THE USE OF COMMUNICATIVE LANGUAGE TEACHING (CLT) IN SPEAKING CLASS

(A Descriptive Study)

GRADUATING PAPER

Submitted to the Board of Examiners as a Partial Fulfillments of the Requirements for the Degree of Sarjana Pendidikan Islam (S.Pd.I) in English Department of Teacher Training and Education State Institute for Islamic Studies (IAIN) Salatiga

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Hereby the writer fully declares that the graduating paper is made by the writer himself, and it is not contained the materials written or has been published by other people and others' people ideas except the information from the references.

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Dear,
Dean of Teacher Training and Education Faculty

Assalamu’alaikum, wr.wb.

After reading and correcting EndriWahyudi’s graduating paper entitled “THE USE OF COMMUNICATIVE LANGUAGE TEACHING (CLT) (ADescriptive Study). I have decided and would like to propose that this paper can be accepted by the Teacher Training and Educational faculty. I hope this paper will be examined as soon as possible.

Wassalamu’alaikum, wr.wb

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GRADUATING PAPER

THE USE OF COMMUNICATIVE LANGUAGE TEACHING (CLT) IN SPEAKING CLASS

(A Descriptive Study)

WRITTEN BY:

ENDRI WAHYUDI

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Has been brought to the board of examiners of English Education Department State Institute for Islamic Studies (IAIN) Salatiga on 29th August 2015, and hereby considered for completely fulfill on requirement for the degree of Sarjana Pendidikan Islam (S.Pd.I) in English Education Department.

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MOTTO

“It is never too late to be what you might have been”

George Elliot
DEDICATION

This work is sincerely dedicated for:

- My God, Allah SWT who always besides me, listens to me, takes care of me, and gives me the best thing ever.
- My beloved parents, my mother (Sutrimah) and my father (alm. Sugimin) who always pray, guide, motivate me to become better person.
- My beloved sister and brothers (Nuryani, M. muhdi, Solbani Akbar) and my big family who fill my life with love and affection.
- All of big family SMK N 1 Salatiga, the head master, all of the teachers especially Mrs. Siti Choiriyah and students of Office administration.
- My lovely best friends (Cita, Yahya, Endang, Rizky). Thanks for being by my side and always support me.
- All of my beloved people who cannot be mentioned one by one.
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Bismillahirrahmanirrahim,

In the name of Allah, the most gracious and merciful, the kings of universe and space. Thanks to Allah because the writer could complete this graduating paper as one of requirement to finished study in English Department faculty of States for Institute Islamic Studies.

This graduating paper would not have been completed without support, guidance and help from individual and institution. Therefore, I would like to express special thanks to:

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2. Suwardi, M.Pd. as a Dean of Teacher Training and Education Faculty of IAIN Salatiga.
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7. Special thanks for those who help and accompany directly in working with this graduating paper; Cita, Masjid, Endang, and my brother who always help me and standing beside me.

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10. Everybody who has helped me in finishing this graduating paper. Thanks for all supports, advice, suggestion and other helps that you all gives. The writer hopes that this graduating paper will useful for everyone.

Salatiga, August08th 2015

The writer

Endri Wahyudi

113 10 143
ABSTRACT


The objectives of the research are to know the procedures of CLT method in speaking class, the problems faced by the English’s teacher in implementing those characteristics and also to know the English’s teacher overcome the problems on their teaching speaking. The data collection method used in this research was interview, documentation and observation. The data collected were analyzed by non-statistical method or use a descriptive technique. Based on the analyses and the finding, the writer concluded that the procedures of CLT method in speaking class are about the techniques of teaching speaking (present the material, question and answer related to the student’s personal experience, oral practice of each utterance of the dialog segment to be presented that day). The problems faced by the teacher in implementing CLT characteristics are: lack of the students’ participation in communication practice, lack of the students’ motivation to learn and managing the time and activities of learning, the teacher sometimes found difficulties in managing the time because of new curriculum “curriculum 2013”. The ways of English’s teacher overcome the problems on their teaching speaking are: making a strategy or activity that is believed that the students can involve all together, such as discussion group, the teacher always motivate their students to be active in learning process, it is the way of the teacher to overcome the problem of the luck of the student’s motivation and participation in learning process, and managing time and activities of learning process based on lesson plan. The teacher tends to be conservative on their lesson plan.

Keywords: Communicative Language Teaching, Speaking Class.
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CHAPTER I
INTRODUCTION

A. Background of Study

Speaking is important for people, because through speaking people can communicate each other. Speaking is one of the important skills to master in a language. Its success is measured in term of ability to carry out conversation in an interactive process constructing meaning that involves producing, receiving, and processing information.

There are several language components that should be mastered to improve speaking skill, one of them is pronunciation. When the students speak, they should focus on pronunciation. Because pronunciations is one of the important aspects on speaking.

Second is vocabulary, students can speak English well when students have many vocabularies.

Based on the writers’ experience when the writer practiced become a teacher on Teaching Practice Program (PPL) on August to September 2013 in SMKN 1 Salatiga, there are many students still have difficulty to speak English well. The writer found:

1. When the writer invite them speaking English (give response/opinion), some of them just silent.
2. The writer found that they were afraid of making mistakes when they speak English both in structuring and pronouncing the words.
3. There are some of them who still had lack of vocabulary, so they were afraid to speak English.

4. Although the teacher always combines listening reading, speaking, and writing on each meeting and the last session the students make a dialogue with their friends to try their speaking skill, but only several students who practice their speaking. It is the weaknesses of students in speaking besides their vocabulary, pronunciation and grammar.

5. In English class the students mostly receive information from their teacher and they become receptive rather than productive.

6. Moreover, it can make students lose their self confidence.

One of those speaking problem above is caused by unsuitable method and technique. As said by William F. Mackey (1996:138) “The method used has often been said to the cause of success or failure in language teaching. For it is ultimately the method that determine the what and the how of language instructions. Meanwhile, Mulyanto (1974: 13) said ‘Technique depends on the teacher, the imagination, his /her creativity and the condition of class. A certain problem can be solved with various techniques.

Communicative Language teaching is one of the methods to improve students’ speaking skill. Communicative language teaching is a one of the language approach that is a developing from previous method like situational language teaching and audio lingual method, in this there is a combine between english aspects as structural and functional. As
structural CLT emphasize in grammar but as functional it’s emphasize in usage that language.

Based on the problem above, the writer is interested to conduct a study entitled “THE USE OF COMMUNICATIVE LANGUAGE TEACHING (CLT) IN SPEAKING CLASS. (A Descriptive Study)

B. Identification of the Problems

Based on the writers’ experience when the writer practiced become a teacher on Field Development Practice Program (PPL) on August to September 2013 in SMKN 1 Salatiga, the writer could see that speaking skill of the students is still poor. Therefore, the writer identifies the problem as follow:

a. English’s teacher may not use the appropriate approaches, method or technique of language teaching.

b. English’s teacher may not use the appropriate teaching method in CLT.

c. English’s teacher may not use the appropriate teaching media.

d. English’s teacher may not use the appropriate style.

e. English’s teacher may not use the appropriate teaching strategy.

f. English’s teacher may not use the appropriate evaluation system.

g. The English’s teacher use discussion and lecture method to teach speaking skill.
The English’s teacher divide class into some groups and then the English’s teacher asked the students to make discussion according of the topic. In speaking class, the English’s teacher use power point and film as media to support learning activities.

However, why the result of speaking is still poor? The first cause is the use of approach is not appropriate. Because the English’s teacher use 75% of theory and 25% of practice. The student thing 25% of practice is not enough for student to improve their speaking skill.

The second is problem with grammar. English always deals with reference of time while Indonesian doesn’t have one moreover; there are singular and plural forms that the students have to distinguish and still many forms that have to be learned. Most students are very easy to get confused with English grammar, while grammar is very needed to form a right sentence. If the students do not have grammar mastery, of course they will not be able to produce sentences that grammatically right. Realizing that the grammar students have is weak, so the feel embarrassed when they want to product English sentences orally.

The third cause that makes the students difficult in speaking English or their result of speaking still poor is that the environment does not support the student to speak English frequently. The environment here means the people outside the class. Those people may think that the students just want to show off when they speak English for daily conversation. The response that the students get makes them lose their self
confidence to improve their speaking. Since the student do not want to be rejected by the people around them, so the use their native language in daily conversation. That makes the students unable to communicate in English fluently outside the class.

C. Problems of the Research

The writer formulates some questions to study as follows:

1. What are the procedures of CLT implemented in speaking class?
2. What are the problems faced by the English’s teacher in implementing those characteristics?
3. How do the English’s teachers overcome the problems on their teaching speaking?

D. Objective of the Research

The research is intended to know:

1. Procedures of CLT method in speaking class.
2. Problems faced by the English’s teacher in implementing those characteristics.
3. English’s teacher overcomes the problems on their teaching speaking.
E. Limitation of the Research

The writer limits the study by focusing on the Communicative Language Teaching (CLT) method in speaking class of the first grade students of Office Administration of SMKN 1 Salatiga. There are many aspect of skill in learning language. While for the subjects of study the writer focuses on the Communication Language Teaching (CLT) method in speaking class.

F. Significance of the Research

This study is beneficial in two dimensions.

1. In practical dimensions

   Practically, the study will be useful to student of Office Administration of SMKN 1 Salatiga, the students to be able to gain real information about the characteristics of CLT. This way, is hoped to give contributions on finding advantages and disadvantages of CLT. In addition to the English’s teacher, this study to be able to attempt and implement CLT in their teaching practices appropriately, because this study is expected to analyze and find a comprehension portrait about the implementation of CLT. Furthermore, for students, this finding of the study is intended to overcome the students’ perspective about feeling nervous in speaking with the understanding that in CLT approach, it focuses on all of the components of communicative competence and not restricted to grammatical or linguistic competence.
2. In the Academic Dimensions

This study can be references to give an examples interference in teaching and learning process to make the student clearly about the related material. And on the other hand, this finding of the study will provide the overview of the teachers’ voices to the major problems in implementing CLT in English classrooms in Indonesia as foreign language teachers, but also any foreign language teachers who are teaching or will teach English in Indonesia.

G. Definition of Key terms

1. Communicative Language Teaching (CLT)

According to Celce-Murcia (2001), CLT reflects a certain model or research paradigm, or a theory (It is based on the theory that the primary function of language use is communication. Its primary goal is for learners to develop communicative competence (Hymes, 1972:281), or simply put communicative ability. In other words, its goal is to make use of real-life situations that necessitate communication. In different definitions, Communicative language teaching (CLT) is an approach to the teaching of second and foreign languages that emphasizes interaction as both the means and the ultimate goal of learning a language.

It is also referred to as “communicative approach to the teaching of foreign languages” or simply the “communicative approach”. The communicative approach could be said to be the product of educators and
linguists who had grown dissatisfied with the audio-lingual and grammar-translation methods of foreign language instruction. This method aims at developing procedures for the teaching of the four skills that acknowledge the interdependence of language and communication. It aims at having students become communicatively competent.

2. Speaking

Speaking is one of the important skills to master in a language. Its success is measured in terms of ability to carry out conversation in an interactive process constructing meaning that involves producing, receiving, and processing information.

Speak means talk about, use your voice to say, be able to use a language, make a speech to an audience, make of to language ordinary, not singing, voice (Oxford Dictionary, 2003:414)

H. Outline of the Graduating Paper

In arranging study, the writer divides the study outline into five chapters. The organizational study outline as the following

Chapter 1 tells about the background of student limitation of the problems, statement of problem, objective of study, benefit of study, and definitions of key terms, study methodology and graduating paper outline. Chapter II describes about review of related information about communicative language learning. The writer takes some books written by many expert references which will explain more about the communicative
language learning and speaking. Chapter III defines the study methodology explain that the writer uses the descriptive study. It content study design collection, data source, method of data, data analysis and procedure of the study. Chapter IV elaborates the data display identifying the CLT method in speaking class and then discussing the data. Chapter V is conclusion and recommendation. It contents all of data analysis and gives some suggestion of the problems discussed.
CHAPTER II
LITERATURE REVIEW

This chapter constructs the overview of theories of teaching where Communication Language Teaching (CLT) and the framework of speaking are explained.

I. Review of Previous Researches

There are many people including teachers, linguists and academicians have been conducting several researchers related to the teaching speaking such as the way to improve students’ speaking skill, various techniques and methods used to increase students’ speaking ability and interest in learning speaking. In order to help the writer conduct this research, the writer read some previous researches as reference and literary review.

The first previous research is conducted by Imam Kukuh, students of English Department Educational Faculty State Institute for Islamic Studies STAIN Salatiga. His graduating paper entitled “Communicative Language Teaching (CLT) approach in speaking class at the second grade of MAN Tengaran in the Academic Year of 2013/2014”. In his graduating paper the design for this particular study is descriptive qualitative study by analyzing interview result based on framework of CLT and overview of speaking. The finding of the study present that the teacher applied the characteristics of CLT approach in their teaching speaking. In addition,
with the different problems encounter by the teacher consequently make their ways to overcome the problems a little bit different from each other.

The second previous research was done by Ming Chang (ELT journal 2010), investigating challenges that hinder CLT to be applied ideally. Ming conveyed the problems that are faced by the Taiwanese teachers in applying CLT in which spreads on the teachers, students, and school institution. The finding of the study presented that the teachers do not have enough time to drill CLT for the students in the class. In addition, the institution has not yet a special curriculum for CLT to be prior method in teaching English beside the traditional method. This qualitative study suggested that CLT is an emerging teaching method in collage English classes in Taiwan despite certain limitations and hindrances to the optimal implementation of CLT in Taiwan. Teachers are recognizant of its benefits to students wishing to improve their English skills and are supportive of institutional efforts to facilitate the implementations of CLT.

Meanwhile, this research is conducting in order to know the procedures of CLT method in speaking class, problems faced by the English’s teacher in implementing those characteristics, and the English’s teacher overcomes the problems on their teaching speaking. The object of this research is the first grade students of Office Administration of SMKN 1 Salatiga.
J. SPEAKING

1. What is Speaking?

If you have learned a language other than your own, which of the four skill listening, speaking, reading or writing did you find to be the harder? Many people feel that the speaking in a new language is harder than reading, writing or listening for two reasons. First, unlike reading or writing, speaking happen in real time: usually the person are talking to is to waiting for you to speak right then. Second, when you speak, you cannot edit and revise what you wish to say, as you can if you are writing.

In language teaching, the four skills are described in terms of their directions. Language generated by the learner (in speech or writing) is referred to as productive. Language directed at the learner in reading or listening as is the called receptive. Another important idea is the channel, which refers to the medium of the message (aural, oral or written). Thus, speaking is the productive aural or oral skill. It consists of producing systematic verbal utterance to convey meaning.

Teaching speaking is sometimes considered a simple process. Commercial language schools around the world hire people with no training to teach conversation. Although speaking is totally natural, speaking in a language each other than our own is anything but simple.
Spoken language and written language differ in many significant ways.

Here are some keys contrasts (Van Lier, 1995, p.88):

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<td>Visual</td>
</tr>
<tr>
<td>Temporary; immediate reception</td>
<td>Permanent; delayed reception</td>
</tr>
<tr>
<td>Prosody (rhythm, stress intonation)</td>
<td>Punctuation</td>
</tr>
<tr>
<td>Immediate feedback</td>
<td>Delayed or no feedback</td>
</tr>
<tr>
<td>Planning and editing limited by channel</td>
<td>Unlimited planning, editing, and revision</td>
</tr>
</tbody>
</table>

2. **Analysis of Speaking**

Speaking is one of the four basic skills in learning foreign language besides listening, reading, and writing. It has been taught since the students centered in a Junior High School; however it is not easy for the students to communicate in English. They have to think more often when speaking English. Of course, students need interaction with others (teachers, friends) to communicate. Martin Bygate (1998:7) acquaints that interaction skill involves the ability to use language in order to satisfy particular demands.

First, it is related to the internal conditions of speech. Second, it involves the dimension of interpersonal interaction in conversation.
From the four skills mentioned earlier, we could make them grouped into two categories; oral and written features. As what stated in Oxford Dictionary, orally means through spoken word, of, by, or for the mouth. While written on other hand, is the form of letters, symbols, words or messages etc especially on paper. Among those language skills, speaking is unfortunately in many ways treated as an undervalued skill. Maybe it is because we can almost all speak, so we take the skill too much for granted.

The phenomenon that most language teachers emphasize their teaching in the mastery of grammar is the clearest evidence. They seem to forget that speaking also deserves attention as much as literary skill. Despite that fact it is taken for granted, speaking is very important in people’s everyday life. As Bygate (1987:6) states that speaking is the vehicle: “par excellence” of social solidarity, of social making of professional achievement of business. It is through their way of speaking that people are most frequently judged.

In addition to that speaking is also a medium through which much language is learnt, including English. To speak is not merely uttering a sequences of words in their correct pronunciation. One is said to be a good speaker the foundation of all earning provided; he manages to deliver what is in his mind well and to make his audience understand him. According to the Oxford Advanced
learner’s Dictionary, speak means to say words; to say or to talk something about something, to have a conversation with somebody; to address somebody in word etc. While speech means the power of action of speaking; a manner or way of speaking (1995:1140, 1142). Furthermore, speaking is the term that the writer uses for verbal communication between people. When two people are engaged in talking to each other, the writer is sure that they are doing communication.

Communication between people is an extremely complex and ever changing phenomenon. There are certain generalizations that we can make about the majority of communicative events and these have particular relevance for the learning and teaching process. People do communication for some reasons. Jeremy Harmer (2002:46) states the reasons as follows:

a. “They want to say something”. What is used here is general way to suggest that the speakers make definite decisions to address other people. Speaking may, of course, be forced upon them, but we can still say that they feel the need to speak, otherwise they would keep silent.

b. “They have some communicative purpose”. Speakers say things because they want something to happen as a result of what they say. They may want to charm their listeners; to give some information, to express pleasure; they may decide to be
rude or flatter. To agree or complain. In each of these cases they are interested in achieving this communicative purpose what is important the message they wish to convey and the effect they want it to have.

c. “They select from their language store”. Speakers have an infinite capacity to create new sentences. In order to achieve this communication purpose they will select (from the “store” of language they posses) the language they think is appropriate for this purpose. Of course there will be a desire to communicate on the part of the students and they will also have a communicative purpose. Where the students are involved in a drill or in repetition, they will be motivated the need to reach the objective of accuracy. The emphasis is on the form of the language. In this situation, a teacher should be in creating procedures of teaching in order that the objective is reached.

There are some of the common problems which people face when they are learning to speak English. Most importantly, if someone wants to become a more fluent speaker of English, and at some of the skill it is needed for effective communication. So, there are six important things considered to be useful that someone can be more fluent in speaking. They are confidence; fluency and accuracy; finding the right words; showing where we are going; keeping the listeners interested and sounding natural.
From the explanation above, it is clear that students should be careful in choosing words and styles in communication. Somebody who wants to speak English well, she/he has to know the ways of speaking English. Speaking is really different from writing. In speaking students need to know grammar, broad vocabularies, having interaction with listeners and can speak English well as native speakers do.

3. Speaking Skills

Learning any foreign language has to do with the four sills that have to be mastered. The four skills are listening, speaking and listening (oral skills) are said to relate to language expressed through the aural medium. Reading and writing are said to relate to language expressed through the visual medium (written symbol). Another way of representing these skills is by reference not to the medium but to the activity of the language user. Therefore, speaking and writing are said to be active or productive skills, whereas listening and reading are said to be passive or receptive skills (Harris, 1969:80).

Listening skill is the ability to understand English presented in oral form. This skill is set up as an aim by or government particularly in the effort to affiliate with foreign colleges or to communicate with others. Speaking skill is the ability to use the language in oral form. In junior and senior high schools this skill is
limited to the ability to conduct a simple conversation on some subject (e.g. expressing regret, gratitude, agreement, offer, certainty, etc.) Among the four skills, speaking skill is a difficult one to assess with precision, because speaking is a complex skill to acquire. The following four or five components are generally recognized in analysis of speech process: (1) pronunciation (including the segmental features: Vowels and consonants; and the stress and intonation); (2) grammar; (3) vocabulary; (4) fluency (the ease and speed of the flow of speech); (5) Comprehension. (Harris, 1969:81)

The ability to speech a foreign language is the most pressed skill because someone who can speech a language will also be able to understand it. Lado (1961:239-240) defines speaking ability as: “The ability to use in essentially normal communication, stress, intonation, grammatical structure and vocabulary of the foreign language at normal rate delivery for native speakers of the language”. Speaking skill is a matter which needs special attention.

No matter how great an idea is, if it is not communicated properly, it cannot be effective. Oral language or speaking is an essential tool for communicating, thinking, and learning powerful learning tool. It shapes modifies, extends, and organizes thought. Oral language is a foundation of all language development and, therefore, the foundation of all learning. Through speaking and
listening, student learns concepts, develop vocabulary and perceive the structure of the English language essential components of learning. Students who have a strong oral language base have an academic advantage. School achievement depends on students’ ability to display knowledge in a clear and acceptable form in speaking as well as writing.

In communicating with other people, it is important to know whether the situation is formal or informal. Besides, it is also important to know that the language, in this case English, can be standard or non standard so that they are able to communicate effectively. In speaking English as a foreign language the speaker obviously has to try to speak it in the way the native, speakers do. In order to be able to speak English better, it is important for him to learn all of the four skills in English and matter English phonetic as well, because it is very helpful to learn the language quickly and successfully.

The use, of language or speaking skill is a matter of habit formation. In speaking, he must implant the habit of fusing it for communication until it becomes deeply establishes.

In conclusion, the definition of speaking skill lexically is the ability to utter words or sounds with the ordinary voice; or the ability to communicate vocally or to have conversation through practice, training, or talent. In addition to that, Lado (1961:240)
points out that speaking ability / skill is described as the ability to report acts or situation, or the ability to report acts or situations in precise words, or the ability to converse, or the ability to express a sequence of ideas fluently.

The writer can conclude that someone who wants to speak a foreign language has to know the rules of that language, like grammar, vocabulary, pronunciation, and word formation, and to apply them properly in communication.

4. Elements of Speaking

Jeremy Harmer (2003:269) states that the ability to speak English presupposes the elements necessary for spoken production as follows:

a. Language features; the elements necessary for spoken production, are the following:

b. Connected speech: in connected speech sounds are modified (assimilation), omitted (elision), added (linking), or weakened (through contractions and stress patterning). It is for this reason that we should involve students in activities designed specifically to improve their connected speech.

c. Expressive devices: native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face
to face interaction). The use of these devices contributes to the ability to convey meanings.

d. Lexis and grammar: teachers should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval.

e. Negotiation language: effective speaking benefits from the negotiatory language we use to seek clarification and show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talks and it is very crucial for students.

Mental / social processing Success of speaker’s productivity is also dependent upon the rapid processing skills that talking necessitates

a. Language processing: Language processing involves the retrieval of words and their assembly into syntactically and propositionally appropriate sequence.

b. Interacting with others: effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and knowledge of how linguistically to take turns or allow others to do so.

c. (On the spot) information processing: quite apart from our response to other’s feelings, we also need to be able to process the information they tell us the moment we get it.
5. Types of Classroom Speaking Performance

Brown (2004:141 -142), stated that there are five categories of speaking performance assessment tasks, described as follows:

a. Imitative

It is described as the ability to simply parrot back (imitative) a work or phrase or possibly a sentence.

b. Intensive

It is production of short stretches of oral language designed to demonstrate competence in a narrow band grammatical, phrasal, lexical, or phonological relationship. The example of intensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion, limited picture –cued tasks including simple sequences, and translation up to the simple sentence level.

c. Responsive

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of every short conversations, standard, greeting and small talk, simple request and comments, and the like.

d. Interactive

It is similar with the previous category which is representative, however it is different in the length and complexity of the
interaction, which someone includes multiple exchanges and/or multiple participants.

e. **Extensive**

Extensive oral production tasks include speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps for nonverbal response) or ruled out together.

**K. COMMUNICATIVE LANGUAGE TEACHING (CLT)**

1. **Description of Communicative Language Teaching (CLT)**

   According to Celce-Murcia (2001), CLT reflects a certain model or research paradigm, or a theory. It is based on the theory that the primary function of language use is communication. Its primary goal is for learners to develop communicative competence (Hymes 1972:281), or simply put communicative ability. In other words, its goal is to make use of real-life situations that necessitate communication. In different definitions, Communicative language teaching (CLT) is an approach to the teaching of second and foreign languages that emphasizes interaction as both the means and the ultimate goal of learning a language.

   It is also referred to as “communicative approach to the teaching of foreign languages” or simply the “communicative approach”. The communicative approach could be said to be the product of educators
and linguists who had grown dissatisfied with the audio-lingual and grammar-translation methods of foreign language instruction. This method aims at developing procedures for the teaching of the four skills that acknowledge the interdependence of language and communication. It aims at having students become communicatively competent.

2. **Background of Communicative Language Teaching (Jack C Richards, 2006:3-11)**

In planning a language course, decisions have to be made about the content of the course, including decisions about what vocabulary and grammar to teach at the beginning, intermediate and advanced levels and which skill and micro skills to teach and in what sequence. Decisions about these issues belong to the field of *syllabus design* or *course design*. Decision about how best to teach the contents of a syllabus belong to the field of *methodology*.

Language teaching has seen many changes in ideas about syllabus design and methodology in the last 50 years and CLT promoted a rethinking of approaches to syllabus design and methodology. They were based on the belief that grammar could be learned through direct instruction and through a methodology that made much use of repetitive practice and drilling. The approach to the teaching of grammar was a deductive one: students are presented with grammar rules and then given opportunities to practice using them, as
opposed to an inductive approach in which students are given examples of sentences containing a grammar rule and asked to work out the rule for themselves.

In a typical lesson according to the situational approach, a three phase sequence was often employed known as the P-P-P cycle: Presentation, Practice, Production.

1) **Presentation:** the new grammar structure is presented, often by means of a conversation or short text. The teacher explains the new structure and check the students’ comprehension of it

2) **Practice:** Students practice using the new structure in a controlled context, through drills or substitution exercise

3) **Production:** Students practice using the new structure in different contexts often using their own content or information, in order to develop fluency with the new pattern

The P-P-P lesson structure has been widely used in language teaching materials and continues modified form to be use today. Many speaking or grammar based lessons in contemporary materials for example, begin with an introductory phase in which new teaching points are presented and illustrated in some way and where the focus is on comprehension and recognition. Examples of the new teaching teaching are given in different contexts. This 0s often followed by a second phase where the students practice using the new teaching point in a controlled contexts using content ofted provided by the teacher. The third phase is a free
practice period during which students try out the teaching point in a free context and in which real or semulated communication is the focus. The P-P-P lesson format and the assumptions on which it is based have been strongly criticised in recent years however. Sekehan(1996,p.18), for example, comments: The underlying theory for a P-P-P approach has now been discredited. The belief that a precise focus on a particular form leads to learning and automatisation (that learners will learn what is thought in the order in which it is taught) no longer carries much credibility in linguistics or psychology.

Under the influence of CLT theory grammar-based methodologies such as the P-P-P have given way to functional and skill-based teaching and accuracy activities such as drill and grammar practice have been replaced by fluency activities based on interactive small-group work. This led to the emergence of a fluency-first pedagogy (Brumfit 1979) in which students' grammar needs are determined on the basis of performance on fluency tasks rather than predetermined by a grammatical syllabus. We can distinguish to phase in this development, which we will call classic communicative language teaching, and current communicative language teaching.
3. **Classic Communicative Language Teaching** (1970s to 1990s)

In the 1970s, a reaction to traditional language teaching approaches began and soon spread around the world as older methods such as Audiolingualism of grammar in language teaching fell out of fashion. The centrality of grammar in language teaching and learning was questioned, since it was argued that language ability involved much more than grammatical competence.

While grammatical competence was needed to produce grammatically correct sentences, attention shifted to the knowledge and skill needed to use grammar and other aspects of language appropriately for different communicative purposes such as making requests, giving advice, making suggestions, describing wishes and needs and so on. When was needed in order to use language communicative was *communicative competence*.

This was broader concept than that of grammatical competence, and as we saw in chapter one, included knowing what to say and how to say it appropriately based on situation, the participant and their roles and intentions. Rather than simply specifying the grammar and vocabulary learners needed to master, it was argued that a syllabus should identify the the following aspects of language use in order to be able to develop the learner`s communicative competence:
a. as detailed a consideration as possible of the **purposes** for which the learner wishes to acquire the target language.

b. Some idea the

c. **setting** in which they will want to use the target language.

d. The socially defined **role** the learners will assume in the target language, as well as the role of their interlocutors.

e. The **communicative events** in which the learners will participate: everyday situations, vocational or professional situations, academic situation and so on. The language functions involved in those events or what the learner will be able to do with or through the language.

f. The **nations** or concept involved, or what the learner will need be able to talk about.

g. The skill involved in the “knitting together” of discourse: **discourse and rhetorical skill**.

h. 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 needed to reach.

i. The **grammatical content** that will be needed.

j. The **lexical content** or vocabulary that will be needed.

(van Ek and Alexander 1980)
4. **Goals of Communicative Language Teaching**

CLT sets as its goal the teaching of communicative competence. Communicative competence includes the following aspects of language knowledge.

a. Knowing how to use language for range of different purpose and function.

b. Knowing how to vary our use of language according to the setting and the participants (e.g. knowing when the use formal and informal speech or when to use language appropriately for written ‘as opposed to spoken communication).

c. Knowing how to produce and understand different types of text (e.g. narratives, reports, interviews, conversations).

d. Knowing how to maintain communication despite having limitation in one’s language knowledge (e.g. through using different kinds of communication strategies (Richard, 2006:3).

5. **Characteristics of Communicative Language Teaching**

Brown (2007) in Joseph wood (2011:232) also offers six interconnected characteristics of CLT, namely:

a. Classroom goals are focused on ail of the components of CC (communicative competence) and not restricted to grammatical or linguistic competence.
b. Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language is 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 important than accuracy in order to keep learners meaningfully engaged in language use.

d. Students in a communicative class ultimately have to use 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.

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.

Furthermore, Richards (2006) in Ozsevik (2010:31) notes that with the introduction of CLT, language teachers and teaching
institutions all around the world soon began to reorganize their teaching, syllabuses, and classroom materials. In planning language courses within a communicative approach, grammar was no longer the starting point. It was claimed that meaningful communication provides the learner with a better opportunity for learning than through a grammar-based approach. Richards then summarizes the overarching principles of CLT as follows:

a. Make a real communication, the focus of language learning.

b. Provide opportunities for learner to experiment and try out what they know.

c. Be tolerant of learners’ errors as they indicate that the learners are building up their communicative competence.

d. Provide opportunities for learners to develop both accuracy and fluency.

e. Link the different skills such as speaking, reading, and listening together, since they are usually occur in the real world.


6. **Techniques of CLT**

   Because communicative principles can be applied to the teaching of any skill, at any level, and because of the wide variety of classroom activities and exercise types discussed in the literature on communicative Language Teaching, description of typical
classroom procedures used in a lesson based on CLT principles is no feasible. Finocchiaro and Brumfit offer a lesson outline for teaching the function “making a suggestion” for the learner in the beginning level of secondary school program that suggests that CLT procedures (Richards, 2006: 170) are evolutionary rather than revolutionary:

a. Presentation of a brief dialog or several mini-dialogs.

b. Oral practice of each utterance of the dialog segment to be presented that day.

c. Question and answer based on the dialog topic.

d. Question and answer related to the student’s personal experience.

e. Study one of the basic communicative expressions in dialog.

f. Learner discovery of generalizations or rules underlying the functional expression.

g. Oral recognition, interpretative activities.

h. Oral production activities—proceeding from guided to freer communication activities.

i. Copying of the dialog or modules if they are not in the class text.

j. Sampling of the written homework assignment.

k. Evaluation of learning.
a. Accuracy versus Fluency activities

One of the goals of CLT is to developed fluency in language use. Fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence. Fluency practice can be contrasted with accuracy practice, which focuses on creating correct examples of language use. Differences between activities that focus on fluency and those that focus on accuracy can be summarized as follows:

Activities focusing on fluency

1) Reflect natural use of language
2) Focus on achieving communication
3) Require meaningful use of language
4) Require the use of communication strategies
5) Produce language that may not be predictable
6) Seek to link language use to context

Activities focusing on accuracy

1) Reflect classroom use of language
2) Focus on the formation of correct examples of language
3) Practice language out of context

4) Practice small samples of language

5) Do not require meaningful communication

6) Choice of language is controlled

b. Fluency tasks

A group of students of mixed language ability carry out a role play in which they have to adopt specified roles and personalities provided for them on cue cards. These roles involve the drivers, witness, and the police at the collision between two cars. The language is entirely improvised by the students, though they are heavily constrained by the specified situation and characters.

The teacher and a student’s act out a dialogue in which a customer returns a faulty object she has purchased to a department store. The clerk asks what the problem is and promises to get a refund for the customer or to replace the item. In group the students now try to recreate the dialogue using language item of their choice. They are asked to recreate what happened preserving the meaning but not necessarily the exact language. They later act out their dialogues in front of the class.
c. **Accuracy tasks**

Students are practicing dialogues. The dialogues contain examples of falling intonation in Wh- questions. The class is organized in groups of three, two students practicing the dialogue, and third playing the role of monitor. The monitor checks that the others are using the correct intonation pattern and correct them where necessary. The students rotate their roles between those reading the dialogue and those monitoring. The teacher moves around listening to the groups and correcting language where necessary.

Students in groups of three or four complete an exercise on a grammatical item, such as choosing between the past tense and the present perfect, an item which the teacher has previously presented and practiced as a whole class activity. Together students decide which grammatical form is correct and they complete the exercise. Groups take turns reading out their answers.
d. Mechanical, Meaningful, and Communicative Practice

Another useful distinction that some advocates of CLT proposed was the distinction between three different kinds of practice – mechanical, meaningful, and communicative.

1) Mechanical practice refers to controlled practice activity which students can successfully carry out without necessary understanding would be repetition drills and substitution drills designed to practice use of particular grammatical or other items.

2) Meaningful practice refers to an activity where language control is still provided but where students are required to make meaningful choices when carrying out practice.

3) Communicative practice refers to activities where practice in using language within a real communicative context is the focus, where real information is exchanged, and where the language used is not totally predictable.

e. Information Gap- Activities

An important aspect of communication in CLT is the notion of information gap. This refers to the fact that in real communication people normally communicate in order
to get information they do not posses. This is known as an information gap. More authentic communication is likely to occur in and use their linguistic and communicative resources in order to obtain information. In so doing they will draw available vocabulary, grammar, and communication strategies to complete a task. The following exercises make use of the information-gap principle:

Students are divided into A-B pairs. The teacher has copied two sets of pictures. One set (for A students) contains a picture of a group of people. The other set (for B students) contains a similar picture but it contains a number of slight differences from A picture. Students must sit back to back and ask questions to try to find out how many differences there are between the two pictures.

Students practice a role-play in pairs. One student is given the information she/he needs to play the part of a clerk in the railway station information booth and has information on train departure, prices etc. The other needs to obtain information on departure times, prices etc. They role-play the interaction without looking at each other’s cue cards.
f. Jig-Saw Activities

These are also based on the information – gap principle. Typically the class is divided into groups and each group has part of the information needed to complete an activity. The class must fit the language resources to communicate meaningfully and so take part in meaningful communication practice. The following are example of jigsaw activities.

The teacher plays a recording in which three people with different points of view discuss their opinions on a topic of interest. The teacher prepares three different listening tasks, one focusing on each of the three speakers’ points of view. Students are divided into three groups and each group listens and takes notes on one of the three speakers’ opinions. Students are then rearranged into groups containing a student from groups A, B and C. They now role-play the discussion using the information they obtained.

The teacher takes a narrative and divides it into twenty sections (or as many sections as there are students in the class). Each student gets one section of the story. Students must then move around the class, and by listening to each section read aloud, decide where in the story their
section belongs. Eventually the students have to put the entire story together in the correct sequence.

g. Other Activity Types in CLT

Many other activity types have been used in CLT, among which are the following:

1) Task- completion activities: puzzles, games, map-reading and other kinds of classroom tasks in which the focus was on using one’s language resources to complete a task.

2) Information gathering activities: students conducted surveys, interview and searches in which students were required to use their linguistic resources to collect information.

3) Opinion –sharing activities: activities where students compare values, opinion, belief, such as a ranking task in which students list six qualities in order of importance which they might consider in choosing a date or spouse.

4) Information- transfer activities: these require learners to take information that is presented in one form, and represent it in a different form.

5) Reasoning –gap activities: these involve deriving some new information from given information through the
process of inference, practical reasoning, etc. for example, working out a teacher’s timetable on the basis of given class timetables.

6) Role-play: activities in which students are assigned roles and improvise a scene or exchange based on given information or clues.

8. Learner’s and Teacher’s Role in CLT

Discussing about learner’s role, Breen and Candlin in Richards & Rodgers (2001:166) describe the learner’s role within CLT is as negotiator between the self, the learning process, and the object of learning, emerges from and interacts with the role of joint negotiator within the group and within the classroom procedure. According to Breen and Candlin in Richards & Rodgers (2001:167) that teacher has two main roles in CLT: 1. Teachers are to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and text, 2. Teachers are to act as an independent participant within the learning-teaching group. Other roles assumed for teachers are needanalyst, counselor, and group process manager.

Discussions of the nature of the syllabus has been central in Communicative Language Teaching. We have seen that one of the first syllabus models to be proposed was described as a national syllabus (Wilkins 1976), which specified the semantic – grammatical categories (e.g., frequency, motion, location) and the categories of communicative functions of the learners need to express. Discussion of syllabus’s original national syllabus models was soon criticized by British applied linguist as merely replacing one kind of list (e.g., a list of grammar items) with another a list of nations and functions) it specified products, rather than communicative processes. Widdowson (1979) argued that national-functional categories provide.

Only a very partial and imprecise description of certain semantic and pragmatic rules which are used for references when people interact. They tell nothing about procedure people employ in the application of these rules when they are actually engaged in communicative activity. If we are to adopt a communicative approach to teaching which takes as its primary purpose the development of the ability to do things with language, then its discourse which must be at the center of our attention. (Widdowson 1979: 254)
There are several proposals and models for what a syllabus might look like in Communicative Language Teaching. Yalden (1983) describes the major current communicative syllabus types. Descriptions of interactional have been given, for example, for interactions of teacher and student (Sinclair and Coulthard 1975) and doctor and patient (Candlin, Bruton, Leather 1974). Although interesting, these descriptions have restricted the field of inquiry to two-person interactions in which there exist reasonably rigid and acknowledged superordinate-to-subordinate role relationships. Some designers of communicative syllabuses have also looked to task specification and task organization as the appropriate criteria for syllabus design.

The only form syllabus which is compatible with and can support communicational teaching seems to be a purely procedural one – which list, in more or less details, the types of task to be attempted in the classroom and suggests an order of complexity for tasks of the same kind. (Prabhu 1983: 4). A *product* is defined as a piece of comprehensible information, written, spoken or presented in a non-linguistic form. “A latter is a product, and so is an instruction, a message, a report or map or graph produced through information gleaned through language” (English Language Syllabus 1975: 5)
A discussion of syllabus models continues in the CLT literature, some have argued that the syllabus concept be abolished altogether in its accepted forms, arguing that only learner can be fully aware of their own needs, communicational resources, and desired learning pace and path, and that each learner must create a personal, albeit implicit, syllabus as part of learning. Others learn more toward the model proposed by Brumfit (1980), which favors a grammatically based syllabus around which notions, functions and communicational activities are grouped.

10. Procedure in CLT

Johnson et al. (1994:67-68) give the following examples of how a collaborative learning lesson would be carried out when students are required to write an essay, report, poem, or story, or review something that they have read. The procedure works in the following way:

a. The teacher assigns students to pairs with at least one good reader in each pair.

b. Students A describes what he or she is planning to write to students B, who listens carefully, probes with a set of questions, and outlines students A’s ideas. Student B gives the written outline to student A.

c. This procedure is reversed, with students B describing what he or she is going to write and Students A...
listening and completing an outline of Students B’s ideas, which is then given to Students B.

d. The students individually research the material they need for their compositions, keeping an eye out for material useful to their partner.

e. The students work together to write the first paragraph of each composition to ensure that they both have a clear start on their compositions.

f. The students write their compositions individually.

g. When the students have completed their compositions, they proofread each other’s compositions, making corrections in capitalization, punctuation, spelling, language usage, and other aspects of writing the teacher specifies. Students also give each other suggestions for revision.

h. The students revise their compositions.

i. The students then reread each other’s compositions and sign their names to indicate that each composition is error-free.
I. THEORITICAL FRAMWORKS

1. Theories of Teaching

Some experts are different in defining the nature of teaching theories. According to Kerlinger (1965) theory of teaching is a set of interrelated constructs, definitions, propositions which present a systematic view of teaching by specifying relations among variables with the purpose of explaining and predicting. Under this definition, the theories of teaching have been given on the relationship among teaching variables whose purpose is to understand, predict and control teaching tasks.

It considers the teacher’s behavior, the cause and student’s learning effect. It explains, predicts and controls the ways in which the teacher’s behaviors affects the learning of students. In short, the teachers’ position has the most dominant roles in the learning process.

2. Type of learning and teaching activities

Johnson et al., (1994: 4-5) describe three types of cooperative learning groups.

a. Formal cooperative learning groups. These last from one class period to several weeks. These are established for a specific task and involve students working together to achieve shared learning goal.

b. Informal cooperative learning groups these are ad-hoc groups that last from a few minutes to a class period
and are used to focus student attention or to facilitate learning during direct teaching.

c. Cooperative base groups. These are long term, lasting for at least a year and consist of heterogeneous learning groups with stable membership whose primary purpose is to allow members to give each other support, help, encouragement, and assistance they need to succeed academically.
CHAPTER III

METHODOLOGY OF THE RESEARCH

M. Setting of the Research

The research was be done at least twice in that school. The research was carried out in SMKN 1 Salatiga. The located of the school is strategies area of Salatiga, because the school in the middle between International school and state institute of Islamic studies (IAIN) Salatiga campus two. The research was conducted on January 2015. SMKN 1 Salatiga is one of the best and favorite vocational high school in Salatiga. It is located Jl. Nakula Sadewa 1/3 Dukuh, Sidomukti Salatiga. This school divided into six departments. They are Accounting, Office Administration, Sales / Marketing, Chef, Beautician and designer/clothing design.

1. History of SMKN 1 Salatiga

In 1967 when there was no Vocational School (SMK) State in Salatiga. So the founders of the committee formed State Preparation SMEA known by Mr. Mayor Salatiga (Bp.Letkol S. Soegiman at the time) and supported by the Party Muspida. With head offices permit the Department of Education and Culture, Central Java Province No.IDPE / 435 / D / 67, dated 1967 17 January, and then stood SMEA the status of preparation in Salatiga.

On this basis, a request to be upgraded to the level of the Ministry of Education and Culture in Jakarta to be upgraded to the status of preparations SMEA State. By letter of the Head of State
SMEA preparation No.M / 30/115 dated May 25, 1968, which accompanied the recommendations of IDPE Central Java province, eventually came down Decree of the Minister of Education and Culture of the Republic of Indonesia No. 191 / UUK-3/1969 dated May 25, 1968, which gives an increase in the status of the preparation become SMKN 1 Salatiga.

Over time, SMEA School 1 Salatiga with the assistance of the State managed to occupy a new building located in the village of Kembangarum this has a land area of approximately 15,000 m². Until now, the title had been changed into SMEA SMK 1 by decree. Education Minister No. 036 in May 1997.

2. Head Master

The first headmaster of SMKN 1 Salatiga, was Sri Sardono, he lead this school from 1968-1982. The second head master was R. Soeyana MH. He lead this school from 1982 until 1993, the third headmaster was Soeparman he become headmaster from 1993-1994. The fourth headmaster was Drs. FxSoewito. He become headmaster in SMKN 1 Salatiga from 1994-1996. The fifth headmaster was Drs. Jokolegowo he lead this school from 1996-1998. The sixth headmaster was Sutopo, B.Sc, he become the headmaster of SMKN 1 Salatiga only one year 1998-1999. The seventh headmaster was Muh. Baedowie. B.A he lead this school from 1999-2000. The eight was Moeljono, M.Pd, He became headmaster from 2000-2007. The ninth headmaster is
Bambang Dwi H. S.Pd, M.Pd, he became headmaster of SMK N1 Salatiga from 2007 until now.

3. Location of SMKN 1 Salatiga

Location of SMKN1 Salatiga is located on Nakula Sadewa street No 1/3 Kembangarum, Sidomukti, Salatiga. Telp/fax : (0298) 323566.

4. Vision and Mission of SMKN 1 Salatiga

a. Vision of SMKN 1 Salatiga

Produce graduates who believe, competence, and competitive and environmentally sound.

b. Mission of SMKN 1 Salatiga

1) Increasing Faith and devotion learners.

2) Educate students to be responsible citizens and character.

3) Educate learners, able to implement healthy living, has the insight, the environment and the arts.

4) Educate and train the learners have appropriate skills competence skill.

5) To foster an entrepreneurial spirit.

6) To provide students with knowledge and skills as a preparation for those who continue their education.
5. Condition of Students, Teacher and Functionary in SMKN 1 Salatiga

a. Condition of Students

Condition of Student totally, SMK N 1 Salatiga has 1299 students in the academic year 2014/2015. There are 424 students in the tenth grade, 455 students of eleventh grade and 420 students of the twelfth grade. Tenth and eleventh grade consist of thirty classes and divided into six departments, they are three classes for accounting, three classes for office administration, two classes for marketing, two classes for chef, two classes for designers, and one class for beautician departments. Twelfth grade Each consist of twelve classes, divided into departments, they are three classes for accounting, three classes for office administration, two classes for marketing, two classes for designer, one class for chef and one class for beautician. Table 3.1 shows the distribution of the students of SMK N 1 Salatiga.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of class</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>13</td>
<td>424</td>
</tr>
<tr>
<td>XI</td>
<td>13</td>
<td>455</td>
</tr>
<tr>
<td>XI</td>
<td>12</td>
<td>420</td>
</tr>
<tr>
<td>TOTAL</td>
<td>38</td>
<td>1299</td>
</tr>
</tbody>
</table>

b. Condition of the Teacher and Functionary of SMKN 1 Salatiga

SMKN 1 Salatiga have professional teacher, almost of them are S1, in fact there are some same teacher was graduation S2. Here is a list of the names of SMKN 1 Salatiga
<table>
<thead>
<tr>
<th>No</th>
<th>Subject</th>
<th>LIST OF TEACHER</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Religion</td>
<td>M. Syafii, S.Ag, S.H. M.Kn.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Drs. Untoro, M.Pd.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mutmainah, M.Pd.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>S. Natanael, B.A.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C. Budiastuti</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Drs. Budi Sutrisno</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>SitiAliyaS.Ag</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>PKN</td>
<td>Suripan, S.Pd</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TedjoSoekmono, S.Pd</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>History</td>
<td>WidyoHarsono, S.Pd</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Sport</td>
<td>Drs. SensusSumartono</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Drs. PrasetyaAdi</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sutanto, S.Pd</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Indonesian</td>
<td>IsmawatiSiti S., S.Pd</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ErlinWahyuWardani, S.Pd</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Praheni. S.S</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ApriliandiniRahmawati, S.Pd</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Tradisional Dance</td>
<td>UchikAnggarani, S.Pd</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>Mathematic</td>
<td>Martana, S.Pd</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>WidhiNurasih, S.Pd</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>MaritaFikaryati, S.Pd</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Alexandra Tri Wiloso, S.Pd</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Qoiriah Martini, S.Pd</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>MuhamadZamzuri, S.Pd</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>NugrohoDwi S., S.Si, M.Pd</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>English</td>
<td>Dra. DyahPurnawijayanti</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Supriyanto, S.Pd</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>SlametSudiyanti, S.Pd</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Farida, S.Pd.Ing</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>NurChoiriyah, S.Pd</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>MartiaKurniawati, S.Pd</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>KartikaDyah K., S.Pd</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Science</td>
<td>Dra. Widiastuti</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sri Hartini, S.Pd</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Indah Susilowati, S.Pd</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>KKPI</td>
<td>DanangPrabancono, S.Pd</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FlorensNurhayati, S.Kom</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>EkoSutikno, S.Kom</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Social</td>
<td>Ari Widyaningsih, S.Pd</td>
<td>1</td>
</tr>
</tbody>
</table>
| 12. Office Administration | Victor Haruman, SP  
|                           | Dra. LinaAndraswari  
|                           | Dra. Sri Kustiyah  
|                           | Dra. Any Hariwiyati  
|                           | Drs. Sutrisno, M.Pd  
|                           | Istiningsih, S.Pd  
|                           | WiwikEndahNatalwati, S.Pd  
|                           | LilisJuliyanti, S.Pd, M.Pd  
|                           | Susilowati, S.Pd  
|                           | SetyawanDwijoSusilo, S.Pd  
|                           | Sri Susana, S.Pd  
|                           | Drs. Setyobudi  
| 13. Marketing | Amar Ma’ruf F., S.Pd, MM  
|                           | Drs. Purwanto  
|                           | Dra. YasirohMailina  
|                           | GendiDwijanti, S.Pd  
|                           | Slamet, S.Pd  
|                           | Dra. NunukBiasati  
| 14. Designer | LayliRahmah, S.Pd  
|                           | Tri Rahayu, S.Pd  
|                           | KristijaniRahaju, S.Pd  
|                           | LenyEkaDamayanti, S.Pd  
|                           | Winarsih, S.Pd  
|                           | Mulyati, S.Pd  
| 15. Chef | PujiNur Z., S.Pd, M.Mpar  
|                          | SitiZuhriyah, S.Pd  
|                          | S. Manzuzatun, S.Pd, M.MPar  
|                          | WuriSulandari, S.Pd  
|                          | Endang W.H., S.Pd, M.MPar  
|                          | R. TubagusDewaji K., S.Pd  
|                          | Sabtiyanti Tri C., S.Pd  
| 16. Beautician | YustinaDenikRisyanti, S.Pd  
|                          | Anita Puspita Sari, S.Pd  
|                          | TutikTriyatminingsih, S.Pd  
|                          | Tanti Indriati, S.Pd  
| 17. Counseling | Taskiyah, S.Pd  
|                          | Dra. TitikRuwaidah  
|                          | Drs. IndriantoNugroho  
|                          | Awaludin, S.Psi  
|                          | Nursodiq, S.Pd  
|                          | Imam Ahmad Shodikin, S.Pd  
|                          | Kiswati, S.Pd  
| 18. Public Relation | Sumiyatun  
|                          | AniPrihatiningtyas, A.Md  
| | 12 | 6 | 6 | 7 | 4 | 7 | 7 |
6. Infrastructure and Facilities of SMKN 1 Salatiga

In the process of teaching and learning activities SMKN 1 Salatiga supported by the facilities and infrastructure is sufficient. Infrastructures are whatever is in the school in the physical form (movable or immovable objects), and the function to help all the activities of teaching and learning

Table 3.3 Infrastructure and Facilities of SMKN 1 Salatiga

<table>
<thead>
<tr>
<th></th>
<th>Buildings Facilities</th>
<th>Total</th>
<th>Condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Cadaster</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Certificate of land</td>
<td></td>
<td>Large m²</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>15,000</td>
</tr>
<tr>
<td>2.</td>
<td>Buildings Facilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Classroom</td>
<td>38 unit</td>
<td>Fine</td>
</tr>
<tr>
<td></td>
<td>b. Library</td>
<td>1 unit</td>
<td>Fine</td>
</tr>
<tr>
<td></td>
<td>c. Accounting laboratory</td>
<td>1 unit</td>
<td>Fine</td>
</tr>
<tr>
<td></td>
<td>d. Secretary Laboratory</td>
<td>1 unit</td>
<td>Fine</td>
</tr>
<tr>
<td></td>
<td>e. Marketing Laboratory</td>
<td>1 unit</td>
<td>Fine</td>
</tr>
<tr>
<td></td>
<td>f. Design Laboratory</td>
<td>1 unit</td>
<td>Fine</td>
</tr>
<tr>
<td></td>
<td>g. Beauty Laboratory</td>
<td>1 unit</td>
<td>Fine</td>
</tr>
<tr>
<td></td>
<td>h. Chef Laboratory</td>
<td>1 unit</td>
<td>Fine</td>
</tr>
<tr>
<td></td>
<td>i. Computer room</td>
<td>1 unit</td>
<td>Fine</td>
</tr>
<tr>
<td></td>
<td>j. Teachers’ room</td>
<td>1 unit</td>
<td>Fine</td>
</tr>
<tr>
<td></td>
<td>k. Headmaster room</td>
<td>1 unit</td>
<td>Fine</td>
</tr>
<tr>
<td></td>
<td>l. Health room</td>
<td>1 unit</td>
<td>Fine</td>
</tr>
<tr>
<td></td>
<td>m. Volley-basket field</td>
<td>1 unit</td>
<td>Fine</td>
</tr>
</tbody>
</table>
N. Research Approach

The method of the research is descriptive qualitative. Regarding Issac (1984:46), descriptive research is the kind of research that describes systematically the situations and facts of a given population factually and accurately. Moreover, Arikunto (1996: 244) states that the final conclusion of descriptive study should be in words or sentences, not in a number. The description in qualitative descriptive studies entails the presentation of the facts of the case in everyday language. In contrast, phenomenological, theoretical, ethnographic, or narrative descriptions represent events in other terms. Researchers are obliged to put much more of their own interpretive spin on what they see and hear. Moreover, this spin derives, in part, from these methodologies themselves. Last, grounded theory study inclines the researcher to look for, and interpret data as, elements in a "conditional/consequential matrix" (Strauss & Corbin, 1998, p. 181).

According to Arikunto (1992: 243) descriptive research is divided into explorative and developmental research. The explorative research is carried out to describe facts and phenomenon. In this case, we need data

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>n. OSIS and Scout’s office</td>
<td>1 unit</td>
<td>Fine</td>
</tr>
<tr>
<td>o. Mosque</td>
<td>1 unit</td>
<td>Fine</td>
</tr>
<tr>
<td>p. Mini Bank</td>
<td>1 unit</td>
<td>Fine</td>
</tr>
<tr>
<td>q. Meeting Hall</td>
<td>1 unit</td>
<td>Fine</td>
</tr>
<tr>
<td>r. Honest Canteen</td>
<td>1 unit</td>
<td>Fine</td>
</tr>
<tr>
<td>s. Mini Shop</td>
<td>1 unit</td>
<td>Fine</td>
</tr>
<tr>
<td>t. Language Laboratory</td>
<td>1 unit</td>
<td>Fine</td>
</tr>
</tbody>
</table>
which are classified into qualitative and quantitative data. Qualitative data are presented in words, while quantitative are presented in number which can be used to count percentages, tables, graphs, etc. Cresswell (1994) in Insani (2003: 30) states that qualitative data can be collected by document analysis or visual materials. Furthermore bibliographical aids and library resources are also needed in gathering the data.

The descriptive research has main goal to describe the fact systematically and characteristic of object and subject study accurately. Descriptive is describing how a technique of learning is applied and how the result wanted can be research Muklis (2000:57). Consequently, the writer thinks that method is useful in this research which it is purpose to describe what actually happens to procedure about the method.

On the other hand, as the basic research, the strategy of this study is qualitative method. Based on Patton (1980:40), the qualitative method attempts to understand organizing pattern that exist in the empirical world under study. Therefore, the qualitative data consist of entire passages from collected documents.

O. Subject of the Research

The subject in this research was the English teacher of SMKN 1 Salatiga. Her name is Nur Choiriyah, she was an English teacher of tenth grade of senior high school in SMKN 1 Salatiga. The writer used
interview guideline to collect data of the use of CLT Method in learning process, especially in improving students’ speaking skills.

The teacher used CLT Method to teach the students’ speaking skill. The teacher asked the students to search the related material before the meeting. The teacher also divided the students into some group, and the students should be work in group. Finally, the students presented their work in front of class. The teacher used this kind of method in order to encourage the students to be active in learning process

P. Technique of Collecting Data

In this research, the writer applied some techniques in collecting data: interview, documentation, and observation.

1. Interview

The technique of interview in this research is using semi-structured interview that utilizes a question schedule, but allows a greater role for the interviewer in terms of asking for clarification and elaboration (Rose and Grosvenor, 2001: 112). This kind of interview is also known as in depth interview, where in technically it is more flexible than the structured one (Sugiyono, 2006: 320).

The aim of conducting this kind of interview is to explore issues more openly, where interviewees are expected to express their opinions and ideas.
2. Documentation

a. Files

To collect the data the writer used the files. File is one of the data sources on the documentation. As Arikunto (1993: 202) said that the documentation is finding the data about all variables in notebooks, newspapers, magazines, and so on. In here the writer used file data which were taken from the staff of SMKN 1 Salatiga.

3. Observation

a. Field notes

In this research the writer use field notes as a technique of collecting data. Field notes refer to transcribed note or written account derived from data collected during observation and interview. There are many styles of field notes but, all field notes generally consist of two parts: descriptive in which the observer attempt to capture a word picture of the setting actions and conversations; and reflective in which records, ideas, question and concert based on the observations and interviews.(Arikunto, 1992)

b. Check list

The writer also made a check list to collect the data. The checklist was 7 statements. It counted all of the characteristics of CLT. The checklist was follow:
Table 3.4

Checklist

<table>
<thead>
<tr>
<th>No</th>
<th>Characteristics</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Strongly disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>Characteristics of CLT</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Classroom goals are focused on all of the components of CC (communicative competence) and not restricted to grammatical or linguistic competence.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td><strong>Objectives of communicative language teaching:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. an integrative and content level (language as a means of expression)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. an linguistic and instrumental level (Language as a semiotic system and an object of learning).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. an affective level of interpersonal relationships and conduct (language as a means of expressing values and judgments about one self and other.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. a level of individual learning needs (remedial learning based on analysis)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>e. a general educational level of extra linguistic goals (language learning within the school curriculum.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td><strong>Syllabus</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Discussions of the nature of the syllabus have been central in Communicative Language Teaching.

<table>
<thead>
<tr>
<th>4. Types of learning and teaching activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>The range of exercise types and activities compatible with a communicative approach is unlimited, provided that such exercise learners to attain the communicative objectives of the curriculum, engage learners in communication, and require the use of such communicative process as information sharing, negotiation of meaning and interactions (class room activities are often designed to focus on completing task that are mediated through language or involve negotiation of information and information sharing)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Learner roles</th>
</tr>
</thead>
<tbody>
<tr>
<td>The emphasis in communicative language teaching on the processes of communication, rather than of mastery of language.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Teacher roles</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher has two main roles: the fist role to facilitate the communication process between all participants in the classroom and between this participant and various activities and texts. The second role is to act</td>
</tr>
</tbody>
</table>
Q. Research Instrument

In this research the writer used open-question guide as the instrument. The question as followed:

Table 3.5
Research Questions

<table>
<thead>
<tr>
<th>NO</th>
<th>RESEARCH QUESTIONS</th>
<th>CHARACTERISTICS</th>
<th>QUESTIONS</th>
</tr>
</thead>
</table>
| 1. | 1. What is the procedure of CLT in Speaking class? | 1. Characteristics of CLT Classroom goals are focused on all of the components of CC (communicative competence) and not restricted to grammatical | 1. How do you teach speaking skill in speaking class?  
2. What is your primary goal on teaching speaking skill? |
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3. What is your primary focus on teaching speaking skill?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>4. What are the procedures of CLT method that you used in teaching speaking skill?</strong></td>
<td></td>
</tr>
</tbody>
</table>
| **2. Objectives of communicative language teaching:** | **5. How do you make your students to be active in learning process?**
| a. an integrative and content level (language as a means of expression) | **6. How do you relate language learning in the class to activities outside the class?**
| b. an linguistic and instrumental level (language as a semiotic system and an object of learning) | |
| c. an affective level of interpersonal relationships and conduct (language as a means of expressing values and judgments about oneself and other) | |
| d. a level of individual learning needs (remedial learning based on analysis) | |
| e. a general educational level of extra linguistic goals (language learning within the school curriculum) | |
| **3. Syllabus** | **7. What the function of syllabus in learning process?**
| Discussions of the nature of the syllabus have been central in Communicative Language Teaching. | **8. How do you adjust the syllabus to the materials' learning?** |
4. Types of learning and teaching activities

The range of exercise types and activities compatible with a communicative approach is unlimited, provided that such exercise learners to attain the communicative objectives of the curriculum, engage learners in communication, and require the use of such communicative process as information sharing, negotiation of meaning and interactions (class room activities are often designed to focus on completing task that are mediated through language or involve negotiation of information and information sharing).

9. How do you manage the learning process?

10. How do you present the material on teaching speaking skill in speaking class?

11. What do you think of using group discussion in teaching speaking skill?

12. Do you use group discussion in your class?

13. What are the advantages of using group discussion to teach speaking skill?

14. What are the common mistake that made by students in speaking?

15. How is your respond if the students make grammatical errors?

16. What indicator do you refer to assess students’ fluency and accuracy?

17. How do you measure the students’ speaking skill?

18. Do you use rubric to measure the students’ speaking skill?

19. How do you give feedback toward student speaking skill?

20. Did you give evaluation of the students’ performer in speaking?
5. **Learner roles**

The emphasis in communicative language teaching on the processes of communication, rather than of mastery of language.

21. **What are the roles of the students in learning process?**

22. **How do you combine the students' understanding?**

6. **Teacher roles**

The teacher has two main roles: the first role to facilitate the communication process between all participants in the classroom and between this participant and various activities and texts.

The second role is to act independent participant within the learning teaching group.

Other role assumed for teacher for teachers are need analysis, counselor and group process manager.

23. **How do you play your position as facilitator in learning process?**

24. **How do you play as counselor in learning process?**

25. **How do you manage your role as group process manager?**

26. **How do you encourage the students to use language productively and receptively?**

27. **How do you equip the students to be able to use language outside the class?**

28. **How do you consider the various students' language learning strategies?**

7. **The rule of instructional**

a. Task based material (a variety of games, role plays, stimulations, and task based communicative activities have been prepared to support communicative language teachingSpeaking skill)

29. **Do you use media in teaching speaking skill?**

30. **What kinds the media that you use in your class?**

31. **Do you use game to teach speaking skill in learning process?**
R. Data Analysis

A descriptive technique is used to know students behaviors during the teaching learning process. In this case the writer analyzes the observation checklist and field note in which has been made by the writer and recorded all the activities in the interview.

|   | teaching classes.  
|   | b. Realia (many proponent of CLT have advocated the use of “authentic, from life material in the classroom, such as magazines advertisement, newspaper and etc).  
|   | 32. What are of game that you use in your class?  
|   | 33. Do you use realia to teach speaking in learning process?  
|   | 34. What are the realia that you use to teach speaking in learning process?  
|   | 35. How is the situation of language learning in your speaking class?  
|   | 36. How is the communication between the teacher and the students inside the class?  
|   | 37. What are your difficulties in teaching speaking class, especially using CLT method in your class?  
|   | 38. How do you overcome those difficulties?  
| 2 | What are the problems faced by the teachers in implementing those characteristics?  
| 3 | How do you overcome the problem on your teachingspeaking?  
|   | 38. How do you overcome those difficulties?  

In analyzing data, the writer used interview guideline. Interview guideline had functions to know the procedure of CLT, the problem CLT in the class and then it can solve the problem in the teaching speaking.
CHAPTER IV

DATA ANALYSIS AND DISCUSSION

This chapter focuses on presenting the finding and discussions of the research, which is indeed regarded as the core of the conducted research. It displays full detail of the research finding at the beginning, and discussions of the findings coming along afterwards. The finding section covers the descriptions’ of the research sites and the descriptions of interviews. After all the discussions of what have been described in the findings are the closures of this chapter.

A. Data Presentation and Coding

1. The Result of Interview

The following questions related to the characteristics of Communicative language teaching (CLT) strategy that is used to analyze the teaching and learning process at the school. The results of the interview are explained in the table 4.1 bellow;

Table 4.1 the Result of Interview

<table>
<thead>
<tr>
<th>No.</th>
<th>Q.C</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Q.1</td>
<td>In my class teach speaking students by using media and my media is about the example material like when I teaching my student about introduction so I will give an example how is introduction our self and how introduce someone else, just like video and then my students arrange the vocabulary from the video and then try to pronoun the vocabulary and the</td>
</tr>
</tbody>
</table>
finally they will arrange some statement how to introduce them self and another self the point is I give the vocabulary first.

From the statement above, the writer can said that the English Teacher teach speaking skill using media, such as video. The teacher believes through video the students will learn how to speak English well

2. Q.2 My goal in teaching speaking is try to give understanding my student when we speak the structure is not important enough but the brief and expression is the first thing that we to express. So maybe when we teach when we speak or speak o my students I think we have make them confident to tell their feeling and of course it is related to the materia

on the statement of English teacher above, the writer can concluded that the primary goal of the teacher in teaching speaking skill is how to make the students to be confident to speak. The teacher also said that learn structure is not enough in speaking skill, the important is the students are able to speak

3. Q.3 My primary focus on teaching speaking I think

vocabulary and the brief the student

It can be conclude that, the primary focus of the teacher in teaching speaking skill are the confident of the students to speak and the students’ vocabulary mastery.

4. Q.4 my students focus the material example about introduction and I give them example introducing and then I want they observation with their friends and then they arrange when introduce them self what the statement the mention just like from the question what is your name can be answer my name
is and where are you from and where do you live, so we have arrange the procedure from asking someone

above statement, the writer can said that the procedure of CLT that the teacher used in teaching speaking is the teacher divided the students into some group ,the students were asked to prepare the material ( browse the material), after that discuss in their group and finally present their work.

| Q.5 | make a group speaking group, 36 students in my class to be a group they have a leader so I will give instruction and the leader will inform to other so there is information to the member a group to make discussion about the material then they will make the report to the discussion. Finally they will presentation in front of class

   explanation above, the write can concluded that the teacher make group discussion to make the students be more active in learning process, especially in speaking class.

| Q.6 | give them material or task to the material I always ask my student to the observer to material outside the class just like material announcement and I ask the students to go out the class they will find some example announcement maybe on the office or madding. In public place just like its announcement then they analysis like what the content, structure of announcement is after observe outside in the class they will come to the class again to discussion and I give some question to my students maybe about structure of the text, contain and etc

   she said, that the teacher use realiaor real object or example and observation to related the language learning in the class to
activities outside the class.

| Q.7 | It is very important I mean when the teacher teach we always see syllabus first. So syllabus is the first thing to know material lesson plan and then teach in the class. From the teachers’ statement, the writer can said that syllabus is very important in learning process. The teacher also said that the syllabus is the basic to make lesson plan. |
| Q.8 | In teaching learning in my class with arrange by lesson plan, seeing by syllabus, syllabus is the point what will be send to the students and talk the students and then time to the duration for each material. It can be concluded that the teacher adjust the syllabus to the materials’ learning by the teacher make the lesson plan and arrange the learning process according to the syllabus. |
| Q.9 | In the lesson plan and in the class I divided my students into some group. I chose the leader of each group, the leader of the group have responsibility to handle their group. From the explanation above, the writer conclude that the teacher manage the learning process by arrange lesson plan and divided the students into group. There are three main activities that teacher have to manage; managing the group, managing activities, and managing the learning process. |
| Q.10 | Present teaching learning I give them material, I give example they will discuss and arrange statement based on material by them self discussing in their group. The teacher explanation, the writer can concluded that the teacher present the material on teaching speaking skill in speaking class by deliver material, and after that the students were asked to discuss in their group. |
| Q.11 | Very important I mean they can practice their speaking to try present to something about the material and then try to speak to each other maybe to their friends or to the teacher and to know that the goal language teaching learning can make communication between students to students or student to teacher and other. On the teachers’ explanation, the writer can said that group discussion is very important and an affective technique to learn speaking skill. |
| Q.12 | Of course Based the statement above, the writer can said that the teacher use group discussion in teaching speaking skill. |
| Q.13 | I give direction only for leader so the leader will inform to the member so is very easy for me just like to assistant, assistant is a leader from each group so I have 3 assistant in class so very efficient  

According to the teachers’ explanation, the writer can said that the advantages of using group discussion are it is an affective technique to improve students’ speaking skill and also make the teacher easier to teach group discussion can enhance in both the affective and cognitive domains. It also stimulates the students to think about issues and problems. Using group discussion in learning encourages the students to exchanges their own experience, thereby making learning more active and less isolating. |

| Q.14 | I think about pronoun  

On above statement, the writer can be that the common mistakes that made by students in speaking is pronunciation. It can be conclude that the students still confused and often make error in pronunciation. |

| Q.15 | I usually respond in the end on my lesson because I like them by their own speak, maybe about express, utterance their expression and then the material. After presented their material I give the score and reflection I will give the same perception with group one and group two different perceptions so only material in their mine  

The teacher’ explanation above, the writer concluded that when the student made grammatical error, the teacher give respond in the end of the session, because the teacher think that give
students time and let them to express their idea is important thing.

| 16. | Q.16 | they can speak the steep how to present to ask something and answer question maybe. Accuracy is about how their pronoun and how arrange the sentence but I think we have give them chance, we called we have a level just like a score example they have perfect pronoun and their word and the sentence. We have 3 score if the pronunciation is not god, the best score is 4 |
| 17. | Q.17 | sure by interviewing just like you and me about material maybe what you know about announcement and they answer directly, and then from their skill to present say something in this goal different conjuring just like beautician class, marketing class, and designer class. My point is speaking with their major like marketing and they will present how to market some of the product and beautician they will present how to cut the hair just like that |
| 18. | Q.18 | of course I used oral rubric to measure my students’ speaking skill |

The teacher explanation, the writer can said that the teacher use rating scale to access the students’ fluency and accuracy.

On the statement above, the teacher use task, interview, test, and rubric to measure the students’ speaking skill.

On the above explanation, the teacher use oral rubric to measure the students’ speaking skill and achievement in speaking.
| Q. 19 | Feed back after finishes of my lesson I give them reflection I will make some perceptions the mistake students and I correct the mistake and I correct one by one just like this. 

He teacher explanation, the writer can said that the teacher give feedback in the end of the session. |
|---|---|
| Q. 20 | Always give evaluation just like when the master introduce to the student ask one by one to introduce their self and then describe their problem, to make evaluation material do twice or tree time in a semester. 

On the teacher’s statement, the writer can said that the teacher give evaluation of the students performer by task and interview twice or tree time in semester. |
| Q. 21 | Adjust with the class characteristic so if the students easy enough and the class conducive can be active, my problem is time for teach in class is not enough to make speaking class for all material in my class. So I just do when the student answer my question they have a point, the students active is perfect point, then they are not active they get bed mark. 

According to the teacher explanation, the students’ role in learning process is to be active learners. The teacher also thinks that the student should be productive rather than receptive. |
<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q.22</td>
<td>When I give them reflection, I give some perception so I combine maybe from group one to another group they have different perception to combine one material to be one perception. &lt;br&gt; &lt;br&gt; The statement above, the writer can said that the teacher combine the students understanding by give some perception and make conclusion.</td>
</tr>
<tr>
<td>Q.23</td>
<td>Counselor is a teacher is multitalented. Multi faction is called teacher so beside facilitator the teacher will be counselor too. When the students find the material them self group they have to consult to the teacher maybe about material and maybe about update material and technique of presentation. &lt;br&gt; &lt;br&gt; According to the teacher statement above, the role of the teacher as counselor: recognize the students’ need; provide an appropriate time to truly listen to the students; encourage the students to succeed; help the students and clarity their problems.</td>
</tr>
<tr>
<td>Q.24</td>
<td>Facilitator counselor and the process manager we have a rule as me before, we have arrange the role so related to the process manger we give the students the material they have discuss and then we have the time when they do that only one hour to discuss the material and give 15 minutes to present their material so they manage the time, they have the same time. &lt;br&gt; &lt;br&gt; According to the teachers’ explanation, the writer can said that the role of teacher as process manager are managing group, managing activities and managing learning process. The teacher as process manager also managing the time, the material and learning process.</td>
</tr>
</tbody>
</table>
26. Q.26 When we ask the students to speak to express make the confident first when we give them we called insight that English is important, English is fun, everything need English like language is tradition, language is costume when we learn about language if wedid not speak, language is nothing, without practice so the student must built confident first then we give feedback like, so you are true, you are brilliant, you are good etc, and we give the reword

On the teacher explanation, the teacher can concluded that the teacher always give the time for the students to practice speaking, in the simple form the teacher always open question to the students. The teacher also give feedback as” you are good; good job, etc to encourage the students’ motivation in learning speaking skill

27. Q.27 Based in my direction in every material we have specific direction just like interview someone outside the class maybe they have to need procedure text outside the class and make a game I give the special game for them. From that I can see there are active or not because the game outside the class I always give speaking practice maybe the leader introduce the member only the leader just speak continuously the member

Be conclude that the teacher used game and simple direction to equip the students to be able to use language outside the class
| Q.28 | In our school we have characteristic class just like a teacher make a special menu for this class and then I give some material but give different technique  

According to the teacher’s explanation above, the writer said that the teacher used special menu for each class to consider the various students language learning strategies. |
| Q.29 | Of course, I used media in my teaching learning  

Based on interview, the teacher used media in learning process, because learning process with media can easy help the students to understanding |
| Q.30 | LCD, pictures, video and music  

It be said that the teacher used media such as LCD, picture, video, and song in teaching speaking skill |
<p>| Q.31 | I used game but rarely only once in one semester, like speaking game of fun game I will ask the student outside the class like in field. I have some direction maybe they find the green leave and then they have find the yellow leave so only the direction the point is that the student understand my direction maybe mention the name of group, they have a sing song, they have run a round field in the class than speaking time in the game. According to interview the writer can said the teacher used the game but rarely, before the game start the teacher give instructions to the student. The game usually in the outside the class like field. |
| Q.32 | The use game in my class is just like sing a song, and run the around the field with speak English. Then I give the score when the student active question or answer from the other students. According to the explanation, the writer can conclude that the teacher used game to teach speaking skill. The teacher thinks that game is an affective technique to improve students speaking skill. By using of game, the students will be more motivate to learn. |
| Q.33 | I always asking the student go to outside the class find some object around the school just like the announcement around the school maybe with the simple object is the tree like what the color on the tree and size the tree. It can be conclude that the teacher used realia in teaching speaking skill. According to the teacher by using realia/real object the students will be more enthusiastic in learning process. |</p>
<table>
<thead>
<tr>
<th>No.</th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>34.</td>
<td>Q.34</td>
<td>I give them opportunity outside the class the informant in the school, I give realia just like invitation letter for explain to use. Then I give HP like procedure, how to use the phone then I show my phone, I try to how to use the phone. According the interview the writer can conclude the teacher used realia to explain and delivered material to the students, such as in procedure text “how to operate the hand phone”, the teacher will used HP to deliver the material.</td>
</tr>
<tr>
<td>35.</td>
<td>Q.35</td>
<td>The situation depend on characteristic the class but depend me as a teacher we can handle the class well and they will make the class very fun, use appropriate media just like we give them song and then we give a chance express something or maybe singing the song, depend on character the class and depend on teaching technique in active learning. According to the teacher explanation, the writer can said that the situation of language learning process depend of the characteristics of the students and the class. The teacher used appropriate media and technique to teach.</td>
</tr>
<tr>
<td>36.</td>
<td>Q.36</td>
<td>The communication between my students and me is by open-ended question, I deliver question to my students and my students should answer. I also use interview to communicate with my students. According to the teacher’ explanation, the writer can concluded that the teacher used open-ended questions and interview to communicate with their students.</td>
</tr>
<tr>
<td>37.</td>
<td>Q.37</td>
<td>I teach in passive classthe class is silent I try to make class fun, not useless and joke very confusing maybe like personal communicative, I ask the name, hobby, then try to tell the family if the class conducive I will come to one of the student for asking. Those are problem problems that often arise in the classroom. If it comes from the teacher, usually about managing the time and activities write can concluded based on interview with the teacher the difficulties in teaching speaking class is passive class and not conducive situation. And from the teacher is , the how to managing the time and activities in learning process</td>
</tr>
<tr>
<td>38.</td>
<td>Q.38</td>
<td>facilitates overcome in material maybe we called curriculum ’13. I think is the new technique in our school and the new tradition for teacher students, so they have find the material by them self they are lazy open the computer, the book, and read some article and they cannot understand about material on the teacher explanation above, the writer concluded that the teacher always motivate their students to be active in learning process, and about the implementation of ‘kurikulum 2013’, the teacher found it is a little bit difficult for students, so the teacher always guide the students in learning process.I also should prepare the learning process well, before teaching.</td>
</tr>
</tbody>
</table>

In the table 4.1 shows the learning process of using CLT applied in the speaking class of the tenth grade students of SMK N 1 Salatiga. The teacher applied well the CLT in speaking class based on the characteristic of teaching speaking skill using the CLT method.
2. The Result of Observation

Based on the observation that has been done, the writer presents the result of observation in table 4.2 as follow:

Table 4.2 the Result of Observation

<table>
<thead>
<tr>
<th>No</th>
<th>Characteristics</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Strongly disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Characteristics of CLT</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Classroom goals are focused on all of the components of CC (communicative competence) and not restricted to grammatical or linguistic competence.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Objectives of communicative language teaching:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. an integrative and content level</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(language as a means of expression)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. an linguistic and instrumental level</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Language as a semiotic system and an object of learning).</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>c. an affective level of interpersonal relationships and conduct (language as a means of expressing values and judgments about one self and other.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Syllabus</td>
<td>✓</td>
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<td></td>
<td></td>
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<td>-------------</td>
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<tr>
<td>Discussions of the nature of the syllabus have been central in Communicative Language Teaching.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Types of learning and teaching activities</th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>The range of exercise types and activities compatible with a communicative approach is unlimited, provided that such exercise learners to attain the communicative objectives of the curriculum, engage learners in communication, and require the use of such communicative process as information sharing, negotiation of meaning and interactions (class room activities are often designed to focus on completing task that are mediated through language or involve negotiation of information and information sharing)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Learner roles</th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>The emphasis in communicative language teaching on the</td>
<td></td>
</tr>
</tbody>
</table>
processes of communication, rather than of mastery of language.

6. Teacher roles

The teacher has two main roles: the fist role to facilitate the communication process between all participants in the classroom and between this participant and various activities and texts.

The second role is to act independent participant within the learning teaching group.

Other role assumed for teacher for teachers are need analysis, counselor and group process manger.

7. The rule of instructional

a. Task based material (a variety of game, role plays, stimulations, and task based communicative activities have been prepared to support communicative language teaching classes.

b. Realia (many proponent of CLT have advocated the use of “authentic, from life material in the classroom, such as magazines advertisement, newspaper and etc).
ecklist, the teacher was strongly agreed with 1st characteristics. It was about the classroom goals that were focused on all of the components of communicative competence and not restricted to grammatical or linguistic competence. The teacher also strongly agreed with second and third characteristics. It means that the teacher objectives of communicative language teaching are an integrative and content level; a linguistic and instrumental level; an affective level of interpersonal; a level of individual learning needs; a general educational level of extra linguistic goals. The teacher also think that syllabus have been central in Communicative Language Teaching.

In addition, according to the check list, the teacher agrees with the fourth and fifth characteristics. It can be said that the teacher use of such communicative process as information sharing, negotiation of meaning and interactions and the teacher also agree that the student’s role is the emphasis in communicative language teaching on processes of communication, rather than of mastery of language.

The teacher also strongly agrees with the sixth characteristic of CLT. It can be concluded that the teacher focused on her role as facilitator, counselor, and group process manager. According to the check list, the teacher agrees with the seventh characteristic of CLT. It can be said that the teacher focused on the two main roles of instructional. The teacher used game, role play, and realia as media of teaching.
B. Analysis and Discussion of the Findings

1. Procedure of CLT Method in Speaking Class

   Based on interview’s result, the writer found that the detail of the procedure of CLT in SMKN 1 Salatiga as follows:

   a. Present the material.

      The teacher presents the material in a brief dialog or several mini-dialogs.

   b. Question and answer related to the student’s personal experience.

   c. Oral practice of each utterance of the dialog segment to be presented that day.

   d. The students respond to the teacher instruction.

      The teacher gives the question to the students and the students answer based on the dialog topic.

   e. Study one of the basic communicative expressions in dialog.

   f. Evaluation of learning.

2. Problems Faced by the English’s Teacher in Implementing CLT Characteristics.

   Based on the result of interview, the writer concluded that the problems faced by the English’s Teacher in Implementing CLT Characteristics are:

   a. Lack of the students’ participation in communication practice.
b. Lack of the students’ motivation to learn.

c. Managing the time and activities of learning, the teacher sometimes found difficulties in managing the time because of new curriculum “kurikulum 2013”

3. Ways of English’s Teachers Overcome the Problems on Their Teaching Speaking.

The writer can find how the English’s teacher overcome the problem are the teacher always motivate their students to be active in learning process, it is the way of the teacher to overcome the problem of the lack of the students’ motivation and participation in learning process.

The teacher to overcome the problem of managing time and activities because of the implementation of new curriculum ‘curriculum 2013’, the teacher always guide and help their students in learning process. On the other hand, teacher preparation may be will insufficient. However that kind of preparation has become a reference. The teacher tends to be conservative on their plan made, and this may take effect to the student. In other to make student understand the material, teacher should be more assertive and active in addressing problem that arise, because the teacher must be good example for the students.
CHAPTER V

CLOSURE

Based on the explanation and analysis of the findings, the writer would like to present the conclusion and suggestion of this research which entitled “The Use of Communicative Language Teaching (CLT) in Speaking Class (A Descriptive Study).

A. Conclusions

The finding show that the procedure of CLT method in speaking class are present material, question and answer related to the student personal experience, oral practice of each utterance of the dialogue segment to be presented and student response of the teacher instruction.

The problems faced by the teacher in implementing CLT characteristic are the student lack of participation, motivation to learn, and managing the time and activities of learning. Based on the result of the finding, the way of English teacher overcome the problems are making strategy, motivate their students to be active in learning process and managing the time and activities of learning process.

B. Suggestions

1. English Teacher
   a. The teacher should give task that can increase the student participation such as make role play.
b. The teacher should encourage the students to take the initiative in activities, by giving understanding. So the learner can enjoy the class activities because the material and information correspond to the learners’ motivation.

c. By looking up to this research finding, hopefully it will help them in applying communicative approach based on real CLT characteristic and the most important is the always continue what they have done and can develop their teaching better than before.

d. Teacher should be more assertive and active in addressing problem arise, because the teacher must be good example for the students.

2. Students

a. With the limited time to study English in the class, students are recommended to study more at their home.

b. Student should make practice and get use to practicing.

3. For further researchers, to campaign active English use, it is expected to the researcher to realize the ultimate goal of learning language. This research draws a little views of CLT.
REFERENCES


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Salatiga, August 13th 2015

Endri Wahyudi

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