

ABSTRAK

FITRIASARI. Kesempatan untuk Mengembangkan Kompetensi Komunikatif Lisan Siswa pada Kegiatan Belajar dan Mengajar di Kelas 7 di sebuah SMP di Jakarta Timur. Analisis Deskripsi. Skripsi. Jakarta: Jurusan Bahasa dan Sastra Inggris, Fakultas Bahasa dan Seni. Universitas Negeri Jakarta. Agustus 2008.

Penelitian ini menggambarkan kesempatan untuk mengembangkan kompetensi komunikatif lisan siswa pada kegiatan belajar dan mengajar di kelas 7 SMP Al Karomiyah, Jakarta Timur. Kompetensi komunikatif lisan tersebut dikelompokkan dalam (1) kesempatan untuk bertanya (2) kesempatan untuk menjawab pertanyaan (3) kesempatan untuk memberikan informasi (4) kesempatan untuk meminta (5) kesempatan untuk memberikan sesuatu yang diminta (6) kesempatan untuk memberikan instruksi (6) kesempatan untuk melakukan instruksi. Sebuah model kegiatan belajar mengajar dikembangkan berdasarkan Social Learning Theory untuk mendukung pengembangan kompetensi komunikatif lisan siswa. Hasil penelitian menunjukkan bahwa kegiatan belajar dan mengajar di kelas 7 SMP Al Karomiyah Jakarta Timur memberikan sedikit kesempatan bagi siswa untuk melakukan kegiatan transaksi komunikatif lisan. Kegiatan siswa didominasi oleh kegiatan untuk menjawab pertanyaan dari guru. Hal ini membuat siswa menjadi pasif dalam proses pembelajaran mereka. Sebagian besar kegiatan tidak alami dan komunikatif karena pada umumnya siswa membaca dialog transaksi, bukan berbicara untuk melakukan transaksi. Terlebih lagi, siswa sering menggunakan bahasa Indonesia dan guru mereka jarang mengingatkan mereka untuk mengurangi pemakaian bahasa Indonesia di kelas.

ABSTRACT

FITRIASARI. The Opportunities to Develop Student's Spoken Communicative Competence Available in the Teaching-Learning Activities for Students of Class 7 in an SMP in East Jakarta. A Thesis. Jakarta: English Department, Faculty of Languages and Arts, State University of Jakarta. August 2007.

This research described the opportunities to develop students' spoken communicative competence available in the teaching-learning activities for students of class 7 in SMP Al Karomiyah, East Jakarta. The spoken communicative competence was divided into (1) the opportunities to ask questions (2) the opportunities to answer questions (3) the opportunities to inform (4) the opportunities to request (5) the opportunities to do request (6) the opportunities to give instructions (7) the opportunities to do instructions. A model of activities was developed based on Social Learning Theory to support the development of students' spoken communicative competence. The finding showed that teaching and learning activities at class 7 in SMP Al Karomiyah Jakarta provided little opportunity for students to perform spoken communicative transactional activities. The students' activities were dominated by the activities of answering questions, where students became passive in their learning process. Most of the activities were inauthentic and less communicative because mostly the students read aloud transactional dialogues, instead of speaking them up. Moreover, the students often used Indonesian in the class and their teacher rarely reminded them to decrease their Indonesian use.

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