to other. |
| ➤ The teacher and students discuss about the material. | ✓ | | The teacher and students discussed the material through ask and answer the questions. |
| ➤ The teacher give chances for students to ask questions. | ✓ | | |
| ➤ The students deliver their question to friends. | ✓ | | |
| ➤ The teacher correct the students answer. | ✓ | | If the students made a mistake in answer the questions, the teacher gave a correct answer. |
| ➤ The teacher as mediator. | ✓ | | |
| ➤ The teacher as facilitator. | ✓ | | |
| ➤ The teacher as motivator. | ✓ | | |
| ➤ Teaching media that is used by teacher. | ✓ | | |
| Closing | | | |
| ➤ The teacher and students reflect to today's lesson. | ✓ | | |
| ➤ The teacher gives feedback to the students activity. | ✓ | | |
| ➤ The teacher and students make | ✓ | | The teacher was reviewed |

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| summarise. | | | the learning process and made summarise about the material. Then, ask students to memorize it. |
|------------|--|--|--|

2. The other activity in discussion

| Observatin Items | Implementation | | Comments |
|--|----------------|----|---|
| | Yes | No | |
| Opening | | | |
| ➤ The teacher greets the students. | ✓ | | |
| ➤ The teacher checks the students' condition and attendance. | ✓ | | |
| ➤ The teacher recalls the previous materials. | | ✓ | |
| ➤ The teacher convey the learning objective of the meeting. | | ✓ | |
| ➤ The teacher is well prepared in the classroom. | ✓ | | The teacher used conversation's paper and assignment paper. |
| Main Actviti es | | | |
| ➤ The students are ready to learn the next materials. | ✓ | | |
| ➤ The teacher presents the material. | ✓ | | |
| ➤ The teacher already make sure the students follow the learning process actively. | ✓ | | |
| ➤ The teacher uses variative method to teach students. | ✓ | | The teacher created discussion session during |

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| | | | the learning process. |
| ➤ Both teacher and students communicative to share information. | ✓ | | Each of students built conversation and exchange ideas to answer the question in the paper. |
| ➤ The teacher and students discuss about the material. | ✓ | | After the discussion process done, the teacher and students discussed the material. |
| ➤ The teacher give chances for students to ask questions. | ✓ | | When the students found some of the difficulties, the students asked question to the teacher. |
| ➤ The students deliver their question to friends. | ✓ | | Each of students exchange information. |
| ➤ The teacher correct the students answer. | ✓ | | . |
| ➤ The teacher as mediator. | ✓ | | |
| ➤ The teacher as facilitator. | ✓ | | |
| ➤ The teacher as motivator. | ✓ | | |
| ➤ Teaching media that is used by teacher. | ✓ | | The teacher used paper and whiteboard to be learning media. |
| Closing | | | |
| ➤ The teacher and students give reflection about today's lesson. | ✓ | | |
| ➤ The teacher gives feedback to the students activity. | ✓ | | The teacher gave feedback and appreciation to students. |
| ➤ The teacher and students make summarise. | ✓ | | In the last activity, the teacher made conclusion. |

3. presentation

| Observation Items | Implementation | | Comments |
|--|----------------|----|--|
| | Yes | No | |
| Opening | | | |
| ➤ The teacher greets the students. | ✓ | | |
| ➤ The teacher checks the students' condition and attendance. | ✓ | | |
| ➤ The teacher recalls the previous materials. | ✓ | | |
| ➤ The teacher convey the learning objective of the meeting. | ✓ | | |
| ➤ The teacher is well prepared in the classroom. | ✓ | | The teacher prepared video, projector and power point. |
| Main Activities | | | |
| ➤ The students are ready to learn the next materials. | ✓ | | |
| ➤ The teacher presents the material. | ✓ | | The teacher conveyed the material to the students. |
| ➤ The teacher already make sure the students follow the learning process actively. | ✓ | | The teacher gave questions to check the students'undersatanding. |
| ➤ The teacher uses variative method to teach students. | ✓ | | The students did presentation. |
| ➤ Both teacher and students | | ✓ | The students focused to |

| | | | |
|---|---|---|--|
| communicative to share information. | | | chose topic and made the presentation's material. |
| ➤ The teacher and students discuss about the material. | ✓ | | The teacher gave appreciation to students, then reviewed the material. |
| ➤ The teacher give chances for students to ask questions. | ✓ | | |
| ➤ The students deliver their question to friends. | | ✓ | |
| ➤ The teacher correct the students answer. | ✓ | | The teacher made correction on the presentations' material. |
| ➤ The teacher as mediator. | ✓ | | |
| ➤ The teacher as facilitator. | ✓ | | |
| ➤ The teacher as motivator. | ✓ | | |
| ➤ Teaching media that is used by teacher. | ✓ | | The teacher used power point, video, and projector. |
| Closing | | | |
| ➤ The teacher and students reflect to today's lesson. | ✓ | | |
| ➤ The teacher gives feedback to the students activity. | ✓ | | |
| ➤ The teacher and students make summarise. | ✓ | | The teacher was reviewed the learning process and made summarise about the material. |

4. Information-transfer activities

| Observation Items | Implementation | | Comments |
|--|----------------|----|--|
| | Yes | No | |
| Opening | | | |
| ➤ The teacher greets the students. | ✓ | | |
| ➤ The teacher checks the students' condition and attendance. | ✓ | | |
| ➤ The teacher recalls the previous materials. | ✓ | | |
| ➤ The teacher convey the learning objective of the meeting. | ✓ | | |
| ➤ The teacher is well prepared in the classroom. | ✓ | | The teacher prepared the smart TV. |
| Main Activities | | | |
| ➤ The students are ready to learn the next materials. | ✓ | | |
| ➤ The teacher presents the material. | ✓ | | The teacher conveyed the material to the students. |
| ➤ The teacher already make sure the students follow the learning process actively. | ✓ | | |
| ➤ The teacher uses variative method to teach students. | ✓ | | The teacher used information-transfer |

| | | | |
|---|---|---|--|
| | | | activity. |
| ➤ Both teacher and students communicative to share information. | | ✓ | |
| ➤ The teacher and students discuss about the material. | ✓ | | The teacher gave appreciation to students, then reviewed the material. |
| ➤ The teacher give chances for students to ask questions. | ✓ | | |
| ➤ The students deliver their question to friends. | ✓ | | |
| ➤ The teacher correct the students answer. | | ✓ | |
| ➤ The teacher as mediator. | ✓ | | |
| ➤ The teacher as facilitator. | ✓ | | |
| ➤ The teacher as motivator. | ✓ | | |
| ➤ Teaching media that is used by teacher. | ✓ | | The teacher used YouTube videos about daily expressions. |
| Closing | | | |
| ➤ The teacher and students reflect to today's lesson. | ✓ | | |
| ➤ The teacher gives feedback to the students activity. | ✓ | | |
| ➤ The teacher and students make summarise. | ✓ | | The teacher was reviewed the material. |

5. Communicative practice

| Observation Items | Implementation | | Comments |
|--|----------------|----|--|
| | Yes | No | |
| Opening | | | |
| ➤ The teacher greets the students. | ✓ | | |
| ➤ The teacher checks the students' condition and attendance. | ✓ | | |
| ➤ The teacher recalls the previous materials. | ✓ | | |
| ➤ The teacher convey the learning objective of the meeting. | ✓ | | |
| ➤ The teacher is well prepared in the classroom. | ✓ | | The teacher prepared picture for the learning media. |
| Main Activities | | | |
| ➤ The students are ready to learn the next materials. | ✓ | | |
| ➤ The teacher presents the material. | ✓ | | The teacher conveyed the material to the students. |
| ➤ The teacher already make sure the students follow the learning process actively. | ✓ | | |
| ➤ The teacher uses variative method to | ✓ | | The teacher used |

| | | | |
|---|---|---|---|
| teach students. | | | communicative practice. |
| ➤ Both teacher and students communicative to share information. | ✓ | | |
| ➤ The teacher and students discuss about the material. | | ✓ | The teacher gave instruction to students. |
| ➤ The teacher give chances for students to ask questions. | ✓ | | |
| ➤ The students deliver their question to friends. | ✓ | | |
| ➤ The teacher correct the students answer. | | ✓ | |
| ➤ The teacher as mediator. | ✓ | | |
| ➤ The teacher as facilitator. | ✓ | | |
| ➤ The teacher as motivator. | ✓ | | |
| ➤ Teaching media that is used by teacher. | ✓ | | The teacher used picture about daily routine. |
| Closing | | | |
| ➤ The teacher and students reflect to today's lesson. | ✓ | | |
| ➤ The teacher gives feedback to the students activity. | ✓ | | |
| ➤ The teacher and students make summarise. | ✓ | | The teacher was reviewed the material. |

APPENDIX II

Interview guideline for Ms. Lara Budining Tyas, S, Pd. as the English teacher and some of students at the second year of *PK* class in MA Miftahul Huda, Rawalo, Banyumas.

Content : How the students' speaking skill through CLT method.

References :

Theory Speaking : According to (Brown, 1994; Burns & Hoyce, 1997) “ speaking is an interactive process of constructing meaning that involves producing, receiving and processing information”.

Speaking on daily expressions : According to Christine and Anne “ Speaking is accepted by everyone as an essential language-communication skill, but its importance to language learners goes beyond just day-to-day communication”.

CLT method :According Jack. C richards “CLT is a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilities were learning, and the roles of teachers and learners in the classroom”.

ENGLISH TEACHER

1. Sudah berapa lama anda mengajar bahasa Inggris?
2. Apakah kesulitan yang anda hadapi dalam mengajarkan speaking? Dan bagaimana anda mengatasinya?
3. Variasi apa saja yang anda lakukan dalam mengajar speaking?
4. Dari berbagai variasi yang di berikan, manakah yang mendapat respon baik oleh siswa?

5. Motivasi apa yang anda berikan supaya siswa mampu mengembangkan kemampuan speaking mereka?
6. Apakah anda menggunakan full English ketika mengajar?
7. Ketika siswa speaking English in daily communication, apakah pronunciatannya sudah baik?
8. Bagaimana respon siswa ketika anda berbicara bahasa Inggris?
9. Pengalaman apa yang anda dapatkan setelah beberapa waktu mengajarkan speaking kepada siswa yang notabnya juga sebagai santri?
10. Apa perbedaan siswa kelas pk dengan kelas regular?
11. Metode apa yang anda gunakan dalam mengajar bahasa Inggris, khususnya yang berkaitan dengan speaking?
12. Media yang anda gunakan dalam mengajar speaking?
13. Menurut anda, sudah sejauh mana kemampuan speaking siswa?
14. Kesulitan apa yang anda temukan dalam mengajar speaking di kelas pk?
15. Apa kelebihan dari siswa kelas pk menurut anda terkhusus dalam bidang speaking?
16. Sebagai guru sekaligus mentor dari program takhsus bhs Inggris, menurut anda bagaimana kemampuan speakingnya dalam keseharian?
17. Diantara penguasaan vocabulary, grammar, fluently, self confident, dan kemampuan lainnya yang harus dikuasai dalam speaking, manakah yang perlu ditingkatkan lagi oleh siswa.

STUDENTS

1. Bagaimana kepribadian guru bahasa Inggris anda?
2. Apakah kepribadian guru anda dapat membuat anda semangat mengikuti pelajarannya?
3. Bagaimana cara guru anda mengajarkan dan melatih speaking anda?
4. Apakah guru anda menggunakan bahasa Inggris ketika mengajar di kelas?
5. Metode apa yang biasa digunakan guru anda dalam mengajar speaking?
6. Diantara metode games, ceramah, diskusi, role play dan presentasi manakah yang menurut anda sangat membantu kemampuan speaking anda?

7. Apakah cara mengajar guru anda menarik minat anda untuk mempelajari bahasa inggris, khususnya pada kemampuan speaking?
8. Kegiatan pembelajaran apa saja yang diberikan oleh guru bahasa Inggris anda?
9. Apakah kegiatan pembelajaran yang diberikan menarik bagi anda?
10. Media apa yang sangat membantu meningkatkan kemampuan speaking siswa, menurut anda?
11. Sejauh mana anda menguasai bahasa Inggris?
12. Menurut anda, apakah bahasa Inggris penting digunakan untuk berkomunikasi saat ini?
13. Apakah anda menggunakan bahasa Inggris dalam keseharian?
14. Apa alasan anda berbicara bahasa Inggris dalam keseharian?
15. Kesulitan apa yang anda rasakan ketika berbicara bahasa Inggris?
16. Bagaimana kemampuan berbicara bahasa Inggris teman anda?
17. Bagaimana sikap teman sekelas anda saat pelajaran bahasa Inggris dilaksanakan?
18. Apakah sikap teman sekelas mempengaruhi semangat anda dalam mempelajari bahasa Inggris?
19. Apakah jika teman sekelas anda aktif berpartisipasi di kelas akan memotivasi semangat belajar anda di kelas?

The head of curriculum the *PK* class

1. Apakah tujuan berdirinya kelas PK?
2. Mengapa gedung dari kelas PK bak di sekolah maupun di pondok itu dibedakan?
3. Apa saja program dari kelas PK?
4. Apakah ada peningkatan kualitas siswa dari berdirinya kelas PK?
5. Bagaimana kemampuan speaking siswa pada kesehariannya?
6. Jika di dibandingkan apakah siswa kelas PK memiliki mental yang bagus daripada kelas regular?
7. Fasilitas apa yang dberikan untuk kelas PK?
8. Prestasi apa yang pernah di raih oleh siswa kelas PK?

Appendix III

The result of interviews

1. Interview with the English teacher.

Q : Sudah berapa lama anda mengajar bahasa Inggris?

A : Saya mengajar bahasa Inggris di MA Miftahul Huda sudah 4 tahun sejak 2017, namun sebelum itu saya pernah mengajar juga di SMP Purwokerto.

Q : Apakah kesulitan yang anda hadapi dalam mengajarkan speaking? Dan bagaimana anda mengatasinya?

A : Kesulitannya itu di pronounciationnya siswa, pada awal-awal siswa mengucapkan bahasa Inggris seperti yang mereka tuliskan tidak memperhatikan kaidah bahasa Inggris, tapi Alhamdulillah karena rutin dari kelas X di gembleng untuk menghafal vocabulary sekarang sudah lebih baik pronounciationnya. Kesulitan yang kedua yaitu self-confident dari siswa, mereka masih menganggap bahasa Inggris itu hal yang menakutkan.

Q : Variasi apa saja yang anda lakukan dalam mengajar speaking?

A : Presentation, diskusi, role play, story telling, story completion juga.

Q : Dari berbagai variasi yang di berikan, manakah yang mendapat respon baik oleh siswa?

A : yang mendapat respon lebih baik itu diskusi dan presentation, karena mereka lebih percaya diri terus juga dapat mengembangkan pemikirannya dengan teman teman yang lain.

Q : Motivasi apa yang anda berikan supaya siswa mampu mengembangkan kemampuan speaking mereka?

A : Motivasinya menanamkan kepada siswa bahwa bahasa Inggris itu tidak menyenamkan yang di kira, bahasa Inggris juga bisa di taklukan harus selalu percaya diri, tidak masalah di mulai dari nol yang penting optimis.

Q : Apakah anda menggunakan full English ketika mengajar?

A : tidak, karena masih taraf SMA jadi masih intermediate jadi kalau full bahasa Inggris belum bisa. Kalau bisanya itu pakai mix (setengah-setengah) dan selalu diawali dengan bahasa Inggris dulu.

Q : Ketika siswa speaking English in daily commucation, apakah pronuncatinnya sudah baik?

A : belum begitu baik tapi sudah ada peningkatan yang significant dari yang sebelumnya.

Q : Bagaimana respon siswa ketika anda berbicara bahasa Inggris?

A : Responnya baik terus siswa juga memperhatikan dan antusias.

Q : Pengalaman apa yang anda dapatkan setelah beberapa waktu mengajarkan speaking kepada siswa yang notabnya juga sebagai santri?

A : menyenangkan dan menantang, karena sebagian besar santri lebih suka bahasA Arab dan bahasa Inggris dianggap menakutkan di kalangan santri. Menantangnya yaitu bagaimana caranya mengajak siswa agar mau suka ke bahasa Inggris.

Q : Apa perbedaan siswa kelas pk dengan kelas regular?

A : kelas *PK* jamnya lebih banyak dan sempet ada ekstrakurikulernya juga jadi lebih konsen dan endalamannya juga lebih banyak kalau di kelas PK dan memang kelas PK itu di tuntut bahasa Inggrisnya lebih baik dari kelas regular, jadi otomatis kelas PK better than regular untuk bahasa Inggrisnya.

Q : Metode apa yang anda gunakan dalam mengajar bahasa inggris, khususnya yang berkaitan dengan speaking?

A : lebih sering presentasi dan diskusi agar siswa bisa open minded dulu mulai dari pemikirannya dan pengetahuannya lalu sering dengan teman-teman, setelah itu baru dipresentasikan di depan kelas.

Q : Media yang anda gunakan dalam mengajar speaking?

A : smart TV (sangat membantu), video, film, song, text (pasti), dan picture.

Q : Menurut anda, sudah sejauh mana kemampuan speaking siswa?

A : jika dilihat dari levelnya, menurut saya mas intermediate.

Q : Kesulitan apa yang anda temukan dalam mengajar speaking di kelas pk?

A : Mengajak siswa berbicara di depan kelas walaupun sudah baik grammar dan penguasaan vocabnya.

Q : Apa kelebihan dari siswa kelas pk menurut anda terkhusus dalam bidang speaking?

A : speakingnya lebih baik dari kelas regular, karena jamnya lebih banyak dan pembelajarannya juga lebih terstruktur seperti English grammar, language and literature, dan English club.

Q : Sebagai guru sekaligus mentor dari program takhusus bhs Inggris, menurut anda bagaimana kemampuan speakingnya dalam keseharian?

A : Sudah bagus, banyak juga siswa yang chat wa dan voice note nya pakai bahasa Inggris.

Q : Diantara penguasaan vocabulary, grammar, fluently, self confident, dan kemampuan lainnya yang harus dikuasai dalam speaking, manakah yang perlu ditingkatkan lagi oleh siswa?

A : pronouncation, fluently dan grammar.



2. The result of interview with some students of *PK* class MA Miftahul Huda, Rawalo, Banyumas.

First Responden

Q : Bagaimana kepribadian guru bahasa Inggris anda?

A : punya daya tarik sendiri dalam mengajar bahasa Inggris, asik, dan menyenangkan

Q : Apakah kepribadian guru anda dapat membuat anda semangat mengikuti pelajarannya?

A : iya, memberikan pengaruh terhadap saya, karena selalu memberikan motivasi menjadikan supaya semangat belajar bahasa Inggris.

Q : Bagaimana cara guru anda mengajarkan dan melatih speaking anda?

A : banyak berlatih di kelas dan membangun komunikasi bersama-sama dan langsung di mentori oleh guru.

Q : Apakah guru anda menggunakan bahasa Inggris ketika mengajar di kelas?

A : iya tapi kadang jika sedang menjelaskan menggunakan bahasa Indonesia.

Q : Metode apa yang biasa digunakan guru anda dalam mengajar speaking?

A : presentasi, story-telling, kalau diskusi biasanya di bimbing.

Q : Diantara metode games, ceramah, diskusi, role play dan presentasi manakah yang menurut anda sangat membantu kemampuan speaking anda?

A : presentasi

Q : Apakah cara mengajar guru anda menarik minat anda untuk mempelajari bahasa inggris, khususnya pada kemampuan speaking?

A : menarik pelajarannya, karena tidak monoton.

Q : Model pembelajaran seperti apa yang diberikan oleh guru bahasa Inggris anda?

A : sering praktek, di setiap pelajaran selalu dilanjutkan dengan praktek.

Q : Media apa yang sangat membantu meningkatkan kemampuan speaking siswa, menurut anda?

A : smart tv, dan laptop.

Q : Sejauh mana anda menguasai bahasa Inggris?

A : sudah lumayan, merasa lebih percaya diri dan dalam kesehariannya pakai bahasa Inggris dan bahasa Arab.

Q : Menurut anda, apakah bahasa Inggris penting digunakan untuk berkomunikasi saat ini?

A : penting, karena bahasa Inggris merupakan bahasa internasional dan saya juga minat untuk sekolah di luar negeri.

Q : Apakah anda menggunakan bahasa Inggris dalam keseharian?

A : iya, pakai bahasa Inggris dan bahasa Arab.

Q : Apa alasan anda berbicara bahasa Inggris dalam keseharian?

A : karena program wajib dan juga karena pengen belajar bahasa Inggris lebih dalam.

Q : Kesulitan apa yang anda rasakan ketika berbicara bahasa Inggris?

A : pengucapannya dan kesulitan menemukan kata ketika ingin berbicara bahasa Inggris.

Q : Bagaimana kemampuan berbicara bahasa Inggris teman anda?

A : teman-teman sudah bagus kita saling memberikan motivasi.

Q : Bagaimana sikap teman sekelas anda saat pelajaran bahasa Inggris dilaksanakan

A : aktif berpartisipasi

Q : Apakah jika teman sekelas anda aktif berpartisipasi di kelas akan memotivasi semangat belajar anda di kelas?

A : ya tentu saja

Second Responden

Q : Bagaimana kepribadian guru bahasa Inggris anda?

A : asik, peka, humble (mau mengenal siswanya).

Q : Apakah kepribadian guru anda dapat membuat anda semangat mengikuti pelajarannya?

A : iya, memberikan pengaruh.

Q : Bagaimana cara guru anda mengajarkan dan melatih speaking anda?

A : di latih supaya bisa speak English.

Q : Apakah guru anda menggunakan bahasa Inggris ketika mengajar di kelas?

A : pakai mix, bahasa Indonesia dan bahasa Inggris.

Q : Metode apa yang biasa digunakan guru anda dalam mengajar speaking?

A: games seperti sambung kata, jigsaw juga kalau mau menentukan kelompok.

Q : Diantara metode games, ceramah, diskusi, role play dan presentasi manakah yang menurut anda sangat membantu kemampuan speaking anda?

A : games, karena pembelajarannya terasa lebih santai.

Q : Apakah cara mengajar guru anda menarik minat anda untuk mempelajari bahasa Inggris, khususnya pada kemampuan speaking?

A : dari saya yang awalnya kurang tertarik dengan bahasa Inggris, sekarang minat belajar saya meningkat semenjak di kelas PK dan di ajar oleh Ms. Lara

Q : Model pembelajaran seperti apa yang diberikan oleh guru bahasa Inggris anda?

A : sering praktek, aktivitasnya penjelasan lalu penerapan begitu.

Q : Media apa yang sangat membantu meningkatkan kemampuan speaking siswa, menurut anda?

A : smart tv, dan radio.

Q : Sejauh mana anda menguasai bahasa Inggris?

A : lebih percaya diri dalam belajar bahasa Inggris.

Q : Menurut anda, apakah bahasa Inggris penting digunakan untuk berkomunikasi saat ini?

A : penting, karena sekarang sepertinya di berbagai bidang bahasa Inggris di prioritaskan.

Q : Apakah anda menggunakan bahasa Inggris dalam keseharian?

A : iya, kesehariannya pakai bahasa Inggris dan bahasa Arab.

Q : Apa alasan anda berbicara bahasa Inggris dalam keseharian?

A : tertarik bahasa inggris juga ya karena sudah ikut kelas PK jadi harus mengikut programnya.

Q : Kesulitan apa yang anda rasakan ketika berbicara bahasa Inggris?

A : kesulitan menemukan kata ketika ingin berbicara bahasa Inggris.

Q : Bagaimana kemampuan berbicara bahasa Inggris teman anda?

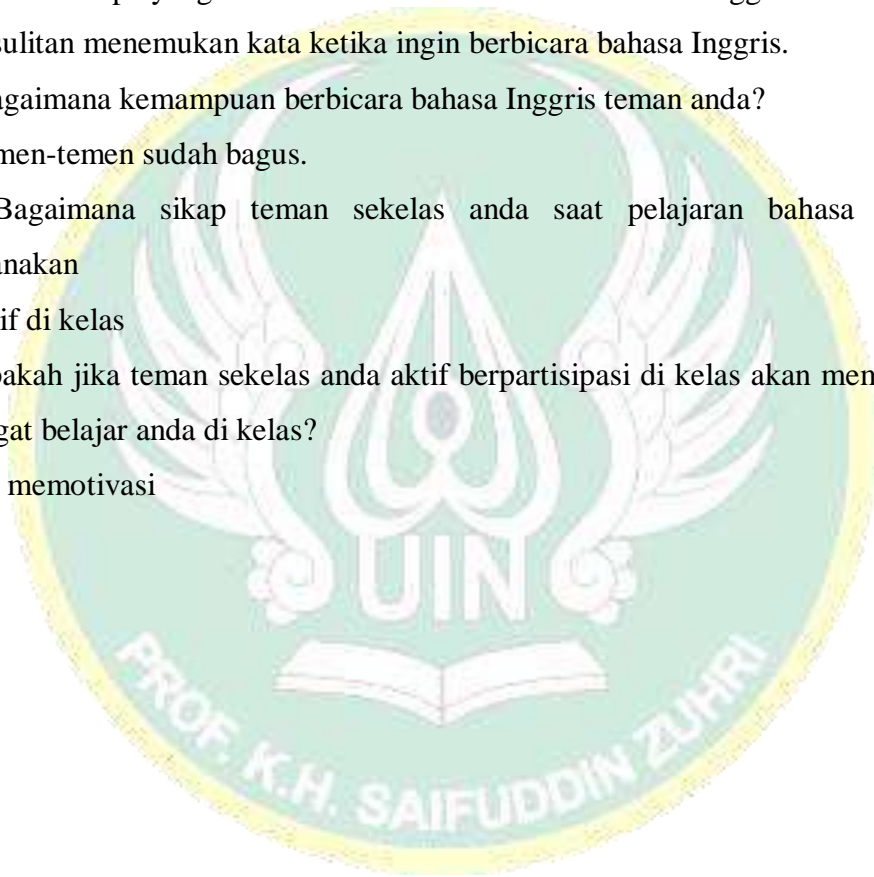
A : temen-temen sudah bagus.

Q : Bagaimana sikap teman sekelas anda saat pelajaran bahasa Inggris dilaksanakan

A : aktif di kelas

Q : Apakah jika teman sekelas anda aktif berpartisipasi di kelas akan memotivasi semangat belajar anda di kelas?

A : iya memotivasi



Third Responden

Q : Bagaimana kepribadian guru bahasa Inggris anda?

A : enjoy, dan fun

Q : Apakah kepribadian guru anda dapat membuat anda semangat mengikuti pelajarannya?

A : iya, jadi semangat belajar.

Q : Bagaimana cara guru anda mengajarkan dan melatih speaking anda?

A : sering praktek.

Q : Apakah guru anda menggunakan bahasa Inggris ketika mengajar di kelas?

A : full English

Q : Metode apa yang biasa digunakan guru anda dalam mengajar speaking?

A: watching, dan juga dalam mengajarkan four skills in English di kemas dengan pembelajaran yang menarik.

Q : Diantara metode games, ceramah, diskusi, role play dan presentasi manakah yang menurut anda sangat membantu kemampuan speaking anda?

A : favoritnya games

Q : Apakah cara mengajar guru anda menarik minat anda untuk mempelajari bahasa inggris, khususnya pada kemampuan speaking?

A : dengan metode pembelajaran yang diterapkan, jad lebih termotivasi, semangat dalam menguasai bahasa Inggris.

Q : Model pembelajaran seperti apa yang diberikan oleh guru bahasa Inggris anda?

A : metodenya penyampaian materi kemudian praktek.

Q : Media apa yang sangat membantu meningkatkan kemampuan speaking siswa, menurut anda?

A : smart tv, speaker, proyektor, gambar dan lain-lain.

Q : Sejauh mana anda menguasai bahasa Inggris?

A : sejauh ini saya senang mempelajari bahasa Inggris.

Q : Menurut anda, apakah bahasa Inggris penting digunakan untuk berkomunikasi saat ini?

A : iya penting.

Q : Apakah anda menggunakan bahasa Inggris dalam keseharian?

A : iya, kesehariannya pakai bahasa Inggris dan bahasa Arab.

Q : Apa alasan anda berbicara bahasa Inggris dalam keseharian?

A : karen bahasa inggris itu mengasikan.

Q : Kesulitan apa yang anda rasakan ketika berbicara bahasa Inggris?

A : kesulitan menyusun kata ketidan takut salah pengucapan.

Q : Bagaimana kemampuan berbicara bahasa Inggris teman anda?

A : temen-temen sudah bagus Englishnya.

Q : Bagaimana sikap teman sekelas anda saat pelajaran bahasa Inggris dilaksanakan

A : aktif berpartisipasi dan aktif berdiskusi.

Q : Apakah jika teman sekelas anda aktif berpartisipasi di kelas akan memotivasi semangat belajar anda di kelas?

A : sangat memotivasi.



Fourth Responden

Q : Bagaimana kepribadian guru bahasa Inggris anda?

A : asik, enjoy, punya cara yang baik, dan inovatif.

Q : Apakah kepribadian guru anda dapat membuat anda semangat mengikuti pelajarannya?

A : iya, memberikan pengaruh yang positif bagi saya.

Q : Bagaimana cara guru anda mengajarkan dan melatih speaking anda?

A : dengan cara menerapkan sistem hafalan 5 kosakata sekaligus belajar cara pengucapan yang benar dan ketika speak English terus ada yang kurang tepat dibetulkan oleh Ms. Lara.

Q : Apakah guru anda menggunakan bahasa Inggris ketika mengajar di kelas?

A : pakai mix, bahasa Indonesia dan bahasa Inggris.

Q : Metode apa yang biasa digunakan guru anda dalam mengajar speaking?

A: menonton, games, diskusi, sing a song, mendeskripsikan gambar, kadang juga pakai metode ceramah saja.

Q : Diantara metode games, ceramah, diskusi, role play dan presentasi manakah yang menurut anda sangat membantu kemampuan speaking anda?

A : paling favorit belajar pronunciation, seperti ketika sing a song kita biasanya juga belajar vocab, meaning sama pronounciationnya. Contoh ketika sing a song, kita juga di bagi lirik nah ketika kita menemukan kata yang belum di ketahui di garis bawah terus mencari maknanya di kamus dan coba untuk menelaah maknanya

Q : Apakah cara mengajar guru anda menarik minat anda untuk mempelajari bahasa inggris, khususnya pada kemampuan speaking?

A : menarik pelajarannya, karena tidak monoton.

Q : Model pembelajaran seperti apa yang diberikan oleh guru bahasa Inggris anda?

A : model pembelajarannya ganti-ganti, menyesuaikan materi.

Q : Media apa yang sangat membantu meningkatkan kemampuan speaking siswa, menurut anda?

A : smart TV, YouTube .

Q : Sejauh mana anda menguasai bahasa Inggris?

A : sejak di MA Mida ada wadah sehingga saya jadi lebih bisa mengembangkan kemampuan bahasa Inggris yang saya punya. Untuk speaking saya merasa sudah lumayan.

Q : Menurut anda, apakah bahasa Inggris penting digunakan untuk berkomunikasi saat ini?

A : bagi saya penting.

Q : Apakah anda menggunakan bahasa Inggris dalam keseharian?

A : daily expressionsnya di seling-seling arab dan Inggris, setiap hari di sekolah dan di pondok.

Q : Apa alasan anda berbicara bahasa Inggris dalam keseharian?

A : karena selain tuntutan juga pengen bisa menjadi orang yang berkompeten dalam bahasa Inggris.

Q : Kesulitan apa yang anda rasakan ketika berbicara bahasa Inggris?

A : kadang kurannng percay diri

Q : Bagaimana kemampuan berbicara bahasa Inggris teman anda?

A : temen-temen semangat belajar bahasa Inggris.

Q : Bagaimana sikap teman sekelas anda saat pelajaran bahasa Inggris dilaksanakan

A : jika dalam diskusi, anak-anak yang menjadi centernya.

Q : Apakah jika teman sekelas anda aktif berpartisipasi di kelas akan memotivasi semangat belajar anda di kelas?

A : iya memotivasi

Fifth Responden

Q : Bagaimana kepribadian guru bahasa Inggris anda?

A : menyenangkan dan inovatif, selain itu juga sangat apresiator dan motivator,

Q : Apakah kepribadian guru anda dapat membuat anda semangat mengikuti pelajarannya?

A : iya, memberikan pengaruh karena guru sering kali membangun komunikasi dengan siswa yang mana itu bisa meningkatkan kemampuan speaking siswa. Ms. Lara juga selalu memberikan apresiasi kepada kita sehingga membuat kita semangat dan berlomba-lomba dalam berprestasi.

Q : Bagaimana cara guru anda mengajarkan dan melatih speaking anda?

A : selalu ada praktek dalam pembelajaran.

Q : Apakah guru anda menggunakan bahasa Inggris ketika mengajar di kelas?

A : pakai mix, bahasa Indonesia dan bahasa Inggris.

Q : Metode apa yang biasa digunakan guru anda dalam mengajar speaking?

A : story telling, sing a song, presentasi, diskusi.

Q : Diantara metode games, ceramah, diskusi, role play dan presentasi manakah yang menurut anda sangat membantu kemampuan speaking anda?

A : diskusi karena dengan diskusi kita bisa bertukar informasi dan juga meningkatkan kemampuan speaking

Q : Apakah cara mengajar guru anda menarik minat anda untuk mempelajari bahasa Inggris, khususnya pada kemampuan speaking?

A : sangat menarik dan tidak buat kita ngantuk.

Q : Model pembelajaran seperti apa yang diberikan oleh guru bahasa Inggris anda?

A : model pembelajaran yang variatif.

Q : Media apa yang sangat membantu meningkatkan kemampuan speaking siswa, menurut anda?

A : smart tv, radio, proyektor, papan tulis, ppt.

Q : Sejauh mana anda menguasai bahasa Inggris?

A : dalam bahasa Inggris, saya suka listening dan speaking.

Q : Menurut anda, apakah bahasa Inggris penting digunakan untuk berkomunikasi saat ini?

A : penting untuk melatih speaking kita.

Q : Apakah anda menggunakan bahasa Inggris dalam keseharian?

A : iya, kesehariannya pakai bahasa Inggris dan bahasa Arab.

Q : Apa alasan anda berbicara bahasa Inggris dalam keseharian?

A : selain karena program wajib juga karena saat ini bahasa Inggris menjadi bahasa yang penting dan di butuhkan dalam berbagai hal saat ini, oleh karena itu membiasakan berbicara bahasa Inggris mempermudah dan memperlancar kita dalam mempelajari bahasa Inggris.

Q : Kesulitan apa yang anda rasakan ketika berbicara bahasa Inggris?

A : kalau saya pribadi itu masih bingung pengucapan yang benar bagaimana.

Q : Bagaimana kemampuan berbicara bahasa Inggris teman anda?

A : bagus, tapi terkadang suka moody jadi harus ada pancingan dulu.

Q : Bagaimana sikap teman sekelas anda saat pelajaran bahasa Inggris dilaksanakan

A : sebagian besar pada antusias tapi ada juga beberapa siswa yang kurang minat di bahasa Inggris (lebih condong ke bahasa Arab).

Q : Apakah jika teman sekelas anda aktif berpartisipasi di kelas akan memotivasi semangat belajar anda di kelas?

A : sangat memotivasi, karena jadi lebih semangat belajarnya.

Sixth Responden

Q : Bagaimana kepribadian guru bahasa Inggris anda?

A : asik, care, kreatif dan berkualitas.

Q : Apakah kepribadian guru anda dapat membuat anda semangat mengikuti pelajarannya?

A : iya memberikan pengaruh jadi tidak malas belajar bahasa Inggris.

Q : Bagaimana cara guru anda mengajarkan dan melatih speaking anda?

A : sering praktek di kelas juga menerapkan peraturan untuk speaking English on daily expressions.

Q : Apakah guru anda menggunakan bahasa Inggris ketika mengajar di kelas?

A : Mix, bahasa Indonesia dan bahasa Inggris.

Q : Metode apa yang biasa digunakan guru anda dalam mengajar speaking?

A : sory telling, watching a film, sing a song, presentasi, role play, dan diskusi.

Q : Diantara metode games, ceramah, diskusi, role play dan presentasi manakah yang menurut anda sangat membantu kemampuan speaking anda?

A : menonton film karena suka dan juga memberi pengaruh baik buat penguasaan kosa kata saya.

Q : Apakah cara mengajar guru anda menarik minat anda untuk mempelajari bahasa inggris, khususnya pada kemampuan speaking?

A : bikin kita semangat belajar bahasa Inggris.

Q : Model pembelajaran seperti apa yang diberikan oleh guru bahasa Inggris anda?

A : setiap kita mempelajari sebuah materi setelah itu langsung di praktekan, tapi di praktekannya juga dengan metode yang berbeda-beda.

Q : Media apa yang sangat membantu meningkatkan kemampuan speaking siswa, menurut anda?

A : smart tv, buku ajar, proyektor, papan tulis, ppt.

Q : apasih yang menjadi keistimewaan dari kelas PK ?

A : keistimewaanya itu bisa dilihat dari guru, fasilitas, dan programnya.

Kelas PK itu gurunya juga khusus rata- rata lulusan dari luar negeri yang mana di khususkan mengajar di kelas PK. Kedua fasilitas yang di berikan oleh sekolah kepadakelas PK juga berbeda, kelas PK fasilitasnya terbilang bagus. Ketiga programnya, program pembelajaran di kelas PK itu lebih padat di banding kelas regular.

Q : Se jauh mana anda menguasai bahasa Inggris?

A : lebih baik dari sebelumnya.

Q : Menurut anda, apakah bahasa Inggris penting digunakan untuk berkomunikasi saat ini?

A : penting untuk melatih speaking kita.

Q : point yang paling terkesan di kelas PK?

A : metode pembelajaranya.

Q : Apakah anda menggunakan bahasa Inggris dalam keseharian?

A : kesehariannya pakai bahasa Inggris dan bahasa Arab.

Q : Apa alasan anda berbicara bahasa Inggris dalam keseharian?

A : karena program wajib dan kebetulan juga saya suka bahasa Inggris.

Q : Kesulitan apa yang anda rasakan ketika berbicara bahasa Inggris?

A : tidak begitu lancar, kadang kalo maungomong pakai bahasa Inggris harus mikir dulu

Q : Bagaimana kemampuan berbicara bahasa Inggris teman anda?

A : dari bahasa arab dan Inggris itu speakingnya udah bagus.

Q : Bagaimana sikap teman sekelas anda saat pelajaran bahasa Inggris dilaksanakan

A : pada enjoy.

Q : Apakah jika teman sekelas anda aktif berpartisipasi di kelas akan memotivasi semangat belajar anda di kelas?

A : iya memotivasi, jadi membangunkan rasa semangat belajarnya.

3. The result of interview with the head of curriculum MA Miftahul Huda

Q : Apakah tujuan berdirinya kelas PK?

A : untuk mencetak generasi unggul dan berkualitas setara mampu bersaing di kaca dunia.

Q : Mengapa gedung dari kelas PK bak di sekolah maupun di pondok itu dibedakan?

A : karena program untuk anak PK itu berbeda, jadi supaya lebih efektif dan anak-anak lebih fokus, maka kami sediakan ruangan khusus untuk anak-anak kelas PK. Selain itu juga akan mempermudah kami dalam mengontrol dan mengawasi kegiatan udei perkembangan anak didik.

Q : Apa saja program dari kelas PK?

A : seluruh siswa PK dibimbing untuk mengikuti pendampingan kuliah di Timur Tengah dan untuk mendukung program tersebut ada integrasi dar asrama. Berikut program-program yang ada di MA Miftahul Huda:

1. Hafalan kosakata b. Inggris dan bahasa Arab minimal 5 kosakata dalam sehari.
2. Di sekolah wajib menggunakan bahasa Arab dan Bahasa Inggris.
3. English club seminggu dua kali (jum'at dan sabtu).
4. setoran al-Qur'an seta hari.
5. setoran kitab (Jurmiyah – Alfiyah) setaip hari selain hari jum'at dan selasa.

Untuk mendukung program tersebut, maka diadakan juga program wajib bahasa setiap hari sabtu, muroja'ah al-Qur'an di asrama setiap malam sabtu dan minggu, dan adanya sema'an di setiap hari Jum'at.

Q : Apakah ada peningkatan kualitas siswa dari berdirinya kelas PK?

A : dengan adanya kelas PK siswa mampu mengasah skill yang mereka miliki dengan baik, karena kelas PK merupakan wadah bagi siswa untuk meningkatkan kualitas siswa. Siswa yang berada di kelas PK rata-rata mempunyai kecerdasan yang tinggi dan memiliki mental yang bagus.

Q : Bagaimana kemampuan speaking siswa pada kesehariannya?

A : lumayan bagus, siswa sudah mulai menguasai kosakata yang di gunakan dalam keseharian.

Q : Fasilitas apa yang dberikan untuk kelas PK?

A : ruangan, media pembelajaran, dan guru yang berkualitas.

Q : Prestasi apa yang pernah di raih oleh siswa kelas PK dalam bidang bahasa Inggris?

A : Juara 1 speech (putra) dalam porseni yabakii

Juara 1 speech (putri) dalam porseni yabakii

Juara olimpiade bahasa Inggris



Appendix IV

Documentation

1. The students' achievement in English

DAFTAR NILAI PRAKTIK PAT
MA MIFTAHUL HUDA RAWALO BANYUMAS
Tahun Pelajaran 2022/2023

Hari, Tanggal : Kamis, 15 Juni 2023 Waktu :

Mata Pelajaran : Bahasa Inggris

| NO | NO UJIAN | NAMA | L/P | KELAS | NILAI | TTD |
|----|----------|--------------------------|-----|-------|-------|-----|
| 1 | | Alfin Fauzi | L | XI-PK | 86 | |
| 2 | | Hubabul Asror | L | XI-PK | 86 | |
| 3 | | Imam Masruri | L | XI-PK | 90 | |
| 4 | | Irfan Mustofa Zein | L | XI-PK | 86 | |
| 5 | | Muhammad Syafiq kafabihi | L | XI-PK | 84 | |
| 6 | | Ravi Maulana | L | XI-PK | 87 | |
| 7 | | Riki Nur Fals | L | XI-PK | 92 | |
| 8 | | Syakur Fikri Utomo | L | XI-PK | 86 | |
| 9 | | Ana Qonitaton khafidzah | P | XI-PK | 86 | |
| 10 | | Arina Syafaah | P | XI-PK | 88 | |
| 11 | | Atoya Zahrotun Nisa | P | XI-PK | 86 | |
| 12 | | Auliya Mukarromah | P | XI-PK | 86 | |
| 13 | | Azimatul Mukaromah | P | XI-PK | 87 | |
| 14 | | Azizah Yulianti | P | XI-PK | 90 | |
| 15 | | Azka Niala Arsyi | P | XI-PK | 89 | |
| 16 | | Dhika Seliyani | P | XI-PK | 90 | |
| 17 | | Fajriatul Mufidah | P | XI-PK | 86 | |
| 18 | | Khuni Faizah | P | XI-PK | 86 | |
| 19 | | Mutiara Andini | P | XI-PK | 86 | |
| 20 | | Nadhifa Nailal Husna | P | XI-PK | 88 | |
| 21 | | Nela Inayatul | P | XI-PK | 86 | |
| 22 | | Nia Ramadani | P | XI-PK | 87 | |
| 23 | | Seni Purnawati | P | XI-PK | 87 | |
| 24 | | Zulfa Jennatin Mahmudah | P | XI-PK | 87 | |
| 25 | | | | | | |
| 26 | | | | | | |
| 27 | | | | | | |
| 28 | | | | | | |
| 29 | | | | | | |

Rawalo, ..15 Juni 2023

Guru Pengampu

Lara Budi Ning Tyas P

2. Name of Students of the PK class

| NO | NAME |
|-----|--------------------------|
| 1. | Alfn Fauzi |
| 2 | Hubabul Ansor |
| 3. | Imam Masruri |
| 4. | Irfan Mustofa Zein |
| 5. | Muhammad Syafiq Kafabihi |
| 6. | Ravi Maulana |
| 7. | Rifki Nur Fais |
| 8. | Syakur Fikri Utomo |
| 9. | Ana Qonitatun Khafidzah |
| 10. | Arina Syafaah |
| 11. | Atoya Zahrotun Nisa |
| 12. | Auliya Mukaromah |
| 13. | Azizah Yuliaty |
| 14. | Azimatul Mukaromah |
| 15. | Azka Niala Arsyi |
| 16. | Dhika Setani |
| 17. | Fajratul Mufidah |
| 18. | Khuni Faizah |
| 19. | Mutiara Andini |
| 20. | Nadhifa Nailal Husna |
| 21. | Nela Inayatul |
| 22. | Nia Ramadhani |
| 23. | Seni Purwati |
| 24. | Zulfa Jannatin Mahmudah |

3. The school target



4. Interview with the English teacher



5. Interview with some of students



6. Documentation of observation class

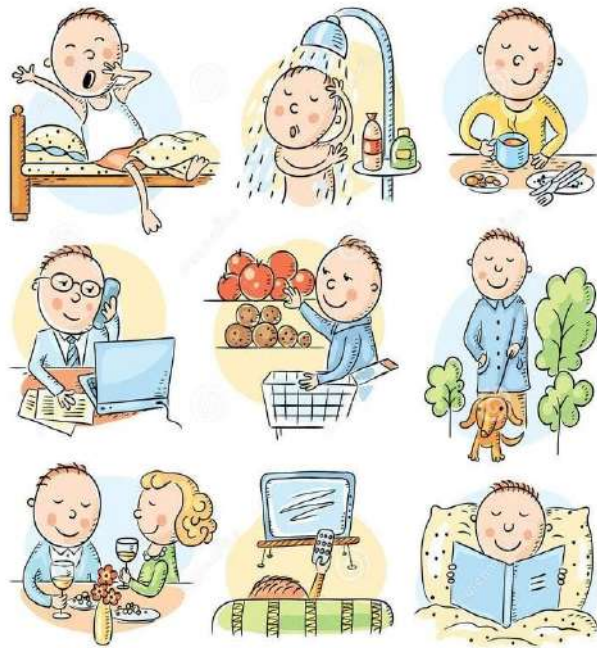




7. Learning media

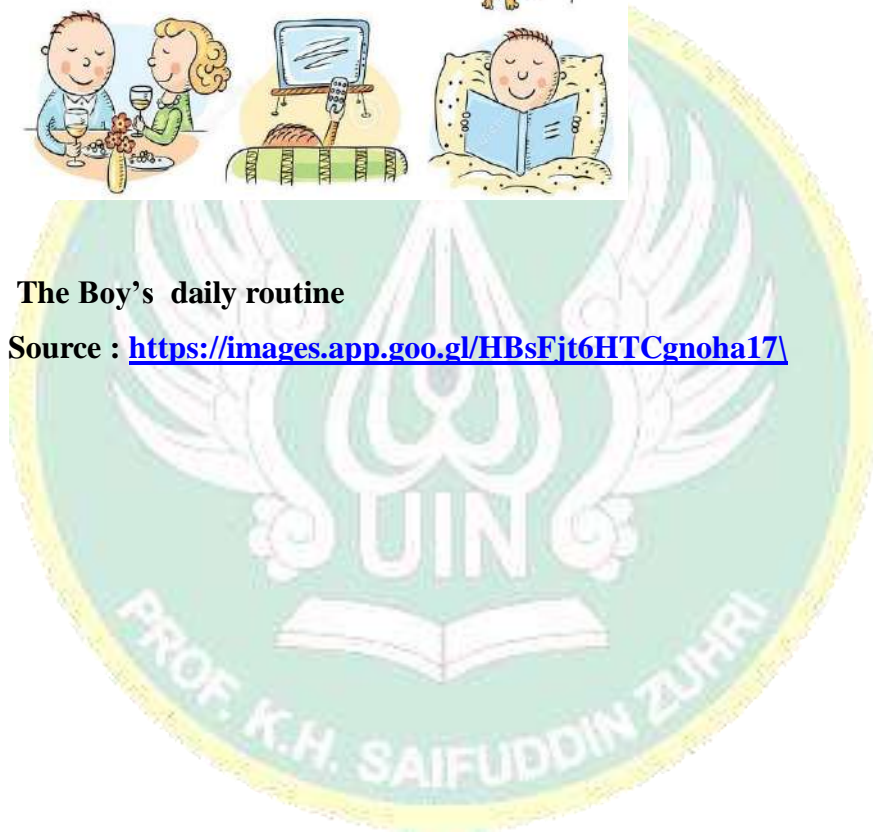


Source: <https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcSLaj1g0JVm598lh2VAb1uvnkWkX8ofZSAKaw&usqp=CAU>



The Boy's daily routine

Source : <https://images.app.goo.gl/HBsFjt6HTCgnoha17>



BIOGRAPHY

A. Personal Detail

1. Name : Putri Zahrotul Muzayyanah
2. Students Number : 1917404023
3. Place, Date of Birth : Cilacap, 22nd, April, 2001
4. Address : Rt. 04 rw. 03 Padangsari, Majenang, Cilacap

B. Educational Background

1. Formal Education

- a. MI Darwata Majenang
- b. MTs El-Bayan Majenang
- c. MA Miftahul Huda, Rawalo

2. Non-Formal

- a. Al- Hidayah Islamic Boarding School Majenang
- b. Miftahul Huda Islamic Boarding School Rawalo
- c.. Darul Abror Islamic Boarding School Purwokerto

C. Organization experiences

1. Jevelin 2019/2020
2. HISDA Cilacap 2021/2022
3. Committee of Darul Abror Islamic Boarding School

