

**THE IMPLEMENTATION OF COMMUNICATIVE  
APPROACH IN ENGLISH DEVELOPMENT SKILL (EDS)  
PROGRAM AT 10<sup>TH</sup> GRADE STUDENTS OF MA AL-IKHSAN  
BEJI, KEDUNG BANTENG DISTRICT, BANYUMAS  
REGENCY**



**IAIN PURWOKERTO**

**THESIS**

**Submitted to Faculty of Tarbiya and Teacher Training of IAIN Purwokerto  
as a Partial Fulfillment of The Requirements for Achieving the Degree of  
Sarjana Pendidikan (S.Pd.) in English Education**



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DEVELOPMENT SKILL (EDS) PROGRAM AT 10<sup>TH</sup> GRADE STUDENTS OF  
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REGENCY**

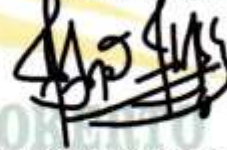
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*Assalamu'alaikum Wr. Wb*

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**The Implementation of Communicative Approach in English Development Skill (EDS) Program at 10<sup>th</sup> Grade Students of MA AL-IKHSAN Beji, Kedung Banteng District, Banyumas Regency**

I recommend the thesis to be submitted to Dean of Faculty of Tarbiya and Teacher Training, State Institute of Islamic Studies Purwokerto, to be examined and declared qualified for achieving the degree of *Sarjana Pendidikan* (S.Pd.) in English Education.

*Wassalamu'alaikum Wr. Wb*

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## **MOTTO**

*After the entire struggle you have done, and after all the hell you have been through, there is a success.*

(David Cook)

*Keep on pushing and keep on trying, life can be whatever you make it to be.*

(David Cook)



## **DEDICATION**

I dedicate this thesis to:

My endless love, Bapak Kasam and Mama Wahidah

My lovely younger sisters, Karimatus Sangadah and Nihlatul Hasna

And all of my beloved friends, I just want to say thank you so much



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Finally, the researcher hopes that this research could give advantages to the reader. The researcher realized that this research is far from being perfect. Therefore the researcher openly accepts criticism and suggestions of this research for better result.

Purwokerto, 10<sup>th</sup> of May 2020  
The researcher



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ENGLISH DEVELOPMENT SKILL (EDS) PROGRAM AT 10<sup>TH</sup>  
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**ABSTACT**

Basically, communicative approach in teaching English is use the language to communicate and in order to interact with other speaker. In modern era, communication is an important skill that must be mastered by all people while language is a tool of communication. Therefore, to prepare the students faced modern era, communicative approach is very suitable approach to teach language so that the students not only learn about theory but also can apply it in the real context.

Communicative approach is as an approach that aimed to make communicative competence the goal of language teaching and develop procedures for the four language skills that acknowledge the interdependence of language and communication. This research aims to explore the implementation of communicative approach in teaching English of English Development Skill (EDS) program at MA AL-IKHSAN and to find out the problems faced by the teacher and also strengths and weaknesses of teaching English in English Development Skill (EDS) program using communicative approach.

This research was descriptive qualitative research. The techniques of collecting data in this research were triangulation techniques consisting of interview, observation and documentation. The participants consisted of 30 students in one class. Techniques of analyzing data used in this research were data reduction, data display, and verification.

The result of the research showed the implementation of communicative approach in English Development Skill (EDS) program at 10<sup>th</sup> grade students of MA AL-IKHSAN consisted of learning material, learning media, and learning process. According to the data of interview, observation and documentation, the teacher applied communicative approach in three stages. The first stage was preparation. The preparation including preparing the material, preparing the learning steps and preparing the setting place. the second stage was implementation, this stage showed the process of teaching and learning by applying communicative approach. The last stage was evaluation by conducting question and answer. The researcher found the problems in implementing communicative approach such as lack of vocabulary, the ability of students varies,

and the lack of enthusiasm of students in joining this program. The researcher also found the strengths and weaknesses in implementing communicative approach. The strengths were the students were automatically more active, the classroom atmosphere to be more lively and students were more creative and have freedom to express. While the weaknesses were lack of students motivation, basic English different abilities possessed by each student, vocabulary limitation possessed by each student and lack of grammar understanding.

**Keyword: Implementation, Communicative Approach**



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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

English is one of the most important subjects that students learn at schools. English is then considered as being an important subject that must be taught both in formal and non-formal education. In the context of Indonesia, English as a foreign language is an essential subject to be taught in all schools from junior to senior high school. English has become a keyword capable of grasping all aspects of social, cultural, and business. Therefore, English is used as one of the mandatory subject for high school level which aims to prepare students after graduating from school.

The world of education has never got separated from any different kinds of issues. Recently there have been many issues which are related to the language teaching and learning in classrooms. Indonesia is one of the countries which has various issues in term of education. Some examples of the recent issues include government spending and policies, technology and education, assessment and attainment, education and curriculum, school reform, and many others.<sup>1</sup> Among them, there is one issue which is mostly discussed by many teachers or instructors, namely teaching approaches. Many teachers apply different approaches in order to make the learning process easily and successfully delivered to students. The use of appropriate approaches in different situation is very important, particularly in teaching English because it will be related to the learning targets that will be achieved by the teacher.

One of education issues is curriculum change from KTSP to curriculum 2013. The objective of curriculum 2013 is creating productive, creative, innovative skills, through strengthening affective attitudes, skill, and integrated knowledge for Indonesia. Learning language is essentially learning

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<sup>1</sup> Danin Christianto. "Teachers' Perceptions on the Use of the Communicative Language Teaching Approach in the English Classroom." Yogyakarta: IJIET(International Journal of Indonesian Education and teaching), 2019. P.90. Vol. 3, No. 1.

to communicate. Therefore, language learning is directed to improve students' ability to communicate.<sup>2</sup> To create student skills in language learning, the implementation of communicative approach in the learning process is one way to realize the objectives of curriculum 2013 because the communicative approach is oriented towards the process of teaching and learning language based on the function of communication.

The ever-growing need for good communication skills in English has created a huge demand for teaching English around the world. Millions people today want to improve their command of English. The worldwide demand for English has created an enormous demand for quality language teaching, materials and resources.<sup>3</sup> English teachers have many problems during teaching and learning process both internal or external problems. One of them is regarding students motivation in speaking due to difficult pronunciation and lack of vocabulary. English teachers attempt to introduce and apply different methods to improve the learning quality especially in speaking aspects.

Learners should learn not only correct grammar and appropriate statements about experimental word, but also should develop the ability to use language to get things done.<sup>4</sup> in second and foreign language learning, developing students' communicative competence in the target language is one of most significant goals of language professionals. Basically, the goal of communicative activity is the successful transmission of information, not the achievement of grammatical correctness.<sup>5</sup>

MA AL-IKHSAN Beji is one of the institutions that apply communicative approach. Communicative approach is applied by the teacher in language extracurricular activities which are followed by all 10<sup>th</sup> grade

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<sup>2</sup> Aninditya Sri Nugraheni. "Controversy a Policy Change in the Curriculum in Indonesia in Terms of the Point of View of Indonesian Language Subject." Yogyakarta: Journal of Education and Practice, 2015, Vol. 6, No. 2.

<sup>3</sup> Jack C. Richards. *Communicative Language Teaching Today*. New York: Cambridge University Press, 2006.

<sup>4</sup> David Nunan. *Designing Tasks for the Communicative Classroom*. UK: Cambridge University Press, 1989.

<sup>5</sup> Seonghee Choi. *Teaching English A Foreign Language in Korean Middle Schools: Exploration of Communicative Language Teaching Through Teachers' Beliefs and Self Reported Classroom Teaching Practices*. Dissertation. Athens: The Ohio State University, 1999.

students both science class and social class. In the learning process, almost all student activities are filled with practice such as drama, role play, and presentations. Beside that, in EDS program students are taught daily expressions and terms that are often used in interacting with others in several places used to be practiced and interacted in daily activities especially in the school environment so the students can create language atmosphere even in a simple context. It was a good way to develop students' language skills so that the researcher was interested to conduct the research related to the communicative approach applied in EDS Program

To obtain data, the researcher conducted preliminary research by interview on Tuesday, 17<sup>th</sup> of September 2019 with Mrs Aniqotul Milla Zakiyyah, S.S., M.M. as an English teacher at MA AL-IKHSAN Beji. She explained that there was a new program that has been running for 2 years. The name of this program is EDS (English Development skill), this program aimed to improve and develop students' English skills. EDS Program must be followed by all of 10<sup>th</sup> grade students and conducted once a week on Saturday. The method used in this program is different with the methods used in regular class. This program emphasizes the improvement of students' abilities in speaking so that students were expected to be able to master English both theoretically and practically. Based on the preliminary research with the teacher, the researcher is attracted to analyze the implementation of communicative approach in EDS program at 10<sup>th</sup> grade students of MA AL-IKHSAN.

MA AL-IKHSAN is located in AL-IKHSAN Boarding School area Rt 03 Rw 02 Kedungbanteng, Banyumas. MA AL-IKHSAN is a formal education institution which is under the auspices of AL-IKHSAN Boarding School. The existence of MA Al-IKHSAN has become more widely known because of the bilingual program (Arabic and English) from AL-IKHSAN Boarding School. The students who study at MA AL-IKHSAN not only come from the area around Purwokerto but also come from several area outside Purwokerto. Most of them are santri staying at AL-IKHSAN Islamic Boarding

School. Therefore the students learn languages both at school and at boarding school.

## B. Operational Definition

The definition of key term is important to give a guideline of the research. Related to this research, there are four key terms that are used as a guide for conducting this research. Those are:

### 1. Implementation

Implementation is the realization of application, or execution of plan, idea, model, design, specification, standard, algorithm, or policy. The other opinion said that implementation is technique which actually takes place in classroom.

### 2. Communicative Approach

Communicative approach is an approach to foreign or second language teaching which emphasizes that the goal of language learning is communicative competence and which seeks to make meaningful communication and language use a focus of all classroom activities.<sup>6</sup>

Based on the definition above, communicative approach in Communicative Language Teaching (CLT) is one of the teaching approach which mainly focuses on improving the communicative competence in order to develop good communication and effective language use.

### 3. Communicative Competence

The term “communicative competence” is comprised of two words, the combination of which means “competence to communicate”

Communicative competence is as a synthesis of an underlying system of knowledge and skill needed for communication.<sup>7</sup>

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<sup>6</sup> Jack C. Richards & Richard W. Schmidt. *Longman Dictionary of Language Teaching & Applied Linguistics*. London: Pearson, 1985.

<sup>7</sup> Jelena Mihaljevic & Vesna Bagaric. “*Defining Communicative Competence*”. Zagreb: Metodika, 2017, Vol. 8. P. 94

#### 4. EDS Program at MA AL-IKHSAN

English Development Skill (EDS) is non-regular program for all 10<sup>th</sup> grade students of MA AL-IKHSAN which aims to improve and develop students' English ability. EDS program was held once a week on Saturday.

### C. Research Question

Based on the background of the study above, the problems of the research can be formulated as follows:

1. How does the teacher implement communicative approach in English development skill (EDS) program at 10<sup>th</sup> grade students of MA AL-IKHSAN?
2. What are the problems in implementing communicative approach in English development skill (EDS) program at 10<sup>th</sup> grade students of MA AL-IKHSAN?
3. What are the strengths and weaknesses of teaching English in English development skill (EDS) program using communicative approach?

### D. Objectives and Significances of the Research

1. The objectives of this research are:
  - a. To describe the implementation of communicative approach in teaching English of English development skill (EDS) program.
  - b. To describe the problems faced by the teacher in implementing communicative approach in teaching English of English development skill (EDS) program.
  - c. To explore the strengths and weaknesses of teaching English in English Development Skill (EDS) program using communicative approach.
2. The significances of this research
 

There are two kinds of significances of this research as follow:

  - a. Theoretical significances

Theoretical significances of this research are:

- 1) The researcher expects this research can be useful to improve knowledge in learning, especially related to the learning approach.
- 2) The researcher expects this research can be used as a reference for further researchers.

b. Practical significances

Practical significances of this research are:

1) For teachers

The results of this research are expected to be able to enrich the teachers' information about the implementation of communicative approach in teaching English.

2) For students

The results of this research are expected to be able to improve students' communicative competence and also expected to be able to provide knowledge related to communicative approach.

3) For school

The results of this research are expected to be able to give an explanation of the learning approaches in general and communicative approaches in particular.

## E. Review of Relevan Studies

Based on several sources related to this research, there are journals and previous research related to the topic of this research. The following are the results comparison of previous research studies.

The first, research entitled "*Teachers' Perception of The Implementation of The Communicative Approach to Teach Listening to Conversation*" was written by Abdurahman Ahmed Ali Milad from Semarang State University in 2016. This research investigated the implementation of communicative approach in relation to the teachers' perception in teaching listening. The difference of this research is about focus discussion. The research written by Abdurahman discussed teachers' perception in teaching

listening using communicative approach while this research discussed about the implementation of communicative approach in teaching English. The similarity of this research was a discussion about the strengths and weaknesses of communicative approach in teaching English.

The second, research entitled "*Applying Communicative Language Teaching in Teaching English for Foreign Language Learners*", was written by Manalullaili from Raden Fatah State Islamic University Palembang in 2015 explored what communicative language teaching is and describe the factors led to its emergence in English language teaching. The differences of this research is discussion about skills. The research was written by Manalullaili generally discussed about applying communicative approach for four skills in language learning while this research focused on speaking skill. Beside that, the research was written by Manalullaili only discussed in detail the benefits and consequences of communicative language teaching without discussed the ways to implement the communicative approach in teaching English. The similarity of this research is discussion about characteristics of the communicative approach. The result of the research was written by Manalullaili stated that a communicative approach is a better approach to teach English language especially for second language learner.

The third, research entitled "*Communicative Language Teaching and Its Misconceptions About The Practice in English Language Teaching (ELT)*" was written by Sri Diana from Makassar Industrial Engineering Academy in 2014. This paper aims to describe communicative language teaching, misinterpretations about its practice and the factors leading to teachers' misconceptions. The difference of this research is about focus of the study. The research was written by Sri Diana was focused on misinterpretation belief of the implementation of communicative language teaching while this research focused on implementation of communicative approach in learning English. The similarities of this research are a discussion about the role of teachers in communicative activities and the techniques of teaching English using communicative approach.

## **F. Structure of the Research**

To make a systematic research, it was necessary to classify the structure of this research. The structure of this research explains as follow:

Chapter I presented an introduction. It has eight sub sections, those are background of the study, operational definition, research question, objectives and significances of the research, review of relevant studies, literature review, research method and structure of the research.

Chapter II presented the theories of implementation of communicative approach which is consists of two sub sections, those are communicative approach and communicative language teaching.

Chapter III presented the research method. This chapter deals with the research design, subject of the study, object of the study, instruments for obtaining data, technique of collecting data, technique of analyzing data, and triangulation.

Chapter IV presented result of the research which is consists of general description of MA AL-IKHSAN and the implementation of communicative approach at MA AL-IKHSAN.

Chapter V presented conclusion and suggestion of the research. In this chapter, the researcher concluded and gave suggestion related to the research.

**IAIN PURWOKERTO**



## CHAPTER II

### THEORITICAL REVIEW

Communicative approach in language teaching begins in Europe in the 1960s and 1970s. Both American and British proponents typically described Communicative approach as an approach that aimed to (a) make communicative competence the goal of language teaching and (b) develop procedures for the four language skills that acknowledge the interdependence of language and communication. Communicative approach meant little more than an integration of grammatical and functional teaching.<sup>8</sup>

#### **A. Communicative Approach**

The communicative approach serves the belief originated from a theory of language using the assumption that language is used for communication. In other words, learning language is being to communicate, the learner must be guided to learn the roles of communication. Learning to communicate involve much more use of language for communication in the real context that was often assumed earlier. Based on the theory of the objective of language teaching is consequently to develop learners' communicative competence or their ability to use the language for communication to use the target language in the real context, which involves the four language skills, i.e. listening, speaking, reading and writing. In the other words, in the context of language function must use in the language learning. However, the emphasis must be on communication instead of structure.

The term of communicative competence to differentiate between the learners' abilities to interact with other speakers, to make meaning, and their ability to perform on the discrete-point tests of grammatical knowledge is intended to encourage the learners to ask for information, finding communication, to use circumlocution and whatever other linguistic and non-

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<sup>8</sup> Jack C. Richards and Theodore S. Rodgers. *Approaches and Methods in Language Teaching*. Delhi: Cambridge University Press, 1986.

linguistic resources they could master to negotiate meaning, to stick to the communicative task, the teachers were invariably encouraging learner to take risk, to speak in other than memorized patterns. Communicative approach uses the real-life situation that creates a realistic context for language acquisition in the classroom. The roles of the learners are negotiators. The learners must be able to express their own ideas, feelings, attitudes, desires and needs within the group and the classroom procedures while teaching-teaching learning activities are going on. The students usually work with authentic material in a small group on communicative activities during which they practices in negotiating meaning.

#### 1. Principles of Communicative Approach

In teaching a language by using Communicative Approach, there are several principles should be understood by teachers and should be taken into consideration in teaching English. They are (1) learners learn a language through using it to communicate; (2) authentic and meaningful communication should be the goal of classroom activities; (3) fluency is an important dimension of communication; (4) communication involves the integration of different language skills; (5) learning is a process of creative construction and involve trial and error.

Furthermore, there are ten major principles of Communicative Approach, they are:

- a. Meaning is paramount
- b. Dialogues center around communicative function are not normally memorized
- c. Contextualization is a basic premise
- d. Language learning is learning to communicate
- e. Drilling may occur but peripherally
- f. Comprehensible pronunciation is sought
- g. Attempts to communicate may be encouraged from the very beginning
- h. Judicious use of native language is accepted where feasible

- i. Teacher helps the learners in any way that motivates them to work with the language
- j. Language is created by individual often through trial and error<sup>9</sup>

Moreover, there are several other principles of Communicative Approach in teaching English. The first is “*Know what you are doing*”. In this case teaching and learning activities are likely to be more efficient and effective if both the teacher and the students are aware of what they are doing. The teacher and the students should also cooperate in order to achieve the instructional objectives. Moreover, every lesson should end with clear understanding for the learners so they can do something that they cannot do at the beginning. The second principle is “*the whole is more than the sum of the parts*”. This statement holds the assumption that Communicative Language Teaching is not the ability to handle language elements in isolation. Meaning can be better understood and expressed in whole context. The third principle is “*the processes are as important as the forms*”. In this sort, the quality of language learning process will improve if both the communication process and the language form receive equal attention. Therefore, practices of forms of the target language can take place within a communicative framework. The fourth principle is “*to learn to do it*”. This means that only by practicing communicative activities can the learners help, advice, and teach themselves. The fifth principle is “*mistakes are not always a mistake*”. This means it is natural that the learners make mistake in the learning process because the learner are trying to do something that they have not been told before, or shown how to do before, or which they have not master yet. It is not really making a mistake but it is more on the result of learning process to the target language. Consequently, the teacher should not correct the students’ mistakes in an abrupt manner and offend the students’ feeling which make them embarrassed. alternatively, they should handle it so wisely that

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<sup>9</sup> Douglas Brown. *Teaching by Principles An Interactive Approach to Language Pedagogy*. Longman: New Jersey, 2001.

students are encouraged to start using the language. All of the principles concluded from the communicative approach that have been mentioned and how these principles are applied in the classroom must be understood by the English teacher.

## 2. Features of Communicative Approach

Some of the important features of communicative approach are:

- a. It focuses both on form and the meaning and structure and function.
- b. It follows the cognitive theory of learning with emphasis on learning by doing. The tasks and the activities are problem solving in nature. Total participation of the learners in these activities is ensured.
- c. Contextualization is a basic requirement for learning language items.
- d. The emphasis is on fluency than on accuracy. Errors are considered to be integral part of learning.
- e. Procedures for teaching of the skills of listening, speaking, reading and writing are developed. Integration of skills is emphasized.
- f. Inductive way of teaching grammar is practiced.
- g. It is a learner-centered approach. Learner's needs are of utmost importance.
- h. Language learning is not getting mastery over isolated sentences but to develop an ability to participate in discourse or in writing.
- i. Individual work, pair work or group work, role-play, discussion are the classroom techniques to learn a language.
- j. Teacher's role is that of a guide and facilitator. The teacher should be extra resourceful to develop her own material according to the needs of the learners.<sup>10</sup>

## 3. Implication for the Classroom

There are some interrelated principles which permeate communicative language instruction. These principles, taken together, lead to the following four classroom implication

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<sup>10</sup> Jack C. Richards. *Communicative Language Teaching Today*. New York: Cambridge University Press, 2006.

a. Change of classroom organization

With the communicative approach the traditional roles of students and teachers are altered. This approach, as its name implies, transform the traditional, non communicative, teacher centered classroom into an innovative, communicative, student-centered classroom. In this approach students are viewed as communicators, that is, negotiators of meaning. In the communicatively-oriented classroom the teachers' role is enriched as he or she becomes less of an expert-instructor and becomes more of an advisor, manager, resource person, facilitator, and communicator. The teacher thus creates a rich variety of communication opportunities and fosters an environment which naturally encourages students to communicate among themselves.

In classes which implement the communicative approach, students are encouraged to do much more pair work and small group activity. Desk and chairs are no longer in straight rows; they are moved around as required by classroom activities and students' needs. The classroom organization has changed, and students and teachers feel greater freedom. This freedom does not necessarily mean lack of structure, but the structure is visibly different and more flexible.

b. Use of more realistic communication patterns and processes

Many communicative classroom activities are based on "information gaps" or "opinion gaps", which allow more realistic communication patterns and processes than are found in traditional classrooms. For instance, the learner must find out what time his or her plane leaves, how to get to a friend's house by the shortest route, why the others in the group believe in unilateral disarmament. By the frequent use of information gaps or opinion gaps, the communicative approach stimulates the need to communicate. Such gaps mimic or stimulate the real-world use of language by setting up a situation in which one person seeks specific information from another. In the

classroom, as in other aspects of life, an individual seeks or gives information or opinions for a variety of reasons (e.g., to complete a task, make a decision, or convince someone). The existence of an information gap or opinion gap in the classroom fosters communication and implies that the learner must be a problem-solver to either get or give the needed information.

c. Use of active learning modes

The communicative approach takes advantage of a variety of active learning modes, which are not restricted to traditional language exercises but are designed, rather, to foster creativity, problem-solving skills, and interpersonal cooperation. Communicative instruction frequently uses task-oriented activities, which require students to carry out specific tasks cooperatively, such as creating a newspaper or a news broadcast in the target language. Popular problem-solving activities include working together to unscramble a message, pooling information from different parts of a story, and obtaining information from multiple sources to make a decision. Target language debates and discussions, as well as cultural events like celebrations and festivals, are often found in communicative classroom.

One of the most effective ways of encouraging both communication and the use of language learning strategies is simulation/games. Simulation/games provides an effective framework for communication to take place and returns the element of play to the language classroom. It includes a variety of activities ranging from “homemade” role-plays, simple games, and dramatic activities, through more sophisticated, commercially-produced games, to complex simulated negotiation sessions.

d. Need for strategy learning

Strategy training can and should be linked with regular language learning activities, and can be effectively conducted through simulations, games, and other active exercise. With the introduction of

strategy training, students learn much more than a particular content area or set of gimmicks. It is accurate to state that as a strategy trainer, the teacher becomes instrumental in helping each student to develop the self-awareness of how he or she learns, as well as the knowledge and means to maximize all learning experiences, even outside of the language learning area.<sup>11</sup>

## **B. Communicative Language Teaching**

The communicative approach was developed in the early 1970's by the studies of the European Council and the contributions of many linguists, such as an American psychiatrist and psychoanalyst Robert Langs MD, known as an important psychoanalytic revolutionist and revisionist trained in a classical Freudian Psychoanalytic institute in New York city, to the communicative approach and language teaching, and the speed with which it gained popularity among British language teaching instructors, gave the movement a national and international acceptance. Thus, this new language teaching method become known as the CLT (Communicative Language Teaching), and has dominated the EFL/ESL profession since then. The Communicative Language Teaching (CLT) based on Communicative Approach successively was established in Britain around 1980. Ever since it was established as a language teaching method in ESL and EFL environment, it has received a worldwide popularity among teachers and institutions in different parts of the world.

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

Nowadays, communicative language teaching has been the subject of discussion and is a concern both in literature and in classroom practice. Communicative language teaching itself can be understood as a set of principles about the goals of language teaching, how learners learn a

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<sup>11</sup> Rebecca, et.al. *"Language Learning Strategies, The Communicative Approach, and Their Classroom Implication"*. Foreign Language Annals 22, 1989. P.35. No.1.

language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom.<sup>12</sup>

In addition, communicative language teaching as a set of beliefs which includes not only a re-examination of what aspects of language to teach but also a shift in emphasis in how to teach. In other word, both what to teach aspects which stress on the significance of language function and how to teach which concern to the use of language forms take important part in communicative language teaching.<sup>13</sup>

Based on the definition above can be conclude that communicative language teaching emphasizes that the reaching goal of the teaching communicative competence in which the students are more actively involved to develop their ability.

## 2. Communicative Competence

Communicative language teaching is closely related with communicative competence. The goal of communicative language teaching (CLT) is the teaching of communicative competence.<sup>14</sup> There are four aspects of language knowledge of communicative competence.

### a. Grammatical competence

Grammatical competence is knowledge of the sentence structure of a language.

### b. Sociolinguistic competence

Sociolinguistic competence is the ability to use language in a given communicative context, taking into account the roles of the participants, the settings, and the purposes of the interaction.

### c. Discourse competence

Discourse competence is the ability to recognize different patterns of discourse and to connect sentences or utterances to an

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<sup>12</sup> Jack C. Richards. *Communicative Language Teaching Today*. New York: Cambridge University Press, 2006.

<sup>13</sup> Jeremy Harmer, *The Practice of English Language Teaching*, UK: Longman, 2001.

<sup>14</sup> Jack C. Richards. *Communicative Language Teaching Today*. New York: Cambridge University Press, 2006.



overall theme or topic; the ability to infer the meaning of large units of spoken or written texts; also called textual competence.

d. Strategic competence

Strategic competence is the ability to anticipate imperfect knowledge of linguistic, sociolinguistic, and discourse rules or limiting factors in their application such as fatigue, distraction, and inattention. Also, the effective use of coping strategies to sustain or enhance communication.<sup>15</sup>

3. Characteristics of communicative language teaching

As a broadly-based approach, there are any number of characteristics provide useful overview:

- a. Classroom goals are focused on all of the components (grammatical, discourse, functional, sociolinguistic, and strategic) of communicative competence. Goals therefore must intertwine the organizational aspects of language with the pragmatic.
- b. Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus, but rather aspects of language that enable the learner to accomplish those purposes.
- c. Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.
- d. Students in a communicative class ultimately have to use the language, productively and receptively, in unrehearsed contexts outside the classroom. Classroom tasks must therefore equip students with the skills necessary for communication in those contexts.

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<sup>15</sup> Rian Wulandari. *“Improving Students’ Speaking Ability Through Communicative Language Games at SMPN 1 Prambanan.* Thesis. Yogyakarta: Yogyakarta State University, 2014.

- e. Students are given opportunities to focus on their own learning process through an understanding of their own styles of learning and through the development of appropriate strategies for autonomous learning.
- f. The role of the teacher is that of facilitator and guide, not an all-knowing bestower of knowledge. Students are therefore encouraged to construct meaning through genuine linguistic interaction with others.<sup>16</sup>

Furthermore, there are some characteristics of communicative approach follow:

- a. Language is a system for the expression of meaning.
- b. The primary function of language is to allow interaction and communication.
- c. The structure of language reflects its functional and communicative uses.
- d. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.
- e. Communicative competence entails knowing how to use language for a range of different purposes and functions as well as the following dimensions of language knowledge:
  - 1) Knowing how to vary use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication)
  - 2) Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations)
  - 3) Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies).<sup>17</sup>

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<sup>16</sup> Douglas Brown. *Teaching by Principles An Interactive Approach to Language Pedagogy*. Longman: New Jersey, 2001.

<sup>17</sup> Jack C. Richards and Theodore S. Rodgers. *Approaches and Methods in Language Teaching*. Delhi: Cambridge University Press, 1986.

#### 4. Principles of communicative language teaching

Communicative language teaching may be considered a sign of progress in teaching philosophy in that it follows some key principles:

- a. It is learner-oriented; What really matters is the learner's experience and involvement during the foreign language class; the learner is the central figure in the process of language learning; the teacher often acts as a communicative partner or adviser or classroom work organizer/manager; the learners are entitled to negotiate the topics or other aspects of their work on the foreign language; this instigates a departure from the traditional lock-step (teacher fronted) instruction; a much more preferable work format is group and pair work which promotes learner-learner interaction and increases the learner's speaking time; moreover, the seats are arranged to secure eye contact among the students to enable them to process non-verbal clues such as body language.
- b. Classroom materials and activities must be meaningful and authentic or authentic-looking as possible to promote understanding and, consequently, remembering; recommended exercises are open-ended and not wholly predictable; they are supposed to elicit answers based on truth value rather than some formal criteria; content, especially the personally relevant content is essential to promote learning through communication; the information gap principle is observed as much as possible; the gap may be natural (opinion gap or experience gap between the individuals in the group) or introduced by way of special information distribution (different cue cards given to members of the role-play team; different text segments given to different groups, as in jig-saw reading and listening, sets of pictures with relevant differences handed in to students as pair work material, as in 'spot-the-difference' exercise, etc.
- c. Communication and culture are closely connected; for this reason classroom experience should be rich in cultural communicative input;

some specialists call for creating a cultural island in the classroom environment by displaying various objects, maps, photographs, posters, charts, etc. hence the need for realia, i.e. real-life objects which come from the target language culture to enrich language learning, and authentic texts as well as illustrations of all kinds in the language learning process.

- d. Communication is context-embedded, which is to say that when speakers communicate they make use of verbal and non-verbal clues to understand the interlocutor's communicative intention. In face-to-face communication these contextual clues come from the people who communicate and their environment. This is why video materials are regarded as indispensable in CLT – they show speakers in their environment interacting verbally as well as with the help of body language, facial expressions, and other visual and auditory clues. At the same time, written messages are accompanied by graphic information (pictures, drawings, photographs, maps, graphs), which enhances the meaning expressed in the language code; these sources of information are helpful in coming to grips with the overall message and must be systematically exploited in processing written texts.
- e. The unit of the material is based on communicative criteria, such as text (discourse which is a unit of verbal communication) and task. Task is a goal-oriented activity whose purpose is to be accomplished through verbal interaction ; the completion of the task implies more than merely grammatical manipulation; although language forms must be processed successfully, they are used to accomplish a higher order goal related to communicative language use, such as performing some communicative function or act; a task may take the form of a problem solving activity, for which some entry data are provided and a solution is worked out (negotiated) by a group of learners.
- f. A typical communicative textbook, which is in fact a set of several specialized books and recordings, reflects these principles by using

multiple criteria for the selection and arrangement of the teaching content: the main criterion for the selection of the material is the topic; in addition to it there are skill-oriented activities followed by pronunciation, grammar and vocabulary activities. The topics refer to everyday matter and interests as well as popular and mass culture. The graphic layout is as important to language learning as the content. The student book is colorful and richly illustrated with photographs, pictures, humorous cartoons, maps, graphs, charts, and drawings. Reading passages resemble texts taken out from authentic sources, such as papers and magazines, and they are accompanied by meaning-enhancing illustrations. These illustrations, which deliberately highlight the target language culture, aim to encapsulate the target language environment.

- g. The most valuable work format is pair and group work. The amount of teacher-fronted instruction is reduced to allow learner – learner interaction and to increase the learner speaking time. The learners are no longer involved in the role of an audience but participants. The groups and pairs formed for the purpose of various activities are not stable.<sup>18</sup>

##### 5. Managing communicative classroom

Based on the principles of the communicative language teaching (CLT) described above, a well-informed teacher would take some considerations to create a communicative classroom. The considerations are, first of all, he would pay attention to his role as a teacher to achieve the goals in a communicative classroom. Which is to facilitate the communication process between all participants in the classroom. A well-informed teacher also needs to pay attention to the role of the students. More importantly, the classroom activities created by the teacher should facilitate real communication to encourage learning.

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<sup>18</sup> Maria Dakowska. *Teaching English as a Foreign Language A Guide for Professionals*. Warszawa: Wydawnictwo Naukowe, 2005.

a. Students' role in Communicative Language Classroom

Breen and Candlin (1980) suggest that as the ultimate purpose of a communicative language classroom is achieving communicative competence, the learners are supposed to negotiate for meaning between themselves in their own ways. In the communicative classroom, learners' roles are as negotiators between themselves and the learning objectives. The learners may also have monitoring role for other learners, which means they can provide feedback for their collages. Therefore, they are also potential teachers for other language learners. Another important role is as informan to teacher regarding their own learning improvement. Principally, a communicative language classroom would provide the opportunity for both the teacher and the learners to be mutually dependent participants in a communicative method of teaching and learning.

In a communicative language classroom the use of text is quite limited. Grammatical rules are not taught explicitly. Therefore, the students allow to interact more with other learners rather than with the teacher.

In communicative classroom, students' cooperation is highly expected. Students are suggested to works in pairs or small groups. Working in pairs or small group has been proven to be very effective methods to boost students' communicative ability.

b. Teacher's role in communicative language classroom

A well-informed teacher should play two main roles in the communicative classroom. First, the teacher should be a facilitator of the communicative activities between all learners in the classroom as well as facilitate communicative practice between the learners and different activities and discourse. The second role is to perform as an 'interdependent' member in the language learning. Therefore the

teacher need to be able to organize resources and also becomes resource who controls procedures and activities in the classroom.<sup>19</sup>

c. Activities in communicative language classroom

Useful activities used in communicative classroom include the following:

1) Role-play

Role-play refers to an experiential learning method in which the learners perform roles in a pre determined scenario to facilitate aimed practice and feedback to practice skills. Role play is very suitable for communicative classroom when performed in pairs or groups because it would encourage the participation of all students. Consequently, the students will be engaged in active learning activities.

2) Information gap

Information gap as an activity where learners are missing information they need in order to accomplish a task and are required to communicate each other to find the information, and this activity involves information decoding or encoding from or into language. The rationale behind this activity is the fact that in real communication, people generally need to communicate to get information they do not have. This activity is aimed at providing more opportunity for learners to experience authentic communication by practicing language beyond forms.

3) Games

Games have been widely applied in teaching, and there have been a large number of games used in CLT: spelling bees, crossword puzzles, limericks, scrabble, riddles, diplomacy, *guggeinheim*, tongue twisters, anagrams, passwords, word squares,

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<sup>19</sup>Jack C. Richards and Theodore S. Rodgers. *Approaches and Methods in Language Teaching*. Delhi: Cambridge University Press, 1986.

one-ups-man-ship, spoonerism, rebuses, stinky-pinkies, and debates to name a few.

In the study to review the use of games in language teaching, they use gaming characteristics. First, gaming should be competitive. For example, there is a competition between participants, (e.g. board-race). Second, gaming should use predetermined rule, and all participants need to know and understand the rules which may include the procedure of the game, acceptability and non-acceptability, and grading. Third, the objective of the game should be clear, which means that there some clear goals for gaming which are understood and agreed upon by the participants.

#### 4) Pair-work or group work

A well-informed teacher would create as much interactions as possible between participants in the language classroom, and this can be done by assigning individuals into pair or small group works. The result shows that pair interaction can help boost the learning opportunities for language learners as all individual is involved in the social interaction. A language classroom is supposed to be a social event in which communications between individuals have some advantages and consequently result in various academic outcomes.<sup>20</sup>

#### 6. The syllabus of communicative language teaching

The Council of Europe expanded and developed the categories of communicative function that learners need to express into a syllabus that included descriptions of the objectives of foreign language courses, the situations in which they might typically need to use a foreign language (e.g., travel, business), the topics they might need to talk about (e.g., personal identification, education, shopping), the functions they needed

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<sup>20</sup>Achmad Farid. "Communicative Language Teaching: Implications for The Communicative Classroom." Unipdu Jombang. November 22, 2018.



language for (e.g., describing something, requesting information, expressing agreement and disagreement). Therefore, there are three concepts of developments in communicative syllabus design:

a. Situational Syllabus

Situational syllabus reflects the fact that language is always used and understood in its social contexts. Our language needs are also determined by the social situations which we encounter. In designing situational syllabus, it is necessary to predict the situations in which the learner will need the target language and select the material (grammatical forms, lexical material with special situational terminology), which the learner must learn to cope with linguistically. The significant features of the situation are (predictably) the participants, the setting, the topic and purpose of the encounter, the particular language activity- receptive or productive, etc. we are familiar with the typical situational units in various foreign language textbooks, recreated for language teaching purposes, such as 'at the post office', 'at the railway station', 'booking a hotel room', 'shopping', 'at the restaurant'. The situational syllabus may not prepare the learner for unexpected events and language needs, but despite this fact it uses a relevant criterion for the learner-oriented rather than grammar-oriented programme.

b. Notional Syllabus

In designing a notional syllabus the question asked is not how speakers use language to express themselves, but what it is that they communicate through language. The syllabus is then organized in terms of content rather than form, which is not to say that the form is disregarded. The difference is that the forms are subordinated to the semantic needs of the learner. Such a syllabus can cover all sorts of functions (semantico-grammatical categories), such as time, frequency, quantity, location), categories of modal meaning (modality, scale of certainty, scale of commitment, intention) and categories of

communicative function (reporting, predicting, evaluating, persuading, arguing, providing information, agreeing, expressing personal emotions, such as sympathy, gratitude, flattery, hostility).

c. Functional Syllabus

Functional syllabus is based on the categorize of communicative function. Categorize of communicative function identify the purposes for which various forms are used in utterances. Forms refer to the syntactic analysis at the sentence level. Functions are clearly categories derived from the higher level of communicative interaction, for examples talking about yourself, starting a conversation, making a date, asking for information, answering techniques, getting further information, requesting, attracting attention, agreeing and refusing, hesitating, holding the floor in a conversation, offering, asking permission, giving reasons, giving opinions, agreeing, disagreeing, making suggestion and giving advice, expressing enthusiasm, and persuading.

The syllabus of CLT should identify the following aspects of language use in order to able to develop the learner's communicative competence:

- 1) As detailed a consideration as possible of the *purposes* for which the learner wishes to acquire the target language. For example, using English for business purposes, in the hotel industry, or for travel.
- 2) Some idea of the *setting* in which they will want to use the target language. For example in an office, on an airplane, or in a store.
- 3) The socially defined *role* the learners will assume in the target language, as well as the role of their interlocutors. For example as a traveler, as a salesperson talking to clients, or as a student in a school setting.
- 4) The *communicative events* in which the learners will participate: everyday situations, vocational or professional situations,

academic situations, and so on. For example, making telephone calls, engaging in casual conversation, or taking part in a meeting.

- 5) The *language functions* involved in those events, or what the learner will be able to do with or through the language. For example, making introductions, giving explanations, or describing plans.
- 6) The *notions* or concepts involved, or what the learner will need to be able to talk about. For example, leisure, finance, history, religion.
- 7) The skills involved in the “knitting together” of discourse: *discourse and rhetorical skills*. For example: story telling, giving an effective business presentation.
- 8) The *variety* or varieties of the target language that will be needed, such as American, Australian, or British English, and the levels in the spoken and written language which the learners will need to reach.
- 9) The *grammatical content* that will be needed.
- 10) The *lexical content* or vocabulary that will be needed.<sup>21</sup>

## 7. Advantages and disadvantages of communicative language teaching

### a. Advantages of communicative language teaching

The implementation of CLT has a lot of advantages for teaching English as foreign/second language. Unlike audio lingual and grammar-translation methods, communicative teaching emphasis on “task-oriented, student-centered” language teaching practice and it provides students with comprehensive use of English language for communication of opportunities. Other scholars also suggested some of the major advantages of CLT as follow:

- 1) It motivates students to improve their ability of using English by themselves since it emphasizes on fluency in the target language.

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<sup>21</sup> Jack C. Richards and Theodore S. Rodgers. *Approaches and Methods in Language Teaching*. Delhi: Cambridge University Press, 1986.

Meaning that, it provides students with assignments that allow them to improve their own ideas about what they are going to talk and how they are going to express. This enables the learners to be more confident when interacting with other people and they also enjoy talking more.

- 2) CLT focuses on and aims at communicative competence. Thus, enabling the learners to use the language in a communicative situation to satisfy their needs in real-life communication is a priority in CLT. In other words, it brings the real life situation of the native English into classroom activities such as role-play and simulation.
- 3) The major portion of the learning process is not upon the teacher thus illustrating that CLT classes have moved from teacher-centeredness to learner-centeredness. In other words, much more time is used by the learner that the role of the teacher is just to facilitate the learning process. Thus, the learner should exercise and communicate enough in the CLT class to achieve communicative competence.

#### b. Disadvantages of Communicative Language Teaching

There have been various criticism on the principles of the communicative approach to teaching and learning language:

- 1) The approach gives priority to meanings and rules of the use rather than to grammar and rules of structure. In other words, it is felt that there is not enough emphasis on the correction of pronunciation and grammar error. It is because too much focus on meaning at the expense of form. It is believed that with CLT there is a danger of focusing too much on oral skills and less emphasis is given to reading and writing skills.
- 2) The CLT approach focuses on fluency but not accuracy in grammar and pronunciation. Communicative language teaching leads to the production of “fluent but inaccurate” learners. What is

predicted to happen here is the danger of giving priority to fluency over accuracy in CLT classes.

- 3) The CLT approach is great for intermediate student and advanced students, but for beginners some controlled practice is needed students with low levels of proficiency in the target language may find it difficult to participate in oral communicative activities and, if the exams used by an institution are grammar based, communicative fluency may not be appropriate.
- 4) The monitoring ability of the teacher must be very good. Despite teachers' best efforts, classroom activities are not actually real-life, and it can be difficult to reproduce truly authentic language use and to facilitate genuine interaction. Moreover, a major principle underlying this approach is its emphasis on learners' needs and interest. This implies that much more effort is expected that every teacher should modify the syllabus to correspond with the needs of the learners.
- 5) CLT is sometimes difficult to be implemented in an EFL classroom due to the lack of sources and equipments like authentic materials and native speaker teachers as well as large size of the classes. In addition, suitable classrooms are not available that can allow for group work activities and for teaching aids and materials.<sup>22</sup>

#### 8. Teaching Procedure of Communicative Language Teaching

Technique and classroom procedures associated with a number of Communicative Language Teaching classroom procedures (e.g., group activities, language games, role-plays), but neither of these activities nor the ways in which they are used exclusive to CLT classroom. Procedures fro CLT as follows:

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<sup>22</sup> Simhachalam Thamarana. "A Critical Overview of Communicative Language Teaching". Visakhapatnam: IJELLH (International Journal of English Language, Literature and Humanities), 2015, Vol. 3, No. 5.

- a) Presentation of brief dialog of several mini dialog, preceded by a motivation and a discussion of the function and situation demand.
- b) Oral practice of each utterance of the dialog segment presented at the day.
- c) Question and answer based on the dialogue topics and situational itself.
- d) Question and answer related to the students' personal experience but centered on the dialog theme.
- e) Study on of the basic communicative expressions in the dialog or one of structures in which exemplify the function.
- f) Learners discovery of generalization or rules underlying the function expression or structure. This should include at least four point: its oral and written form. Its position in the utterance, its formality or informality in the utterance, and in the case of a structure, its grammatical function and meaning.
- g) Oral recognition, interpretative activities.
- h) Oral production activities, proceeding from guided to free communication activities.
- i) Copying of the dialogue of mini dialogues or modules if they are not in the class next.
- j) Sampling of the written homework assignment, if given.
- k) Evaluation of learning (oral only).

Things that are common among the procedures are that each unit serves an ostensible focus. New teaching points introduced with dialogues, followed by controlled practices of the main grammatical pattern. The teaching points are, and then contextualized through situational practice.<sup>23</sup>

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<sup>23</sup> Kartika, Apriliana. "A Descriptive Study of Communicative Language Teaching (CLT) in teaching Speaking for Seventh Grade Students of SMP 1 Polanharjo Klaten in Academic Year 2017/2018". Surakarta: IAIN Surakarta, 2018.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Type of the Research**

Type of the research conducted by the researcher is field research. It means the researcher collected data and observed information procured from respondent directly by visiting location of the research. This research used qualitative approach to place problems that require deeply the context of time and situation in question appropriate with the condition in the field through descriptive method. Qualitative approach is the situation that the researcher seeks to establish the meaning of a phenomenon from the views of participants. One of the key elements of collecting data in this way is to observe participants' behaviour during their engagement in activities.<sup>24</sup> In this research, the researcher seeks to describe how to implement communicative approach in English Development Skill (EDS) Program at 10<sup>th</sup> grade students of MA AL-IKHSAN.

#### **B. Location of the Research**

The research conducted in MA AL-IKHSAN Beji. The data were taken from those that reflecting the implementation of communicative approach in English Development Skill (EDS) Program. MA AL-IKHSAN located is in AL-IKHSAN Boarding School area Rt 03 Rw 02 Kedungbanteng, Banyumas.

#### **C. Object of the Research**

The determination of the object of the data source in this research is the process of learning in English Development Skill (EDS) Program. In this research was carried out with the implementation of communicative approach in English Development Skill (EDS) Program at 10<sup>th</sup> grade students of MA AL-IKHSAN Beji related to the learning material, learning media, and

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<sup>24</sup> Jhon W. Creswell. *Research Design Qualitative, Quantitative, and Mix Methods Approaches*. London: Sage, 2014.

learning process in the communicative approach, the problem in implementing communicative approach, and the strengths and weaknesses in implementing communicative approach in teaching English.

#### **D. Subjects of the Research**

The subject of the research is a person who participates in human subject research by being the target of observation by researcher. The main subject that become the information source in this research are:

1. Drs. H. Ahmad Juhana as the headmaster of MA AL-IKHSAN
2. Aniqotul Milla Zakiyah, S.S, M.M. as the teacher of English Development Skill (EDS) Program
3. 30 students join in English Development Skill (EDS) program.

Those informan above are data sources that make the results of research can be recognized because the three informans above are those who have and are undergoing the task of managing or following an institution that the researcher is studying.

#### **E. Techniques of Collecting Data**

Technique of collecting data is the most important step in research because the main purpose of research is to obtain data. Technique of collecting data in this research using data triangulation technique. Triangulation is interpreted as a technique of collecting data that is combining the various techniques of collecting data and existing data sources. In this technique, the researcher collect a number of different information, namely reserachers conduct participatory observation, documentation, and interviews.<sup>25</sup>

##### **1. Observation**

In this research, observation is used to gain the data about the implementation of communicative approach in EDS program at 10<sup>th</sup> grade students of MA Al-Ikhsan Beji. To obtain valid data, the researcher used

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<sup>25</sup> Sugiyono. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta, 2015.



participant observation model (passive participant), means the research presented at the scene of action but the researcher did not interact and participate with the subject research.

The researcher conducted the research observation during teaching and learning process at the classroom when the teacher taught in English Development Skill (EDS) program using communicative approach so that the researcher knew how to implement communicative language teaching in teaching learning process by the teacher and how the teacher reaching goal of the teaching communicative competence especially in sociolinguistic and discourse competence. Moreover, the researcher investigated the teacher's way to develop students' ability to participate in discourse. Firstly, the researcher came to the research location at MA Al-Ikhsan Beji then the researcher observed teaching and learning process from beginning until the end and write the stages during the learning process. Thus, the description about the implementation of communicative approach in English Development Skill (EDS) program can be known.

## 2. Interview

Interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic. Interview is used not only as a data collection technique if the researcher wants to conduct a preliminary research to find problems that need to be investigated but also is used to know things in more depth from the respondent. Interviewing provide the researcher a means to gain a deeper understanding of how the participant interpret a situation or phenomenon that can be gained through observation.

Structured interviews were applied in this research because structured interview is a very personal approach. Thus, the researcher can gather highly-personalized data. The researcher prepared some questions that are needed to gain the information related to the research. The researcher conducted the interview with Mrs. Aniqotul Milla Zakiyyah,

S.S, M.M as the English teacher of MA AL-IKHSAN Beji. Furthermore, the researcher also proposed some questions to the students as respondent to find out about the process implementation of communicative approach, the problem, and the strengthness and weaknesses of communicative approach during teaching process in English Development Skill (EDS) program.

### 3. Documentation

Documentation is a record of events that have already passed either in the form of writing, drawings, or monumental works from someone. The documents used as the data of this research consisted of some documentation in the form photographs during the learning process and also used notes when the researcher conducted interviews.

## F. Techniques of Analyzing Data

Data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others.<sup>26</sup>

Data analysis in qualitative research is an ongoing activity that occurs throughout the investigative process rather than after process. These are some techniques that researcher uses to analyze the data based on Miles and Huberman model:

### 1. Data reduction

Data reduction is needed to choose which data that appropriate to be used in research. Focus on data that is related to the research is important in order to avoid the things that out of the research. To reduce the data, the researcher collected the data, selected the appropriate data with focus of the research and removing unnecessary data. In collecting the data, the researcher selected the entire data from the observation,

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<sup>26</sup> Sugiyono. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta, 2015.

documentation, and interview. This data reduction took place after the data collection has been completed, all field notes were read, understood and getting conclusion that contain a description of the results of the study. Data reduction is needed to choose which data that appropriate to be used in research. Focus on data that is related to the research is important in order to avoid the things that out of the research. To reduce the data, the researcher collected the data, selected the appropriate data with focus of the research and removing unnecessary data.

## 2. Data display

The purpose of data display is to give the description about the next plan that should be done by researcher. To display the data, the researcher described all the data obtained from observation, interview, and documentation. The most frequently used data to present in qualitative research is a text that is a narrative. To display the data, the researcher used narrative text to display the achievement of this research.

## 3. Verification

Verification is deciding the validity and accuracy of something. It is needed to be done in order to check whether the evidence that support the research is valid. However, the conclusion depended on the evidence that researcher found in the field.

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## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

#### **A. Madrasah Aliyah AL-IKHSAN**

##### **1. Background of History**

Madrasah Aliyah Al-Ikhsan established since 1997. Since the founding of Al-Ikhsan Islamic boarding school in 1986, the existence of Al-Ikhsan Islamic boarding school has become more widely known because of the bilingual program (Arabic and English). The existence of Al-ikhsan Islamic boarding school as a place of non-formal education inspired its founder to establish a formal education institution, because apparently many santri studied at formal institutions. In 1988 Madrasah Ibtidaiyah (MI) Al-Ikhsan Beji was established which was located in the west of boarding school and around the mosque. After a few years later, a new idea emerged to establish a junior high school with the consideration that students staying in Al-Ikhsan Islamic boarding school could continue their study at Al-Ikhsan. Finally, Madrasah Tsanawiyah (MTs) Al-Ikhsan Beji was established in 1994.

Then, after MTs Al-Ikhsan Beji was established and operated for several years, the new idea re-emerged to establish a senior high school with the reason that many students graduated from MTs Al-Ikhsan Beji who continued their study to other institutions or even returned to their regions. The foundation's meeting was held because of the support of various parties both mind and material, therefore MA Al-Ikhsan Beji was established on April 25, 1997. A very surprising thing as a newly established school because the number of students in the first year is 63 students even though at that time many parents sent their children to vocational school. Due to the sincere intention of the founders of MA Al-Ikhsan, this school has a good bargaining power even though it was still a newly established school.

At the time, the headmaster of MA Al-Ikhsan was Mr. Drs. Erryhan Jamal, MA with the assistance of the deputy principal namely Mr. Saefudin, S.S, Mr. Wahid Nursyamsi, Mr. Rahman Affandi, S.Ag and Mr. Eko Budi Setiyanto and several teachers. After several years passed, there was a change of principal, Mr. Drs. H. Achmad Juhana who was inaugurated on February 2, 2000. The first graduate in the academic year 1999/2000, MA AL-IKHSAN received an award because one of the students got the highest national exam score in Banyumas district area with the score 47,4. This is a proud achievement and can encourage the development of MA AL-IKHSAN. Since its establishment until now, there have been a number of people who had served as school principals at MA AL-IKHSAN.



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**Tabel 1. List of School Principals of MA AL-IKHSAN**

No	Period	Name	Terms of Office	
			Year	Position
1.	Erryhan Jamal, MA	Erryhan Jamal, MA	1997 – 2000	School Principal
		Saefudin, S.S		Vice Principal
		Wahid Nursyamsi, S.Sos.		
		Rahman Affandi, S.Ag		
		Eko Budi Setiyanto, A.Md		
2.	Drs. Achmad Juhana	Drs. Achmad Juhana	2000 untill now	School Principal
		Mukhroji, S.Ag	2000 – 2002	Vice Principal
		Eko Budi Setyanto, A.Md	2000 – 2002	
		Ida Farida Isnaeni, S.Ag	2000 – 2005	
		Lubab Habiburrohman, SH	2001 – 2009	
		Wakhyudi, S.P.	2001 – until now	
3.	Drs. Achmad Juhana	Drs. Achmad Juhan	2000 until now	School Principal
		Wakhyudi, S.P.	2001 until now	Deputy of Curriculum Affairs
		Hamid Mustofa, S.Th.I	2017 until now	Deputy of Student Affairs
		Amin Maskuri, S.Pd	2017 until now	Deputy of Facilities and Infrastructure Affairs

**2. School Identity**

- a. School's Name : MA AL-IKHSAN Beji Kedungbanteng
- b. Address : Al-Ikhsan Beji boarding school complex  
RT 03 RW 02 Kedungbanteng sub-district  
Banyumas district Central Java Province
- c. Postal Code : 53152
- d. Statistical Number : 131233020010
- e. NPSN : 20364918
- f. Telephone/Fax : (0281) 6840774
- g. Website : -
- h. Email : maalikhsan1@gmail.com

- i. Status : Private
- j. Year Established : 25 April 1997
- k. Founding Figure
  - Name : KH. Abu Chamid
  - Date of Birth : Banyumas, 16 Januari 1932
- l. Accreditation Grade : B (score 78)
- m. Year of Accreditation : 2016
- n. Accreditation Number : 220/BAP-SM/X/2016
- o. Land Status and Area
  - Status : one's own  
Right of Ownership  
No.11.27.24.05.1.00126
  - Certificate : Akte Notaris No. 33/27/3/1986
  - Surface Area : 750 M2

### 3. Vision and Missions

Madrasah Aliyah as an upper secondary education institution has a vision and mission so that MA AL-IKHSAN becomes an independent, has achievements and interest.

Vision and missions MA AL-IKHSAN as follows:

#### a. Vision

"Excels in languages, advances in work, develops in religion based on faith and piety"

#### b. Missions

- 1) Realize learning and habituation using foreign languages
- 2) Organizing quality education in achieving academic and non-academic achievements
- 3) Realize the formation of Islamic character that is able to actualize themselves in the society
- 4) Increase the knowledge and professionalism of education staff in accordance with the development of educational world

- 5) Organize madrasah governance that is effective, efficient, transparent and accountable.

#### 4. Purposes

- a. Give a representation to be achieved about religious and society in education
- b. Improving the quality of education so that it can be achieved more than 50% of students MA AL-IKHSAN can be accepted into college
- c. Provide motivation to students, teachers, and employees to be able to improve human resources
- d. Provide encouragement and motivation for the development of better work for the future in order to improve work professionalism
- e. Support the implementation of general education curriculum to achieve the educational goals of MA AL-IKHSAN in supporting national education goals
- f. School security and order
- g. Program success evaluation tool for the school concerned

#### 5. General Employees Data for 2019/2020

**Tabel 2. Employees Data of MA AL-IKHSAN**

No	Employee Type	Status		
		PNS	NON PNS	Amount
1	Teacher	1	15	16
2	Employee	-	3	3
3	Outsourcing	-	-	-
	Amount	1	18	19



**Tabel 3. List of Teachers of MA AL-IKHSAN**

<b>No</b>	<b>Name</b>	<b>Position</b>	<b>Address</b>
1.	Drs. H. Achmad Juhana	Headmaster	Karangjambu, Purwanegara
2.	Wakhyudi, S.P	Teacher	Rejasari, Purwokerto Barat
3.	Hamid Mustofa, S. Th. I	Teacher	Beji, Kedungbanteng
4.	Amin Maskuri, S.Pd	Teacher	Keniten, Kedungbanteng
5.	Ahmad Saman, S.Sos. I	Teacher	Dawuhan Wetan, Kedungbanteng
6.	Sujiman, S.Pd.	Teacher	Kedungreja, Cilacap
7.	Suwarti, S.Pd	Teacher	Bobosan, Purwokerto Utara
8.	Niken Dwi Indri H, S.Pd	Teacher	Sumampir, Purwokerto Utara
9.	Feri Sulistyaningrum, S.Pd	Teacher	Kalikesur, Kedungbanteng
10.	Aniqotul Milla Zakiyah, S.S., M.M	Teacher	Beji, Kedungbanteng
11.	Fenti Meilitasari, S.Pd	Teacher	Kedungbanteng
12.	Puri Septiana Nur S, S.Sos	Teacher	Beji, Kedungbanteng
13.	Qotrunnada, S.Pd.I	Teacher	Purwokerto
14.	Umi Maesyaroh, S.Pd	Teacher	Beji, Kedungbanteng
15.	Naily Hurriyah, S.Pd. I	Teacher	Puring, Kebumen
16.	Herawati Ristiadewi, S.Pd	Teacher	Sokaraja, Banyumas
17.	Aas Yanuar Anggraeni, S.Pd	Teacher	Banyumas
18.	Caca Mangesti	Staff Administration	Beji, Kedungbanteng
19.	Ahmad Muslih	Guard of The School	Kedungbanteng

## 6. Data on the Number of Students in 2019/2020 School Year

**Tabel 4. List of Number of Students MA AL-IKHSAN**

No	Class	Number of Classes	Number of Students		
			Male	Female	Amount
1	X	2	19	32	51
2	XI	3	22	45	67
3	XII	2	30	24	54
Amount		7	71	101	172

## 7. Study Program

**Tabel 5. List of Study Program of MA AL-IKHSAN**

No	MAJORS	CLASS
1	IPA	X, XI dan XII
2	IPS	X, XI dan XII

## 8. Vocasional Life Skill

### a. Curriculum affair

- 1) The “Tartil Al-Quran” Program and nadzom asmaul husna are read by all students at the beginning of the first hour. This program aims to make the Quran immediately read in a short time and give blessings to readers and school
- 2) Worship guidance is carried out while students are in school and outside class hours. This program aims to enable students to adjust and be useful in society
- 3) Form superior classes starting at 10<sup>th</sup> grade aimed getting quality students and adding value to the quality of the school
- 4) Tutoring with teachers carried out for students who are unable to follow the guidance in private or course class outside the school. This program is expected that the average score of national examination can increase
- 5) Mentoring of subject teachers. This program is expected so that all teachers can carry out their duties properly such as making teacher administration, learning methods, learning strategies and reporting

### b. Student affair

- 1) Increased devotion to the almighty god carried out preaching exercises, Qiroatul Quran, laylatul mujahadah, and social service
  - 2) Commemorating Islamic holidays (PHBI) in the most effective and beneficial activity such as community service
  - 3) The marching skill competition (LKBB) is held by paskibra every year. This program is expected that students will be more aware of the importance of discipline and prepare participants to attend ceremonies for the anniversary of the Republik Indonesia (HUT RI) in the sub-district
  - 4) Scouts try to train their members to be skilled in various aspects of scouting
  - 5) Sending scout members to help scout activities at the penggalang level
  - 6) Youth Red Cross (PMR) with its program trying to serve the health of students especially in P3K
  - 7) Pasuska with its program tries to secure and discipline the school environment
  - 8) The sports field facilitates several sports such as:
    - a) Volley
    - b) Soccer
    - c) Table tennis
  - 9) The arts with its program tries to develop arts that are distinctively regional and Islamic such as:
    - a) Qosidah
    - b) Marawis
- c. Public relations affair
- Striving to increase public participation in MA AL-IKHSAN:
- 1) Seeking the cooperation of related stakeholders (school committees, village governments, educational institutions)
  - 2) Formed the alumni association of MA AL-IKHSAN for community service program

- 3) Open the website MA AL-IKHSAN (<http://madrasahaliyahalikhsanbeji.blogspot.com>)
- 4) Fostering relationship with other institutions
- 5) Fostering relationship with other education institution
- 6) Fostering relationship with universities, tutoring, and course institutions
- 7) Relations with madrasah working group (KKM)
- 8) Delegate teachers and students on certain tasks, such as taking part in tournaments, contests, seminars, MGMP, etc.

## 9. Extracurricular

**Tabel 6. List of Extracurricular of MA AL-IKHSAN**

No	Activities	Day	Time	Information
1	BK Service	<i>Monday-Saturday</i>	07.30 – 14.30	<i>Equivalent to 2 hours of study (2 x 45 minutes)</i>
2	Scout, PMR	<i>Friday</i>	13.30 – 15.30	
3	Sports	<i>Tuesday</i>	15.15 – 16.15	
4	Rebana and BTQ	<i>Sunday</i>	08.30 – 09.30	
5	Martial Art	<i>Sunday</i>	09.00 – 11.00	
6	Language Development	<i>Saturday</i>	12.30 – 14.00	

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## 10. Achievements

**Tabel 7. List of Achievements of MA AL-IKHSAN**

Type of Competition	Juara	Level	Year
Pidato bahasa inggris	1	Jateng-DIY	2019
Pidato bahasa arab	1	District	2019
Taqdimul Qisoh	1	Jateng-DIY	2019
LCC Bahasa Arab	1	BARLINGMASCAKEB	2019
Musabaqoh Qiroatul Kutub	3	BARLINGMASCAKEB	2019
Story Telling	1	District	2019
Speech Contest	1	District	2019
Competition of Mathematic	1	BARLINGMASCAKEB	2019
KSM Kimia	2	District	2019
Tachfidzul Quran 5 Juz	2	District	2019
Hadroh	2	District	2019
Tachfidzul Quran Putra	1	District	2018
Tachfidzul Quran Putri	1	District	2018
Ghina Arobi	2	District	2018

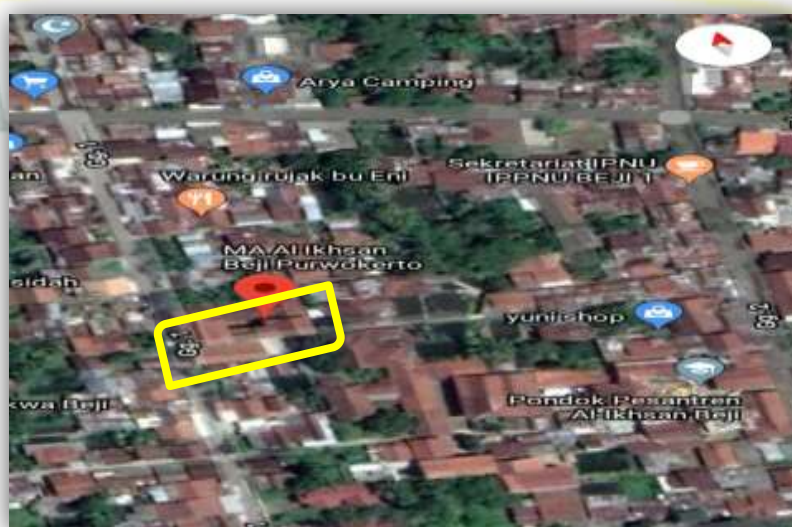
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## 11. Buildings

**Tabel 8. List of Building Conditions of MA AL-IKHSAN**

NO	BUILDINGS	CONDITIONS (UNIT)		
		GOOD*)	LIGHTLY DAMAGED*)	HEAVILY DAMAGED*)
1	Classroom	7	-	-
2	Principal's room	1	-	-
3	Teacher's room	1	-	-
4	Administration room	1	-	-
5	Science laboratory	1	-	-
6	Computer lab	1	-	-
7	Language laboratory	-	-	-
8	Art room	-	-	-
9	BK room	1	-	-
10	UKS	1	-	-
11	Library	1	-	-
12	Hall room	1	-	-
13	Warehouse	1	1	-
14	Teacher's toilet	1	-	-
15	Student's toilet	1	-	-
16	Student dormitory	1	-	-
17	Tennis court	1	-	-
18	Basketball court	1	-	-
19	Soccer field	1	-	-

## 12. Surface Area



**Figure 1. Location of MA AL-IKHSAN**

## **B. Presentation of Data Research**

In teaching language especially in teaching English, each teacher applies different methods and approaches so that learning English can run successfully and can be understood by students. One of approaches which was often used in English Development Skill (EDS) at MA AL-IKHSAN was communicative approach.

MA AL-IKHSAN was a school under the auspices of AL-IKHSAN Islamic Boarding School. AL-IKHSAN was very well known for its language program. Therefore, MA AL-IKHSAN with basic language continuous trying to develop a bilingual program in the school environment both in formal and non-formal activities. One of the language development programs that has been implemented at MA AL-IKHSAN was EDS (English Development Skill) which has been running for two years and is carried out outside formal activities.

Based on the results of observation, interview, and documentation held from February to March 2020, the researcher got the result and explanation about the implementation of communicative approach in EDS program at 10<sup>th</sup> grade students of MA AL-IKHSAN described as follows:

### **1. The Implementation of Communicative Approach in English Development Skill (EDS) Program at 10<sup>th</sup> Grade Students of MA AL-IKHSAN**

English Development Program (EDS) is non-regular program for all 10<sup>th</sup> grade students of MA AL-IKHSAN which aims to improve and develop students' English ability. English Development Skill (EDS) program is held once a week on Saturday at 12.30 until 14.00 p.m. English Development Skill (EDS) class was held by Mrs. Aniqotul Milla Zakiyah, S.S., M.M. as the English teacher. The learning process was also different from learning in formal classroom.

In learning, the teacher used a communicative approach. This approach has been applied by teacher since the language development program was held two years ago. The teacher designed learning activities

in this program different from learning in formal classrooms by being more relaxed and aimed that students more enjoyed for the learning process, as the teacher said in the interview:

“Since this program was held, I have used a communicative approach in learning because the learning process in this program is indeed made different from the learning process in formal class. I designed this class to be more relaxed and I tried to make students enjoy the learning process.”

There were several reasons behind the teacher’s use of the communicative approach in the language development program at MA AL-IKHSAN. The teacher wanted to create a different atmosphere in the classroom so the teacher emphasizes more students to be able to practice language in daily activities even though it was still in a simple context. Common classroom setting in formal classes can make students become bored, therefore the teacher asked students to participate learning in different ways. Sometimes the students enjoyed the learning in outside classroom or practice the material in the real context.

The teacher also expected students to be able to enjoy learning English which was considered by some of students that English was difficult, complicated, and confusing. Most students assumed that English is difficult to learn and understand so the teacher try to change the students’ mindset with the different learning style.

According to interview with Mrs. Aniqotul Milla Zakiyah, S.S.,M.M in interview,

“The reason I used a communicative approach to the language development program at MA AL-IKHSAN was because I wanted to create a different atmosphere in the classroom. Here, I emphasize students to be able to practice language in their daily activities and be able to apply it even it was still in a simple context. For example, the use of daily expressions. The students can communicate with their friends using English. In addition, through this approach I also expected students to enjoy learning English because some of them think that English was difficult, complicated, and confusing. It might happen when they got the material related to grammar and its theories. Therefore in this



language development program I did not mix grammar theory in learning but I put more emphasis on practice.”

The purpose of applying the communicative approach in English Development Skill (EDS) program was so that English can be applied in everyday life and not only the theories taught in the classroom. So, basically the purpose of applying communicative approach was creating habit for students to speak English especially in the school environment as a form of realization of the vision's school. The vision of MA AL-IKHSAN is excel in language. So, the teacher continued to strive living up the language atmosphere in school environment.

Based on interview with English teacher, she said as follows:

“The purpose of applying the communicative approach was that students can apply English in their daily activities. So, English for them was not just a theory taught in the classroom but can also be practiced and applied. At least they will get used to speak English in their daily lives. So basically, my goal to implement a communicative approach is that English is used as a habit for students especially in the school environment because the vision of our school MA AL-IKHSAN is excel in language. So we continue to strive living up the language atmosphere in this madrasah environment.”

Learning will run effectively and efficiently if the implementation is well prepared. Preparation before learning is one of the steps implemented by the teacher.

a. Teacher's Preparation

Before the teacher taught in English Development Skill (EDS) class, there are some things that must be prepared by the teacher even though in the learning process in the class more often used for practice but in terms of material must be prepared as a guide for students to practice it.

The first step that must be prepared by the teacher is preparing the material to be taught including preparing the learning steps. After preparing the material to be taught, the teacher also prepared a place setting and learning atmosphere that is adapted to the learning theme

because in this learning the teacher used a communicative approach and often held practices such as drama, acting, and others, then the preparation of the place is also very necessary. The teacher also sets up the seating formation with the letter U model which is intended to make the interaction between students and teacher more effective.

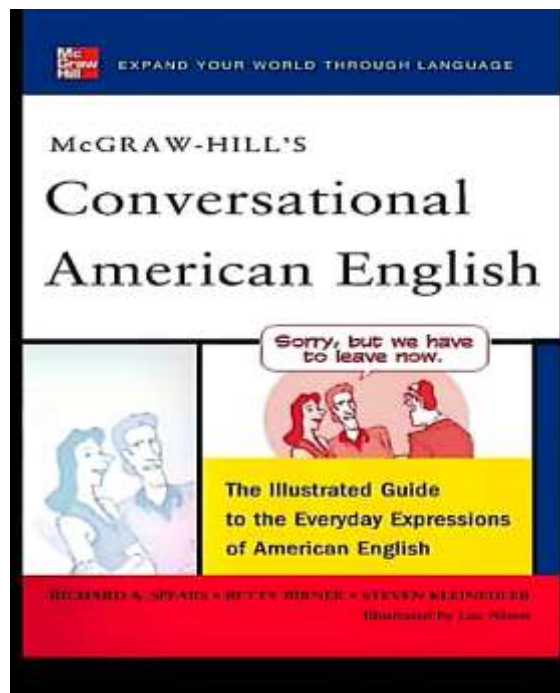
As reported by Mrs Aniqotul Milla Zakiyah, S.S.,M.M in the interview as follows:

”Something that must be prepared before learning was the material to be taught, although basically in this learning I put more and more priority to practice but there was still provision of material as a basic for students to practice it. In addition, because I used a communicative approach and often performs practices such as drama, acting, etc. something that need to be prepared also includes the preparation of seating settings. Sometimes I made it with letter U model so that interaction between students and teacher was more effective.”

b. Learning materials

There was no special syllabus such as learning in formal classes, but the activities run conditionally. The teacher has a handbook that used to teach. The material in the book was very suitable to use in the development language class because the language and the structure were simple and easy to understand. This book provided the specific expression groups for each topic. Therefore this book was very suitable to be used with a communicative approach. As the teacher said in interview:

“For this program, there was no special syllabus like a formal classroom learning. I compiled my own material that I would teach with the handbook I had.”



**Figure 2. Teacher's Handbook**

c. Learning Media

The teacher did not use special media during learning process in English Development Program (EDS) but there are a number of media used by the teacher such as laptop, speaker, and LCD projector. The teacher used the media to display videos such as examples of conversations, pronunciations, and so on so that the students not only read from the text but can also see and listen to the pronunciation directly through audio or video played by the teacher. The speaker is also used by the teacher to play music because sometimes the teacher played western songs and asked students to sing together before learning begin.

Based on interview with English teacher, she said as follows:

“There was no special media that I used in this class. I often used laptop, speaker, and LCD projector. I used laptop and LCD to display video such as conversations, expressions, and so on. Beside that I also often played English songs during the learning process so that the learning is not too stretchy.”

#### d. Learning Process

One of the main features in the learning process using communicative approach is to create communicative activities through the activities where the goals were communicative ability and communicative meaning. Therefore teachers must design learning activities that focus the learning as a whole is to provide opportunities for students to apply the language they have learned recently. The activities in the class were varied such as drama, role play, presenting something, for example advertising a product. Before the activity began, the teacher often played music, the teacher and students sang a western song and also translated or understood the meaning of the song. This activity was a warm up activity before heading to the core activity. After that the teacher gave the material according to the theme to be learnt. Then the teacher read it while explaining the function of using these terms and the students repeat it. Then usually the teacher immediately conducted the practice by forming group or pairs and the students discussed to prepare their performance. The teacher used two meeting for one theme. The first meeting used for giving material and explanation then in the second meeting the teacher used it fully for practice. In the learning process. Based on the observation and interview in the preliminary research conducted by the researcher, there were steps taken by the teacher:

##### 1) Preparation stage

In this stage, the teacher prepared the learning material and formulated the learning strategies related to the subject matter to be taught. Learning strategies adapted to the learning material so that language learning runs smoothly and the language atmosphere can be felt. The teacher prepared vocabularies and terms that are appropriate to the context and theme used to develop the students' vocabularies.

## 2) Implementation stage

- a) To start the learning, the teacher asked one of the students to lead a prayer before starting the learning process. Students lead prayers using English by saying “attention please, let’s pray together” to show the language atmosphere. Prayer leaders are appointed by the teacher alternately at each meeting.
- b) After praying together, the teacher checked the students’ attendance by calling out the names of the students one by one and then the students raise a hand while saying one of the new words or new expressions they have learned in the last week. It aimed to make students did not forget the previous material and to be familiar with English. In addition, sometimes the teacher also provided a new vocabulary for students as a keyword when the teacher checked their attendance.
- c) The next stage, the teacher always warms up in various ways before learning begins. One of the ways the teacher warms up is to sing a song together. Firstly, students are given the text of the song lyrics to be sung, then the teacher played the song several times and the students followed to sing the song. subsequently, students and teacher analyzed the content of the song in general. But before that, the teacher gave the opportunity to students to give their opinions about the contents of the song.



**Figure 3. Students sang a song before learning**

- d) Next activity, the teacher started the main lesson by writing down the material. Students did not have a handbook therefore the teacher must write the material to be taught. The teacher writes one theme that is used for two meetings. The first meeting used to provide material, teach correct pronunciation, and prepare students to practice in the second meeting.
- e) After writing the materials, the teacher read it and is followed by students repeatedly. It aimed so that students can speak up with the correct pronunciation. In this learning process, the teacher emphasized the speaking skill of the students so that the teacher always reminded students to use English during learning both when they talked with the teacher and talked with their friends. Furthermore learning is developed by giving questions and answers based on the topic and the situation itself.
- f) In the next stage, the teacher divided students into some groups according to the theme being taught. Then the teacher asked students to prepare for the role play of the theme. The teacher

did not provide a script related to the role that will be played by the students. It is hoped that students will be more creative and able to improve their skills, so they will not only rely on the material have been taught.

- g) Then the students practiced each group. In practice, the setting place is not always done in the classroom but the practice is done in various places according to the theme of role play at the time. When the teacher taught a theme about “shopping” then the teacher asked students to practice in the canteen. So students will feel the authentic atmosphere when they practice it. When there was no suitable place for practice, the teacher and students set the classroom by adjusting the theme to be practice.

### 3) Evaluation stage

For the last activity, the teacher conducted questions and answers to students related to the practices that have been implemented and also the obstacles encountered during the learning. In this case, the teacher also stimulated students to practice answering the questions using English. The class was ended by reciting hamdallah together.

As reported by Mrs Aniqotul Milla Zakiyah, S.S.,M.M in the interview as follows:

“The activities in this class were varied such as drama, role play, presenting something, for example advertising a product. Before the activity began I often played music and we sang a western song and also translated or understood the meaning of the song. This activity was a warm up activity before heading to the core activity. After that I gave the material according to the theme to be learnt, then I read it while explaining the function of using these terms and they repeat it. Then usually I immediately conducted the practice by forming groups or pairs and the students discussed to prepare their performance. So the system, I used two meetings for one theme of the activity. The first

meeting I used for giving material and explanation then in the second meeting I used it fully for practice.”

e. Teacher role

In the learning process, the teacher did not play the main role instead the students played the primary function. So basically the teacher was as a guide, director, and facilitator. The teacher role was almost same with the rules in the curriculum 2013 where the teacher was a facilitator because it was a student center model. The teacher just deliver the short material then used most of the time for practice.

Based on interview with English teacher, she said as follows:

“The teacher’s main role in learning in this class was as a guide, director, and facilitator. So the teacher did not play the main role instead students played the main role or function. The point was almost same with the rules in the curriculum 2013 where the teacher was a facilitator because it was a student center model. In the class, I just deliver the short material then I used most of the time for practice.”

f. Student role

The role of students in learning was the main role. Therefore students were required to be active and creative during the learning process. The teacher required some interesting activities so that the students can be active and creative during the learning process. Beside that, the teacher also taught them not to hang up with the material but they have to improve and develop the material by their own ways.

Based on interview with English teacher, she said as follows:

“On the contrary, the teacher’s role was explained earlier that the teacher was only a facilitator. So the role of students in learning was the main role. Therefore students were required to be active and creative during the learning process. Although not all students can be active because of the diverse character of students but with the activities that required them to be active, for example by expressing their opinions, at least they would try to be more active. Beside that I also taught them not to hang up with the material I taught. When I told them to practice according to what I have given the material but they also have to improve themselves and develop the conversation that I have given.”



g. Features of communicative approach

English development skill based on communicative approach in MA AL-IKHSAN Beji has been well conducted. Based on data obtained from observation, the important features of communicative approach referred to the theory from Douglas Brown mentioned in page 12 has been introduced in learning process as follows:

1. learning of English has been focused on both on form and the meaning and structure and function

The teacher often asked students to practice the theory has been taught and almost all students activities were filled with practice. In addition, the teacher sometimes added the material related to language structure so that in practice students not only can express it fluently but also they can arrange structured expressions. In practice, the teacher evaluated the students' error in the conversation conducted among the students so that students understood about the using of right structure in their conversation.

2. learning process has followed the cognitive theory of learning with emphasis on learning by doing.

Learning process conducted using communicative approach has strengthen the student's cognitive aspect in English materials. Before practice the conversation in the topic "introduction someone to someone else" the student started the learning process with the theory of grammar as refreshment of student's knowledge in grammar. The teacher introduced grammar related to the topic. In this topic, the teacher inserted knowledge about present perfect tense related to questions and answers on the topic.

3. learning process has implemented the contextualization is a basic requirement for learning language items.

In the learning process with communicative approach, the teacher provided the material and implemented it according to the

context in accordance with the daily activities of the students so they can practice and applied it in daily activities both in personal and social contexts. Based on observations, the teacher gave the material with the topic “food and drink” then after the teacher explained the material, the teacher asked students to conduct the conversation in the school canteen with the expression describe previously.

4. learning process has emphasized fluency than on accuracy. Errors are considered to be integral part of learning.

In practice, the teacher emphasized students’ fluency in expression and conversation, it means that the teacher accommodated students to be free in expressing their minds, ideas, and feelings without being afraid of making mistakes. The teacher taught by repeating words or sentences several times until students can pronounce these sentences fluently so students were accustomed to express their ideas, their opinion in English even though in term of accuracy are still low because the main goal is to get understanding of the interlocutor.

5. learning process has practiced inductive way of teaching grammar

In the learning process using communicative approach, grammar aspect was not emphasized in the core material so that the teacher taught grammar theory at the end of learning as an evaluation of core learning. Teaching grammatical and evaluation was conducted at the second meeting on each topic discussed after the practical activities.

6. learning process has implemented a learner-centered approach

In the learning process, teacher taught the core material and provide some examples then students were trained to develop their skills independently. The teacher gave the material with the topic “introduction someone to someone else” generally then the student asked to make a conversation in pairs based on material guidelines

that have been given by teacher and developed by students themselves.

7. learning English has emphasized that language learning is not getting mastery over isolated sentences but to develop an ability to participate in discourse or in writing

In the learning process in English Development Skill (EDS) program, the teacher explained and interacted with students using English even though not in full but the teacher try to stimulate students to always get used to speak English in interacting so students can develop their ability to participate in discourse or in writing. When the student did know the meaning of the sentence to be conveyed, the teacher asked student to ask the teacher or friends by saying “How to say...”

8. learning English has individual work, pair work or group work, role-play, discussion are the classroom techniques to learn a language.

Learning process conducted using communicative approach often applied pair work or group work, role-play, and discussion. In the learning process in the topic “food and drink”, the students conducted the practice by making conversation in group work consisting of 4 students in each group. One student as a seller and three students as buyer.

9. teacher role is that of a guide and facilitator

In the learning process, teacher role is that of a guide and facilitator. The teacher provided guidance and direction during the discussion process. Although students discussed independently, they still got good direction from the teacher. Before students conducted practice conversation in the topic “food and drink”, they discussed with each group member to prepare the text of the dialogue. When the student got the difficulties, the teacher give the solution and explained it.

In addition, the learning process of English based on communicative approach has already strengthen four basic communicative competences referred to Rian Wulandari in her thesis and mentioned on page 16. The strengthening English competences using communicative approach at MA AL-IKHSAN can be described as follows:

I. Strengthening of grammatical competence

The teacher strengthened grammatical competence by providing some vocabulary in every meeting, taught pronunciation and sentence formation based on the topic being taught.

II. Strengthening of socio linguistic competence

The teacher strengthened socio linguistic competence by providing learning material such as “at a restaurant”, “booking a hotel room”, and “at a railway station” and practiced it in the real context or in the real situation.

III. Strengthening of discourse competence

The teacher strengthened discourse competence by conducting practice in the learning process. In practice, the teacher asked students to make a dialogue or presentation text then was practiced in individual or group work.

IV. Strategic competence

The teacher strengthened strategic competence by taught some expressions with different variations. Expressions of “introduction someone to someone else” it can be express with various way. For examples : “have you two been introduced?”, “haven’t you been introduced?”, or “do you to know each other?”.

## **2. The problems in implementing communicative approach in English Development Skill (EDS) program at 10<sup>th</sup> grade students of MA AL-IKHSAN**

All types of method or approach in learning have problems in the application as well as the communicative approach. The problem is about the situation that has not been as expected. The problem faced by the teacher is actually a problem that is generally faced by other teachers in learning English such as the lack of vocabulary, the ability of students varies especially between students who live in Islamic boarding school and students who live at home. Students who lived in Islamic boarding school learnt languages regularly in boarding school so that they can increase their knowledge and language skills while students who stay at home only get learning at school. Another problem faced by the teacher is the lack of enthusiasm of some students in joining this program. The students participated in EDS program because of the demands from school that require students to attend the class every week. Another problem is about students' confidence in speaking. The level of students' confidence is still low so it must always be motivated and drilled for practice so that they are accustomed to communicate English.

As reported by Mrs Aniqotul Milla Zakiyah, S.S.,M.M in the interview as follows:

“The problem that I faced actually include problems that were generally faced by other teachers in learning English such as lack of vocabulary owned by students, varying children's abilities especially between students who lived in Islamic boarding school and students who lived at home. It was because they not only learnt English at school but also learnt languages at Islamic boarding school because Al-Ikhsan Islamic Boarding School has a bilingual program so that their abilities more excellent than students who just learnt English at school. It has an impact on group activities.”

### **3. The strengths and weaknesses of teaching English in English Development Skill (EDS) program using communicative approach**

There is no perfect method and approach in teaching, each teaching approach always has its own strengths and weaknesses as in the case with communicative approach applied in language development program at MA AL-IKHSAN certainly has strengths and weaknesses from various aspects.

#### **a. The strengths of teaching English in English Development Skill (EDS) program using communicative approach**

The strengths in the learning process with a communicative approach that students are automatically more active because there is always interaction and communication in the learning process between students and teacher. It will have a very positive impact on students who are still passive in their daily learning. Communicative approach in learning can change the classroom atmosphere to be more lively with a variety of activities such as role play, group working and so on. Besides that students will be more creative and have freedom to express because they are not fixated on theory but rather than emphasizes on practice. As the teacher said in interview:

“The advantages in the learning process with a communicative approach include students automatically more active in the learning process because here there was always interaction and communication between students and teacher. surely, it has a positive impact on students who are still less active in daily learning activities. Beside that students will be more free expression and more creative because is not fixated on theory.”

#### **b. The weaknesses of teaching English in English Development Skill (EDS) program using communicative approach**

- 1) Lack of student motivation
- 2) Basic English different abilities possessed by each student
- 3) Vocabulary limitations possessed by each student

4) Lack of grammar understanding because it is focused on practice.

Based on interview with English teacher, she said as follows:

“There are many obstacles in teaching, the first, this extracurricular program was a compulsory program for all students so automatically not all students who take part in this program were based on their own volition and are interested in English. It was likely that some of them joined the program because of an obligation. So the obstacle was the lack of motivation and enthusiasm for learning from some students. The second obstacle was the differences in English skills possessed by students made me personally find difficulty to deliver the material. There were some differences viewed from the language skills of students. Students who lived in boarding school have more abilities in languages compared to students who did not live in boarding school. It was because students who lived in Islamic boarding school have joined the language program. Furthermore the obstacles I faced were related to vocabulary. The limited vocabulary was also an inhabiting factor for communicative learning model because most of the activities of this learning were practice and speaking. Another weakness of this learning was the lack of understanding of theory and grammatical rules in English because it just focused on practice.”

### **C. Analysis of Data Research**

Based on the research conducted by researcher at MA AL-IKHSAN, the researcher can analyze the implementation of communicative approach in English Development Skill (EDS) program at 10<sup>th</sup> grade students of MA AL-IKHSAN as follows:

#### **1. The Implementation of Communicative Approach**

Based on data obtained from the results of the study indicated that the implementation of communicative approach in English Development Skill (EDS) program was good because in its application, the teacher was in accordance with the theory of classroom implication. There are four classroom implications, they are: 1) change of classroom organization, 2) use of more realistic communication patterns and processes, 3) use active learning modes, and 4) need for strategy learning.

In learning process, the teacher has applied four classroom implications appropriately even though the implementation of communicative methodology is not an essay task because in the communicative classroom students ultimately have to use the language productively and receptively. These principles, taken together, lead to the following four classroom implications: change the classroom organization; use of more realistic communication patterns and processes; use of active learning modes; and need for strategy learning.<sup>27</sup> Related to the first theory of classroom implication, the teacher organized the classroom atmosphere from being passive to more lively. The teacher provided opportunities for students to be more active with various activities. Students were asked to do pair work or group work activities, therefore students in the learning process of English Development Skill (EDS) class acted as communicator and otherwise the teacher acted as a facilitator.

A well-informed teacher should play two main roles in the communicative classroom. First, the teacher should be facilitator of the communicative activities between all learners in the classroom as well as facilitate communicative practice between the learners and different activities and discourse. The second role is to perform as an ‘interdependent’ member in the language learning.<sup>28</sup>

The second theory of classroom implication about the use of more realistic communication patterns and processes. One of the common activity types in CLT include role plays. Students are assigned roles and improvise a scene or exchange based on given information or clues.<sup>29</sup> The teacher often applied role plays activities as a form of improving students

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<sup>27</sup> Fahainis Mohd. Yusof & Haslina Halim. “*Understanding Teacher Communication Skills*”. Sintok: Procedia Social and Behavioral Sciences, 2014.

<sup>28</sup> Michael P. Breen and Christopher N. Candlin. “*The Essentials of A Communicative Curriculum in Language Teaching*”. University of Lancaster: ProQuest Information and Learning Company, 2002. Vol. 1. No. 2.

<sup>29</sup> Jack C. Richards and Theodore S. Rodgers. *Approaches and Methods in Language Teaching*. Delhi: Cambridge University Press, 1986.



communication naturally and in accordance with the real condition around them.

The third theory of classroom implication about the use active learning modes. One of the the most effective ways of encouraging both communication and the use of language learning strategies is simulation or games. It includes a variety of activities ranging from role plays, simple games, and dramatic activities.<sup>30</sup> It was consistent with the teacher's ways to teach the students. Students were asked to practice theories that have been given by the teacher through role plays, mini drama, and the others.

The last theory of classroom implication about need for strategy learning. Strategy training can and should be linked with regular language learning activities and can be effectively conducted through simulations and games. Students were not only given the task to practice but there are also games at the beginning or the end of learning. Besides, the teacher also often asked the students to sing western songs as a form of distraction or brainstorming. It was intended so that students did not feel bored although the learning in EDS program seem relaxed.

In the thesis research analysis entitled "The Implementation of Communicative Language Teaching (CLT) to Teach Spoken Recounts in Senior High School" there were some similiarities related to the activities and stages carried out in the learning process. Some of the activities in this research include student presentation and discussion activities, role play, and group working in procedural activities.

It was stated in the statement as follows:

"The implementation of CLT in teaching speaking in the class, available as parts of recount topics, include three activities (1) students' presentation and discussion activities in telling holiday, (2) role-play in reporting News activities, (3) group work in procedural activity."

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<sup>30</sup> Rebecca, et.al. "Language Learning Strategies, The Communicative Approach, and Their Classroom Implication". Foreign Language Annals 22, 1989. No.1.

Steps in implementation CLT consists of three stages. The first stage is opening, at the second stage, the teacher explained recounts and elaborated it by giving some examples in making the recounts. Students wrote an experience story about the topic and then they presented one by one by one in front of the class about 5 minutes. Other students gave questions related with their topic from their friend and the teacher was the mediator in their conversation. In closing stage, the teacher gave a review and feedback to the students.<sup>31</sup>

In other research, the researcher found some differences in the implementation of communicative approach. The first, research entitled “The Implementation of Communicative Language Teaching by Iraqi English Language Teachers.” the findings of these analysis show that teacher did not fully implement Communicative Language Teaching (CLT) It was because the teacher was supposed to teach language functions but mostly concentrate on the grammatical form of these functions due to grammar based exams rather than teaching them for the use of real life situations. Beside, the teacher in this study observed to be dominantly controllers of the classroom activities which made the classroom seem more teacher-centered and the teacher interacted less with the students due to limited communication in English and the student mostly use their native language to answer teacher’s questions.<sup>32</sup>

This case was contrary to the communicative approach theory. Communicative Language Teaching may be considered a sign of progress in teaching philosophy in that it follows some key principles: (1) it is learner-oriented, (2) classroom materials and activities must be meaningful, (3) communication and culture are closely connected, (4) communication is context-embedded, (5) the unit of the material is based

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<sup>31</sup> Eri Rusnawati. “*The Implementation of Communicative Language Teaching (CLT) to Teach Spoken Recounts in Senior High School*”. From <http://jurnal.unimus.ac.id>.

<sup>32</sup> Arkhawan Fattah & Aminabibi Saidalvi. “*The Implementation of Communicative Language Teaching by Iraqi English Language Teachers*”. India: IJEAT (International Journal of Engineering and Advanced Technology), 2019. Vol. 8. Issue-5C.

on communicative criteria, (6) a typical communicative textbook, and (7) the most valuable work format is pair and group work.<sup>33</sup>

As the main feature of communicative approach, individual work, pair work or group work, role play, discussion are the classroom techniques to learn a language. Based on the statement, almost all activities in the learning process in English Development Skill (EDS) program used discussion technique and group work in order to encourage students to continue to be active in developing communication skills.

This case was supported to the typical activities and techniques of communicative approach. Role-play is an essential part of language practice in CLT. This activity helps the learners to expand their communicative competence to areas exceeding their natural role of a foreign language learner and prepare for other socially and communicatively useful situations. Role play is a good example of task because the teacher's presentation and instructions are fairly limited, whereas the discourse generated in this activity, if it works, is simple and predictable. The learners identify the constraints of the situation, the role, and the goal to be accomplished in order to put the ideas into their own words.<sup>34</sup>

## 2. Aspects of Language Knowledge of Communicative Competence

To understand and measure the ability of students in communicative approach, there are four aspects of competency used as follows:

### a) Grammatical competence

Grammatical competence is used by teacher to assess students' abilities to use the language correctly, how well the student learned features and rules of language. It was measured by teacher from the

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<sup>33</sup> Maria Dakowska. *Teaching English as a Foreign Language A Guide for Professionals*. Warszawa: Wydawnictwo Naukowe, 2005.

<sup>34</sup> Maria Dakowska. *Teaching English as a Foreign Language A Guide for Professionals*. Warszawa: Wydawnictwo Naukowe, 2005.

use of vocabulary, pronunciation, and sentence formation appropriately.

b) Sociolinguistic competence

Sociolinguistic competence is used by teacher to access students' abilities to use language correctly in specific social situation in order to know the use of language in different social context. Learning materials based on sociolinguistic competence are adjusted to the settings because this competency is about in using language. The learning materials such as "at a restaurant", "at the railway station", "booking a hotel room".

c) Discourse competence

Discourse competence is used by teacher to assess the learner's ability to use English language in spoken and written discourse, and the ability to combine grammatical forms and meanings to find different ways to speak or write. In practice, the teacher asked students to make a dialogue or presentation text then was practiced so that the teacher can understand in terms of both spoken and written.

d) Strategic competence

Strategic competence refers to strategies for effective communication when the learner's vocabulary proves inadequate in practice. So, strategic competence is used by teacher to know how well the students used language both verbal forms and non verbal communication to match for lack of knowledge. It can be solve by giving how to replace words or sentences that cannot be understood through explanations, analogies, paraphrases, or with the easiest way by looking for words in common or similar meaning so as to overcome misunderstandings and gaps in language skills.

### 3. The Problems in Implementing Communicative Approach

Communicative Language Teaching (CLT) implementation in English Foreign Language (EFL) context finds many challenges include:

(a) lack of teacher-training (b) local culture of learning and teaching (c)

language test and (d) lack of teachers' access to policy making process.<sup>35</sup> Besides, another theory have identified four broad reasons that encumber the implementation of Communicative Language Teaching (CLT). These barriers are (a) lack of adequate teachers' training (b) inconsistency in ELT practices (c) lack of cooperation among different stakeholders and (d) little impact of development projects.<sup>36</sup>

In the learning activities through communicative approach in English Development Skill (EDS) program at MA AL-IKHSAN, there were some problems faced by the teacher during the learning process. The first problem was the lack of vocabulary. The limited vocabularies mastered by students make the learning process hampered because most of the activities carried out in class are speaking so that in practice, students and teacher did not fully use English.

The second problem was the ability of students varies especially between students who live in Islamic boarding school and students who live at home. Students who lived in Islamic boarding school learnt languages regularly in boarding school so that they can increase their knowledge and language skills while students who stay at home only get learning at school. This problem made the teacher has difficulty in adjusting the delivery of material and the division of group in practice.

Another problem faced by the teacher is the lack of enthusiasm of some students in joining this program. The students participated in EDS program because of the demands from school that require students to attend the class every week. The last problem is about students' confidence in speaking. The level of students' confidence is still low so it must always be motivated and drilled for practice so that they are accustomed to communicate English.

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<sup>35</sup> Ming Chang. "EFL Teachers' Attitudes Toward Communicative Language Teaching in Taiwanese Collage". Asian EFL Journal Professional Teaching Articles. 2011.

<sup>36</sup> MD. Maksud Ali and ANN L. Walker. "Bogged Down ELT in Bangladesh: problems and policy. *English Today*". From <https://www.researchgate.net>.

Based on the result of research conducted by researcher, researcher conclude that there were differences problems faced by teacher with the problems stated in the previous theory. That problem was the differences in students' abilities.

#### **4. The Strengths and Weaknesses in Implementing Communicative Approach**

After studying the implementation of communicative approach in English Development Skill (EDS) Program at 10<sup>th</sup> grade students of MA AL-IKHSAN, it was found that there are some strengths and weaknesses of teaching English with communicative approach. The following are the strengths and weaknesses of communicative approach in teaching English. The strengths of teaching English in English Development Skill (EDS) program using communicative approach, they are as follows:

- 1) The students were automatically more active because there is always interaction and communication in the learning process.
- 2) Communicative approach in learning can change the classroom atmosphere to be more lively with a variety of activities such as role play, group working and so on.
- 3) students were more creative and have freedom to express because they are not fixated on theory but rather than emphasizes on practice.

The other research stated that there were strengths of communicative approach in teaching speaking as follows:

- 1) Makes students confidence and fluent in conversation
- 2) Help the students to express their idea, mind, and feeling with low hesitation
- 3) Students getting more confidence and they were more expressive in practicing their English

It was stated in the statement as follows:

“CLT method was chosen to be the method to overcome all of students” problems assisted them to have better ability in speaking. Generally, all students enjoy the class, they gained

knowledge about recounts that applied in speaking, and their confidence was increased to speak in front of other students. Therefore, various activities are needed to give different experience in learning. From role-play activity, the students getting more confidence and they were more expressive in practicing their English. CLT lead them in applying spoken recount even mistakes were occurred but not in main tense, simple past. Errors are accepted as it was still can be meaningful contextually, but students still get feedback from teacher. Their spoken recount were getting better, they looked more cheerful, expressive, and confident. Their fluency flew better and encouraged them to speak outside of the class. Joyful learning in CLT implementation directed students to study spoken recount happily. This feeling made them felt free in presenting the recount. Mistakes are tolerated as long as they could construct meaningful speaking and discussion. Students' involvement in the class is also good. They participated in joining the pair or group work task. They were active in asking and answering the teacher or the presenter. They looked confident in performing the presentation start from individually or group work."<sup>37</sup>

- a. The weaknesses of teaching English in English Development Skill (EDS) program using communicative approach , they were as follows:
- 1) Lack of student motivation
  - 2) Basic English different abilities possessed by each student
  - 3) Vocabulary limitations possessed by each student
  - 4) Lack of grammar understanding because it is focused on practice.

According to the previous research entitled "Communicative Approach in Teaching English for 3<sup>rd</sup> Year English Department Students: Advantage and Weaknesses", there are four strengths identified. They are as follows:

- 1) The students may practice their English in real communication
- 2) The ability of students to practice language in social context is getting better

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<sup>37</sup> Eri Rusnawati. "The Implementation of Communicative Language Teaching (CLT) to Teach Spoken Recounts in Senior High School". From <http://jurnal.unimus.ac.id>.

- 3) The tendency of students to seek the real example about notion which is poured into text or conversation
- 4) By applying this approach, the final function of using language namely for communication can be achieved

Beside that, the communicative approach has some weaknesses as well. There are three weaknesses identified. They are as follows:

- 1) The communicative approach concentrates too much on meaning and disregards form
- 2) The students tend to assume that learning grammar is less important and useless
- 3) Some students who have lack of competence and vocabularies tend to be silent.<sup>38</sup>

Based on the results of comparative analysis with other research, the strengths and weaknesses of applying communicative approach in English Development Skill (EDS) program at MA AL-IKHSAN were almost the same with the strengths and weaknesses of applying communicative approach in other research.

IAIN PURWOKERTO

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<sup>38</sup> Ike Revita. "Communicative Approach in Teaching English for 3<sup>rd</sup> Year English Department Students: Advantages and Weaknesses". Andalas University: IJELT (Indonesian Journal of English Language Teaching), 2015. Vol. 10. No. 2.



## **CHAPTER V**

### **CLOSING**

#### **A. Conclusion**

The researcher conducted the descriptive research that aimed to describe the implementation of communicative approach in English Development Skill (EDS) Program at 10<sup>th</sup> grade students of MA AL-IKHSAN. This research resulted an analysis of the implementation of communicative approach, problems in implementing the communicative approach, and strengths and weaknesses of communicative approach in English Development Skill (EDS) program of MA AL-IKHSAN.

Based on data collection obtained by interview and documentation showed that the final results of the research has been conducted as follows:

1. There were three stages carried out by teacher in teaching English using communicative approach. The first stage was preparation; the teacher prepared the learning material and formulated the learning strategies related to the subject matter to be taught. The second stage was implementation; the teacher did the learning process by giving material and holding practice. The last stage was evaluation. The teacher conducted questions and answers to students related to the practices and the obstacles encountered during the learning.
2. There were some problems faced by the teacher in implementing communicative approach such as lack of vocabulary mastered by students, the ability of students varies, and the lack of enthusiasm of some students in joining this program.
3. There were some strengths and weaknesses in implementing communicative approach.
  - a. Stengths of communicative approach
    - 1) The students were automatically more active because there is always interaction and communication in the learning process.

- 2) Communicative approach in learning can change the classroom atmosphere to be more lively with a variety of activities such as role play, group working and so on.
  - 3) students were more creative and have freedom to express because they are not fixated on theory but rather than emphasizes on practice.
- b. Weaknesses of communicative approach
- 1) Lack of student motivation
  - 2) Basic English different abilities possessed by each student
  - 3) Vocabulary limitations possessed by each student
  - 4) Lack of grammar understanding because it is focused on practice.
4. The main purpose of applying communicative approach in English Development Skill (EDS) program is to create a language atmosphere in school environment. The teacher emphasize fluency and accuracy so that in practice teacher accommodated students to be free in expressing their minds, ideas, and feeling without being afraid of making mistakes.

## **B. Suggestion**

The implementation of communicative approach in English Development Skill (EDS) program at 10<sup>th</sup> grade students of MA AL-IKHSAN was going very well. It can be concluded based on the students responses regarding their good impressions of joining English Development Skill (EDS) program. However, there were some suggestions aimed to the teacher so that the teacher motivates students that they must actively used language especially English in the school environment. Furthermore, the provision of more vocabulary was also very necessary to improve the quality of students communication.

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