

**THE IMPLEMENTATION OF COMMUNICATIVE LANGUAGE  
TEACHING TO IMPROVE THE STUDENTS' SPEAKING  
ABILITY THROUGH EDUCATION POSTER**

**SKRIPSI**

*Submitted in Partial Fulfillment of the Requirements  
for the Degree of Sarjana Pendidikan (S.Pd)  
English Education Program*

**By**

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## ABSTRACT

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The objective of the study was to describe how communicative language teaching improve students' speaking ability through education poster. This research had been conducted by applying Classroom Action Research. The subject of this research was the students at XI MIA II class of SMA Swasta Al-Hikmah, academic year 2018/2019 with total 47 students. This research was analyzed by using quantitative and qualitative data. The technique of collecting data was used observation, interview and test. The researcher did two cycles in which each cycle consists of planning, action, observation and reflection. Every cycle was done in two meetings. The data was taken in pre-test, cycle I, and cycle II. Before giving test in cycle I, the researcher gave pre-test. In pre-test the research findings showed that the mean score of pre-test was 68.51 and only 10 students or 21.27% who got the score passed the Minimal Mastery Criterion (KKM). In cycle I the research findings showed that the mean score was 75.08 and there were 22 students or 46.80% who got the score passed the Minimal Mastery Criterion (KKM). In cycle II the research findings showed that the mean score was 81.90 and there were 40 students or 85.10% who got the score passed the Minimal Mastery Criterion (KKM). It showed that the students' speaking ability was improved. The result of observation and interview showed that by using communicative language teaching through education poster students more active and enthusiastic during learning process. The students were braver and more confidence to speak in English. It could be concluded that the action by implementation communicative language teaching through education poster succeeded to improve the students' speaking ability at SMA Swasta Al-Hikmah.

**Keyword: Classroom Action Research, Speaking, Communicative Language Teaching, Education Poster**

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Medan, September 2019

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# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

Speaking ability is one of the most important for interacting with other people. People can communicate with others by speaking. Fulcher (2003:23) states that speaking is used of language to speak orally with others. It means that by speaking, we are able to interact orally, express ideas, opinions, feeling and share information to others. Therefore, speaking could be very important ability, the fact that the ability to speak is one of the way to communicate.

If students' speaking ability is good, the students should be able to interaction orally each other through English. Students can also transfer some information, and answer the question from others. The teacher should use strategies to improve the students' speaking ability in teaching speaking and the teacher should provide a lot of chances for students to practice their speaking. In this case, students should be much involved within the classroom acitivity. Futhermore, students can be motivated in learning English and they speaking will improved.

Reiser and Dick (1996:316) stated that teacher can use one of kind strategies of teaching to achieve learning goals. It means that, in learning process teacher is given the opportunity to use different strategies to help students

improve their fluency and accuracy in speaking. In determining strategies should be based on the need and interest of students so that it can overcome students' difficulties in learning speaking. Selection of the appropriate strategy can help teacher to convey the material well so that learning objectives are achieved.

Based on the observation conducted by researcher at SMA Swasta Al-Hikmah of the students at XI MIA II class academic year 2018/2019, it was found some problems. In teaching learning process, the teacher was using less innovative and active strategy in teaching speaking. The teacher just used konvensional teaching in the class and the students only as listeners and unable to be active in the learning process. The students' speaking ability were relatively low. Students did not have confidence to produce their words because they seem afraid to speak in English for making mistake in grammar and pronunciation and students were lack of vocabulary mastery therefore they felt difficult to express their ideas. Consequently, the students became passive during the learning process in the class.

The problem faced by students in learning English because speaking is one of the abilities that requires students to speak English orally. Meanwhile, students assume that learning English is difficult so they are not motivated in learning English. This research is important because if students mastery in learning English especially in speaking, students can easy to speak English so they have confidence to produce their words and if students have more vocabulary, they can easy to express their ideas so that they able to communicate with others.

Based on the problems above, the researcher decide to combine strategy and media to solve the problems. The researcher decide to choose Communicative language teaching as strategy and education poster as media. Communicative language teaching is an approach to the teaching of foreign language that emphasize interaction both in the process and the purpose of the learning process. Brown (2001:42) argues that communicative strategy is a better way to teach second language to the students and this method integrated in the classroom activity.

While, Richards and Rodgers (2001:158) stated that by using communicative language teaching strategy in learning process can improve students' speaking ability. There are many possitive effects which are believed to be obtained by applying communicative language teaching, the teacher help to motivate students to work with the language, students given chance to involved in the classroom acitivity and they can interact with each other individually or in pair or in group work.

To make this strategy unboring, the researcher add education poster as media to completing strategy. Poster is beneficial because students can see and contact it directly, and by using attractive poster, it is able to make students interest to the subject and be easy to express their ideas. The major objective of poster is to develop oral proficiency and to make students active in the class. Based on the phenomenon above, the researcher is interested in conducting a classroom action research (CAR) entitled: "*The Implementation of Communicative*



*Language Teaching to Improve the Students' Speaking Ability through Education Poster."*

## **B. The Identification of the Problem**

The problem of this research can be identified as follows :

1. The teacher was using less innovative and active strategy in teaching speaking.
2. The students' speaking ability were relatively low.
3. Students did not have confidence to produce their word because they seem afraid to speak in English for making mistake in grammar and pronunciation.
4. Students were lack of vocabulary mastery therefore they felt difficult to express their ideas.

## **C. The Scope and Limitation**

The scope of this research was speaking and is limited on the expression of opinion and thought.

## **D. The Formulation of the Problem**

The problem of this study was how does communicative language teaching improve the students' speaking ability through education poster ?

### **E. The Objective of the Study**

The objective of this study was to describe how communicative language teaching improve the students' speaking ability through education poster.

### **F. Significant of the Study**

The researcher hopes that this research were expected to gave some benefits for teaching learning English both in theoritically and practically.

#### 1. Theoritically

Related to this study, the researcher hopes that this study may be used as reference for other researcher who desires to conduct study about speaking.

#### 2. Practically

The researcher expect that the results of the study was used for:

- a. For English teachers, the result of this research is expected to provide the English teacher with the knowledge and motivation to improve students' speaking ability by using communicative language teaching through education poster.
- b. For students, the result of this research is expected to provide them new experience in English learning, especially in learning speaking so they can more motivated to develop their speaking ability.
- c. For the other researcher, the result of this research can develop her/his experience related to knowledge how to motivate students to speaking well.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

##### **1. Speaking**

###### **1.1. Definition of Speaking**

Speaking is one of the basic language skills that has important skills to communication. Cameron (2001:40) states that speaking is the use of language to express meanings in order to other people can understand what is meant. It means that, in speak a foreign language needs attention to the language detail correctly so that other people can understand the information provided. A speaker needs to find the most appropriate words and the correct grammar to convey meaning accurately and correctly and needs to organise the discourse so that the listener will understand.

Another expert, Thonburry (2005:4) considers speaking or oral communication as an activity which includes two or more people in which hearers and speakers have to react to what they hear and make their contribution at speed of high level. Each people has a goal or intention to be achieved in the interaction. In additional, communication through speaking is commonly performed face to face and occurs as a part of conversation or different kinds to exchange information orally.

Bygate (2009:8) argues that speaking is a skill which deserves attention as well as literary skills both first and second language. The ability to speak is very important and the goal of language learning English is to enable learners to interact freely to each other. Goh&Burns (2012:4) states that the approach addresses of language teaching are students' cognitive, affective (emotional), and social needs. The approach is grounded in a socio-cognitive perspective on language learning, which takes the view that learning speaking is not just a cognitive but also a social process.

Therefore, as a language skill, speaking becomes an important component to master by students as the main key of oral communication because it is a way to express ideas and opinions directly what we have in our mind. In language teaching, language is essentially speech. The language also has feature involves the use of grammar, comprehension, fluency that should be used correctly in a social interaction.

Referring to some definition above, speaking is the process of communication to express human being thought, emotion, feeling in spoken language in order to convey the message. Through speaking, it is the most effective way in convey the message.

## **1.2 The Aspects of Speaking**

Speaking is a skill of conveying words or sounds of articulation to express ideas, opinions, or feelings. In speaking, there are some aspects that have to fulfilled by students. Those are pronunciation, grammar, vocabulary, fluency, and

comprehension. The description of each are according to Brown (2001:406-407) as follows:

a. Pronunciation

In speaking, we should master pronunciation because it will have an impact on the which means of words. Pronunciation is the way how people to speak the language, and how words are pronounced. Therefore, the learners have to understand how to pronounce the language appropriately.

b. Grammar

According to Brown (2001:362), grammar is the system of rules governing to conventional arrangement and relationship of word in a sentence. In speaking, people should master and recognise grammar correctly when people needs to talk smoothly. When the speaker make mistakes in speaking with other people, it can make the listener misunderstand what the speaker says. However, grammar could be very important part in speaking because when speaker does not mastering grammar structure, speaker can not speak English well.

c. Vocabulary

Vocabulary is a basic element in language. In learning English, when we want to say something, one thing that should be mastered and known is word. When we have many vocabularies, it can help us to express our ideas and combine sentences into other sentences.

d. Fluency

Fluency is the ability to speak easily and accurately. Fluency has a significant effect of the communication between the speaker and listener. It means that, when the speaker is difficult in speaking, the listener does not understand and perhaps give inappropriate reaction to what the speaker says. However, the speaker should speak easily and accurately so that the listener easy to understand what the speaker said.

e. Comprehension

The last aspect is comprehension. Comprehension can make people getting the information they want. Comprehension defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what a situation is really like.

From the states above, speaking English have complete aspects, those are pronunciations including vowels, consonants, stress, and intonation, grammar, vocabulary that we should be mastered, fluency to speak easily and accurately and comprehension that should be mastery by students to get speaking ability in English. When students know about speaking itself, they can produce with good in five aspects of speaking English.

### **1.3 Teaching Speaking**

Since English becomes a compulsory subject in senior high school in Indonesia, there are some general requirement for students to pass English subject, they are students have to pass the examinations to move the next level

and graduate from the school, and also students are able to speak and hold conversation. Brown (2001:275-276) states that there are seven principles for designing speaking techniques, they are use the appropriate techniques for students' needs from language based focus on accuracy to message-based on interaction, meaning, and fluency, apply techniques that can motivate students in learning process, encourage the use of authentic language in meaningful contexts, provide appropriate feedback and correction, utilize the natural relationship between speaking and listening, give students opportunities to begin oral communication, and encourage the development of speaking strategies.

These principles are considered to be applied in the teaching and learning process of speaking. It means that the teacher should be aware in designing or determine the appropriate strategy in teaching speaking. The goal of teaching speaking is communicate efficiency. Students should be able to express their idea. Using various speaking activities can contribute a great deal to students in developing basic interactive skills to communication.

#### **1.4 Types of Classroom Speaking Performance**

Brown (2001:271-274) identifies six categories follow to the kind of oral production that students are expected to carry out in classroom. They are:

a. Imitative

Imitative in speaking is a way to determine vowel sound correctly. The purpose of imitative is to focus on some element of the language form so that it can interact well.

b. Intensive

Intensive is how to speaking performance that is designed into some aspects in phonology or grammar.

c. Responsive

Responsive speaking is a way to provide answers to questions or comments in the true meaning.

d. Transactional (dialogue)

The purpose of transactional is to convey or exchange the specific information. The transactional is form of responsive language.

e. Interpersonal (dialogue)

Interpersonal dialogue performed more for the purpose of maintaining social relationships than for the transmission of facts and information.

f. Extensive (monologue)

Finally, students at intermediate to advanced levels are called on to give extended monologue in the form of oral reports, summaries, or perhaps short speeches.

Every category above can be implemented based on the students' level and students' ability. The summary of each element: imitative for specializing in some special element of language form, intensive to practice some element of phonological or grammatical of language, responsive can stimulate students' in speaking, transactional to invite students to engage in a conversation, interpersonal to learn how such features as the relationship in the conversation and



extensive is to practice in the form of oral reports, summaries, or perhaps in short speeches.

### **1.5 Assessment of Speaking**

Assessing is an integral part of a students-centered speaking program. Assessment as importance part of learning design and in enabling students to evaluate what progress they have made, assessment has become increasingly important in recent years not only because progress and achievement need to be recorded within education institution, but also because certain levels of language skills may be required for progression into further study.

As stated on Cambridge Certificate in English Language Speaking (CELS), there are four categories of assessment, they are grammar and vocabulary, discourse management, pronunciation and interactive communication. Dealing with grammar and vocabulary, students need to use testing accurate and correct of lexico-grammar in tasks provided in every level, discourse management, students' ability to express ideas and opinions to produce connected and coherent speech over several utterances to convey information or put forward opinions.

In the pronunciation, students able to produce speech comprehensibly, using appropriate production of individual sounds, linking strategies, stress, and intonation. Finally, interactive communication, students' ability to initiate and respond appropriately to fulfill the task. Those five aspects of assessing speaking: grammar, vocabulary, comprehension, fluency, and pronunciation. The students'

speaking achievement will be measured using a scoring rubric by following theory of McKay (2006:290-292) as follows:

**Table 2.1**  
**Speaking Rubrics to Evaluate Students' Speaking Ability**

### 1. Comprehension

Score	Level	Indicator
89-99	5	Understand everyday conversation and normal classroom discussions without difficulty.
78-88	4	Understand nearly everything at normal speed, although occasional repetition may be necessary.
67-77	3	Understands most of what is said at slower-than-normal speed with repetitions.
56-66	2	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions.
Below 55	1	Cannot understand even simple conversation.

### 2. Fluency

Score	Level	Indicator
89-99	5	Speech in everyday conversation and in classroom discussion is fluent and effortless, approximating that of a native speaker.
78-88	4	Speech in everyday communication and classroom discussion is generally fluent, with occasional lapses while the student searches for the correct manner of expression.
67-77	3	Speech in everyday communication and classroom discussion is frequently disrupted by the student's search for the correct manner of expression.
56-66	2	Usually hesitant; often forced into silence by language limitations.
Below 55	1	Speech is so halting and fragmentary as to make conversation virtually impossible.

### 3. Vocabulary

Score	Level	Indicator
89-99	5	Use of vocabulary and idioms approximates that of a native speaker.
78-88	4	Occasionally uses inappropriate terms or must rephrase ideas because of inadequate vocabulary.
67-77	3	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.
56-66	2	Misuse of words and very limited vocabulary make comprehension quite difficult.
Below 55	1	Vocabulary limitations are so extreme as to make conversation virtually impossible.

### 4. Pronunciation

Score	Level	Indicator
89-99	5	Pronunciation and intonation approximate a native speaker.
78-88	4	Always intelligible, though one is conscious of a definite accent and occasional inappropriate intonation patterns.
67-77	3	Pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding.
56-66	2	Very hard to understand because of pronunciation problems. Must frequently repeat in order to be understood.
Below 55	1	Pronunciations problems so severe as to make speech virtually unintelligible.

### 5. Grammar

Score	Level	Indicator
89-99	5	Grammatical usage and word order approximate a native speaker.
78-88	4	Occasionally makes grammatical or word order errors which do not obscure meaning.
67-77	3	Makes frequent errors of grammar and word order which occasionally obscure meaning.
56-66	2	Grammar and word order errors make comprehension difficult. Must often rephrase or restrict what is said to basic patterns
Below 55	1	Errors in grammar and word order so severe as to make speech virtually unintelligible.

## **2. Communicative Language Teaching**

### **2.1. Definition of Communicative Language Teaching**

Communicative language teaching is a kind of strategy in teaching languages. Communicative strategy in language teaching starts from a theory of language as communication. Harmer (2001:84) states that communicative language teaching is the name was given to a set of beliefs which included not only a re-examination of what aspect of language to teach, but also in a shift in emphasis in how to teach.

The “what to teach” aspect of the communicative strategy refer to the important of language function rather than only focusing on grammar and vocabulary. A guiding principle is to train students to use the language forms appropriately in various of context and perpose. The “how to teach” aspect of communication strategy closely related to the idea that language learning will keep its self and give students many chances to use the language.

The important factor of communicative language teaching is to improve the fluency of students in speaking English who learn this language through taks. Bygate (2001:48) cited in Manalullaili (2015:4) states that the communicative strategy intends to provide students chances using language to communicate. Richards (2006:3) further states that communicative competence includes competence in three aspects of language learning, they are grammatical, sociolinguistic and strategic competence.

First, grammatical competence is the ability to produce sentences which includes appropriate components speech such as tenses, phrases, clauses, and

formed sentences. Second, socio-linguistic competence is the ability to understand the functional aspects of communication which includes role relationships, individual factors and the social and cultural context. The last, strategic competence is the ability to express what we want to say in a conversation and solving any difficulties that may occur when we communicating additionally causing misunderstandings.

Therefore, Richards & Rodgers( 2001:167-168) states that as language is acquired through communication, there are a lot of positive effects that are believed to be obtained by using communicative language teaching. It means that in teaching speaking, using communicative language teaching is better than use the other strategies. Then, they state that through this strategy, the teacher helps to motivate students to practice speaking English and students are expected to be able to interact with each other, individually or in pairs or in group work.

Based on explanation above, communicative language teaching is the approach of learning process that more emphasis on the concept of interaction in both the process and the learning objectives. Communicative language teaching strategy is expected be able to improve students' speaking ability. Furthermore, this strategy provide the students chances to participate actively in the learning process.

## **2.2. The Characteristics of Communicative Language Teaching**

Brown (2001:43) suggests the six interconnected characteristics of communicative language teaching, they are described as follows :

(1). CLT aims to make students achieve communicative competence, so they can use the language accurately and correctly. (2). In CLT, the students are able to use the language according to the context and also they can practice language skills. (3). Fluency and accuracy are the basic techniques in communication. Sometimes, fluency is more important than accuracy, when people able to communicate fluently, they are able to communicate well and avoid misunderstanding. (4). In CLT, the students should be able to use the language productively and receptively. (5). Students are given opportunities to focus on learning process through an understanding of their own styles of learning and through the development of appropriate strategies, so that the students are able to study independently, (6). The main focus of CLT is students. The teacher is only a facilitator and helps students become independent.

The characteristics above show that the objective of language learning language in communicative language teaching is to get all components of language by involving students in classroom activities. In communicative language teaching fluency and accuracy have the important role. Therefore, the teacher needs to balance the activities which focus on both fluency and accuracy. The teacher should also apply the appropriate strategies and provide many chances for students to be active in the classroom activities.

### **2.3. The Goal of Communicative Language Teaching**

Richard and Rodger (2001:169) has explained that the goal of language teaching is to develop communicative competence. Richard (2006:3) states that communicative competence consists of language knowledge aspects as follows: 1) knowing how to use the language based on the purposes and functions; 2) knowing how to use the language based on the rules and listeners; 3) knowing how to understand various types of texts so that students can produce text based on its types; and 4) knowing how to maintain communication to others.

It means that to achieve communicative competence, students need to know how to use the language in different situation based on its purposes and functions. They also have to consider whom they are talking to and where the conversation happens. It is also important to know how to keep the communication running well.

While, Brown (2001:69) states that the communicative competence is using of language related the purpose of attention to use the language so that it is not only uses language but also attention to pronunciation, fluency, accuracy and context. And then students able to communicate using language accurately, appropriately and effectively.

### **2.4. Teaching Speaking through Communicative Language Teaching**

In the communicative strategy of language teaching, teachers have to help students to develop their knowledge by practice that prepare the students to communicate in real life situation. The teachers have to help the students to

develop their ability in produce sentence grammatically, logically based on the spesific context and also acceptable pronunciation.

Nunan (1989) cited in Promadi (2008:35) suggests some steps in conducting communicative language teaching in the classroom, they are identifying the goals and objective of instruction, selecting contents, learning experience, assessing learning and evaluating the course.

However, Promadi tells that the activity in learning experiences consists of three stages: presentation stage, practice stage, and production stage. Presentation gives the chance to the students to know and realize the importance of the subject so they will have reason why they have to learn it. It also aims to pay attention to the meaning, pronunciation, tone, stressing, grammar, and so on.

In presentation stage, the teacher can use media to support the learning process. The procedure of presentation is to introduce the media by using picture, dialogues, poster, and so on. In this study, researcher choose education poster as media. By introducing media the students are expected to be able to understand the education poster. Then, they are asked to tell something related to the topic. Possibly the students have not understand about the subject, but this stage will motivate them to begin to be focused to the subject and catch something from the presentation.

The next stage is practice. Practice aims to give the opportunity to the students to use the language in the guidance of the teacher so they can recognize the form of the language and understand its meaning. The last stage is production.



It is the turn for the students to use the language in the terms freely, creatively, spontaneously, and confidently.

### **3. Teaching Speaking Using Education Poster**

#### **3.1 Definition of Poster**

Poster is mounted picture or photograph accompanied by textual cue or caption. Indriyana (2011:62) cited in Megawati (2017:101) states that poster is a visual combination that clear, light, and attractive to attract attention. It means that an image with attractive color used as media to convey the material so that it can attract students' attention and students can easier to understand the material provided by teacher. The purpose of the poster is to encourage students to be active in the learning process. Poster can showed in various ways to ensure poster have maximum effect.

Using poster as media have many advantages. Teacher can make classroom more colorful and inviting, poster can help students to learn, viewing poster will have students to learn and remember the concept. According to Cameron (2001:2) poster should be simple and not have too much detail. The colors are important because can attract students' attention. Students know they can make correct sentence grammatically. Poster also enhance the students' confidence to produce their words. by practice routinely, students can move to the higher level.

Based on definition above, poster is a tool of communication that combines words, images and also colors to interest the students and intended to

attract attention as media to convey an information and message in learning process. There are many kinds of poster, one of them is education poster. Education poster is art or graphic design that contains composition of image and words that educational or provide knowledge. In this study, researcher use education poster as media in learning process.

### **3.2 The Advantages of Using Poster**

There are some advantages of using poster in learning process as follows:

1. Poster encourage the students to practice orally

Using poster as media in the learning process can improve students' confidence to practice orally.

2. Poster encourage students to communicate naturally

Poster as springboard to using the language. For example, students are given posters of an artist they like, poster can be used to encourage students to identify, say and express their ideas based on the poster.

3. Poster can improve students' confidence

By using poster, students are given a chance to express their ideas or opinion about the poster.

4. English practice by using poster can improve pronunciation

Students can make list of difficult words to pronounce so that students can learn directly and efficiently and then by using poster, incorrect language is limited because most of the poster focus on a single concept.

### 3.3 Prosedure of Teaching Using Education Poster

The prosedure as follows :

1. Students are divided into groups, each group consists of five students.
2. Students are given various education poster and then they observe the poster.
3. Students are asked to inquire unknown information from education poster seen with their group with teacher's guidance.
4. Each group present their work to the existing picture of the poster accurately, fluency, and accaptable in font of the class.
5. Students get feedback from the teacher and friends about their presentation.

#### B. Previous Related Studies

There are some similar research that had been conducted before. The result of the research is described as follows.

The first research was conducted by Dedi Efrizal (2012)entitled *Improving Stduents' Speaking Through Communicative Language Teaching Method at MTs Ja-alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu, Indonesia.International Journal of Humanities and Social Science. Vol 2 No. 20*.The researcher showed that there were improvements on students' speaking achievement in each cycle. Most of students were interested in learning English speaking through communicative language teaching method. In addition, communicative language teaching method could motivate the students to be active and had a great participation in speaking activity during teaching and learning process in classroom.

Second, the research was conducted by Farisha Andi Baso and Reskiwati Amelia (2014) entitled *Using Practice Posters to Improve Students' Speaking Skill. English Education Department. Vol. 3 No. 1*. The result showed that there were improvement on the students' speaking skill through using Practice Posters. In learning process, the speaking test showed that the students' speaking ability in term of accuracy and fluency improved significantly. The students' enthusiasm also increased along their improvement.

Based on those previous research conducted, it can be concluded that communicative language teaching and poster media gives a good impact towards the students' speaking ability. Thus, the researcher believes that by conducting communicative language teaching through education poster the students' speaking ability can be improved.

### **C. Conceptual Framework**

Speaking ability is very important for interacting with other people. People can communicate with others by speaking. If students' speaking ability is good, the students should be able to interact orally each other through English. Students can also transfer some information, and answer the question from others. In teaching speaking, the teacher should use strategies to improve the students' speaking and the teacher should provide many chance for students to practice speaking.

Based on the observation conducted by researcher at SMA Swasta Al-Hikmah of the students at XI MIA II class academic year 2018/2019, it was found

some problems. First, in teaching learning process, the teacher was using less innovative and active strategy in teaching speaking. The teacher just used conventional teaching in the class and the students only as listeners and unable to be active in the learning process. Second, the students' speaking ability were relatively low. Third, students did not have confidence to produce their words because they seemed afraid to speak in English for making mistake in grammar and pronunciation. The last, students are lack of vocabulary mastery therefore they felt difficult to express their ideas.

In order to solve the problem faced by students and make students more motivate and active in learning process, communicative language teaching can be applied as an effort to improve the students' speaking ability. The use of communicative language teaching strategy can improve students' speaking ability. They are many positive impacts that are believed to be obtained by using communicative language teaching, teacher help to motivate students to work with the language and can interact with each other individually or in pair or in group work.

To make this strategy unborring, the researcher decide to combine strategy and media. The researcher add education poster as media to completing strategy. Poster is beneficial because students can see and contact it directly, and by using attractive poster, it is able to make students interest to the subject and be easy to express their ideas. It is expected that there will be good changes in the speaking teaching and learning process after applying this strategy.

## **CHAPTER III**

### **METHOD OF RESEARCH**

#### **A. Location of Study**

This reserach was conducted at SMA SWASTA AL-HIKMAH where located at Jln Marelan I Pasar IV Barat no 10 Medan Marelan, academic year 2018/2019. The reason chosen this school because the researcher found some problems of students' difficulties in learning English especially in speaking.

#### **B. Subject and Object of Study**

The subject in this research were the students at XI MIA II class of SMA Swasta Al-Hikmah, academic year 2018/2019 with total 47 students. The object of this research was communicative language teaching to improve students' speaking ability through education poster.

#### **C. Research Design**

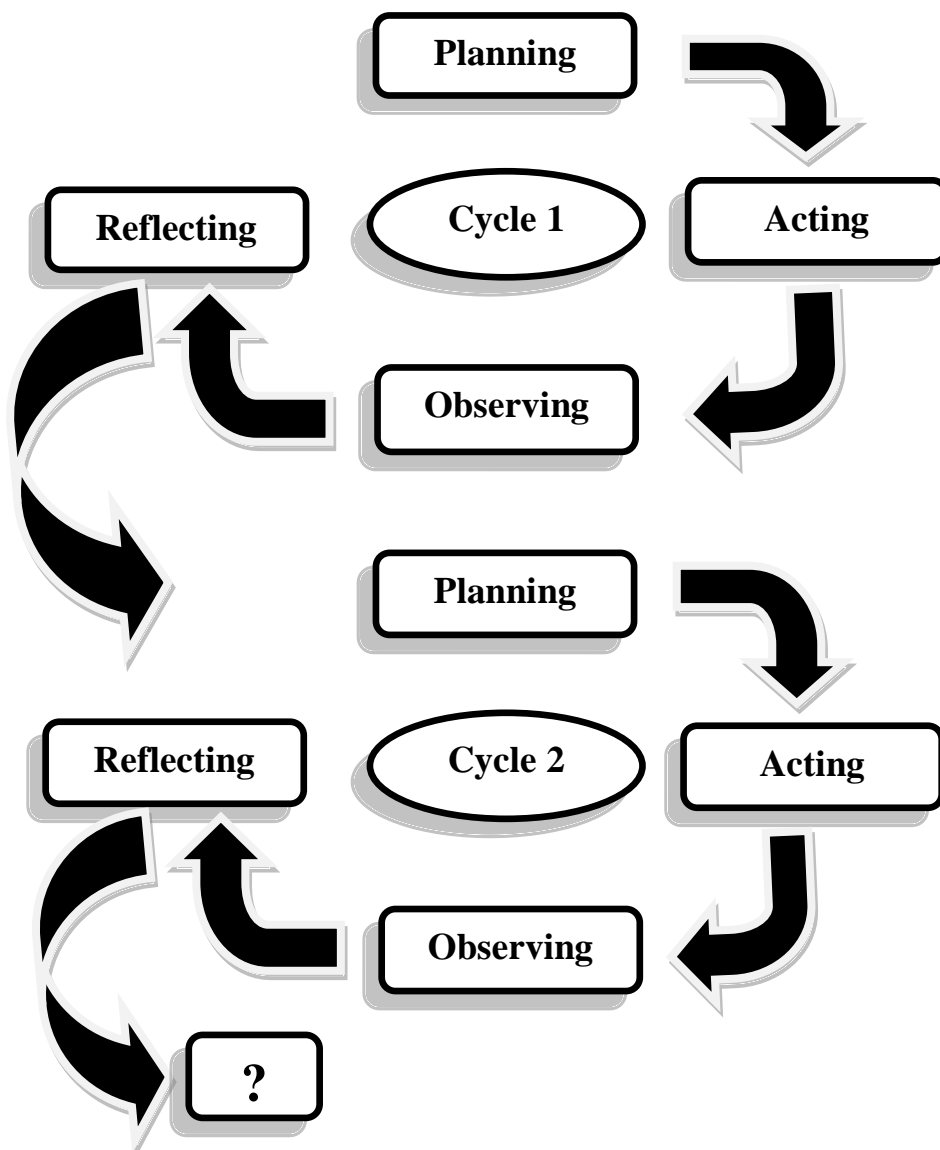
The Classroom Action Research (CAR) prosedure was applied by Kurt Lewin's design. Classroom action research is a reseach conducted by teacher in the classroom with the purpose to solve the problem of students in the classroom and repair performance the teacher so that it can improve result of teaching and learning. Kurt Lewin (Kunandar,2008:42) describe the prosedure of

classroom action research into four step. They are planning, acting, observing and reflecting. The relations among them is called a cycle. It means that a cycle consists of planning, acting, observing and reflecting. All steps will always be repeated. The result of reflection from previous action that have been used will be used again with additional improvement to overcome the various obstacles that discovered before.

A model of Action Research stated by Kurt Lewin in a figure below:

**Figure 3.1**

**Kurt Lewin's Action Research Design**



The Classroom action research procedure:

The classroom action research procedure using Kurt Lewin's design consist of four four step within one cycle. Those are planning, acting, observing and reflecting. After completing first cycle, it is possible to found a new problems. Therefore, it is important to continue the second cycle in line with the same concept of the first cycle. The explanation of each step as follows:

### **1. Planning**

Planning is the first step in action research. In this planning, the researcher makes some plans to choose actions that are feasible to be implemented in the field. There are some activities to be prepared by the researcher in the planning. They are: choose the appropriate material related to the syllabus, make the lesson plan, preparing the observation sheet, preparing the teaching aid used in the teaching and learning process, and deciding the observer of the research.

### **2. Action**

Action is the implementation of the plans which have been arranged by the researcher. On the other hand, action is guided by planning. All of the activities which are going to be done by the researcher in teaching and learning process are based on the lesson plan that have been prepared, and other material that can help the researcher in teaching and learning process. In applying this method, the researcher will adjust it considered the allocation of times at the school. In teaching speaking by applying communicative language teaching, there are some stages are going to applied by researcher:



1. Pre-teaching (motivating strategies)
  - a. Researcher asks students' experience related to the topic.
  - b. Researcher conveys the lesson objective.
  - c. Researcher explain the instruction for practicing

2. While-teaching

- a. Presentation

Presentation aims to give the chance to the students to know the importance of the lesson objective. Researcher ask students to pay their attention to understand about the lesson given especially to the notion or meaning in order to make them able to repeat by themselves.

- b. Practice

In this step, students have begin to use the language under guidance of teacher. Practice communicative language teaching through education poster.

- c. Production

After having guided by teacher in previous step, students begin to speak spontaneously and naturally.

- d. Review

In the end of while teaching before giving assessment to the students, researcher invite students to review the lesson.

3. Post-teaching

- a. Evaluate and give general conclusion

### **3. Observation**

Observation is an effort to recognize or observe the process, which happens during the teaching learning process. It is to show the progress of the learning process and the effect of the action.

### **4. Reflection**

In this activity, the researcher have reflection based on the observation whether the research success or not. Then, the researcher reflects by seeing the result of the observation, whether the teaching learning process of speaking by using communicative language teaching through education poster is good to apply in teaching and learning process or not. If the first plan is unsuccessful be evidenced by students' achievement, the researcher will be continued to the next cycle to solve the problem of students and to get the better score.

### **D. The Instrument of Research**

The instrument of collecting data was collected by researcher to get the data by using observation sheet, interview guideline and test. Observation sheet and interview guideline used to check the implementation of the communicative language teaching through education poster in the teaching and learning process. The researcher used interview guideline to keep discussion on the track. To valid the data on the students' speaking performance, the researcher used speaking rubric. The rubric of the students' speaking performance used to get the information about the students' speaking ability after using communicative language teaching through education poster.

## **E. Technique of Collecting Data**

The data was collected in the form of qualitative and quantitative data. The qualitative data used observation and interview. Meanwhile, the quantitative data by giving a test. The completely explanation as follows:

### **1. Observation**

Observation was conducted to identify teaching and learning activities, especially speaking activities. The teacher's activities during learning process and students' activities during learning process was observed. Observation checklist was used to put marks on the aspect and activities in teaching and learning process.

### **2. Interview**

The researcher chosen interview to obtained the data of students' difficulties in the speaking ability, condition in speaking activity and the teacher's opinion toward the implementation of the strategy. Interview was conducted before and after implementing of the strategy. To help the researcher keep discussion on the track, used interview guidelines.

### **3. Test**

Test was used for getting data research result and students activities in teaching learning. The researcher had given oral test to know students' existing knowledge of speaking ability. The researcher used speaking rubrics to collect the scores of the students' speaking performances. Furthermore, the results was used to know the improvement of the students' speaking ability using communicative

language teaching through education poster. The test was conducted of every cycle in the last meeting. In testing the students, the researcher asked them to giving an opinion about education poster using expression of opinion and their own word.

#### **F. Technique of Analizing Data**

There were two types of data used in this research, qualitative data and quantitative data. To analyze the data, researcher refered to some steps of Classroom Action Research stated by Kurt Lewin, as follows:

##### 1. Cycle 1

###### a. Planning

The researcher collected the pre-test data from observation, interview and test.

###### b. Acting

The researcher classified the data into more spesific patterns or categories and identified the data sources by coding as qualitative or quantitative.

###### c. Observing

The researcher observed the quantitative data. The data was taken from the test conducted. Then, the researcher find out the mean of all the students score. Last, the researcher got the data which pass the Minimal Mastery Citerion (KKM) that must be attained considering speaking subject is 75 (seventy five).

d. Reflecting

The researcher explained the result of the pre-test data research and the researcher was organize the whole research.

2. Cycle 2

a. Planning

The researcher collected the post-test data from observation, interview and test.

b. Acting

The researcher classified the data into more spesific patterns or categories and identified the data sources by coding as qualitative or quantitative.

c. Observing

The researcher observed the quantitative data. The data was taken from the test conducted. Then, the researcher compare the result of score in pre-test and post-test by using mean to see improvement of the students' speaking ability and make conclusion in the form of description. Last, the researcher got the data which pass the Minimal Mastery Citerion (KKM) that must be attained considering speaking subject is 75 (seventy five).

d. Reflecting

The researcher explained the result of research and the researcher was organize the whole research.

## **CHAPTER IV**

### **DATA AND DATA ANALYSIS**

#### **A. Description of the Data**

This research consisted of qualitative and quantitative data. The qualitative data were used observation and interview to describe the situation during the teaching and learning process, to describe the students' difficulties in the speaking ability, condition in speaking activity and the teacher's opinion toward the implementation of the strategy. The quantitative data were used to analyze the students' speaking ability by test. This research was conducted at XI MIA II class of SMA Swasta Al-Hikmah with total 47 students.

The data was taken in pre-test, cycle I, and cycle II. Every cycle consisted of four steps of action research (planning, action, observation and reflection). Pre-test was given before conducted action. Pre-test was conducted in two meetings. Cycle I was conducted in two meetings. Cycle II was conducted in two meetings. The students' score were taken from the result of test which were carried out in the cycle I and cycle II. The test of post-test in cycle I and cycle II were given to the students after finished the learning process.

#### **B. Data Analysis**

##### **4.1. Description of Pre-Test**

The pre-test was done in two meetings. The pre-test was conducted to measure students speaking ability at first, and it was done before implementing

classroom action research. At pre-test, the students' speaking ability was not good. It could be seen from the table list in test speaking.

**Tabel 4.1**  
**The Students' Score of Pre-Test**

No.	Initial Name	Compre	Fluency	Vocab	Pron	Grammar	Score
1.	AK	75	82	71	85	72	77
2.	AN	60	65	66	70	60	64
3.	ANS	67	69	77	83	81	75
4.	AP	60	60	75	75	70	68
5.	BA	60	72	66	65	70	67
6.	CAF	70	60	65	65	65	65
7.	CC	78	80	70	78	70	75
8.	CDY	67	67	68	70	70	68
9.	CS	78	68	80	70	68	72
10.	DP	70	60	60	60	60	62
11.	DPS	65	70	65	65	60	65
12.	EGP	65	60	70	67	67	66
13.	FA	75	60	70	67	60	70
14.	FA	66	70	75	80	73	74
15.	FR	67	66	66	70	66	67
16.	FR	65	65	70	65	65	67
17.	H	63	65	65	70	65	65
18.	IKH	80	77	80	77	75	78
19.	IN	65	65	65	70	65	66
20.	IS	65	65	72	68	68	68
21.	ISK	65	75	74	65	73	70
22.	JA	75	77	85	80	75	78
23.	JP	75	65	65	75	65	69
24.	JP	60	60	60	60	60	60
25.	MBF	45	47	56	56	47	50
26.	MDS	60	60	60	60	60	60
27.	MFG	85	80	80	77	75	79
28.	MRA	47	45	56	56	47	50
29.	MRAM	62	62	62	62	62	62
30.	MRZ	62	62	62	62	62	62
31.	MY	65	65	70	70	65	67
32.	NAA	64	64	65	74	75	68
33.	NN	82	77	82	75	75	79
34.	PA	65	65	72	70	70	68
35.	PI	72	72	65	65	65	68
36.	PNN	77	77	77	77	77	77
37.	RD	65	65	65	65	65	65

38.	REN	65	65	72	70	62	67	
39.	RM	65	65	65	65	65	65	
40.	RNP	75	78	76	68	68	73	
41.	RP	65	65	70	70	65	67	
42.	RP	60	60	60	60	60	60	
43.	RYP	75	70	78	77	75	75	
44.	SS	65	65	65	65	65	65	
45.	WA	74	65	75	65	75	70	
46.	WW	75	70	77	70	75	73	
47.	ZK	75	80	75	78	70	75	
<b>Total</b>							3.220	
<b>Mean</b>							68.51	

Based on the result of pre-test, the data showed that the mean score of pre-test was 68.51. The highest score was 79 and the lowest score was 50. There were only 10 students or 21.27% who got the score passed the Minimal Mastery Criterion (KKM). And there are 37 students were below the Minimal Mastery Criterion (KKM). It showed that the speaking ability of the students was not good.

After analyzing the result of pre-test, it could be concluded that most of the students at XI MIA 2 class of SMA Swasta Al-Hikmah academic year 2018/2019 had difficulties in speaking ability. It need to find out the solution to solve the problems. The researcher used “Communicative Language Teaching through Education Poster” in every cycle of classroom action research to solve the problems and to improve students’ speaking ability.



## 4.2. Description of Cycle I

Cycle I was done in two meetings. There were many activities done as follows:

### 1. Planning

In this step, the researcher prepared lesson plan based on the appropriate material. The topic discussed about giving opinion and thought. The researcher also prepared laptop, observation sheet, education poster as media, and instrument test for post-test I to collect the data to see some improvement of the students' speaking ability from pre-test to cycle I.

### 2. Action

The action of cycle I was done in two meetings. In the first meeting, the researcher collaborated with the English teacher in implementing the strategy. The action was done based on the lesson plan. First, the teacher explained the learning objectives to be achieved. Second, the teacher introduced the material by giving example and gave the example how to pronounce it. Third, the teacher divided students into nine groups and giving education poster as media. In groups, students made dialogue using expression of opinion and thought. Then, in groups, students practiced and presented their work in front of the class. Before all of students presented their task in front of the class, time was over. The teacher closed the lesson and said that they would continue their performance next meeting.

In second meeting, the researcher and English teacher continued the previous activity. The teacher called the group that has not been presented their

task in front of the class. When the students presented in front of the class, the other students looked more attention than before. After the students finishing their performance, the students got feedback from the teacher and the other students. After all of groups presented their task, the researcher gave a test in cycle I to students. The students asked to chosen one of the education poster. Individually, the students giving an opinion by using expression of opinion and their own word. At last, the students present it in front of the class. After all of the students presented in front of the class, the researcher ended the cycle I.

### 3. Observation

In this step, the observation was conducted to identify the teacher's activities and students' activities during learning process using the strategy. Based on the observation sheet, most of the students were interested and enthusiastic to learn by implemented communicative language teaching through education poster as media. The students were active in answered question given by teacher and also the students active and enthusiastic to express their opinion when the other groups present their work in front of the class. Although, there were some students who were still confused and had difficulty to expressing their opinion in English. And also there were some students who not active in asked but they made noisy in the class.

**Tabel 4.2**  
**The Students' Score of Cycle I**

No.	Initial Name	Compre	Fluency	Vocab	Pron	Grammar	Score
1.	AK	85	85	85	85	75	83
2.	AN	76	66	76	76	66	72
3.	ANS	76	76	83	85	83	80

4.	AP	76	76	76	76	76	76
5.	BA	65	76	76	65	76	72
6.	CAF	70	65	70	68	68	68
7.	CC	83	83	83	83	75	81
8.	CDY	73	73	75	80	73	75
9.	CS	83	83	83	75	75	80
10.	DP	71	71	72	72	65	70
11.	DPS	65	76	76	65	76	72
12.	EGP	73	73	73	73	73	73
13.	FA	76	76	80	76	76	77
14.	FA	76	76	81	81	76	78
15.	FR	72	72	72	72	72	72
16.	FR	72	72	72	72	72	72
17.	H	70	70	70	73	70	70
18.	IKH	87	77	87	86	86	85
19.	IN	65	65	73	73	72	70
20.	IS	65	75	76	76	75	74
21.	ISK	77	77	77	77	77	77
22.	JA	88	88	88	88	88	88
23.	JP	75	73	80	80	73	76
24.	JP	65	65	65	65	65	65
25.	MBF	63	60	65	65	60	63
26.	MDS	68	68	70	6	68	68
27.	MFG	90	85	90	88	88	88
28.	MRA	50	65	65	65	60	63
29.	MRAM	70	75	75	70	70	72
30.	MRZ	70	65	70	70	65	68
31.	MY	70	75	80	75	73	75
32.	NAA	77	77	77	77	77	77
33.	NN	90	85	90	88	88	88
34.	PA	70	75	75	75	75	74
35.	PI	75	75	77	70	70	74
36.	PNN	83	83	83	83	83	83
37.	RD	70	68	75	70	70	71
38.	REN	70	65	75	73	70	70
39.	RM	75	70	77	75	65	72
40.	RNP	83	75	83	83	75	80
41.	RP	70	66	75	70	65	70
42.	RP	65	65	65	65	65	65
43.	RYP	85	85	88	88	77	85
44.	SS	75	66	77	75	75	74
45.	WA	75	75	80	75	77	77
46.	WW	80	75	88	80	80	81
47.	ZK	80	80	88	85	85	85

<b>Total</b>		3.529
<b>Mean</b>		75.08

Based on the result of cycle I, the data showed that the mean score of cycle I was 75.08. The highest score was 88 and the lowest score was 63. There were 22 students or 46.80% who got the score passed the Minimal Mastery Criterion (KKM). And there are 25 students were below the Minimal Mastery Criterion (KKM). It showed that the speaking ability of the students was not good enough.

#### 4. Reflection

In this step, the researcher and the English teacher evaluated about implementing the action. The evaluation could be from the students result of cycle I and observation sheet of the teacher's activities and students' activities in teaching and learning process. From the result of cycle I, the data showed that only 22 students or 46.80% who got the score passed the Minimal Mastery Criterion (KKM). So, the researcher and the English teacher decided to continued the next cycle to solve the problems of students and to got the better score.

### **4.3. Description of Cycle II**

Cycle II was done in two meetings. There were many activities done as follows:

#### **1. Planning**

Cycle II was done to solve the problems that had been found in cycle I. In the planning of cycle II, the researcher and English teacher arranged the lesson plan. There were not significant differences with the previous lesson plan. The material was still same with cycle I, only the activities in the learning process was different. Then, the preparation of cycle II was same with cycle I.

#### **2. Action**

The action of cycle II was done in two meetings. In first meeting, the researcher collaborated with the English teacher in implementing the strategy. In cycle II, the researcher and teacher used the same strategy, but used a different of education poster as media. The action was done based on the lesson plan. First, the teacher explained the learning objectives to be achieved. Second, the teacher gave more explanation about the material by giving example and gave the example how to pronounce it. Third, the teacher divided students into nine groups and gave education poster as media. In groups, the teacher asked each members to gave their opinion using expression of opinion about the education poster. Then, in groups, students practiced and presented their work in front of the class. The students express their opinions after the other groups finishing their performance. Before all of students presented their task in front of the class, time was over. The teacher closed the lesson and said that they would continued their performance next meeting.

In second meeting, the researcher and English teacher continued the previous activity. The teacher called the group that has not been presented their task in front of the class. After the students finishing their performance, the students got feedback from the teacher and the other students. After all of groups presented their task, the researcher gave a test in cycle II to students. The students asked to chosen one of the education poster. Individually, the students giving an opinion by using expression of opinion and their own word. At last, the students presented it in front of the class. After all of the students presented in front of the class, the researcher ended the cycle II.

### 3. Observation

Generally, there were significant development of the action in cycle II. The result of the observation showed that, all of the students were more active and enthusiastic during learning process. The students were more active in asked and answered question given by teacher. The students felt enjoy during learning process so that they were braver and confidence to speak English to express their opinion. The classroom situation could be handle so the students more attention in doing activity. Therefore, the students' speaking ability better than before.

**Tabel 4.3**  
**The Students' Score of Cycle II**

No.	Initial Name	Compre	Fluency	Vocab	Pron	Grammar	Score
1.	AK	87	87	93	87	87	<b>88</b>
2.	AN	80	77	80	80	80	<b>80</b>
3.	ANS	85	85	85	85	85	<b>85</b>
4.	AP	80	77	83	83	80	<b>81</b>
5.	BA	76	77	80	76	80	<b>78</b>
6.	CAF	73	73	73	73	73	73

7.	CC	89	89	95	89	89	89
8.	CDY	80	77	83	83	80	81
9.	CS	88	88	88	88	88	88
10.	DP	75	75	78	75	75	75
11.	DPS	75	77	80	75	77	77
12.	EGP	80	85	85	85	80	83
13.	FA	77	77	80	77	77	77
14.	FA	76	76	81	81	76	78
15.	FR	75	75	80	76	75	77
16.	FR	75	75	78	75	75	75
17.	H	85	85	85	85	85	85
18.	IKH	88	88	95	88	88	90
19.	IN	76	76	76	76	76	76
20.	IS	80	77	80	80	80	80
21.	ISK	86	86	86	86	86	86
22.	JA	88	97	97	97	88	95
23.	JP	80	85	85	85	80	83
24.	JP	70	68	75	70	70	71
25.	MBF	73	65	75	72	65	70
26.	MDS	73	73	73	73	73	73
27.	MFG	88	97	97	97	88	95
28.	MRA	71	65	72	72	71	70
29.	MRAM	85	77	85	85	85	83
30.	MRZ	72	72	75	75	65	72
31.	MY	86	86	86	86	86	86
32.	NAA	86	86	86	86	86	86
33.	NN	88	97	97	97	88	95
34.	PA	80	76	83	83	80	80
35.	PI	80	80	83	83	76	80
36.	PNN	88	88	97	88	88	90
37.	RD	76	76	85	76	76	78
38.	REN	75	75	75	75	75	75
39.	RM	80	80	83	80	77	80
40.	RNP	88	88	88	88	88	88
41.	RP	85	85	85	85	75	83
42.	RP	73	73	73	73	73	73
43.	RYP	88	88	97	88	88	90
44.	SS	85	77	88	88	85	85
45.	WA	88	88	88	88	88	88
46.	WW	88	88	88	88	88	88
47.	ZK	88	88	97	88	88	90
<b>Total</b>							3.849
<b>Mean</b>							81.90

Based on the result of cycle II, the data showed that the mean score of cycle II was 81.90. The highest score was 95 and the lowest score was 70. There were 40 students or 85.10% who got the score passed the Minimal Mastery Criterion (KKM). And there were 7 students were below the Minimal Mastery Criterion (KKM).

#### 4. Reflection

The whole of students improved their score from the pre-test to the test of cycle I and cycle II and also the mean of the students score was improved. In pre-test there were 10 students who got the score up to 75 points. In cycle I, there were 22 students who got the score up to 75 points. In cycle II, there were 40 students who got the score up to 75 points.

**Table 4.4**  
**The Result of Students's Score for Pre-Test, Cycle I And Cycle II**

No.	Test	Students Who Got Score >75	Percentage
1.	Pre-test	10	21.27%
2.	Cycle I	22	46.80%
3.	Cycle II	40	85.10%

From the table above, the result showed the improvement of students score from the pre-test to cycle I and cycle II. There were only 10 students or 21.27% who got score >75. In cycle I, there were 22 students or 46.80% who got score >75. In cycle II, there were 40 students or 85.10% who got score >75.



#### **4.4. Description of Observation**

The observation was conducted to observe directly teaching and learning activities in the class before and after implementing the classroom action research.

##### **1. The students**

Based on the result of observation sheet before implemented the classroom action research the students had difficulties in learning English, especially in speaking. Most of the students were hesitant to express their ideas. Consequently, the students were not active in asked and answered question during learning process. They were had difficulties to speak in English because they had limited vocabulary. During learning process, the students were not active and unenthusiastic so that they speak with their friends. From the result of the observation, the researcher decided to used communicative language teaching as strategy and education poster as media to solve the problems of students.

Based on the result of observation sheet after implemented the classroom action research in cycle I, most of the students were interested and enthusiastic to learn by implemented communicative language teaching through education poster as media. The students were active in answered question given by teacher and also the students active and enthusiastic to express their opinion when the other groups present their work in front of the class. Although, there were some students who were still confused and had difficulty to expressing their opinion in English. And also there were some students who not active in asked but they made noisy in the class.

Based on the result of observation sheet after implemented the classroom action research in cycle II, all of the students were more active and enthusiastic during learning process. The students were more active in asked and answered question given by teacher. The students felt enjoy during learning process so that they were braver and confidence to speak English to express their opinion. The classroom situation could be handle so the students more attention in doing activity. Therefore, the students' speaking ability better than before.

## 2. The teacher

Based on the result of observation sheet before implemented the classroom action research, the teacher was not review the last material and the teacher was not given apperception to students. Before implemented classroom action research, the teacher divided students into pairs. When the students presented their work in front of the class, the students did not got feedback from the teacher and the other students. So, the students only presented their work. After learning process, the teacher did not summarize the material given, the teacher only gave the homework to students.

Based on the result of observation sheet after implemented the classroom action research in cycle I and cycle II, the performer of the teacher was better and make the students interested and enjoy the class in the learning process.

#### **4.5. Description of Interview**

In conducted the interview, there were three sessions. First, the interview was done before implemented classroom action research. Second, the interview was done after finished cycle I. Third, the interview was done after finished cycle II. The object of interview was English teacher and students. In the first session, the researcher interview about the problems in speaking. In the second and third session, the researcher interview about their opinion and comments about the implementing of communicative language teaching through education poster to improve the students' speaking ability.

From the result of interview with the English teacher, the students had limited vocabulary, and also they had difficulties in reading and pronounce the words in English. After implementing classroom action research cycle I, the students more active in speak English, more active in express their opinion although there were some students who were still afraid to speak in English. The interaction between students and teacher was good, the students got feedback from the teacher and the other friends. By used a education poster, the students more motivated and confidence to speak in English. After implemented classroom action research cycle II, the learning process more better, and the implemented of action was very good.

From the result of interview with the students in the first session, most of students thought that the difficult skill was speaking because the way to speak in English was difficult and lack of vocabulary. After implemented classroom action research cycle I and cycle II, the students more interested and enthusiastic in

learning English, they were brave and confidence to speak English and they vocabulary could be improved. It could be drawn that communicative language teaching through education poster gave a possitive impact to students in teaching learning process.

## **B. Research Findings**

The result indicated that there was an improving on the students' speaking ability after implemented communicative language teaching through education poster. The mean of cycle II was 81.90. The mean of cycle I was 75.08 and the mean of pre-test was 68.51. It indicated that the mean of cycle II was better than cycle I and pre-test. In pre-test, there were only 10 students or 21.27% who got score >75. In cycle I, there were 22 students or 46.80% who got score >75. In cycle II, there were 40 students or 85.10% who got score >75. It showed that the students' speaking ability was improved.

The researcher also analyzed qualitative data to support the data. The qualitative data from observation sheet and interview. The result indicated that students more active and enthusiastic during learning process. The students were braver and more confidence to speak in English. It could be concluded that the action by implementation communicative language teaching through education poster succeeded to improve the students' speaking ability of the students XI MIA II class of SMA Swasta Al-Hikmah academic year 2018/2019.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the research findings, the researcher concluded that teaching English by implementing communicative language teaching through education poster can improve students' speaking ability. It can be proved through the data from pre-test, cycle I and cycle II. The result of pre-test showed that the mean of students score was only 68.51 with 10 students or 21.27% who got score >75, the mean score of cycle I was 75.08 with 22 students or 46.80% who got score >75 and the mean score of cycle II was 81.90 with 40 students or 85.10% who got score >75. It showed that there was a significant improvement on the students' speaking ability by implementing communicative language teaching through education poster.

Moreover, after implementing communicative language teaching through education poster in learning process, the students more active and enthusiastic during learning process. And also the students were braver and more confidence to speak in English. Based on the observation and interview data, communicative language teaching through education poster gave a positive impact to students in teaching learning process.

**B. Suggestion**

The researcher would like to give some suggestions for teacher, students and other researchers. First, the teacher could implement communicative language teaching through education poster as suitable strategy in teaching speaking. Second, it was good for students to use communicative language teaching through education poster to practice and braver to express their idea in English. Last, it suggested for other researcher to use communicative language teaching through education poster as the reference to improve students' speaking ability.

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# APPENDICES

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMA Swasta Al-Hikmah  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : XI/1  
Materi Pokok : teks lisan dan tulis untuk menyatakan pendapat dan pikiran serta responnya  
Alokasi Waktu : 2 x 45 menit

### A. KOMPETENSI INTI (KI)

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro aktif dan mengajukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 :Memahami, menerapkan menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak sesuai dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

### B. KOMPETENSI DASAR DAN INDIKATOR

3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada	3.2.1.Peserta didik dapat mengidentifikasi tujuan teks ungkapan
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<p>ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya.</p>	<p>menyatakan pendapat dan pikiran beserta responnya dengan benar.</p> <p>3.2.2. Peserta didik dapat mengidentifikasi struktur teks ungkapan menyatakan pendapat dan pikiran beserta responnya dengan benar.</p> <p>3.2.3. Peserta didik dapat mengidentifikasi unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran beserta responnya dengan benar</p>
<p>4.2. Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>4.2.1. Peserta didik dapat menyusun teks lisan untuk menyatakan dan merespons ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan dengan benar dan sesuai konteks.</p> <p>4.2.2. Peserta didik dapat menyusun teks lisan untuk menyatakan dan merespons ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan dengan benar dan sesuai konteks.</p>

### C. TUJUAN PEMBELAJARAN

**Setelah pembelajaran peserta didik diharapkan dapat :**

1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya.
2. Menyusun teks lisan dan tulis untuk menyatakan dan merespons ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan dengan benar dan sesuai konteks.
3. Memberikan respon ungkapan pendapat dan pikiran yang melibatkan media poster pendidikan dengan menggunakan tata bahasa, pengucapan, pemilihan kata yang tepat dan benar.

## D. MATERI PELAJARAN

Teks lisan dan tulis untuk menyatakan ungkapan pendapat dan pikiran serta responnya.

### Fungsi sosial :

Menjaga hubungan interpersonal dengan teman, guru dan orang lain.

### Expressions of Opinion And Thought

An opinion is the way you feel or think about something. Your opinion about something or someone is based on your perspective.

Expressions

Opinion can be expressed in the ways given bellow.

<b>Personal point of view:</b> <ul style="list-style-type: none"><li>• What I mean is ....</li><li>• In my opinion .....</li><li>• I think .....</li><li>• Personally, I think .....</li><li>• In my humble opinion .....</li><li>• To my mind .....</li><li>• I am compelled to say .....</li></ul>	<b>General point of view:</b> <ul style="list-style-type: none"><li>• Most people do not agree....</li><li>• Almost everyone....</li><li>• Some people say that....</li><li>• Some people believe...</li><li>• Generally it is accepted....</li><li>• It is considered....</li><li>• The majority agree with....</li></ul>
<b>Expressions of agree with an opinion:</b> <ul style="list-style-type: none"><li>• This is absolutely right.</li><li>• Of course.</li><li>• I agree with this opinion.</li><li>• I agree, I never thought of that.</li><li>• I think so too.</li><li>• That's a good point.</li></ul>	<b>Expressions of disagree with an opinion:</b> <ul style="list-style-type: none"><li>• I am sorry, I don't agree with you.</li><li>• I disagree with you,</li><li>• I am not sure I agree with you.</li><li>• I think you are wrong.</li><li>• I can't say I agree with this, and here's why...</li></ul>

### Examples of how to agree and disagree with an opinion

Statement	Agree	Disagree
Smoking should be banned in public places.	I agree with this opinion that smoking should be banned in public places.	I am sorry but I tend to disagree with you on this.
Harry potter series is much better than Twilight series.	Yes, I agree. Harry potter series has a much better and well-developed story line.	It's not justified to say because both have different plots.

#### Unsur kebahasaan :

1. tata bahasa: simple past tense, simple present tense dan present perfect tense.
2. Ungkapan: I think..., I suppose.. in my opinion..., dsb.
3. Ucapan, tekanan kata, intonasi
4. Ejaan dan tanda baca

#### E.METODE PEMBELAJARAN

Pendekatan : scientific

Metode : Communicative Language Teaching

#### F. MEDIA DAN ALAT PEMBELAJARAN

Media : Education Poster

Alat : - LCD proyektor

- Laptop

- Power point presentation

- White board

- Spidol

Sumber belajar : Buku teks Bahasa Inggris

## G. LANGKAH-LANGKAH PEMBELAJARAN

No	Kegiatan	Waktu
1	<p><b>Kegiatan Awal</b></p> <ul style="list-style-type: none"> <li>• Mengucapkan salam</li> <li>• Memeriksa kehadiran peserta didik</li> <li>• Menyatakan topik pembahasan pertemuan ini</li> <li>• Menanyakan pengalaman peserta didik yang berkaitan dengan topik</li> <li>• Menjelaskan kepada peserta didik tujuan pembelajaran dalam pertemuan ini</li> </ul>	10 Menit
2	<p><b>Kegiatan Inti</b></p> <p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>• Peserta didik mengamati contoh percakapan tentang menyatakan ungkapan pendapat dan pikiran dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan.</li> <li>• Guru memberikan contoh cara pengucapan tentang ekspresi menyatakan dan merespon ungkapan pendapat dan pikiran.</li> <li>• Guru membimbing peserta didik untuk memahami contoh yang telah disajikan.</li> </ul> <p><b>Menanya</b></p> <ul style="list-style-type: none"> <li>• Dengan bimbingan dan arahan guru, peserta didik menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks dan unsur kebahasaan dalam menyatakan dan merespon pendapat dan pikiran.</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>• Guru membagi peserta didik dalam kelompok setiap kelompok terdiri dari 4-5 orang.</li> <li>• Setiap kelompok diberikan sebuah poster pendidikan.</li> <li>• Siswa secara kelompok membuat dialog dengan menggunakan ungkapan menyatakan pendapat.</li> <li>• Peserta didik berdiskusi dengan kelompoknya.</li> </ul> <p><b>Mengasosiasi</b></p>	70 Menit

	<ul style="list-style-type: none"> <li>• Dengan bimbingan guru, peserta didik mengerjakan tugas dengan memberikan ungkapan menyatakan dan merespon pendapat.</li> <li>• Guru mengecek dan membantu kesulitan peserta didik selama proses belajar mengajar.</li> </ul> <p><b>Mengomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Secara berkelompok peserta didik mempresentasikan hasil kerja mereka di depan kelas.</li> <li>• Peserta didik memperoleh feedback dari guru dan teman mengenai hasil kerja yang telah mereka presentasikan di depan kelas.</li> <li>• Guru memberikan motivasi kepada peserta didik yang berpartisipasi aktif selama proses belajar mengajar.</li> </ul> <p><b>Kegiatan Akhir</b></p> <ul style="list-style-type: none"> <li>• Penutup.</li> <li>• Mengulas kembali pelajaran pada pertemuan ini.</li> <li>• Memberi kesempatan kepada peserta didik untuk bertanya tentang pelajaran yang telah diberikan.</li> <li>• Memberikan pekerjaan rumah kepada peserta didik.</li> </ul>	
3	<ul style="list-style-type: none"> <li>• Menutup pelajaran.</li> </ul>	10 menit

## H. PENILAIAN

### 1. Penilaian Sikap

- Teknik penilaian : pengamatan
- Bentuk instrumen : uraian bebas
- Rubik penilaian Sikap Sosial :

No	Sikap	Deskripsi	Predikat	Skor
1.	Kerjasama	Selalu bekerjasama dengan partnernya dalam mengerjakan tugas	Sangat baik (SB)	5
		Sering bekerjasama dengan partnernya	Baik	4

		dalam mengerjakan tugas Kadang bekerjasama dengan partnernya dalam mengerjakan tugas Tidak pernah bekerjasama dengan partnernya dalam mengerjakan tugas	(B) Cukup 3 (C) Kurang 2 (K)
2.	Bertanggung jawab	Selalu bertanggung jawab dalam mengerjakan tugas Sering bertanggung jawab dalam mengerjakan tugas Kadang bertanggung jawab dalam mengerjakan tugas Tidak bertanggung jawab dalam mengerjakan tugas	Sangat baik 5 (SB) Baik 4 (B) Cukup 3 (C) Kurang 2 (K)

~1

## 2. Penilaian Pengetahuan

- Teknik penilaian : tes tertulis
- Bentuk instrumen : uraian bebas
- Rubik Penilaian Pengetahuan :

No	Sikap	Deskripsi	Skor
1.	Pengucapan	Hampir sempurna	5
		Ada kesalahan tetapi tidak mengganggu makna	4
		Ada beberapa kesalahan dan mengganggu makna	3
		Banyak kesalahan dan mengganggu makna	2
		Terlalu banyak kesalahan dan mengganggu makna	1
2.	Pemahaman	Sangat memahami	5
		Memahami	4
		Cukup memahami	3
		Kurang memahami	2
		Tidak memahami	1

## 3. Penilaian Keterampilan

- Teknik Penilaian : tes praktik berbicara
- Bentuk Instrumen : praktek
- Rubik Penilaian berbicara :

### 1. Pemahaman

Score	Level	Indicator
89-99	5	Memahami percakapan sehari-hari dan diskusi kelas tanpa kesulitan.
78-88	4	Memahami hampir semuanya pada kecepatan normal,



		meskipun pengulangan sesekali mungkin diperlukan
67-77	3	Memahami sebagian besar dari apa yang dikatakan pada kecepatan yang lebih lambat dari normal dengan pengulangan.
56-66	2	Memiliki kesulitan besar mengikuti apa yang dikatakan. Hanya dapat memahami "percakapan sosial" yang diucapkan perlahan dan dengan pengulangan yang sering.
Below 55	1	Tidak dapat memahami bahkan percakapan sederhana.

## 2. Kelancaran

Score	Level	Indicator
89-99	5	Berbicara dalam percakapan sehari-hari dan diskusi di ruang kelas secara lancar dan mudah, hampir sama dengan pembicara asli.
78-88	4	Berbicara dalam komunikasi sehari-hari dan diskusi di ruang kelas umumnya secara lancar, dengan penyimpangan sesekali saat murid mencari cara untuk mengekspresikan dengan benar.
67-77	3	Berbicara dalam komunikasi sehari-hari dan diskusi di ruang kelas sering kali terganggu oleh pencarian yang tepat untuk cara ekspresi yang benar.
56-66	2	Usually hesitant; often forced into silence by language limitations. Selalu ragu; sering dipaksa diam karena keterbatasan bahasa.
Below 55	1	Berbicara sangat tersendat-sendat dan terpisah-pisah sehingga hampir mustahil melakukan percakapan.

## 3. Kosa kata

Score	Level	Indicator
89-99	5	Penggunaan kosakata dan idiom kira-kira sama dengan penutur asli.
78-88	4	Terkadang menggunakan istilah yang tidak tepat atau harus menyusun ulang gagasan karena kosa kata yang tidak memadai.
67-77	3	Sering menggunakan kata-kata yang salah; percakapan agak terbatas karena kosa kata yang tidak memadai.
56-66	2	Penyalahgunaan kata-kata dan kosa kata yang sangat terbatas membuat pemahaman menjadi sangat sulit.
Below	1	Keterbatasan kosakata sangat ekstrem sehingga membuat

55		percakapan menjadi mustahil.
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#### 4. Pengucapan

Score	Level	Indicator
89-99	5	Pelafalan dan intonasi mendekati penutur asli.
78-88	4	Selalu dapat dipahami, meskipun orang sadar akan aksen yang pasti dan pola intonasi yang tidak tepat sesekali.
67-77	3	Masalah pengucapan mengharuskan konsentrasi pada pendengar dan kadang-kadang menyebabkan kesalahpahaman.
56-66	2	Sangat sulit dimengerti karena masalah pengucapan. Harus sering diulang agar dipahami.
Below 55	1	Masalah pengucapan sangat parah sehingga membuat pidato hampir tidak dapat dipahami.

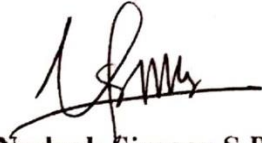
#### 5. Tatabahasa

Score	Level	Indicator
89-99	5	Penggunaan tata bahasa dan urutan kata mendekati penutur asli.
78-88	4	Terkadang membuat kesalahan tata bahasa atau urutan kata yang tidak mengaburkan makna.
67-77	3	Sering membuat kesalahan tata bahasa dan urutan kata yang terkadang mengaburkan makna.
56-66	2	Kesalahan tata bahasa dan urutan kata membuat pemahaman menjadi sulit. Harus sering menyusun ulang atau membatasi apa yang dikatakan.
Below 55	1	Kesalahan dalam tata bahasa dan susunan kata begitu parah hingga membuat pembicaraan hampir tidak dapat dipahami.

Medan, 31 July 2019

**Mengetahui,**

**Guru Mata Pelajaran Bahasa Inggris**



**Ummi Nadrah Siregar S.Pd, M. Hum**

**Peneliti**



**Lia Annisa Hutabarat**



## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMA Swasta Al-Hikmah  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : XI/1  
Materi Pokok : teks lisan dan tulis untuk menyatakan pendapat dan pikiran serta responnya  
Alokasi Waktu : 2 x 45 menit

### A. KOMPETENSI INTI (KI)

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro aktif dan mengajukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 :Memahami, menerapkan menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak sesuai dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

### B. KOMPETENSI DASAR DAN INDIKATOR

3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan	3.2.1.Peserta didik dapat mengidentifikasi tujuan teks ungkapan menyatakan pendapat dan pikiran
--	---

<p>pikiran, sesuai dengan konteks penggunaannya.</p>	<p>beserta responnya dengan benar.</p> <p>3.2.2. Peserta didik dapat mengidentifikasi struktur teks ungkapan menyatakan pendapat dan pikiran beserta responnya dengan benar.</p> <p>3.2.3. Peserta didik dapat mengidentifikasi unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran beserta responnya dengan benar</p>
<p>4.2. Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>4.2.1. Peserta didik dapat menyusun teks lisan untuk menyatakan dan merespons ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan dengan benar dan sesuai konteks.</p> <p>4.2.2. Peserta didik dapat menyusun teks lisan untuk menyatakan dan merespons ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan dengan benar dan sesuai konteks.</p>

### C. TUJUAN PEMBELAJARAN

**Setelah pembelajaran peserta didik diharapkan dapat :**

4. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya.
5. Menyusun teks lisan dan tulis untuk menyatakan dan merespons ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan dengan benar dan sesuai konteks.
6. Memberikan respon ungkapan pendapat dan pikiran yang melibatkan media poster pendidikan dengan menggunakan tata bahasa, pengucapan, pemilihan kata yang tepat dan benar.

## D. MATERI PELAJARAN

Teks lisan dan tulis untuk menyatakan ungkapan pendapat dan pikiran serta responnya.

### Fungsi sosial :

Menjaga hubungan interpersonal dengan teman, guru dan orang lain.

### Expressions of Opinion And Thought

An opinion is the way you feel or think about something. Your opinion about something or someone is based on your perspective.

Expressions

Opinion can be expressed in the ways given bellow.

<b>Personal point of view:</b> <ul style="list-style-type: none"><li>• What I mean is ....</li><li>• In my opinion .....</li><li>• I think .....</li><li>• Personally, I think .....</li><li>• In my humble opinion .....</li><li>• To my mind .....</li><li>• I am compelled to say .....</li></ul>	<b>General point of view:</b> <ul style="list-style-type: none"><li>• Most people do not agree....</li><li>• Almost everyone....</li><li>• Some people say that....</li><li>• Some people believe...</li><li>• Generally it is accepted....</li><li>• It is considered....</li><li>• The majority agree with....</li></ul>
<b>Expressions of agree with an opinion:</b> <ul style="list-style-type: none"><li>• This is absolutely right.</li><li>• Of course.</li><li>• I agree with this opinion.</li><li>• I agree, I never thought of that.</li><li>• I think so too.</li><li>• That's a good point.</li></ul>	<b>Expressions of disagree with an opinion:</b> <ul style="list-style-type: none"><li>• I am sorry, I don't agree with you.</li><li>• I disagree with you,</li><li>• I am not sure I agree with you.</li><li>• I think you are wrong.</li><li>• I can't say I agree with this, and here's why...</li></ul>

### Examples of how to agree and disagree with an opinion

Statement	Agree	Disagree
Smoking should be banned in public places.	I agree with this opinion that smoking should be banned in public places.	I am sorry but I tend to disagree with you on this.
Harry potter series is much better than Twilight series.	Yes, I agree. Harry potter series has a much better and well-developed story line.	It's not justified to say because both have different plots.

#### Unsur kebahasaan :

5. tata bahasa: simple past tense, simple present tense dan present perfect tense.
6. Ungkapan: I think..., I suppose.. in my opinion..., dsb.
7. Ucapan, tekanan kata, intonasi
8. Ejaan dan tanda baca

#### E.METODE PEMBELAJARAN

Pendekatan : scientific

Metode : Communicative Language Teaching

#### F. MEDIA DAN ALAT PEMBELAJARAN

Media : Education Poster

Alat : - LCD proyektor

- Laptop

- Power point presentation

- White board

- Spidol

Sumber belajar : Buku teks Bahasa Inggris

## G. LANGKAH-LANGKAH PEMBELAJARAN

No	Kegiatan	Waktu
1	<b>Kegiatan Awal</b> <ul style="list-style-type: none"><li>• Mengucapkan salam</li><li>• Memeriksa kehadiran peserta didik</li><li>• Menyatakan topik pembahasan pertemuan ini</li><li>• Menanyakan pengalaman peserta didik yang berkaitan dengan topik</li><li>• Menjelaskan kepada peserta didik tujuan pembelajaran dalam pertemuan ini</li></ul>	10 Menit
2	<b>Kegiatan Inti</b>  <b>Mengamati</b> <ul style="list-style-type: none"><li>• Peserta didik mengamati contoh berbagai ungkapan yang digunakan dalam menyatakan dan merespon pendapat dan pikiran dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan.</li><li>• Guru membimbing peserta didik untuk memahami contoh yang telah disajikan.</li></ul> <b>Menanya</b> <ul style="list-style-type: none"><li>• Dengan bimbingan dan arahan guru, peserta didik menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks dan unsur kebahasaan dalam menyatakan dan merespon pendapat dan pikiran.</li></ul> <b>Mengeksplorasi</b> <ul style="list-style-type: none"><li>• Guru membagi peserta didik dalam kelompok setiap kelompok terdiri dari 4-5 orang.</li><li>• Setiap kelompok diberikan sebuah poster pendidikan.</li><li>• Guru meminta setiap anggota kelompok untuk memberikan pendapat mereka mengenai poster tersebut, setiap anggota kelompok minimal mengungkapkan 1 pendapat.</li><li>• Peserta didik berdiskusi dengan kelompoknya.</li></ul> <b>Mengasosiasi</b>	70 Menit



	<ul style="list-style-type: none"> <li>Dengan bimbingan guru, peserta didik mengerjakan tugas dengan memberikan ungkapan menyatakan dan merespon ungkapan pendapat.</li> <li>Guru mengecek dan membantu kesulitan peserta didik selama proses belajar mengajar.</li> </ul> <p><b>Mengomunikasikan</b></p> <ul style="list-style-type: none"> <li>Secara berkelompok peserta didik mempresentasikan hasil kerja mereka di depan kelas.</li> <li>Peserta didik memperoleh feedback dari guru dan teman mengenai hasil kerja yang telah mereka presentasikan di depan kelas.</li> <li>Guru memberikan motivasi kepada peserta didik yang berpartisipasi aktif selama proses belajar mengajar.</li> </ul> <p><b>Kegiatan Akhir</b></p> <ul style="list-style-type: none"> <li>Penutup.</li> <li>Mengulas kembali pelajaran pada pertemuan ini.</li> <li>Memberi kesempatan kepada peserta didik untuk bertanya tentang pelajaran yang telah diberikan.</li> </ul>	
3	<ul style="list-style-type: none"> <li>Memberikan pekerjaan rumah kepada peserta didik.</li> <li>Menutup pelajaran.</li> </ul>	10 menit

## H. PENILAIAN

### 1. Penilaian Sikap

- d. Teknik penilaian : pengamatan
- e. Bentuk instrumen : uraian bebas
- f. Rubik penilaian Sikap Sosial :

No	Sikap	Deskripsi	Predikat	Skor
1.	Kerjasama	Selalu bekerjasama dengan partnernya dalam mengerjakan tugas	Sangat baik (SB)	5
		Sering bekerjasama dengan partnernya dalam mengerjakan tugas	Baik (B)	4
		Kadang bekerjasama dengan partnernya dalam mengerjakan tugas	Cukup (C)	3
		Tidak pernah bekerjasama dengan partnernya dalam mengerjakan tugas	Kurang (K)	2

2.	Betanggung jawab	Selalu bertanggung jawab dalam mengerjakan tugas	Sangat baik (SB)	5
		Sering bertanggung jawab dalam mengerjakan tugas	Baik (B)	4
		Kadang bertanggung jawab dalam mengerjakan tugas	Cukup (C)	3
		Tidak bertanggung jawab dalam mengerjakan tugas	Kurang (K)	2

## 2. Penilaian Pengetahuan

- d. Teknik penilaian : tes tertulis  
e. Bentuk instrumen : uraian bebas  
f. Rubik Penilaian Pengetahuan :

No	Sikap	Deskripsi	Skor
1.	Pengucapan	Hampir sempurna	5
		Ada kesalahan tetapi tidak mengganggu makna	4
		Ada beberapa kesalahan dan mengganggu makna	3
		Banyak kesalahan dan mengganggu makna	2
		Terlalu banyak kesalahan dan mengganggu makna	1
2.	Pemahaman	Sangat memahami	5
		Memahami	4
		Cukup memahami	3
		Kurang memahami	2
		Tidak memahami	1

## 3. Penilaian Keterampilan

- d. Teknik Penilaian : tes praktik berbicara  
e. Bentuk Instrumen : praktek  
f. Rubik Penilaian berbicara :

### 1. Pemahaman

Score	Level	Indicator
89-99	5	Memahami percakapan sehari-hari dan diskusi kelas tanpa kesulitan.
78-88	4	Memahami hampir semuanya pada kecepatan normal, meskipun pengulangan sesekali mungkin diperlukan
67-77	3	Memahami sebagian besar dari apa yang dikatakan pada kecepatan yang lebih lambat dari normal dengan pengulangan.
56-66	2	Memiliki kesulitan besar mengikuti apa yang dikatakan.

		Hanya dapat memahami "percakapan sosial" yang diucapkan perlahan dan dengan pengulangan yang sering.
Below 55	1	Tidak dapat memahami bahkan percakapan sederhana.

## 2. Kelancaran

Score	Level	Indicator
89-99	5	Berbicara dalam percakapan sehari-hari dan diskusi di ruang kelas secara lancar dan mudah, hampir sama dengan pembicara asli.
78-88	4	Berbicara dalam komunikasi sehari-hari dan diskusi di ruang kelas umumnya secara lancar, dengan penyimpangan sesekali saat murid mencari cara untuk mengekspresikan dengan benar.
67-77	3	Berbicara dalam komunikasi sehari-hari dan diskusi di ruang kelas sering kali terganggu oleh pencarian yang tepat untuk cara ekspresi yang benar.
56-66	2	Usually hesitant; often forced into silence by language limitations. Selalu ragu; sering dipaksa diam karena keterbatasan bahasa.
Below 55	1	Berbicara sangat tersendat-sendat dan terpisah-pisah sehingga hampir mustahil melakukan percakapan.

## 3. Kosakata

Score	Level	Indicator
89-99	5	Penggunaan kosakata dan idiom kira-kira sama dengan penutur asli.
78-88	4	Terkadang menggunakan istilah yang tidak tepat atau harus menyusun ulang gagasan karena kosa kata yang tidak memadai.
67-77	3	Sering menggunakan kata-kata yang salah; percakapan agak terbatas karena kosa kata yang tidak memadai.
56-66	2	Penyalahgunaan kata-kata dan kosa kata yang sangat terbatas membuat pemahaman menjadi sangat sulit.
Below 55	1	Keterbatasan kosakata sangat ekstrem sehingga membuat percakapan menjadi mustahil.

## 4. Pengucapan

Score	Level	Indicator
-------	-------	-----------

89-99	5	Pelafalan dan intonasi mendekati penutur asli.
78-88	4	Selalu dapat dipahami, meskipun orang sadar akan aksen yang pasti dan pola intonasi yang tidak tepat sesekali.
67-77	3	Masalah pengucapan mengharuskan konsentrasi pada pendengar dan kadang-kadang menyebabkan kesalahpahaman.
56-66	2	Sangat sulit dimengerti karena masalah pengucapan. Harus sering diulang agar dipahami.
Below 55	1	Masalah pengucapan sangat parah sehingga membuat pidato hampir tidak dapat dipahami.

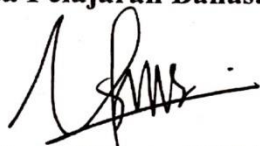
## 5. Tatabahasa

Score	Level	Indicator
89-99	5	Penggunaan tata bahasa dan urutan kata mendekati penutur asli.
78-88	4	Terkadang membuat kesalahan tata bahasa atau urutan kata yang tidak mengaburkan makna.
67-77	3	Sering membuat kesalahan tata bahasa dan urutan kata yang terkadang mengaburkan makna.
56-66	2	Kesalahan tata bahasa dan urutan kata membuat pemahaman menjadi sulit. Harus sering menyusun ulang atau membatasi apa yang dikatakan.
Below 55	1	Kesalahan dalam tata bahasa dan susunan kata begitu parah hingga membuat pembicaraan hampir tidak dapat dipahami.

Medan, 12 Agustus 2019

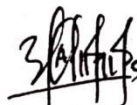
**Mengetahui,**

**Guru Mata Pelajaran Bahasa Inggris**



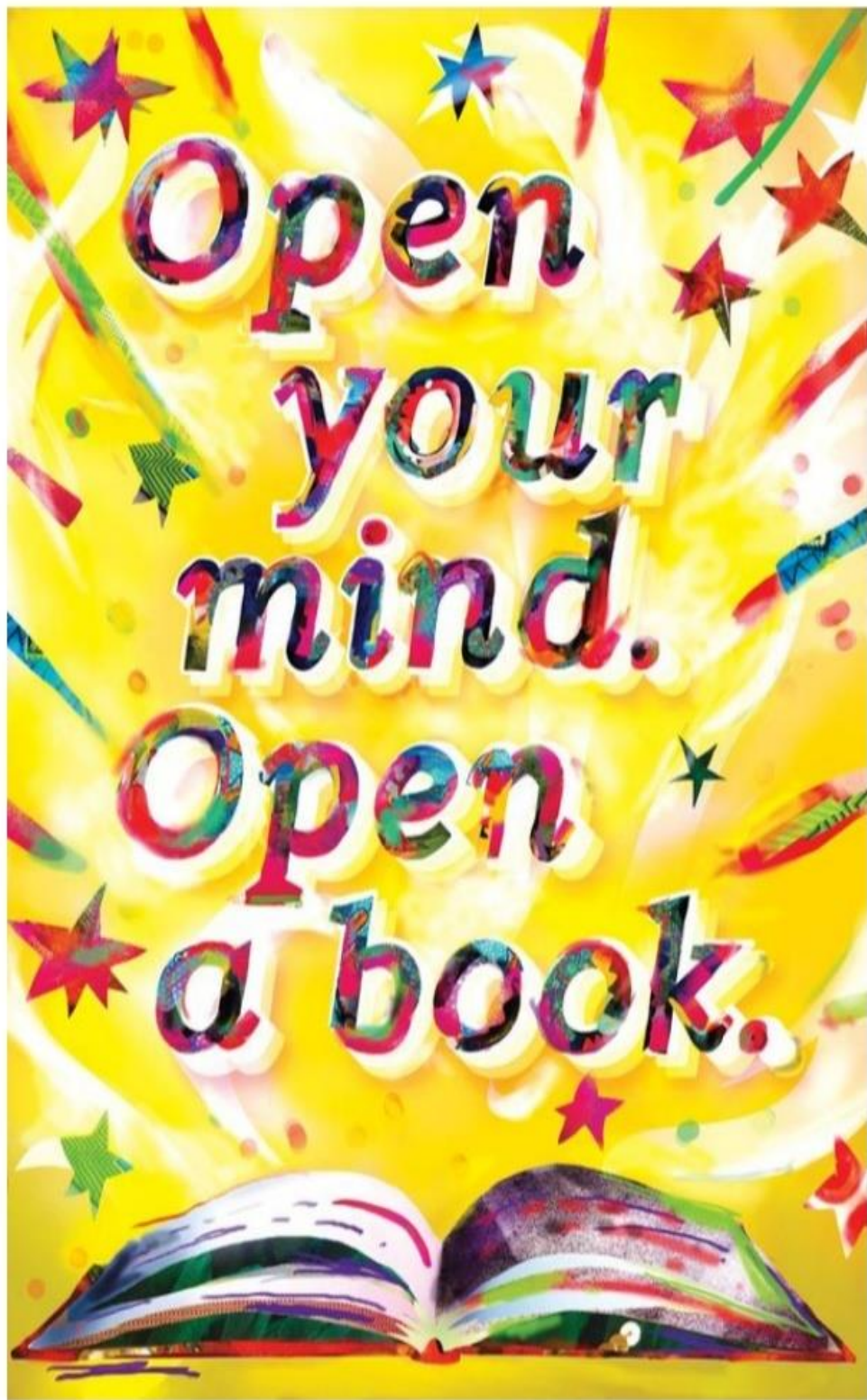
**Ummi Nadrah Siregar S.Pd,M. Hum**

**Peneliti**



**Lia Annisa Hutabarat**







IS THE MOST

**powerful**

*weapon we can use to*

CHANGE



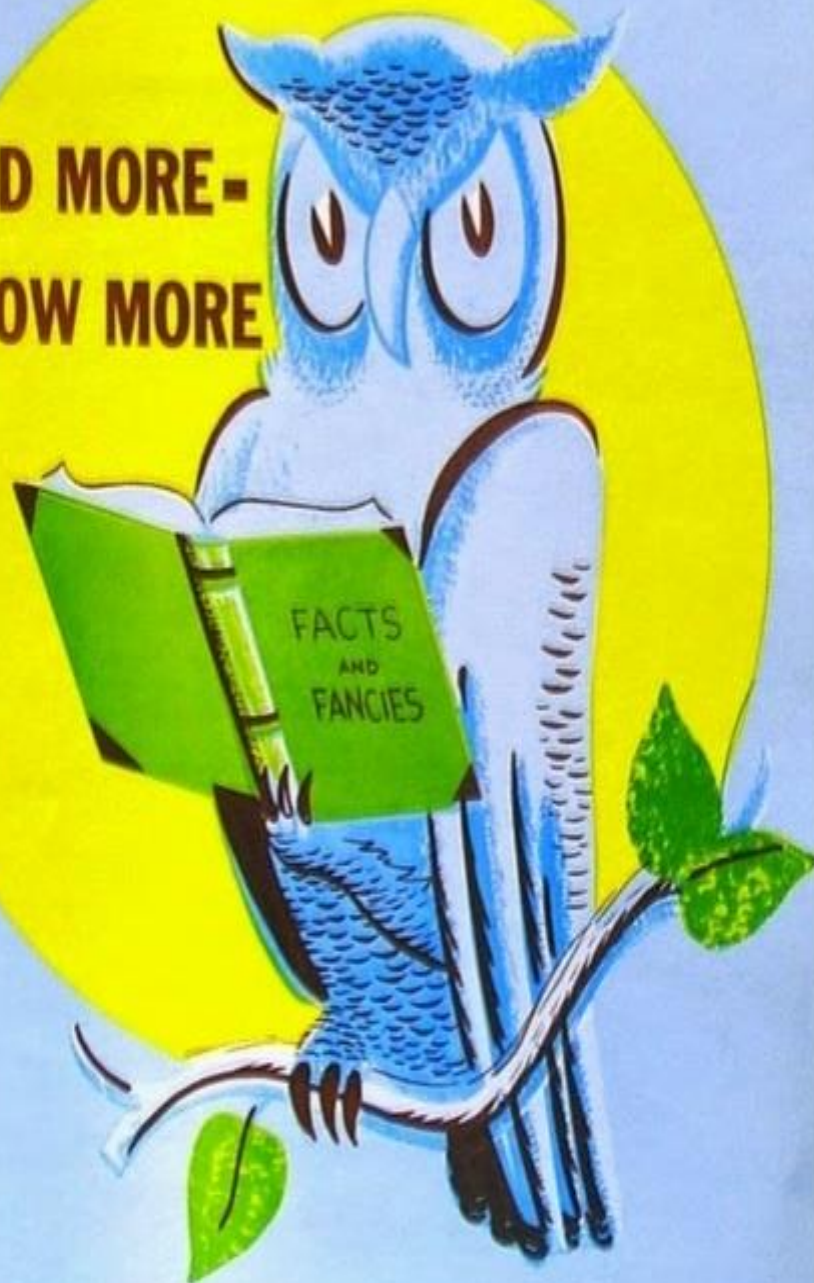
THE WORLD.

*-Nelson Mandela*





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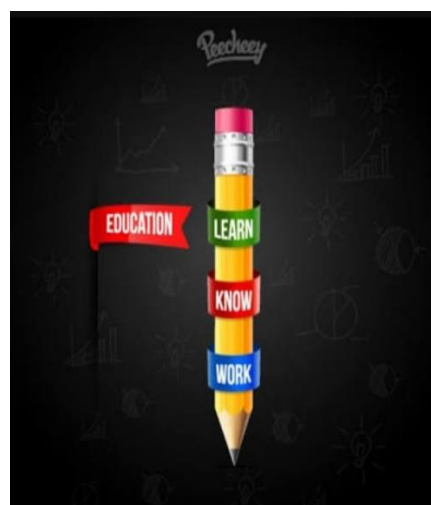
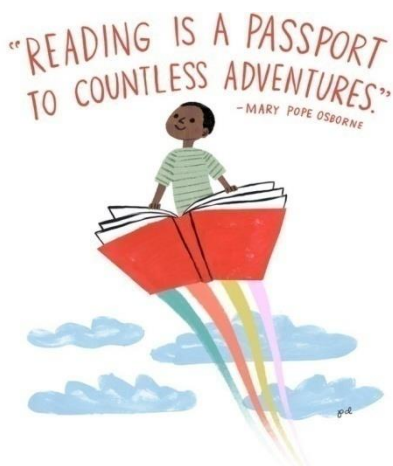
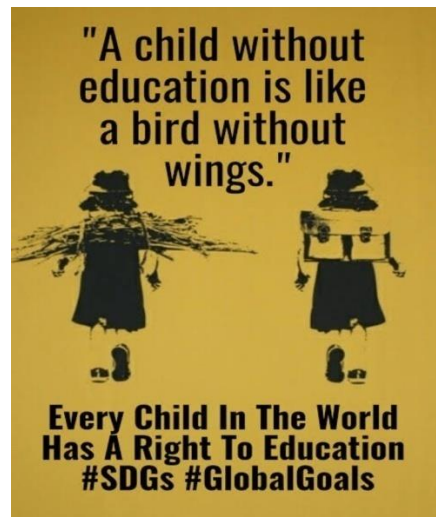
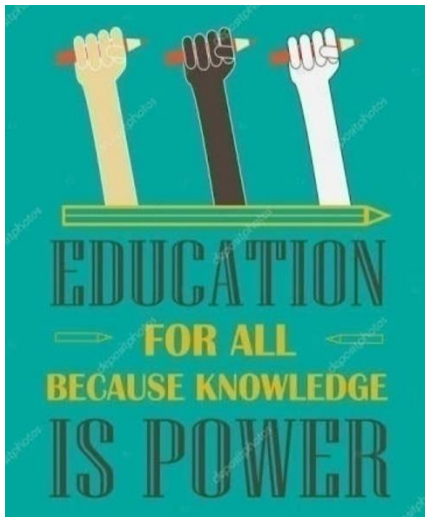
## Instrument for Pre-Test

Subject : Expression of Opinion And Thought

Class/ Semester : XI/ I

Instructions:

- a. Choose one of the education poster below:



- b. Giving an opinion by using expression of opinion and your own word.  
c. Present it in front of the class.

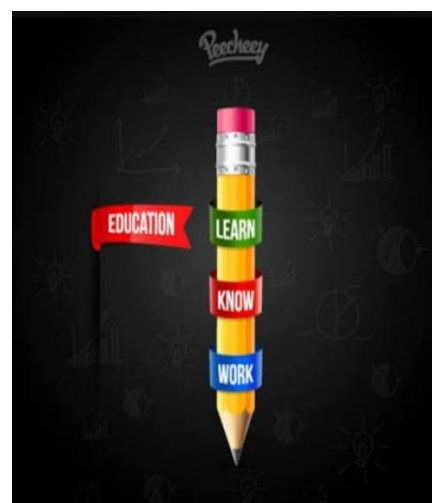
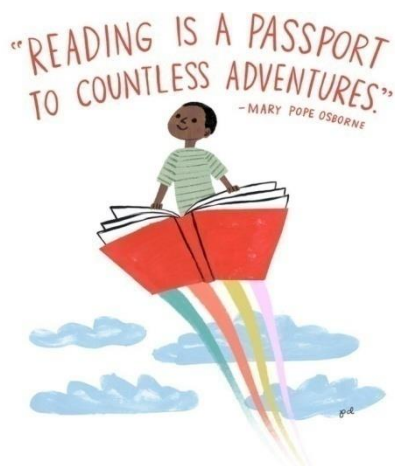
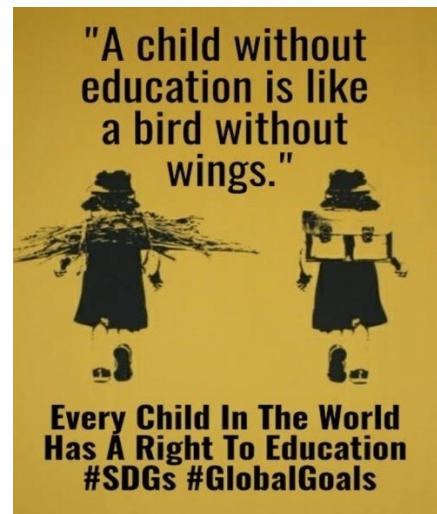
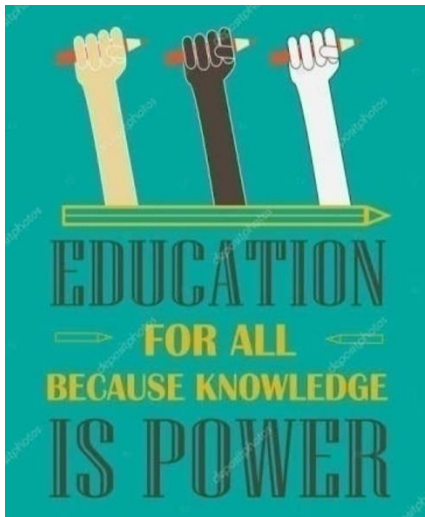
## Instrument for Post-Test

Subject : Expression of Opinion And Thought

Class/ Semester : XI/ I

Instructions:

- a. Choose one of the education poster below:



- b. Giving an opinion by using expression of opinion and your own word.  
c. Present it in front of the class.

### Students' Speaking Score in Pre-Test, Cycle I and Cycle II

No.	Initial Name	Score of pre-test	Score of cycle I	Score of cycle II
1.	AK	77	83	88
2.	AN	64	72	80
3.	ANS	75	80	85
4.	AP	68	76	81
5.	BA	67	72	78
6.	CAF	65	68	73
7.	CC	75	81	89
8.	CDY	68	75	81
9.	CS	72	80	88
10.	DP	62	70	75
11.	DPS	65	72	77
12.	EGP	66	73	83
13.	FA	70	77	77
14.	FA	74	78	78
15.	FR	67	72	77
16.	FR	67	72	75
17.	H	65	70	85
18.	IKH	78	85	90
19.	IN	66	70	76
20.	IS	68	74	80
21.	ISK	70	77	86
22.	JA	78	88	95
23.	JP	69	76	83
24.	JP	60	65	71
25.	MBF	50	63	70
26.	MDS	60	68	73
27.	MFG	79	88	95
28.	MRA	50	63	70
29.	MRAM	62	72	83
30.	MRZ	62	68	72
31.	MY	67	75	86
32.	NAA	68	77	86
33.	NN	79	88	95
34.	PA	68	74	80
35.	PI	68	74	80
36.	PNN	77	83	90
37.	RD	65	71	78
38.	REN	67	70	75
39.	RM	65	72	80
40.	RNP	73	80	88

41.	RP	67	70	83
42.	RP	60	65	73
43.	RYP	75	85	90
44.	SS	65	74	85
45.	WA	70	77	88
46.	WW	73	81	88
47.	ZK	75	85	90
TOTAL		3.220	3.529	3.849
MEAN		68.51	75.08	81.90

From the table above, it could be seen the mean of students' speaking ability in pre-test, cycle I and cycle II.

The mean score of pre-test calculated used the following formula:

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{3.220}{47}$$

$$\bar{X} = 68.51.$$

The mean score of cycle I calculated used the following formula:

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{3.529}{47}$$

$$\bar{X} = 75.08.$$

The mean score of cycle II calculated used the following formula:

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{3.849}{47}$$

$$\bar{X} = 81.90.$$

Where:

$\bar{X}$  = mean

X = individual score

N = number of students

### **The Result of Students's Score for Pre-Test, Cycle I And Cycle II**

No.	Test	Students Who Got Score >75	Percentage
1.	Pre-test	10	21.27%
2.	Post-test I	22	46.80%
3.	Post-test II	40	85.10%

To categorize the number of students who passed the target score of Minimal

Mastery Criterion (KKM) the researcher used the following formula:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{10}{47} \times 100\%$$

P = 21.27 % (the result of pre-test)

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{22}{47} \times 100\%$$

P = 46.80% (the result of cycle I)

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{40}{47} \times 100\%$$

P = 85.10% (the result of cycle II)

Where:

P = the class percentage who getting score >75

F = total percentage score of students who getting score >75

N = number of students





32.	Nur Amanda Aulia	Nur	Nur	Nur	Nur	Nur	Nur
33.	Nurpadila Nasution	Nur	Nur	Nur	Nur	Nur	Nur
34.	Putri Anggraini	Putri	Putri	Putri	Putri	Putri	Putri
35.	Putri Isnani	Putri	Putri	Putri	Putri	Putri	Putri
36.	Purroe Nasyifah Naura	Pur	Pur	Pur	Pur	Pur	Pur
37.	Risma Delia	Ris	Ris	Ris	Ris	Ris	Ris
38.	Rahma Eka Nabila	Rah	Rah	Rah	Rah	Rah	Rah
39.	Rizal Maulana	Riz	Riz	Riz	Riz	Riz	Riz
40.	Reihan Nabila Pasha	Rei	Rei	Rei	Rei	Rei	Rei
41.	Rio Prabowo	Rio	Rio	Rio	Rio	Rio	Rio
42.	Rizky Prastiyo	Riz	Riz	Riz	Riz	Riz	Riz
43.	Rena Yolanda P.	Ren	Ren	Ren	Ren	Ren	Ren
44.	Siti Sofhia	Siti	Siti	Siti	Siti	Siti	Siti
45.	Wahyu Armadhan	Wah	Wah	Wah	Wah	Wah	Wah
46.	Widya Wulandari	Wid	Wid	Wid	Wid	Wid	Wid
47.	Zakiah Kartini	Za	Za	Za	Za	Za	Za

**Mengetahui,**

**Guru Mata Pelajaran Bahasa Inggris**

**Ummi Nadrah Siregar S.Pd,M. Hum**

**Peneliti**

**Lia Annisa Hutabarat**



## **INTERVIEW GUIDELINE**

### **Before the Implementation**

#### **For the English teacher**

1. What are the problems faced by students in learning English ?
2. What are the difficulties of the students in speaking ability ?
3. What kind of activities do you think will be suitable to solve the problem about difficulties of the students in speaking ability ?

#### **For the students**

1. Do you like English ?
2. Is there any difficulty in English learning process ?
3. What skill do you think the most difficult to learn ?
4. What are your difficulties in speaking English ?
5. Do you like to work in groups ?

### **After the Implementation (Cycle I)**

#### **For the English Teacher**

1. What is your opinion about the implementation of the strategy and using media today ?
2. What do you think about the activities ?
3. What do you think about the interaction between the teacher and the students during the teaching and learning process ?
4. Do you think the students are motivated and confident in speaking English ?
5. What is your suggestion for the next implementation ?

#### **For the students**

1. What is your opinion about the activities done today ?
2. Do you enjoy the activities using Communicative Language Teaching strategy ?
3. Are you motivated to speak more in English language using Communicative Language Teaching strategy ?
4. Are you more confident to speak English ?
5. By using media, do you think learning material more interesting ?
6. What are the lacks of activities done today ?

### **After the Implementation (Cycle II)**

#### **For the English teacher**

1. What is your opinion about the implementation of the strategy and using media today ?
2. What do you think about the activities ?
3. What do you think about the interaction between the teacher and the students during the teaching and learning process ?
4. Do you think the students are motivated and confident in speaking English ?
5. Does Communicative Language Teaching improve students' speaking ability through education poster ?

#### **For students**

1. What do you think about teaching and learning process today ?
2. Do you think the Communicative Language Teaching through education poster helps you to improve your speaking ability ?
3. In your opinion, are there any lacks during the implementation of Communicative Language Teaching through education poster ?
4. Did you get more confident to speak English ?

5. Are you motivated to be more active during the teaching and learning process ?

## **INTERVIEW TRANSCRIPTS**

### **Before the Implementation**

#### **Interview 1**

**Day/date** : Monday, July 22<sup>nd</sup> 2019

**R** : Researcher

**ET** : English Teacher

R : Assalamu'alaikum miss

ET : Wa'alaikumsalam miss

R : Sebelumnya saya meminta maaf miss mengganggu waktunya, saya ingin mengajukan beberapa pertanyaan terkait dengan aktivitas dalam mengajar bahasa inggris khusus nya di kelas XI MIA II yang menjadi subjek research saya. Apakah miss ada waktu ?

ET : Iya, tentu miss, silahkan.

R : Yang pertama nih miss, masalah apa saja yang dihadapi siswa dalam belajar bahasa inggris ?

ET : Sebenarnya siswa disini lebih sedikit vocabulary yang mereka ketahui, mereka sulit membaca dan sulit mengucapkan kata dalam bahasa inggris.

R : Kalau di speaking ability, apa saja kesulitan siswa dalam speaking ability miss ?

ET : Ya seperti yang saya katakan tadi lebih sedikit vocabulary yang siswa ketahui jadinya mereka takut untuk berbicara bahasa inggris takut salah ngomong, salah grammarnya, mereka juga susah mengekspresikan apa

yang mereka ingin katakan, sehingga mereka tidak termotivasi dan malas untuk praktek ngomong pakai bahasa inggris.

R : Menurut miss, untuk menghilangkan rasa takut dan memotivasi siswa untuk belajar bahasa inggris khususnya di speaking, kegiatan apa yang cocok untuk memecahkan masalah mengenai kesulitan yang dihadapi siswa dalam speaking ability ? apakah kegiatan individu atau kelompok ?

ET : Untuk memotivasi siswa sebaiknya diberikan kegiatan kelompok agar siswa lebih termotivasi lagi belajarnya, apalagi di dalam kelompok itu ada yang pintar maka siswa lain akan termotivasi untuk bisa seperti temannya yang pintar itu, kemudian materi yang kan disampaikan dibuat menarik dan bisa juga menggunakan media agar siswa itu jadi lebih tertarik dan termotivasi untuk belajar bahasa inggris.

## **Interview 2**

**Day/date : Monday, July 22<sup>nd</sup> 2019**

**R : Researcher**

**S : Student (Jefri)**

R : Assalamu'alaikum jefri

S : Wa'alaikumsalam miss

R : Miss mau nanya beberapa pertanyaan nih, boleh ?

S : Boleh miss.

R : Kamu suka bahasa inggris ?

S : Lumayan suka.

R : Menurut kamu, ada nggak kesulitan dalam belajar bahasa inggris ?

S : Ada sedikit miss, tapi mencoba untuk bisa berbahasa inggris.

R : Bagus kalau begitu, bahasa inggris kan ada empat skills, reading, writing, speaking dan listening. Menurut kamu skill mana yang paling susah untuk dipelajari ?

S : Kalau menurut saya speaking dan reading.

R : Kenapa yang susah itu speaking dan reading ?

- S : Kalau speaking ngomongnya susah miss, kalau reading karena belum lancar tapi masih belajar miss.
- R : Kalau kegiatan didalam kelas lebih suka individu atau kelompok ?
- S : Kerja kelompok miss, karena bisa diskusi masalah yang ada dan bisa sama-sama tau dan mudah untuk presentasi.
- R : Ok, makasi yaa jefri.
- S : Iyaa miss sama-sama.

### **Interview 3**

**Day/date : Monday, July 22<sup>nd</sup> 2019**

**R : Researcher**

**S : Student (Irma)**

- R : Hai, namanya siapa ?
- S : Irma Syahrani miss.
- R : Ok irma, miss mau tanya, kamu suka bahasa inggris nggak ?
- S : Awalnya ya enggak suka tapi lama-lama kepengen belajar jadi suka.
- R : Menurut kamu, ada nggak kesulitan dalam belajar bahasa inggris ?
- S : Sulit sih enggak cuma untuk ngomong itu agak lumayan susah.
- R : Kalau susah untuk berbicara, jadi skill yang paling susah speaking ya ?
- S : Iya miss.
- R : Kenapa speaking susah ?
- S : Karena saat ingin berbicara vocabulary yang tau cuma sedikit, malu berbicara didepan banyak orang juga.
- R : Kalau ada tugas gitu lebih suka kerja kelompok atau kerja individu ?
- S : Individu sih karena kerja sendiri, kita yang cari sendiri, sedangkan kalau kerja kelompok terkadang satu orang yang nyari yang lainnya enggak.
- R : Jadi kalau kerja individu lebih puas la yaa. Oke makasih yaa.
- S : Iya miss sama-sama.

### **Interview 4**

**Day/date : Monday, July 22<sup>nd</sup> 2019**

**R : Researcher**

**S : Student (Fitri)**

R : Namanya siapa kak ?

S : Fitri Ramadhani

R : Bisa minta waktunya sebentar ?

S : Bisa miss.

R : Kamu suka bahasa inggris ?

S : Sebenarnya suka tapi itu lah kurang tau gitu cara-cara supaya bisa berbahasa inggris.

R : Menurut kamu, ada nggak kesulitan dalam belajar bahasa inggris ?

S : Lumayan sih.

R : Sulitnya dimana ?

S : Mengartikan kalimat bahasa inggris.

R : Bahasa inggris kan ada empat skills, reading, writing, speaking dan listening. Menurut kamu skill yang paling kamu sukai apa ?

S : Reading.

R : Kalau yang paling sulit ?

S : Speaking, grammar.

R : Suka nggak kalau kerja kelompok ? atau lebih suka kerja individu ?

S : Individu, karena belajarnya lebih fokus kalau kelompok yang satu kerja yang lain enggak kerja.

R : Yaudah makasih yaa.

S : Iyaa.

### **Interview 5**

**Day/date : Monday, July 22<sup>nd</sup> 2019**

**R : Researcher**

**S : Student (Jovi)**



R : Hai Jovi, miss bisa minta waktu nya sebentar ?  
S : Bisa miss.  
R : Jovi suka nggak sama bahasa inggris ?  
S : Suka.  
R : Sukanya apa ?  
S : Reading.  
R : Menurut kamu, ada nggak kesulitan dalam belajar bahasa inggris ?  
S : Enggak ada miss.  
R : Berarti lancar semua lah ya ?  
S : Iya miss.  
R : Bahasa inggris kan ada empat skills, reading, writing, speaking dan listening. Menurut kamu skill yang paling kamu sukai apa ?  
S : Reading sama listening.  
R : Kenapa suka reading dan listening ?  
S : Kalau reading kan membaca jadi biar lancar, kalau listening kan supaya kata-kata yang masuk itu bikin nambah vocabulary.  
R : Menurut kamu skill yang susah itu apa ?  
S : Writing sih, karena kadang kan kalau writing beda pengucapan beda tulisan gitu miss.  
R : Kalau untuk speaking, ada nggak kesulitan nya ?  
S : Kalau speaking cara pengucapannya susah miss, bingung cara ngomongnya karna gak tau bahasa inggrisnya.  
R : Oh jadi cara pengucapan sama vocabulary yang jadi masalah, kalau ada tugas gitu lebih suka kerja individu atau kelompok ?  
S : Individu karena kalau kelompok yang ngerjain sedikit.  
R : Oke, makasi yaa.  
S : Iya miss.

## **Interview 6**

**Day/date : Monday, July 22<sup>nd</sup> 2019**

**R : Researcher**

**S** : **Student (Aldi)**

R : Hai, namanya siapa ?

S : Aldi Kurniawan miss.

R : Miss minta waktunya sebentar boleh ?

S : Boleh miss.

R : Kamu suka nggak sama bahasa inggris ?

S : Kurang suka miss.

R : Kenapa kurang suka ?

S : Enggak masuk pelajarannya kurang ngerti.

R : Kurang mengerti materi yang disampaikan gitu ?

S : Iya miss saat menjelaskan materi artinya kurang jelas.

R : Bahasa inggris kan ada empat skills, reading, writing, speaking dan listening. Menurut kamu skill yang paling susah apa ?

S : Speaking.

R : Kenapa speaking susah ?

S : Ngomong nya ribet miss enggak biasa.

R : Kalau mau biasa sering latihan ya, kalau ada tugas gitu lebih suka kerja individu atau kelompok ?

S : Kelompok karena kerjanya bareng-bareng.

R : Oh begitu, terima kasih yaa.

S : Iyaa sama-sama.

### **Interview 7**

**Day/date** : **Monday, July 22<sup>nd</sup> 2019**

**R** : **Researcher**

**S** : **Student (Mawar)**

R : Halo kakak, maaf nih miss mau minta waktu nya sebentar boleh ?

S : Boleh miss.

R : Mawar suka sama bahasa inggris ?

- S : Tidak suka.
- R : Kenapa ?
- S : Susah pelajarannya materinya pake bahasa Inggris sedangkan enggak tau itu artinya apa.
- R : Kan bisa cari di kamus artinya ?
- S : Ribet miss cari satu-satu.
- R : Namanya juga usaha biar tau artinya terus paham sama pelajarannya, bahasa Inggris kan ada empat skills, reading, writing, speaking dan listening. Menurut kamu skill yang paling susah apa ?
- S : Semua susah miss karena saya enggak bisa.
- R : Kalau begitu kamu harus rajin belajar biar semuanya jadi mudah, kalau yang lebih spesifiknya skill speaking apa yang susah ?
- S : Ngomongnya susah miss tulisan yang beda cara bacanya beda sama vocabulary yang juga enggak banyak tau.
- R : Disukai pelajarannya biar dalam belajar jadi mudah ya kan, kalau ada tugas gitu lebih suka kerja individu atau kelompok ?
- S : Kelompok karena bisa ngerjain sama-sama.
- R : Oke, makasih yaa.
- S : Iya.

### **Interview 8**

**Day/date : Monday, July 22<sup>nd</sup> 2019**

**R : Researcher**

**S : Student (Fauzi)**

- R : Halo, nama kamu siapa ?
- S : Muhammad Fauzi Gustiawan miss
- R : Kamu suka bahasa Inggris ?
- S : Suka.
- R : Kenapa suka ?

- S : Karena bahasa inggris sudah menjadi bahasa yang wajib dikuasai oleh semua orang.
- R : Ada nggak kesulitan dalam belajar bahasa inggris ?
- S : Sepertinya enggak ada.
- R : Kan bahasa inggris kan ada empat skills, reading, writing, speaking dan listening. Menurut kamu skill yang paling kamu sukai apa ?
- S : Reading, writing dan listening,
- R : Kenapa suka reading, writing dan listening ?
- S : Karena kalau reading hobinya memang suka membaca, yang kedua memang suka juga menulis dan mendengarkan.
- R : Oh jadi bisa melatih bagaimana cara pengucapannya juga, kalau yang paling sulit apa ?
- S : Yang paling sulit terkadang juga listening karena kelasnya ribut jadinya enggak dengar.
- R : Kalau dalam speaking ada nggak kesulitannya ?
- S : Kesulitan pasti ada, seperti vocabulary yang belum tau semuanya juga pengucapan kadang ada yang salah.
- R : Lebih suka mengerjakan tugas secara individu atau kelompok ?
- S : Kerja individu.
- R : Kenapa ?
- S : Karena kita itu bisa melatih diri kita sendiri untuk mengerjakannya lagipula nilainya pun untuk kita sendiri tidak sama rata.
- R : Oh iya jadi kerja keras sendiri nilainya puas untuk sendiri ?
- S : Iya miss.
- R : Oke, makasih yaa.
- S : Iya.

### **Interview 9**

**Day/date : Monday, July 22<sup>nd</sup> 2019**

**R : Researcher**

**S : Student (Dila)**

R : Hai, namanya siapa ?

S : Nurpadila Nasution.

R : Dila suka nggak sama bahasa inggris ?

S : Suka.

R : Kenapa suka ?

S : Karena pernah les bahasa inggris juga sampai tamat.

R : Oh dimana les nya ?

S : Di Victory.

R : Oh di Victory, apakah ada kesulitan dalam belajar bahasa inggris ?

S : Enggak ada cuma itu lah kadang temen susah diatur ribut jadinya kurang fokus.

R : Kan bahasa inggris kan ada empat skills, reading, writing, speaking dan listening. Menurut kamu skill yang paling susah apa ?

S : Yang paling susah writing.

R : Kenapa writing yang paling susah ?

S : Karena kan beda pengucapan beda tulisan miss.

R : Kalau yang paling mudah ?

S : Yang paling mudah reading dan listening karena tinggal baca dan kalau listening yang kita dengarkan itu.

R : Tapi kan reading juga tulisan dan pengucapan berbeda itu bagaimana menurut kamu ?

S : Hmm yaudah pake pengucapan sendiri miss, hehe

R : Oh pake pengucapan sendiri jadi nanti kalau salah dibenerin sama gurunya. Kalau speaking yang susah apa ?

S : Kalau speaking kadang itu miss pengucapannya.

R : Suka mengerjakan tugas secara individu atau kelompok ?

S : Saya sih individu karena kan kalau misalnya kelompok kadang ada yang nilai nya sama kadang juga per individu tergantung gurunya juga.

R : Oke, makasih ya.

S : Iya miss.

### **After the Implementation (Cycle I)**

#### **Interview 10**

**Day/date : Wednesday, August 7<sup>th</sup> 2019**

**R : Researcher**

**ET : English Teacher**

R : Assalamu'alaikum miss.

ET : Wa'alaikumsalam miss.

R : Sebelumnya saya meminta maaf miss mengganggu waktunya, saya ingin mengajukan beberapa pertanyaan terkait dengan aktivitas dalam proses belajar mengajar speaking yang telah dilakukan tadi. Apakah miss ada waktu ?

ET : Iya, tentu miss, silahkan.

R : Yang pertama miss, apa pendapat miss tentang penerapan strategi dan media pada proses pembelajaran hari ini ?

ET : Jadi menurut saya setelah menggunakan strategi communicative language teaching dan menggunakan media poster pendidikan ini anak-anak jauh lebih aktif dalam berbicara, jauh lebih aktif dalam mengeluarkan pendapatnya, walaupun masih ada beberapa anak yang masih takut berbicara menggunakan bahasa inggris tapi sebagian besar mereka sudah berani.

R : Berarti ada peningkatan yaa miss, kalau aktivitas pembelajarannya bagaimana miss ?

- ET :Iya, kalau aktivitas pembelajarannya ya ada kekurangan dan kelebihannya.
- R : Kekurangannya apa ya miss ?
- ET : Kekurangannya siswa masih bingung bagaimana membuat kalimatnya karena vocabulary mereka kan terbatas.
- R : Kalau kelebihannya miss ?
- ET : Kalau kelebihannya mereka bisa melakukan aktivitas bersama dalam grup dan saling membantu jika ada temannya yang kesulitan, mereka aktif dalam kelompok untuk menyampaikan pendapat mereka walaupun masih malu-malu tapi mereka berani berbicara dalam bahasa inggris.
- R : Jika interaksi sesama siswa dalam kelompok menjadi aktif bagaimana dengan interaksi antara guru dan siswa dalam proses belajar mengajarnya miss ?
- ET :Guru memberikan feedback pada setiap kelompok yang mempresentasikan hasil kerja mereka jadi mereka bisa memperbaiki yang salah dan juga mereka bisa memperbaiki pronunciation mereka.
- R : Kemudian, apakah siswa termotivasi dan lebih percaya diri dalam berbicara bahasa inggris miss ?
- ET : Termotivasi sekali mereka belajar bahasa inggris karena juga menggunakan media poster jadi mereka lebih tertarik, posternya juga ada gambar dan tulisannya jadi siswa senang melihat medianya, dengan menggunakan media poster juga bagus menambah vocabulary karena mereka memberikan pendapat mengenai poster tersebut, mereka bisa diskusi bagaimana cara membuat kalimat dengan melihat poster itu dan membuat mereka lebih kreatif lagi. Kalau percaya dirinya, mereka mulai percaya diri berbicara bahasa inggris mengungkapkan apa yang mereka ingin katakan walaupun ada kesalahan mereka mau mencoba.
- R : Kira-kira ada saran gitu miss kan cycle I udah selesai, saran untuk selanjutnya ?
- ET : Kalau saran saya tadikan mereka membuat dialog, selanjutnya setiap siswa memberikan pendapatnya tentang media itu walaupun masih dibagi

dalam kelompok agar mereka lebih aktif lagi. Kegiatan yang lain sudah bagus, teruskan dan saya fikir media poster sangat membantu siswa untuk memperbanyak vocabulary dan tetap harus membimbing mereka jika mereka salah pengucapannya tidak masalah pronounciationnya salah yang penting mereka berani setelah itu barulah guru memperbaiki kesalahannya.

- R : Apakah ada yang lain miss ?  
ET : Saya rasa tidak, itu saja.  
R : Baik miss, terima kasih banyak.  
ET : Sama-sama.

### **Interview 11**

**Day/date : Wednesday, August 7<sup>th</sup> 2019**

**R : Researcher**

**S : Student (Rizal)**

- R : Hallo rizal, minta waktu sebentar buat interview ya ?  
S : Iya miss.  
R : Menurut kamu kegiatan pembelajaran tadi gimana ?  
S :Menyenangkan miss enggak bosan jelasin materinya juga pake powerpoint gitukan jadi lebih tertarik aja buat belajar.  
R : Berarti kamu senang dong ya dengan kegiatan tadi ?  
S : Iya.  
R : Setelah kegiatan pembelajaran tadi, apakah kamu termotivasi untuk berbicara dalam bahasa inggris ?  
S : Iya termotivasi miss karna kan tadi dikasih kesempatan untuk berbicara pakai bahasa inggris.  
R : Tadikan pakai media poster pendidikan, menurut kamu proses pembelajarannya jadi lebih menarik nggak ?  
S : Iya lebih menarik karena kan pakai media terus bisa nambah vocabulary juga.  
R : Dari proses pembelajaran tadi, kekurangannya ada nggak ?



S : Enggak ada.  
R : Oke. Makasih ya.  
S : Iya.

## **Interview 12**

**Day/date : Wednesday, August 7<sup>th</sup> 2019**

**R : Researcher**

**S : Student (Intan)**

R : Hai intan, miss mau tanya-tanya seputar pembelajaran tadi, keberatan nggak ?

S : Nggak kok miss.

R : Menurut kamu kegiatan pembelajaran tadi gimana ?

S : Enjoy miss lebih menarik.

R : Apakah kamu senang dengan kegiatan pembelajaran tadi ?

S : Seneng miss, nggak bosan materinya juga mudah dipahami.

R : Mudah dipahami materinya karna dijelasin pakai powerpoint ya ?

S : Iya miss.

R : Apakah kamu termotivasi untuk berbicara dalam bahasa inggris ?

S : Iya.

R : Kenapa ?

S : Selain termotivasi ngomong pakai bahasa inggris juga bisa nambah vocabularynya

R : Jadi lebih percaya diri buat ngomong pakai bahasa inggris ?

S : Iya kan dikasih kesempatan buat ngomong terus juga kalau salah dibenerin jadi tau cara ngucapin kata yang bener gimana terus juga didorong buat aktif jadi enggak malu karna yang lain juga pada nyoba buat ngomong pakai bahasa inggris.

R : Tadikan belajarnya pakai media, apakah pembelajarannya lebih menarik?

S : Lebih menarik sih iya miss.

R : Dari kegiatan tadi ada kekurangannya nggak ?

S : Enggak miss udah bagus kok.

R : Oke. Makasih ya.

S : Iya.

### **Interview 13**

**Day/date : Wednesday, August 7<sup>th</sup> 2019**

**R : Researcher**

**S : Student (Widya)**

R : halo widya, miss mau tanya-tanya sedikit nih, boleh ?

S : Boleh miss.

R : Menurut kamu kegiatan pembelajaran tadi gimana ?

S : ya jadi lebih antusias aja belajar bahasa inggrisnya miss.

R : Apakah kamu senang dengan kegiatan pembelajaran tadi ?

S : Seneng-seneng aja miss.

R : Termotivasi nggak untuk ngomong pakai bahasa inggris ?

S : Iya. Soalnya kan waktu diskusi aktif jadi ya sekalian latihan ngomong pakai bahasa inggris.

R : Jadinya lebih percaya diri ngomong pakai bahasa inggris ?

S : Iya. Percaya diri ngomong dikelompok ngasih pendapat aja udah bagus miss hehe

R : Tadikan pakai media poster pendidikan, menurut kamu gimana ?

S : Bagus medianya, kan disuruh ngasih pendapat gitu jadinya lebih kreatif.

R : Dari kegiatan tadi ada kekurangannya nggak ?

S : Enggak miss.

R : Oke. Makasih ya.

S : Iya miss.

### **Interview 14**

**Day/date : Wednesday, August 7<sup>th</sup> 2019**

**R : Researcher**

**S : Student (Mahmud)**

R : Halo mahmud, minta waktu sebentar buat interview ya ?

S : Iya miss.

R : Menurut kamu kegiatan pembelajaran tadi gimana ?

S : Asik miss nggak membosankan

R : Kamu senang dengan kegiatan pembelajaran tadi ?

S : Senang kok.

R : Termotivasi nggak untuk ngomong pakai bahasa inggris ?

S : Termotivasi iya. Seneng aja gitu ngasih pendapat tentang medianya.

R : Jadinya lebih percaya diri ngomong pakai bahasa inggris ?

S : Iya.

R : Tadikan pakai media poster pendidikan, menurut kamu gimana ?

S : Bagus medianya, kan disuruh ngasih pendapat tentang medianya jadi lebih mengasa otak untuk berfikir mau ngasih pendapat apa gitu terus juga vocabularynya kan jadinya nambah.

R : Dari kegiatan tadi ada kekurangannya nggak ?

S : Enggak miss.

R : Oke. Makasih ya.

S : Iya miss.

### **After the Implementation (Cycle II)**

#### **Interview 15**

**Day/date : Wednesday, August 21<sup>st</sup> 2019**

**R : Researcher**

**ET : English Teacher**

R : Assalamu'alaikum miss.

ET : Wa'alaikumsalam miss.

R : Sebelumnya saya meminta maaf miss mengganggu waktunya, saya ingin tanya beberapa pertanyaan terkait dengan proses belajar mengajar speaking di cycle 2 ini. Apakah miss ada waktu ?

ET : Iya, tentu miss, silahkan.

R : Jadi, apa pendapat miss tentang penerapan strategi dan media pada proses pembelajaran pada cycle II ini ?

ET : Proses pembelajaran hari ini sangat baik, karena sebelumnya mereka sudah tau bagaimana prosesnya jadi hari ini mereka lebih mudah mengerti apa yang harus dilakukan, biasanya siswa lebih pasif karena menggunakan strategi communicative language teaching dan menggunakan media poster tadi ada dorongan dan motivasi dari guru juga sehingga mereka lebih aktif dalam speaking, mereka dapat menambah vocabulary dan juga mereka tau bagaimana mengungkapkan pendapat dan mengucapkan pronunciation yang benar.

R : Kalau aktivitasnya bagaimana miss ?

ET : Aktivitasnya sangat baik, siswa sangat aktif dan tertarik dalam belajar bahasa inggris, setiap siswa mencoba untuk memberikan pendapat mereka mengenai media yang digunakan dan mereka berani memberikan pendapat mereka saat kelompok lain mempresentasikan hasil kerjanya. Saat guru memberikan apresiasi mereka merasa dihargai untuk usaha yang telah mereka lakukan sehingga mereka lebih percaya diri.

R : Bagaimana dengan interaksi antara guru dan siswa dalam proses belajar mengajarnya miss ?

ET : Interaksi antara guru dan siswa sangat baik, guru bisa membangun interaksi yang komunikatif dikalasan, guru juga memberikan motivasi kepada siswa dengan memberikan pujian seperti “very good”, “excellent” dan juga “give applause” jadi mereka merasa senang dan percaya diri dalam berbicara bahasa inggris.

R : Apakah ada peningkatan pronunciation pada siswa miss ?

ET : Peningkatan ada karena sebelumnya juga sudah dikasih tau bagaimana pengucapan yang benar jadi tadi mereka sudah bisa.

R : Jadi menurut miss apakah pembelajaran menggunakan strategi communicative language teaching dengan poster pendidikan sebagai media dapat meningkatkan kemampuan speaking siswa ?

- ET : Ya, jadi menurut saya dengan menggunakan strategi dan media ini sangat bagus dan sukses meningkatkan kemampuan siswa dalam speaking. Pembelajaran menggunakan media poster pendidikan mendorong siswa menjadi aktif selama proses pembelajaran, meningkatkan percaya diri mereka dalam mengungkapkan pendapat menggunakan bahasa inggris sehingga kemampuan speaking siswa meningkat dan juga dapat menambah atau memperbanyak vocabulary mereka. Secara keseluruhan, hasil pembelajarannya sangat baik.
- R : Berarti cycle 2 ini berhasil yaa miss ?
- ET : Iya berhasil.
- R : Terima kasih banyak miss atas bantuan dan juga bimbingannya.
- ET : Iya sama-sama.

### **Interview 16**

**Day/date : Wednesday, August 21<sup>st</sup> 2019**

**R : Researcher**

**S : Student (Aulia)**

- R : Hai aulia, menurut kamu pelajaran hari ini gimana ?
- S : Seru karna pakai media dan materinya juga mudah dipahami.
- R : Tadikan pakai strategi communicative language teaching dan media poster pendidikan, menurut kamu itu bisa nggak meningkatkan kemampuan speaking kamu ?
- S : Bisa banget miss.
- R : Kalau kekurangan dari kegiatan hari ini ada nggak ?
- S : Enggak ada miss.
- R : Jadi lebih percaya diri nggak untuk ngomong bahasa inggris ?
- S : Lumayan miss soalnya tadikan disuruh ngasih pendapat pribadi walaupun masih dalam kerja kelompok jadinya berani ngomong dan waktu kelompok lain presentasi juga kitanya ngasih pendapat juga jadinya ya lebih berani ngomong enggak takut lagi.

- R : Karna udah berani ngomong, jadinya lebih termotivasi dong untuk aktif selama proses pembelajaran ?
- S : Iya miss karena tadikan temen yang lain aktif ngasih pendapatnya jadi ada keinginan untuk aktif ngomong juga.
- R : oke, makasih yaa.
- S : iya.

### **Interview 17**

**Day/date : Wednesday, August 21<sup>st</sup> 2019**

**R : Researcher**

**S : Student (Yunus)**

- R : Halo yunus, maaf ya ganggu waktunya sebentar, miss mau interview sebentar boleh ?
- S : Boleh miss.
- R : Menurut kamu, gimana pembelajaran hari ini ?
- S : Seneng miss karna bisa berekspresi langsung.
- R : Tadikan pakai strategi communicative language teaching dan media poster pendidikan, menurut kamu itu bisa membantu meningkatkan kemampuan speaking kamu ?
- S : Bisa terus juga komunikasi sama yang lain jadi mudah.
- R : Kalau kekurangan dari kegiatan hari ini ada nggak ?
- S : Kayaknya enggak ada miss udah bagus kok.
- R : Terus jadi berani ngomong pakai bahasa inggris nggak ?
- S : Inshaallah berani miss lagi belajar juga hehe
- R : Lebih termotivasi nggak untuk aktif selama pembelajaran ?
- S : Termotivasi banget miss kan kita ngasih pendapat kita gitu enggak takut salah karna kan pendapat orang beda-beda.
- R : Oke, makasih yaa.

S : Iya .

### **Interview 18**

**Day/date : Wednesday, August 21<sup>st</sup> 2019**

**R : Researcher**

**S : Student (Rahma)**

R : Hai rahma, gimana pembelajaran hari ini ?

S : Asik miss, hari ini lebih aktif dari yang kemarin.

R : Tadikan pakai strategi communicative language teaching dan media poster pendidikan, menurut kamu itu bisa membantu meningkatkan kemampuan speaking kamu ?

S : Bisa, terus juga bisa saling diskusi juga.

R : Kalau kekurangan dari kegiatan hari ini ada nggak ?

S : Enggak ada sih miss.

R : Jadi lebih percaya diri nggak untuk ngomong bahasa inggris ?

S : Iya lebih percaya diri.

R : Lebih termotivasi nggak untuk aktif selama pembelajaran ?

S : Ya, iya miss lebih termotivasi buat aktif soalnya pas ngasih pendapat, pendapat kita dihargai gitu enggak dibilang benar atau salah jadi lebih berani buat ngomong apa yang mau diucapin ide-idenya gitu.

R : Oke, makasih ya.

S : Iya.

### **Interview 19**

**Day/date : Wednesday, August 21<sup>st</sup> 2019**

**R : Researcher**

**S : Student (Hamidah)**

R : Hai hamidah, menurut kamu, gimana pembelajaran hari ini ?

S : Bagus miss kami jadi lebih aktif aja.

- R : Tadikan pakai strategi communicative language teaching dan media poster pendidikan, menurut kamu itu bisa membantu meningkatkan kemampuan speaking kamu ?
- S : Bisa membantu banget miss, yang tadinya malu-malu ini udah enggak udah berani aja gitu.
- R : Kalau kekurangan dari kegiatan hari ini ada nggak ?
- S : Enggak ada miss.
- R : Terus jadi berani ngomong pakai bahasa inggris nggak ?
- S : Iya berani.
- R : Lebih termotivasi nggak untuk aktif selama pembelajaran ?
- S : Termotivasi sekali miss.
- R : Oke, makasih ya.
- S : Iya.

## **Interview 20**

**Day/date : Wednesday, August 21<sup>st</sup> 2019**

**R : Researcher**

**S : Student (Ilyas)**

- R : Halo ilyas, miss mau tanya-tanya sedikit nih, boleh ?
- S : Boleh miss.
- R : Menurut kamu, gimana pembelajaran hari ini ?
- S : Seneng miss karna bisa ungkapin pendapat secara langsung.
- R : Tadikan pakai strategi communicative language teaching dan media poster pendidikan, menurut kamu itu bisa membantu meningkatkan kemampuan speaking kamu ?
- S : Bisa, kan ada medianya jadi lebih menarik gitu.
- R : Kalau kekurangan dari kegiatan hari ini ada nggak ?
- S : Enggak ada miss udah bagus.
- R : Terus jadi berani ngomong pakai bahasa inggris nggak ?
- S : Ya berani.



R : Lebih termotivasi nggak untuk aktif selama pembelajaran ?

S : Termotivasi sih iya miss

R : Oke, makasih ya.

S : Iya.

**Observation Checklist for the Teacher's Activities  
in Teaching and Learning Process  
(Before Implementing CAR)**

School : SMA Swasta Al-Hikmah

Teacher's Name : UNS

Day/Date : Wednesday, July 17<sup>th</sup>, 2019

No	Observation items	Implementation	
		Yes	No
1.	<b>Pre-Teaching</b> a. The teacher greets the students. b. The teacher checks the students' attendance. c. The teacher reviews the last material. d. The teacher explains the topic will be learned. e. The teacher asks the students' experience related to the topic. f. The teacher gives apperception to the students. g. The teacher explains the goal of teaching.	√ √ √ √ √	√ √
2.	<b>While-Teaching</b> a. The students are ready to learn. b. The teacher gives the explanation. c. The students observes the examples given by teacher about the topic. d. The teacher gives a chance to the students to ask questions about the topic. e. The teacher divides the students into group. f. The teacher gives a task to the students in pairs. g. The teacher checks and helps the students' difficulties during learning process. h. The students presents their work in front of the class. i. The students gets feedback from teacher and their friends to their performers. j. The teacher gives reward to the students.	√ √ √ √ √ √ √ √	√ √ √
3.	<b>Post-Teaching</b> a. The teacher summarizes the material given. b. The teacher gives the opportunity for the students to ask questions about the material given. c. The teacher gives homework to the students. d. The teacher closes the lesson.	√ √	√ √

**Observation Checklist for the Teacher's Activities  
in Teaching and Learning Process  
(Cycle I)**

School : SMA Swasta Al-Hikmah

Teacher's Name : UNS

Day/Date : Wednesday, July 31<sup>st</sup>, 2019

No	Observation items	Implementation	
		Yes	No
1.	<b>Pre-Teaching</b> a. The teacher greets the students. b. The teacher checks the students' attendace. c. The teacher reviews the last material. d. The teacher explains the topic will be learned. e. The teacher asks the students' experience related to the topic. f. The teacher gives apperception to the students. g. The teacher explains the goal of teaching.	 √ √ √ √ √ √ √	
2.	<b>While-Teaching</b> a. The students are ready to learn. b. The teacher gives the explanation. c. The students observes the examples given by teacher about the topic. d. The teacher gives a chance to the students to ask questions or give opinions. e. The teacher divides the students into group. f. The teacher asks the students to give their opinion or thought about the education poster. g. The students discuss with their group about the education poster. h. The teacher checks and helps the students' difficulties during learning process. i. The students presents their work in front of the class. j. The students gets feedback from teacher and their friends to their performers. k. The teacher gives reward to the students.	 √ √ √ √ √ √ √ √ √ √ √	
3.	<b>Post-Teaching</b> a. The teacher summarizes the material given. b. The teacher gives the opportunity for the students to ask questions about the material given. c. The teacher gives homework to the students. d. The teacher closes the lesson.	 √ √ √ √	

**Observation Checklist for the Teacher's Activities  
in Teaching and Learning Process  
(Cycle II)**

School : SMA Swasta Al-Hikmah

Teacher's Name : UNS

Day/Date : Monday, August 12<sup>nd</sup>, 2019

No	Observation items	Implementation	
		Yes	No
1.	<b>Pre-Teaching</b> a. The teacher greets the students. b. The teacher checks the students' attendace. c. The teacher reviews the last material. d. The teacher explains the topic will be learned. e. The teacher asks the students' experience related to the topic. f. The teacher gives apperception to the students. g. The teacher explains the goal of teaching.	√ √ √ √ √ √ √	
2.	<b>While-Teaching</b> a. The students are ready to learn. b. The teacher gives the explanation. c. The students observes the examples given by teacher about the topic. d. The teacher gives a chance to the students to ask questions or give opinions. e. The teacher divides the students into group. f. The teacher asks the students to give their opinion or thought about the education poster. g. The students discuss with their group about the education poster. h. The teacher checks and helps the students' difficulties during learning process. i. The students presents their work in front of the class. j. The students gets feedback from teacher and their friends to their performers. k. The teacher gives reward to the students.	√ √ √ √ √ √ √ √ √ √ √	
3.	<b>Post-Teaching</b> a. The teacher summarizes the material given. b. The teacher gives the opportunity for the students to ask questions about the material given. c. The teacher gives homework to the students. d. The teacher closes the lesson.	√ √ √ √	

**Observation Checklist of the Students' Activities  
in Teaching and Learning Process  
(Before Implementing CAR)**

School : SMA Swasta Al-Hikmah

Object : Students

Day/Date : Wednesday, July 17<sup>th</sup>, 2019

No	Observation items	Implementation	
		Yes	No
1.	<b>Pre-Teaching</b> a. The students respond to greetings by the teacher and pray. b. The students pay attention to apperception and motivated to start learning. c. The students pay attention to the teacher in convey the learning objectives.	√ √ √	
2.	<b>While-Teaching</b> a. The students pay attention to the teacher's explanation when convey the material. b. The students' involvement in the class. c. The students are active in asking. d. The students are active in answer questions given by the teacher. e. The students follow the teacher's instructions when give the task individually. f. The students follow the teacher's instructions when divide into group. g. The students are active in group discussions. h. The students present their work in front of the class. i. The students active when the other groups present their work in front of the class. j. The students' understanding about the material.	√ √ √ √ √ √ √ √ √	√ √ √ √ √ √
3.	<b>Post-Teaching</b> e. The teacher summarizes the material given. f. The teacher gives the opportunity for the students to ask questions about the material given. g. The teacher gives homework to the students. h. The teacher closes the lesson.	√ √ √	√

**Observation Checklist of the Students' Activities  
in Teaching and Learning Process  
(Cycle I)**

School : SMA Swasta Al-Hikmah

Object : Students

Day/Date : Wednesday, July 31<sup>st</sup>, 2019

No	Observation items	Implementation	
		Yes	No
1.	<b>Pre-Teaching</b> a. The students respond to greetings by the teacher and pray. b. The students pay attention to apperception and motivated to start learning. c. The students pay attention to the teacher in convey the learning objectives.	√ √ √	
2.	<b>While-Teaching</b> a. The students pay attention to the teacher's explanation when convey the material. b. The students' involvement in the class. c. The students are active in asking. d. The students are active in answer questions given by the teacher. e. The students follow the teacher's instructions when divide into group. f. The students are active in group discussions. g. The students present their work in front of the class. h. The students express their opinions when the other groups present their work. i. The students response toward the strategy and activities used by the teacher. j. The students' understanding about the material.	√ √ √ √ √ √ √ √ √ √	√
3.	<b>Post-Teaching</b> a. The teacher summarizes the material given. b. The teacher gives the opportunity for the students to ask questions about the material given. c. The teacher gives homework to the students. d. The teacher closes the lesson.	√ √ √ √	

**Observation Checklist of the Students' Activities  
in Teaching and Learning Process  
(Cycle II)**

School : SMA Swasta Al-Hikmah

Object : Students

Day/Date : Monday, August 12<sup>nd</sup>, 2019

No	Observation items	Implementation	
		Yes	No
1.	<b>Pre-Teaching</b> d. The students respond to greetings by the teacher and pray. e. The students pay attention to apperception and motivated to start learning. f. The students pay attention to the teacher in convey the learning objectives.	√ √ √	
2.	<b>While-Teaching</b> k. The students pay attention to the teacher's explanation when convey the material. l. The students' involvement in the class. m. The students are active in asking. n. The students are active in answer questions given by the teacher. o. The students follow the teacher's instructions when divide into group. p. The students are active in group discussions. q. The students present their work in front of the class. r. The students express their opinions when the other groups present their work. s. The students response toward the strategy and activities used by the teacher. t. The students' understanding about the material.	√ √ √ √  √ √ √ √  √ √	
3.	<b>Post-Teaching</b> e. The teacher summarizes the material given. f. The teacher gives the opportunity for the students to ask questions about the material given. g. The teacher gives homework to the students. h. The teacher closes the lesson.	√ √ √ √	

## **Field Note 1**

**Activity** : **Classroom Observation**

**Date** : **Wednesday, July 17<sup>th</sup> 2019**

**Time** : **07.30 a.m. – 08.45 a.m.**

**Class** : **XI MIA II**

**R** : **Researcher**

**ET** : **English Teacher**

**Ss** : **Students**

The ET and R entered the class. Then The ET asked to class leader to lead the pray. After that the ET checks the students' attendace. The ET asked the R to introduce herself. Then, ET asked the R to sit in the back of the class. The ET started the lesson about asking and giving suggestion and offer. ET asks the students related to the topic, but most of the students were hesistant to express their ideas. Consequently, the students became passive during the learning process in the class.

Then, the ET continued the lesson by explaining the expressions of asking and giving suggestion and offer. The ET wrote on the white board, then the Ss wrote down on their note book. The ET explained using English and Indonesia. Some Ss were not active and unenthusiastic so that Ss speak with their friends.

The ET called students' name randomly to to speak the expression of asking and giving suggestion and offer. But some Ss still had difficulties on pronouncing words. Then, the ET gave the task to students in pairs to make a dialogue about expression of asking and giving suggestion and offer then practice



in front of the class. Most of Ss lack of vocabulary, so that they were difficult to make a dialogue. Ten minutes passed, the ET asked a volunteer to practice in front of the class. But, no one were willing to do. Because Ss did not had confidence to practice in front of the class. So, The ET called students' name to practice. During their performance, they still had many mispronounced words. Unfortunately, time was over, the ET closed the lesson and said that they would continue their performance next meeting.

### **Field Note 2**

**Activity** : Meeting 1 (Pre-Test)

**Date** : Wednesday, July 24<sup>th</sup> 2019

**Time** : 07.30 a.m. – 08.45 a.m.

**Class** : XI MIA II

**R** : Researcher

**ET** :English Teacher

**Ss** : Students

The class started at 07.30 a.m. the R entred the class. The ET planned to accompany the R to conduct the pre-test activity, but ET could not came to school because she was sick. So, only the R went to the class. The R greeted the Ss, the R explained to Ss that she would teach to conducted a research, and asked the Ss to cooperate with her, and the Ss agreed. The R checked the students' attendance and the R told the activity for that would be pre-test as one of the step to conduct the research. Then, the R said that the goal of this activity was to find out the real ability of the students in speaking.

The R explained that Ss needed to express their opinion about the education poster. There were four education poster and Ss only chose one and gave an opinion by using expression of opinion and their own words. the R gave 15 minutes to the Ss to prepare. 15 minutes passed, the R asked the volunteer to share their opinion first, but no one raise their hands. Then R decided to called them one by one to share their opinion in front of the class. Most of the Ss spoke hesitantly and they did not have confidence to produce their word because they seemed afraid to spoke in English for making mistake in grammar and pronunciation. Unfortunately, time was over, the ET closed the lesson and said that they would continue their performance next meeting.

### **Field Note 3**

**Activity** : Meeting 2 (Pre-Test)

**Date** : Sunday, July 29<sup>th</sup> 2019

**Time** : 07.30 a.m. – 08.45 a.m.

**Class** : XI MIA II

**R** : Researcher

**ET** :English Teacher

**Ss** : Students

In third meeting, the R continued the previous activity. the R asked students to express their opinion about the education poster. There were four education poster and Ss only chose one and gave an opinion by using expression of opinion and their own words. Most of Ss seemed confused and difficulty to express their ideas because they only have limited vocabulary. Many problems

have been found during pre-test. After all the Ss present their opinions, the R ended the pre-test. Then, The R said thank you and good bye.

#### **Field Note 4**

**Activity** : Meeting 1 (Cycle 1)  
**Date** : Wednesday, July 31<sup>st</sup> 2019  
**Time** : 07.30 a.m. – 08.45 a.m.  
**Class** : XI MIA II  
**R** : Researcher  
**ET** : English Teacher  
**Ss** : Students

The class started at 07.30 a.m. ET and R went to the class. In this activity, the R collaborated with the ET. Then, the ET started the lesson by giving the material that the Ss were going to learn. The ET and the Ss discussed about giving opinion and thought. After the ET and Ss discussed about the material, Ss also observed the conversation about giving opinion. Then, the ET divided the Ss into nine groups. One group consist of five until six person. Every group given a education poster. In groups, the Ss made a dialogue about giving opinion. The ET given fifteen minutes for Ss to complete their taks. During learning proccess, R observe the ET and students' activities in teaching and learning process by using observation sheet. The Ss active in group to giving their opinion. And the ET walked around the class to checked the Ss progress on doing the task.

Fifteen minutes passed, the ET called the group randomly to presented their task in front of the class. In teaching learning process, Most of Ss were

interested and enthusiastic to learn by implemented communicative language teaching through education poster as media. Although, there were some students who were still confused and have difficulty to expressing their opinion in English. And also there were some students who made noisy in the class.

Unfortunately, time was over, the ET closed the lesson and said that they would continue their performance next meeting. Before the ET ended the class, the ET discussed again what they have learnt that day. The ET asked to Ss whether they could understand the lesson or not. Then ET closed the lesson and said thank you.

#### **Field Note 5**

**Activity** : Meeting 2 (Cycle 1)  
**Date** : Monday, August 5<sup>th</sup> 2019  
**Time** : 07.30 a.m. – 08.45 a.m.  
**Class** : XI MIA II  
**R** : Researcher  
**ET** : English Teacher  
**Ss** : Students

In fifth meeting, the R and ET continued the previous activity. The ET called the group that has not been presented their task in front of the class. When the Ss presented in front of the class, the other Ss looked more attention than before. The Ss got feedback from the teacher and students after finishing their performance. After all of groups presented their task, the R gave post-test I to Ss.

The R given fifteen minutes for Ss to complete their tasks. The Ss asked to choose one of the education posters. Individually, the students giving an opinion by using expression of opinion and their own words. At last, the students present it in front of the class. The students' speaking ability better than pre-test. Eventhought, some of Ss still difficulty in speaking. After all the Ss present their opinions, the R ended the post-test I. Then, The R closed the lesson and said thank you and good bye.

### **Field Note 6**

**Activity** : Meeting 1 (Cycle 2)  
**Date** : Wednesday, August 7<sup>th</sup> 2019  
**Time** : 07.30 a.m. – 08.45 a.m.  
**Class** : XI MIA II  
**R** : Researcher  
**ET** : English Teacher  
**Ss** : Students

The class started at 07.30 a.m. ET and R went to the class. In this activity, the R collaborated with the ET. Then, the ET started the lesson by giving the material that the Ss were going to learn. The ET and the Ss discussed about giving opinion and thought. After the ET and Ss discussed about the material, Ss also observed the how to express opinion. Then, the ET divided the Ss into nine groups. One group consist of five until six person. Every group given a education poster. In groups, the teacher asked each members to gave their opinion using expression of opinion about the education poster. The ET given fifteen minutes

for Ss to complete their tasks. During learning process, R observe the ET and students' activities in teaching and learning process by using observation sheet. The Ss active in group to giving their opinion. And the ET walked around the class to checked the Ss progress on doing the task.

Fifteen minutes passed, the ET called the group randomly to presented their task in front of the class. In teaching learning process, Most of Ss were interested and enthusiastic to learn by implemented communicative language teaching through education poster as media. The students were active in express their opinions after the other groups finishing their performance. Unfortunately, time was over, the ET closed the lesson and said that they would continued their performance next meeting. Before the ET ended the class, the ET discussed again what they have learnt that day. The ET asked to Ss whether they could understand the lesson or not. Then ET closed the lesson and said thank you.

### **Field Note 7**

**Activity** : Meeting 2 (Cycle II)  
**Date** : Monday, August 19<sup>th</sup> 2019  
**Time** : 07.30 a.m. – 08.45 a.m.  
**Class** : XI MIA II  
**R** : Researcher  
**ET** : English Teacher  
**Ss** : Students

In seventh meeting, the R and ET continued the previous activity. The ET called the group that has not been presented their task in front of the class. The Ss got feedback from the teacher and students after finishing their performance. After all of groups presented their task, the R gave post-test II to Ss. The R given fifteen minutes for Ss to complete their tasks. The Ss asked to choose one of the education poster. Individually, the students giving an opinion by using expression of opinion and their own word. At last, the students present it in front of the class. The students' speaking ability better than pre-test and post-test cycle I. Students were able to speak English fluently and correctly. After all the Ss present their opinions, the R ended the post-test I. Then, The R closed the lesson and said thank you and good bye.

## Documentation



The teacher was explaining the material



The teacher gave a chance to the students to giving opinions.



The students were active in giving opinion



The teacher was explaining the use of the strategy



The class condition when students were discussing with their group







The students interact and share their opinions with the other members of the group



The students were active and motivated in group discussion to giving their opinion about the education poster



the students got feedback from the other group about their performers



The teacher was checking and helping the students' difficulties during learning process.



The students present their work in front of the class



The students express their opinion when the other groups present their work

The students got feedback from the teacher to their performers



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Webside <http://www.fkip.umsu.ac.id> E-mail [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Form K-1

Kepada Yth : Bapak Ketua/Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan dibawah ini :

Nama Mahasiswa : Lia Annisa Hutabarat  
NPM : 1502050246  
Pro. Studi : Pendidikan Bahasa Inggris  
Kredit Kumulatif : 154 SKS

IPK = 3,50

Persetujuan Ket/Sekret, Prog. Studi	Judul Yang Diajukan	Disahkan oleh Dekan Fakultas
	The Implementation of Communicative Language Teaching to Improve the Students' Speaking Ability Through Education Poster	
	Lexical and Contextual Meaning Contained in Munajat 212 by Neno Warisman	
	The Effect of Students Teams Achievement Devision Technique Through Novel Toward The Students' Speaking Ability	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 22 Maret 2019  
Hormat Pemohon,

Lia Annisa Hutabarat

Keterangan :

- Dibuat Rangkap 3 :
- Untuk Dekan/Fakultas
  - Untuk Ketua/Sekretaris Program Studi
  - Untuk Mahasiswa yang bersangkutan



MAJELIS PENDIDIKAN TINGGI  
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Website : <http://www.fkip.umsu.ac.id> E-mail [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Form K-2

Kepada : Yth. Bapak/ Ketua/Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

*Assalamu'alaikum Wr. Wb*

Dengan hormat, yang bertanda tangan dibawah ini :

Nama Mahasiswa : Lia Annisa Hutabarat  
NPM : 1502050246  
Pro. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

The Implementation of Communicative Language Teaching to Improve  
the Students' Speaking Ability Through Education Poster

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu :

Dr. Hj. Dewi Kusuma Nst, S.S., M.Hum.

Acc 11/04-2019 RF

Sebagai Dosen Pembimbing Proposal/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 04 April 2019  
Hormat Pemohon,

Lia Annisa Hutabarat

Keterangan

- Dibuat rangkap 3 :-
- Asli untuk Dekan/Fakultas
  - Duplikat untuk Ketua / Sekretaris Jurusan
  - Triplikat Mahasiswa yang bersangkutan



FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 836 /II.3/UMSU-02/F/2019  
Lamp : ---  
Hal : Pengesahan Proyek Proposal  
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :


Nama : Lia Annisa Hutabarat  
N P M : 1502050246  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : The Implementation of Communicative Language Teaching to Improve the students' Speaking Ability Through Education Poster.

Pembimbing : Dr. Hj. Dewi Kesuma Nst, SS, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 11 April 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Medan, 06 Sya'ban 1440 H  
11 April 2019 M  
Dekan  
  
Dr. H. Elfrianto Nst, S.Pd, M.Pd.  
NIDN : 0115057302

Dibuat rangkap 4 (empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :  
WAJIB MENGIKUTI SEMINAR



MAJELIS PENDIDIKAN TINGGI  
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Website : <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

### BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
Fakultas : Keguruan dan Ilmu Pendidikan  
Nama Lengkap : Lia Annisa Hutabarat  
NPM : 1502050246  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Implementation of Communicative Language Teaching to Improve the Students' Speaking Ability Through Education Poster

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
20 April 2019	Cover, table of content Background, scope & limitation Relevant study → sumud Instruments References Insert lesson plan	
13 Mei 2019	Revise chapter I state the TMM Test Technic of post-analysis	
16 Mei 2019	- Revise lesson plan	
20 Mei 2019	- Revision completed	

Medan, 20 Mei 2019

Diketahui Oleh :  
Ketua Program Studi

Mandra Saragih, S.Pd, M.Hum.

Dosen Pembimbing

Dr. Hj. Dewi Kesuma Nst, S.S., M.Hum



MAJELIS PENDIDIKAN TINGGI  
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**LEMBAR PENGESAHAN PROPOSAL**

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Lia Annisa Hutabarat

NPM : 1502050246

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : The Implementation of Communicative Language Teaching to  
Improve the Students' Speaking Ability Through Education  
Poster

sudah layak diseminarkan.

Medan, 26 Mei 2019

Dosen Pembimbing,

Dr. Hj. Dewi Kesuma Nst, S.S., M.Hum



**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**Fakultas Keguruan dan Ilmu Pendidikan**

---

**SURAT PERNYATAAN**

**Bismillahirrahmanirrahim**

Yang bertanda tangan di bawah ini, mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.

Nama Lengkap : **LIA ANNISA HUTABARAT**  
Tempat/Tgl. Lahir : Medan, 13 Desember 1996  
Agama : Islam  
Status Perkawinan : Kawin/Belum Kawin/Duda/Janda  
No. Pokok Mahasiswa : 1502050246  
Program Studi : Pendidikan Bahasa Inggris  
Alamat Rumah : Jl. Marelan Raya Psr V Gg. Aman  
  
Telp/HP : 0895-6023-48867  
Pekerjaan/Instansi : -  
Alamat Kantor : -

Mealui surat permohonan tertanggal, September 2019 telah mengajukan permohonan menempuh ujian Skripsi. Untuk ujian skripsi yang akan saya tempuh, menyatakan dengan sesungguhnya, bahwa saya :

1. Dalam keadaan sehat jasmani maupun rohani
2. Siap secara optimal dan berada dalam kondisi baik untuk memberikan jawaban atas pertanyaan penguji.
3. Bersedia menerima keputusan Panitia Ujian Skripsi dengan ikhlas tanpa mengadakan gugatan apapun.
4. Menyadari bahwa keputusan Panitia Ujian ini bersifat mutlak dan tidak dapat diganggu gugat.

Demikianlah surat pernyataan ini saya perbuat dengan kesadaran tanpa paksaan dan tekanan dalam bentuk apapun dan dari siapapun, untuk dipergunakan bilamana dipandang perlu. Semoga Allah SWT meridhoi saya. Amin.

Saya yang menyatakan,



**LIA ANNISA HUTABARAT**



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

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**SURAT PERNYATAAN**

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertanda tangan dibawah ini :

Nama Lengkap : Lia Annisa Hutabarat  
N.P.M : 1502050246  
Prog. Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Implementation of Communicative Language Teaching to Improve the Students' Speaking Ability Through Education Poster

Dengan ini saya menyatakan bahwa :

1. Penelitian yang saya lakukan dengan judul diatas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Juli 2019  
Hormat saya  
Yang membuat pernyataan,



**Lia Annisa Hutabarat**

Diketahui oleh  
Ketua Program Studi  
Pendidikan Bahasa Inggris

**Mandra Saragih, S.Pd, M.Hum**



**MAJELIS PENDIDIKAN TINGGI  
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**SURAT PERMOHONAN**

Medan, Mei 2019

Lamp : Satu Berkas  
Hal : Seminar Proposal

Yth. Ketua Program Studi  
Pendidikan Bahasa Inggris  
**FKIP UMSU**

Bismillahirrahmannirrahim  
Assalamu'alaikum, Wb. Wb

Saya yang bertanda tangan di bawah ini:

Nama Lengkap : Lia Annisa Hutabarat  
NPM : 1502050246  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Implementation of Communicative Language Teaching to Improve the Students' Speaking Ability Through Education Poster

Dengan ini mengajukan seminar proposal skripsi kepada Bapak/Ibu. Sebagai bahan pertimbangan Bapak/Ibu saya lampirkan:

1. Foto kopi proposal skripsi yang telah disetujui pembimbing satu eksamplar,
2. Kuitansi biaya seminar dua lembar fotocopy
3. Kuitansi SPP yang sedang berjalan dua lembar fotocopy,
4. Foto kopi K1, K2, K3.

Demikianlah surat permohonan ini saya sampaikan ke hadapan Bapak/Ibu. Atas kesediaan Bapak/Ibu mengabulkan permohonan ini, saya ucapkan terima kasih.

Wassalam  
Pemohon,

Lia Annisa Hutabarat



**MAJELIS PENDIDIKAN TINGGI  
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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

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**BERITA ACARA SEMINAR PROPOSAL**

Pada hari Kamis tanggal 23 Bulan Mei 2019 telah diselenggarakan seminar prodi pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Lia Annisa Hutabarat  
N.P.M : 1502050246  
Prog. Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Implementation of Communicative Language Teaching to Improve the Students' Speaking Ability Through Education Poster

No.	Argument/Komentar/Saran
Judul	✓
Bab I	revise : please check the revised proposal
Bab II	revise : please check the revised proposal
Bab III	check the revised proposal
Lainnya	Reference : writing system
Kesimpulan	[ ] Disetujui [ ] Ditolak [ ✓ ] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

Pirman Ginting, S.Pd, M.Hum

Dosen Pembimbing

Dr. Hj. Dewi Kesuma Nst, SS, M.Hum

Panitia Pelaksana

Ketua

Mandra Saragih, S.Pd, M.Hum

Sekretaris

Pirman Ginting, S.Pd, M.Hum



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
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Webside : <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminarkan oleh mahasiswa di bawah ini :

Nama Lengkap : Lia Annisa Hutabarat

N.P.M : 1502050246

Prog. Studi : Pendidikan Bahasa Inggris

Judul Proposal : The Implementation of Communicative Language  
Teaching to Improve the Students' Speaking Ability  
Through Education Poster

Pada hari Kamis, tanggal 23 bulan Mei 2019 sudah layak menjadi proposal skripsi.

Medan, Juni 2019

Disetujui oleh:

Dosen Pembahas

Pirman Ginting, S.Pd., M.Hum

Dosen Pembimbing

Dr. Hj. Dewi Kesuma Nst, S.S., M.Hum

Diketahui oleh  
Ketua Program studi

Mandra Saragih S.Pd, M.Hum



**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

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Unggul | Cerdas | Terpercaya

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**SURAT KETERANGAN**

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menerangkan nama di bawah ini.

Nama Lengkap : Lia Annisa Hutabarat  
N.P.M : 1502050246  
Prog. Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Implementation of Communicative Language Teaching to Improve the Students' Speaking Ability Through Education Poster

Benar telah melakukan seminar proposal skripsi pada hari Kamis, tanggal 23 bulan Mei, tahun 2019.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin dari fakultas. Atas kesediaan dan kerja sama yang baik, kami ucapkan terima kasih.

Medan, Juli 2019

Ketua Program Studi

**Mandra Saragih, S.Pd, M.Hum**



Bila menawab surat ini agar disebutkan nomor dan tanggalnya

**MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Muchtar Basri No. 3 Medan 20238 Telp. (061) 6622400  
Website: <http://fkip.umsu.ac.id> E-mail: [fkip@yahoo.co.id](mailto:fkip@yahoo.co.id)

Nomor : *fkip* /11.3/UMSU-02/F/2019  
Lamp : ---  
Hal : Mohon Izin Riset

Medan, 07 Dzulqaidah 1440 H  
10 Juli 2019 M

Kepada Yth. Bapak/Ibu Kepala  
SMA Swasta Al-Hikmah  
di-  
Tempat

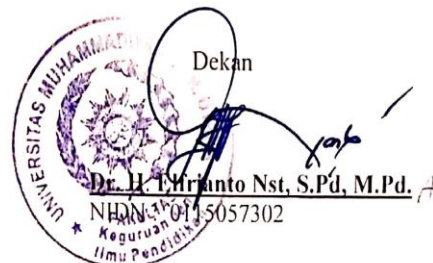
Assalamu'alaikum Warahmatullahi Wabarakaatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Lia Annisa Hutabarat  
N P M : 1502050246  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : The Implementation of Communicative Language Teaching to Improve The Students' Speaking Ability Through Education Poster.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakaatuh.



\*\* Pertinggal \*\*



## YAYASAN PERGURUAN AL-HIKMAH SMA SWASTA AL-HIKMAH

Alamat Jl. Marelan I Pasar 4 Kel. Rengas Pulau Kec. Medan Marelan Telp. 061 6841769 Email sma.al.hikmah@yahoo.co.id

### SURAT KETERANGAN

Nomor : 057/SMA-AH/VIII/2019

Berdasarkan surat Dekan Bidang Akademik Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara Nomor : 4566/II.3/UMSU-02/F/2019 tentang permohonan melaksanakan Penelitian/Riset untuk pembuatan Skripsi yang berjudul **"The Implementation Of Communicative Language Teaching To Improve The Students' Speaking Ability Through Education Poster"**, maka dengan ini yang bertanda tangan di bawah ini Kepala SMA Swasta Al-Hikmah Jl. Marelan I Pasar IV Kel. Rengas Pulau Kec. Medan Marelan Kota Medan menerangkan bahwa:

Nama Mahasiswa : **Lia Annisa Hutabarat**  
NPM : 1502050246  
Program Studi : Pendidikan Bahasa Inggris

Adalah benar nama yang tersebut diatas telah melaksanakan kegiatan Penelitian/Riset sejak tanggal 10 Juli – 26 Agustus 2019 di SMA Swasta Al-Hikmah Medan Tahun Pelajaran 2019/2020, dan mahasiswa tersebut telah memenuhi dan tanggung jawabnya dengan baik.

Demikianlah surat keterangan ini diperbuat dengan sebenarnya.

Medan, 26 Agustus 2019  
Kepala Sekolah,

  
**Nuriadi, S.Pd.I**





## CURRICULUM VITAE

### Personal Information

Name : Lia Annisa Hutabarat  
Place/Date of Birth : Medan / 13 Desember 1996  
Sex : Female  
Religion : Islam  
Email : [Annisa\\_32@yahoo.com](mailto:Annisa_32@yahoo.com)  
No. Hp / WA : 0895 6023 48867  
Adress : Jln. Marelan Raya Psr. 5 Gg. Aman Link. 35

### Parents

Father's Name : Sudarman Hutabarat  
Mother's Name : Supini  
Adress : Jln. Marelan Raya Psr. 5 Gg. Aman Link. 35

### Education

Elementary School : SDN 067261  
Junior High School : SMP Swasta Al-Hikmah  
Senior High School : SMK PAB 2 Helvetia  
University : English Department of University of Muhammadiyah  
Sumatera Utara

