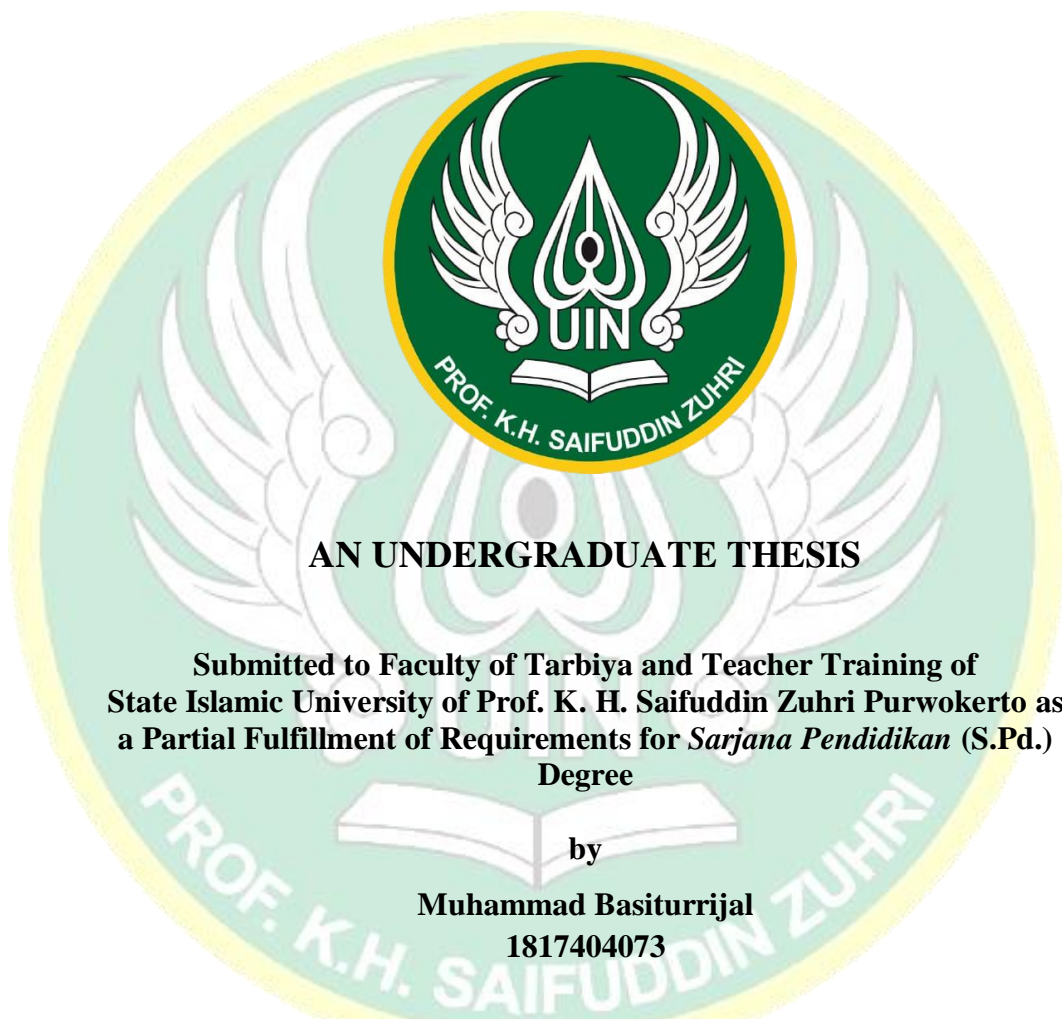


**THE IMPLEMENTATION OF COMMUNICATIVE APPROACH
IN ENGLISH LEARNING AT XI TEKNIK KOMPUTER
JARINGAN (TKJ) GRADE STUDENTS OF
SMK MA'ARIF NU 2 KARANGLEWAS
BANYUMAS REGENCY**



AN UNDERGRADUATE THESIS

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

by

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If later on my statement is not true, then I am willing to accept the applicable academic sanctions (revocation of graduation predicate and bachelor degree).

Purwokerto, July 3, 2023

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THE IMPLEMENTATION OF COMMUNICATIVE APPROACH IN
ENGLISH LEARNING AT XI TEKNIK KOMPUTER JARINGAN (TKJ)
GRADE STUDENTS OF SMK MA'ARIF NU 2 KARANGLEWAS BANYUMAS
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Assalamu'alaikum Wr.Wb.

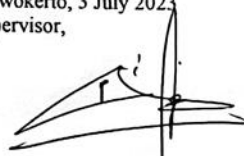
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Wassalamu'alaikum Wr.Wb.

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MOTTO

Experience is a hard teacher because she gives the test first, the lesson afterwards

(Vernon Sanders Law)

Life is like riding a bicycle. To keep your balance you must keep moving.

(Albert Einstein)



DEDICATION

I dedicated this thesis for:

My self who has fight so far

My great father (Sumardi) and my beloved mother (Siti Nekmah)

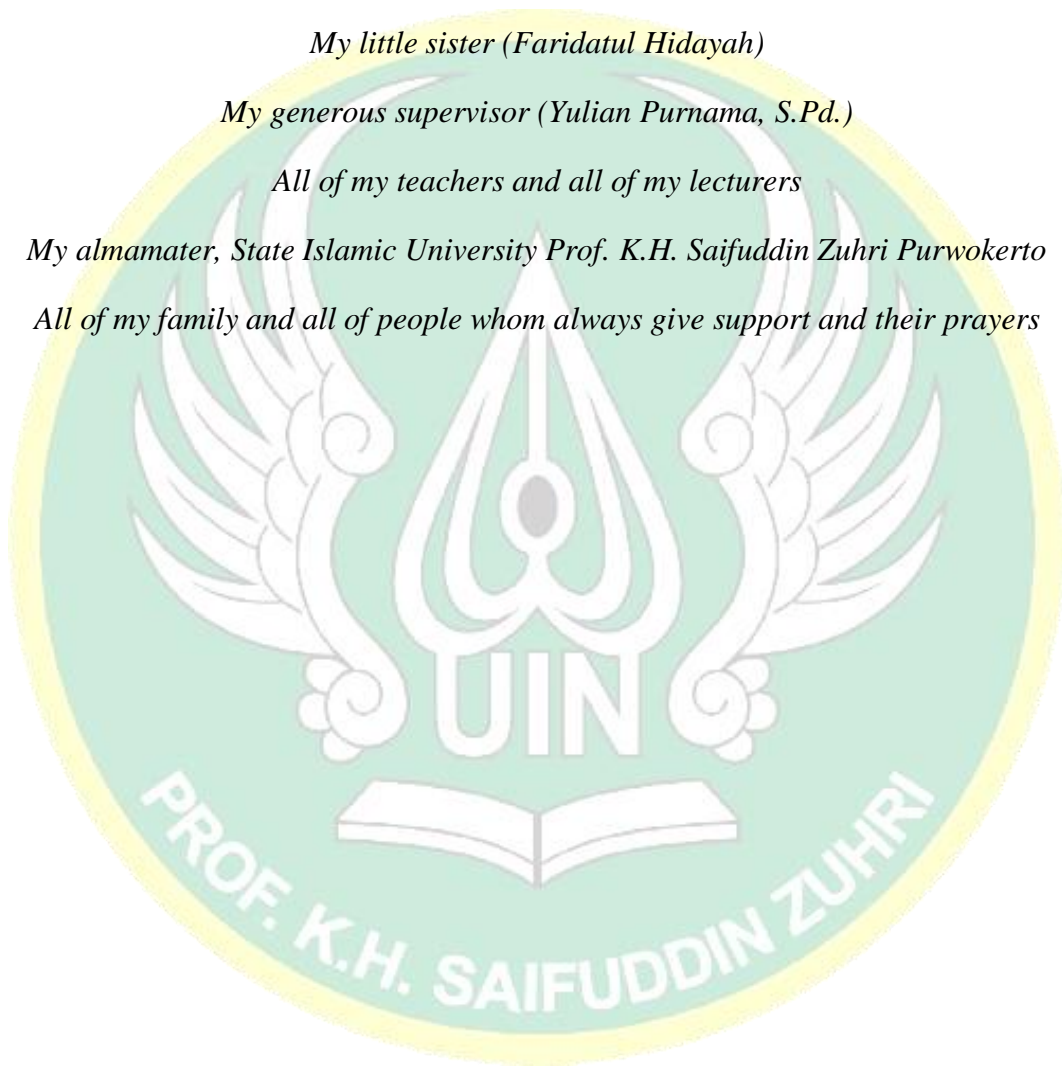
My little sister (Faridatul Hidayah)

My generous supervisor (Yulian Purnama, S.Pd.)

All of my teachers and all of my lecturers

My almamater, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto

All of my family and all of people whom always give support and their prayers



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The researcher realized that this thesis would never been accomplished without the guidance and motivation from many people. In this great occasion, the researcher would like to express the gratitude and thanks to:

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3. Prof. Dr. Subur, M.Ag., as the 2nd Vice Dean of the Faculty of Tarbiya and Teacher Training of State Islamic University Prof. K.H Saifuddin Zuhri Purwokerto
4. Dr. Maria Ulpah, M.Si., as head of Tadris Department of the Faculty of Tarbiya and Teacher Training of State Islamic University Prof. K.H Saifuddin Zuhri Purwokerto.
5. Desi Wijayanti Ma'rufah, M.Pd. as the Head of English Education Program of the Faculty of Tarbiya and Teacher Training of State Islamic University Prof. K.H Saifuddin Zuhri Purwokerto.
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8. Al Amin, M.Pd.I, as Headmaster of SMK Ma'arif NU 2 Karanglewas who has been giving me permission to conduct research at the school
9. All of the teachers of SMK Ma'arif NU 2 Karanglewas, especially Mr. Anton Pambudi, S. Pd. Who help the writer to observed the teaching and learning process
10. All of students of SMK Ma'arif NU 2 Karanglewas, especially XI TKJ

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15. My classmates TBI 2018 UIN SAIZU Purwokerto for the solidarity, support and also thanks for unforgettable happy memories for 4 years.
16. My best friend Khafifatul Fian who always help me in every step of the thesis
17. Everyone who has contributed, motivated and helped the researcher to finish the study in UIN SAIZU Purwokerto.

Finally, this thesis is hoped to be able to provide useful knowledge and information for the readers although the writer realized that this thesis has weaknesses and is still far from being perfect. Therefore, any constructive criticism and suggestion will be gladly accepted.

Purwokerto, 3rd July 2023



Muhammad Basiturrizal

S.N. 1817404073

**THE IMPLEMENTATION OF COMMUNICATIVE APPROACH IN
ENGLISH LEARNING AT XI TEKNIK KOMPUTER JARINGAN (TKJ)
GRADE STUDENTS OF SMK MA'ARIF NU 2 KARANGLEWAS,
BANYUMAS REGENCY**

MUHAMMAD BASITURRIJAL

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Abstract: The research aims to investigate how the communicative approach was implemented in English learning for eleventh grade TKJ students at SMK Ma'arif NU 2 Karanglewas. A qualitative study was utilized, reporting only the occurrences within the phenomenon. The setting of this research was the eleventh TKJ grade students and the subject was an English teacher who teaches English by using the Communicative Approach. The instruments used in this research were classroom observation, interview, and documentation. The result of this study showed that the implementation of a communicative approach was not fully in accordance with the theory. There were three stages that they went through. First was the preparation step; the educator created the instructional materials and learning plans for the subjects they would be teaching. Implementation was the subsequent stage; by distributing information and hosting exercises, the teacher carried out the learning process. Evaluation was the final step. Students were quizzed by the teacher about their practices and any difficulties they had learning something new. Then in learning process students will later receive assignments in the form of storytelling, dialogue or other things, the point of which is that they speak English so that later it will be the students who are active, not the teacher. The problem faced by the teacher was lack of students' motivation, basic English different abilities possessed by each student, vocabulary limitations possessed by each student, lack of grammar understanding.

Keywords: *Implementation, Communicative Approach, English Learning*

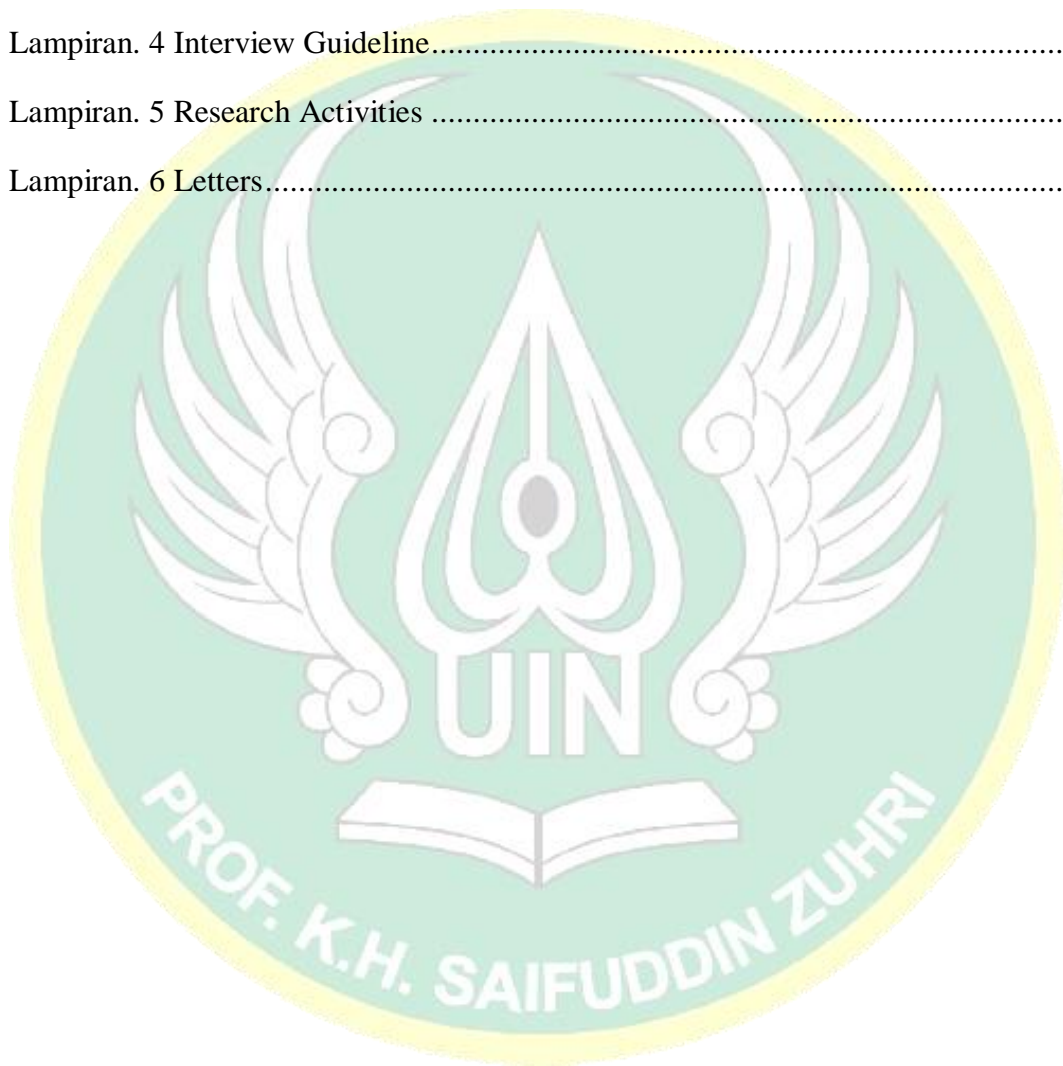
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CHAPTER I

INTRODUCTION

A. Background of Study

The status of English in Indonesia has been used as EFL (English as a Foreign Language). Unlike other countries such as Malaysia, Singapore, and other who use English as a Second Language. This shows that EFL is not used in daily communication as well as the use of second language. EFL is only applied in the classroom setting. This is in line with the implementation of English as a compulsory subject in schools although on the other hand the government through the latest curriculum says that English is a lifestyle. This statement is supported by Yulia in Sulistyoy's journal which states that English is a compulsory subject from grade 4 elementary school to grade 12 high school where at the junior and senior high school level English is tested in the National Final Examination.¹

In learning English, students are expected to master the material that has been taught by the teacher. The teacher here acts as the subject and facilitator while the students are the object. In practice, teachers need to test students' competence to find out how far their English skills are using a test called the English Proficiency Test (EPT). Results show that many students in Indonesia have low English proficiency. This is supported by data from one of the English language teaching providers in Indonesia, English First (EF). Based on English Proficiency Index (EPI) data produced by EF in 2017, Indonesia is ranked 39 out of 80 countries in the world, and 10 out of 20 countries in Asia with an average score of 52.15 Indonesia falls

¹ Urip Sulistiyo. "English Language Teaching and EFL Teacher Competence in Indonesia" *Proceedings of the Fourth International Seminar on English Language and Teaching (ISELT-4)*, 2016

under the 'low proficiency band' category.² The low level was influenced by several factors, namely inadequate facilities, low student learning motivation, varied human resources, incompetent teachers and so on. This is in line with the research journal written by Ganda Wirajaya, Lingga Agustina Suganda and Zuraida in which it is stated that the low ability and competence of students is caused by English deficiencies, not suitable learning styles, less confidence, low motivation, high anxiety, and inability to convert input into intake.³

To achieve success in competence and ability in learning English can be done through several processes, including through several approaches taken by teachers in teaching. In this research, an initial observation of English teachers at SMK Ma'arif NU 2 Karanglewas. He explained that besides the communicative approach, he also uses other approaches such as the scientific approach and structural approach. The communicative approach was chosen because it is in accordance with government recommendations so that in the learning process students can be more actively involved. This approach began to be applied to grades 11 and 12, while for grade 10 he used both scientific and structural approaches.

To overcome this problem, there are several approaches that can be used to support the success of the teaching and learning process. One of them is the communicative approach. In addition, facilities and infrastructure are also used to support the success of the teaching and learning process. The facilities and infrastructure needed start from audio, video and practice. Communicative means communication which in this case is more emphasized on practice. Therefore, a language laboratory is needed to support teaching and learning

² Willy A. Renandya et al. "English Language Proficiency in Indonesia: Issues and Prospects" *The Journal of AsiaTEFL*. 2018. Vol. 15, No. 3

³ Ganda Wirajaya et al. "Indonesian Students' Social-emotional Competencies and Their English Academic Achievement" *Journal of Education and Learning (EduLearn)*, 2019. Vol. 13, No. 2

activities using a communicative approach. In the language laboratory, students can listen to audio, for example students can listen to song lyrics in English then after that students can find the lyrics of the song or work on questions. However, facilities and infrastructure such as language laboratories are still not available at the school.

This research was conducted for several reasons, including the fact that there is a limited examination of the communicative approach at the SMK level, especially within the Teknik Komputer Jaringan major, and the communicative approach in language learning has several advantages, such as being more student-oriented, because dictated by student's needs and interests, seeks to use authentic resources, more interesting and motivating.⁴ So it is interested to conduct research at the school with the title The Implementation of Communicative Approach in English Learning at XI Teknik Komputer Jaringan (TKJ) Grade Students of SMK Ma'arif NU 2 Karanglewas.

According to Richards in Noer Doddy Irmawati the communicative approach in language learning is an approach that is used in learning the second language or foreign language that emphasizes on the improvement of communicative ability", that is "the ability of applying the language principle in order to produce grammatical sentences and understand 'when, where, and to whom' the sentences used". Communicative method focuses on language as a medium of communication. It recognizes that communication has a social purpose – learner which has something to say or find out." Communication embraces a whole spectrum of functions and notions.⁵

Based on the background of the study above, the aim is to conduct a descriptive investigation into the implementation of a communicative

⁴ Noer Doddy Irmawati. "Communicative Approach: An Alternative Method Used in Improving Students' Academic Reading Achievement" *Journal of English Language Teaching*. 2012. Vol. 5, No. 7

⁵ Noer Doddy Irmawati. "Communicative Approach: An Alternative Method Used in Improving Students' Academic Reading Achievement"

approach, specifically among XI TKJ grade students at SMK Ma'arif NU 2 Karanglewas. This research seeks to examine the classroom implementation of the communicative approach and the methods English teachers use to overcome associated challenges.

B. Conceptual Definition

1. Communicative Approach

According to Richard, 1997 “Communicative Approach in language learning is an approach that is used in learning the second language or foreign language that emphasizes on the improvement of communicative ability, that is the ability of applying the language principle in order to produce grammatical sentences and understand ‘when, where, and to whom the sentences used”⁶

2. English Learning

According to this definition, something is learning if and only if it is a ‘process by which relatively permanent changes occur in behavioral potential as a result of experience’ (Anderson 1995, p. 4-5)⁷

English is one of the most important languages of the world. Spoken by more than 380 million people in the United Kingdom, the United States, and the former British Empire, it is the largest of the Western languages.⁸

English Language Learning means studies (i.e., teaching and learning) in the English language for the primary purpose of

⁶ Noer Doddy Irmawati. “Communicative Approach: An Alternative Method Used in Improving Students’ Academic Reading Achievement” *Journal of English Language Teaching*. 2012. Vol. 5, No. 7. P:1

⁷ Qvortrup, A., Wiberg, M., Christensen, G., & Hansbøl, M. (Eds.). 2016. On the definition of learning. Odense: University Press of Southern Denmark.

⁸ Baugh, A., & Cable, T. 1993. A History of the English Language. Routledge.

teaching the English language to non-native English speaking students.⁹

3. Teknik Komputer Jaringan Major at SMK Ma'arif NU 2 Karanglewas

TKJ (Teknik Komputer Jaringan/Computer and Network Engineering) is a science based on Information and Communication Technology related to the ability of algorithms, and computer programming, computer assembly, and software operation, and the internet. Computer and network engineering also requires an understanding of electrical engineering, and computer science so as to be able to develop, and integrate software, and hardware.¹⁰

C. Research Question

The formulated questions based on the background of the study are:

1. How does the teacher implement communicative approach in the English teaching at XI TKJ grade students of SMK Ma'arif NU 2 Karanglewas?

D. The Objective and Benefit of The Study

a) The Objective of The Research

The objective of this study based on the research questions are:

- 1) To describe the implementation of communicative approach in teaching English.
- 2) To describe the problems faced by the teacher in implementing communicative approach in teaching English

b) Benefit of The Research

- 1) Theoretical Benefit

⁹ <https://www.lawinsider.com> diakses pada Senin, 25 Juli 2022, pukul 14.08 WIB

¹⁰ <https://www.smkn1purwasri-kediri.sch.id> diakses Senin, 25 Juli 2022, pukul 14.38 WIB

- (a) This study can be used as a reference about the implementation of communicative approach in teaching English.
- (b) This study can give knowledge and information about the implementation of communicative approach.

2) Practical Benefit

- (a) For English teacher, it is to be consideration when applied the communicative approach in the learning activity.
- (b) For the reader, it will know how the implementation of communicative approach at the SMK Ma'arif NU 2 Karanglewas
- (c) It is a precious opportunity for researchers to enhance their communicative approach skills while learning English in this activity, which can benefit them in the future.

E. Review of The Relevant Studies

There are some previous studies that relate with the topic, those are:

The first thesis by Khusnul Amaliah from State Institute of Islamic Studies (IAIN) Purwokerto under the titled "The Implementation of Communicative Approach in English Development Skill (EDS) Program at 10th Grade Students of MA Al-Ikhsan Beji, Kedungbanteng District, Banyumas Regency" this research used qualitative descriptive used observation, interview, documentation instruments. This research takes students of 10th grade of MA Al-Ikhsan Beji. The goal of this study is to examine how the communicative approach has been used to teach English in the English Development Skill (EDS) program at MA AL-IKHSAN. It also aims to identify any issues

the instructor may have encountered as well as the advantages of this method.

The second thesis by Ahmad Azmi Hidayatullah from Walisongo State Islamic University Semarang under the titled “The Effectiveness of Communicative Language Teaching (CLT) Mediated by Photograph on Students Speaking Skills (A Study at the Adz-Dzakia English Club of MAN Nganjuk in the Academic Year of 2018/2019)”. The primary goal of this study is to clarify why utilizing photographs to teach descriptive text is beneficial. A quantitative methodology was adopted, and experimental research was used in designing the study. In this study, EC-E served as the experimental class which was taught by using photography and EC-E served as the control class that was taught without using a photograph.

The third is research article entitled “Communicative Approach: An Alternative Method Used in Improving Students’ Academic Reading Achievement” was written by Noer Doddy Irmawati in the Journal English Language (ELT). Learning academic reading has as its goal mastering the reading skill. Students gain reading abilities, comprehend the reading material, reading method, textual meaning, and suggested meaning of the texts, and they comprehend the author’s intent. It is hoped that students will be proficient in English speaking, conversation, and story retelling. Student-Centered Learning (SCL) Strategy is employed to achieve the objective. It indicates that kids are allowed the freedom to converse in English.

The fourth is conference paper entitled “Using Communicative Approach in Teaching Speaking Competence of Young Learners through Home-based Learning” was written by Irene Maria in the International Seminar on Language, Education, and Culture (ISOLEC). The purpose of this study is to investigate

how young learners are taught speaking competency through a home-based learning strategy. Young language learners will learn English beyond grammar and word function by honing their speaking skills, enabling them to openly express their thoughts. Young learners who can express themselves will have high self-esteem, which will aid them in learning new information and foreign languages.

F. Systematic Discussion

The following is the research's structure:

This study is begun by a cover, a page of thesis title, a Statement of originality, a page of endorsement, an official note of supervisor, motto, dedication, acknowledgments, abstract and keywords, table of content, list of tables, list of appendix of the search.

The main parts of this research consist of:

Chapter I serves an introduction. This chapter discusses the problem's background, research questions, objectives and significances, operational definition, review of relevant studies, research method, and structure of the research.

Chapter II is a literature review. An overview of relevant theories about adaptation of Communicative Approach in English teaching.

Chapter III is a research methodology. It explains the sort of research, data sources, techniques of data collection, and data analysis strategies used in the study.

Chapter IV is devoted to data display and discussion. It includes a broad description of SMK Ma'arif NU 2 Karanglewas, an interview description, communicative approach implementation in English education, observation results, and data and documentation.

Chapter V it contains the research's conclusion, recommendation and concluding words of the research. The final section of this study includes a bibliography, which served as a reference for this study, and an appendix.



CHAPTER II

THEORITICAL REVIEW

A. Communicative Approach

1. Principles of Communicative Approach

Teachers should be aware of a number of concepts when utilizing the communicative approach to teach a language, especially when teaching English. According to Richards & Rodgers there are five principles in Communicative Language Teaching (CLT). They are (a) learners learn a language through using it to communicate (b) authentic and meaningful communication should be the goal of classroom activities (c) fluency is an important dimension of communication (d) communication involves the integration of different language skills (e) learning is a process of creative construction and involves trial and error.

Furthermore, there are six main principles of communicative approach, include: a. goal of effective communication, b. learning language by using it to communicate, c. focus on meaning and appropriate usage, d. focus both on fluency and accuracy, e. use of authentic materials to reflect real life situation, and f. integration of four skills (speaking, writing, reading and listening)¹¹

There were both positive and bad influences when observing the Communicative Approach principles. The dimensions of the study's goal, a sample course syllabus, and the manner in which teaching and learning take place are appropriate for the method's guiding concept. While the level of the teaching-learning process, the caliber of the lecturer's function, and the caliber of the student's part were not yet appropriate. It was the reason why the teaching-learning process failed.

¹¹ Noer Doddy Irmawati. "Communicative Approach : An Alternative Method Used in Improving Students' Academic Reading Achievement" *Journal of English Language Teaching*. 2012. Vol. 5. No. 7

2. Features of Communicative Approach

One of the most distinguishing qualities of communicative language instruction, according to Littlewood, is that it pays systematic attention to both the functional and structural components of language, merging these into a more comprehensive communicative view.¹²

At OISE in Canada, a framework called COLT – Communicative Orientation of Language Teaching – has been established to describe what happens in language teaching. The plan consists of two parts: Part B, “Communicative aspects,” examines what the actual activities entail, whereas Part A, “Classroom occurrences,” classifies the activities that take place in the classroom. Cook provides the following summary of the classroom activities and communicative features:

Part A: Classroom events

- a. What type of activity occurs?
- b. How do the teachers and students participate in the activity?
- c. What content is talked about in the activity?
- d. Which skills or combination of skills are being used?
- e. What materials are being used?

Part B: Communicative features

- a. Which language is used, L1, or L2?
- b. Is there an information gap?
- c. How long are the utterances?
- d. Reaction to code or message
- e. Does what one person says take account of what the others say?
- f. Who initiates an exchange?

¹² Simhachalam Thamarana. “A Critical Of Communicative Language Teaching”.
Visakhapatnam: IJELLH (International Journal of English Language, Literature and Humanities),
2015. Vol. 3. No. 5

g. How restricted are the linguistic forms?¹³

3. Implication for the Classroom

The ideas that underpin communicative language instruction are interconnected. When these ideas are combined, the following four classroom implications result.

a. Change of Classroom Organization

The traditional roles of students and teachers are changed by the communicative approach. This approach converts the conventional, noncommunicative, teacher-centered classroom into a cutting-edge, communicative, student-centered classroom, as its name suggests. Students are seen as communicators, or meaning negotiators, in this approach. The teacher's position is enhanced in a communicatively focused classroom as they transition from being an experienced instructor to more of a manager, resource person, facilitator, and communicator. Thus, the instructor builds an environment that naturally encourages pupils to communicate with one another and provides a wide range of communication possibilities.

The traditional paradigm of communication, in which students talk to or through the teacher, is less common in classes that use the communicative approach. In small group activities, students are encouraged to pair up far more than they would in a traditional classroom. Desks and chairs are no longer arranged in straight rows; they have been rearranged to accommodate student demands and classroom activities. The structure of the classroom has changed, and both teachers and students feel more free. Although there is structure, it is obviously distinct and more flexible because of this freedom.

¹³ Xiao Qing Liao. "Communicative Language Teaching: Approach, Design and Procedure". 2000

b. Use of More Realistic Communication Patterns and Processes

In order to allow for more realistic communication patterns and processes that are seen in a regular classroom, many communicative classroom activities are built on “knowledge gaps” or “opinion gaps.” For instance, the student could need to figure out what time his or her flight leaves, the quickest way to get a friend’s house, or the rationale behind the group’s support for unilateral disarmament. The communicative approach encourages communication by frequently using information or viewpoint gaps. By creating a scenario where one person needs specific information from another or has knowledge that another needs, these gaps replicate or encourage the real-world usage of language. As in other areas of life, a person seeks or offers in the classroom.

c. Use of Active Learning Modes

The communicative approach makes use of a range of active learning strategies, which are not limited to conventional language exercises but instead aim to promote creativity, problem-solving abilities, and interpersonal interaction. Task-oriented activities, such as producing a newspaper or a news broadcast in the target language, are widely used in communicative instruction because they require students to work together to complete specified tasks. Working together to decipher a message, combining information from various parts of a tale, and gathering data from several sources before making a judgment are all examples of common problem-solving actions. In communicative classrooms, debates and discussions in the target language are common, as are cultural celebrations and festivals.

Simulation and gaming are two of the most efficient ways to promote communication and the usage of language-learning techniques. Since simulation/gaming is possibly the most illustrative of active learning in communicative classrooms, we

will discuss its characteristics. Simulation and gaming bring back play to the language classroom while providing an effective foundation for communication. It contains a range of activities, from straightforward games and dramatic exercises to more complex, professionally developed games and intricately simulated negotiation sessions.

d. Need for Strategy Training

Through simulations, games, and other active exercises, strategy training may and should be integrated into regular language learning activities. Students now study more than just a single subject or collection of tricks thanks to the emergence of strategy training. Strategy training has a great impact on teachers as well as on their students. Teachers naturally focus, at least initially, on the learning strategy that is compatible with their teaching tactics, basic styles, general orientations to the environment, or broad approaches to teaching/learning when instructing their student to adopt various learning strategies (e.g., global vs. analytic, reflective vs. impulsive)¹⁴

B. Communicative Language Teaching

1. Definition of Communicative Language Teaching

An approach of teaching a second or foreign language that emphasizes student interaction as either a means or an end in itself is referred to as communicative language teaching. Here, the term “interaction” refers to a process in which two or more parties influence one another. CLT stands for communicative language teaching, which also applies to teaching a second or foreign language. In many nations, it is without a doubt regarded as the strategy that is most successful since it emphasized the students’ communicative skills.¹⁵

¹⁴ Rebecca, et.al. “Language Learning Strategies, The Communicative Approach, and Their Classroom Implication”. *Foreign Language Annals* 22, 1989. No. 1.

¹⁵ Huang Kaisheng. “Reconsideration on CLT in college English : Theory and Practice”. *Canadian Social Science*. 2007. Vol. 3. No. 1

2. Communicative Competence

The teaching of communicative languages and communicative skills go hand in hand. Canale and Swain indicate that communicative competence consists of four categories of knowledge and abilities in this early 1980s articles

a. Grammatical Competence

Knowledge of lexical items as well as rules of morphology, syntax, sentence-grammar semantics, and phonology are all part of this competency. The student will be able to comprehend and accurately generate the literal meaning of utterances with the help of this kind of knowledge and competence.

b. Sociolinguistic Competence

In general, this competency relates to what Hymes would refer to as the rules of use:

[it] examines the degree to which utterances are produced and comprehend correctly in various sociolinguistics contexts depending on contextual elements such participant status, the interaction's goals, and social norms or conventions ... using appropriate language relates to ... the degree to which specific communicative functions --- such as commanding, complaining, and inviting --- attitudes --- including politeness and formality --- and ideas --- are seen to be suitable in a given situation—is referred to as appropriateness of meaning.

c. Discourse Competence

This competence is concerned with what Widdowson and Halliday would refer to as coherence. It focuses on the knowledge and abilities needed to blend grammatical structures and meanings to construct various sorts of coherent spoken or written texts, such as oral and written narratives, business reports, and so on.

d. Strategic Competence

This type of skill includes:

Mastery of verbal and nonverbal communication techniques that can be used for two main purposes: (a) to make up for communication breakdowns caused by conditions that limit actual communication (e.g. momentary forgetfulness of an idea or grammatical form), or (b) due to insufficient proficiency in one or more of the other areas mentioned above (e.g. deliberately slow and soft speech for rhetorical effect).¹⁶

The following linguistic skills are part of communicative competence:

- 1) Understanding how to use language for a variety of diverse functions
- 2) Understanding how to adjust our language use to the situation and the audience (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication)
- 3) Understanding how to create and read various forms of texts (e.g. narratives, reports, interviews, conversations)
- 4) Understanding how to communicate despite having limited linguistic proficiency (e.g., through using different kinds of communication strategies)¹⁷

3. Characteristic of Communicative Language Teaching

There are numerous qualities that serve as a comprehensive approach and give valuable overview:

- a. It aims to make learners to attain communicative competence so the learners can use language accurately and appropriately.

¹⁶ Constant Leung. "Convivial Communication: Recontextualizing Communicative Competence" *International Journal of Applied Linguistics*. 2005. Vol. 15. No. 2

¹⁷ Isomiddin o'g'li, S. S. "Managing Communicative Classroom. Integration of Science , Education and Practice. *Scientific-Methodical Journal*. 2022. Vol. 03. No. 06

- b. The major focus while using CLT approach is on the learners. The teacher is a person who manages the environment and helps the learners to become autonomous.
- c. The syllabus emphasizes the functional use of language. The syllabus is relying on the authentic materials. The tasks which are assigned to the learners have purposes and meanings.
- d. Communicative activities enable the learners to attain communicative objectives of the curriculum, engage learners in communication, and require the use of such communicative processes as information sharing, negotiation of meaning, and interaction.¹⁸

Additionally, the following are some traits of a communicative approach:

a. Syllabus

A syllabus is an outline of a strategy that will be carried out during a lengthy educational procedure. Language teachers have space in a syllabus that uses the CLT approach to create teaching resources and activities for lessons involving a target language. As cited in Qinghong, Van EK says six basic functions in the form of CLT approach syllabus: (1) imparting and seeking factual information; (2) expressing and finding out emotional attitudes; (4) expressing and finding out moral attitudes; (5) getting things done; and (6) socialising. All of the functions in the syllabus will produce CLT in language teaching through various realizations based on the shape of a particular role in a particular circumstance.

b. Classroom Activities

Group discussions, role-playing, and simulation are just a few of the common communicative activities used in CLT.

¹⁸ Ankitaben A. Desai. "Characteristics and Principles of Communicative Language Teaching" *International Journal of Research in Humanities & Soc. Sciences*. 2015. Vol. 3

These activities encourage interaction among students learning the target language in the classroom. First, discussions might take place in groups, pairs, or as a class. The group, pair, or entire class activities will improve the students' ability to cooperate and communicate. Second, by simulating real-world scenarios in the classroom, instructors can provide students practice using the target language in authentic contexts. Third, role-playing and simulation are comparable; the difference is that role-playing allows for the employment of adopted identities and deception. The opportunity to study the sociocultures of the target language is provided to learners of the target language by communicating in various social circumstances and social positions.

c. Tasks and Materials

The opportunity to express themselves and use the target language is provided via communicative tasks. The learners are immersed in the environment when language is employed according to the context, time, and situation of real life by employing the communicative materials created by the students. According to Richard and Rogers, there are three categories of resources that incorporate the CLT approach into language teaching:

- Authentic resources bring to the classroom what students cannot learn from the outside world and expose students to natural language in a range of contexts.
- The opportunity to utilize the target language in specific roles is provided through task-based resources for language learners.

- Text-based resources offer a theme, a task analysis, or a description of a practice situation in the communication between speakers of the target language.¹⁹

4. Principles of Communicative Language Teaching

Given that it adheres to a number of fundamental concepts, communicative language instruction may be seen as an indication of advancement in educational philosophy:

- a. Meaning is prioritized in the CLT method. The approach's primary goal is to enable learners to comprehend the sentiment and expression used by authors and presenters.
- b. This approach holds that communicative functions—rather than language structures—are more significant. Littlewood states that “one of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language, combine these into a more fully communicative view”.

There are a finite number of sentence patterns in each language. Learners cannot communicate in the target language by merely mastering such phrase structures. The learner must get familiar with how certain structures function in communication.

- c. The target language is utilized in the classroom while teaching a language using the CLT method. The target language is a vehicle for class room communication, not just the object of study (Larsen-Freeman). Because if the learners continue to use their native languages, they are not able to communicate in the target language. It is recommended to use native tongue sparingly.
- d. The emphasis is on appropriate language use rather than accuracy. Accuracy comes later in the process. It is thought that when

¹⁹ Sri Gustiani. “The Communicative Language Teaching: Review on Own Experience in ELT at English Department, Sriwijaya State Polytechnic, Palembang”.

language users learn to use the language correctly, accuracy follows naturally.

- e. Teaching language should incorporate all language skills, not just one. It implies that a communication strategy should include reading and writing as well as speaking.
- f. Language cannot be learned by memorizing of words by heart. It can't be learned in a vacuum. Interaction with others should be used to teach it. Language difficulties must be overcome in order to communicate in the target language. Richards & Rodgers state that the target linguistic system will be learned best through the process of struggling to communicate.
- g. The primary goal of this approach is to improve the learner's ability to communicate in the target language. The teacher is tolerant of mistakes because speaking in the target language fluently is the main goal. During the activities where they are utilizing the target language, the teacher shouldn't correct them. After the tasks are complete, the teacher can rectify any errors made by the students.
- h. The CLT technique gives learners the chance to communicate in the target language. It promotes interaction between students and between students and teachers. It supports the development of students' cooperative relationships. The teacher should provide group or partner projects that allow students to communicate and share information. Additionally, it encourages communication between them. Richards and Rodgers state that students are expected to interact with other people, either in the flesh, through pair and group work, or in their writings.
- i. The CLT approach gives students the chance to learn not only what to say, but also how to express it.
- j. The teacher should set up scenarios that encourage communication. They should learn from the teacher how to utilize language in a

social setting. The teacher should assign tasks that help the students learn the language in a social environment, including role playing.

- k. Techniques for teaching foreign languages should be created in a way that motivates students to utilize the language. Language's functional aspects should be prioritized. To encourage genuine dialogue in the classroom, dramas, role plays, and games should be used.
- l. Students should have the chance to hear language being used in real-world contexts. They could receive coaching on techniques to enhance their comprehension.²⁰

5. Managing Communicative Classroom

A well-informed teacher would make some decisions to set up a communicative classroom based on the concepts of communicative language teaching (CLT) that were previously explained. To fulfill the objectives in a communicative classroom, he would first take into action his role as a teacher. Which is to make communication between all of the students in the classroom easier. A well-informed teacher must also be aware of the students' role in the lesson. More importantly, the teacher should stimulate genuine dialogue in the classroom through the activities they design.

a. Materials and Method

CLT practitioners believe that materials can have an impact on how well students engage and use language in class. The following terms could be used to describe the function of instructional materials:

- 1) The communication skills of negotiation, explanation, and interpretation will be emphasized in the course materials.

²⁰ Ankitaben A. Desai. "Characteristic and Principles of Communicative Language Teaching" International Journal of Research in Humanities & Soc. Sciences. 2015. Vol. 3

- 2) Instead than emphasizing the presentation of grammatical form, the materials will concentrate on information exchanges that are clear, pertinent, and fascinating.
- 3) The learning materials will include a mix of texts and media that the students can utilize to hone their skills through a range of different activities and tasks.

The resources ought to be genuine. Cook offers three explanations for why real text should be used in communicative instruction:

- 1) Inspiration and enthusiasm. Texts that have actually helped communicate something will inspire students more.
- 2) Boosting acquisitions content. The student can acquire language form via authentic texts because they are a rich supply of natural language.
- 3) Filling-in gaps. Some facets of language employed in real-life circumstances may be overlooked by authors of course texts and syllabuses. The best way to address this shortcoming is by providing them with the relevant terminology from everyday life.

The authentic materials are sentences that were originally created for communication in a non-teaching context, whether they were spoken or written. They are not structurally graded because they are authentic bits of communication intended for native speakers. Additionally, they are not set up to illustrate a point about language instruction. Instead, they offer pupils the chance to broaden their exposure to English and are linguistically rich. They may also be more engaging than books that have been specifically created for language education reasons.

The actual resources may be too challenging for L2 students with lesser proficiency because they are created for native speakers. For

this issue, Larsen-Freeman offers two solutions. One is to employ more basic actual materials, or at the very least, realistic materials, such as a weather forecast when making forecasts. The alternative is to offer real-world examples that are not overly verbose but could spark a lot of discussion. Timetables and menus are two examples.

To promote CLT, a lot of materials have been compiled. CLT materials, according to Richards and Rodgers, come from three different places. The “genuine” realia, which comprises language-based realia like signs, magazines, advertising, and newspapers, as well as graphic and visual sources around which communicative activities can be formed, including maps, pictures, symbols, graphs, and charts, is one method of selecting materials. “Text-based materials” are yet another resource. There are many books written specifically to guide and support CLT. The “task-based materials” is yet another. Exercise manuals, cue cards, activity cards, resources for practicing pair conversation, and practice booklets for student interaction are examples of these unique things.

b. Research and Discussion

Text-based materials – there are several books available that are intended to guide and support the teaching of communicative languages. Their tables of contents occasionally imply a grading and sequencing of language practice similar to those found in books with a clear structural organization. While some of these purport to be based on a communicative approach, some of them are really created around a syllabus that is mostly structural and have been somewhat reformatted. However, several of them stand out significantly from earlier language instruction materials. For instance, Morrow and Johnson’s *Communicate* (1979) uses visual cues, taped cues, drawings, and sentence fragments to start

conversations instead of the typical dialogues, drills, or sentence patterns. Each of the two books in Watcyn-Pair Jones's Work (1981) contains a different set of instructions for performing role plays and engaging in other pair activities.

Task-based materials – to complement Communicative Language Teaching sessions, a range of games, role plays, simulations, and task-based communication activities have been created. Exercise manuals, cue cards, activity cards, resources for practicing pair conversation, and practice booklets for student interaction are examples of these unique things. There are often two sets of materials for a pair of pupils in pair-communication materials, with each set offering a distinct type of information. Sometimes the knowledge is complementary, and the partners must put their individual “jigsaw” pieces together to produce a whole. Others take on other roles within the partnerships (e.g. an interviewer and an interviewee). Others still offer interactive drills and practice materials.

Realia – the use of “real,” “from-life” materials in the classroom has been strongly supported by many supporters of communicative language teaching. These could be language-based realia like signs, magazines, advertising, and newspapers or graphic and visual sources like maps, photographs, symbols, graphs, and charts around which communication activities can be organized. To enhance communicative exercises, a variety of objects can be employed, such as a plastic model that must be assembled according to instructions.²¹

²¹ Isomiddin o'g'li, S. S. “Managing Communicative Classroom. Integration of Science , Education and Practice. *Scientific-Methodical Journal*. 2022. Vol. 03. No. 06

6. The Syllabus of Communicative Language Teaching

According to Nunan, a syllabus is “a description of the subjects and their order of instruction that must be taught in a language program. Any or all of the following may be included in a syllabus: phonology, grammar, functions, ideas, subjects, themes, and tasks.” Yalden considers the following as possible elements of a communicative syllabus:

- 1) As much thought as possible should go into the objectives of the learners’ desire to learn the target language.
- 2) They have a general concept of the context in which they want to utilize the target language (physical aspects need to be considered, as well as social setting);
- 3) The social roles that the students will play in the target language, as well as the positions that their interlocutors will take
- 4) The communicative activities in which the students will take part include: academic settings, work-related scenarios, everyday situations, etc.
- 5) What the learner will need to be able to do with or via the language in order to perform the language functions involved in these events.
- 6) The concepts involved, or what the student must be able to discuss
- 7) Speech and rhetorical skills are required for the “knitting together” of discourse.
- 8) The types of target languages that will be required, as well as the proficiency levels that students must attain in both spoken and written language.
- 9) The grammatical content that will be needed
- 10) Lexical material that will be required

Functional-notionalism, according to Finocchiaro and Brumfit, offers “tremendous merit.” It may put the needs of the students’

communication at the heart of the curriculum. The advantages of adopting a functional-notional perspective are as follows:

- 1) It provides actual learning challenges
- 2) It allows for the instruction of typical, daily language
- 3) It prompts us to emphasize the necessity for a variety of receptive activities before pushing students to perform before they are ready.
- 4) It acknowledges that the speaker must have a sincere reason for speaking and a topic to discuss.
- 5) Due to the fact that communication conveys fundamental communicative functions, it will be organically motivating.
- 6) It enables educators to make use of sound linguistic, sociolinguistic, psycholinguistic, and educational principles.
- 7) It can organically evolve from currently used instructional strategies
- 8) It enables the implementation of a spiral curriculum that reintroduces cultural, grammatical, and topical information.
- 9) It enables the creation of adaptable, modular courses.
- 10) It enables widespread promotion of language-learning programs.

Yalden divides the communicative syllabus into the following types:

- 1) Structural-functional
- 2) Structures and functions
- 3) Variable focus
- 4) Functional
- 5) Fully notional
- 6) Fully communicative

Richards and Rodgers summarize a modified version of Yalden's classification of the communicative syllabus types as follows:

<i>Type</i>	<i>Reference</i>
1) Structures plus functions	Wilkins (1976)
2) Functional spiral around a structural core	Brumfit (1980)
3) Structural, functional, instrumental	Allen (1980)
4) Functional	Jupp & Hodlin (1975)
5) Notional	Wilkins (1976)
6) Interactional	Widdowson (1979)
7) Task-based	Prabhu (1983)
8) Learner generated	Candlin (1976), Henner-Stanchina and Riley (1978) ²²

7. Advantages and Disadvantages of Communicative Language Teaching

a. Advantages of Communicative Language Teaching

There are many benefits to using CLT when teaching English as a second or foreign language. Contrary to audio-lingual and grammar-translation methods, communicative teaching places an emphasis on “task-oriented, student-centered” language teaching practice and offers students numerous opportunities to utilize the English language for communication.

- 1) Since it places a strong emphasis on fluency in the target language, it encourages students to develop their independent English-speaking skills. In other words, it gives pupils assignments that enable them to develop their own ideas about what they will say and how they will present themselves. As a result, the students are able to communicate with others with greater confidence and enjoy communicating more.
- 2) The purpose and goal of CLT is communicative competence. CLT places a high premium on enabling learners to utilize the language in a communicative setting to meet their needs for communication in everyday life. In other words, it incorporates

²² Xiao Qing Liao. “*Communicative Language Teaching: Approach, Design and Procedure*”. 2000

the native English speaker's actual circumstances into role-playing and simulation exercises in the classroom.

- 3) The fact that the majority of the learning process is not dependent on the teacher shows how CLT classes have shifted from being teacher-to learner-centered. In other words, the student spends a lot more time learning than the teacher does, who only facilitates the process. Therefore, the student should engage in adequate communication and exercise in the CLT class to develop communication skills

b. Disadvantages of Communicative Language Teaching

The ideas of the communicative approach to teaching and learning languages have received a variety of criticisms.

- 1) The strategy prioritizes meanings and use norms over grammar and structural requirements. In other words, it is believed that not enough focus is placed on correcting spelling and grammar mistakes. It is as a result of an excessive emphasis on meaning at the expense of form. It is thought that with CLT, there is a risk of placing too much emphasis on speaking skills and too little on reading and writing abilities.
- 2) The CLT approach emphasizes fluidity rather than correct grammar and pronunciation. Hughes claims that communicative language instruction produces "fluent but incorrect" language learners. Here, it is expected that there is a risk that CLT classes may prioritize fluency above accuracy.
- 3) Although beginners need some supervised practice, moderate and advanced students benefit much from the CLT approach. Low-level speakers of the target language might find it challenging to engage in oral communicative activities, and communicative fluency might not be appropriate if the institution's tests are grammar-based.

4) The teacher needs to be an excellent monitor. Despite teachers' best efforts, classroom activities are not reflective of real-life situations of real-life situations, and it can be challenging to enable genuine engagement and recreate truly authentic language use. Furthermore, this approach places a strong emphasis on the needs and interests of the learners as a fundamental tenet. This suggests that much more work must be put forward by each instructor to adapt the curriculum to meet the needs of the students.

5) CLT is sometimes difficult to be implemented in an EFL classroom due to the lack of sources and equipment like authentic materials and native-speaker teachers as well as the large size of the classes. In addition, suitable classrooms are not available that can allow for group work activities and teaching aids and materials.²³

8. Teaching Procedure of Communicative Language Teaching

However, neither of these activities nor the ways in which they are employed are limited to CLT classrooms. Instead, they are related with a variety of Communicative Language Teaching classroom procedures (e.g. group activities, language games, role-plays). The following are the CLT procedures:

1) Procedures of Strong Version of CLT

Strong CLT proponents contend that the teacher should begin providing communicative practice right away without first obtaining control over particular abilities (pronunciation, grammar, and vocabulary). Since students are asked to do something they have not previously been taught to do and are therefore “thrown in the deep end,” this communication technique has been referred to as the “deep-end strategy.” The

²³ Simhachalam Thamarana. “A Critical Of Communicative Language Teaching”. Visakhapatnam: IJELLH (International Journal of English Language, Literature and Humanities), 2015. Vol. 3. No. 5

presentation of knowledge is significant and is done at the beginning stage of instruction in conventional techniques, however this is the opposite:

Traditional Procedure:

Stage I		Stage II		Stage III
Present	>	Drill	>	Practice in context

Communicative Procedure:

Stage I		Stage II		Stage III
Communicate as far as possible with all available resources	>	Present language items shown to be necessary to achieve effective communication	>	Drill if necessary

2) Procedures of Weak Version of CLT

Practitioners of weak version of CLT contend that students cannot effectively communicate in a foreign language unless they have honed their unique pronunciation, vocabulary, and grammar skills sufficiently. Therefore, it is not a good idea to throw students into the “deep end” at the start of a course. This process includes a step where grammar information is presented.

Pattison creates the following categories of exercises for improving oral communication skills:

- a) Questions and answers
- b) Dialogues and role-plays
- c) Matching activities
- d) Communicative strategies

- e) Pictures and picture stories
- f) Puzzles and problems
- g) Discussions and designs

Pattison recommends using the aforementioned activities in three stages:

- 1) The learners are given instructions on how to perform the task. You can do this to make sure they can communicate effectively and grasp the language that is necessary for them to do so (including adequate pronunciation and intonation). This stage can also be employed as a standalone task where all communication is aimed towards or originates from the teacher.
- 2) Although they still practice the target language or with your assistance and direction, much of the speaking now takes place amongst the learners themselves. If and when you feel the need to correct mistakes, steps 1 and 2 are the easiest places to do so.
- 3) This allows for individual practice between students without the need for language structures, sample sentences, or ongoing teacher assistance. When students are comfortable with the task, stage 3 can occasionally be used as a filter to occupy pairs or groups that finish their work before others or that require a change of pace.

3) Procedures Vary with Local Needs

Teachers from the Communicative Teaching Society selected a method of teaching English that would be effective and appropriate in Japan and that was different from that of CLT developing in Europe at about the same time. This decision was made based on the teaching aim at the secondary schools in

Japan, which is “linguistic competence plus an ability to use the language appropriately.” The teaching method contains distinctively Japanese features:

- a) *Warm-up*. This provides students with engaging language tasks to unwind and encourages innovative use of the language. Here, creating a relaxed atmosphere is of utmost significance.
- b) *Introduction of new grammatical items*. This is typically accomplished through discussion between the teacher and the students on things or events they are already familiar with. The teacher asks students to respond appropriately and then quickly explains in Japanese what each item means.
- c) *Practice*. This is typically accomplished by either piquing students’ intellectual curiosity or appealing to their subjective emotional values. Even at the earliest stages, self-expression activities are incorporated, despite their sometimes very little scope. Additionally, care is required to ensure that learning and output are “deep” in Stevick’s sense.
- d) *Reading the text*. This entails reading the book both silently and loudly as well as listening to the recording of a “gist” explanation of the subject.
- e) *Communicative practice*. This necessitates both mastery of the intended object and innovative use of previously learned material. Although it can be oral, writing is frequently involved²⁴

²⁴ Xiao Qing Liao. “*Communicative Language Teaching: Approach, Design and Procedure*”. 2000

CHAPTER III

RESEARCH METHOD

A. Research Design

The method of investigation involves field research, where data is directly collected and information is observed from participants at the study location. This study employed descriptive approaches to locate difficulties that required a deep comprehension of the pertinent historical and social background in the subject. According to Basrowi & Kelvin, qualitative research enables researchers to understand the topic and feel what the subject goes through on a daily basis. The researcher participates in the scenario, location, and context of the documented natural occurrences in qualitative research. Each phenomena is distinct from the others and differs from them due to various situations.²⁵

Qualitative research yields results that cannot be attained by the use of statistical tools or other quantitative methodologies. The purpose of this qualitative study, according to Strauss and Corbin in Nugrahani, is to investigate the lives, histories, behaviors, organizational functionalization, social movements, and kinship of individuals. Bogdan and Taylor in Nugrahani assert that qualitative research is a method of inquiry that can yield descriptive data in the form of the speech, writing, and behavior of the individuals being studied.²⁶

B. Research Context

This section includes the research location, the study topic and item, and the research period.

1. Place of Research

SMK Ma'arif NU 2 Karanglewas is located at Jl. Syekh Maqдум Wali, Karanglewas, Banyumas, Jawa Tengah as the research place.

²⁵Farida Nugrahani. Metode Penelitian Kualitatif dalam Penelitian Pendidikan Bahasa.P.3-4

²⁶Farida Nugrahani. Metode Penelitian Kualitatif..., .P.3-4

2. Subject and Object of the Research

Students in the XI TKJ grade of SMK Ma'arif NU 2 Karanglewas are the focus of this study. There were 39 students in the class as a whole. The study's goal is to use a communicative approach while teaching English as a second language.

3. Time of Research

This research was done from 3rd February 2023 – 3rd April 2023

The initial step involved conducting interviews with English teachers, the curriculum head, and students on February 15, 2023. Subsequently, observations of the classroom learning process were conducted on February 22, 2023, and May 17, 2023.

C. Techniques of Data Collection

The technique of collecting the data that used in this research are:

1. Observation

According to Sutrisno in Sugiono, observation is a complex process, a process composed of various biological and psychological processes. Two of the most important are the processes of observation and memory.²⁷ This study at SMK Ma'arif NU 2 Karanglewas employed non-participant observation, in which the researcher did not actively participate in the activity but instead only watched the setting and the usage of the communicative approach. The first observation was held on February 22, 2023, the teacher taught English in XI TKJ grade with advertisement material meanwhile the second observation was held on May 17, 2023, the material taught was about personal pronouns. The observation aimed to investigate the implementation of the communicative approach in English teaching and learning activities at XI TKJ grade of SMK Ma'arif NU 2 Karanglewas, with a focus on both students and the English teacher as research subjects.

2. Interview

²⁷ Sugiyono, 2013. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta. P:145

It is a method of asking and getting answers from the informant to obtain information. This action is intended to bolster the informant data that is relevant to the research. Semi-structured interviews are used in this study. Using this method, you may learn more in-depth details about the subject. Interviews were conducted on February 15, 2023, with English teachers, the head of curriculum, and the students of XI TKJ grade to determine the effectiveness of implementing the communicative approach in the school. English teacher is the main of the activity to know the design planning, activities and the essential and the effect for the students of English teaching with communicative approach. Deliberate sampling will be used to get a choice by the interviewee. To understand the primary phenomena, the researcher selects the people and environments. The subjects of this research were English teacher and students of XI TKJ grade of SMK Ma'arif NU 2 Karanglewas.

3. Documentation

Documentation is a record of past occurrences, whether it takes the lesson plan, number of students, photos during interview. The documentation employed in this research took the form of images taken during the instructional process as well as notes taken by the researcher while conducting interviews.

For this study, classroom observations were employed. The observation centered on the learning process as the communicative approach to English learning was put into practice. The exercises were the same, but the materials varied each meetings. Pre-, during-, and post-activities were carried out by the instructor.

D. Data Analysis

Miles et.al., explained that data analysis on qualitative is done interactively and takes place continuously until it reaches completion. Activities in qualitative data analysis include data condensation or

reduction, data display, and conclusion or verification. The following components of qualitative data analysis according to Miles et.al., which researchers will use as a reference to analyze data in this study:²⁸

- a. Data condensation, refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials. By condensing, the researcher makes data *stronger*. The condensed data is in the form of data from interviews with English teachers, the head of curriculum and students of XI TKJ grade. Then for documentation in the form of lesson plans, number of students, photos during interviews. Meanwhile, the observation data is the result of observation carried out in the classroom.
- b. A data display, generically, a *display* is an organized, compressed assembly of information that allows conclusion drawing and action. Looking at displays helps us understand what is happening and to do something---either analyze further or take action---based on that understanding.
- c. Drawing and verifying conclusions, from the start of data collection, the qualitative analyst interprets what things mean by noting patterns, explanations, causal flows, and propositions.

E. Research Procedure

The following are the research's methods:

1. The teacher is interviewed by the researcher. The institution that carried out the research selected the researcher.
2. The researcher attends the class alongside the instructor to observe how the teaching and learning processes are carried out.

²⁸ Matthew B. Miles et.al., *Qualitative Data Analysis a Methods Sourcebook* (California: Sage, 2014, 3 Ed), p.32.

3. After the teaching and learning process, the researcher conducts interviews with the students.
4. The researcher examined the paperwork, interview, and observation notes.
5. The researcher makes the research report. Finally, after analysing the raw data gathered, the researcher concluded the research finding and reports it.

F. Data Credibility

Triangulation is essentially a multi-method approach used by researchers when collecting and analyzing data. The basic idea is that the phenomenon under study can be well understood so that a high level of truth is obtained if approached from various points of view. Photographing a single phenomenon from different angles will allow for a reliable degree of truth. Therefore, triangulation is an attempt to check the correctness of data or information obtained by researchers from various different points of view by reducing as much as possible the bias that occurs during data collection and analysis.²⁹ To verify the data, the author employed a triangulation strategy. The researcher looked at several sources, including interview responses and observational data, to come up with the study's legitimate findings.

²⁹ M Rahardjo. "Triangulasi dalam Penelitian Kualitatif" Jakarta. 2010

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Findings

Each instructor uses a varied set of approaches, techniques and strategies while teaching a language, particularly when teaching English, to ensure that students are able to learn the language and comprehend it. One of approaches which was often used in English learning at SMK Ma'arif NU 2 Karanglewas was communicative approach.

SMK Ma'arif NU 2 Karanglewas is a formal education institution which is under auspices of Ma'arif NU educational institutions.

The researcher obtained the following conclusion and explanation on the application of communicative approach in English learning at XI TKJ grade students of SMK Ma'arif NU 2 Karanglewas on the results of observation, interview, and documentation held from February to April 2023

1. The Implementation of Communicative Approach in English Learning at XI TKJ Grade Students of SMK Ma'arif NU 2 Karanglewas

English lessons become one of the mandatory subjects for students at SMK Ma'arif NU 2 Karanglewas. English lessons in XI TKJ grade held once a week on Wednesday at 11.15 until 13.30.

The teacher employed a communicative approach to teaching. This approach has been long-applied before the Government recommends using the communicative approach. Teachers design learning activities in English learning and the results are very satisfactory, as the teacher said in the interview:

“So far when I use a communicative approach for a long time, before the government encourages to use the communicative approach and the results are very satisfactory. This means that the target students are not only to get theoretical knowledge but

they can also get practical results, improve speaking skills, meaning that even though we learn structure, formulas, grammar, the actualization is practice. An example of using the future tense, for example, yes is a form of a sentence indicating that the work will be carried out using the formulas s+v+ing and so on. Where are you going for Eid tomorrow? I want, I want, I want, it's already entered into the future tense I will, I will, I will. Have them tell a story. So the conclusion is right for me personally, the communicative approach is perfect, especially at the high school level”

This was supported by the statements of the students who were the subject of the interviews who said that learning was enjoyable and they were more interested in learning English

There was one reason behind the teacher’s use of the communicative approach in the English learning at XI TKJ grade students of SMK Ma’arif NU 2 Karanglewas. The approach commonly used in ancient times is a structural approach, which if used today would be ineffective to children. In the past English learning was still revolving on formulas and grammar, but as the age and technology began in the 2000s and today almost all learning was expected to use a communicative approach, since the communicative approach is a communication-based approach.

According to interview with Mr. Anton Pambudi, S. Pd in interview,

“The first is due to a structural approach, in short. The structural approach is no longer effective on children. It means that if you learned English in the past, it would still be called structural. With the development of the times and technology, nearly all English learning in the 2000’s was expected to use a communicative

approach because its purpose would not eliminate its structural approach”

The implementation has run smoothly and effectively. One of the strategies the teacher uses is preparation before learning.

a. Teacher's Preparation

The first thing a teacher must prepare before teaching is to prepare learning kits, the learning tools themselves will be devoted into the form of several learning administrations and media. Then the last one is health.

As reported by the English teacher in the interview as follows:

“The first is clear that according to government rules and the teaching process rules that when it comes to new semester we have to prepare a learning kit. If the learning device itself will be devoted to the form of several administrations such as RPP. So if it's specific what should be prepared, number one is an RPP, which is inside the RPP, it would include everything in both the material, the explanation, the evaluation details. The second one should be prepared like nonadministration. As the first is the learning media. If it does not matter in contact with the learning media; Props, LCD, projectors. The last is health.”

b. Learning Materials

The application of syllabus and RPP in the actualization class is only about 60%. Not all that in syllabus can be applied 100%, among others, it depends on school conditions, the second depends on the equipment of some supporting learning tools or not. As the teacher said in interview:

“Most of the general is the RPP actuation and the syllabus in almost all of its learning. Actualization or application is only about 60%. So not 100% of what was said in the syllabus could be applied to the school. Neither state school nor private school has existed nor have I ever heard of applying syllabus and RPP’s full 100%. Why? Many factors have led to why syllabus and RPP could not be applied 100% in schools. The first depends on the school’s condition, the second depends on the equipment of some learning tools that support it or not. But not all schools have supportive equipment for teaching activities.” this is in accordance with the results of research from Srihidayanti³⁰ On the basic principles of lesson plans, teachers experience difficulties in designing lesson plans related to student differences; designing lesson plans related to students' interests and needs; developing reading and writing behavior; and using the integration of themes, subject matter, aspects of learning and cultural diversity. Meanwhile, in the implementation of lesson plans, teachers experience difficulties in carrying out the steps of learning activities, preparing students' readiness, and providing learning activities that are oriented towards attitude competencies.

c. Learning Media

Learning media is very important in learning according to the results of interviews with the head of curriculum, he said

"Yes, the media is very important because most high school students prefer to play mobile phones, so learning media plays an important role in making children focus on

³⁰ Srihidayanti, dkk. Teachers’ Difficulties in Lesson Planning. 2015. . ISBN: 978-602-294-066-1

learning". Learning media refers to the use of any technology in the classroom that helps improve the learning space and helps teachers to teach less and students to learn more (Singh et al, in Husein As Sabiq, Agus.)³¹

Agreeing with the head of curriculum, the English teacher also said the importance of learning media

"The completeness of learning media or learning tools will have an impact on the results of the learning targets to be achieved Learning Process"

d. Learning Process

In the learning process the use of a communicative approach is very influential and makes students more accustomed to speaking English. According to the English teacher.

"With the application of the communicative approach students not only get knowledge theoretically, but also get practice"

The teacher's role in the learning process is as a facilitator, namely stimulating students to be more active in the learning process. According to the English teacher, the way to stimulate students is by getting students to talk, such as telling stories, having dialogues or other things

"Students will later receive assignments in the form of storytelling, dialogue or other things, the point of which is that they speak English so that later it will be the students who are active, not the teacher"

³¹ Husein As Sabiq, Agus. . Improving Students' Motivation and Reading Skills in ELT Through Audio Visual Media. *Vol. : 25 No. 1 Maret 2017*

2. The Problems in Implementing Communicative Approach in English learning at XI TKJ Grade Students of SMK Ma'arif NU 2 Karanglewas

Every method or approach for learning has issues with both application and a communicative approach. The first problem faced by a teacher is a human resource or a student's thinking quality or also a understanding of children. Then the second is the lack of time in teaching and learning activities. The next biggest obstacle is learning media, without learning media communicative approach will not work well.

As reported by the English teacher in the interview as follows:

“The first obstacle I encountered was human resources or student quality or also child understanding. Kids who are not admitted to a public school are going to this school. Then the next obstacle is the lack of time. The time provided by schools per meeting is two hours a week and four hours max. Learning a language is not enough for two hours, as it must also be practiced in addition to learning a theory. When we told the children to come in front of the class they can spend a lot of times. For example a short speech, one child spends more than 10 minutes, right? Though one class there are about 20 children. So the conclusion is the lack of time. Ideally it is minimal in a week of four hours. The third biggest obstacle for me was the learning medium, since that form of communicative is associated with the medium of learning. Without the medium the communicative approach would not work. Why do I say that, our learning media is here. We learn to listen, we listen to songs and the kids summarize, fill in the blank statement. If in the class we need speakers. Ideally we should have a language lab. One child wear one headset. That's the language lab name. Actually the computer space is just the server it used to be on its own. Because the server in the center has to be connected to some kind of device that when I talk the entire student can hear, in the computer

room there is no such device, there is only a network computer engineering server.”

3. The Strengths and Weaknesses of Teaching English at XI TKJ Grade Students Using Communicative Approach

The communicative approach used in English instruction for XI TKJ grade students at SMK Ma'arif NU 2 Karanglewas has strengths and weaknesses from a variety of perspectives, but there is no perfect method or approach for teaching. Each approach has its own strengths and weaknesses. The strengths and weaknesses of teaching English at XI TKJ grade students using the communicative approach based on the interview with the English teacher of SMK Ma'arif NU 2 Karanglewas.

- a. The strengths of teaching English at XI TKJ grade students of SMK Ma'arif NU 2 Karanglewas using communicative approach
 1. Learning is more enjoyable for students
 2. Students not only get theory but also in terms of practical application of English
 3. In the communicative approach students not only learn structure but they are also invited to think about structure as well as apply it in speaking
- b. The weaknesses of teaching English at XI TKJ grade students of SMK Ma'arif NU 2 Karanglewas using communicative approach
 1. Human resources; the quality of student thinking; child understanding
 2. Lack of time
 3. Learning media

B. Discussion

Based on study done at SMK Ma'arif NU 2 Karanglewas, the researcher may evaluate how the implementation of communicative approach in English learning at XI TKJ grade students of SMK Ma'arif NU 2 Karanglewas as follows:

1. The Implementation of Communicative Approach

At SMK Ma'arif NU 2 Karanglewas the implementation of a communicative approach in English lessons was carried out before the introduction of the latest curriculum. Many teachers have implemented a communicative approach in learning, one of which is the English teacher. The results obtained until the time this research was conducted can be said to be good because from the results of interviews with some of the students they were more interested in learning English and according to the students the learning was enjoyable.

Student A : *"I am happy to learn English because I like English subject and the teacher was fun"*

Student B : *"It was fun, the personality of the English teacher is a little assertive, so it is not boring and not rigid."*

Student C : *"It was fun."*

In the theory of communicative approach, there are several learning activities in the classroom, including group discussion, role-playing, and simulation. Meanwhile, the English teacher did not carry out some of these activities in the classroom, which means that the communicative approach was not fully applied in teaching and learning activities, because in addition to the communicative approach the teacher also used other approaches such as the structural approach. If the communicative approach is not implemented in accordance with the theory, students have difficulty in developing their speaking and communicating effectively. Teachers face difficulties in designing engaging lessons that focus on verbal interaction. Schools experience a

decline in the quality of learning and may find it difficult to achieve the desired educational goals.

2. Aspects of Language Knowledge of Communicative Competence

In assessing the communicative approach, there are 2 measuring tools, namely: practical tests and written tests. The practical test in question is the actualization or application of English by students in speaking such as dialogue, telling stories and others. Practical assessment can be assessed individually or in groups. In the written test the assessment is carried out by giving written questions to students which students will later work on. The results of the work on the question sheet will later become the value in the written test. As stated by Richard and Rogers, there are three categories of resource that incorporate the CLT approach into language teaching: 1) Authentic resources bring to the classroom what students cannot learn from the outside world and exposed students to natural language in a range of contexts. 2) The opportunity to utilize the target language in specific roles is provided through task-based resources for language learners. 3) Text-based resources offer a theme, a task analysis, or a description of a practice situation in the communication between speakers of the target language.

3. The Problems in Implementing Communicative Approach

The teacher encountered various difficulties when facilitating communicative approach in learning activities for XI TKJ grade students of SMK Ma'arif NU 2 Karanglewas. The first problem is heterogeneous human resources, meaning that students have varying levels of understanding, so it is difficult to make everyone understand the learning objectives being carried out. This is supported by Dhieni, namely the absorption or grasping power of students is different and still weak so that it is difficult to understand the objectives of learning.

The second lies in timing. The time here is too short because there are so many students in one class, so it is difficult for the teacher to give each student the opportunity to apply English in terms of speaking. As stated by Ahmad Fuad Effendy, it cannot be carried out in large classes, because the more students there are, the less opportunity for students to practice speaking.

The last is on learning media. Learning media is still not sufficient with the absence of a language lab at SMK Ma'arif NU 2 Karanglewas, so it is difficult for teachers to be more varied in using learning media. Learning media is very important for achieving learning targets as stated by Suprpto et al., learning media is an effective auxiliary tool that can be used by teachers to achieve the desired goals.

4. The Strengths and Weaknesses in Implementing Communicative Approach

It was discovered that the communicative approach has various strengths and weaknesses when it comes to teaching English to XI TKJ grade students at SMK Ma'arif NU 2 Karanglewas. The strengths of teaching English using communicative approach are based on interview with the English teacher, they are as follows:

1. Learning is more enjoyable for students
2. Students not only get theory but also in terms of practical application of English
3. In the communicative approach students not only learn structure but they are also invited to think about structure as well as apply it in speaking

The weaknesses of teaching English at XI TKJ grade students of SMK Ma'arif NU 2 Karanglewas using communicative approach, they were as follows:

- 1) Human resources; the quality of student thinking; child understanding
- 2) Lack of time
- 3) Learning media

According to the previous research entitled “The Implementation of Communicative Approach in English Development Skill (EDS) Program at 10th Grade Students of MA AL-IKHSAN BEJI, Kedungbanteng District, Banyumas Regency, there are three strengths identified. They are as follows:

- 1) Due to the fact that communication and engagement are constant parts of the learning process, the students were naturally more engaged .
- 2) Role playing, group projects, and other engaging activities can make the classroom environment more vibrant when using a communicative approach to learning.
- 3) Due to their focus on practice rather than theory, students were more free to express themselves and were more creative.

In addition, there are some drawbacks to the communicative approach as well. There have been four weaknesses found. They are as follows:

- 1) Students’ lack of motivation.
- 2) Each student have various talents in basic English
- 3) The vocabulary restrictions each kid has
- 4) Lack of comprehension of grammar due to the emphasis on practice.³²

Comparative analysis with other research revealed that the strengths and weaknesses of utilizing a

³² Khusnul Amaliah, “*The Implementation of Communicative Approach in English Development Skill (EDS) Program at 10th Grade Students of MA AL-IKHSAN BEJI, Kedungbanteng District, Banyumas Regency*”. IAIN Purwokerto, 2020

communicative approach in XI TKJ grade students at SMK Ma'arif NU 2 Karanglewas were almost not the same as those strengths and weaknesses in other research.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, conclusions and recommendations for further research are given. Conclusions are based on research-based recommendations for researchers, teachers, and students.

A. Conclusion

The study at SMK Ma'arif NU 2 Karanglewas aimed to evaluate the implementation of a communicative approach in English learning for XI TKJ grade students. The communicative approach was implemented before the introduction of the latest curriculum, and the results were positive, with students finding the learning enjoyable and engaging. The English teacher's personality was assertive, making the learning enjoyable.

The communicative approach was assessed using practical tests and written tests, which assess students' actualization of English in speaking. Authentic resources, task-based resources, and text-based resources were identified as three categories of resources that incorporate the communicative approach into language teaching.

The teacher encountered difficulties in facilitating the communicative approach in learning activities for XI TKJ grade students. The first problem was heterogenous human resources, which made it difficult to make everyone understand the learning objectives. The second problem was timing, as the time in the class was too short, making it difficult for students to practice speaking. The third problem was the lack of learning media, which is essential for achieving learning targets.

The communicative approach had strengths, such as making learning more enjoyable, providing theory and practical application of English, and encouraging students to think about structure and apply it in speaking. However, it also had weaknesses, such as lack of motivation, various talents in basic English, vocabulary restrictions, and a lack of

comprehension of grammar due to emphasis on practice. Comparative analysis with other research revealed that the strengths and weaknesses of utilizing a communicative approach in XI TKJ grade students at SMK Ma'arif NU 2 Karanglewas were not the same as those in other research.

B. Suggestions

The researcher makes some recommendations for teachers, students, and writers after presenting the conclusion. The suggestions are:

1. For the Teacher

The study's findings are likely to help English teachers in using the communicative approach in their medium of instruction more effectively than before. The teacher expected to give more attention to the advantages and disadvantages of using the communicative approach. Thus, the use of a communicative approach could use effectively.

2. For the Student

The communicative approach is very good for facilitating the practice of speaking English but it needs to be improved on other aspects as well

3. For the Researcher

The researcher is aware of how far from ideal this research still is. In the future, it is hoped that researchers would provide better research. It is hoped that this research will be beneficial to readers and that it will serve as a useful resource for other academics working in the same topic in the future.

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APPENDICES

Appendix 1

Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMK Ma'arif NU 2 Karanglewas
Kelas/Semester : XI/2
Materi Pokok : Advertisement
Alokasi Waktu : 1 Pertemuan, 90 Menit

A. KOMPETENSI INTI DAN DASAR

3.7 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk brosur, leaflet, banner, dan pamflet, dengan memberi dan menerima informasi terkait promosi barang/jasa/kegiatan sesuai dengan konteks penggunaannya

4.7 brosur, leaflet, banner, dan pamflet

4.7.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan brosur, leaflet, banner, dan pamflet terkait promosi barang/jasa/kegiatan

4.7.2 menyusun teks khusus brosur, leaflet, banner, dan pamflet terkait promosi barang/jasa/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

B. TUJUAN PEMBELAJARAN

1. Mampu membedakan fungsi sosial dalam bentuk surat brosur, leaflet, banner, dan pamflet dengan memberi dan menerima informasi terkait promosi barang/jasa/kegiatan sesuai dengan konteks penggunaannya.
 - a. Mampu mengingat kembali materi sebelumnya terkait business letter secara lisan
 - b. Mampu mengidentifikasi contoh gambar brosur sebagai media brainstorming terkait advertisement secara lisan
 - c. Mampu memberi contoh penggunaan dari brosur, leaflet, banner, dan pamflet dalam kehidupan sehari-hari secara lisan
 - d. Mampu mengidentifikasi fungsi social dari penggunaan leaflet, banner, dan pamflet secara lisan
2. Mampu membedakan struktur teks khusus dalam bentuk leaflet, banner, dan pamflet dengan memberi dan menerima informasi terkait promosi barang/jasa/kegiatan sesuai dengan konteks penggunaannya.

- a. Mampu mengeksekusi struktur teks brosur, leaflet, banner, dan pamflet terkait secara tulis
- b. Mampu membedakan struktur teks terkait brosur, leaflet, banner, dan pamflet secara tulis
- c. Mampu mengorganisasikan struktur teks terkait brosur, leaflet, banner, dan pamflet secara tulis.

C. MEDIA PEMBELAJARAN, ALAT/BAHAN & SUMBER BELAJAR

- 1. Media Penilaian : Worksheet atau Lembar Kerja (Siswa dan Kelompok) Lembar penilaian
- 2. Alat/Bahan : Kertas Gambar, Papan Tulis, Spidol
- 3. Sumber Belajar : Buku Bahasa Inggris Kelas XI, Internet, Youtube
<https://youtu.be/Vd57sQomF8>

D. KEGIATAN PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pertemuan Ke-1		
Pendahuluan	<ol style="list-style-type: none"> 1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin 2. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya. 3. Melakukan brainstorming menggunakan media kertas gambar untuk menggali background knowledge siswa terkait materi Advertisement 4. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : Advertisement 	10 Menit
Inti	<ol style="list-style-type: none"> 1. Peserta didik diberikan motivasi dan panduan melihat contoh advertisement. 2. Guru menampilkan contoh advertisement, kemudian peserta didik diminta untuk mengidentifikasi hal apa yang disampaikan pada brosur tersebut. 3. Guru menjelaskan materi terkait fungsi social dan struktur teks dari advertisement. 4. Peserta didik dibagi menjadi beberapa 	70 Menit

	kelompok kemudian diminta untuk mencari contoh brosur lalu mendiskusikan isi dan tujuan dari brosur tersebut. 5. Peserta didik mempresentasikan hasil kerja kelompoknya secara klasikal, 6. Peserta didik diberikan tugas individu untuk mencari jenis-jenis advertisement.	
Penutup	1. Guru mempersilahkan peserta didik untuk menyampaikan simpulan atau rangkuman yang sudah dibuat selama pembelajaran 2. Guru memberikan review pembelajaran selama pembelajaran 3. Melakukan penutupan dengan salam dan berdoa	10 Menit

E. PENILAIAN (ASESMEN)

Jenis penilaian	Bentuk penilaian	Keterangan penilaian
Sikap, spiritual	Observasi guru	1. Jujur 2. Disiplin 3. Tanggungjawab 4. Toleransi 5. Gotong royong 6. Santun 7. Percaya diri
Pengetahuan	Tes tertulis	Mengidentifikasi unsur kebahasaan surat pribadi
Keterampilan	Observasi guru	Terampil dalam memberikan contoh sikap hormat, patuh terhadap orang tua dan guru, serta empati terhadap sesama.

Format jurnal penilaian sikap :

No.	Hari/tanggal	Nama siswa	Catatan perilaku	Butir sikap	Tindak lanjut
1					
2					
...					

Format penilaian pengetahuan dari keterampilan :

Konversi nilai (skala 0-100)	Predikat	Klasifikasi
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81-100	A	SB (Sangat Baik)
66-80	B	B (Baik)
51-65	C	C (Cukup)
0-50	D	K (Kurang)

Mengetahui,
Kepala Sekolah,

Purwokerto, 28 Februari 2023
Guru Mata Pelajaran,

Al Amin, M.Pd.I

Anton Pambudi, S.Pd

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Nama Sekolah : SMK MAARIF NU 2 KARANGLEWAS
Mata Pelajaran : Bahasa Inggris (English)
Kelas/Semester : XI
Materi Pokok : Personal Pronouns (*Subjective, Objective, Possessive adjective, Possessive pronoun*)
Alokasi Waktu : 4 x 40 menit

A. KOMPETENSI INTI

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

B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI

KOMPETENSI DASAR	INDIKATOR
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional.	1.1.1. Berdoa sebelum memulai pelajaran sebagai ungkapan rasa syukur setiap saat mendapat kesempatan belajar bahasa Inggris
2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	2.2.1. Menunjukkan sikap percaya diri dalam melakukan komunikasi transaksional dengan guru dan teman
	2.2.2. Menunjukkan sifat jujur
	2.2.3. Menunjukkan sifat tanggung jawab dengan mengerjakan tugas dengan baik
3.2. Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis untuk perkenalan diri, dengan sangat pendek dan sederhana. Perhatikan unsur kebahasaan dan kosa kata terkait hubungan keluarga; pronoun (<i>subjective, objective, possessive</i>)	3.2.1. Mengelompokkan nama benda sesuai dengan tipe personal pronouns.
	3.2.1. Menyebutkan berbagai tipe personal pronouns dari kalimat-kalimat yang disediakan.
	3.2.3. Menjawab personal pronouns yang tepat dengan melengkapi paragraf rumpang.

4.2. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon perkenalan diri, dengan sangat pendek dan sederhana, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks. Perhatikan unsur kebahasaan dan kosa kata terkait hubungan keluarga; pronoun (<i>subjective, objective, possessive</i>)	4.2.1. Membuat kalimat yang menggunakan personal pronoun dengan menggunakan benda di sekitar mereka
	4.2.2. Mendemonstrasikan hasil pekerjaan mereka membuat kalimat personal pronoun

C. TUJUAN PEMBELAJARAN

Siswa diharapkan mampu :

- 1.1.1. Berdoa sebelum memulai pelajaran sebagai ungkapan rasa syukur setiap saat mendapat kesempatan belajar bahasa Inggris
- 2.2.1. Menunjukkan sikap percaya diri dalam melakukan komunikasi transaksional dengan guru dan teman
- 2.2.2. Menunjukkan sifat jujur
- 2.2.3. Menunjukkan sifat tanggung jawab dengan mengerjakan tugas dengan baik.
- 3.2.1. Mengelompokkan benda berdasarkan tipe personal pronoun.
- 3.2.2. Menyebutkan berbagai tipe yang ada dalam personal pronouns.
- 3.2.3. Menjawab personal pronouns yang tepat dengan melingkari pilihan yang benar
- 4.2.1. Membuat kalimat yang menggunakan personal pronoun dengan menggunakan benda di sekitar mereka
- 4.2.2. Mendemonstrasikan hasil pekerjaan mereka membuat kalimat personal pronoun

D. MATERI PEMBELAJARAN

Subjective Pronoun	Objective Pronoun	Possessive Adjective	Possessive Pronoun
I	Me	My	Mine
You	You	Your	Yours
We	Us	Our	Ours
They	Them	Their	Theirs
He	Him	His	His
She	Her	Her	Hers
It	It	Its	Its

The Examples :

❖ Subjective

- I am Noval
- My father is a policeman. **He** works in the police office.
- Dila is my sister. **She** is ten years old.

❖ Objective

- You can call **me** Afgan
- I know **him**

- ❖ Possessive adjective
 - Wahyu has a cat. **His** cat is so cute
 - I have a sister. **Her** name is Dewi

- ❖ Possessive pronoun
 - This book is mine.
 - This is my pen. That is **yours**

E. STRATEGI/METODE PEMBELAJARAN

PENDEKATAN : Communicative
 Approach
 MODEL : Project based learning

F. MEDIA, ALAT, DAN SUMBER PEMBELAJARAN

1. Media : Real things,
2. Alat/Bahan : Boardmarker, papan tulis,
3. Sumber pembelajaran : Lembar Kerja Siswa (Practice your English Competence)

G. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

❖ PERTEMUAN PERTAMA

Pendahuluan (10 menit)

1. Guru memberi salam (*greeting*)
2. Guru memeriksa kehadiran siswa;
3. Guru memfokuskan siswa pada topik yang akan dibahas menggunakan "leading question"
4. Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
5. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

Kegiatan inti (60 menit)

1. *Mengamati*
 - Peserta didik menyimak guru menjelaskan materi terkait "*Personal Pronouns*"
 - Peserta didik mengamati guru mengucapkan kalimat terkait "*Personal Pronouns*"
 - Peserta didik untuk menyebutkan apa saja personal pronoun yang ditemukan berdasarkan kalimat yang diucapkan secara lisan oleh guru
2. *Menanya*
 - Dengan bimbingan dan arahan guru, siswa mempertanyakan hal yang belum diketahui terkait "*Personal Pronouns*"
3. *Mengeksplorasi*
 - Peserta didik mengelompokkan nama benda bersarkan tipe personal pronouns secara berkelompok.
 - Peserta didik menyebutkan berbagai tipe personal pronoun dari kalimat kalimat yang disediakan.

Penutup (10 menit)

1. Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.

2. Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
3. Peserta didik dan guru mengucapkan salam perpisahan

❖ **PERTEMUAN KEDUA**

Pendahuluan (10 menit)

1. Guru memberi salam (*greeting*)
2. Guru memeriksa kehadiran siswa;
3. Guru memfokuskan siswa pada topik yang akan dibahas menggunakan “leading question”
4. Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
5. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

Kegiatan Inti (60 menit)

1. Mengasosiasi

- Peserta didik memahami penggunaan personal pronouns dalam kalimat dengan bimbingan guru
- Peserta didik membuat kalimat personal pronoun berdasarkan benda-benda di sekitar mereka

2. Mengomunikasikan

- Peserta didik mendemonstrasikan kalimat menggunakan personal pronoun yang dibuat

Penutup (10 menit)

1. Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
2. Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
3. Peserta didik dan guru mengucapkan salam perpisahan

H. PENILAIAN HASIL PEMBELAJARAN

1. Jenis Penilaian

- Spiritual: (*lihat Rubrik*)
- Sikap: observasi (*lihat Rubrik*)
- Pengetahuan: (*lihat Rubrik*)
- Keterampilan : (*lihat Rubrik*)

2. Instrumen Penilaian

Terlampir

Mengetahui,
Kepala Sekolah

Al Amin, M.Pd

Karanglewas, 28 Feb 2023
Guru Mata Pelajaran

Anton Pambudi, S.Pd

Appendix 2

INTERVIEW SHEET AND RESULT

Interview 1

Subject : The English Teacher of 11th TKJ Grade

Topic : The implementation of communicative approach in English learning

Time : 10.15

Day/Date : Wednesday, 15 of February 2023

Place : Infrastructure room

1. Apa alasan Anda memilih *communicative approach* pada pembelajaran bahasa Inggris di kelas 11 TKJ?

Yang pertama karena pendekatan struktural, singkatnya. Pendekatan struktural sudah tidak efektif lagi diberikan pada anak. Artinya kalau zaman dulu belajar bahasa Inggris masih berkutat dengan rumus-rumus itu namanya struktural. Ditambah dengan perkembangan zaman dan kurikulum maka sekitar tahun 2000 ke sini itu hampir semua metode pembelajaran bahasa Inggris diharapkan untuk menggunakan *communicative approach* karena tujuannya tanpa menghilangkan bentuk *structure approach*. Penggunaan *structure approach* persentasenya hanya sedikit. 20% menggunakan pendekatan struktural, sedangkan 80% menggunakan pendekatan komunikatif. Pendekatan komunikatif itu pendekatan yang berbasis kepada komunikasi. Pendekatan struktural sudah tidak pas lagi diberikan kepada anak-anak.

2. Apa saja yang harus dipersiapkan sebelum memulai pembelajaran bahasa Inggris dengan menerapkan *communicative approach*?

Yang pertama jelas kalau menurut aturan pemerintah dan aturan proses belajar mengajar, pada saat masuk semester baru harus mempersiapkan

perangkat pembelajaran, kalau perangkat pembelajaran itu sendiri nanti akan dikhususkan ke dalam bentuk beberapa administrasi-administrasi seperti RPP. Jadi kalau spesifik apa saja yang harus dipersiapkan nomor 1 RPP di mana di dalam RPP itu sudah mencakup semuanya baik dari materi, detail penjelasan, detail evaluasi. Yang kedua yang harus dipersiapkan seperti nonadministrasi, seperti yang pertama media pembelajaran kemudian alat peraga, LCD proyektor dan yang terakhir yaitu kesehatan.

3. Apakah silabus dan RPP yang digunakan sama seperti saat pembelajaran di kelas?

Kebanyakan secara umum aktualisasi RPP dan silabus itu di hampir semua pembelajaran, aktualisasi atau penerapannya itu hanya sekitar 60%, jadi tidak 100% apa yang disampaikan di silabus itu bisa diaplikasikan di dalam sekolah, baik sekolah negeri atau swasta belum ada atau saya belum pernah mendengar mengaplikasikan silabus dan RPP itu full 100%. Kenapa? Banyak faktor yang menyebabkan kenapa silabus dan RPP tidak bisa diterapkan 100% di dalam sekolah, yang pertama itu tergantung/dipengaruhi oleh kondisi sekolah, yang kedua tergantung perlengkapan beberapa alat pembelajaran itu *support* atau tidak, artinya tidak semua sekolah mempunyai peralatan yang mendukung

4. Bagaimana proses pembelajaran bahasa Inggris menggunakan *communicative approach*?

Sejauh ini ketika saya menggunakan *communicative approach* sudah lama ya, sebelum pemerintah menganjurkan untuk menggunakan *communicative approach* dan hasilnya sangat memuaskan. Artinya target siswa tidak hanya mendapat wawasan ilmu secara teoritis tapi mereka juga bisa mendapatkan hasil secara praktikal, meningkatkan kemampuan *speaking*, artinya kita walaupun belajar *structure*, rumus-rumus, *grammar* tapi aktualisasinya adalah praktik. Contoh lewat bentuk *future tense* misalnya ya adalah sebuah bentuk kalimat yang menunjukkan pekerjaan itu akan dilakukan dengan rumus-rumus *s+v+ing* dan sebagainya. Anak

diberi seperti itu sekarang tidak mungkin tertarik, paham maksud saya? Ini grammar loh ya. Kalau sekarang diberikan grammar seperti ini anak-anak tidak tertarik. Maka tentulah dengan bentuk *communicative*, kita bikin sebuah atau kita pancing anak dengan rencana bercerita yang isinya adalah sebuah *planning*. Kamu besok lebaran mau ke mana? Saya mau, saya mau, saya mau itu kan sudah masuk ke dalam *future tense I will, I will, I will*. Suruh mereka bercerita. Jadi kesimpulannya tepat bagi saya pribadi tepat sekali *communicative approach* apalagi setingkat SMA

5. Bagaimana peran guru dalam pembelajaran bahasa Inggris menggunakan *communicative approach*?

Mas Rijal kan penelitiannya di sekolah ini ya. Berarti kan real di sekolah ini ya

Jadi yang menggunakan *communicative approach* di sekolah ini itu paling hanya sekitar 7%, artinya mungkin hanya saya dan beberapa teman saya, dari 25 guru misalnya paling yang menggunakan itu ada dua atau tiga guru, itu yang mengerti

Karena Mas Rijal harus tahu bahwa guru-guru yang ada di SMK kebanyakan gurunya bukan lulusan fakultas/jurusan pendidikan. Guru-guru di sini kebanyakan basic-nya dari ST, Amikom, mereka tidak dibekali bagaimana cara mengajar. Jadi wajar kalau mereka tidak memahami *communicative approach*, mereka masih menggunakan pendekatan klasik yaitu *structure approach*, *theoretical*. Jadi apa yang diberikan melalui media, jadi anak hanya duduk dan menulis tanpa ditanya “*wis wareg apa urung?*” kalau misalnya Mas Rizal saya kasih minum, harusnya tanya “*udah hilang hausnya?*” tapi saya kasih minum tanpa saya tanya, itu namanya *structure approach*, paham ya

6. Apa bentuk asesment/penilaian yang digunakan untuk mengukur kemampuan siswa setelah belajar dengan pendekatan tersebut?

Dalam bagian RPP itu ada bagian yang namanya evaluasi. Dalam RPP itu ada bermacam-macam evaluasi, tapi saya bagi jadi dua saja yaitu praktikal dan teoritikal. Kalau praktikal khususnya dalam bahasa Inggris itu berarti

evaluasinya bukan dalam bentuk mereka menulis ya, tetapi mereka melakukan dialog atau mereka melakukan *speech, speak, speaking, explain* dan lain sebagainya, pokoknya yang bersifat bicara. Jadi aktualisasinya ketika untuk *communicative approach*, dalam penguasaan contohnya itu adalah evaluasi ketika sesudah memberikan materi kita harus siap dalam pembelajarannya itu nanti mengevaluasi siswa bisa disuruh maju ke depan, bisa sendirian, bisa juga berpasangan yang penting mereka dalam *communicative approach* itu aktif dalam bicara bukan kita sebagai guru yang bicara terus, tapi siswa yang harus berbicara terus.

7. Bagaimana cara Anda menyampaikan *feedback* kepada siswa?

Kalau menurut analisa saya begini, *feedback* kalau dalam pembelajaran adalah *feedback* evaluasi apa yang sudah ditangkap oleh mereka kita beri latihan mereka, kita evaluasi mereka

Ya otomatis dalam bentuk penilaian, baik penilaian individu maupun kelompok. *Feedback*-nya adalah penilaian secara perorangan atau kelompok kemudian ditambah dengan bentuk tes tertulis dan tes yang resmi, itu *feedback*-nya jadi dalam bentuk ujian ditambah satu lagi berarti tes yang tadi saya katakan ada tes secara lisan dan tes secara tertulis. Kalau tertulis itu biasa mereka mengerjakan soal yang kita berikan. Sebutkan apa apa... bisa juga dalam bentuk portofolio. Portofolio itu kita menugaskan siswa pada saat itu tetapi bisa dikerjakan dalam beberapa hari, bisa dikerjakan di rumah maupun sekolah, kebanyakan tugas seperti itu tugas kelompok.

8. Apa saja hambatan yang Anda alami dalam menerapkan *communicative approach* untuk pembelajaran bahasa Inggris?

Hambatan yang saya alami itu adalah SDM (Sumber Daya Manusia) anak atau kualitas berpikir siswa atau juga pemahaman anak

Kenapa Mas Rijal? Mereka-mereka yang tidak diterima di sekolah negeri akan masuk sekolah ini, dasarnya saja tidak bisa apalagi disuruh melanjutkan

Hambatan selanjutnya adalah kurangnya waktu, belajar bahasa itu tidak cukup dua jam. Sedangkan waktu yang disediakan sekolah per pertemuan dua jam, maksimal satu minggu empat jam. Karena bahasa selain mempelajari teori juga harus praktik. Kalau matematika mungkin belajar teorinya saja tanpa dipraktikkan dengan teman bisa sendiri, individual bisa. Belajar sepeda motor, belajar komputer bisa secara teori, praktiknya di rumah bisa. Tapi kalau bahasa Inggris teori hanya dua jam disita satu jam. Satu jam teori satu jam praktik. Satu anak disuruh maju ke depan kelas menghabiskan berapa menit? Misalnya *short speech*/pidato pendek saja, satu anak menghabiskan waktu lebih dari 10 menit. Ya kan? Padahal satu kelas ada sekitar 20 atau 40 anak. So, kesimpulannya adalah kurangnya waktu.

Hambatan yang ketiga yang paling besar bagi saya adalah media pembelajaran. Tanpa media, *communicative approach* tidak akan berjalan. Kenapa saya katakan seperti itu? Kita belajar listening, kita mendengarkan lagu, anak-anak disuruh mendengarkan lagu, mereka disuruh meresume, *fill in the blanks* statement ya. Kan kita butuh yang namanya speaker, kalau di kelas ya

Khususnya lagi yang paling penting idealnya kita harus ada lab bahasa, kalau lab bahasa dan lab komputer beda! Di lab bahasa ada bilik, setiap anak memakai headset satu-satu, itu lab bahasa namanya

Sebenarnya ruang komputer bisa hanya saja server yang digunakan harus tersendiri, karena server di pusat itu harus terhubung dengan semacam perangkat yang ketika saya ngomong seluruh siswa akan terdengar semuanya, kalau di ruang komputer tidak ada yang seperti itu

9. Bagaimana respon siswa setelah *communicative approach* diterapkan?

Kembali ke Sumber Daya Manusia tadi ya. Ketika kita, anak tidak tahu dan tidak mengerti apa itu *communicative approach*, termasuk *structure approach*. Apa sih *communicative approach*, apa sih *structure approach*?

Ketika ditanyakan, bagaimana reaksi atau efek siswa kita dipakai untuk *communicative approach*. Jawaban saya ya, jadi apa yang menjadi target

pembelajaran bahasa Inggris itu minimal tercapai walaupun anak tidak mengerti communicative approach itu apa, yang mereka mengerti adalah setiap hari latihan berbicara, latihan berkomunikasi

In frame main idea penelitian kamu bahwa communicative approach itu mungkin pada tahun 2023 ini masih menjadi satu-satunya metode pendekatan belajar bahasa Inggris yang terbaik, intinya begini jadi zaman dulu saya SMP-SMA itu masih pakai structure approach

Simple past tense, present continuous tense dsb rumus-rumus anak suruh bikin

Terus aktualisasi dalam kehidupan, apa ada sih? Kamu masuk ke perusahaan, apa di situ ditanyakan rumus continuous itu apa, tahu bentuk conjunction, conditional sentence, passive voice itu apa? Kan tidak semua Aktualisasi adalah ketika kita ngomong dan kemudian kita menerjemahkan omongan orang asing misalnya, itu barulah kita bisa menerapkan communicative approach, sama halnya ketika dosen saya pulang dari Kanada beliau mengatakan Bahasa Inggris itu jangan berpatok kepada grammar

Orang Barat, sepengalaman saya, saya dengar dari orang Barat, ngomong dengan orang Barat sekalipun saya belum pernah dikomplain

Grammar kamu salah, menyalahkan grammar. Tidak akan orang Barat berbuat demikian

Kalau orang Indonesia, banyak yang cari kesalahan, termasuk dosen dulu sering cari kesalahan

Interview 2

Subject : Head of curriculum

Topic : Teaching preparations and teaching media

Time : 10.00

Day/Date : Wednesday, 15 of February 2023

Place : Administration room of SMK Ma'arif NU 2 Karanglewas

1. Untuk saat ini, kurikulum apa yang digunakan di SMK Ma'arif NU 2 Karanglewas?

Untuk kelas 10 menggunakan kurikulum merdeka, sedangkan untuk kelas 11 dan kelas 12 menggunakan kurikulum kurtilas sesuai dengan pemerintah

2. Apa saja peran Anda sebagai komando/atasan dari guru?

Sebagai waka kurikulum punya tanggung jawab mengajar sekolah, dari awal menggabungkan visi dan misi guru, ya tugas kurikulum lah

3. Bagaimana cara Anda untuk meningkatkan kemampuan guru dalam melaksanakan kurikulum yang berlaku?

Ya biasanya di awal tahun kita ada workshop. Seperti kemarin guru-guru baru menjadi pengawas, guru yang sudah melaksanakan kurikulum merdeka, kita bersama-sama workshop kurikulum merdeka. Lalu sekarang juga sudah ada aplikasi, nama aplikasinya merdeka belajar.

4. Menurut Anda seberapa penting media pembelajaran digunakan dalam kegiatan pembelajaran?

Ya media sangat penting karena anak-anak zaman sekarang, anak SMK suka dengan gadget

5. Seberapa pentingkah feedback diberikan oleh guru kepada siswa di akhir pembelajaran?

Kalau masalah feedback itu kembali ke gurunya masing-masing. Dari kami hanya menghimbau di setiap tugas dan sebagainya itu nanti ada catatan-catatan yang menulis: sudah mengerjakan; nilainya kurang.

6. Bagaimana penilaian Anda terhadap peran guru dalam mengajar?

Kita ada supervisi, supervisi administrasi. Di awal nanti kita ada guru-guru. Kemudian ada juga supervisi pembelajaran.

7. Adakah kurikulum khusus yang digunakan di SMK Ma'arif NU 2 Karanglewas?

Karena kita Ma'arif, kita ada kurikulum nasional dan muatan lokal, itu Jawa Tengah. Mulok (muatan lokal) itu sesuai dengan gubernur, SK Gubernur. Karena kita ada Ma'arif ada SK Ma'arif-nya

8. Bagaimana respon siswa terhadap penerapan kurikulum tersebut?

Respon siswa ya baik, apapaun kurikulumnya sama. Kembali lagi ke siswa. Siswanya mau belajar atau tidak.

Interview 3

Subject : Student A

Object : Communicative approach in English learning

Time : 11.00

Day/Date : Wednesday, 1 of March 2023

Place : SMK Ma'arif NU 2 Karanglewas

1. Apakah guru pernah menjelaskan mengenai communicative approach?

Kurang tau

2. Bagaimana pendapat kamu setelah belajar bahasa Inggris di kelas?

Ya, karena saya suka bahasa Inggris jadi ya senang saja diajarnya bahasa Inggris sama Mr. Anton

3. Apakah kamu menemukan ada kesulitan dalam belajar bahasa Inggris di kelas?

Ada yang belum bisa saya pahami, seperti kalau kata-katanya panjang, jadi kurang paham, kosakata juga

4. Apakah kamu menemukan ada kemudahan dalam belajar bahasa Inggris di kelas?

Ada, kadang cuma paham, tapi tidak terlalu paham banget

5. Apakah hal yang membuat kamu tertarik belajar bahasa Inggris di kelas?

Saya suka bahasa Inggris dan ingin bisa untuk belajar bahasa Inggris

6. Apakah hal yang membuat kamu tidak tertarik belajar bahasa Inggris di kelas?

Tidak ada sih, tidak ada

Interview 4

Subject : Student B

Object : Communicative approach in English learning

Time : 11.40

Day/Date : Wednesday, 1 of March 2023

Place : SMK Ma'arif NU 2 Karanglewas

1. Apakah guru pernah menjelaskan mengenai communicative approach?

Tidak tahu, sepertinya tidak tahu

2. Bagaimana pendapat kamu setelah belajar bahasa Inggris di kelas?

Asyik sih, soalnya Mr. Anton itu tidak selalu ... sama berjalannya kita Mr. Anton kan pribadinya sedikit tegas, jadi tidak membosankan, tidak kaku begitu ya, asyik

3. Apakah kamu menemukan ada kesulitan dalam belajar bahasa Inggris di kelas?

Tidak, kalau misalnya ada materi yang tidak kita ketahui Mr. Anton bisa menjelaskan dengan baik ...

4. Apakah kamu menemukan ada kemudahan dalam belajar bahasa Inggris di kelas?

Ya sama seperti tadi sih

5. Apakah hal yang membuat kamu tertarik belajar bahasa Inggris di kelas?

Soalnya asyik loh, maksudnya itu seperti kebanggaan tersendiri kalau kita bisa bahasa Inggris

6. Apakah hal yang membuat kamu tidak tertarik belajar bahasa Inggris di kelas?

Mungkin lebih ke *grammar*-nya, secara kalau bahasa Indonesia kan ada bahasa formal ada bahasa non formal. Nah, kalau di bahasa Inggris itu kadang bingungnya di situ.

Interview 5

Subject : Student C

Object : Communicative approach in English teaching

Time : 11.31

Day/Date : Wednesday, 1 March 2023

Place : SMK Ma'arif NU 2 Karanglewas

1. Apakah guru pernah menjelaskan mengenai communicative approach?

Tidak tahu

2. Bagaimana pendapat kamu setelah belajar bahasa Inggris di kelas?

Asyik

3. Apakah kamu menemukan ada kesulitan dalam belajar bahasa Inggris di kelas?

Ada, kesulitannya kalau belum menguasai materi, susah gitu

4. Apakah kamu menemukan ada kemudahan dalam belajar bahasa Inggris di kelas?

Ada, kemudahannya kalau semisal guru menjelaskan dengan jelas

Terus itulah simpel tapi gampang dipahami

5. Apakah hal yang membuat kamu tertarik belajar bahasa Inggris di kelas?

Mungkin menantang

6. Apakah hal yang membuat kamu tidak tertarik belajar bahasa Inggris di kelas?

Tergantung gurunya aja sih, gurunya bagaimana

Semisal belajarnya tidak asyik ya terlalu membosankan, iya membosankan

Interview 6

Subject : Student D

Object : Communicative approach in English teaching

Time : 11.42

Day/Date : Wednesday, 1 of March 2023

Place : SMK Ma'arif NU 2 Karanglewas

1. Apakah guru pernah menjelaskan mengenai communicative approach?

Belum pernah

2. Bagaimana pendapat kamu setelah belajar bahasa Inggris di kelas?

Asyik lah, iya

3. Apakah kamu menemukan ada kesulitan dalam belajar bahasa Inggris di kelas?

Ada, ya pengertian bahasa. Kesulitannya ya membaca

4. Apakah kamu menemukan ada kemudahan dalam belajar bahasa Inggris di kelas?

Tidak ada, ya karena saya orang Jawa

5. Apakah hal yang membuat kamu tertarik belajar bahasa Inggris di kelas?

Ya, cara guru dalam menyampaikan pelajaran.

6. Apakah hal yang membuat kamu tidak tertarik belajar bahasa Inggris di kelas?

Ya, karena saya tidak bisa, tidak berbakat

Interview 7

Subject : Student E

Object : Communicative approach in English teaching

Time : 11.50

Day/Date : Wednesday, 1 of March 2023

Place : SMK Ma'arif NU 2 Karanglewas

1. Apakah guru pernah menjelaskan mengenai communicative approach?

Tidak tahu

2. Bagaimana pendapat kamu setelah belajar bahasa Inggris di kelas?

Pendapatnya ya asyik lah

3. Apakah kamu menemukan ada kesulitan dalam belajar bahasa Inggris di kelas?

Ada, kadang Mr. Anton kalau mengajar bahasa Inggris pakai bahasa Inggris, jadi tidak paham. Kadang tidak paham ngomong apa

4. Apakah kamu menemukan ada kemudahan dalam belajar bahasa Inggris di kelas?

Tidak, tidak ada

5. Apakah hal yang membuat kamu tertarik belajar bahasa Inggris di kelas?

Ya, tertariknya saya juga tidak bisa bahasa Inggris sih, makanya belajar biar bisa

6. Apakah hal yang membuat kamu tidak tertarik belajar bahasa Inggris di kelas?

Tidak tertariknya ya tidak paham begitu

Appendix 3

Table 1. Observation Checklist No. 1

(Adapted from Program for Instructional Excellence (PIE), Florida State University, pie.fsu.edu)

OBSERVATION CHECKLIST RESULT

Subject : Communicative approach, English teacher, and students

Object : The Implementation of Communicative Approach in English Learning at XI TKJ Grade Students of SMK Ma'arif NU 2 Karanglewas, Banyumas Regency

Observation Date : 22 of February 2023

Class : 11 TKJ

Time : 12.30 – 13.30

No	Activity	Observation Items	Practice Checklist		Notes
			Yes	No	
1	Organization	Presented overview of the lesson	✓		
		Paced lesson appropriately	✓		
		Presented topics in logical sequence	✓		
		Related today's lesson to previous/future	✓		

		Summarized major points of the lesson		✓	
2	Presentation	Explained things with clarity	✓		
		Defined unfamiliar terms, concepts, and principles	✓		
		Used good examples to clarify points	✓		
		Showed all the steps in solutions to homework problems		✓	
		Varied explanations for complex or difficult material	✓		
		Emphasized important points	✓		
3	Interaction	Actively encouraged student questions	✓		
		Asked questions to monitor student understanding	✓		
		Waited sufficient time for students		✓	

		to answer questions			
		Listened carefully to students' questions		✓	
		Responded appropriately to student questions		✓	
		Restated questions and answers when necessary	✓		
4	Verbal and Non Verbal	Voice is audible	✓		
		Voice is modulated for variety and emphasis	✓		
		Speech fillers (OK, AH, um) are not used excessively)	✓		
		The pace of delivery is neither too fast nor too slow	✓		
		Voice projects enthusiasm	✓		
		Establishes eye contact through	✓		

		the class			
		Moves about classroom, but not distracting	✓		
		Listens carefully to student comments and questions	✓		

Table 2. Observation Checklist No. 2

OBSERVATION CHECKLIST RESULT

Subject : Communicative approach, English teacher, and students

Object : The Implementation of Communicative Approach in English Learning at XI TKJ Grade Students of SMK Ma'arif NU 2 Karanglewas, Banyumas Regency

Observation Date : 17 of May 2023

Class : 11-TKJ

Time : 11.15 – 11.55; 12.10 – 12.50; 12.50 – 13.30

No	Activity	Observation Item	Practice Checklist		Notes
			Yes	No	
1	Organization	Presented overview of the lesson	✓		
		Paced lesson	✓		

		appropriately			
		Presented topics in logical sequence	✓		
		Related today's lesson to previous/future	✓		
		Summarized major points of the lesson		✓	
2	Presentation	Explained things with clarity	✓		
		Defined unfamiliar terms, concepts, and principles	✓		
		Used good examples to clarify points	✓		
		Showed all the steps in solutions to homework problems		✓	
		Varied explanations for complex or difficult material	✓		
		Emphasized important points	✓		
3	Interaction	Actively	✓		

		encouraged student questions			
		Asked questions to monitor student understanding	✓		
		Waited sufficient time for students to answer questions	✓		
		Listened carefully to students' questions		✓	
		Responded appropriately to student questions		✓	
		Restated questions and answers when necessary	✓		
4	Verbal and Non Verbal	Voice is audible	✓		
		Voice is modulated for variety and emphasis	✓		
		Speech fillers (OK, AH, um) are not used excessively	✓		
		The pace of delivery is neither	✓		

		too fast nor too slow			
		Voice projects enthusiasm	✓		
		Establishes eye contact throughout the class	✓		
		Moves about classroom, but is not distracting	✓		
		Listens carefully to student comments and questions		✓	

Appendix 4

INTERVIEW GUIDELINE

A. For English teacher

1. Apa alasan Anda memilih communicative approach pada pembelajaran Bahasa Inggris di kelas 11 TKJ?
2. Apa saja yang harus dipersiapkan sebelum memulai pembelajaran Bahasa Inggris dengan menerapkan communicative approach?
3. Apakah silabus dan RPP yang digunakan sama seperti saat pembelajaran di kelas?
4. Bagaimana proses pembelajaran bahasa Inggris menggunakan communicative approach?
5. Bagaimana peran guru dalam pembelajaran bahasa Inggris menggunakan communicative approach?

6. Apa bentuk asesment/penilaian yang digunakan untuk mengukur kemampuan siswa setelah belajar dengan pendekatan tersebut?
7. Bagaimana cara Anda (guru) menyampaikan feedback kepada siswa?
8. Apa saja hambatan yang Anda (guru) alami dalam menerapkan communicative approach untuk pembelajaran bahasa Inggris?
9. Bagaimana respon siswa setelah communicative approach diterapkan?

B. For the Head of Curriculum

1. Untuk saat ini, kurikulum apa yang digunakan di SMK Ma'arif NU 2 Karanglewas?
2. Apa saja peran Anda sebagai komando/atasan dari guru?
3. Bagaimana cara Anda untuk meningkatkan kemampuan guru dalam melaksanakan kurikulum yang berlaku?
4. Menurut Anda seberapa penting media pembelajaran digunakan dalam kegiatan pembelajaran?
5. Seberapa pentingkah feedback diberikan oleh guru kepada siswa di akhir pembelajaran?
6. Bagaimana penilaian Anda terhadap peran guru dalam mengajar?
7. Adakah kurikulum khusus yang digunakan di SMK Ma'arif NU 2 Karanglewas?
8. Bagaimana respon siswa terhadap penerapan kurikulum tersebut?

C. For the Students

1. Apakah guru pernah menjelaskan mengenai communicative approach?
2. Bagaimana pendapat kamu setelah belajar bahasa Inggris di kelas?
3. Apakah kamu menemukan ada kesulitan dalam belajar bahasa Inggris di kelas?
4. Apakah kamu menemukan ada kemudahan dalam belajar bahasa Inggris di kelas?
5. Apakah hal yang membuat kamu tertarik belajar bahasa Inggris di kelas?

6. Apakah hal yang membuat kamu tidak tertarik belajar bahasa Inggris di kelas?



Appendix 5

RESEARCH ACTIVITIES

A. OBSERVATION



B. INTERVIEW



Appendix 6

LETTERS



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.ftik.uinsaizu.ac.id

Nomor : B.m.481/Un.19/D.FTIK/PP.05.3/05/2022 13 Mei 2022
Lamp. : -
Hal : **Permohonan Ijin Observasi Pendahuluan**

Kepada
Yth. Kepala SMK Ma'arif NU 2 Karanglewas
di Tempat

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat bahwa dalam rangka proses pengumpulan data penyusunan skripsi mahasiswa kami:

1. Nama : Muhammad Basiturrizal
2. NIM : 1817404073
3. Semester : 8 (Delapan)
4. Jurusan / Prodi : Tadris Bahasa Inggris
5. Tahun Akademik : 2021/2022

Memohon dengan hormat kepada Bapak/Ibu untuk kiranya berkenan memberikan ijin observasi pendahuluan kepada mahasiswa kami tersebut. Adapun observasi tersebut akan dilaksanakan dengan ketentuan sebagai berikut:

1. Obyek : Implementation of Communicative Approach
2. Tempat / Lokasi : SMK Ma'arif NU 2 Karanglewas
3. Tanggal Observasi : 19-05-2022

Kemudian atas ijin dan perkenan Bapak/ Ibu, kami sampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

An. Dekan
Ketua Jurusan Tadris



Maria Ulpah



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.ftik.uinsaizu.ac.id

Nomor : B.m.358/Un.19/D.FTIK/PP.05.3/02/2023
Lamp. : -
Hal : **Permohonan Ijin Riset Individu**

02 Februari 2023

Kepada
Yth. Kepala SMK Ma'arif NU 2 Karanglewas
Kec. Karanglewas
di Tempat

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat bahwa dalam rangka pengumpulan data guna penyusunan skripsi, memohon dengan hormat saudara berkenan memberikan ijin riset kepada mahasiswa kami dengan identitas sebagai berikut :

- | | |
|--------------------|---|
| 1. Nama | : Muhammad Basiturrizal |
| 2. NIM | : 1817404073 |
| 3. Semester | : 10 (Sepuluh) |
| 4. Jurusan / Prodi | : Tadris Bahasa Inggris |
| 5. Alamat | : Jl. Lingkar Selatan Desa Karangnangka RT 3 RW 4 No. 82,
Kecamatan Kedungbanteng, Kabupaten Banyumas 53152 |
| 6. Judul | : The Implementation of Communicative Approach in English
Learning at XI TKJ Grade Students of SMK MA'ARIF NU 2
KARANGLEWAS, Banyumas Regency |

Adapun riset tersebut akan dilaksanakan dengan ketentuan sebagai berikut :

- | | |
|----------------------|--|
| 1. Obyek | : Guru Bahasa Inggris dan Siswa kelas XI TKJ |
| 2. Tempat / Lokasi | : SMK MA'ARIF NU 2 KARANGLEWAS |
| 3. Tanggal Riset | : 03-02-2023 s/d 03-04-2023 |
| 4. Metode Penelitian | : Kualitatif |

Demikian atas perhatian dan ijin saudara, kami sampaikan terima kasih.
Wassalamu'alaikum Wr. Wb.

An. Dekan
Ketua Jurusan Tadris



Maria Ulpah

Tembusan :

1. Kepala sekolah
2. Guru Bahasa Inggris
3. Waka kurikulum



LEMBAGA PENDIDIKAN MA'ARIF NU KAB. BANYUMAS
SMK MA'ARIF NU 2 KARANGLEWAS

Jl. Syekh Maqdam Wali Karanglewas – Banyumas ☎ 53161 📞 (0281) 6574410
e-mail : smkmaarifnu2karanglewas@gmail.com – <http://www.smkmaarifnu2karanglewas.sch.id>

SURAT KETERANGAN

Nomor : 209/LPM/33.05/SMK-03/G/V/2023

Bismillahirrahmanirrahim

Yang bertanda tangan di bawah ini Kepala SMK Ma'arif NU 2 Karanglewas Kecamatan Karanglewas Kabupaten Banyumas menerangkan:

nama : MUHAMMAD BASITURRIJAL
NIM : 1817404073
Prodi : Tadris Bahasa Inggris UIN SAIZU Purwokerto

Telah melaksanakan penelitian pada SMK Ma'arif NU 2 Karanglewas pada tanggal 3 Februari 2023 sampai dengan 3 April 2023 sebagai syarat penyusunan skripsi dengan judul :

“THE IMPLEMENTATION OF COMMUNICATIVE APPROACH IN ENGLISH LEARNING AT XI TKJ GRADE STUDENTS OF SMK MA'ARIF NU 2 KARANGLEWAS BANYUMAS REGENCY.

Demikian surat keterangan ini dibuat dengan sebenar-benarnya dan guna seperlunya.

Wallahul Muwaffiq Ila Aqwamith-thariq.

Karanglewas, 3 Zulhijah 1444 H
23 Mei 2023 M



