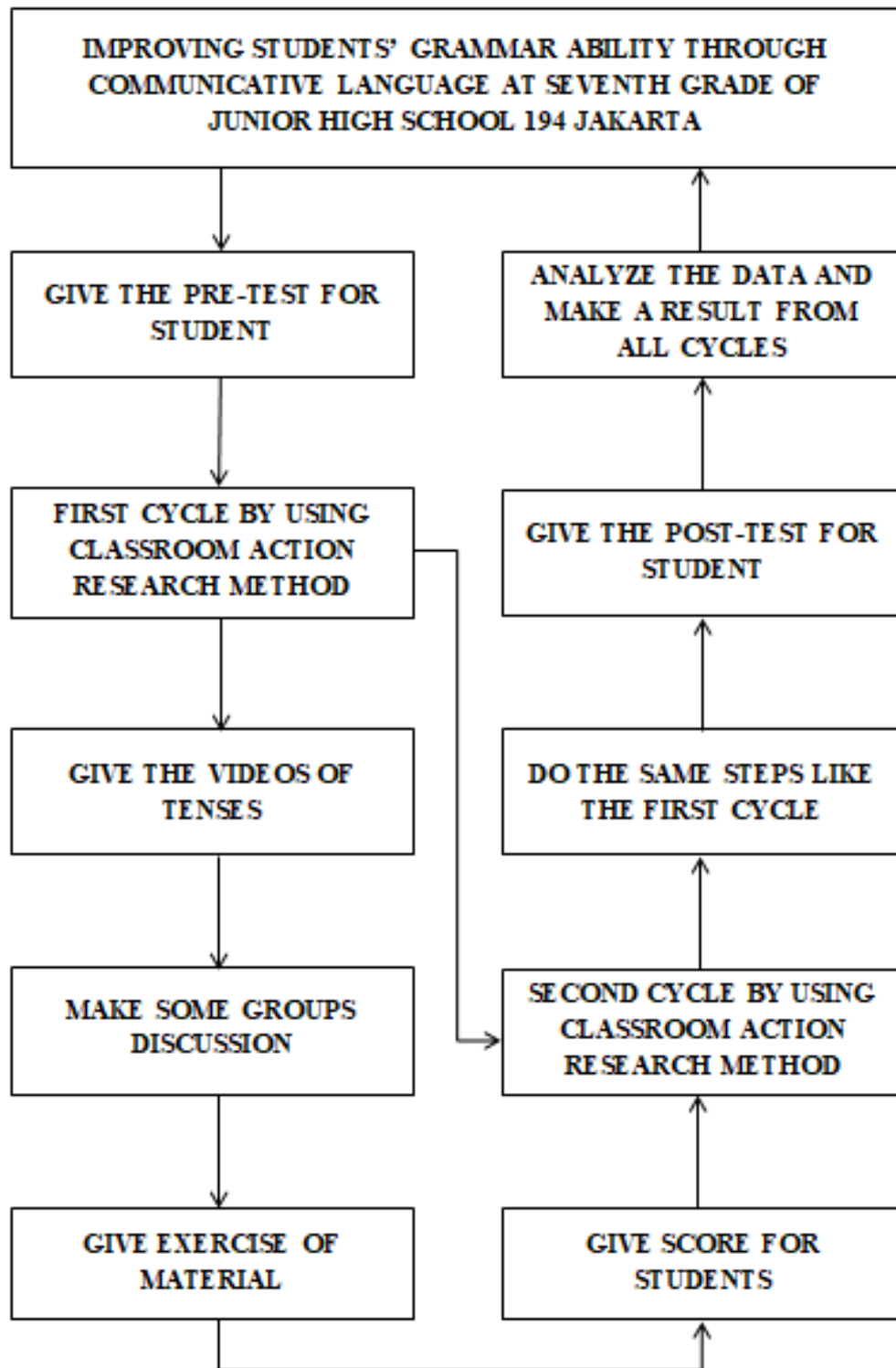


SCHEME OF THE RESEARCH





NOVTRI ANASTI VENITA
2016130068

**STRATA ONE (S-1) OF ENGLISH LANGUAGE AND CULTURE
FACULTY OF LANGUAGE AND CULTURE
DARMA PERSADA UNIVERSITY**

Background

The students face difficulties in English grammar. Most of the students feel that English is the most difficult lesson to be learned. Then, the teacher conducts less communicative class. The teacher is not able to optimize media and never uses anything media.

Benefits of the Research

This research can motivate students to study English through communicative language. The teachers also can improve their ability to make innovation, effective strategies, and scenario of teaching grammar. Then, for other research will get a good result related to teaching grammar.

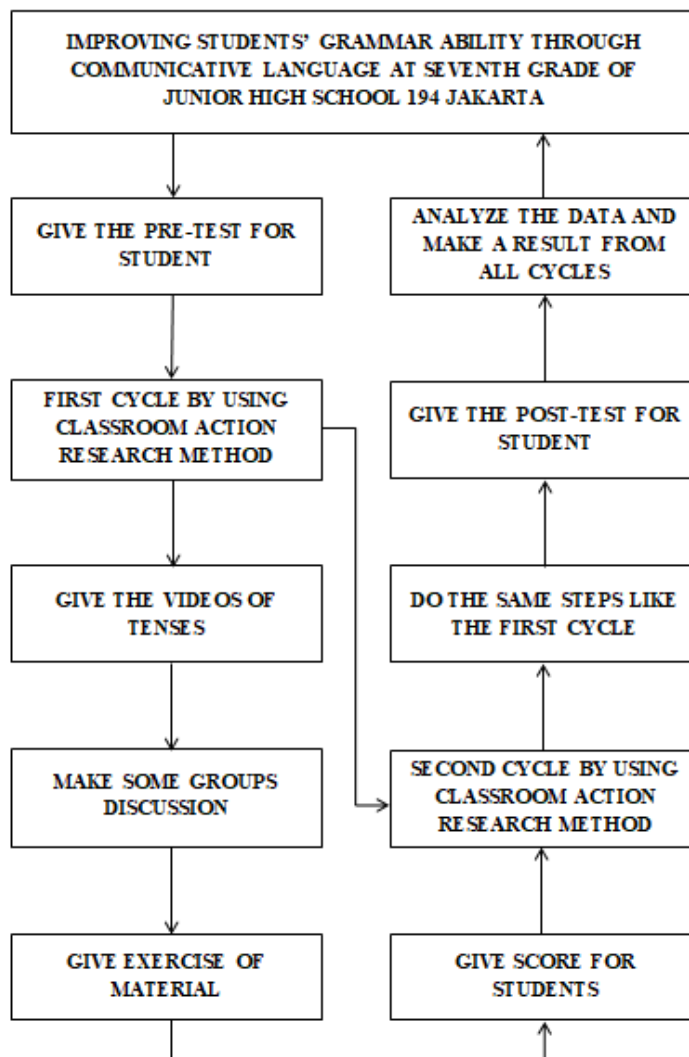
Method of the Research

Based on the framework of the theories above, I use quantitative and qualitative method to approach this subject. This research is conducted by applying Classroom Action Research. It is designed to help the teacher to find out what happen in the class and use the information to take action for the future improvement of the teaching learning process.

Framework of Theories

I collect the data based on the procedure of Classroom Action Research, namely Cycle I and Cycle II. The Cycle I and The Cycle II is also carried out in two meetings. Each cycle has four steps namely Planning, Action, Observation, and Reflection.

SCHEME OF THE RESEARCH



Result of the Research

It can be said that the result of pre-test is 30. But, in post-test, it shows that the students' achievement is 88. The achievement is increase. It means there is significant effect of using Communicative Language Method in teaching grammar ability in 7 grade students at Junior High School 194 Jakarta.

Improving Students' Grammar Ability Through Communicative Language at Seventh Grade of Junior High School 194 Jakarta

NOVTRI ANASTI VENITA

2016130068

Introduction

- *Background*
- *Identification of the problem*
- *Formulation of the research problem*
- *Limitation of the research*
- *Objectives of the research*
- *Methods of the research*
- *Benefit of the research*



Framework of Theories

- *Teaching*
- *Grammar*
- *Media*
- *Conceptual Framework*



- Methodology of The Research -

- Research Design - Cycle 1 & Cycle 2
 - Subject, Place and Time of The Research
 - Procedure of CAR
 - Instrument of Data Collection
 - Technique of Collecting Data
 - Technique of Data Analysis

DATA ANALYSIS AND RESEARCH FINDING

- Data Analysis
- The Qualitative Data
- The Quantitative Data
- Research Finding and Hypothesis
- Discussion and Interpretation

Conclusion

- The Communicative Language Method helps students to improve students' grammar ability
- There is significant effect of using Communicative Language Method in Teaching Grammar Ability for Students

CURRICULUM VITAE

PERSONAL DATA

Name : Novtri Anasti Venita
Sex : Female
Place, date of birth : Kota Bumi, 25 November 1997
Marital status : Married
Religion : Islam
Address : Jl. Supraflu Blok AG 8 No.9
Duren Sawit, East Jakarta
Mobile phone : +6281 2844 38595
Email : novtrianasti8@gmail.com



FORMAL EDUCATION

2003 – 2009 : 06 Elementary School, Bandar Jaya
2009 – 2012 : 03 Junior High School, Terbanggi Besar
2012 – 2015 : 01 Vocational High School, Terbanggi Besar
2016 – present : Faculty of Humanities, English Language and Culture,
University of Darma Persada

RESEARCH EXPERIENCES

1. Analysis of Family Institution
2. Analysis of Multiculturalism in Prose
3. Cultural Diversity in Sociolinguistic
4. Analysis of Religion Institution

TOEIC RESULT

ETS TOEIC LISTENING AND READING OFFICIAL INSTITUTIONAL SCORE REPORT

Novtri Anasti Venita		LISTENING		TOTAL SCORE 605
Name		Your score 310		
2016130068	1997/11/25	5 495		
Identification Number	Date of Birth (yyyy/mm/dd)	READING		
2019/07/01	2021/07/01	Your score 295		
Test Date (yyyy/mm/dd)	Valid Until (yyyy/mm/dd)	5 495		

Client/Institution Name: PT. Putra Pratama Raya

PT International Test Center-TOEIC Center Indonesia, Plaza Sentral, 17th Floor, Jl. Jend. Sudirman, Kav 47, Jakarta, Indonesia, 12930. This score report is intended for use only by the institution which sponsored the test administration.

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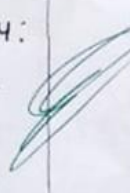
CONTROL BOOK

Page | 17

I. Lembar Kepembimbingan Skripsi




LAPORAN KEMAJUAN PENULISAN SKRIPSI SARJANA

Nama Mahasiswa : NOVTRI ANASTI VENITA
 Dosen Pembimbing I : TOMMY ANDRIAN, SS, M.Hum
 Dosen Pembimbing II : ALIA AFIYATI, SS, M.Pd
 Judul Skripsi : IMPROVING STUDENTS' GRAMMAR ABILITY
 THROUGH COMMUNICATIVE LANGUAGE AT SEVENTH
 GRADE OF JUNIOR HIGH SCHOOL 194 JAKARTA
 Mulai Bimbingan :
 Tahun Akademik : 2020

No.	Hari & Tanggal	Catatan Pembimbing	Paraf
1.	Sabtu 11 April 2020	Pembahasan BAB I, Background of the Research lebih detail	
2.	Sabtu 18 April 2020	Revisi untuk Bab I: - Formulation of the problem - Limitation of the problem	
3.	Senin 11 Mei 2020	Bimbingan Bab 1 - Bab 4: - Pembahasan Teori yang diambil - Pembahasan Analisis Bab III - Pembahasan Research finding	

CONTROL BOOK

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4.	22 Juni 2020	<p>Revisi Bab 1 - Bab 4:</p> <ul style="list-style-type: none"> - Cara Penulisan - Pembahasan data-data dan yang & analisis 	
5.	26 Juni 2020	<p>Bimbingan bab 1 - bab 5:</p> <ul style="list-style-type: none"> - Perombakan Halaman & Bab 3 dan Bab 4 	
6.	14 Juli 2020	<p>Revisi Bab 1 - Bab 5:</p> <ul style="list-style-type: none"> - Perkuat Teori bab 2 - Pembahasan Referensi yang & ambil 	
7.	15 April 2020	<p>Pembahasan Bab I:</p> <p>Perkuat Background of the research, Formulation, Method & Limitation of the Problem</p>	<i>Alysa</i>
8.	5 Mei 2020	<p>Pembahasan Bab II:</p> <ul style="list-style-type: none"> - Teori yang & ambil (kumpulan referensi) - Cara penulisan 	<i>Alysa</i>
9.	22 Juni 2020	<p>Bimbingan Bab 1 - Bab 5:</p> <ul style="list-style-type: none"> - Perombakan pada bab 3 dan Bab 5 	<i>Alysa</i>

CONTROL BOOK

10.	24 Juni 2020	Revisi Bab 1 - Bab 5 : - Penambahan Conclusion dan Suggestion di Bab 5	<i>Alysa</i>
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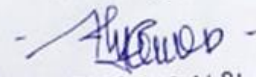
Jakarta,

Menyetujui :

Pembimbing I

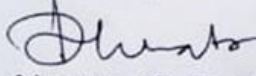

(TOMMY ANDRIAN, SS, M.Hum)

Pembimbing II


(ALIA AFYATI, SS, M.Pd)

Mengetahui :

Pembimbing Akademik


(RHEINATUS AB, CE, M.Hum)

Kajur Inggris S-1


(TOMMY ANDRIAN, SS, M.Hum)

APPENDIX
LESSON PLAN
Cycle 1

- School Name : SMPN 194 Jakarta
- Subject : English
- Class/ Semester : VII/II
- Subject Material : Tenses
- Time : 120 minutes
- Topic : Grammar
- Basic Competence : Comprehend two tenses
- Indicator : - Understanding the basics of using tenses.
- Making sentences using the two tenses based on context and time expression.
- Overcoming the pattern of the two tenses
- I. Students characters : - Religius
- Disiplin
- Rasa ingin tahu
- Tanggung jawab
- Komunikatif
- Kreatif
- Gemar membaca
- II. Method : *Communicative Language Teaching*
- III. Strategy : Giving the Task
- IV. Teaching Learning Activity
- a. Introduction Activity set (Pre- teaching)
(15 minutes)
Apperception
- Greeting and praying
 - Check the students list of students motivation

- Warming up activity
 - Explain how important the next competence learning that should be master by the students
 - Giving pre-test
- b. Core Activity
(50 minutes)
- Exploration
- Introduction the topic to the students using the videos.
 - Asking the students about their prior knowledge that relate to the topic and giving a review of tenses.
- Elaboration
- Introducing the *Simple present tense and Past tense using Communicative language Method*
 - Teacher and students discuss all the sentences and tenses.
 - Asking the students to make notes to the important point.
- Confirmation
(5 minutes)
- Giving positive feedback to the students as praise, spoken, or present to the winner.
 - Facilities the students for doing reflection to get meaningful experience of the activity.
- c. Post Activity
(40 minutes)
- Asking the difficulty during the teaching and learning process.
 - Giving evaluation consistently for giving feedback.
 - Giving the conclusion about the lesson.
 - Giving the post test to students.
 - Closing the lesson by praying and giving closing - greeting
- V. Media : LCD, laptop, white board, marker, copies of tenses tests

VI. Source : Hand book of Junior High School and dictionary

VII. Evaluation

- Kind of instrument: Written
- Form of instrument: Multiple choice and essay

VIII. The Scoring

- For part I, each correct answer scores 1
- For part II, each correct answer scores 1
- For part III, each correct answer scores 2
- For part IV, each correct answer scores 1
- For part V, each correct answer scores 2
- Consist of 40 questions, The maximum score = 100

Jakarta, 21 January 2020

English Teacher

Researcher

Ratna Anjasmara

Novtri Anasti Venita

Known by,

The Principle of SMPN 194 Jakarta

Ibnu Akil, M.Pd

NIP.

APPENDIX
LESSON PLAN
Cycle 2

- School Name : SMPN 194 Jakarta
- Subject : English
- Class/ Semester : VII/II
- Subject Material : Tenses
- Time : 120 minutes
- Topic : Grammar
- Basic Competence : Comprehend two tenses
- Indicator : - Understanding the basics of using tenses.
- Making sentences using the two tenses based on context and time expression.
- Overcoming the pattern of the two tenses
- IX. Students characters : - Religius
- Disiplin
- Rasa ingin tahu
- Tanggung jawab
- Komunikatif
- Kreatif
- Gemar membaca
- X. Method : *Communicative Language Teaching*
- XI. Strategy : Giving the Task
- XII. Teaching Learning Activity
- d. Introduction Activity set (Pre- teaching)
(15 minutes)
- Apperception
- Greeting and praying
 - Check the students list of students motivation

- Warming up activity
 - Explain how important the next competence learning that should be master by the students
 - Giving pre-test
- e. Core Activity
(50 minutes)
- Exploration
- Introduction the topic to the students using the videos.
 - Asking the students about their prior knowledge that relate to the topic and giving a review of tenses.
- Elaboration
- Reminding the formula Simple present tense and Past tense
 - Teacher show the videos Simple present tense and Past tense on LCD
 - Teacher and students discuss all the sentences and tenses.
 - Asking the students to make notes to the important point.
- Confirmation
(5 minutes)
- Giving positive feedback to the students as praise, spoken, or present to the winner.
 - Facilities the students for doing reflection to get meaningful experience of the activity.
- f. Post Activity
(40 minutes)
- Asking the difficulty during the teaching and learning process.
 - Giving evaluation consistently for giving feedback.
 - Giving the conclusion about the lesson.
 - Giving the post test to students.
 - Closing the lesson by praying and giving closing - greeting

XIII. Media : LCD, laptop, white board, marker, copies of tenses tests

XIV. Source : Hand book of Junior High School and dictionary

XV. Evaluation

- Kind of instrument: Written
- Form of instrument: Multiple choice and essay

XVI. The Scoring

- For part I, each correct answer scores 1
- For part II, each correct answer scores 1
- For part III, each correct answer scores 2
- For part IV, each correct answer scores 1
- For part V, each correct answer scores 2
- Consist of 40 questions, The maximum score = 100

Jakarta, 21 January 2020

English Teacher

Researcher

Ratna Anjasmara

Novtri Anasti Venita

Known by,

The Principle of SMPN 194 Jakarta

Ibnu Akil, M.Pd

NIP.

Appendix 1a: Test Instrument in Pre-test

Pretest

Cycle 1

Name :

Class :

I. Choose the correct answers!

- I and my friends ... in the library. We read some books
 - am
 - is
 - have
 - are
- Alina ... song every night.
 - sings
 - sing
 - Is
 - does
- My father ... tea every morning.
 - drink
 - drinks
 - drinking
 - Is
- We ... soccer match.
 - doing
 - watching
 - watches
 - watch
- My brother rides a bike to school ...
 - everyday
 - last day
 - next week
 - next time
- Tomy, Jane, Mark, Sarah smart students.
 - is
 - are
 - am
 - is not

7. My brother and I mount Sumbing this holiday
a. hikes b. hiking
c. hike d. Hiked
8. Rini and her sister always English conversation at home.
a. are practicing b. practiced
c. practice d. practices
9. She ... the house every day.
a. cleans b. cleaned
c. cleaning d. clean
10. Shea bread every morning
a. eating b. ate
c. eats d. eat
11. They..... this music two hours ago
a. listened b. listen
c. listening d. be listen
12. Dona..... this delicious food for us, 1 hour ago
a. cooking b. cooked
c. cooks d. cook
13. I..... this floor yesterday
a. swept b. sweep
c. sweeps d. swept
14. We.....to the collage yesterday
a. walking b. walk
c. walked d. be walking

15. I.....a letter to my sister last night
- a. write b. written
c. wrote d. writing
16. My teacher.....me about this mathematic last week.
- a. taught b. teaching
c. teaches d. teach
17. My mother ... me a bicycle yesterday
- a. buys b. buyed
c. bought d. will buy
18. My family.....Bali last year
- a. visiting b. visited
c. have been visited d. visits
19. I ... my drawing book two days ago
- a. loss b. lost
c. was losing d. lossing
20. I my homework last night.
- a. finish b. Had finish
c. punishing d. Finished

II. Change the word in the bracket into correct Simple Present Tense!

(Rubahlah kata yang ada di dalam kurung kedalam bentuk Simple Present Tense dengan benar!) Number 1-5 :

1. The dancer (dance) in the hall.
2. The post man (come) to my school.

3. Doctor (check).....the patients twice a day.
4. My mother (not go)to the market.
5. My little sister (not cry) in the night.

III. Change the sentences into negative and interrogative in Simple Present Tense!

1. The gardener waters the flowers in the morning.

(-).....

(?).....

2. Mrs. Novtri writes a letter for her friend.

(-).....

(?).....

3. Dina reads a magazine every morning.

(-).....

(?).....

4. The technician repairs the motorcycle.

(-).....

(?).....

5. They go to the swimming pool in the afternoon.

(-).....

(?).....

IV. Change the word in the bracket into correct Simple Past Tense!

(Rubahlah kata yang ada di dalam kurung kedalam bentuk Simple Past Tense dengan benar!) Number 1-5 :

1. He(buy) an expensive car last year.

2. My mother(make) a sandwich for me yesterday.

3. Ditta (wash) her shoes last week.

4. I..... (go) to Aceh last month.

5. He (give) me an orange last week

V. Change the sentences into negative and interrogative in Simple Past Tense!

1. They played football last month

(-).....

(?).....

2. Father brought some cakes last night.

(-).....

(?).....

3. He wrote a letter yesterday.

(-).....

(?).....

4. Shifa cleaned the blackboard.

(-).....

(?).....

5. We bought a magazine in the bookshop.

(-).....

(?).....



Appendix 1b : The Answer Key of Pre Test
CYCLE 1

ANSWERS KEY:

Part I.

1. D
2. A
3. B
4. D
5. A
6. B
7. C
8. C
9. A
10. C
11. A
12. B
13. A
14. C
15. C
16. A
17. C
18. B
19. B
20. D



Part II.

1. Dances
2. Comes
3. Checks
4. Does not go
5. Does not cry

Part III.

1. (-) The gardener does not water the flower in the morning.
(?) Does the gardener water the flower in the morning?
2. (-) Mrs. Novtri does not write a letter for her friend.
(?) Does Mrs. Novtri write a letter for her friend?
3. (-) Dina does not read a magazine every morning.
(?) Does Dina read a magazine every morning?
4. (-) The technician does not repair the motorcycle.
(?) Does the technician repair the motorcycle?
5. (-) They do not go to the swimming pool in the afternoon.
(?) Do they go to the swimming pool in the afternoon?

Part IV.

1. Bought
2. Made
3. Washed
4. Went
5. Gave

Part V.

1. (-) They did not play football last month.
(?) Did they play football last month?
2. (-) Father did not bring some cakes last night.
(?) Did father bring some cakes last night?

3. (-) He did not write a letter yesterday.
(?) Did he write a letter yesterday?

4. (-) Shifa did not clean the blackboard.
(?) Did Shifa clean the blackboard?

5. (-) We did not buy a magazine in the bookshop.
(?) Did we buy a magazine in the bookshop?



Appendix 1c: The Instrument in Post Test

Post-test

Cycle 2

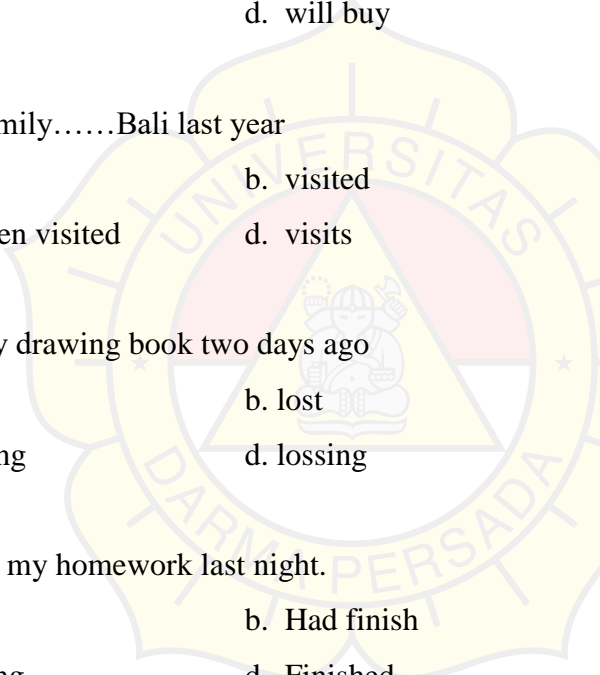
Name :

Class :

I. Choose the correct answers!

- I and my friends ... in the library. We read some books
 - am
 - is
 - have
 - are
- Alina ... song every night.
 - sings
 - sing
 - Is
 - does
- My father ... tea every morning.
 - drink
 - drinks
 - drinking
 - Is
- We ... soccer match.
 - doing
 - watching
 - watches
 - watch
- My brother rides a bike to school ...
 - everyday
 - last day
 - next week
 - next time
- Tomy, Jane, Mark, Sarah smart students.
 - is
 - are
 - am
 - is not

7. My brother and I mount Sumbing this holiday
 a. hikes b. hiking
 c. hike d. Hiked
8. Rini and her sister always..... English conversation at home.
 a. are practicing b. practiced
 c. practice d. practices
9. She ... the house every day.
 a. cleans b. cleaned
 c. cleaning d. clean
10. Shea bread every morning
 a. eating b. ate
 c. eats d. eat
11. They..... this music two hours ago
 a. listened b. listen
 c. listening d. be listen
12. Dona..... this delicious food for us, 1 hour ago
 a. cooking b. cooked
 c. cooks d. cook
13. I..... this floor yesterday
 a. swept b. sweep
 c. sweeps d. swept
14. We.....to the collage yesterday
 a. walking b. walk
 c. walked d. be walking

15. I.....a letter to my sister last night
a. write b. written
c. wrote d. writing
16. My teacher.....me about this mathematic last week.
a. taught b. teaching
c. teaches d. teach
17. My mother ... me a bicycle yesterday
a. buys b. buyed
c. bought d. will buy
18. My family.....Bali last year
a. visiting b. visited
c. have been visited d. visits
19. I ... my drawing book two days ago
a. loss b. lost
c. was losing d. lossing
20. I my homework last night.
a. finish b. Had finish
c. punishing d. Finished
- 
- A large, semi-transparent watermark logo of Universitas Darma Persada is centered in the background. The logo is circular with a yellow border and contains a central emblem featuring a figure holding a book and a torch, surrounded by the university's name in Indonesian: 'UNIVERSITAS DARMA PERSADA'.

II. Change the word in the bracket into correct Simple Present Tense!
(Rubahlah kata yang ada di dalam kurung kedalam bentuk Simple Present Tense dengan benar!) Number 1-5 :

1. The dancer (dance) in the hall.
2. The post man (come) to my school.

3. Doctor (check).....the patients twice a day.
4. My mother (not go)to the market.
5. My little sister (not cry) in the night.

III. Change the sentences into negative and interrogative in Simple Present Tense!

1. The gardener waters the flowers in the morning.

(-).....

(?).....

2. Mrs. Novtri writes a letter for her friend.

(-).....

(?).....

3. Dina reads a magazine every morning.

(-).....

(?).....

4. The technician repairs the motorcycle.

(-).....

(?).....

5. They go to the swimming pool in the afternoon.

(-).....

(?).....

IV. Change the word in the bracket into correct Simple Past Tense!

(Rubahlah kata yang ada di dalam kurung kedalam bentuk Simple Past Tense dengan benar!) Number 1-5 :

1. He(buy) an expensive car last year.

2. My mother(make) a sandwich for me yesterday.

3. Ditta (wash) her shoes last week.

4. I..... (go) to Aceh last month.

5. He (give) me an orange last week

V. Change the sentences into negative and interrogative in Simple Past Tense!

1. They played football last month

(-).....

(?).....

2. Father brought some cakes last night.

(-).....

(?).....

3. He wrote a letter yesterday.

(-).....

(?).....

4. Shifa cleaned the blackboard.

(-).....

(?).....

5. We bought a magazine in the bookshop.

(-).....

(?).....



Appendix 1d : The Answer Key of Post Test
CYCLE 2

ANSWERS KEY:

Part I.

1. D
2. A
3. B
4. D
5. A
6. B
7. C
8. C
9. A
10. C
11. A
12. B
13. A
14. C
15. C
16. A
17. C
18. B
19. B
20. D



Part II.

1. Dances
2. Comes
3. Checks
4. Does not go
5. Does not cry

Part III.

1. (-) The gardener does not water the flower in the morning.
(?) Does the gardener water the flower in the morning?
2. (-) Mrs. Novtri does not write a letter for her friend.
(?) Does Mrs. Novtri write a letter for her friend?
3. (-) Dina does not read a magazine every morning.
(?) Does Dina read a magazine every morning?
4. (-) The technician does not repair the motorcycle.
(?) Does the technician repair the motorcycle?
5. (-) They do not go to the swimming pool in the afternoon.
(?) Do they go to the swimming pool in the afternoon?

Part IV.

1. Bought
2. Made
3. Washed
4. Went
5. Gave

Part V.

1. (-) They did not play football last month.
(?) Did they play football last month?
2. (-) Father did not bring some cakes last night.
(?) Did father bring some cakes last night?

3. (-) He did not write a letter yesterday.
(?) Did he write a letter yesterday?

4. (-) Shifa did not clean the blackboard.
(?) Did Shifa clean the blackboard?

5. (-) We did not buy a magazine in the bookshop.
(?) Did we buy a magazine in the bookshop?



Appendix 2a: Questionnaire for Students in the preliminary Study

ANGKET SISWA

Petunjuk:

1. Berilah tanda *checklist* (√) pada salah satu jawaban ‘Ya’ atau ‘Tidak’.
2. Jawaban tidak akan mempengaruhi nilai mata pelajaran bahasa Inggris dan siswa tidak diperkenankan bekerjasama dengan siswa lain dalam menjawab pertanyaan.

No	Pertanyaan	Ya	Tidak
1.	Apakah kamu merasa senang ketika mengikuti pelajaran bahasa Inggris materi <i>tenses and grammar</i> ?		
2.	Apakah selama ini kamu dengan mudah memahami materi <i>tenses and grammar</i> dalam bahasa Inggris?		
3.	Apakah kamu merasa nilai bahasa Inggris materi <i>tenses and grammar</i> selama ini baik?		
4.	Apakah kamu dapat menjawab pertanyaan yang diberikan guru mengenai materi yang diajarkan?		
5.	Apakah kamu sering bertanya kepada guru jika ada kesulitan dalam <i>tenses and grammar</i> ?		
6.	Apakah kamu merasa tehnik yang digunakan guru dapat mengatasi kesulitanmu dalam menguasai <i>tenses and grammar</i> bahasa Inggris?		
7.	Apakah tehnik yang digunakan guru dapat membantumu memahami <i>tenses and grammar</i> ?		
8.	Apakah guru sering memberikan latihan untuk <i>tenses and grammar</i> ?		
9.	Apakah kamu dapat mengerjakan tugas <i>tenses and grammar</i> dengan mudah?		
10.	Apakah kamu merasa sudah benar-benar memahami <i>tenses and grammar</i> bahasa Inggris?		

Appendix 2b: Questionnaire for Students after Classroom Action Research

ANGKET SISWA

Petunjuk:

1. Berilah tanda *checklist* (√) pada salah satu jawaban ‘Ya’ atau ‘Tidak’.
2. Jawaban tidak akan mempengaruhi nilai mata pelajaran bahasa Inggris dan siswa tidak diperkenankan bekerjasama dengan siswa lain dalam menjawab pertanyaan.

No	Pertanyaan	Ya	Tidak
1.	Apakah kamu merasa senang ketika mempelajari <i>tenses</i> bahasa Inggris dengan menggunakan <i>Communicative Language Method</i> ?		
2.	Apakah kamu merasa belajar <i>tenses</i> lebih baik menggunakan <i>Communicative Language Method</i> ?		
3.	Apakah kamu merasa termotivasi belajar <i>tenses</i> dalam KBM dengan menerapkan <i>Communicative Language Method</i> ?		
4.	Apakah kamu merasa kalau <i>Communicative Language Method</i> cocok diterapkan dalam belajar <i>tenses and grammar</i> Bahasa Inggris?		
5.	Apakah kamu lebih mudah memahami <i>tenses and grammar</i> Bahasa Inggris <i>Communicative Language Method</i> ?		
6.	Apakah kamu menyukai pembelajaran <i>tenses and grammar</i> Bahasa Inggris dengan <i>Communicative Language Method</i> ?		
7.	Apakah kamu merasa <i>Communicative Language Method</i> dapat membantumu untuk memahami/menguasai <i>tenses and grammar</i> ?		
8.	Apakah kamu merasa <i>Communicative Language Method</i> game dapat menyelesaikan masalah adik dalam belajar		

	<i>tenses and grammar?</i>		
9.	Apakah pembelajaran dengan menggunakan <i>Communicative Language Method</i> mempermudah cara belajar anda?		
10.	Apakah kamu sudah merasa ada peningkatan nilai bahasa Inggris materi <i>tenses and grammar</i> ?		



Appendix 3a: Interview for the English teacher

Interview for the English teacher in the Preliminary Study (Before Classroom Action Research)

A. Interview Guidelines

Apakah saja kegiatan belajar mengajar Bahasa Inggris dalam kelas?

Practice seperti menerjemahkan dialog sederhana, membuat kalimat, dan menjawab pertanyaan.

Skill dan sub skill apa yang Ibu anggap paling sulit dalam pengajaran Bahasa Inggris?

Writing Skill, karena siswa harus benar-benar sempurna dalam pengaplikasian grammar yang dipakai.

Teknik mengajar apa saja yang Ibu gunakan dalam pengajaran *tenses and grammar*?

Grammar Translation Method sesuai dengan kurikulum yang dipakai.

Aktivitas apa saja yang dilaksanakan dalam proses pengajaran *tenses and grammar*?

Membuat kalimat sederhana, dan membuat percakapan sehari-hari

Media apa yang Ibu gunakan dalam pengajaran *tenses and grammar*?

Menggunakan Media Visual dengan buku dan penjelasan di papan tulis.

Sarana/ fasilitas apa saja yang tersedia di sekolah ini yang bisa mendukung pembelajaran Bahasa Inggris?

Di beberapa kelas tersedia Proyektor, namun kondisinya beberapa ada yang sudah rusak sehingga hanya menggunakan media buku dan papan tulis.

Apakah kendala yang Ibu alami dalam pengajaran *tenses and grammar*?

Kendalanya adalah penyerapan materi setiap siswa berbeda-beda sehingga dalam beberapa kasus ada murid yang menonjol ada murid yang sulit memahami pelajaran.

Bagaimana partisipasi siswa ketika pembelajaran *tenses and grammar* berlangsung?

Siswa yang menonjol lebih antusias dibandingkan siswa lainnya

Tugas apa yang biasa Ibu berikan di kelas?

Tugas yang biasa saya berikan yaitu menerjemahkan percakapan sederhana, dan membuat kalimat sederhana.

Apakah Ibu pernah mendengar metode pengajaran *Communicative Language*?

Pernah mendengar, namun belum pernah saya terapkan sebelumnya.

Berapa KKM untuk pelajaran Baha Inggris kelas VII di SMPN 194 Jakarta?

KKM nya 75.

Menurut Ibu apabila saya menggunakan metode pengajaran *Communicative Language* dapat meningkatkan pemahaman *tenses and grammar* pada siswa?

Karena saya belum mencoba sendiri dengan menggunakan metode tersebut saya belum dapat memastikan keefektivitasan metodetersebut untuk meningkatkan pemahaman *tenses and grammar*. Namun dari hasil diskusi kita mengenai communicative language sepertinya cocok untuk digunakan dikelas saya.



**Appendix 3b: The Result of Interview for the English Teacher
(After Classroom Action Research)**

HASIL WAWANCARA

Kepada Guru Bahasa Inggris Kelas VII (SMPN 194 JAKARTA)

Interviewer : Novtri Anasti Venita

Interviewee : Ratna Anjasmara

Profession : English Teacher

Bagaimana kemampuan siswa kelas VII-A dalam pembelajaran *tenses dan grammar* setelah menggunakan teknik pengajaran *Communicative Languge*?

Kemampuan siswa sangat meningkat, karena menyajikan motivasi kepada siswa di dalam kelas.

Skill dan sub skill apa yang Ibu anggap paling sulit dalam pengajaran Bahasa Inggris?

Writing Skill, karena siswa harus benar-benar sempurna dalam pengaplikasian grammar yang dipakai.

Teknik mengajar apa saja yang Ibu gunakan dalam pengajaran *tenses and grammar*?

Grammar Translation Method sesuai dengan kurikulum yang dipakai.

Aktivitas apa saja yang dilaksanakan dalam proses pengajaran *tenses and grammar*?

Membuat kalimat sederhana, dan membuat percakapan sehari-hari

Media apa yang Ibu gunakan dalam pengajaran *tenses and grammar*?

Menggunakan Media Visual dengan buku dan penjelasan di papan tulis.

Sarana/ fasilitas apa saja yang tersedia di sekolah ini yang bisa mendukung pembelajaran Bahasa Inggris?

Di beberapa kelas tersedia Proyektor, namun kondisinya beberapa ada yang sudah rusak sehingga hanya menggunakan media buku dan papan tulis.

Apakah kendala yang Ibu alami dalam pengajaran *tenses and grammar*?

Kendalanya adalah penyarapan materi setiap siswa berbeda-beda sehingga dalam beberapa kasus ada murid yang menonjol ada murid yang sulit memahami pelajaran.

Bagaimana partisipasi siswa ketika pembelajaran *tenses and grammar* berlangsung?

Siswa yang menonjol lebih antusias dibandingkan siswa lainnya.

Tugas apa yang biasa Ibu berikan di kelas?

Tugas yang biasa saya berikan yaitu menerjemahkan percakapan sederhana, dan membuat kalimat sederhana.

Apakah Ibu pernah mendengar metode pengajaran *Communicative Language*?

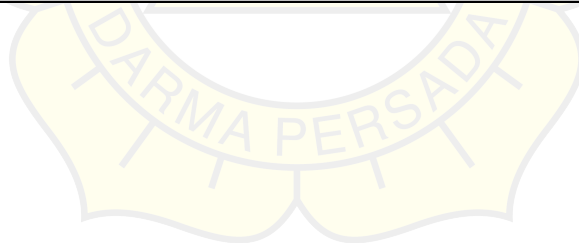
Pernah mendengar, namun belum pernah saya terapkan sebelumnya.

Menurut Ibu apakah metode pengajaran *Communicative Language* dapat meningkatkan pemahaman *tenses and grammar* pada siswa?

Karena saya belum mencoba sendiri dengan menggunakan metode tersebut saya belum dapat memastikan keefektivitasan metodetersebut untuk meningkatkan pemahaman *tenses and grammar*. Namun dari hasil diskusi kita mengenai communicative language sepertinya cocok untuk digunakan dikelas saya.

Setelah melihat pembelajaran *tenses* dan *grammar* dengan menggunakan metode pengajaran *Communicative Language*, apakah startegi ini efektif diterapkan pada pembelajaran *tenses* dan *grammar*?

Setelah melihat metode pembelajaran yang anda lakukan, saya menjadi sangat yakin bahwa metode ini yang terbaik untuk diterapkan dalam pembelajaran *tenses* dan *grammar*.



Appendix 4: Photography Evidence





LETTERS



FAKULTAS SAstra UNIVERSITAS DARMA PERSADA

Jl. Radin Inten II (Terusan Casablanca) Pondok Kelapa – Jakarta 13450
Telp. 8649051, 8649053, 8649057 Fax. 8649052
E-mail: unsada@rad.net.id

Jakarta, 16 Desember 2019

Nomor : 60 PIP/FSI/XII/2019
Perihal : **Permohonan Izin Penelitian Skripsi**

Kepada Yth.

Kepala Sekolah SMPN 194 JAKARTA

Di tempat

Dengan hormat,

Sebagai tugas akhir perkuliahan Program Studi S1 Sastra Inggris FS UNSADA bersama dengan surat ini kami memohon kepada bapak/ibu untuk memberikan kesempatan kepada mahasiswa kami yang tercantum dibawah ini untuk diberikan kesempatan melakukan **penelitian dan observasi** disekolah yang bapak/ibu pimpin selama empat kali pertemuan:

Nama : Novtri Anasti Venita
NIM : 2016130068
Jurusan : **Bahasa & Kebudayaan Inggris**

Adapun judul penelitiannya adalah "**Improving the Students' Grammar Mastery Through Communicative Language at Junior High School 194 Jakarta**". Besar harapan kami bapak/ibu dapat membantu dan mengizinkan mahasiswa kami untuk bisa melakukan penelitian dan observasi disekolah. Demikian surat ini kami sampaikan atas perhatian dan kerja samanya kami ucapkan terima kasih.

Hormat kami,
Ketua Jurusan



Tommy Andrian, M.Hum



PEMERINTAH PROVINSI DAERAH KHUSUS IBUKOTA JAKARTA
DINAS PENDIDIKAN
SEKOLAH MENENGAH PERTAMA NEGERI 194
Jl. Pendidikan Raya IX Komplek IKIP Duren Sawit -Telp / Fax. (021) 8628255
JAKARTA

Kode Pos : 13440

SURAT KETERANGAN

Nomor : 018 /081.113

Yang bertanda tangan dibawah ini Kepala SMP Negeri 194 Jakarta menerangkan dengan sebenarnya bahwa :

Nama : Novtri Anasti Venita
NIRM/NPM : 2016130068
Program Studi : Bahasa & Kebudayaan Inggris
Fakultas : Sastra Universitas Darma Persada
Jenjang Pendidikan : S1

Nama tersebut diatas telah mengadakan Penelitian dan Observasi guna mendapatkan data dalam rangka penyusunan tugas akhir / Skripsi di SMP Negeri 194 Jakarta, selama 4 kali pertemuan, berdasarkan Permohonan Izin Penelitian Skripsi dengan Nomor : 60/PIP/FSI/XII/2019, dengan Judul :

"Improving the Student' Grammar Mastery Through Communicative Language at Junior High School 194 Jakarta".

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.



Jakarta, 20 Januari 2020
Kepala SMP Negeri 194 Jakarta

IBNU AKIL, M.Pd.
NIP. 196208071991031009