

**THE EFFECTIVENESS OF COMMUNICATIVE LANGUAGE
TEACHING (CLT) METHOD ON STUDENTS' SPEAKING
SKILLS IN VII GRADE OF SMP NEGERI 1 BATURRADEN,
BANYUMAS REGENCY**



AN UNDERGRADUATE THESIS

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

by

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2024**

STATEMENT OF ORIGINALITY

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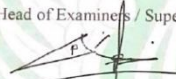
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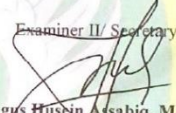
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

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MOTTO

“Hidup itu ibarat naik roller coaster, harus kuat pijakan dan pegangannya”

- Ma'rifaturrizqi Amalia P.



DEDICATION

I dedicate this thesis to,

*My parents, especially My beloved Mom, Roliasih
and My Dad, Supriyanto.*

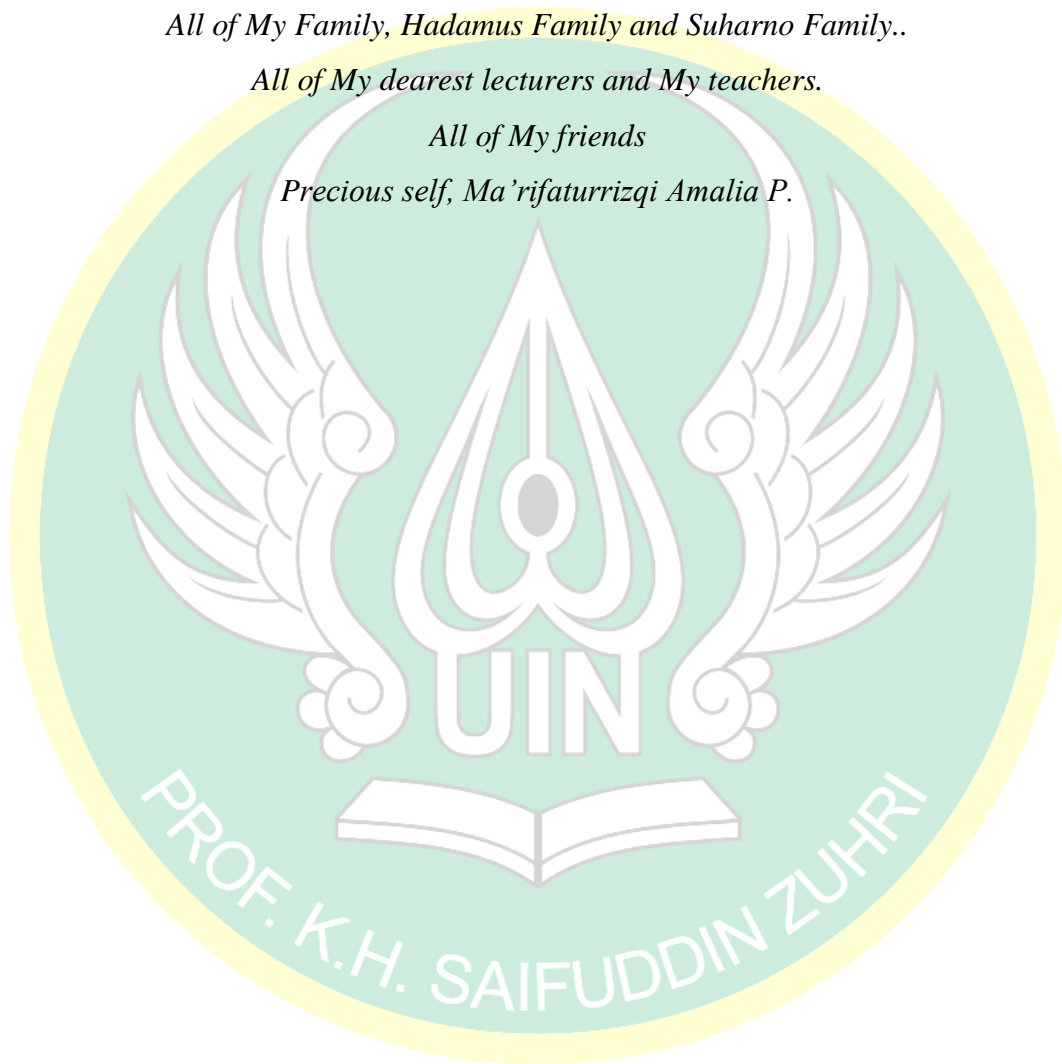
My dearest brother, Muhammad Ardi Sayyidi Muslim.

All of My Family, Hadamus Family and Suharno Family..

All of My dearest lecturers and My teachers.

All of My friends

Precious self, Ma'rifaturrizqi Amalia P.



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**THE EFFECTIVENESS OF COMMUNICATIVE LANGUAGE
TEACHING ON STUDENTS' SPEAKING SKILLS IN VII
GRADE OF SMP NEGERI 1 BATURRADEN**

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Abstract: The main objective of this research was to examine the effect of using the Communicative Language Teaching (CLT) method on students' speaking skills in the seventh grade of SMP Negeri 1 Baturraden in the academic year 2022/2023. This research used quantitative with a quasi-experimental design. The sample of this research was VII A as the experimental class and VII E as the control class. In collecting the data, the researcher used pre-test and post-test in the instruction form by orally. In analyzing the data, the researcher calculated the hypothesis test using Mann Whitney U-test formula, because the data was not normally distributed. The researcher used IBM SPSS V. 29 to analyze the data. The result of the Whitney U-test showed the value of Asymp. Sig (2-tailed) was 0.005 which is lower than Asymp. Sig. (2-tailed) 0.05. It means that there was a significant effect of using the CLT method on students' speaking skills. Additionally, the researcher measured the effect size formulation with the result was 0.672. It means the criteria of the effect size of the CLT method was a moderate effect toward students' speaking skills. Therefore, the Communicative Language Teaching method is effective in increasing students' speaking skills especially in seventh grade of SMPN 1 Baturraden. Moreover, since this research used Mann Whitney U-Test that was a non-parametric test, the effect of Communicative Language Teaching method on students' speaking skills cannot be generalized

Keywords: *Communicative Language Teaching, Learning methods, Speaking skills.*

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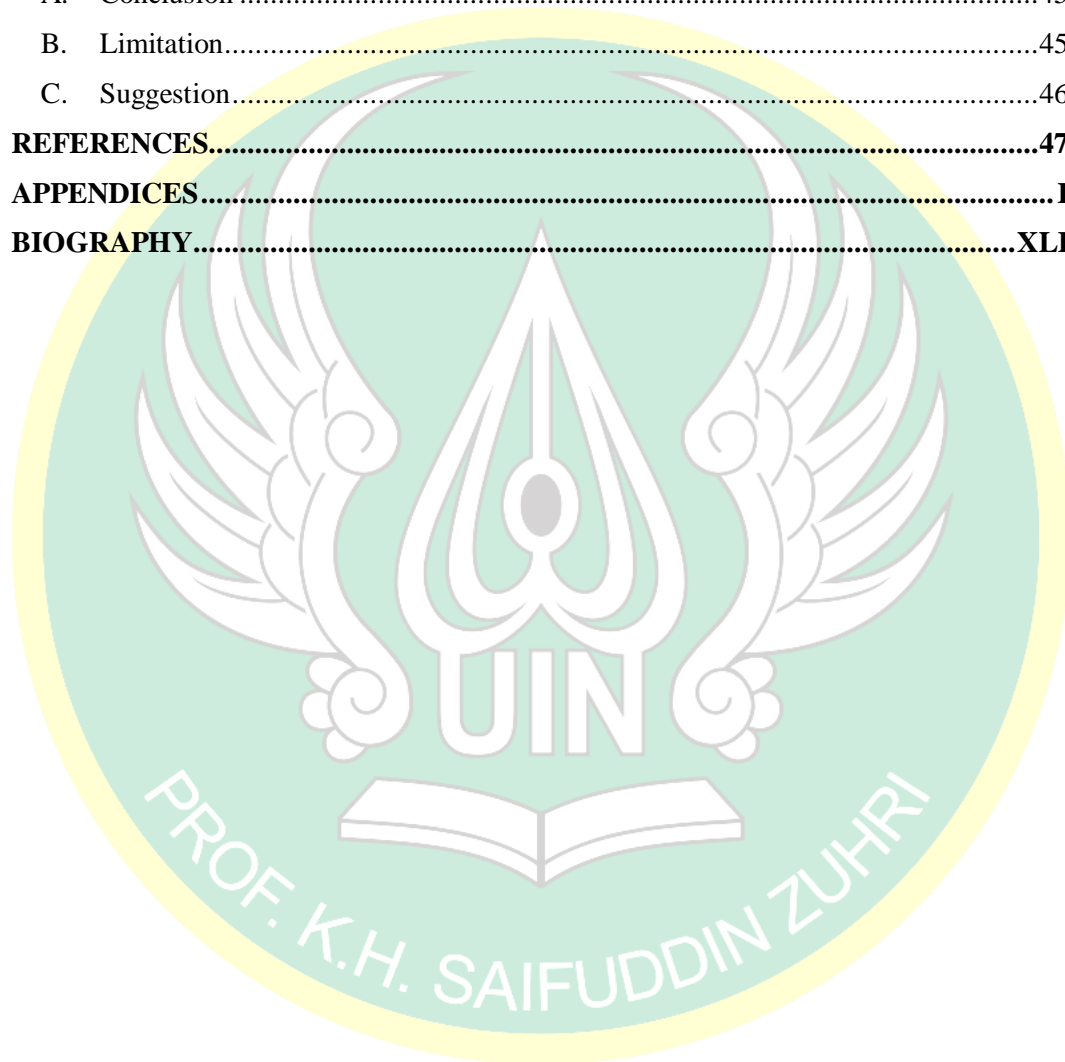
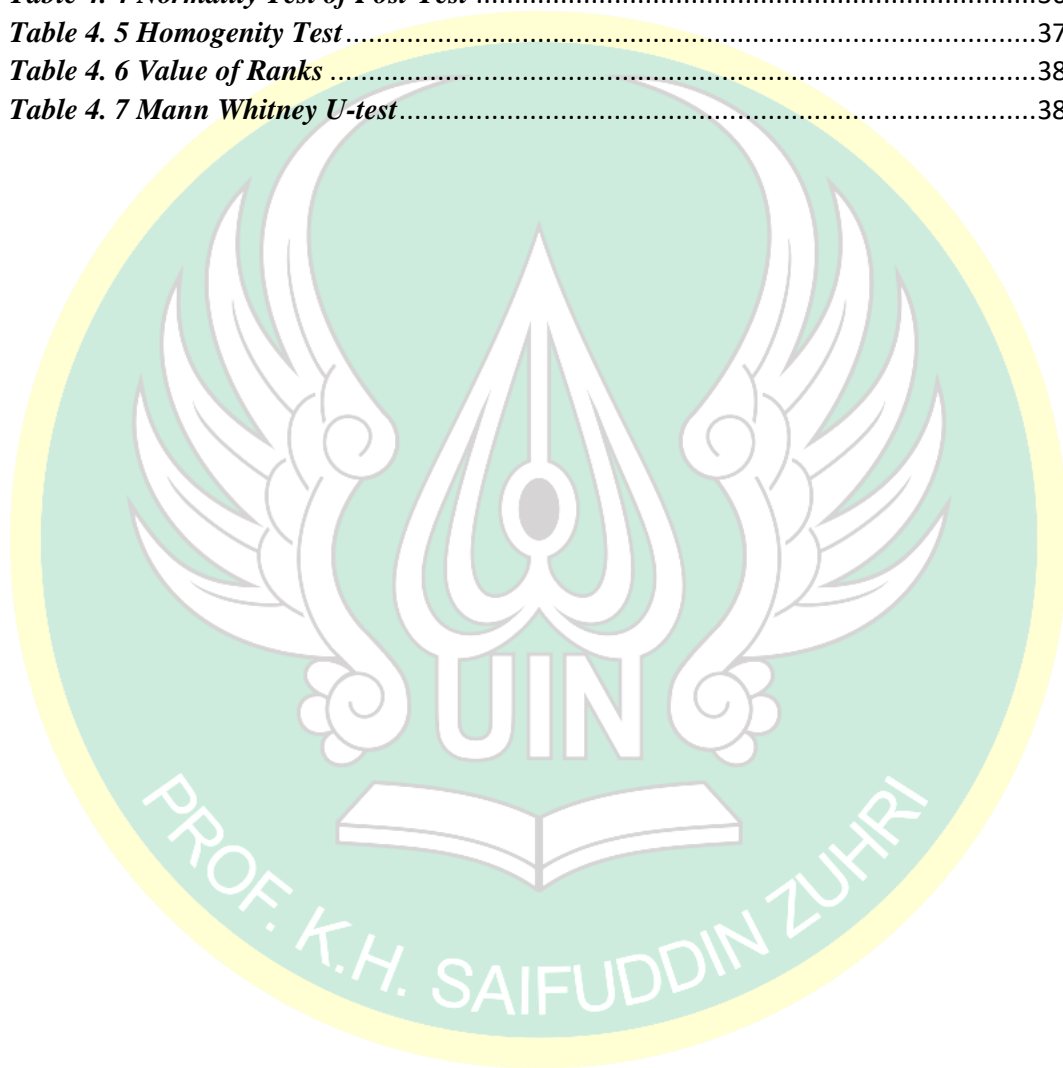


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CHAPTER I

INTRODUCTION

In this chapter, the researcher explained the background of the study, conceptual definition, research question, objective and significance of the study, and organization of the paper.

A. Background of Study

In the current era, there are language learners in the study of English intending to improve their speaking skills. Furthermore, speaking appears to be a crucial skill for learners to acquire, as it holds a significant role in the process of learning English to enable students to use the language effectively in oral communication (Azlan et al., 2019). The role of speaking skills in foreign language teaching and learning is for many people to use as a medium to communicate and share their ideas more easily with other people who come from different countries (Rezalou & Yagiz, 2021, p. 112). Speaking skills become the most essential for learning a foreign or second language, especially in learning English (P. S. Rao, 2018, p. 8). In fact, there are several English learning that conducted by teacher only focus on grammar pattern and rules, and teachers doing the activities that are guided by books at school.

In Indonesia there are numerous learning methods and techniques that are being employed in the EFL program to enhance English speaking skills. Nevertheless, the effect has not been fully felt optimally in assisting students in achieving effective communication (Handayani & As-Sabiq, n.d.). Additionally, in Indonesia, most of the students are not familiar with speaking English, although they are in English class and they still do not have enough to practice English outside the class to get familiar with English. This is the reason of students' lack of motivation, vocabulary, and mispronunciation. In addition, Fatimah et al (2021) stated that students who have a limited understanding of proper English vocabulary pronunciation tend to feel embarrassed or fearful to utter a sentence or vocabulary. Moreover, students' motivation, especially in learning English as a foreign

language, positively affects their achievement in language learning (Dwinalida & Setiaji, 2022). In this case, teachers who lack learning media and strategies to create an interactive classroom environment can also be a contributing factor to the occurrence of this problem. Therefore, the role of the teacher is important in creating an interactive learning environment in the classroom by preparing strategies, methods, and learning media to achieve the learning objectives.

According to Nunan (2003, p. 48), speaking is a skill that is produced by learners which consists of producing systematic verbal utterances meaning. Speaking proves to be one of the most challenging skills for students to acquire, as it involves generating ideas, deciding what to say, applying grammar and vocabulary, and good pronunciation (Lucy Pollard, 2008, p. 33). Meanwhile, the enhancement of speaking skills and proficiency in the English language, there are several English models and methods that can inspire such as Communicative Language Teaching (Adil, 2020). In addition, as students develop their control of speaking skills, they will gain confidence in their ability to manage any communication situations they may find themselves in outside of classroom activities.

According Nunan (2003, p. 50), communicative language teaching (CLT) is a method that requires teachers to design communicative learning activities. The CLT method has a primary-activities that involves students employing the language to engage in imaginative activities like games, drama performances, sing a song, or role-play, all aimed at achieving the communicative objectives (Vula, 2021). in this case, this method serves not only for communication but also to boost students' confidence in speaking within the classroom among their peers, as well as to enhance students' motivation and enthusiasm for learning.

Meanwhile, based on the results of preliminary research on seventh grade of SMP Negeri 1 Baturraden, the students' ability to speak English was low. It is caused by a lack of confidence to speak, and a lack of vocabulary. In addition, they still had problems with vocabulary mastery in

their ability to master the language skills. Actually, it is happened because they are a transitional class from young learners and there are still many students who have not received English subjects at their previous school. In this case, learning, especially speaking, requires communicative methods to build an interactive class environment and in this way improve students' speaking skills (Khasanah & As Sabiq, 2020). Therefore, to solve this problem, the teacher may combine the method with the fun activities in several time to make the students enjoy and interest in learning English.

According to the finding research by Rostan (2023), through Communicative Language Teaching, the students agreed CLT the activities could help them in developing their language skills and self-confidence and they mostly favored active discussion activities and worked in pairs or groups. In addition, the research by Asrul & Dahlan (2022), showed that the students' vocabulary improved and also teaching English vocabulary through the CLT method has some advantages as well. In this case, the Communicative Language Teaching is good in several aspect of English skills.

In implementing the Communicative Language Teaching method in the learning process should students-centered through several active and fun learning activities. In this case, these can reduce students' boredom and make students more confident in speaking. Based on Burhanuddin Arafah (2021), Pow-Tega or Power Teaching and Game strategy became an interactive technique in teaching speaking that was used to teach students how to exercise consistently in order to increase their enthusiasm and readiness to communicate. The result on finding there was a significant effect of students' speaking ability after they were taught by Pow-Tega strategy. Clearly, the activity has a similarity with the CLT method in the aspect of fun learning through game can increase students' speaking ability.

Based on the background study explained above, the utilization of the Communicative Language Teaching method made the teachers offer students to practice English and has the potential to shape students' attitudes.

Therefore, the researcher conducted this research entitled “**The Effectiveness of Communicative Language Teaching (CLT) Method on Student’s Speaking Skills in VII Grade of Smp Negeri 1 Baturraden, Banyumas Regency**”. The location was chosen because it is a state Junior high school on the edge of the city in Baturraden, and Baturraden is a place with many tourist destination spots. Therefore, the students need to mastery English is high. However, the students have poor mastery of English subject in this school, especially speaking skills. Meanwhile, the CLT method has never been applied in learning.

B. Operational Definition

1. Communicative Language Teaching Method

The Communicative Language Teaching (CLT) method of language learning prioritizes meaningful communication within rote acquisition or grammar drills, as simply defined by Richards & Rodgers (2001), "The aim of CLT is to develop students’ ability to use the language effectively for communication purposes." Furthermore, in speaking there are several aspects learned such as fluency, accuracy, clarity, intonation, content, and volume. Then, Haliwanda (2021, p. 42) find that the CLT method tends to be a student-centered concept rather than a teacher-centered during the learning process. In addition, the communicative language teaching (CLT) method was employed to support students in their language learning. In this case, it aimed to impart knowledge about the application of the English language, encompassing both written and spoken communication, in various media forms like movie, music, drama and so on.

2. Speaking Skills

Speaking is one of the four basic skills in learning a foreign language that most people in the world want to master, beside listening, reading and writing. Additionally, Nunan (2003, p. 48) claimed that speaking is the oral articulation of a structured language system to convey intended meanings that include an individual's capacity to articulate ideas, emotions, and thoughts, and respond orally to other speakers. Clearly, it refers to various

aspects related to pronunciation, intonation, fluency, vocabulary usage, grammar accuracy, and overall coherence in communication. However, Speaking appears to be the most difficult of the four basic skills of the English language because speakers must create sentences on the spot (P. Rao, 2019). Since, speaking skill is a productive skill, that enables effective communication, expression of ideas, and fostering meaningful connections in both personal and other contexts. Therefore, it should involve integrating speaking activities, such as discussions, role-plays, and presentations, into language learning programs. Additionally, providing ample opportunities for students to engage in authentic conversations and interactions, both inside and outside the classroom, can further enhance their speaking skills.

C. Research Question

Based on the background of the study that explained above, the researcher identifies the research question as follows; “Is the CLT method effective on seventh grade students’ speaking skills of SMPN 1 Baturraden, Banyumas Regency?”.

D. Objective and Significances of the Research

1. Objective of the Research

The objective of the research is to determine whether there is a significant effect of using the Communicative Language Teaching method on Students’ Speaking skills in the Seventh Grade of SMPN 1 Baturraden.

2. Significances of the Research

a. Practical Significances

Practically, this research is useful for students and teachers. students to be able to obtain real information regarding the characteristics of CLT. Therefore, it can contribute in finding the advantages and disadvantages of CLT. Moreover, for English teachers, this research is expected to try and implement CLT in their

teaching practice in a proper way, as this research is expected to analyze and find a portrait of understanding about CLT implementation. Moreover, for students, the findings of this study are expected to address students' perspectives on nervousness in speaking with the understanding that in the CLT method, it focuses on all components of communicative competence and is not limited to grammatical or linguistic competence.

b. Theoretical significances

Theoretically, this research was be useful for other researchers to be one of the references for further research in researching about the effectiveness of Communicative Language Teaching method.

E. Structure of the Research

To conduct research systematically, it is necessary to classify the research structure. This research is divided into five chapters, namely:

Chapter I is an introduction which consists of research background, conceptual definitions, research questions, research objectives and significance, and research structure.

Chapter II is a literature review. This chapter consists of a review of relevant research, and some theories on teaching English speaking skills using the CLT method.

Chapter III presents the research method. This chapter includes the type of research, location and participants, data collection techniques, and data analysis techniques.

Chapter IV describes the findings, discussion, and limitations of the study. This chapter explains and answers the research questions.

Chapter V outlines the conclusion, suggestions, and closing remarks.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher explained the theoretical framework, review of relevant studies, conceptual framework and research hypothesis.

A. Theoretical Framework

1. Speaking Skills

According Chaney & Burk (1998), claimed that speaking is the process of constructing and sharing the meaning by using verbal and nonverbal symbols in a variety of contexts. In addition, speaking is the process of building communicating opinions, and expressing the feeling, and ideas (Harmer, 1991). Moreover, the ability to speak with fluency comes automatically from teaching grammar and vocabulary, with lots of pronunciation (Thornbury, 2005). Thus, it is clear that developing speaking skills requires a comprehensive method that integrates various linguistic elements.

1) Aspect of Speaking Skills

There are four aspects of speaking skills:

a. Accuracy

Accuracy refers to how accurately students' speech corresponds to something individuals in real life say when using the target language (Nunan, 2003, p. 55 Chapter 3). Specifically, accuracy relates to grammatical structures which include several aspects such as parts of speech, phrases, sentences. Meanwhile, the teacher should give the students communicative practice trough the activities such as, role-play, discussion in pair, games, conversation, ice breaking, etc. Due to those kinds of activities can engage the learners in the natural interaction accuracy process.

b. Pronunciation

Based on Schmitt (2010, p. 197), pronunciation is a focal aspect of spoken language in practice, incorporating insights from discourse analysis to underscore that language serves as a tool for establishing and conveying meaning within social settings, and thus, cannot be separated from these contexts. In addition, pronunciation is the way to produce utterance of some word obviously when they are speaking (Kline, 1989). Moreover, pronunciation encompasses all facets of speech, encompassing elements like rhythm, phrasing, intonation, and articulation, as well as more tangential factors such as gestures, eye contact, and body language (Chan, 2018). It can conclude that pronunciation encompasses a wide array of elements, comprising articulation, intonation, rhythm and phrasing. Additionally, it extends to peripheral factors such as gesture, eye contact, and the body language.

c. Vocabulary

According to Keraf (2007) vocabulary is the total of words that build a language, and serves as a tool for expressing thoughts or ideas, so the greater one's command of vocabulary, the more effectively and smoothly ideas can be communicated. Mastery a vocabulary refers to an individual's capacity to correctly identify, comprehend, and employ words through the modalities of listening, speaking, reading, and writing (Nurgiyantoro, 2001). In fact, the individuals who grasp the vocabulary language in their capability is to apply it in written or spoken communication means that they good mastered in vocabulary.

d. Fluency

fluency refers to how adeptly speakers employ a language, displaying speed and confidence, while minimizing hesitations, awkward pauses, false starts, and word searches (Nunan, 2003, p. 55 Chapter 3). Additionally, the speakers need to know where he/she has to pause. In this case, fluency holds significance in oral communication because when a speaker converses fluently, the listener can readily grasp the intended messages.

2) Type of Speaking Assessment

According to Brown (2004, pp. 141–142), there are five types of speaking skills:

a. Intensive

Speaking as the productive of oral language design to demonstrate competence in a specific set of grammatical, phrasal, lexical, or phonological relationships.

b. Responsive

Responsive means speaking as an interaction and evaluating students' comprehension, but only at a limited level such as short conversations, standard greetings, and simple talk, simple requests and comments, and so on.

c. Imitative

Imitative means a performance task that assesses a speaker's ability to simply parrot back a word, phrase, or possible sentence.

d. Interactive

Interactive speaking tasks are those that result in interaction, whether through transactional language or interpersonal exchange. The activities of questions and answer, role play, discussions and conversations, and games can all be used as interactive tasks.

e. Extensive

Speaking as an oral production task includes speeches, spoken presentations, and oral storytelling, all of which have very limited opportunities for oral interaction from the listener.

3) Teaching Speaking

Teaching speaking represents a crucial aspect of learning a foreign language. Furthermore, the ability to speak efficiently and simply throughout a second language improves a student's chances of success in different aspects related to life in the future.

There are six principles in require teaching speaking according to Harmer (2007):

- a. Encourage students to overcome their first hesitation to speak. Support others by creating opportunities and starting with something simple.
- b. Encourage students to explain why they want to discuss a particular topic.
- c. Ask students to share what they can discuss.
- d. Offer appropriate feedback.
- e. Combine speaking, listening, and reading.
- f. Teach speech acts while speaking.

The essence of the point above is how the teacher builds students' confidence in speaking by supporting each other, creating opportunities for students to express their opinions. In addition, teachers also involve students in the learning process, perhaps in question and answer activities, as well as providing appropriate feedback, and finally, integrating speaking, listening and reading skills.

2. Learning Method

The learning method is defined by Cerghit (2006, p. 46) as the consolidation of the procedures in which the operations within the learning process are carried out, all combined into a unified system. Moreover, the teaching methods are shaped by teachers' perspectives on the process of learning. In addition, It is advisable to select teaching and learning methods based on the training objectives, the abilities of both the learners and the teacher, and the content that needs to be mastered.

Nunan (2015, pp. 8–10) claimed that there are three methods have been used dominate language teaching as follows: the grammar-translation method, and audiolingual, and also communicative language teaching.

a. Grammar Translation Method

The Grammar Translation Method is a traditional approach used for teaching English as a foreign language and as a second language, with a focus on various language skills, including speaking, reading, writing, and listening, to attain language proficiency. GTM is taught by several lists of selected words and the structure of tenses is taught from rules, meanwhile, the teachers translate each word and phrase in the text into the learner's first language (Spahiu & Kryeziu, 2021). Therefore, this method main emphasizes on written language, especially on grammar rules.

b. Audiolingual Method

Larsen-Freeman (2000) claimed that the Audio-lingual Method involves drilling practice with students to master grammatical patterns, grounded in a solid foundation of linguistic and psychological theory. Moreover, The Audio-lingual method is defined by the utilization of dialogue repetition and pattern exercises as a foundation for achieving automaticity in learning (Richards & Rodgers, 2001, pp. 25–26). Some of the

techniques spawned by the ALM method are like the various forms of drilling that are familiar nowadays.

c. Communicative Language Teaching Method

Nunan (2015, p. 10) defined the communicative language teaching (CLT) is a method that emphasizes the importance of communication in language learning. Likewise the Communicative Language Teaching (CLT) as the primary focus of learning activities is on practical oral communication involving a wide range of language usage, as opposed to non-communicative activities that emphasize the construction of grammatically correct sentences during English language learning (Harmer, 2007, p. 85). Absolutely, the various activities used in the Communicative Language Teaching (CLT) method involve students in active learning. Thus, by involving students in this active learning process, it helps to increase their sensitivity and insight into their English knowledge in the form of interactive learning.

3. Communicative Language Teaching

The communicative language teaching aimed to make communicative competence a focus of language education and establish procedures for teaching the four language skills that recognize the interdependence of language and communication (Richards & Rodgers, 2014).

1) Characteristic CLT

There are some characteristics of communicative language teaching according to the Larsen-Freeman (2000):

- a. Most the activities are carried out through communicative tasks.
- b. Communicative activities share three common characteristics: the presence of information gaps, choices, and the provision of feedback.

- c. Students extensively employ the language in communicative tasks like games, role-plays, and problem-solving exercises.

2) Activities of Communicative Language Teaching Method

There are some activities of the Communicative Language Teaching in the classroom:

a. Role-play

Role play is a distinct form of case study where students take on predefined roles within a given scenario, and they respond in ways that align with their assigned character's perspective and actions within the situation (Nickerson & Consultant, 2007). In this case, Role-playing occurs when two or more individuals assume assigned roles to delve into a specific scenario.

b. Task-completion activity

Task-completion activity refers to activities or challenges such as a game that require players to accomplish specific objectives or goals to progress further in the game (Richards, 2006) in (Vula, 2021). These activities involve structured tasks that students must complete using the target language, fostering meaningful communication and skill development. Additionally, Thornbury (2005) state that this activities promotes language acquisition by engaging learners in purposeful, goal-oriented activities that mimic real-world language use. By engaging in task-completion activities, students not only enhance their linguistic proficiency but also develop important communicative strategies and socio-cultural awareness.

c. Information gap

Information gap are founded on this principle and make use of the participants' inherent need to fill the knowledge gap during interactions (Goh, 2007).

information-gap task resembles assembling various parts of a jigsaw puzzle in which learners have different pieces of the puzzle which they have to present through the spoken language. This activity is a basic functional communicative activity emphasizing the sharing of information among learners and its process.

d. Group work

Group work is the activity students pair learning process that is interactive and encouraging. Moreover, the group work activities involved them chances to talk, share, and express themselves, which for some time made them get used it and therefore built up their confidence (Marady Phoeun & Sengsri, 2021). Therefore, this activity can enhance students' ability to engage communication with their peers.

3) Advantages and Disadvantages

The advantage of the Communicative Language Teaching (CLT) method is that it places learners at the center of classroom activities, with an active role (Hien, 2021). In fact, Communicative Language Teaching provides meaningful tasks and real-life situations to develop aspects of language, including maintaining conversation for students with language impairments (Richards, 2006). In this situation, students are not passive receptors but active participants, by focusing on language learning and improvement through interaction, communication and practical experience in English.

The disadvantages of the communicative language teaching (CLT) method are it is more dominant to spoken aspect rather than written. Implementing Communicative Language Teaching (CLT) with pair work or role-playing can be challenging for teachers, as it requires them to handle unforeseen situations and

a high level of proficiency in facilitating discussions (Thompson, 1996). Meanwhile, Hien (2021) stated that Asian education still relies on exams that are mostly written. Therefore, both teachers and students are more concerned with passing exams with good grades than with better communication skills.

B. Previous Studies

There are several journals and previous research that related to this topic as the follows:

1. The first is a journal article by Marzuki et al., (2021) entitled “*Increasing Students’ Grammar Performance through Communicative Language Teaching*”. This research design was classroom action research (CAR). In addition, the result of the t-test value was more than the t-table value ($81.42 > 1.725$). It was indicating that the difference between pre-test and post-test was significant. Moreover, based on the results of the data analysis and discussion of the research findings, the researcher concluded that the Grammar Practice Activities, as one of the applications of the CLT method, were effective in improving the grammar ability of the second semester students at the University Muhammadiyah of Bulukumba. As grammar practice activities have been shown to increase student attention and engage them as a central figure in the teaching learning process for English grammar. 3 participants (14.3 %) identified a poor grade, while ten students (47.6 %) identified a fair grade. A total of 8 participants (14.3 %) identified a good grade, with no participant receiving a very good or very poor mark. Although there were no participants who got perfect scores, the percentage of participants who got perfect scores was higher than the pre-test percentage results.
2. The second is journal by Vula (2021) entitled “*The Implementation of Communicative Language Teaching (CLT) Approach in English Classes*”. This research used qualitative research method that centered described about the activities in implementing CLT method especially

in teaching English. The first activity is Task-completion activities. The kinds of activities can be puzzles, a different kind of games, coloring, and etc. The second is Information gathering activities. Third is Opinion-sharing activities. The fourth is Information-transfer activities. The last is Role-plays: These activities are usually used in primary school, although, it depends on lesson/ unit but usually can be applied while students chose any character: a shop assistant, or a client and they make a dialog and like these the sense of improving communication goes on.

3. The third is a study by Rostan (2023) entitled "*Hospitality Students' Perceptions Towards the Application of Communicative Language Teaching (CLT) (A Case Study at SMKN 5 Barru)*" This research aimed to find out the students' perceptions about the implementation of communicative language teaching (CLT) to develop their speaking skills. The participants in this research involved twelfth-grade (XII) students from hospitality program at SMK N 5 Barru. This research conducted a descriptive qualitative approach and the data was gathered by observation using field notes and interviews. The findings indicated that most of the hospitality students agreed the application of CLT in classroom activities could help them in developing their language skills and self-confidence even though they found it quite challenging to implement in their learning process and thus, still required their teacher to use code-switching during classroom activities. Moreover, the students mostly favored active discussion activities and worked in pairs or groups that focused on their fields of study with the integration of additional tools, such as online platforms and applications to make their learning process more exciting. The results of this research showed that the hospitality students had positive perceptions toward the use of CLT that applied by the English teacher, as these enhanced their language learning experience and progressively improved the hospitality students speaking abilities in practicing the target language.

4. The fourth is a journal by Asrul & Dahlan (2022) entitled "*The Use of Communicative Language Teaching (CLT) Method in Improving Students' English Vocabulary*". This research was quantitative experimental design. The result of data showed that the t-count based on the result of paired sample test is 38,076 and the t table based on the value of df (34) is 2,042. This shows that the value of t arithmetic (37.769) > t table (2.042) it can be concluded that H₀ is rejected and H_a is accepted. In the other hand, from the results of the students' vocabulary improvement, it was concluded that by applying the CLT method the students' vocabulary improves. Besides, teaching English vocabulary through the CLT method has some advantages as well. The students of SMPN 50 Halmahera Selatan can improve their vocabulary and pronunciation to speak English as the target language.
5. The fifth is a journal article by Jabri & Samad (2021) entitled "*The Implementation of Communicative Language Teaching (CLT) in Teaching English*". This article used descriptive qualitative design with the aimed to describe the implementation of CLT in teaching English at class of SMPN 1 Enrekang. The result showed was about the ways of teacher in the implementation CLT were the teacher needed to make a real communication that the focuses on language learning, provided an opportunities for the learners to practice and try out what they are knows about, linked with the different skills such as speaking, reading and listening, and so on. Then, about the general problems caused by the students such low of English proficiency and also lack of students' communication in daily life using English. Clearly, the result of questionnaire categories as stated in Liker scale showed that the students' average is about 49.71 and it means that the students interest on CLT activities and prefer to task completion activities.

Based the result finding previous study above, there are some similar aspects about the activities in implementing the Communicative Language Teaching method should be interactive and fun to increase students English skills. Likewise, the CLT method was significance effect on students' vocabulary, and grammar ability. However, the researcher interested applying the Communicative Language Teaching method on students' speaking skills in seventh grade of SMPN 1 Baturraden.

C. Conceptual Framework

Speaking is the process of constructing and sharing the meaning by using verbal and nonverbal symbols in a variety of contexts. In addition, speaking is the process of building communicating opinions, and expressing feelings, and ideas. Additionally, most of people in the world want to master speaking skills, besides the other skills. However, in Indonesia, most of the students are not familiar with speaking English, although they are in English class and they still do not have enough to practice English outside the class to get familiar with English. This is the reason of students' lack of motivation, vocabulary, and mispronunciation. In this case, the teacher may combine the method with the fun activities in several times to make the students enjoy and be interested in learning English.

Communicative language teaching (CLT) is a method that emphasizes the importance of communication in language learning. Additionally, this method aimed to make communicative competence a focus of English learning that recognizes the interdependence of language and communication. In this case, the role of the teacher is important in creating an interactive learning environment in the classroom by preparing strategies, methods, and learning media to achieve the learning objectives.

Teacher can apply some method to improve students speaking skills, one of then by using CLT method. In addition, in CLT has various fun activities especially to engage the students' communicate such as games, role-play and discussion activities. This may be implemented by the teacher to reduce boredom and give students interest in learning. In this case,

students will automatically feel confident and can improve their speaking ability.

Based on the conceptual above, the researcher applied the CLT method in teaching speaking. This is to finding out the effectiveness of the CLT method on students' speaking skills. This research identify the effectiveness through the comparison between the experimental group that received the treatment by CLT method and the control group that received the treatment by conventional method.

D. Hypothesis

A hypothesis is a formal statement to present the expected relationship between two variables, the dependent and the independent (Creswell, 1994). It means the hypothesis in this research is to know the significant effect of using CLT method to improve students' speaking skills. The hypothesis in this research formulated as follows:

- a. The Null Hypothesis (H_0) identify there was be no significant effect of Communicative Language teaching method on students' speaking skills.
- b. The Alternative Hypothesis (H_a) identify there was be significant effect of Communicative Language teaching method on students' speaking skills.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter the researcher described about the process of conducting the research to answering the research question. It consists of the type of research, time and location of the research, population and sample of the research, variable of the research, techniques data collection, and the last is technique of data analysis.

A. Type of Research

This research used a quantitative experimental method to answer research questions. The purpose of this research is to identify changes in the phenomena experienced by research subjects seen from changes in students' pre-test and post-test scores on speaking skills through the CLT method. The reason for this research used a quantitative experimental method is to see whether a thing under study had an effect or not. By applied the pre-test and post-test control design, this method is most appropriated to use in finding certain actions against other things under conditions that can be controlled.

The Experimental research design is divided into several types, which are: pre-experimental design, pure experiment, quasi-experiment, and single-subject design (Creswell, 1994). In addition, the pre-experimental design, the researcher used a single group and it does not have a control group to be compared with the experimental group. For the quasi-experimental design, the researcher used the control and experimental groups but does not randomly assigned subjects to groups. Then, in true experiment design, the researcher is randomly assigned the participants to treatment groups. For the last, a single-subject design involved observing the behavior of a single individual over time.

In this research, the researcher applied the quasi-experimental with non-equivalent control group. Specifically, on this design, there are the experimental and the control groups which selected based on certain criteria from the subject research (Creswell, 1994). Moreover, both of control group

and experiment group take a pre-test and post-test, but only the experiment group gets the treatment.

This is the design of experimental design by Sugiyono (2013)

$$\begin{array}{ccc} O1 & X & O2 \\ \hline O3 & & O4 \end{array}$$

Notes:

- O1 = Pre-test of experimental group result.
- O2 = Post-test of experimental group result.
- O3 = Pre-test of control group result.
- O4 = Post-test of control group result.
- X = Treatment.

Based on the design above, it can be seen that the researcher was compare two groups, they are control and experimental groups. Both groups got a pre-test to be compared with the result of a post-test after the experimental group received the treatment used CLT method. While, the control group given the treatment used conventional method. This is aimed to find out whether the students who was be treated by the CLT method can achieve higher scores than students who was teach by using a conventional method.

B. Time and Location of the Research

This research was conducted in SMPN 1 Baturraden, located on Jl. Raya Baturraden No. 20, Dusun II, Rempoah, Kec. Baturraden, Kab. Banyumas, Jawa Tengah 53126. The location was chosen because it is a state Junior high school on the edge of the city where Baturraden is a place with many tourist destination spots. It means that the need to mastery English is high. However, based on preliminary research the students have poor mastery of English skills in this school, especially speaking skills. This

research was held on 17 January until 29 February in academic year 2023/2024.

C. Population and Sample of the Research

The population of this research are students of VII grade at SMPN 1 Baturraden, with a total of 8 classes in the academic year 2023/2024 which consists of 288 students. The population was chosen because based on the information from the preliminary research, the VII grade is the class that has the lowest average score in English lessons. It is happened because they are a transitional class from young learners and there are still many students who have not received English subjects at their previous school. This research took 2 classes out of the total number of classes that was be used the experimental class and the control class.

The sample selection in this research used a purposive sampling system which was determined the class based on certain criteria from the subject research (Sugiyono, 2013, p. 218).

Table 3. 1 Number of Sample

No.	Grade	Number of Sample
1.	VII A	36
2.	VII E	36
Total		72

Based on the teacher's recommendation, the sample was selected on the supposition that the two classes have comparable abilities in English course. The sample are VII A as the experiment class which consisted of 36 students, it was designated as the treatment sample, while class VII E, which also consisted of 36 students, served as the control class.

D. Variable and Indicator of the Research

The research used two different variables, which were the independent and dependent variables. The independent variable (X) in this study is the communicative language teaching method, and the dependent variable (Y) is the seventh-grade speaking skills of SMPN 1 Baturraden students.

E. Techniques of Data Collection

a. Pre-Test

This test was given in the first meeting both of the control class and the experiment class. This test aimed to know the students' speaking skills before giving the treatment to the experimental class. The pre-test in the form instruction that only consist of one question orally. Pre-test activity was held on 17 January 2024 in VII E class (control class) and on 19 January 2024 in VII A class (experimental class).

b. Treatment

The treatment was given in three meetings. Both of experimental and control group class received the treatment. In experimental class, the teacher taught using CLT method, while the control class, the teacher taught using the conventional method. In addition, the treatment through the CLT method mainly used the activities of the CLT method used Task completion such games and group work discussion. Then, the activities in the conventional method only guided by book and individual work. Those are the main differences during in conducting the learning process both of group

c. Post-Test

This test was given after the last meeting both of the control class and experimental class after giving the treatment. This test aimed to find out the differences between two groups of class. The post-test is in the form of instruction that only consist of one question orally. Post-test activity was held on 28 February 2024 in VII E class (control class) and on 29 February 2024 in VII A class (experimental class).

F. Techniques of Data Validity

Test validity refers to how well a test measures what it claims to measure. Actually, there are three types of the validity of the test such content validity, construct validity, and criterion-related validity. Meanwhile, on this research, the researcher used content validity with state expert judgement. Therefore, before the instrument test distributed to the students, the researcher consulted to two experts whether the test was valid and appropriate.

G. Techniques of Data Analysis

The researcher used the data pre-test and post-test to analyze the effectiveness of communicative language teaching on students speaking skills. Moreover, during calculated the data, the researcher used the software IBM SPSS V.29 for windows.

a. Normality test

Normality tests are used to test whether the data collected follows a normal distribution, which is an important assumption for the methods of parametric statistical analysis. The two methods commonly used in this research are the Kolmogorov-Smirnov test and the Shapiro-Wilk test. The Shapiro-Wilk test was used to calculate the normality test on IBM SPSS V. 29 because the number of samples measured for each class was less than fifty students.

The criteria to identify normality test as follows:

- a) If significance value is < 0.05 , therefore H_0 is rejected. It means the data are not normally distributed.
- b) If significance value is > 0.05 , therefore H_0 is accepted. It means the data are normally distributed.

b. Homogeneity test

In this research, the homogeneity test was used to determine whether the data of the groups being compared were homogeneous. One method commonly used to test homogeneity is the Levene test. In this research, the homogeneity test will be conducted with a significance level of $\alpha =$

0.05. If the significance value is > 0.05 it can be conclude the data are homogenous.

c. Hypothesis test

In this research the researcher used the t-test with aimed to know the significance of the data (Arikunto, 2010). The researcher used t-test to find out the effect of the communicative language teaching method on students' speaking skills after being collected and calculated.

1) Measuring Students' Individual Score Test

Student's individual ability is useful to find out whether the students' learning in speaking skills. The rubric assessment of speaking skills as follows:

Table 3. 2 Rubric Assessment of Speaking Skills

Score	Fluency	Pronunciation and Accent	Vocabulary	Grammar	Details
5	Smooth and fluid speech in two sentences; few to no hesitations; no attempts to search for words.	Pronunciation is excellent full detail in two sentences; good effort at accent.	Excellent control of language features; mention a wide range of vocabulary in detail two sentences.	Accuracy & variety of grammatical structures.	Excellent level of description; additional details beyond the required.
4	Smooth and fluid speech in two sentences; few hesitations; a slight search for words.	Pronunciation is good in two sentences but there is a phrase/word lost in detail; good effort at accent.	Good language control; mention a good range of vocabulary in enough two sentences.	Some errors in grammatical structures are possibly caused by an attempt to include a variety detail of sentences.	Good level of description; all required information aspect included in two sentences.
3	Speech is relatively smooth with few guided by teacher; some hesitation and unevenness are caused by rephrasing and searching for words.	Pronunciation is good in two sentences but some phrases/words lost in detail, often guided by teacher, good effort at accent but few words wrong.	Adequate language control; vocabulary range is lacking, few guided by teacher to mention the vocabulary	Frequent grammatical errors that do not obscure meaning caused speak in Bahasa; little variety in structures.	Adequate description; some additional details should be provided.
2	Speech is frequently hesitant, often guided by teacher, and some sentences left uncompleted.	Pronunciation is good in few sentences; less detail in sentences, often guided teacher, no effort towards a native accent.	Weak language control; basic vocabulary choice with some words lacking, often guided teacher to mention the vocab, there are some words speak in Bahasa	Frequent grammatical errors even in simple structures with less detail in sentences.	The description lacks some critical details that make it difficult for the listener to understand.

1	Speech is slow, hesitant & strained; difficult to perceive continuity in speech; inaudible.	Pronunciation is lacking and hard to understand; No effort towards a native accent.	Very weak language control; The vocabulary that is used does not match the task, often guided by teacher and often speak the sentence in Bahasa	Frequent grammatical errors even in simple structures; meaning is obscured.	The description is so lacking and cannot be understood.
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Source: https://www.dcs.k12.oh.us/cms/lib07/OH16000212/Centricity/Domain/104/Rubric_Speaking.pdf

SCORING TEST:

$$\begin{aligned} \text{Score per Item} &= F(5) + P\&A(5) + V(5) + G(5) + D(5) \\ &= 25 \end{aligned}$$

$$\begin{aligned} \text{Total Score} &= \text{Sentence 1} + \text{Sentence 2} \\ &= 50 \times 2 \end{aligned}$$

$$\text{Max. Score} = \mathbf{100}$$

After got the results of the students' test, they identified into five categories as follows:

Table 3. 3 Category of Score Test

Category	Test Score
Very Excellent	81-100
Good	61-80
Fair	41-60
Poor	21-40
Very Poor	0-20

2) Finding Out the Mean of Each Group

The researcher calculated the means of deviation of experimental and control group as follows:

a) Mean deviation experimental group (M_x)

Formula:

$$M_x = \frac{\sum x}{N}$$

Notes:

M_x = Mean deviation of experimental group

$\sum x$ = Total deviation

N = Number of the students

b) Mean deviation control group (M_y)

Formula:

$$M_y = \frac{\sum y}{N}$$

Notes:

M_y = The mean deviation of control group

$\sum y$ = The total deviation

N = The number of the students

3) Measuring the Effectiveness of CLT Method on Students' Speaking Skills

The researcher used Mann Whitney U-test to measuring the effectiveness of CLT method on students' speaking skills. Sugiyono (2015), state that the Mann Whitney U-Test used to test hypothesis of two independent sample if the data is in ordinal form. The criteria number of the data to identify hypothesis for Mann Whitney U-Test as follows:

- a) If value Asymp. Significance (-2 tailed) is < 0.05 . it means, the *null* hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted.
- b) If value Asymp. Significance (-2 tailed) is > 0.05 . It means, the *null* hypothesis H_0 is accepted and alternative hypothesis (H_a) is rejected.

The criteria if the value Asymp. Sig. lower than 0.05, it means there is a significance effect of CLT method on students' speaking skills. In contrast if the value Asymp. Sig. higher than 0.05, it means there is no a significance effect of CLT method on students' speaking skills

4) Measuring the Effect Size of CLT Method

The researcher used the effect size formulation to understand how strength the effect of Communicative Language Teaching on students' speaking skills. Based on (Muijs, 2004) the criteria to identify the category as follows:

- a) The value 0 until 0.20 is categorized of weak effect.
- b) The value 0.21 until 0.50 is categorize of modest effect.
- c) The value 0.51 until 1.00 is categorize of moderate effect.
- d) The value that are more than 1.00 is categorize of strong effect.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher described the answer of research question through findings and discussion of the research.

A. Findings

This research used quasi-experimental design and conducted at SMPN 1 Baturraden, Banyumas. Moreover, the sample of this research used purposive sampling which were the class of VII A grade as the experimental group, then VII E grade as the control group. This research aimed to determine whether or not there is a significant effect of using the Communicative Language Teaching method on Students' Speaking skills in the Seventh Grade of SMP Negeri 1 Baturraden, Banyumas.

1. Data Description

In this section explained the description in general of the data statistic pre-test and post-test both of experimental and control class. The data was collected from the result of the pre-test and post-test scores. Specifically, the pre-test and post-test distributed to the students by orally since to identify their abilities of speaking. The table of 4.1 showed the result data of experimental class, while the table 4.2 showed the result data of control class.

The researcher compared the result of score pre-test and post-test both of experimental group and control group to determine the effect of the Communicative Language teaching method. In addition, the experimental group administered treatment through the CLT Method. However, the control group received the treatment used the conventional method. In conducting the treatment, the researcher was carried out for three times based on school policy.

a. Pre-test and Post-test of Experimental Class

The experimental class was VII A grade of SMPN 1 Baturraden which are consist of 36 students. The pre-test and post-

test held by the students' orally about the describing the things with a different theme for the aspect of speaking skills. The data description of pre-test and post-test in experimental class can be seen as follows:

Table 4. 1 Score of Pre-test and Post-test of Experimental Class

Students Code	Score of Pre-Test	Score of Post-Test
Students' 1	52	82
Students' 2	38	70
Students' 3	48	90
Students' 4	38	86
Students' 5	38	100
Students' 6	38	74
Students' 7	34	66
Students' 8	32	66
Students' 9	56	92
Students' 10	38	100
Students' 11	52	82
Students' 12	38	60
Students' 13	32	52
Students' 14	32	74
Students' 15	38	84
Students' 16	44	96
Students' 17	42	94
Students' 18	38	74
Students' 19	28	44
Students' 20	48	82
Students' 21	36	94
Students' 22	48	90
Students' 23	38	96
Students' 24	44	58
Students' 25	40	96
Students' 26	46	96
Students' 27	40	96
Students' 28	38	64
Students' 29	50	72
Students' 30	42	78
Students' 31	32	58
Students' 32	34	70
Students' 33	36	78

Students' 34	32	82
Students' 35	40	94
Students' 36	36	96
Mean	39,889	80,167
Mode	38	96
Median	38	82
Score Min	28	44
Score Max.	56	100

Based on the table 4.1 (Score of Pre-test and Post-test of Experimental Class) showed that the mean of pre-test score from 36 students was 39,88 meanwhile, the mean of post-test score was 80,16. In addition, from the data of pre-test showed a maximum score was 56 and a minimum score of pre-test was 28. Meanwhile, the maximum score of post-test was 100 and for the minimum score of post-test was 56. Based on the test result above, their scores were increased after the researcher used Communicative Language Teaching method to treat the students in the aspect of speaking skills. Thus, it provided that from the data results showed there was a significant difference score on the students' performance before and after the test.

b. Pre-test and Post-test of Control Class

The experimental class was VII E grade of SMPN 1 Baturraden which are consist of 36 students. The pre-test and post-test held by the students' orally for the aspect of speaking skills. The data description pre-test and post-test of control class can be seen as follows:

Table 4. 2 Score of Pre-test and Post-test of Control Class

Students Code	Score of Pre-Test	Score of Post-Test
Students' 1	46	78
Students' 2	28	40
Students' 3	60	64
Students' 4	36	64
Students' 5	38	70

Students' 6	44	66
Students' 7	44	82
Students' 8	36	42
Students' 9	48	88
Students' 10	48	84
Students' 11	38	56
Students' 12	44	88
Students' 13	60	60
Students' 14	32	60
Students' 15	46	60
Students' 16	28	54
Students' 17	54	90
Students' 18	38	70
Students' 19	38	64
Students' 20	38	62
Students' 21	30	40
Students' 22	40	72
Students' 23	44	82
Students' 24	56	64
Students' 25	38	60
Students' 26	34	64
Students' 27	38	90
Students' 28	40	70
Students' 29	32	60
Students' 30	36	92
Students' 31	38	56
Students' 32	54	80
Students' 33	36	88
Students' 34	52	60
Students' 35	46	100
Students' 36	52	96
Mean	41,944	69,889
Mode	38	60
Median	39	65
SCORE MIN	28	40
SCORE MAX.	60	100

Based on the table 4.2 (Score of Pre-test and Post-test of Control Class) showed that the mean of pre-test score from 36 students was 41,94 meanwhile, the mean of post-test score was 69,88. In addition, from the data of pre-test showed a maximum score was 60

and a minimum score of pre-test was 28. Meanwhile, the maximum score of post-test was 100 and the minimum score of post-test was 40. Based on the test results above, their scores were increased. It can conclude from the data results showed that there is a significant difference in the students' performance before and after the test but still higher the experimental class that was treated by Communicative Language Teaching method.

2. Treatment Description

Based on the results of preliminary research on seventh grade of SMP Negeri 1 Baturraden, the students have several problems that their ability to speak English was low. It is caused by a lack of confidence to speak, and a lack of vocabulary. Actually, it is happened because they were a transitional class from young learners and there were still many students who didn't received English subjects at their previous school and students are not familiar with speaking English, although they are in English class and they still do not have enough to practice English outside the class to get familiar with English. In this case, the researcher conducted the treatment using the Communicative Language Teaching (CLT) method to solve this problems.

The participant of the treatment were class VII A and Class VII E both of them consist of 36 students. The treatment conducted to VII A and VII E after the meeting after pre-test. The researcher was given the treatments in three meetings based on the school policy. In the meeting of the treatments, the researcher used the CLT method to the experimental class and the conventional method to the control class.

a. Experimental Class

Before the treatment, the researcher held the pre-test on Friday, January 19 2024. The pre-test is carried out by students speaking orally one by one to describing the things.

- 1) The first meeting of the treatment was held on Friday, Januari 19 2024. In this meeting, students learned about describing

things in the room as the theme. The researcher giving material about “There is and There are” for the beginning. The CLT method used by two techniques of discussion group work and games ‘*Guess the Room*’ to giving students’ interest in the learning process of aspect speaking skills. With those techniques, students’ felt more enjoy to communicate the things between others or the teacher.

- 2) The second meeting of the treatment was held on Thursday, February 22 2024. In this meeting, students still learned with the same theme before with the material was “Preposition of place”. The main activity was games “*Magic Draw*” that gained to the material. It can improve the students listening and speaking comprehension. The students very enjoy and felt confidence during the activities.
- 3) The third meeting for the treatment was held on Friday, February 23 2024. In this meeting, students learned the material about “Adjective of noun”. The activities used technique of group discussion during learning process. The researcher used quiz activity and asked the students to listen the quiz about the things that is described by the clue. The students were very enthusiastic with the learning process.

After the treatment, the researcher held the post-test on Thursday, February 29 2024. The post-test is carried out by students speaking orally one by one to describing the things but in different room with the pre-test.

b. Control Class

Before the treatment, the researcher held the pre-test on Wednesday, January 17 2024. The pre-test is carried out by students speaking orally one by one to describing the things. During the learning process, the control class was treated by conventional method.

- 1) The first meeting was held on Wednesday, January 24 2024. In this meeting, the students learned about describing things with the material was “There is and There are”. The learning process was conducted teacher-centered where the teacher explained a lot of material with the lecture method. The students asked to write the things in the room by using “There is and There are” individually.
- 2) The second meeting was held on Wednesday, February 7 2024. In this meeting, the students learned the second material about “Preposition of place. The learning process conducted teacher-centered in explained the material. The teacher asked to the students to practice individually about preposition of place using 2 things.
- 3) The third meeting was held on Wednesday, February 21 2024. In this meeting, the students learned the material about “Adjective of noun”. The learning process conducted by teacher-centered and used lecture method. Students worked individually related to the adjective of the things in the room.

3. Data Analysis

In analyzed the data of normality, homogeneity, and hypothesis test., the researcher used the software IBM SPSS V. 29. First, the researcher analyzed the normality and homogeneity test of pre and post-test as a requirement to do hypothesis independent sample t-Test. But if the assumption requirements for conducting a t test are to be fulfilled, a non-parametric test will be used as hypothesis test.

a. Normality Test

Normality test is to determine whether data were normally distributed or not. The researcher used Shapiro-Wilk to do the normality test. The criteria number of normality test as follows:

The data are normally distributed if sig. $\alpha > 0.05$.

The data are not normally distributed if sig. $\alpha < 0.05$.

1) Normality of Pre-test

Table 4. 3 Normality Test of Pre-test

	Tests of Normality		
	Statistic	df	Sig.
VII A (EXPERIMENTAL CLASS)	.942	36	.058
VII E (CONTROL CLASS)	.951	36	.113

According to the table 4.3, it was showed the result that the experimental class presented the value significance 0.058, and the control class showed the value significance 0.113. Both of the classes indicated the significance of the data were higher of 0.05, it means that the data was normally distributed.

2) Normality of Post-test

Table 4. 4 Normality Test of Post-Test

	Tests of Normality		
	Statistic	df	Sig.
VII A (EXPERIMENTAL CLASS)	.935	36	.035
VII E (CONTROL CLASS)	.954	36	.136

According to the table 4.4 (Normality Test of Post-test), it showed the result that the experimental class presented the value significance 0.035, and the control class showed the value significance 0.136. The result of the experimental class presented the value significance was lower than 0.05, it means that the data was not normally distributed. While the control class presented the data were higher of 0.05, it means that the data was normally distributed.

b. Homogeneity Test

The homogeneity test carried out by researcher after performed the normality test. It is aimed to show that the data from both of experiment and control groups of samples were derived from

populations with the same variance. The researcher used Lavene Test on IBM SPSS V.29 to calculated the homogeneity test.

Table 4. 5 Homogeneity Test

Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.
Based on Mean	.042	1	70	.838
Based on Median	.031	1	70	.861
Based on Median and with adjusted df	.031	1	67.627	.861
Based on trimmed mean	.061	1	70	.806

According to result of the table 4.5 (Homogeneity Test) above, the number value significance based on mean was 0.838 where it was higher than the value sig. 0.05 it means that the data was homogenous.

c. Hypothesis Test

Based on the result of normality test above, there was a data whether not normally distributed. In this case, the researchers have not fulfilled the requirements to conduct the independent sample t-test. Because to conduct the t- test, the data should be normally distributed where is the number of value significance more than 0.05. Therefore, the Mann Whitney U-test used by researcher as the alternative formula of t-test to conduct the hypothesis test.

Sugiyono (2015), state that the Mann Whitney U-Test used to test hypothesis of two independent sample if the data is in ordinal form. It is cased from the data that is not normally distributed, so the researcher used non parametric formula to calculate the hypothesis. The researcher used IBM SPSS V 29 to calculated the hypothesis Mann Whitney U-test.

Table 4. 6 Value of Ranks

Ranks			
Class	N	Mean Rank	Sum of Ranks
VII A (Experimental Class)	36	43.39	1562.00
VII E (Control Class)	36	29.61	1066.00
Total	72		

The table result showed the ranks of experimental dan control class. The value sum of ranks experimental class was 1562.00, then the control class was 1066.00. The mean rank of experimental class was 43.39, then the control class was 29.61. The difference between the mean of the experimental class and the control class was 13.78. Therefore, based the result, it can assumed that the mean difference between the two classes was quite significant and the mean rank of the experimental class was clearly higher than the control class.

The criteria number of the data to identify hypothesis for Mann Whitney U-Test as follows:

- c) If value Asymp. Significance (-2 tailed) is < 0.05 so, H_0 is rejected and H_a is accepted
- d) If value Asymp. Significance (-2 tailed) is > 0.05 so, H_0 is accepted and H_a is rejected

Table 4. 7 Mann Whitney U-test

Test Statistics^a	
	Learning Speaking Skills
Mann-Whitney U	400.000
Wilcoxon W	1066.000
Z	-2.798
Asymp. Sig. (2-tailed)	.005

a. Grouping Variable: Class

Table 4.6 presented the data statistic of Mann Whitney U-test. Based on the table, the value Mann-Whitney U was 400.000, and the value of Wilcoxon W was 1066.000. While both of the data transformed into a Z value, the data showed -2.515. since the criteria to identify hypothesis Mann Whitney U-Test as follows:

- a) If value Asymp. Significance (-2 tailed) is < 0.05 so, H₀ is rejected and H_a is accepted
- b) If value Asymp. Significance (-2 tailed) is > 0.05 so, H₀ is accepted and H_a is rejected

The value of Asymp. Sig. (2-tailed) was 0.005 whereas it was lower than value Asymp. sig. (2-tailed) 0.05. In other hand it can concluded that the Null Hypothesis (H₀) was rejected and Alternative Hypothesis (H_a) was accepted. Consequently, there was significant effect on students' speaking skills through the communicative language teaching method.

d. Effect Size Formulation

The effect size formula used by researcher to calculate the category of effectiveness of the (CLT) method on students' speaking skills in seventh grade of SMPN 1 Baturraden. Effect size is a statistical measure that describes how significant the difference is between two groups being compared. In the context of this research, the effect size will indicate how significant the effect of the CLT method is on students' speaking skills.

The formula as follows:

$$d = \frac{(\text{Mean of Group A} - \text{Mean of Group B})}{\text{Pooled Standard deviation}}$$

$$\text{pooled std. deviation} = \frac{(\text{std.deviation 1} + \text{std.deviation 2})}{2}$$

Mean of Experimental = 80,167

Mean of Control = 69,888

Std. dev. of group 1 = 14,939

$$\begin{aligned}
 \text{Std. dev. of group 2} &= 15,653 \\
 \text{Pooled std. dev.} &= \frac{(14,939+15,653)}{2} \\
 &= 15,296 \\
 d &= \frac{(80,167-69,88)}{15,296} \\
 &= \frac{10,279}{15,296} \\
 &= 0,672
 \end{aligned}$$

Based on the data calculation above, the effect size value was 0.672. This result indicates that the difference between the two groups is statistically significant and has a moderate effect on seventh grade students' speaking skills.

B. Discussion

This research conducted in SMP Negeri 1 Baturraden. The objective of this research is to determine whether there is a significant effect of using the Communicative Language Teaching method on Students' Speaking skills in the Seventh Grade of SMPN 1 Baturraden. The researcher used the quantitative with quasi-experimental design. To conducting the research, the researcher needed two classes as the experimental class and control class as the sample. The process of selected the sample was by purposive sampling based on certain criteria from the teacher. The experimental class was VII A grade and the control class was VII E grade with the total of the students are 36 each class.

In collecting data, the researcher needed to conducted a pre-test, treatment and post-test. Both of classes received the same pre-test and post-test but the treatment was only given by the experimental class. Furthermore, before conducting the research, the researcher needed to testing the instrument of the data. The researcher did validity test by 2 expert judgements from 1 lecturer of UIN Prof. K.H. Saifuddin Zuhri Purwokerto and 1 English teacher of SMPN 1 Baturraden.

Before doing the treatment, the researcher carried out the pre-test in both of classes. In experimental class (VII A) the pre-test held on Friday, January 19 2024 with the question in instruction form to describing one thing in the classroom by orally. While in control class (VII E) the pre-test held on Wednesday, January 17 2024 with the same test by orally. The result of the pre-test in experimental class, the mean was 39,889, the min. score was 28, the max. score was 44. In control class, the mean was 41,944, the min. score was 28, the max. score was 60. From the result it concluded that the control class was higher than the experimental class seen from the mean value of the pre-test.

After the pre-test conducted, the researcher carried out the treatment. The experimental class received the treatment in three meetings used Communicative Language Teaching Method. In other hand, the control class received the treatment in three meetings used conventional method. The material is about describing the things in the room with the theme "Home Sweet Home".

Then, after the treatment conducted both of classes, the researcher carried out the post-test. This test aimed to determine students' speaking ability after treatment, especially to find out the difference between the control and experimental classes. In experimental class, the post-test held on Thursday, February 29 2024. Meanwhile the control class held the post-test on Wednesday, February 28 2024. The post-test carried by orally with the difference theme from the pre-test. The result of the pre-test in experimental class, the mean was 80,167, the min. score was 44, the max. score was 100. In control class, the mean was 69,889, the min. score was 40, the max. score was 100. From the result it can assumed that the experimental class that received the treatment used Communicative Language Teaching method has significant effect than the control class seen from the mean value of the post-test.

The researcher calculated the normality and homogeneity test used IBM SPSS V.29 after the pre-test and post-test. The result of normality test, there

is a data that was not normally distributed < 0.05 on experimental post-test. Moreover, the result of the homogeneity test showed the data was homogenous seen from the value of based on mean > 0.05 . since the data was not normally distributed, the researcher used non parametric test calculating the hypothesis test.

According to Sugiyono (2015), non parametric test used to analyze hypothesis of the data distribution free. In this case, the researcher used Mann Whitney U-test to calculate the hypothesis. Also, Sugiyono (2015) state that Mann Whitney U-test is the best test to measure the hypothesis of two independent samples as an alternative of the t-test. The Mann-Whitney test is used to compare the mean of two groups of samples that are not normally distributed, to determine whether there is a significant effect between two independent samples.

To analyze the hypothesis, the researcher used the Mann Whitney U test by IBM SPSS V. 29. The result of Ranks showed that the value sum of ranks experimental class was 1562.00, then the control class was 1066.00. The mean rank of experimental class was 43.39, then the control class was 29.61. The difference between the mean of the experimental class and the control class was 13.78. Moreover, to measure the value significance the researcher calculated Mann Whitney U-test with the criteria, if the Asymp Sig. (2-tailed) < 0.05 so, H_0 is rejected, and H_a is accepted. Then, if the Asymp Sig. (2-tailed) > 0.05 so, H_0 is accepted and H_a is rejected. Based on the data output showed that the value Asymp significance (2-tailed) was 0.005 that means it was lower than 0.05. In the other word, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. In this case it can conclude that there was a significance effect of using Communicative Language Teaching (CLT) method on students' speaking skills.

In addition, to calculate the effect size of using Communicative Language Teaching (CLT) method on students' speaking skills, the researcher used the effect size formulation. The criteria to identify effect size value, if the value was 0 until 0.20 it is showed weak effect, the value

was 0.21 until 0.50 it is modest effect, the value is 0.51 until 1.00 it means moderate effect, then the value is more than 1.00 it means strong effect (Muijs, 2004, p. 139). As the result it showed the value of effect size was 0.672. It means that the criteria was moderate effect on students' speaking skills by using Communicative Language Teaching method.

According to the research Ghafar et al., (2023) findings from the literature review indicate that, the CLT method can have a impact to significantly on students' speaking skills especially to improve students' fluency, grammar, pronunciation, and comprehension, as long as it is implemented. It has similarity with the result after the treatment in this research, the aspect of speaking skill was increase. Moreover, the fun and interactive activities can be a factor influencing the students' ability in speaking. It is supported by Komol & Suwanphathama (2020) that based on students' perception, They agree that the numerous and varied innovative classroom activities provided by teachers can be used both to complements the learning process but also for self-study.

The main activities in implementing Communicative Language Teaching method of the treatment in this research was group discussion and Task-completion such as games. Moreover, it has supported on finding the research by Jabri & Samad (2021) that in implementing CLT method especially in teaching English, the teacher always try to use creative ways or activities in order not only to motivate and interest but also to decrease the boredom of students in learning English. In other hand, based on Hien (2021) teacher who provide variety and fun classroom activities can builds students' confidence to communicate anything. The researcher used those activities to create an interactive learning environment.

The finding of this research in line with the study by Asrul & Dahlan, (2022) with the effective result. However, Asrul & Dahlan (2022) was different in aspect of students' vocabulary. While, the researcher was in aspect of students' speaking skills. Therefore the Communicative Language

Teaching can be a good method toward some skills especially for teaching English.



CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher described the conclusion, limitation and suggestion of the research.

A. Conclusion

This research aimed to determine whether the significance effect of Communicative Language Teaching method on students' speaking skills especially in seventh grade of SMP Negeri 1 Baturraden in academic year 2023/2024. This research used quasi-experimental method with needed experimental class and control class. Both of classes conducted pre-test and post-test and also received the treatment with different method. The experimental class received CLT method, while the control class received conventional method.

From the result of normality test found that the data was not normally distributed. So, the researcher didn't conduct the hypothesis test using t-test. However, the researcher calculated the hypothesis test by non-parametric test used Mann Whitney U-Test. The result showed Asymp. Significance (2-tailed) was 0.005 where is lower than 0.05. it means H_0 is rejected and H_a is accepted. The effect size calculated by researcher with the result showed was 0.672 In other word, the criteria identified moderate effect on students' speaking skills by using Communicative Language Teaching method.

B. Limitation

This research has some limitations that mainly come from the limited time allocation, limitation of the facility and generalization. Due to the need to adhere to the allotted time, certain limitations were imposed in this study. In particular, the study was limited to only three meetings, so the researcher felt that the treatment provided was not fully optimal as a longer duration would have been valuable for more comprehensive results. Moreover, in the aspect of facility is limited access caused defective projector. However, it was solve the researcher on sharing the material through Whatsapp Group.

Moreover, since this research used Mann Whitney U-Test that was a non-parametric test, the effect of Communicative Language Teaching method on students' speaking skills cannot be generalized.

C. Suggestion

1. For other-researcher

Adding a more detailed self-evaluation aspect to the implementation of language teaching through the Communicative Language Teaching (CLT) method can provide deeper insights into students' learning experiences. Expand the scope of the research by comparing the effectiveness of CLT with other teaching methods at the same level in different schools.

2. For teacher

The teacher can use CLT method with variety fun activities with supported by innovative learning media to make students confidence in speak English.

3. For students

Students can practice speaking English with classmates or peers outside of learning activities, to improve their self-confidence and speaking skills.

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APPENDICES



Appendix. 1 Certificate of the Research

 **PEMERINTAH KABUPATEN BANYUMAS**
SMP NEGERI 1 BATURADEN
Jalan Rampoah Barat No. 20, Kec. Baturaden, Kab. Banyumas Kode Pos 53151
Telepon (0281) 681019, Faksimile -
Website : smpn1btrd.sch.id, Email : smpn1baturaden@yahoo.com



SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN

Yang bertanda tangan dibawah ini:


Nama : Dra. Arsiti, M.Pd
Jabatan : Kepala SMP N 1 Baturaden


Dengan ini menyatakan bahwa mahasiswa yang beridentitas:

Nama : Ma'rifaturrizqi Amalia Priasih
NIM : 2017404024
Program Studi : Pendidikan Bahasa Inggris

Telah selesai melakukan penelitian dan pengambilan data penelitian sejak pada tanggal 17 Januari 2024 s.d tanggal 29 Februari 2024 di SMPN 1 Baturraden untuk judul skripsi "*The effectiveness of Communicative Language Teaching (CLT) on VII grade of SMPN 1 Baturraden*"

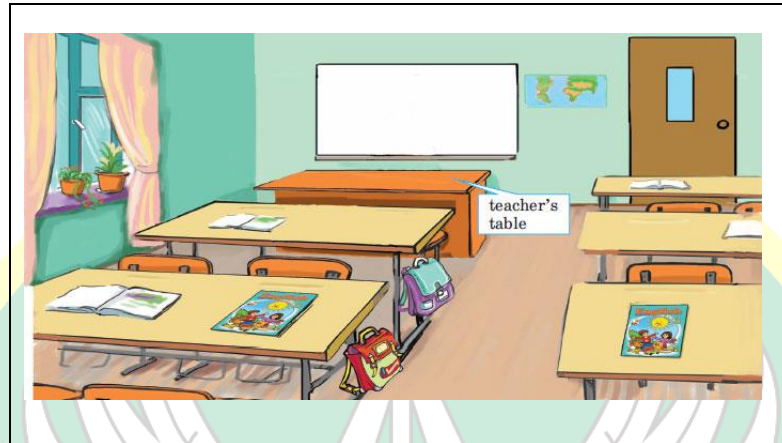
Demikian surat keterangan ini dibuat kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Mengelahi,
Kepala Sekolah

Dra. Arsiti, M.Pd.
NIR.19660711 199412 2 004

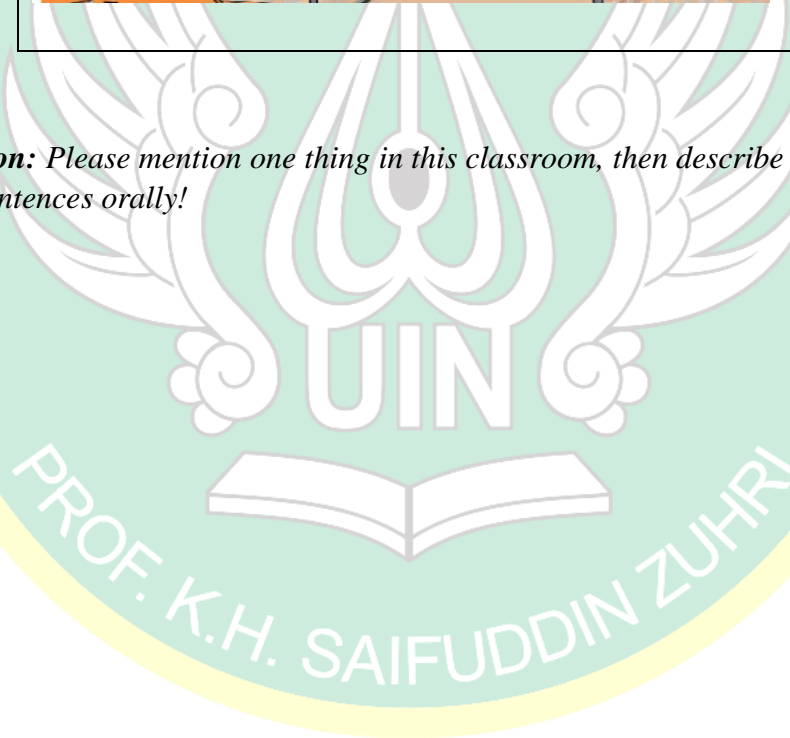


Appendix. 2 Instrument of Pre-test

Type of Test : Speaking Test
Theme of Material : Chapter 3 (Home Sweet Home)
Time Allocation : 5 Minutes



Instruction: Please mention one thing in this classroom, then describe it in 2 simple sentences orally!



Appendix. 3 Instrument of Post-test

Type of Test : Speaking Test
Theme of Material : Chapter 3 (Home Sweet Home)
Time Allocation : 5 Minutes



Instruction: Please mention one thing in this bedroom, then describe it in 2 simple sentences orally!

SAIFUDDIN ZUHRI
PROF. K.H. SAIFUDDIN ZUHRI

Appendix. 4 Validation Sheet

SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : Ira Wahidiyati, M.Pd.
Instansi : Universitas Islam Negeri Prof. K.H. Saifuddin Zuhri Purwokerto
Jabatan : Dosen

Telah membaca instrumen penelitian berupa soal pre-test dan post-test yang akan digunakan dalam penelitian dengan judul " The Effectiveness of Communicative Language Teaching (CLT) Method on Student's Speaking Skills in VII Grade of Smp Negeri 1 Baturaden " oleh peneliti:

Nama : Ma'rifaturrizqi Amalia Priasih
NIM : 2017404024
Prodi : Tadris Bahasa Inggris

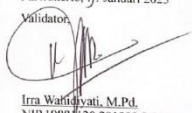
Dengan ini menyatakan instrumen tersebut,

Layak digunakan
 Layak digunakan dengan revisi
 Tidak layak digunakan

Setelah memperhatikan instrumen yang telah dibuat, maka masukan untuk instrumen tersebut adalah:

- Membenarkan pedoman penskoran pretest dan posttest
- Menambah sumber rubrik penilaian
- Membenarkan tata bahasa kalimat dalam instruksi

Demikian surat keterangan ini dibuat agar digunakan dalam pengumpulan data.

Purwokerto, 9 Januari 2023
Validator

Ira Wahidiyati, M.Pd.
NIP.19881302019082001

SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : Ruffah Ning Asrianti, S.Pd
Instansi : SMPN 1 Baturraden
Jabatan : Guru Bahasa Inggris

Telah membaca instrumen penelitian berupa soal pre-test dan post-test yang akan digunakan dalam penelitian dengan judul " The Effectiveness of Communicative Language Teaching (CLT) Method on Student's Speaking Skills in VII Grade of Smp Negeri 1 Baturraden " oleh peneliti:

Nama : Ma'rifaturrizqi Amalia Priasih
NIM : 2017404024
Prodi : Tadris Bahasa Inggris

Dengan ini menyatakan instrument tersebut,

- Layak digunakan
 Layak digunakan dengan revisi
 Tidak layak digunakan

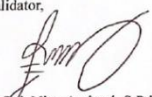
Setelah memperhatikan instrument yang telah dibuat, maka masukan untuk instrument tersebut adalah:

1. Menyiapkan variasi gambar yang berbeda
2. Clear steps and instructions
3. Persiapkan rubrik penilaian

Demikian surat keterangan ini dibuat agar digunakan dalam pengumpulan data.

Purwokerto, 10 Januari 2023

Validator,



Ruffah Ning Asrianti, S.Pd
NIP/199005142023212014

Appendix. 5 Students Transcript of Pre-Test and Post-Test

a. Pre-test

Experimental Class		
No.	Name	Transcript Description
1.	Students' 3	Book. Color is white.. Bentuknya...kotak
2.	Students' 5	Book. Warnanya... colorful Bentuknya... bermacam-macam
3.	Students' 9	Whiteboard. Color putih Buat nulis
4.	Students' 22	Book colornya... emm...pink Dalemnya white
5.	Students' 35	Papan tulis, warnanya white. Bentuknya persegi Panjang.
Control Class		
No.	Name	Transcript Description
1.	Students' 1	My pencil is blue. Pensilnya panjang
2.	Students' 15	Book. Color is white Berbentuk persegi panjang
3.	Students' 20	Book. Warna blue Buat menulis
4.	Students' 30	Whiteboard. Fungsinya adalah buat menulis, untuk menjelaskan keterangan secara teks. Warnanya putih.. white.
5.	Students' 35	Whiteboard. Color is white. Bisa buat nulis.

b. Post-test

Experimental Class		
No.	Name	Transcript Description
1.	Students' 3	There is a ball. The color is orens. The ball in front of the bed.
2.	Students' 5	There is a blanket on the bed. It is made of fabric and the color is blue.
3.	Students' 9	There is a pillow on the bed. The color is blue.
4.	Students' 22	There is a pillow. It is under the cat The color is pink. Emm... bentuknya square.
5.	Students' 35	There is gitar under wall clock

		It is made of wood and the color is brown.
Control Class		
No.	Name	Transcript Description
1.	Students' 1	There is a clock on table. And... color is red
2.	Students' 15	There is a table and aa... color brown. Dibawah... eh, diatas kursi letaknya.
3.	Students' 20	There is guitar. Color is coklat. Gitar dibawah jam.
4.	Students' 30	There is the chair. Chair under the table. The color...the color is brown.
5.	Students' 35	There is a chair under the table The color is brown and it is made of wood.



Appendix. 6 Students Rubric Score

a. Pre test

Students' 3 (experimental class)

score	fluency		pronunciation & accent		vocabulary		grammar		details	
	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2
1				✓		✓		✓		
2		✓								
3	✓		✓		✓		✓			✓
4									✓	
5										

$$\begin{aligned} \text{Total} &= 24 \times 2 \\ &= 48 \end{aligned}$$

Students' 5 (experimental class)

score	fluency		pronunciation & accent		vocabulary		grammar		details	
	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2
1				✓		✓		✓		
2	✓	✓	✓		✓		✓			
3									✓	✓
4										
5										

$$\begin{aligned} \text{Total} &= 19 \times 2 \\ &= 38 \end{aligned}$$

Students' 9 (experimental class)

score	fluency		pronunciation & accent		vocabulary		grammar		details	
	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2
1				✓		✓		✓		
2										
3			✓		✓		✓			✓
4	✓	✓							✓	
5										

$$\begin{aligned} \text{Total} &= 27 \times 2 \\ &= 56 \end{aligned}$$

Students' 22 (experimental class)

score	fluency		pronunciation & accent		vocabulary		grammar		details	
	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2
1										
2	✓	✓	✓	✓		✓		✓		
3					✓		✓		✓	✓
4										
5										

$$\begin{aligned} \text{Total} &= 24 \times 2 \\ &= 48 \end{aligned}$$

Students' 35 (experimental class)

score	fluency		pronunciation & accen		vocabulary		grammar		details	
	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2
1				✓		✓		✓		
2		✓	✓		✓		✓			
3	✓								✓	✓
4										
5										

$$\begin{aligned} \text{Total} &= 20 \times 2 \\ &= 40 \end{aligned}$$

Students' 1 (control class)

score	fluency		pronunciation & accen		vocabulary		grammar		details	
	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2
1				✓		✓		✓		
2		✓	✓							
3	✓				✓		✓			✓
4									✓	
5										

$$\begin{aligned} \text{Total} &= 23 \times 2 \\ &= 46 \end{aligned}$$

Students' 15 (control class)

score	fluency		pronunciation & accen		vocabulary		grammar		details	
	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2
1				✓		✓		✓		
2		✓					✓			
3	✓		✓		✓					✓
4									✓	
5										

$$\begin{aligned} \text{Total} &= 23 \times 2 \\ &= 46 \end{aligned}$$

Students' 20 (control class)

score	fluency		pronunciation & accen		vocabulary		grammar		details	
	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2
1				✓		✓		✓		
2	✓	✓	✓		✓		✓			
3									✓	✓
4										
5										

$$\begin{aligned} \text{Total} &= 19 \times 2 \\ &= 38 \end{aligned}$$

Students' 30 (control class)

score	fluency		pronunciation & accen		vocabulary		grammar		details	
	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2
1			√			√	√			
2	√	√		√	√			√		√
3									√	
4										
5										

$$\begin{aligned} \text{Total} &= 18 \times 2 \\ &= 36 \end{aligned}$$

Students' 35 (control class)

score	fluency		pronunciation & accent		vocabulary		grammar		details	
	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2
1				√		√		√		
2		√								√
3	√		√		√		√			
4									√	
5										

$$\begin{aligned} \text{Total} &= 23 \times 2 \\ &= 46 \end{aligned}$$

b. Post test

Students' 3 (experimental class)

score	fluency		pronunciation & accen		vocabulary		grammar		details	
	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2
1										
2										
3										
4			√		√			√	√	√
5	√	√		√		√	√			

$$\begin{aligned} \text{Total} &= 45 \times 2 \\ &= 90 \end{aligned}$$

Students' 05 (experimental class)

score	fluency		pronunciation & accen		vocabulary		grammar		details	
	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2
1										
2										
3										
4										
5	√	√	√	√	√	√	√	√	√	√

$$\begin{aligned} \text{Total} &= 25 \times 2 \\ &= 100 \end{aligned}$$

Students' 9 (experimental class)

score	fluency		pronunciation & accen		vocabulary		grammar		details	
	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2
1										
2										
3										
4				✓				✓	✓	✓
5	✓	✓	✓		✓	✓	✓			

$$\begin{aligned} \text{Total} &= 46 \times 2 \\ &= 92 \end{aligned}$$

Students' 22 (experimental class)

score	fluency		pronunciation & accen		vocabulary		grammar		details	
	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2
1										
2										
3										
4	✓	✓		✓		✓		✓		
5			✓		✓		✓		✓	✓

$$\begin{aligned} \text{Total} &= 45 \times 2 \\ &= 90 \end{aligned}$$

Students' 35 (experimental class)

score	fluency		pronunciation & accen		vocabulary		grammar		details	
	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2
1										
2										
3										
4	✓		✓	✓						
5		✓			✓	✓	✓	✓	✓	✓

$$\begin{aligned} \text{Total} &= 47 \times 2 \\ &= 94 \end{aligned}$$

Students' 1 (control class)

score	fluency		pronunciation & accen		vocabulary		grammar		details	
	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2
1										
2										
3		✓								
4	✓		✓	✓	✓	✓	✓	✓	✓	✓
5										

$$\begin{aligned} \text{Total} &= 39 \times 2 \\ &= 78 \end{aligned}$$

Students' 15 (control class)

score	fluency		pronunciation & accen		vocabulary		grammar		details	
	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2
1				✓		✓		✓		
2										
3										✓
4	✓	✓	✓		✓		✓		✓	
5										

Total = 30x2

= 60

Students' 20 (control class)

score	fluency		pronunciation & accen		vocabulary		grammar		details	
	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2
1				✓		✓		✓		
2										
3							✓			
4		✓	✓		✓				✓	✓
5	✓									

Total = 31x2

= 62

Students' 30 (control class)

score	fluency		pronunciation & accen		vocabulary		grammar		details	
	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2
1										
2										
3										
4						✓	✓		✓	✓
5	✓	✓	✓	✓	✓	✓	✓	✓		

Total = 46x2

= 92

Students' 35 (control class)

score	fluency		pronunciation & accen		vocabulary		grammar		details	
	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2
1										
2										
3										
4										
5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Total = 50x2

= 100

Appendix. 7 Students Pre-Test and Post Test Score

Experimental Class			
No	Name	Score Pre-test	Score Post-test
1	Students'1	52	82
2	Students'2	38	70
3	Students'3	48	90
4	Students'4	38	86
5	Students'5	38	100
6	Students'6	38	74
7	Students'7	34	66
8	Students'8	32	66
9	Students'9	56	92
10	Students'10	38	100
11	Students'11	52	82
12	Students'12	38	60
13	Students'13	32	52
14	Students'14	32	74
15	Students'15	38	84
16	Students'16	44	96
17	Students'17	42	94
18	Students'18	38	74
19	Students'19	28	44
20	Students'20	48	82
21	Students'21	36	94
22	Students'22	48	90
23	Students'23	38	96
24	Students'24	44	58
25	Students'25	40	96
26	Students'26	46	96
27	Students'27	40	96
28	Students'28	38	64
29	Students'29	50	72
30	Students'30	42	78
31	Students'31	32	58
32	Students'32	34	70
33	Students'33	36	78
34	Students'34	32	82
35	Students'35	40	94
36	Students'36	36	96

Control Class			
No.	Name	Score Pre-test	Score Post-test
1	Students'1	46	78
2	Students'2	28	40
3	Students'3	60	64
4	Students'4	36	64
5	Students'5	38	70
6	Students'6	44	66
7	Students'7	44	82
8	Students'8	36	42
9	Students'9	48	88
10	Students'10	48	84
11	Students'11	38	56
12	Students'12	44	88
13	Students'13	60	60
14	Students'14	32	60
15	Students'15	46	60
16	Students'16	28	54
17	Students'17	54	90
18	Students'18	38	70
19	Students'19	38	64
20	Students'20	38	62
21	Students'21	30	40
22	Students'22	40	72
23	Students'23	44	82
24	Students'24	56	64
25	Students'25	38	60
26	Students'26	34	64
27	Students'27	38	90
28	Students'28	40	70
29	Students'29	32	60
30	Students'30	36	92
31	Students'31	38	56
32	Students'32	54	80
33	Students'33	36	88
34	Students'34	52	60
35	Students'35	46	100
36	Students'36	52	96

MODUL AJAR
CHAPTER 3 : HOME SWEET HOME

INFORMASI UMUM

I. IDENTITAS MODUL

Nama Penyusun	: Ma'rifaturrizqi Amalia Priasih
Satuan Pendidikan	: SMP
Kelas / Fase	: VII (Tujuh) A / Fase D
Mata Pelajaran	: Bahasa Inggris
Prediksi Alokasi Waktu	: 3x40 Menit JP
Tahun Penyusunan	: 2024

II. KOMPETENSI AWAL

1. Guru mengulas kembali materi pada Chapter 2. Bila memungkinkan, Bahasa Inggris dapat digunakan secara penuh atau sebagian besar. Bila belum memungkinkan guru dapat menggunakan Bahasa Indonesia pada bagian-bagian penting dalam Chapter 2.
2. Guru menjelaskan tujuan Chapter 3. Bila memungkinkan, Bahasa Inggris dapat digunakan secara penuh atau sebagian besar. Bila belum memungkinkan guru dapat menggunakan Bahasa Indonesia. Penggunaan Bahasa Inggris dan Bahasa Indonesia dapat disesuaikan dengan tingkat kemampuan Bahasa Inggris peserta didik pada bagian-bagian selanjutnya dalam Chapter ini.

III. PROFIL PELAJAR PANCASILA

Beriman, bertakwa kepada Tuhan yag maha Esa, bergotong royong, bernalar kritis, kreatif, inovatif, mandiri, berkebhinekaan global

IV. SARANA DAN PRASARANA

Infokus/Proyektor/Pointer, Laptop/Komputer PC, Papan tulis/White Board, Akses Internet, Lembar kerja, Buku *English for Nusantara*.

V. TARGET PESERTA DIDIK

Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.

VI. MODEL PEMBELAJARAN

Blended learning melalui model pembelajaran dengan menggunakan *Project Based Learning* (PBL) terintegrasi pembelajaran berdiferensiasi berbasis *Social Emotional Learning* (SEL).

KOMPONEN INTI

I. CAPAIAN PEMBELAJARAN FASE D

Pada akhir Fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam bahasa Inggris.

II. TUJUAN PEMBELAJARAN

Describe rooms in a house and things in the rooms

III. PERTANYAAN PEMANTIK

Can you give us a house tour?

IV. KEGIATAN PEMBELAJARAN

PERTEMUAN KE-1

THERE IS AND THERE ARE

Kegiatan Pendahuluan (10 Menit)

- Doa; absensi; menyampaikan tujuan pembelajaran; dan menyampaikan penilaian hasil pembelajaran
- Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan *Profil Pelajar Pancasila*; yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinekaan global, yang merupakan salah satu kriteria standar kelulusan dalam satuan pendidikan.

Kegiatan Inti (90 Menit)

Section 1 – Say What You Know

- Guru menampilkan beberapa gambar mengenai *'part of school'* sebagai brainstorming peserta didik pada awal pembelajaran dengan saling tanya

jawab. Kemudian guru menampilkan beberapa gambar 'part of house' dan membahas benda pada bagian rumah bersama peserta didik.

- Guru membagikan gambar yang telah dicetak mengenai 'part of house and things in the room' kepada setiap peserta didik. Kemudian meminta peserta didik untuk melingkari benda yang mereka tidak mengerti vocabulary dalam Bahasa Inggris. Guru meminta peserta didik untuk mendiskusikan difficult vocabulary secara bersama.

Section 2 – Writing

- Guru menyajikan beberapa gambar *things in the room* dengan jumlah setiap benda yang berbeda-beda. Kemudian memberi pertanyaan mengenai *singular & plural noun* sesuai dengan gambar yang disajikan. Guru berdiskusi bersama peserta didik disertai tanya jawab mengenai *singular & plural noun* dengan dikaitkan penggunaan kalimat 'There is & There are'.
- Guru dan peserta didik membahas penulisan there is & there are pada sebuah kalimat yang terdapat pada *page 109 Worksheet 3.6 nomor 1*. Kemudian guru meminta peserta didik melanjutkan *Worksheet 3.6* pada nomor 2-7. Guru membahas jawaban bersama peserta didik.

Section 3 – Group Discussion

- Guru membagi beberapa siswa dalam 4 kelompok. Guru meminta siswa untuk memilih salah satu anggota menjadi *leader of group*.
- Guru meminta the leader of group maju ke depan untuk *open the box* yang berada pada proyektor secara random, yang mana dibaliknya berisi sebuah ruangan acak yang berbeda; *living room, bedroom, kitchen, dining room*. Guru menyajikan beberapa gambar benda yang telah digunting berisi *random things* pada 4 ruang tersebut. Kemudian setiap leader of group diminta secara bergantian mengambil beberapa kertas bergambar benda yang sudah diacak sesuai dengan ruangan yang didapatkan pada sesi *open the box*.
- Guru meminta setiap kelompok untuk berdiskusi dalam menyusun kalimat menggunakan There is/There are sesuai dengan beberapa gambar benda yang telah diambil oleh the leader of group.
- Guru meminta setiap kelompok presentasi dan review tugas diskusi kelompok secara bersama.

Section 4 – Speaking: Guess the room Games (Fun Time)

- Guru meminta setiap kelompok memilih salah satu anggota untuk menjadi guesser dan anggota yang lain bertugas giving the clue. Guru menjelaskan terkait kegiatan games bahwa setiap anggota kelompok yang bertugas give the clue wajib mengartikan gambar clue dengan cara menyebutkan dalam sebuah kalimat **There is/There are**. Sehingga guesser dapat menebak ruangan yang berisikan clue benda yang sudah diberikan.
- Guru menyiapkan beberapa clue berisi gambar benda pada suatu ruangan yang dibagikan kepada anggota yang memberi the clue. Kemudian setiap kelompok bergantian menyelesaikan games. Guru memberi apresiasi dan gift kepada kelompok yang berhasil guess the room.

Enrichment: Show and Tell

- Guru meminta setiap peserta didik membuat video home tour secara individu termasuk furniturnya. Setiap peserta didik membuat video home tour dengan ketentuan menunjukkan minimal 3 benda pada sebuah ruangan yang ada di rumah mereka masing-masing dengan penggunaan kalimat **There is/There are** sesuai jumlah bendanya.
- Guru meminta peserta didik submit melalui whatsapp group kelas. Kemudian guru memberi appreciate dan feedback positif bagi anak yang sudah mengirim.

Kegiatan Penutup (10 MENIT)

- Siswa dan guru menyimpulkan pembelajaran hari ini.
- Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
- Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
- Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

PERTEMUAN KE-2

PREPOSITION OF PLACE

Kegiatan Pendahuluan (10 Menit)

- Doa; absensi; menyampaikan tujuan pembelajaran; dan menyampaikan penilaian hasil pembelajaran
- Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan **Profil Pelajar Pancasila**; yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinekaan global, yang merupakan salah satu kriteria standar kelulusan dalam satuan pendidikan.
- Tujuan kegiatan bagian ini adalah untuk membantu peserta didik menemukan gambaran umum tentang bahasan pada bab ini.
- Guru me-recall terkait materi pada pertemuan sebelumnya bersama peserta didik.
- Sebagai kegiatan pembuka, guru dapat mengawalinya dengan meminta peserta didik mengamati 2 benda yang telah disiapkan berupa sebuah wadah tabung dan sebuah sepidol. Kemudian, untuk memancing brain storming, guru memperagakan berbagai macam letak kedua benda dengan saling tanya jawab kepada peserta didik dimana posisi benda tersebut berada.
- **Kegiatan Inti (90 Menit)**

Section 1 – Say What You Know

- Guru menyajikan beberapa gambar preposition of place suatu benda dengan kalimat yang rumpang. Kemudian guru saling tanya jawab dengan peserta

didik untuk menjawab kalimat rumpang. Siswa yang aktif akan diberi apresiasi dan gift reward.

- Jika peserta didik belum memiliki pemahaman/pengetahuan akan kosakata **in, on, under, next to, behind, in front of, between**, maka guru memberikan penjelasan singkat atas kosakata tersebut yang berhubungan dengan preposition of place.
- Guru meminta beberapa peserta didik secara berpasangan untuk memperagakan preposition of place menggunakan 2 benda random yang dipilih oleh mereka. Diharapkan peserta didik sudah dapat memahami penggunaan **in, on, under, next to, behind, in front of, between**.

Section 2 – Reading

- Peserta didik diminta untuk mengamati Picture no. 1 pada worksheet 3.6 page 109, kemudian menjawab pertanyaan selanjutnya pada Worksheet 3.6 dan 3.7 sebagai penguatan pemahaman peserta didik terkait materi **There is/There are** dan **Preposition of place** berdasarkan hasil pengamatan mereka terhadap gambar.
- Guru membahas secara bersama peserta didik dengan memberi kesempatan kepada peserta didik menuliskan/membacakan jawaban mereka ke depan.

Section 3 – Speaking and Listening: Magic Draw Games (Fun Time)

- Guru membagi peserta didik menjadi beberapa kelompok. Guru meminta setiap kelompok memilih satu anak untuk menjadi drawer dan yang lainnya bertugas giving the instruction.
- Guru menyiapkan beberapa kertas yang sudah tercetak gambar bentuk bentuk seperti; **circle, triangle, square, star, love, rectangular** yang tersusun pada posisi tertentu secara acak. Guru menjelaskan terkait peraturan games bahwa setiap anggota yang bertugas giving the instruction wajib memberi instruction kepada drawer dalam Bahasa Inggris secara orally, sesuai dengan gambar yang sudah disiapkan dengan memperhatikan penggunaan preposition of place; **in, on, under, in front of, behind, next to, between**. Setiap anggota yang bertugas giving the instruction menggunakan kata **“please draw...!”** dalam memberikan instruction. Kemudian setiap drawer wajib mendengarkan dan memahami dengan seksama serta menggambarinya di papan tulis sesuai dengan instruction yg diberikan.
- Guru memberikan waktu selama 2-5 menit untuk anggota yang giving the instruction berdiskusi menyusun kalimat instruction.
- Guru memberikan apresiasi kepada kelompok pemenang games.

Kegiatan Penutup (10 MENIT)

- Siswa dan guru menyimpulkan pembelajaran hari ini.
- Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.

- Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
- Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

PERTEMUAN KE-3

ADJECTIVE OF NOUN

Kegiatan Pendahuluan (10 Menit)

- Doa; absensi; menyampaikan tujuan pembelajaran; dan menyampaikan penilaian hasil pembelajaran
- Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan **Profil Pelajar Pancasila**; yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinekaan global, yang merupakan salah satu kriteria standar kelulusan dalam satuan pendidikan.
- Guru me-recall kembali terkait pembelajaran pada pertemuan sebelumnya bersama peserta didik.
- Sebagai kegiatan pembuka, guru dapat mengawalinya dengan meminta salah peserta didik untuk maju kedepan kemudian menanyakan kepada peserta didik lainnya terkait ciri-ciri dari bagian tubuhnya seperti; “*what is the color of his hair?*” untuk bahan brainstorming peserta didik pada awal pembelajaran.

Kegiatan Inti (90 Menit)

Section 1 – Say What You Know

- Guru menunjukkan gambar sebuah benda yang ada pada proyektor untuk kemudian ditanyakan kepada peserta didik ciri ciri dari benda tersebut dilihat dari; **color, size, shape, material**.
- Tujuan dari pembahasan gambar ini adalah agar peserta didik dapat mengetahui adjective dari suatu benda.
- Guru dapat mengarahkan peserta didik untuk membangun kosakata yang berkaitan dengan adjective.
- Dalam kegiatan ini, peserta didik boleh menjawab dengan Bahasa Inggris sederhana atau dalam Bahasa Indonesia.
- Guru juga dapat meminta peserta didik untuk menggunakan kamus untuk mencari padanan kata yang tepat.

Section 2 – Reading

- Guru menyajikan sebuah table yang berisi klasifikasi sebuah benda berdasarkan **color, size, shape, material** dan beberapa susunan kalimat rumpang.

- Peserta didik diminta untuk mengidentifikasi sebuah gambar benda terhadap table yang sudah disediakan. Kemudian disusun dalam sebuah kalimat lengkap berdasarkan analisis adjective of noun pada tabel.
- Guru membahas bersama terkait jawaban dengan peserta didik.

Section 3– Language Focus

- Guru mengingatkan kembali kalimat-kalimat adjective yang telah dipelajari.
- Guru meminta peserta didik memperhatikan contoh-contoh kalimat yang ada pada buku dan proyektor.
- Guru meminta peserta didik untuk menuliskan kalimat adjective sesuai pada materi yang ada.

Section 4 – Writing and Speaking; Group discussion

- Guru membagi peserta didik menjadi beberapa kelompok.
- Guru menyajikan 1 LKPD untuk setiap kelompok berupa analisis adjective noun pada gambar benda benda di sebuah ruangan berdasarkan nomor yang sudah tertera.
- Setiap kelompok diwajibkan berdiskusi bersama dengan arahan guru.
- Guru meminta masing-masing peserta didik menulis difficult vocabulary dari setiap jawaban.
- Guru meminta setiap kelompok dan semua anggota untuk presentasi .
- Guru mereview bersama peserta didik jawaban dari setiap kelompok.

Section 5 – Listening: Who I am (Quiz)

- Guru menjelaskan kegiatan quiz *who I am* mengenai tebak suatu benda berdasarkan clue yang akan diucapkan oleh guru dengan Bahasa yang sederhana. Kemudian guru menjelaskan terkait peraturan bagi peserta didik yang ingin menjawab.
- Guru memulai kegiatan quiz. Guru memberi apresiasi bagi group yang berhasil menjawab quiz dengan memberi nilai+ serta reward yang telah disiapkan sebelumnya.

Kegiatan Penutup (10 MENIT)

- Siswa dan guru menyimpulkan pembelajaran hari ini.
- Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
- Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
- Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

V. ASESMEN / PENILAIAN

1. Asesmen Diagnostik:

Mengetahui kondisi awal mental para peserta didik

2. Asesmen Formatif:

Diskusi : melatih kemampuan peserta didik dalam berkolaborasi dengan kelompoknya, melatih berbicara dan berani mengungkapkan pendapat, memunculkan ide-idenya, bekerja sama dalam tim

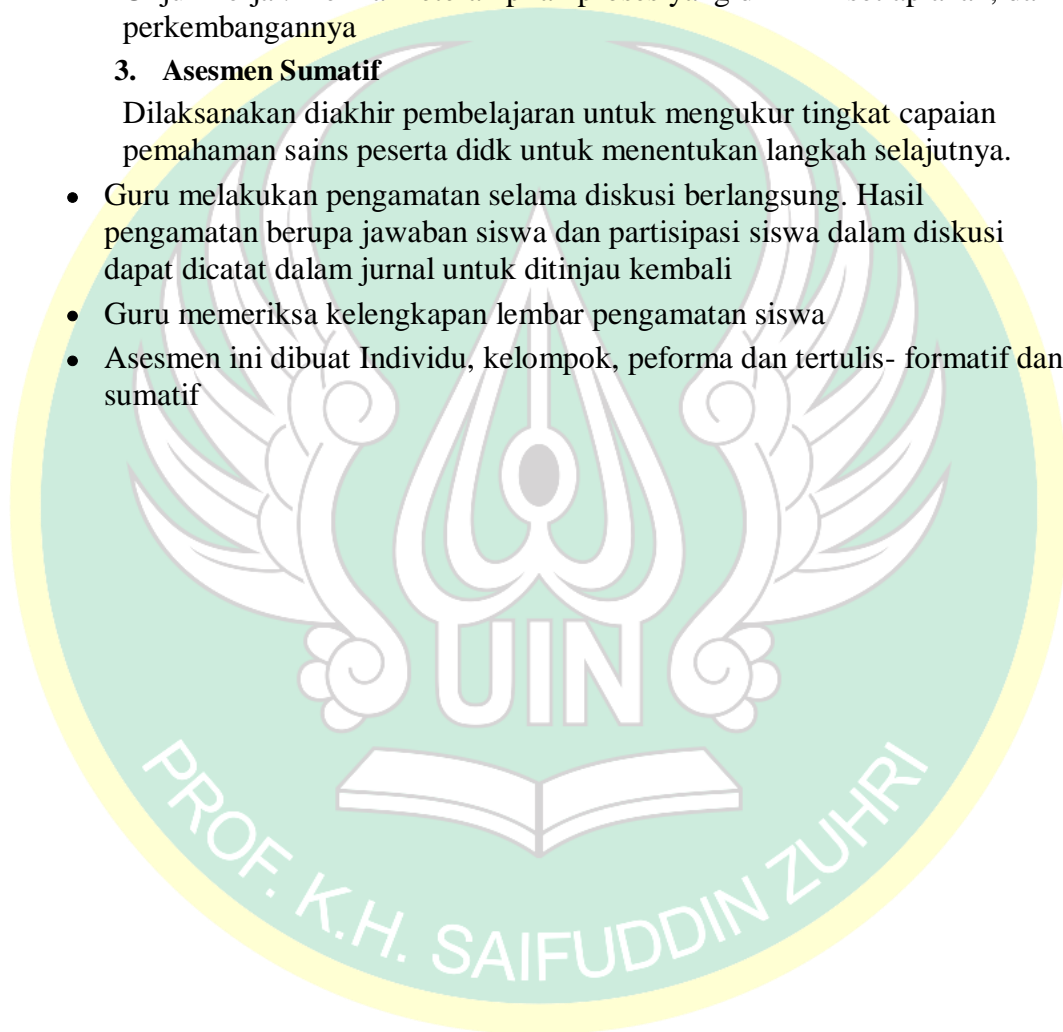
Presentasi: melatih kemampuan peserta didik dalam melatih berbicara di depan umum, berani mengajukan pertanyaan terhadap pemaparan hasil praktikum milik kelompok lain, memaksimalkan kerja kelompok

Unjuk kerja : menilai keterampilan proses yang dimiliki setiap anak, dan perkembangannya

3. Asesmen Sumatif

Dilaksanakan diakhir pembelajaran untuk mengukur tingkat capaian pemahaman sains peserta didik untuk menentukan langkah selanjutnya.

- Guru melakukan pengamatan selama diskusi berlangsung. Hasil pengamatan berupa jawaban siswa dan partisipasi siswa dalam diskusi dapat dicatat dalam jurnal untuk ditinjau kembali
- Guru memeriksa kelengkapan lembar pengamatan siswa
- Asesmen ini dibuat Individu, kelompok, performa dan tertulis- formatif dan sumatif



MODUL AJAR
CHAPTER 3 : HOME SWEET HOME

INFORMASI UMUM

I. IDENTITAS MODUL

Nama Penyusun	: Ma'rifaturrizqi Amalia Priasih
Satuan Pendidikan	: SMP
Kelas / Fase	: VII (Tujuh) E / Fase D
Mata Pelajaran	: Bahasa Inggris
Prediksi Alokasi Waktu	: 3x40 Menit JP
Tahun Penyusunan	: 2024

II. KOMPETENSI AWAL

1. Guru mengulas kembali materi pada Chapter 2. Bila memungkinkan, Bahasa Inggris dapat digunakan secara penuh atau sebagian besar. Bila belum memungkinkan guru dapat menggunakan Bahasa Indonesia pada bagian-bagian penting dalam Chapter 2.
2. Guru menjelaskan tujuan Chapter 3. Bila memungkinkan, Bahasa Inggris dapat digunakan secara penuh atau sebagian besar. Bila belum memungkinkan guru dapat menggunakan Bahasa Indonesia. Penggunaan Bahasa Inggris dan Bahasa Indonesia dapat disesuaikan dengan tingkat kemampuan Bahasa Inggris peserta didik pada bagian-bagian selanjutnya dalam Chapter ini.

III. PROFIL PELAJAR PANCASILA

Beriman, bertakwa kepada Tuhan yang Maha Esa, bergotong royong, bernalar kritis, kreatif, inovatif, mandiri, berkebhinekaan global

IV. SARANA DAN PRASARANA

Infokus/Proyektor/Pointer, Laptop/Komputer PC, Papan tulis/White Board, Akses Internet, Lembar kerja, Buku *English for Nusantara*.

V. TARGET PESERTA DIDIK

Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.

VI. MODEL PEMBELAJARAN

Metode Ceramah

KOMPONEN INTI

I. CAPAIAN PEMBELAJARAN FASE D

Pada akhir Fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks otentik menjadi rujukan utama dalam mempelajari

bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam bahasa Inggris.

II. TUJUAN PEMBELAJARAN

Describe rooms in a house and things in the rooms

III. PERTANYAAN PEMANTIK

Can you give us a house tour?

IV. KEGIATAN PEMBELAJARAN

PERTEMUAN KE-1

THERE IS AND THERE ARE

Kegiatan Pendahuluan (10 Menit)

- Doa; absensi; menyampaikan tujuan pembelajaran; dan menyampaikan penilaian hasil pembelajaran
- Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan **Profil Pelajar Pancasila**; yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinekaan global, yang merupakan salah satu kriteria standar kelulusan dalam satuan pendidikan.

Kegiatan Inti (90 Menit)

Section 1 – Say What You Know

- Guru menampilkan beberapa gambar mengenai '*part of school*' sebagai brainstorming peserta didik pada awal pembelajaran dengan saling tanya jawab. Kemudian guru menampilkan beberapa gambar '*part of house*' dan membahas benda pada bagian rumah bersama peserta didik.
- Guru membagikan gambar yang telah dicetak mengenai '*part of house and things in the room*' kepada setiap peserta didik. Kemudian meminta peserta didik untuk melingkari benda yang mereka tidak mengerti vocabulary dalam Bahasa Inggris. Guru meminta peserta didik untuk mendiskusikan difficult vocabulary secara bersama.

Section 2 – Writing

- Guru menyajikan beberapa gambar *things in the room* dengan jumlah setiap benda yang berbeda-beda. Kemudian memberi pertanyaan mengenai *singular & plural noun* sesuai dengan gambar yang disajikan.
- Guru dan peserta didik membahas penulisan *there is & there are* pada sebuah kalimat yang terdapat pada *page 109 Worksheet 3.6* nomor 1. Kemudian guru meminta peserta didik melanjutkan *Worksheet 3.6* pada nomor 2-7. Guru membahas jawaban bersama peserta didik.

Section 3 – Individual Work

- Guru membagi beberapa lintingan gambar kepada masing masing siswa.
- Guru meminta setiap siswa untuk menyusun kalimat menggunakan *There is/There are* sesuai dengan beberapa gambar benda yang telah dibagikan.
- Setelah selesai mengerjakan, guru bersama dengan siswa mengoreksi jawaban.

Enrichment: Show and Tell

- Guru meminta setiap peserta didik membuat video home tour secara individu termasuk furniturnya. Setiap peserta didik membuat video home tour dengan ketentuan menunjukkan minimal 3 benda pada sebuah ruangan yang ada di rumah mereka masing-masing dengan penggunaan kalimat **There is/There are** sesuai jumlah bendanya.
- Guru meminta peserta didik submit melalui whatsapp group kelas. Kemudian guru memberi appreciate dan feedback positif bagi anak yang sudah mengirim.

Kegiatan Penutup (10 MENIT)

- Siswa dan guru menyimpulkan pembelajaran hari ini.
- Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
- Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
- Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

PERTEMUAN KE-2

PREPOSITION OF PLACE

Kegiatan Pendahuluan (10 Menit)

- Doa; absensi; menyampaikan tujuan pembelajaran; dan menyampaikan penilaian hasil pembelajaran
- Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan **Profil Pelajar Pancasila**; yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinekaan global, yang merupakan salah satu kriteria standar kelulusan dalam satuan pendidikan.
- Tujuan kegiatan bagian ini adalah untuk membantu peserta didik menemukan gambaran umum tentang bahasan pada bab ini.
- Guru me-recall terkait materi pada pertemuan sebelumnya bersama peserta didik.
- Sebagai kegiatan pembuka, guru dapat mengawalinya dengan meminta peserta didik mengamati 2 benda yang telah disiapkan berupa sebuah wadah tabung dan sebuah sepidol. Kemudian guru memperagakan berbagai macam

letak kedua benda dengan saling tanya jawab kepada peserta didik dimana posisi benda tersebut berada.

- **Kegiatan Inti (90 Menit)**

Section 1 – Say What You Know

- Guru menyajikan beberapa gambar preposition of place suatu benda dengan kalimat yang rumpang. Kemudian guru menjelaskan terkait materi.
- Guru memberikan penjelasan atas kosakata **in, on, under, next to, behind, in front of, between**, yang berhubungan dengan preposition of place.
- Guru meminta salah satu peserta didik secara berpasangan untuk memperagakan preposition of place menggunakan 2 benda random yang dipilih oleh mereka. Diharapkan peserta didik sudah dapat memahami penggunaan **in, on, under, next to, behind, in front of, between**.

Section 2 – Reading

- Peserta didik diminta untuk mengamati Picture pada worksheet 3.7 page 111, kemudian menjawab pertanyaan selanjutnya pada Worksheet 3.6 dan 3.7 sebagai penguatan pemahaman peserta didik terkait materi **There is/There are** dan **Preposition of place** berdasarkan hasil pengamatan mereka terhadap gambar.
- Guru membahas secara bersama peserta didik.

Kegiatan Penutup (10 MENIT)

- Siswa dan guru menyimpulkan pembelajaran hari ini.
- Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
- Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
- Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

PERTEMUAN KE-3

ADJECTIVE OF NOUN

Kegiatan Pendahuluan (10 Menit)

- Doa; absensi; menyampaikan tujuan pembelajaran; dan menyampaikan penilaian hasil pembelajaran
- Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan **Profil Pelajar Pancasila**; yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinekaan global, yang merupakan salah satu kriteria standar kelulusan dalam satuan pendidikan.

- Guru me-recall kembali terkait pembelajaran pada pertemuan sebelumnya bersama peserta didik.
- Sebagai kegiatan pembuka, guru dapat mengawalinya dengan meminta salah peserta didik untuk maju kedepan kemudian menanyakan kepada peserta didik lainnya terkait ciri-ciri dari bagian tubuhnya seperti; “*what is the color of his hair?*” untuk bahan brainstorming peserta didik pada awal pembelajaran.

Kegiatan Inti (90 Menit)

Section 1 – Say What You Know

- Guru menunjukkan gambar sebuah benda yang ada pada proyektor untuk kemudian ditanyakan kepada peserta didik ciri ciri dari benda tersebut dilihat dari; **color, size, shape, material.**
- Tujuan dari pembahasan gambar ini adalah agar peserta didik dapat mengetahui adjective dari suatu benda.
- Guru dapat mengarahkan peserta didik untuk membangun kosakata yang berkaitan dengan adjective.
- Dalam kegiatan ini, peserta didik boleh menjawab dengan Bahasa Inggris sederhana atau dalam Bahasa Indonesia.
- Guru juga dapat meminta peserta didik untuk menggunakan kamus untuk mencari padanan kata yang tepat.

Section 2 – Reading

- Guru menyajikan sebuah table yang berisi klasifikasi sebuah benda berdasarkan **color, size, shape, material** dan beberapa susunan kalimat rumpang.
- Peserta didik diminta untuk mengidentifikasi sebuah gambar benda terhadap table yang sudah disediakan. Kemudian disusun dalam sebuah kalimat lengkap berdasarkan analisis adjective of noun pada tabel.
- Guru membahas bersama terkait jawaban dengan peserta didik.

Section 3– Language Focus

- Guru mengingatkan kembali kalimat-kalimat adjective yang telah dipelajari.
- Guru meminta peserta didik memperhatikan contoh-contoh kalimat yang ada pada buku dan proyektor.
- Guru meminta peserta didik untuk menuliskan kalimat adjective sesuai pada materi yang ada.

Section 4 – Writing and Speaking

- Guru menyajikan 1 LKPD untuk setiap masing masing siswa berupa analisis adjective noun pada gambar benda benda di sebuah ruangan berdasarkan nomor yang sudah tertera.

- Guru meminta masing-masing peserta didik menulis difficult vocabulary dari setiap jawaban.
- Guru mereview bersama peserta didik jawabannya.

Kegiatan Penutup (10 MENIT)


- Siswa dan guru menyimpulkan pembelajaran hari ini.
- Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
- Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
- Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

MATERI PEMBELAJARAN

DESCRIBING THINGS

Describing things is saying what things are with mention some adjective or the preposition of place.

Part of House ?




Bedroom




Living room



Bathroom



Kitchen



Dining room

THERE IS AND THERE ARE

Find the Things in the Bedroom!

- ✓ towel.
- ✓ soap.
- ✓ shampoo.
- ✓ toothbrush.
- ✓ toothpaste.
- ✓ shower.
- ✓ bathtub.
- ✓ sink.
- ✓ mirror.
- ✓ toilet.



A pillow



Two pillows

Huruf awal benda konsonan
Huruf awal benda vokal

Singular/ tunggal

A + Noun

Am + Noun

Plural Jamak (lebih dari 1)

... + Noun + s/es

PREPOSITION OF PLACE

WHERE IS THE BALL?

The ball is ... the box



IN

DI DALAM



ON

DI ATAS



UNDER

DI BAWAH



NEXT TO

DI SAMPING



BEHIND
DI BELAKANG



IN FRONT OF
DI DEPAN



BETWEEN
DI ANTARA

ADJECTIVE OF NOUN

Adjective: describing words / tell something about nouns

MATERIAL

- WOOD
- GLASS
- COTTON
- LEATHER
- GLASS
- FABRIC

SHAPE

- CIRCLE
- SQUARE
- TRIANGLE
- RECTANGULAR

COLOR

- RED
- BLUE
- GREEN
- PINK
- YELLOW


SIZE

- SMALL
- BIG
- LONG
- SHORT

Describe the things

There is an alarm clock.
It is **small** and the color is **blue**.

size color



LAMPIRAN- LAMPIRAN

Lampiran 1

LEMBAR KERJA PESERTA DIDIK (LKPD) 1

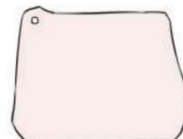
Name:

Class:

- c. Look at each picture. Describe each room. Number one has been done for you.



This is a living room.
There are a sofa,
two armchairs,
a table, a cabinet,
and a television.

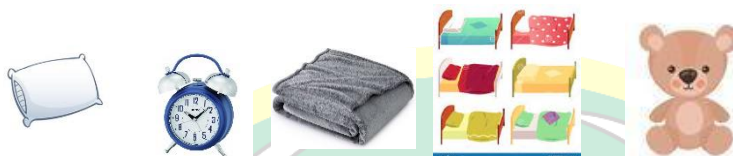


Worksheet 3.6 Chapter 3, P. 10 (Buku English for Nusantara Kelas VII)

LEMBAR KERJA PESERTA DIDIK (LKPD) 2

Group:

Member of group:



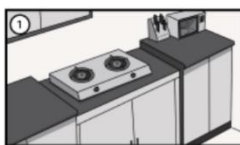
Make sentences used 'There is/There are' based on the picture above!

Name:

Class:

d. Look at the pictures and words. Say the sentences.

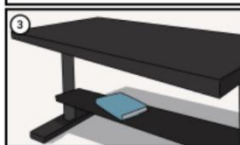
in front of	above	on	between
behind	under	in	next to



The stove is ... the kitchen.



The television is ... the cabinet.



The book is ... the desk.



The old radio is ... the television.



Worksheet 3.7 Chapter 3, P. 111 (Buku English for Nusantara Kelas VII)

LEMBAR KERJA PESERTA DIDIK (LKPD) 3

Group:

Member of group:



Please describe the things based on the preposition of the place and the adjective of the noun!

Ex: 1. There are two plates **on the table. The color is **white** and the shape is **circle****

- 2.
- 3.
- 4.
- 5.
- 6.

Lampiran 4

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Appendix. 9 Documentation Teaching & Learning Process

Experimental class



Pre-test activity



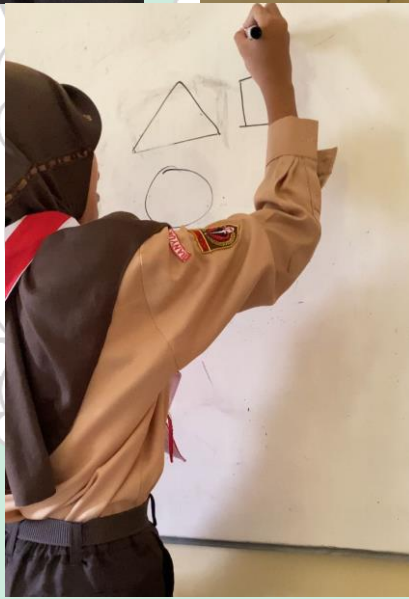


Group work discussion activity



Guess the room games

PROF. K.H. SAIFUDDIN ZUHRI



PROF. K.H. SAIFUDDIN ZUHRI

Magic draw games



Post-test activity

Control class



Pre-test activity

PROF. K.H. SAIFUDDIN ZUHRI



Learning process used conventional method



Individual work activity



Post-test activity



Documentation with the teacher and school principal

BIOGRAPHY

A. Profile

1. Name : Ma'rifaturrizqi Amalia Priasih
2. Students' Number :2017404024
3. Place/Date of Birth : Banyumas, June 5 2002
4. Address : Jl. K.H. Murtadlo Desa Pasir Lor, Rt 004/002,
Karanglewas, Banyumas
5. Name of Father : Supriyanto
6. Name of Mother : Roliasih

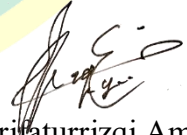
B. Formal Education

1. MI Ma'arif NU 1 Pasir Kulon
2. SMPN 4 Purwokerto
3. SMA Islam Andalusia Kebasen

C. Organization Experience

1. Dewan Ambalan Al-Anwar Al-Hisyamiyah
2. HMJ TBI UIN Saizu 2021/2022
3. HMJ TBI UIN Saizu 2022/2023
4. DEMA FTIK Uin Saizu 2023/2024

Purwokerto, 29 Maret 2024


Ma'rifaturrizqi Amalia P.