CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION OF RESEARCH

This chapter specifically deals with the research findings and discussion of the data that obtained from the use of communicative approach on speaking skill through English learning. Then, it also deals with some theories in chapter II. Base on qualitative research of this study, such as interview, observation, and documentation.

A. Finding of Research

In this chapter, the researcher explain about the Communicative Approach on Speaking Skill through English Learning at Madrasah Diniyah Takmiliyah Awwaliyah Wustha in Bugih Pamekasan. The researcher explain about the result of The Use of Communicative Approach on Speaking Skill through English Learning at Madrasah Diniyah Takmiliyah Awwaliyah Wustha in Bugih Pamekasan. The teacher uses communicative approach to increase students' speaking skill. Here the researcher does two observations by entering directly to the classroom. So there are two meeting where the researcher becomes observer in the classroom to the research and to know how the teacher uses communicative approach on speaking skill.

In The Use of Communicative Approach on Speaking Skill through English Learning at Madrasah Diniyah Takmiliyah Awwaliyah Wustha in Bugih Pamekasan, the researcher will explain in the three steps.

They are Pre-Teaching, Whilst Teaching and Post-Teaching speaking skill by using communicative approach.

1. **The Use of Communicative Approach on Speaking Skill Through English Learning at Madrasah Diniyah Takmiliyah Awwaliyah Wustha in Bugih Pamekasan**

   The First Meeting

   To obtain the data that related with the use of communicative approach on speaking skill through English learning in teaching and learning process, the researcher observed teaching and learning process at Madrasah Diniyah Takmiliyah Awwaliyah Wustha in Bugih Pamekasan. In this case, the researcher just focus of one class from six grade students and the researcher conducted this research about meeting at this school. The first meeting was started on 14.07 o'clock until 15.01 p.m. The first implementation of teaching speaking skill by using communicative approach through English learning at Madrasah Diniyah Takmiliyah Awwaliyah Wustha in Bugih Pamekasan is on 01 February 2020. The teacher uses communicative approach to teach speaking skill by greeting.

   In the use of communicative approach on speaking skill through English learning at Madrasah Diniyah Takmiliyah Awwaliyah Wustha in Bugih Pamekasan the researcher will explain three steps. They are pre-teaching, whilst teaching, and post teaching. Each of would like to be explained by the researcher such as follow:

a. Pre – Teaching

It is the first sections of teaching and learning process before the English teacher teach in the classroom it is showed by:

1) Before the teacher comes to the class the teacher need to plans what the teacher want to do in the classroom. The teacher needs to prepare lesson plan in order to learn the subject and to make the lesson run well. And here the teacher prepared the lesson plan of teaching speaking skill by using communicative approach.

2) The teacher entered the class and opens the study by says greeting such as:

Teacher   : Assalamu'alaikum Wr. Wb

Students   : Wa'alaikumsalam Wr. Wb

Teacher   : Good afternoon students?

Students   : Good afternoon mom.

Teacher   : How are you today?

Students   : I'm fine. You?

Teacher   : I'm very well.

3) Before the teacher checked the students name list, the teacher guide to pray first.

4) The teacher checked students attendance list

Teacher : Okay students, I will check your name list one by one.

Students : Masuk semua ustadah. (all of students are present, Mom)

5) The teacher informed to the students about the material which will be studied.

Here the researcher will explain about the result of the activities which happened in the classroom. The results of the activities are 100% for the teacher. It means that the teacher has done the activities "Very Good" because when the teacher got the students to pay at attention, all of the students pay attention directly to the teacher. So, it can said that the teacher success in doing this activities.

b. Whilst – Teaching

It is about main point in teaching and learning process in the classroom. In this case the material is about speaking skill.

1) The teacher explained the material about greeting.

2) Next, the teacher written the dialog example of greeting, the teacher explained to the students how ways of say greeting that the true until the students understand well.

3) After the students understand the dialog example of greeting, the teacher asked to the students to make an example of greeting.

"Ok, my students make an example of greeting".

4) The teacher got students to find sentence showed utterance of greeting.

"After the finish make an example of greeting, go forward with friend in side you to practice the dialog and then showed utterance of greeting in the dialog in front of you.

5) The teacher gave dialog about utterances of greeting.

Steve : Good morning Jhon?

Jhon : Good morning Steve.

Steve : How are you today?

Jhon : I'm fine, and you

Steve : I'm very well. By the way, yesterday do you Holiday with family.

Jhon : Yes, of course. Yesterday, I go to Surabaya with family visit my grandmother. You?

Steve : Yesterday, I just in home. But, tomorrow I want to

go to Malang with my family to holiday.

Jhon   : Really?

Steve   : Yes, that right.

6) When the students practiced the dialog, the teacher and other students gave score of their speaking.

7) After all of students practiced the dialog. The teacher and the student chose the best partner who practiced the dialog well.

Based on the observation research, the result of observation is success. It means that the teacher does this activity "Very Good". The teacher has given explanation about material to the students well and the all students understand about the material and the teacher could teach successfully in the class. It can be seen by the student's participant in the class. The students is very be spirit to do practiced in front of the classroom, although there are mistake in pronunciation, but in the use of communicative approach mistake in pronunciation are accepted as natural in the speak.

c. Post-Teaching

It is the last step in the teaching and learning process in the class room. It is showed by:

1) The teacher made the conclusions about the materials like:

"Greetings adalah ungkapan yang di ucapkan ketika kita mengucapkan salam ataupun sapaan kepada orang lain seperti halnya mengucapkan salam atau sapaan kepada teman, guru dan yang lainnya".

"Greeting is expressions that utterance when we express of greeting to other people such as express of greeting to friend, teacher and others".

2) The teacher asked to the students to study at home about the next material.

3) The teacher closed the material with say Hamdalah together.

Based on first meeting of the use of communicative approach on speaking skill through English learning at Madrasah Diniyah Takmiliyah Awwaliyah Wustha in Bugih Pamekasan, the teacher could do it successfully in the class. It can be seen by the students' participant in the class.

In this case the students felt interested and enjoyed in the class, because they can express their ideas suitable with the subject. And also they must brave to speak English language fluently.

The Second Observation

The second meeting of this research and English teacher of four grade students did it together at the classroom. It was started on 15.15 o'clock until 16.00 0'clock on Sunday 09 February 2020. The second

implementation of teaching speaking English by using communicative approach through English learning at Madrasah Diniyah Takmiliyah Awwaliyah Wustha in Bugih Pamekasan. There are steps the teaching and learning process of speaking English each step has the same steps like at the first meeting as follow:

a. Pre – Teaching

It is the second section of teaching and learning process before the English teacher start in the classroom. The teacher prepared the lesson plan because there are some activities that sequence to make process of teaching learning become well.

1) The teacher prepared the first lesson plan of teaching speaking skill using communicative approach through English learning. The topic is my ambition.

2) The teacher started her day by greeting the student so that previous material still memorized.

Teacher : Assalamu'alaikum Wr. Wb

Students : Wa'alaikumsalam Wr. Wb

Teacher : Good afternoon students?

Students : Good afternoon mom.

Teacher : How are you today?
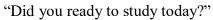
Students : I'm fine. You?

Teacher : I'm fine. Ok, did you ready to study today?

Students : Yes. I'm ready.

3) Teacher asked for a student to guide pray together before the lesson begun.

4) The teacher asked to students did you ready to join to learn now.

"Did you ready to study today?"

5) The next, the teacher checked student's attendance.

6) Before the study started the English teacher asked to the students about previous material and the most of students remember it.

Here the researcher will explained about the result of the activities which happened in the classroom. The results of the activities are 100% for the teacher. It means that the teacher has done the activities "Very Good" because when the teacher got the students to pay attention, all of the students pay attention directly to the teacher. So, it can said that the teacher success in doing this activities.

b. **Whilst – Teaching**

It is about main point in teaching and learning process in the classroom. In this case the material is about speaking skill.

1) The teacher explained the material about my ambition.

2) The teacher gave the example of dialog that in the dialog there are utterances that inquired about ambition.

Roy : Angel, what is your ambition?

Angel : My ambition is to be a English teacher. What about you?

Roy : Good. I want to be a doctor.

Angel : It is nice.

3) The teacher read dialog that written by the teacher.

4) After that, the teacher said the students to follow expression that said by the teacher.

5) Then the teacher got the students to made pair with their friend and a dialog about my ambition.

TABLE: 4.1

NAME	GROUP
Akmal Rizal Ahmad Djimiarta Saputra	1
Akhmad Rayhan Ramadhan Muhammad Khalil Anwar	2
Cantika Ayu Fitriyah Syakira Talitha Ansori	3
Zamira Agustina Ali Mashita Mirza Almira	4
Moh. Fahry Firmansyah Moh. Tegar Putra Setiawan	5
Rofiki Doni Pratama Ahmad Rizki Mubarok	6
Safitri Eka Pratiwi Amelia putrid	7

6) The teacher got the students to practiced the dialog in front of class.

7) The teacher checked students to practiced the dialog with their partner in front of class.

8) When the students practiced the dialog, the teacher gave score of their speaking.

9) After all of students practiced the dialog, the teacher chose the best group who practice the dialog well.

Based on the observation research, the result of observation is successfully. It means that the teacher does this activity "Very Good". The teacher has given explanation about material to the students well and the all students understand about the material and the teacher could teach successfully in the classroom. It can be seen by the student's participant in the class. The students is very be spirit to do practiced in front of the classroom, although there are mistake in pronunciation, but in using of communicative approach mistake in pronunciation are accepted as natural in the speak. The student is skill in the speaking English and not felt afraid to speak English. In this approach can be motivation to students. So, the use of communicative approach in teaching and learning process of speaking skill through English learning can used to other school.

c. **Post – Teaching**

It is the last step in the teaching and learning process in the classroom. It is showed by:

1) The teacher made a conclusion about the material that has been studied.

2) The teacher asked the students to pray together.

3) After all of the activities finished, the teacher closed the study by "Assalamu'alaikum Wr. Wb".

In the post-teaching, the results of the activities are less than pre-teaching and whilst-teaching. The teacher did the activities "Good" in the classroom. In this activity, the teacher gave explanation to the students about the conclusion of the material well.

From the three steps of the activities, the researcher can concluded that all of the result of three steps above is successfully. It means that the teacher did all of the activities "Very Good" during the teacher using communicative approach on speaking skill. The researcher can concluded that the teacher was success in teaching in the classroom.

Based on the second meeting in using communicative approach on speaking skill through English learning at Madrasah Diniyah Takmiliyah Awwaliyah Wustha in Bugih Pamekasan, the English teacher could do it successfully. The researcher just becomes observer in the class. It can be seen from the students' participant at the class.

In this case, the students felt more enjoyable, more active to speak English and can be give free express their ideas and brave to speak English fluently in learning process.

The implementation of using communicative approach can helped the teacher to make the students interested in studying speaking. For English teacher stated: communicative approach can be used to increase students' speaking skill.

2. **The Result of the Use of Communicative Approach for Students Speaking Skill Through English Learning at Madrasah Diniyah Takmiliyah Awwaliyah Wustha in Bugih Pamekasan**

In this result, the researcher explain about the result of the use of communicative approach for students speaking skills through English learning at Madrasah Diniyah Takmiliyah Awwaliyah Wustha in Bugih Pamekasan. In this case, there are two points that will be explained by the researcher based on the research focus previous. The first, the researcher will explained the use of communicative approach on speaking skill through English learning at Madrasah Diniyah Takmiliyah Awwaliyah Wustha in Bugih Pamekasan. The second, the

researcher will explain the result of the use of communicative approach for students speaking skill through English learning at Madrasah Diniyah Takmiliyah Awwaliyah Wustha in Bugih Pamekasan.

Here, the researcher did interview to the English Teacher and students in the four grades at Madrasah Diniyah Takmiliyah Awwaliyah Wustha in Bugih Pamekasan and gives some questions to English teacher and students.

The interview below is the answer to the question asked to the English teacher by the researcher. Mrs. Sitti Nuraini said that:

> "Sebelum saya mengajar di dalam kelas, saya telah membuat rencana pelaksanaan pembelajaran sebelum mengajar, karena itu sangat penting dan guru haru memiliki rencana pembelajaran agar saya dapat mengajar dengan baik di kelas."

> "Before I teach in the class, I have to make lesson plan before teaching, because it is very important and the teacher has to have lesson plan in order that I can teach well in the class."
> "Saya menggunakan pendekatan komunikatif di dalam keterampilan berbicara".

> "I use communicative approach in English learning on speaking skill".

> "Saya menggunakan materi pertama greeting, kedua my ambition dan ketiga can you. Saya memilih materi ini karena materi ini mudah untuk siswa. Saya juga berharao bahwa materi ini bisa membuat siswa terampil dalam berbicara dan active di dalam kelas ketika menggunakan pendekatan communicative".

> "I use a material the first greeting, the second my ambition and the third can you. I choose in this material because this material is easy for the students. I also hope that this material can make the students skill in speak and active in the class when using communicative approach".

"Iya, saya mencampurkan bahasa indonesia dan bahasa inggris dalam aktifitas mengajar karena tidak semua murid mengerti jika saya menggunakan full English. Jadi, saya harus menterjemah ke dalam bahasa indonesia agar murid lebih mengerti apa yang saya katakan".

"Yes, I mix Indonesia language and English language in teaching activities because not all students understand if I use full English language. So, I must translate into Indonesia language in order that my students understand more what I say".

"tidak ada kesulitan, karena ketika murid tidak mengerti tentang materi yang saya jelaskan oleh saya, murid membantu temannya dan saya juga membantu ketika murid keculitan dam kosa kata".

"No, because when the students not understand about materials that explained by me, students help her friend and I help too when the students difficult in vocabulary".

"Disini, saya memiliki beberapa step dalam penggunaan communicative approach pada keterampilan berbicara: pertama, guru menuruh siswa untuk membuat grup atau pasangan. Kedua, guru menyuruh sisiwa untuk membuat dialog tentang materi yang dipelajari dan ketiga guru menyuruh parktik dengan pasangannya di depan kelas".

"Here, I have some steps in use communicative approach on speaking skill: The first, the teacher gets students to make group or partner. Second, the teacher gets students to make dialog about material that learned today. And the teacher gets students to practice with the partner in front of the class".

"Iya tentu saja. Siswa saya suka materi ini karena di materi ini siswa bisa terampil dalam berbicara, berani berbicara dan active di dalam kelas. Meskipun, terdapat kesalahan dalam pengucapan tetapi siswa tidak merasa takut to mengekpresikan dalam berbahasa inggris."

"Yes, of course. My students like this material because in this material students can skill in speak, brave in speak and active in the class. Although, there are mistake in pronouncing but, students not feel afraid to words express in English".

"Hasil dari penggunaan communicative approach pada keterampilan berbicara siswa, keterampilan berbicara siswa meningkat. Ketika dalam proses belajar mengajar setiap hari, murid aktif dan berani dalam bertanya ketika tidak tau ataupun tidak mengerti tentang materi dan berani untuk praktik di depan kelas. Keberanian dan keaktifan siswa meningkat dalam melakukan percakapan ketika menggunakan pendekatan komunikatif kepada siswa. Jadi, secara tidak langsung melatih siswa berani terampil berbicara dalam speaking dan berbicara bahasa inggris."

"The results of the use of communicative approach for students speaking skill, speaking skill for students increase. When in the teaching and learning process every day, the student's active brave in asks when don't know or don't understand about material and brave to practice in front of class. Bravery and being active for the students increase in doing dialog when using communicative approach. I using communicative approach to the student's, so don't direct exercise the students to brave skill in speaking and speaking English".[52]

Based on the result interview for the English teacher, the teacher using communicative approach on speaking skill through English learning is very effective because the students more brave and active when doing conversation although do mistake on pronouncing but the students not felt afraid in speak English. So, can the increase and motivation the student's to skill in speaking English and also in the communication fluently.

The interview below is answer to the question asked to student by the researcher:

"Saya suka pelajaran bahasa inggris karena saya bisa membuatku praktik dalam berbicara bahasa inggris ustadah menggunakan campuran bahasa indonesia dan bahasa inggris dalam mengajar karena saya tidak mengerti ketika ustadah

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[52] Sitti Nuraini, The English Teacher of Four grade of Madrasah Diniyah Takmiliyah Awwaliyah Wustha (direct interview 13 february 2020) at 14.07 p.m

menjelaskan. Saya tertarik dalam belajar speaking karenasaya suka berbicara bahasa inggris dan pelajaran speking, saya bisa berbicara denga temenku yang mengerti dan saya akan berlatih tentang speakingku. Saya tidak tau tentang pendekatan komunikatif tetapi, ketika guru mengajar speaking saya suka dan temenku juga suka. Saya pikir menggunakan pendekatan komunikatif dalam pelajaran bahasa inggris pada keterampilan berbicara menarik dan menikmati pelajaran speaking karena membuatku dan temanku terampil dalam berbicara dan lebih aktif di kelas".

"I like speaking subject because I can make me practice in speaking English. My teacher uses mix Indonesia language and English language in the taching because with use mix Indonesia and English language I can understand my teacher explanations. I am interesting in studying speaking class because I like speaking English and in speaking subject, I can speak with my friends who are understand what and I can it will be the way for me to practice more about my speaking. I don't know about communicative approach but, when the teacher teaching speaking I like and my friends also happiness. I think use communicative approach in English learning on speaking skill is interesting and enjoy in studying speaking subject because make me and my friends skill in speak and actively in the class".[53]

Based on the interview that the researcher did, there are some answers about activities in the teaching and learning process of using communicative approach on speaking skill through English learning.

Rofiki Doni Pratama said that:

"Iya saya suka pelajaran bahasa inggris, karena bisa meningkatkan keterampilan berbicara saya. Guru saya menyuruh berdialog di depan kelas. (Yes, I like English subject, because can increase speaking skill to me. My teacher asks in front of to dialog practice)".[54]

In other answer, Moh Fahry Firmansyah said that:

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[53] Ahmad Djimiarta Saputra, the student of four Grade of Madrasah Diniyah Takmiliyah Awwaliyah Wustha (Direct interview 13 february 2020) at 14.56 p.m

[54] Rofiki Doni Pratama, the student of four Grade of Madrasah Diniyah Takmiliyah Awwaliyah Wustha (Direct interview 13 february 2020), at 15.15 p.m

"iya saya suka bahasa inggris, karena saya ingin berbicara bahasa inggris dengan lancar. Guru saya meminta untuk aktif berbicara meskipun cara pengucapannya tidak tepat. Saya senang ketika guru meminta saya dan teman-teman maju ke depan untuk berdialog. (Yes, I like English, because I want speaking English be fluently. My teacher asks to active speak up although way of pronouncing not exact. I'm happy when the teacher asks me and friends in front of in the class to the dialog)".[55]

In other answer, Zamira Agustina Ali said that:

"Tidak, saya tidak suka bahasa inggris, karena ustadah meminta siswa untuk bergantian maju ke depan dan berdialog. Saya tidak suka itu, karena dalam mengucapkan sangat sulit. (No, I don't like English subject, because the teacher ask the student to alternate in front of and ask to dialog practice. I don't like it, because in pronouncing very difficult)".[56]

Based on the result of interview for the student, the student interested in speaking English because the teacher use communicative approach that make enjoyable in teaching and learning process and more active in the class. So, in this research after the researcher do interviews to the English teacher and the student that the teacher effective in the teaching and learning process the use communicative approach on speaking skill through English learning and the student interesting in speaking English.

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[55] Moh Fahry Firmansyah, the student of four Grade of Madrasah Diniyah Takmiliyah Awwaliyah Wustha (Direct interview 13 february 2020), at 15.30 p.m
[56] Zamira Agustina Ali, the student of four Grade of Madrasah Diniyah Takmiliyah Awwaliyah Wustha (Direct interview 13 february 2020), at 15.44 p.m

B. Discussion

In this discussion section, the researcher will present about the use of communicative approach on speaking skill through English learning at Madrasah Diniyah Takmiliyah Awwaliyah Wusta in Bugih pamekasan and the result of the use of communicative approach for students speaking skill through English learning at Madrasah Diniyah Takmiliyah Awwaliyah Wustha in Bugih pamekasan.

1. **The Use of Communicative Approach on Speaking Skill Through English Learning at madrasah Diniyah TakmiliyahAwwaliyah Wustha in Bugih pamekasan**

   In this part the researcher discussed about the speaking skill through English learning at Madrasah Diniyah Takmiliyah Awwaliyah Wustha in Bugih pamekasan. The researcher finding of research through observation, interview and documentation that the English teacher used communicative approach to teach speaking subject.

   Actually, there are many approaches that the teacher can use to teach speaking. The purpose of the use of communicative approach is to make the teaching and learning process more interactive and active. Here, the teacher in Madrasah Diniyah takmiliyah Awwaliyah Wustha using communicative approach to made the teaching and learning process enjoyable and not felt afraid in speak English and the students skill in the speaking.

   The teacher chose the use of communicative approach to speaking skill in the class because the teacher wanted the students brave in front

of the class when speak English and practiced the dialog easily. In the class, the teacher govern students to make a group with their friend. The students practiced with their partner or group and the student should skill in speaking English it well. In this activity, the students can speak up and try to practice their speaking in the group although there are mistake in pronouncing. In this communicative approach mistake in pronouncing in the learning process are accepted as natural. The students can participate with their partner on group because each member of group is responsible to not only contribute his or her strength, but also to help students to understand the sources of their strength.[57] .

Communicative approach is an approach in which students work together to develop what aspect of a language they would like to learn. So, in the using communicative approach, the student's work together to increased speaking skill in the class with practiced in front of the class use conversation and the student more active to speak English and can be give free express their ideas and brave to speak English fluently in learning process.

The successful of teaching and learning process is based on positive response for the student during the teacher used communicative approach. If the communicative approach can make the students interested in speaking class and increase students speaking skill it can be called that the teacher is success using

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[57] Eva Nikmatul Rabbiyanty, p. 50.

communicative approach. Communicative approach is one of approach that the teacher used to teach speaking in speaking skill to four grades at Madrasah Diniyah Takmiliyah Awwaliyah Wustha in Bugih pamekasan. It was the best approach that the teacher used because the students were active and brave in front of class when the teacher using communicative approach.

Based on this result, communicative approach had improved the student's motivation significantly. That is , one of approach that can be motivate students and provide broad opportunities for students to speak English in the classroom without feeling be afraid wrong pronouncing is communicative approach. The student's involvements were very important to make speaking class using communicative approach success, because student's involvements influenced the successful of teaching and learning process. Here, the teacher also used easy communicative approach that the students will practiced with their partner in front of the class., because the students enjoyable and fun.

2. **The Result of Communicative Approach for the Student Speaking Skill Through English Learning at Madrasah Diniyah Takmiliyah Awwaliyah Wustha in Bugih pamekasan**

In this result, the researcher explains about the result of the use of communicative approach for students speaking skills through English learning at Madrasah Diniyah Takmiliyah Awwaliyah Wustha in Bugih pamekasan. In this case, there is point that will be explained by

the researcher based on the research focus previous. In the point is benefits of the use of communicative approach on speaking skills through English learning at Madrasah diniyah Takmiliyah Awwaliyah Wustha in Bugih pamekasan.

Based on the observation and interview with some interviews, there is benefit through using communicative approach on speaking skill through English learning at Madrasah diniyah Takmiliyah Awwaliyah Wustha in Bugih pamekasan. There are successfully and benefit when the teacher used communicative approach on speaking skill.

The successfully and benefit showed by the students through the use of communicative approach on speaking skills at the four grade in Madrasah Diniyah Takmiliyah Awwaliyah Wustha in Bugih pamekasan are that the students looked active in the speaking class.

The benefits of using communicative approach for students speaking skill through English learning at Madrasah Diniyah Takmiliyah Awwaliyah Wustha in Bugih pamekasan. The first the students more active doing activities speak up such as, ask a question, something receive and the others. The second is the students bravely speaking English in front of the class. And the last is the students more motivated to speak English in the class without feeling afraid of wrong pronunciation.

The students were interested to joining speaking class because the teacher gave easy dialog that the students understand on the materials

and the student practiced with their partner in front of class. The student's development in speaking English still there is mistake in pronouncing. The successful of teaching and learning Process showed that the teacher was success using communicative approach in teaching speaking class.

We can concluded that communicative approach can be used in the teaching speaking, because it can be help the teacher to make the students practiced their speaking in the class and increase speaking skill in English learning. So, in this research after the researcher do interviews to the students, the students interesting in speaking English. Also speaking skill students increased can see on in teaching learning process every day. The students can speak English without feeling be afraid of wrong pronunciation and fluent speak English. The students active do activities speak up such as ask a question, something receive and the others.

Using communicative approach gave increased to the students. Improvement to students is seen in the terms of the fluency of speaking, when given their conversation without feeling be afraid of wrong pronunciation and the students bravely to express English, although there is wrong pronunciation on what students say in speaking English. The use of communicative approach to the students the teacher already exercise the students to brave speaking English.

So, the result from teacher using communicative approach to increase students speaking skill used three steps is pre-teaching,

whilst-teaching and post-teaching. The teacher doing this activities on teaching and learning process can said success because the students enjoyable when the teacher using communicative approach and the students understood about explanation the teacher.