A DESCRIPTIVE STUDY OF COMMUNICATIVE LANGUAGE TEACHING (CLT) IN TEACHING SPEAKING FOR SEVENTH GRADE STUDENTS OF SMP I POLANHARJO KLATEN IN ACADEMIC YEAR 2017/2018

THESIS

Submitted as a Partial Requirements for the Degree of Sarjana in Islamic Education and Teacher Training Faculty of The State Islamic of Surakarta

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DEDICATION

This Thesis dedicate to:

1. Researcher’s beloved parents (Triyatno and Sri Prihati)

2. Researcher’s beloved brother (Damas Adhi Prasetyo)
MOTTO

“
So, verily, with every difficulty,
there is relief; verily,
white every difficulty there is a relief”
(Q.S. Al-Insyirah: 5-6)

“This is end, not over “

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I hereby sincerely state that the thesis titled “A Descriptive Study of Communicative Language Teaching (CLT) in Teaching Speaking for Seventh Grade Students of SMP N 1 Polanharjo Klaten in the Academic Year 2017/2018” is my real masterpieces. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven of my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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Assalamu’alaikum Wr. Wb

Alhamdulillah, all praises to Allah the almighty, master of universe, master of judgement day, for all blessing and mercies, so the researcher was able to finish the thesis entitled “A Descriptive Study of Communicative Language Teaching (CLT) in Teaching Speaking for Seventh Grade Students of SMP N 1 Polanharjo Klaten in Academic Year 2017/2018”. Peace may always be upon Prophet Muhammad SAW, the great inspiration for the world.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestion from several sides. Thus the researcher would like to express her deepest thanks to all of those who had helped her during the process of writing this thesis. This goes to:

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The researcher realize that this thesis has not been perfect. The researcher hopes that this thesis is useful for further researcher and the readers in general.

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Surakarta, February 28th 2018

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CHAPTER I

INTRODUCTION

This chapter presents about background of study, identification of problem, limitation of problem, problem statement, and purpose of study, significance of the study, keywords and previous study.

A. Background of the study

Teaching English Foreign (TEFL) usually occur in every country, either within the state school system or privately, in an afterhours language school or with a tutor. TEFL teachers may be native or non-native speaker of English. Language teaching needed native to support of their competence of EFL. According to Brown (2004: 3) the goal of language teaching is to develop communication competence. Language learning not only acquiring the knowledge of the grammatical rules but also the ability to use language to communication. Learn a language not only know how to understand, speak, read, and write sentence, but know how sentences used to communicate.
Language is a knowledge that learned or communicated insignificantly. According to Richards (2001: 1) state that language was characterized by frequent change, innovation and by the development of sometimes competing in language teaching. Language teaching need a person or people and the process in a teaching learning. A person as deliver and controller the class called teacher and a process which make the language can communicated. The teacher need a method to make the language can communicated by using communicative approach.

According to Murcia (2008: 3) states that term communicative competence has been in circulation for about forty years and has been used extensively in explications of communicative language teaching. A communication approach opens up wider perspective on language learning. It makes more strongly aware that it is not enough to teach learners how to manipulate the structures of the foreign language. The teacher must developing strategies for relating these structures to their communicative function in real situation and real time. A communicative approach also makes consider that language is not only in terms of its structures (grammar and vocabulary), but also only in terms of the communicative function that it performs. It begins to look not only at language forms, but also at what people do with these forms when they want to communicate with each other.

Communicative Language Teaching (CLT) is one of English teaching methods which emphasizes on learning to communicate through interaction in the target language. Richards and Rodgers (2001: 36) state that Communicative Language Teaching is a board approach to teaching that
result from a focus on communication. So that it focuses on what people want to do or what they want to accomplish through speech. In CLT use the language in real situation. The students have to be able to speak in target language. To achieve the successful learning, as an English teacher have the important roles. The teacher as a facilitator of students’ learning, managing classroom activities and also having responsibility to monitor our students’ performance.

Brown (2004: 43) stated “students in communicative class ultimately have to use the language, productively and receptively, in unrehearsed context outside the classroom. Classroom task must therefore equip students with the skills necessary for communication in those contexts”. Students need skill which become target language. CLT can help the students to communicated the target language in all skills. It also appropriated which one of the skills that more encourage the students to learn easier. The students in junior high school, English taught generally, which consist of speaking skill, listening skill, reading skill and writing skill. There are greater attentions in educational teaching that language learners should have effective involvement to practice their communicative skill because language is a means of communication and self-expression. That is a medium by which members of a speech community express concepts, perceptions, expectations, and values which have significance to them as members of a speech community. In other word, classroom can be a place where students can express their personal problems and concerns. Within this perception, by teaching speaking the classroom is conceptualized to create a condition where
students can improve their ability in learning English that is for using the English for the real communication with often speak with other. And even, classroom itself is a part of the real world of students as individuals and social actors.

The mastery of speaking skill in English is a priority for many second language or foreign language learners (Richards, 2001: 23). Language skill are learn more effectively if the items to be learned in the target language are presented in spoken form before seen in the written form. It is assumed that speaking skill is one of aspect which important to mastery in English. In conclude that speaking skill must be mastery if the native has resolve to rise their abilities of communicate.

Speaking is the productive oral skill that can be directly and empirically observed (Brown, 2004: 140). Speaking is a productive oral skill which its purpose to achieve a particular end. Students can carry out conversation with other, give the ideas and exchange the information with others. In speaking classroom the learners should walk as much as possible on their own, talking to one another directly and not through the medium of the teacher. In the speaking classroom the teacher and the students have significant role to the process of teaching and learning. This element (teacher and students) constantly interact one another in which the teacher and the students are the main subject. However, speaking is the most difficult part of the four skills. Speaking skill somehow creates some problems among the learners. The learners encounter problem in speaking in term of the environment and the grammar of their speaking.
In the teaching speaking, the teacher of the seventh grade of SMP N 1 Polanharjo Klaten implements Communicative Language Teaching. The goal of the teaching learning process is to improve the student’s ability to speak the target language. Based on interview with the English teacher of SMP 1 Polanharjo that he applied CLT, especially in teaching speaking. The teacher said that during teaching English for seventh grade is not only teach them what is English but also how to make them interest to learning English by their activity. The teacher use CLT to make the lesson more fun and engaging the students more. Its mean that teacher use CLT to demanding the student’s role as the actor of teaching learning process and the teacher only as the guide that leads the teaching learning process. There are many problems faced by teacher in teaching learning process, for example the different capability of students, the different self-confidence, and the students’ noisy. This problem will influence the teacher to teaching learning process, so the teacher will not be able to teach optimally.

Researcher committed pre-observation at SMP N 1 Polanharjo Klaten on January 11th 2017. It was conducted to obtain court records before doing research. Data obtained from pre-observation from a general description of the object of this study. In the learning process, the teacher use Communicative Language Teaching which the students activity are dominant. One of the activity that occur is speaking in front of the class and speak by read the text from the book. Researcher found that the common interaction that occured in the classroom students participate happened when teacher asked to talk or it is become from students desire. One features of CLT is
student’s role or students as communicators. They are engaged in negotiating meaning actively and some students of SMP N 1 Polanharjo need to more active in the English teaching learning. Thus the researcher wants to find the strength of Communicative Language Teaching that implemented in SMP N 1 Polanharjo Klaten.

In SMP N 1 Polanharjo, the English teacher in this school use Communicative Language Teaching approach in speaking skill. The teaching-learning process aims to enable the students speak the target language. The teacher uses the media that school provide to build students’ interest in speaking skill and build their creativity. The teacher uses role play and sometime use discussion to encourage the students to speak in teaching learning process. By using these techniques, the students become active and fun as long as the teaching-learning process. They share their opinion about a topic and they also make short conversation with other friends.

Communicative Language Teaching have its own characteristic, and have the strength and the weaknesses. The reason above encourages the researcher to conduct a research entitled “A Descriptive Study of Communicative Language Teaching (CLT) in Teaching Speaking For Seventh Grade Students of SMP 1 Polanharjo Klaten in Academic Year 2017/2018”.

B. Limitation of the study

The researcher limits the problems of this study by focusing on communicative language teaching in speaking class of the seventh grade of
SMP 1 Polanharjo. The researcher investigates the method that teacher used, the media that teacher used, the classroom management, the material, and the evaluation from the teacher by using communicative language teaching approach.

C. Problem Statement

Based on the background of the study above, the researcher formulates the problem as follow:

1. How is CLT implemented in teaching speaking for the seventh grade students of SMP 1 Polanharjo Klaten in the academic year 2017/2018?

2. What are the strengths of implementation CLT in teaching speaking for the seventh grade students of SMP 1 Polanharjo Klaten in the academic year 2017/2018?

D. Objective of The Study

1. To describe the implementing in teaching speaking for the seventh grade students of SMP 1 Polanharjo Klaten in the academic year 2017/2018?

2. To find the strengths of implementing in teaching speaking for the seventh grade students of SMP 1 Polanharjo Klaten in the academic year 2017/2018?

E. Benefits of the Study

This research has two major benefit, they are theoretical significance and practical significance:

1. The theoretical benefits
a. This study generally provide contribution for the increase of teaching speaking quality of English especially in SMP 1 Polanharjo Klaten.
b. The result of the research can be used as a reference for those who want to conduct a research in the teaching speaking by using Communicative Language Teaching.

2. The practical benefits
   a. For the English teacher
      The study can provide contribution for the teachers to apply another techniques and media dealing with teaching learning process especially in teaching speaking.
   b. For the students
      The result of the study will help the students in mastering speaking skill.
   c. For the school
      The result of the research can be useful for the school, such as to know and to give information about the problem in teaching learning process especially English speaking skill.

F. Definition of Key Terms

   In order to make the research understood and to avoid ambiguity, the researcher presents some definition of key terms as the following:

1. Descriptive qualitative research
   According to John W. Creswell (2010: 5) “Qualitative research is methods to explore and understand the meaning that by some individuals or a group of people are considered from social problem or humanity”. Descriptive
methods is the effort to observe, notify, analyze, and interpret the condition happening.

2. Communicative Language Teaching

   Communicative Language Teaching considered as an approach rather than a method. It refers to a diverse set of principles that reflect a communicative view of language and language learning and that can used to support a wide variety of classroom procedures (Richards and Rodgers, 2001: 172)

3. English teaching

   Teaching is guiding and facilitating learning, enabling the learner to learn, and setting the condition for learning. The goal of teaching speaking skill is communicative efficiency. This means that learners should be able to make themselves understood, using their current proficiency to the fullest (Brown, 2001: 7)

4. Speaking

   Speaking is productive skill that can be directly and empirically observed those observations are invariably colored by the accuracy and effectiveness (Brown, 2004: 140).
CHAPTER II

THEORETICAL REVIEW

A. Communicative Language Teaching

The existence of the communicative exercise is very important. It helps not only the teacher to teach English communicatively, but also helps the students to practice their communicative competence with their friends and the teacher. It used as the instrument to build the language skill competence. Therefore, it become a way to help both of the students and the teacher to apply the communication process in the classroom. They are many ways to teach language, one called communicative language teaching.

1. Definition of Communicative Language Teaching

Richards and Rodgers (2001: 36) state that Communicative Language Teaching is a board approach to teaching that result from a focus on communication as the organizing principles for teaching rather than a focus on mastery of the grammatical system of the language. In teaching methods, the important is place in helping the students get the message delivered. Furthermore, Littlewood (1981: 1) insist that CLT as
approach of teaching which pays systematic attention to functional as well as structural aspect of language into a more fully communication view.

Richards and Rodger (2001 : 178) stated the aims of CLT are: a) to make communicative competence the goal of language teaching and, b) develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication.

According to Brown (2001: 43), they are six characteristics as a definition of Communication Language Teaching:

a. Classroom goals are focuses on all the components of communicative language competence.

b. Language technique designed to engage learners in the pragmatic, authentic, and functional use of language for meaningful purpose.

c. Fluency and accuracy are as complementary principles underlying communicative technique.

d. Students in communicative class ultimately have to use the language productively and receptively. In unrehearsed context outside the classroom.

e. Students are given opportunities to focus on their own learning process.

f. The role of the teacher is that of facilitator and guide.

2. Objective of Communicative Language Teaching
Communicative Language Teaching approach is presented in order to solve some problem occurs in teaching English. According to Brown (2001: 178) CLT has some objective:

a. Students will learn to use language as a means of expression.
b. Students will use language as a means of expressing values and judgements.
c. Students will learn to express the functions that best most their own communication needs.

The goal of language teaching is develop communicative competence. Communicative competence is definition of what a speakers needs to know in order to be communicatively competent in a speech community. A person who acquires both knowledge and ability for language use with repost to:

1) Whether (and to what degree) something is formally possible.
2) Whether (and to what degree) something is feasible in virtue of means of implementation available.
3) Whether (and to what degree) something is appropriate (adequate, happy, succesful) in relation to a context in which it is used and evaluated.
4) Whether (and to what degree) something is in fact done, actually performed, and what its doing entails.

Communicative competence understood as the underlying systems of knowledge and skill required for communication knowledge refers to what one knows (consciously or unconsciously) about the language and
about others aspect of communicative language use: skills refers to how well one can performance this knowledge in actual communication (Richards and Schmidt, 1984: 5).

3. Teaching Procedure of Communicative Language Teaching

Savignon in Richard and Rodgers (2001: 170-171) discussed techniques and classroom procedures associated with a number of Communicative Language Teaching classroom procedures (e.g., group, activities, language games, role-plays), but neither of these activities nor the ways in which they are used exclusive to CLT classroom. Meanwhile, Richards and Rodgers (2001: 170-171) offer a procedure for CLT:

a. Presentation of brief dialog of several mini dialog, preceded by a motivation and a discussion of the function and situation demand.

b. Oral practice of each utterance of the dialog segment presented at the day.

c. Question and answer based on the dialog topics and situational itself.

d. Question and answer related to the students’ personal experience but centered on the dialog theme.

e. Study on of the basic communicative expressions in the dialog or one of structures in which exemplify the function. You will wish to give several addition example of the communicative use of the expression of structure with familiar vocabulary in unambiguous utterances or mini dialog.

f. Learners discovery of generalization or rules underlying the function expression or structure. This should include at least four point: its oral
and written form. Its position in the utterance, its formality or informality in the utterance, and in the case of a structure, its grammatical function and meaning.

g. Oral recognition, interpretative activities.

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

i. Copying of the dialog of mini dialogs or modules if they are not in the class next.

j. Sampling of the written homework assignment, if given.

k. Evaluation of learning (oral only).

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

4. Features of Communicative Language Teaching

As communicative competence is the desire goal, in Communicative Language Teaching meaning is the most important. In socio-cognitive perspective, language is viewed as a vehicle of conveying meaning, and knowledge is transmitted through communication involving two parts, for example speaker and listener, or writer or reader, but is constructed through negotiation. As a consequence, communication is not only a matter of following convention themselves. It is a convention following activity. Therefore,
three element involved in the underlying learning theory: communicative principles, task-based principle and meaningfullness principles (Richard and Rodger, 2001: 118)

Based on this perception, according Littlewood (1984: 20), when applied to language learning, functional activities and social interaction activities are consequently selected according to how well they engage the learner in meaning and authentic language use. Learning is interpersonal to learn to communicate. Attempt to communicate may be encouraged from the very beginning. Dialogues, if used. Centre on communicative function and not normally memorized, and contextualization is basic premise. Drilling may occur, but peripherally. Any device that helps to communicate and understand is acceptable. To some extent, students do not simply learn the linguistic structures and grammar rules. Rather, they should be actively making meaning through activities such as collaborative problem solving, writing for a purpose, discussion of topics of genuine interest, and reading, viewing and responding to authentic materials.

According to Savignon (1983: 8) the competence in communication is as below:

a. Communicative competence is a dynamic rather than a statistic concept. It depends on the negotiation of meaning between two or more person who share to same degree the same symbolic system. Communicative competence can be said to be an interpersonal rather than an interpersonal trait.
b. Communicative competence applies to both written and spoken language as well as to many other symbolic systems.

c. Communicative competence is context specific. Communicative take place in infinitive varieties of situation, and success in particular role depends on one’s understanding of the context and on prior experience of a similar kind. It requires making appropriate choices of register and style in terms of the situation and the other participant.

d. Communication competence is relative, not absolute and depends on the cooperation of all the participants involved. It makes them to of degree of communicative competence.

Communicative Language Teaching usually characterized as a broad approach to teaching rather than as a teaching method with a clearly defined set of classroom practices. As Such, it is most often defined as a list of general principles or features (Littlewood, 1981: 34):

a. An emphasis of authentic on learning to communicate through interaction in the target language.

b. The introduction of authentic texts into the learning situation.

c. The provision of opportunities for learner to focus, not only on language but also on the learning management process.

d. An enhancement of the learner’s own personal experiences as important contributing elements to classroom learning.

e. An attempt to link classroom language learning with language activities outside classroom.
These five features are claimed by practitioners of CLT to show that they are very interested in the needs and desires of their learners as well as the connection between the language as it is taught in their classroom and as it is used outside the classroom. Under this broad, any teaching practice that helps students develop their communicative competence in an authentic context is deemed acceptable and beneficial from an instructional perspective.

Thus in the classroom CLT often takes the form of pair and group work requiring negotiation and cooperation between learners, fluency-based activities that encourage learners to develop their confidence, role-plays in which students practice and develop language function, as well as judicious use of grammar and pronunciation focused activities (Littlewood, 1984: 34).

5. Teacher’s Role in Communicative Language Teaching

Several roles assumed for teacher in Communicative Language Teaching, the importance of particular roles determined by the view of CLT adopted. According to Breen and Candlin (in Richards and Rodgers, 2001: 167) the teacher has two main roles:

a. The first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and the texts.

b. The second role is to act as an independent participant within the learning-teaching in group. The latter role is closely related to the objective of the first role and arises from it. These roles imply a set
of secondary roles for the teacher. They were: 1) as an organizer of resources and as an resource himself, 2) as a guide within the classroom procedures and activities, 3) as a researcher and learner, which much to contribute in terms of appropriate knowledge and abilities, actual, and observed experience of the nature of the learning and organizational capacities.

According to Richards and Rodgers (2001: 167), in CLT teachers assumes a responsibility for determining and responding to learners language needs. This maybe done informally and personally through one-to-one session with students, in which the teacher talks through such issues as the students’ perception of his or learning style, learning assets, and learning goals. It may be formally through administering a need assessment instrument. Typically, such formal assessment contain items that attempt to determine an individual motivation for studying the language. On the basis of such needs assessment, teacher expected to plan group and individual instruction that respond to the learners’ needs.

Another role assumed by several CLT approach is that of counselor, similar to the way this role, the teacher counselor expected to exemplify an effective communicator seeking to maximize the meshing of speaker intention and hearer interpretation, through the use of paraphrase, confirmation and feedback (Richard and Rodgers, 2001: 168).

CLT procedures often require teacher on acquire less teacher-centered classroom management skill. It is the teacher’s responsibility to
organize the classroom as a setting for communication and communicative activities. Guidelines for classroom practice (Richards and Rodgers, 2001: 168) suggest that during an activity the teacher monitors, encourages and suppresses the inclination to supply gaps in text, grammar, and strategy but notes such gaps for later commentary and communicative practice.

6. Students’ Role in Communicative Language Teaching

The learners-centered characteristic of CLT and the new type of classroom activities imply different rules in the language classroom for teachers and learners that from those found in more traditional second language classroom. The emphasis of CLT in one process of communication rather than mastery of language. Learners have to participate in classroom activities that are base on a coorperative rather in individualistic approach to learning. They portrayed as active participants in the language learning process. Students have to become comfortable with listening their peers in pair or group work task, rather than relying the teachers for a model. Richard and Rodgers (2001: 166) explain that the students’s roles are :

1) As Negotiator

The role of learners is as negotiator. Those of negotiators for meaning, communicators, discoverers, and contributors of knowledge and information. Negotiator for meaning means that the students should know the meaning all the expression they have. Thus they understand it content. The teacher knows how far the students
undersand its text by a question. Negotiator for communicator means that the students have to dare express their ideas. They also forced to be active in the class. If they found difficulties, they might ask to the teacher as the facilitator in the class. In short, the students do most speaking in the class. Negotiator for the discoverers means that the students should find about what is in new to the text they got and they should understand deeply about their text material. Negotiator for contributor of knowledge and information means that the students are the center of knowledge and information. They should inform their knowledge to the others. It showed when the students were like a teacher and they tried to understand their friends.

2) As Listener

The students as a listener, it can see the observation, the students listen the teacher’s said which as listening the explanation from the teacher. Listening the advice and motivation, listening the instruction and others.

7. Strength of Communicative Language Teaching

It is clear that CLT as an “umbrella approach” with the objective communicative competence and can be applied in a variety of “more specific” methods. CLT emphasis on learning to communicate through interaction in the target language with the introduction of authentic and meaningful tasks into the learning situation.
Littlewood (1981: 18) point out that the introduction of authentic and meaningful tasks into the learning situation is advantageous to the students because it is more students-centered, allows for more meaningful communication and more than often provides for practical linguistic skill building. Although the teacher may present the language in the pre-task, the students are ultimately free to use what grammar construct and vocabulary they want. This allows them to use all the language they know end are learning, rather than just the “target language” of lesson.

Motivation as a strength of CLT related to engaging students in communicative classroom but also includes confidence building. Scrivener (2005: 62) states that if there is a climate of trust and support in the classroom, them students are more likely to contrubute. One way of developing this is allow pair checking of answer before open-class checking occurs. Another way is to include an opportunity for the students to discuss a topic in small groups before there is any expectation that they speak in fron of the class.

CLT is basically about promoting learning. After all, if the students master the language, they will certainly be able to perform better in exams, if that their goal. Those who do not see a purpose beyond classroom-related English will at least be better equipment for using the language in a social context.

Littlewood (1981: 167) stressed that one of the major advantages of CLT is that a teacher can integrate all four the language skill into a
curriculum, and even into one lesson, rather than relying solely on activities designed to develop proficiency. For example, begin the class with vocabulary building focusing on pertinent phrases, expressions, and terms of the lesson. Provide students with handout, or allow student to write down the key vocabulary and definition, meaning, and associative terms in both first and second language. Writing requires more attention than passive listening, it breaks down complex ideas, and reinforces the new information, which increase retention. The point is that you want the students to understand and remember the vocabulary therefore simply presenting new vocabulary without adequate explanation and clarification fails to provide students with the necessary time, though and reflection to process, digest and retain the new word. Similarly, drawing on four skills reading, writing, listening and speaking provides students with the opportunity to work independently to evaluate their progress in understanding, replicating, and reproducing the language form taught.

The teacher may also choose to vary the type of activity from task based, to content based or process based. Richard (2001: 91), states that when using task based activities, the task should be assigned with different outcomes based objective (focusing, accuracy, content, reading, comprehension, writing, grammar, listening, problem solving and discussion strategies).

In CLT, learning progress is unpredictable. It makes use of real-life situation that necessities communication. The teachers set up situation for students are likely to encounter in real life. The communicative approach
can leave students in suspense as to the outcomes of a class exercise, which will vary according to their reactions and responses. The real-life stimulations change from day to day. Students’ motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics (Richards and Rodgers, 2001: 158).

8. The weaknesses of Communicative Language Teaching

As other approach, CLT also have weaknesses. CLT needs supportive vocabulary for functional language use, but it gives little guidance about how to handle vocabulary. However, it has been realized that more exposure to language and practice with functional communication will not ensure the proficiency in language learning. Some people criticized that as CLT focus on learner-centered approach, while in some accounts of communicative language teaching, learners bring preconception of what teaching and learning should be like, which when unrealized can lead to learner confusion and resentment.

In addition some people argued that CLT has not given an adequate account of English as a Foreign Language (EFL) teaching despite its initial growth in foreign language teaching in Europe. Freeman (2000: 67) argued that one of the most difficult problems is making classroom learning communicative is the absence of native speaker. Probably, CLT are more successful in English as a Second Language (ESL) context because student usually have a supportive learning environment outside school. They have more chance exposed to the authentic contact with native speakers and the target language, which
enforces what they learn in class. Besides, they have motivated to work on oral english because they need it in their lives. In contrast, in EFL context, due to some physical limitation, such as the purpose of learning English, learning environments, teacher’s English proficiency, and the availability of authentic English material, CLT meets such more difficult during its application.

B. The Review of Speaking Skill

1. Definition of Speaking

   Speaking is productive skill that can be directly and empirically observed those observations are invariably colored by the accuracy and effectiveness (Brown, 2004: 140). Its form and meaning are dependent on the context in which it occurs, including the participans themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and envolving. The aims of a communicative activity in class to get learners to use the language learning to interact in realistic and meaningful ways, usually involving exchanges of information or opinion (Scrivener, 2005: 152)

   Speaking is one of the four language skills. If students want to speak English fluently. Speaking is the most important skills that make achieving goal in communicate easily. There are definitions of speaking follow:

   a. Speaking is an activity that could be based on output from learners and then reflected and analysed by the learners, giving them the
chance to notice new vocabulary and grammar patterns (Watkins. 2005: 76)

b. Speaking is the productive oral skill that can be directly and empirically observed (Brown, 2004: 140).

2. Purpose of Speaking Skill

Speaking is the productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds. Harmer (1998: 88), writes that when teaching speaking or producing skill, we apply three major stages, those are:

a. Introducing new language
b. Practice
c. Communicative activity

Speaking has been regarded as merely implementation and variation, outside the domain of language and linguistic proper. Linguistic theory has mostly developed in abstraction from context of use and source of diversity. Therefore, Fauziati (2015: 102) said that speaking is fundamentally an instrument act. Speakers talk in order to have some effect on their listener. It is the result of teaching learning process. Students’ skill in conversation is core aspect in teaching speaking, it becomes vitally aspect in language teaching learning success
if language function as a system for expression meaning, as Nunan (1991: 39) states that the successful in speaking is measured through someone ability to carry out a conversation in the language. We confess that there are many proponent factors that influence teaching speaking success and there are many obstacle factors why it is not running well.

3. Type of Speaking Skill

Although dialogues and conversations are the most obvious and most often used speaking activities in language classrooms, a teacher can select activities from a variety of tasks. Brown (2004; 141) list six possible task categories:

a. Imitative

Drills in which the learner simply repeats a phrase or structure (e.g., “Excuse me” or “Can you help me?”) for clarity and accuracy;

b. Intensive

Drills or repetition focusing on specific phonological or grammatical points, such as minimal pairs or repetition of a series of imperative sentences;

c. Responsive

Short replies to teacher or learner questions or comment, such as a series of answers to yes/no questions;

d. Transactional
Dialogues conducted for the purpose of information exchange, such as information-gathering interviews, role-play, or debates;

e. Interpersonal

Dialogues to establish or maintain social relationships, such as personal interviews or casual conversation role plays.

f. Extensive

Extended monologues such as short speeches, oral reports, or oral summaries.

4. The Component of Speaking Skill

Speaking is making use words in an ordinary voice, uttering words, knowing and being able to use language; expressing oneself in words, making speech. While skill is the ability to do something well. Therefore, it can infer that speaking is a complex skill at least it is concerned with components of grammar, vocabulary, pronunciation, fluency, and comprehension (Harmer, 2007: 343).

1) Pronunciation

The way of speaking the language called pronunciation. Pronunciation is the way for students’ to produce clearer language when they speak. It deals with the phonological process that refers in the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. A speakers who constantly mispronounces a range of phonemes can be
extremely difficult for a speaker from another language community to understand (Harmer, 2007: 61).

2) Grammar

Grammar is very useful to develop students’ speaking ability. Brown (2001: 261) says that grammar is the system of roles governing the conventional arrangement and relationship of word in sentence. If they master grammar, it is easy for them to produce sentence in which can help them speak fluently.

3) Vocabulary

Fauziati (2002: 155) defines vocabulary as a central to language and of critical importance to typical language learner. Without a sufficient vocabulary, one cannot communicate effectively or express his ideas in both oral and written form. Having a limited vocabulary is also a barrier that precludes learners from learning a foreign language.

4) Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message (Brown, 1997: 4).

5) Comprehension
Comprehension is one of the many components that should be paid attention to increase students speaking ability to make them speak well. Hornby (2003: 263) states that comprehension is the power of understanding an exercised aimed at improving or testing ones understanding of language in written or spoken. It can conclude that comprehension is the students’ ability to understand a task in which given by teacher and how the students respond it correctly.

C. The Technique of Teaching Speaking Skill Related with Communicative language Teaching

Harmer (2007: 176) states, “Technique is implementation which actually takes place in a classroom. It is a particular trick, strategy, or contrivance used to accomplish an immediate objective. Technique must be consistent with a method, and therefore in harmony with an approach well.”

Thus, technique encompasses the actual moment-to-moment practices and behaviors that operate in teaching a language according to a particular method. In the other words, technique is practice done by the teacher when presenting a language problem. This is the way the classroom activity are integrate into lesson and used as the basics for teaching and learning.

The activities discussed in this research are just of getting students to talk to each other in pair or in groups. They also aim to simulate discussion and information-trading transaction. The classroom technique which beat these criteria are; role-playing, games, problem solving, song and discussion (Fauziati, 2001:126);

1. Role-playing
In role-playing the students is creating a dramatic situation in classroom, or in part, simply acting our dialogues but also in part relabeling objects and people in the room to prepare for imaginative role-playing (Harmer, 1998: 92). In role playing activities, the teachers give information to learner such as who they are and what they think or feel.

2. Games

Fauziati (2002: 130) states that game is one of activities in which can help to create dynamic, and motivating classes. Reason is that real learning takes place when the student in a relaxed atmosphere, participate in activities that require them to use what they have drilled on. Games are not only suitable for children but also for adult. Since, there is always a child hidden in every one of us. Bringing out his ‘child’ undoubtedly facilitaties the learning of a foreign language.

3. Problem Solving

Materials in which focus on problem solving offer further opportunities for students to work in pair or small group, to share information or opinions on topics, which are meaningful to them (Brown, 1994: 185). The basic principle lying behind such activities is that the teacher sets up a situation there is “an information gap” among the participants, and this gap has to bridge either orally or in written form.

4. Song

Using sound in EFL, classroom especially speaking can be both enjoyable and educational. Song usually provides a peaceful and happy
mood for the listener. From pedagogical standpoint, song can incorporated into the classroom for a variety of reason. Song can use as materials for discussion, i.e paraphrasing. In addition, Richards (2001: 170) suggested that song could use as aid in the learning of vocabulary, pronunciation, structures, and sentence pattern.

5. Discussion

Group discussion maybe composed of three or five students. If such group work is use regularly and introduce with a careful explanation of its purpose, the class will soon accept it as a natural activity (Fauziati, 2002:134). The main aim of group discussion is to improve fluency, and grammar probably best allowed function as a naturally communicative context.

In addition, proposes five principles for a communicative exercise typology in which are in essense base on problem solving and task-orientation. He illustrated these with several examples:

a. Information transfer (e.g. Reading information to extract data in order to fill in a form);

b. Information gap (e.g. information is known by only one students in a pair and it can be conveyed by different exercises to the other students);

c. Jigsaw (an example of cooperative learning in which each member off small group has a piece if information needed to complete a group task);
d. Task dependency (the principle by which a second task can only be done if the first task has been successfully completed);

e. Correction for content (the principles argues that ‘at some stage the student’ language production should be judge on its communicative efficacy in relation to a specific task);

Furthermore, related to group task classroom techniques, (Brown, 2001: 181) defined and briefly characterized below:

a. Games

A game could be any activity that formalized a technique into units that can be score in some way. Several of the other task outlined below could thus become “game”. Guessing game is common language classroom activities.

b. Role-play and Stimulation

Role-play minimally involves (a) giving a role to one or more member of a group and (b) assigning an objective or purpose that participant must accomplish. Stimulation usually involve a more complex structure and often large group (of 6-20) where the entire group is working through an imaginary situation as a social unit, the object which is to solves some specific problem.

c. Drama

Drama is a more formalized from of role-play or stimulation, with a pre-planned story line and script. Sometime small groups may prepare their own short dramatization of some event, witting the script and rehearsing the scene as a group.
d. Project

For learners of all ages, but perhaps especially for younger learners who can greatly benefit from hands-on approach to language, certain projects can be rewarding indeed.

e. Interview

A popular activity for pair work, but also appropriate for group work, interviews are useful at all levels of proficiency. At the lower levels, interviews can be very structures; both in terms of the information that is tough and grammatical difficult and variety.

f. Brainstorming

Brainstorming is the technique whose purpose is to initiate some short of thinking process. It gets students “creative juice” flowing without necessarily focusing on specific problem or decision or value.

g. Information gap

Brown states that this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partner will share their information.

h. Jigsaw

Jigsaw technique are special form of information gap in which each member of group given some specific information ans the goal is to pool all information to achieve some objective.

i. Problem solving and decision making
Problem solving group techniques focus on the group’s solution of a specific problem. Decision making techniques are simply one kind of problem solving where the ultimate goal is for students to make a decision.

j. Opinion exchange

An opinion is usually a belief or feeling that might not be found on empirical data that others could plausibly take issue. Opinions are difficult for students to deal with at the beginning levels of proficiency, but by the intermediate of various opinions.

D. Aims of Teaching Speaking

The main objective of teaching speaking is to promote students to learn to speak in English. In belief, the teacher should create a classroom environment to make the students enjoy in learning then they have much motivation in speak English. Based on the definition, the objectives of teaching speaking according to Fauziati (2015: 103) are to teach learners to:

1. Produce the English speech sound and sound pattern,
2. Use word and sentences stress, intonation pattern, and the rhythm of the second language,
3. Select appropriate words and sentences according to the proper social, setting audience, situation and subject matter,
4. Organize their thoughts in a meaningful and logical sequence.
5. Use language as a mean of expressing values and judgements, and
6. Use the language quickly and confidently with few unnatural pauses, which are called as fluency.
E. Previous Related Study

The researcher found another previous study that is relevant with research study to prove the originally of the research. The first research related to the study entitle “Strategies on Teaching English at The Ninth Grade Students of SMP N 3 Bulukerto Wonogiri in Academic Year 2013/2014” by Susana. The researcher mainly describes the strategies on teaching learnin English. The different of the study from the previous research is that the teaching approach. At previous research, iy used Audio Lingual Method, while in this research using Communicative Language Teaching approach in teaching speaking English.

The second research entitled “A Descriptive Study on English Learning at The Sixth of Female Students at Modern Islamic Boarding School of Imam Suhodo in Academic Year 2015/2016” by Janan Qoni’ah. The researcher mainly describes the strategies on teaching learnin English. The different of the study from the previous research is that the teaching approach. At previous research, used some methods such as direct method, audio lingual method, and Communicative Language Learning, while in this research using Communicative Language Teaching approach in teaching speaking English.

And the third research entitled “Descriptive Study on English Speaking Skill by using Communicative Methode for Eight Grade Students at MTsN Ngemplak in 2014/2015 Academic Year” by Andi Asmara. The researcher mainly describes the strategies on teaching learnin English. The different of the study from the previous research is that the teaching approach. At previous research, used communicative method especially group discussion,
while in this research using Communicative Language Teaching approach in
teaching speaking English.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

The researcher used the descriptive qualitative method. Kothari (1990: 3) states descriptive research will aim at discovering the underlying desires, using in depth interviews for the purpose. Provide the accuracy an account as possible of what current practice is, how learners learn, how teacher teach, what classroom look like, at a particular moment in a particular place. This thesis collect the data, analysis them and draws a conclusion based on the data only. Juanita and Robert (2009: 11) states that qualitative research is “multi method in focus, involving an interpretative, naturalistic approach to its subject matter.” The research focused on the English teaching speaking by using Communicative Language Teaching for the seventh grade students of SMP 1 Polanharjo Klaten in the academic year 2017/2018. The methods for data collection were observation in the class, students’ interview, and teacher’s interview. In this case, type of research used is descriptive. This would help the reader to understand what is happening to the environment during the observation, such as what the participants’ view and what activities
which occur in the research location. The conclusion or the result of discovery can change the teaching learning situation positively and students can be successful in learning English.

B. Description of Setting

1. Place of the Research

The research was conducted at SMP 1 Polanharjo Klaten. It is located in Kahuman, Polanharjo, Klaten. SMP 1 Polanharjo Klaten has 21 classes, every grade consists of 7 classes. The researcher used the seventh grade students as the subject of the research, especially 7 A. And the informant is the teacher in SMP 1 Polanharjo Klaten, just one teacher (Mr. Bagyo Harsono).

2. Time of the Research

The research was held on first semester in academic year 2017/2018 at SMP N 1 Polanharjo Klaten. The observation was held on July 24th 2017 and September 22th 2017.

C. The Data Resources

Creswell (1998: 15) stated qualitative research involves the studied use such introspective, interview, observational and interactional. The research data in this study are collected in the form of information about the English teaching speaking by using Communicative Language Teaching for the seventh grade students of SMP 1 Polanharjo Klaten in the academic year
2017/2018. The sources of the data are this research included events, informants and document.

1. Events

The events are in the form the teaching speaking by using Communicative Language Teaching for the seventh grade students of SMP 1 Polanharjo Klaten in the academic year 2017/2018.

2. Informant

Informant is a person who gives about something. The teacher and the students as “key informant” to interview. In this research, the informant refers to the one English teacher and five students of the seventh grade students of SMP 1 Polanharjo Klaten in the academic year 2017/2018.

3. Documents

The document in the research is all writing concerning the use of English in teaching learning process in SMP 1 Polanharjo Klaten at the seventh grade in the academic year 2017/2018, such as lesson plan, the syllabus model, and instructional materials, handbook and worksheet.

D. The Technique of Collecting Data

The technique of the collecting data applied in this research will be as follow:

1. Interview

The teacher and some students were interviewed during pre observation and after observation. The purpose of this technique was to know the opinion of the teacher and the students about the teaching and learning process. Kothari (2004: 97) stated that interview is collecting
data involves presentation of oral-verbal stimulation and reply in terms of-verbal responses. Its means that a conversation with certain purpose which is done by two side as the interviewer and the interviewee.

By the technique, the researcher made an interview with the English teacher. The topic of the interview is about the teaching speaking by using Communicative Language Teaching for the seventh grade students of SMP 1 Polanharjo Klaten in the academic year 2017/2018. The interview was taken from one English teacher namely Mr. Bagyo Harsono and seventh grade students of A class in seventh grade on SMP 1 Polanharjo Klaten. In the interview the researcher asked about the teaching learning process in English speaking using CLT method, about the felt of students when the teacher teaching, about the learning of CLT, etc.

2. Observation

Creswell (1998: 125) stated that observation is a special skill requires management of issues such as the potencial description of the people being interviewed. The researcher conducted the observation in 7A grade students of SMP 1 Polanharjo Klaten to get information about the implementation of communication language teaching in teaching speaking.

3. Document Analysis

According to Creswell (2010: 274) written document are sources of research, which are often having important role in qualitative research. Further, the document is used in research because of some reason;
document are source of research, which is suitable, and supported. It is as evidence to a testing and it has natural characteristic so it is appropriate to qualitative research.

The document in this research is all document concerning the use of English in teaching learning process in SMP 1 Polanharjo Klaten at the seventh grade students of SMP 1 Polanharjo Klaten in the academic year 2017/2018, such as lesson plan from the teacher, the English syllabus junior high school, and instructional material, and worksheet from the teacher.

E. The Data Analysis

The data in this research is analysis by using descriptive qualitative method. The researcher used in interactive model of analysis involving collecting the data, reducing the data, and presenting data, and also drawing conclusion (Creswell, 1998: 144). The researcher collected the data, reduce and presented it. In reducing the data, the researcher rejected meaningless data, so the researcher got the important point of finding. It is followed by presenting the data; its means that the researcher presented the data systematically and logically, so the meaning of every events is clear. In the end of collecting the data, the researcher tried to finding data based on reduction and data presentation.

1. Reducing the data

Not all of the obtained data of the research were important. It means that the important information must be taken and unimportant information must be ignored. In the process of the data reduction, the
researcher selected, focused, simplified and abstracted the data in the field note. The data reducing is done during the research activities if the data is unimportant or do not support the data the researcher needed. When the researcher the teaching speaking by using Communicative Language Teaching for the seventh grade students of SMP 1 Polanharjo Klaten in the academic year 2017/2018.

2. Presenting the data

   Presenting the data means describing the data in the form of description or narration. As the second components in analyzing the data, this technique is used in arranging the information, description, narration to draw the conclusion. By presenting the data, the researcher considered what should do; can analyze or take the other action based on understanding.

3. Drawing conclusion

   The third activity drawing conclusion. In this study conclusion are drawn continuously throughout the course of the study. The researcher tends to accumulate and formulate the interpretations as the researcher goes along.
F. The Trustworthiness of the data

In analyzing data, the researcher also needs to analyze the validity of the data resources to get the valid data. To prove the trustworthiness of data, the researcher used triangulation technique. Triangulation is referred to the attempt to get a ‘true’ fix on a situation by combining different ways of looking at it or different findings (Silverman, 2000: 212).

In qualitative research, data can be categorized good data if the data are valid. To get validity of data, Denzim (2009: 387) classified the validity of data into eight strategies. Those are:

1. Triangulation different data sources of information by examining evidence from the sources and using it to build a coherent justification for themes.
2. Use member checking to determine the accuracy of the qualitative finding through taking the final report or specific descriptions or themes back to participants and determining whether these participants feel that they are accurate.
3. Use rich, thick description to convey the findings.
4. Clarify the bias means the researcher brings to the study.
5. Also present negative information that runs counter to themes
6. Spend prolonged time in the field.

7. Use peer debriefing to enhance the accuracy of the data.

8. Use an external auditor to review the entire project.

In this research, the researcher used triangulation technique. Cohen (2007: 141) stated “Triangulation may be defined as the use of two or more methods of data collection in the study of some aspect of human behavior”. Thus, triangulation means the researcher uses two or more techniques in collecting data to get validity. The purpose of triangulation is to increase the credibility and validity of the findings. Denzim (1970: 444) stated that there are four techniques in triangulation. Those are: 1) Data triangulation, 2) investigator triangulation, 3) theory triangulation, 4) methodological triangulation.

1. Data triangulation

In data triangulation, the researcher uses different data sources, which should be distinguished from the use of different methods for producing data.

2. Investigator triangulation

Investigator triangulation means a technique that uses more than one researcher in collecting and analyzing data. From some researcher’s view in interpreting information and collecting the data, the validity of data can be increased.

3. Theory triangulation

Theory triangulation means the researcher compares the data findings with perspective theory that is relevant.
4. Methodological triangulation

Methodological triangulation refers to researcher uses more than one method.

From those types of triangulation, the researcher uses methodological triangulation to get validity of data. Besides, the researcher collect the data by using interview to supported the data.

This research applied methodological triangulation. To reach the validation of the data, the researcher will compare the data which were obtained to the data observation and the interview. After making observation in the classroom, then the researcher crosschecking the data by comparing the data observation to the data interview.
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

As the writer has stated in the previous chapter that this study was expected to describe the use of Communicative Language Teaching (CLT) in teaching speaking at SMP N 1 Polanharjo Klaten. This chapter deals with data display, research result and the discussion based on the data gained from the English teacher through observation and interview.

A. Research Finding

Based on the result of observation and interview to the subject of the study, the researcher present the finding of the study. The data were also taken from documentation. The following researcher presents the finding of the study that are devided into two findings:


   a. Classroom activity

   In the first observation held on Monday, July 24th 2017, teaching learning process was going to at 7A class SMP N 1 Polanharjo Klaten in
English lesson. The researcher found that the teacher had teaching practice and teaching strategies in implementing of English teaching learning process by applying the procedure of teaching. The procedures of teaching are divided into three steps, the first is opening lesson, the second is main activities, and third is closing lesson and evaluation.

1) Opening

In the teaching learning process, the teacher forwarded to active learning. Teacher gave think to students for understanding the materials. The teacher delivered material about “Introduction”. The teaching learning activity begun by greeting. The teacher greeted the students by saying, “Assalamu’alaikum. Good morning students” and the students respond it by “Wa’alaikumsalam. Morning “. After opening, the teacher checked the students’ attendance, the teacher did not check name one by one because calling 32 students needed much time. The teacher asked, “Anyone absent today? Who is he or she?” Based on attendance list, most of student in seventh grade always attended the meeting diligently. Almost all of them were not absent without any reason, except illness or any agenda that were explanation on the permission letter. Then, the teacher asked, “Is there any homework or assignment? What’s material we discussed last meeting?” By asking those questions students would remember and review the previous lesson that had been learned because the materials always have the relationship with the other material.
Based on the observation, the English teacher started the class by greeting the students first. Then, the teacher stimulated the students by inviting to remind what the topic they has discussed in previous meeting. The researcher also found that the teacher did brainstorming first before starting the topic in order to give stimulation for the students, because the students usually get other subject before entering the English subject. The teacher readiness could be seen on the lesson plan used. The lesson plan had decided by the school, so the teacher only follow to the lesson plan from school even though the teacher could modify the lesson plan contents.

2) Main activity

In main activities, the teacher reading the text. Meanwhile the students were asked to listen. In teaching learning process the teacher gave instruction by using English combined with Indonesian. Then, after explain about the material, the teacher asked all of students to read together the example of “introduce myself” from the book.

All students :Hello...

Good morning.

How are you

My name is...

I'am .... years old.

I live in...

I school at Junior High School 1 Polanharjo at seventh grade.
My mother’s name is ...

She ... years old

Okay I think its all. Thank you

See you later. Bye bye

To check the students’ comprehension related to the topic, the teacher gave question which the answer were answered by students together in English orally. Before the teacher explained the function of introduction, the teacher wrote some words or some sentences from the text, then presented the vocabulary, and tried to related with the function of introduction.

After they read it the teacher asked the students to perform in front of the class one by one, to introduce themself that they learn from the material. The teacher said “anyone want to read first in front of the class?” to make the students be active in the learning process. Then one of the rise the hand and stand up, walk to the front. The name of students is Anindhita Deswita Devi. The teacher and other students gave applause.

Anindhita : Hello friends...

Students : Hello...

Anindhita : Good morning.

Students : Morning

Anindhita :How are you?
Students : I’m fine, and you?

Anindhita : I’m fine too. My name is Anindhita Deswita Devi. I’m 11 years old. I live in Klemut, Borongan Polanhjo Klaten. My hobby is study. I study at Junior High School 1 Polanhjo at seventh grade. My father’s name is Edi Suhardi. He is 43 years old. My mother’s name is Murtini. She is 41 years old. Okay I think its all. Thank you. See you later. Bye bye.

The teacher stated some correction about the perform. For the next perform the students speak loudly and slowly. They speak quickly because they feel shy when they speak in front of the class. The teacher suggest to other students, after their friends speak in front of the class some of them ask some questions about their introduction. Then the teacher gave applause again. The teacher asked to the students “who next?”. Then the male students rise the hand and walk on the front.

While the learning process, the teacher give some motivation for the students to be brave and not afraid if they do some mistake. Some of students perform because of theirself and some of them because of the teacher asked them. Based on the teaching behavior above, it can be seen that the teacher as facilitator in teaching learning had various ways in order the students to be involved. For example:

a) The students were asked to listen when teacher read loudly
b) The students were asked to read the dialogue of introduction.

c) The students were asked to answer the question from the teacher.

Related to the result of observation and interview above, it can be known that the teacher used the techniques of Communicative Language Teaching in order the students were able to reach the communicative competence.

3) Evaluation

After half of the number of students perform, the bell ring and the teacher said that lesson will continue in the next meeting. In the closing lesson, the teacher gave comment about students’ performance and suggestion toward what should be improved. The teacher also reviewed the material with giving questions that would conclude their teaching learning that day. The class was closed by saying Hamdallah together.

Based on the observation, it can be known that the teacher did question-answer to make the conclusion. In this case, the teacher practiced speaking skill for the students.

The second observation held on Saturday, September 22\textsuperscript{th} 2017. The procedures of teaching are divided into three steps.

1) Opening

Based on the observation, the English teacher started the class by greeting the students first. Then the teacher stimulated the students by inviting to remind what the topic they had discussed in previous meeting.
The meeting was discussed about occupation, that had taught on one class. The media used on that topic was the English book, whiteboard was provided for the teacher to write the points of occupation.

2) Main Activity

Then the teacher divided the students into the group consist of four students. Then asked them to discuss about the topic. One of each group forward to the class and picked up one paper from the teacher. Each group got one theme. Then they start to discuss. After that the students asked to write on whiteboard the result of discussion. One student from a group write on the whiteboard, she write one occupation, the place of that occupation and the tools of occupation used. Then the other group did also.

Next activity, the teacher asked the students to practice a mini role play from the dialogue in the English book that consist of some students. The teacher said “read the sentence loudly, clearly, and correctly after me” then the students following the teacher’s instruction. The situation of dialogue about the teacher who asked the parent’s occupation of students. The students namely Anindhita start the role play in front of the class as a teacher “Good morning! “, all students answer “Good morning, Miss Anindhita”. Anindhita walk around in class like a teacher asked the question to the students.

Anindhita : Today we are going to learn about jobs and profession. Danu, what does your father do?
Danu: My father is a farmer. He plants and grows rice.

Anindhita: That’s great! How about you, Hanim, what does your father do?

Hanim: He is a teacher. He teaches mathematics in junior high school.

Anindhita: That is wonderful! Dimas, how about your mother? What does she do?

Dimas: She is a housewife. She takes a good care of us and our house.

Anindhita: That’s excellent! Hat does your mother do, Novia?

Novia: She is a surgeon. She performs operations on her patients.

Anindhita: That is excellent! How about you, Riski? What do you do?

Riski: I’m a student.

Anindhita: That’s good. Now, do you want to know what your other friends’ parents do?

Anindhita: Yes, we do.

Then the other group tried to did the role play also.

3) Evaluation

In the closing lesson, the teacher gave comment about students’ performance and suggestion toward what should be improved. The teacher also reviewed the material with giving questions that would
conclude their teaching learning that day. The class was closed by saying Hamdallah together.

Based observation above, the teaching learning process in the seventh grade SMP N 1 Polanharjo Klaten is to make the students to be active in English classroom by using CLT approach. The teacher apply four skills such as listening, speaking, writing and reading during teaching learning. The goal of the teaching learning is actually to develop the communicative competence of students. The researcher found that the teaching learning process in the school run well. The teacher gave the students some clues or question that as related to the material that will be explained. After that the teacher gave opportunity for the students to explore their idea. Then the teacher and the students discuss their ideas together and appreciate the students who brave to deliver their ideas. Then the teacher explains about material namely Introduction, the function, and the language features. After that the teacher gave some examples of Introduction and asked them to comprehend the dialogue and look for the language feature of the dialogue. Then the teacher asked the students to whether say already understand about the material or not. If there is a student who does not understand the material yet, the teacher repeats to explain about the material. After that, the teacher asked the students’ assignment in group in order to try them work in group. Here, the teacher let the students to discuss, and the teacher control them to know the students
who are active and the students who are passive and the teacher also see the way work in group. The teacher asked each group, whether they work in group. The teacher always controls them in order that they feel noticed, because if the teacher is not controlling them, the students will speak each other. After the students finished the task, the teacher and the students discuss and correct it together.

b. Teaching Material in Communicative Language Teaching

In the interview on July 5th 2017 with the teacher, Mr. Bagyo Harsono related with the implementation of communicative language teaching the teacher answer:

“ The material based on the syllabus on curriculum 2013. We teach based on the material from the English book. Sometimes we make new role to make learning different before like play a role”

According the statement, the syllabus for the seventh grade at SMP N 1 Polanharjo Klaten has important rules in teaching English, because syllabus could be used as a reference for teacher to make a lesson plan. The syllabus is just as a plan or guideline so that the teacher should develop that material by himself.

Based on the observation on Saturday, September 22th 2018, the students play a role about occupation. The dialogue from the English book. One of them play as a teacher and other students play ask students who answer the question from teacher about the parent’s job of their friend.
Material has very important rule in teaching learning process. It also should be appropriate with the syllabus. It must be able to develop the student’s competence and knowledge. The role of material can lead to an interesting process of teaching. The role of material reflect the decisions concerning with the primary goal of the material. The material can facilitate the ability to express the ideas, feeling, and opinion. The material of English subject especially speaking is listed in the syllabus.

In teaching speaking, the material that were used by the teacher of SMP N 1 Polanharjo Klaten covered the social function, and language feature of introduction. The teacher taught his students based on the topic and sub-topic in the main book. The text book is “Buku Bahasa Inggris When English Rings a Bell” by Indonesia Kementerian Pendidikan dan Kebudayaan. The textbook has been completely design based on curriculum 2013. There are four basic skills covered in this book. Namely listening, speaking, reading, writing. This book also provides example, exercise and passage which are relevant to the student’s real life.

c. Media Used in Communicative Language Teaching method in Teaching English

The media used by the teacher were English book; was attached on the reading and handout. The English book kinds were depend on the text taught on the class to develop the students, a whiteboard; was provided for the teacher to write the function of Introduction and writing
the points that related with occupation. The teacher sometime used computer with a projector to play slide in his explanation.

In the classroom, media are important things in the teaching learning process. Teaching by using media makes the teaching learning the researcher found some media use in teaching learning activities. It could take the students attention and did not make the teaching learning boring. In giving the material discussion the teacher used power point slide with an appropriate design to make the material easier to understand and to memories.

d. The Teacher’s Role in CLT Method

In CLT, the teacher has an important role in teaching learning process. The teacher is not only as person who just deliver material. The result of the observation and interview showed the English teacher used two roles. According to Richard and Rodgers (2001: 166), the teacher has two main roles: 1) as facilitator, and 2) independents participant.

Based on the observation, the researcher found the teacher’s role in SMP N 1 Polanharjo Klaten, they are the teacher’s role as a facilitator and a guide within the classroom procedures and activities.

The English teacher stood on the corner of the class. The teacher seldom sits on the chair. The teacher acted as a facilitator in the teaching-learning process among the students. The teacher’s responsibility is to organize the classroom as a setting for communication and communicative activities. It can see from the observation in the
classroom. As facilitator, the teacher allowed the students to express their ideas during the teaching learning process. The teacher facilitates the communication process between all participants in the classroom, and between these participants and the various activities and texts.

When the session discussion run the teacher was as a guide within the classroom procedures and activities. The teacher controls the teaching learning process and he gives an advices and suggestions to the students if they made something wrong in conveying information. In addition, the teacher also as a researcher and learner, with much to contributes in terms of appropriate knowledge and abilities.

e. The Student’s Roles in CLT Method

The emphasis in CLT is on the processes of communication rather than mastery of language form. In English teaching and learning classroom, the active ones are the students. The students have to participate in the classroom activities that based on a cooperative rather than in individualistic method to learning. It can be show during the observation.

3) As Negotiator

The role of learners is as negotiator. Richard and Rodgers (2001: 166) explain that “those of negotiators for meaning, communicators, discoverers, and contributors of knowledge and information. Negotiator for meaning means that the students should know the meaning all the expression they have. Thus they
understand its content. The teacher knows how far the students understand its text by a question. Negotiator for communicator means that the students have to dare express their ideas. They also forced to be active in the class. If they found difficulties, they might ask to the teacher as the facilitator in the class. In short, the students do most speaking in the class. Negotiator for the discoverers means that the students should find about what is in new to the text they got and they should understand deeply about their text material. Negotiator for contributor of knowledge and information means that the students are the center of knowledge and information. They should inform their knowledge to the others. It showed when the students were like a teacher and they tried to understand their friends.

4) As Listener

The students as a listener, it can see the observation, the students listen the teacher’s said which as listening the explanation from the teacher. Listening the advice and motivation, listening the instruction and others.

f. Evaluation on Communicative Language Teaching

The data from interview with the teacher indicated that there were two terms of evaluation. They were the activeness of the students to practice and the discussion work of the students as the main point is the scores. The teacher evaluated in the end every chapter that had been discussed. Through some evaluation, students were trained to understand
how to make a good speaking and how to apply or practice it in the real activity in the form of writing paper.

As the teacher said:

“I divided the evaluation into two kinds, first from the individual assignment and the second from the group assignment. Beside to know the students proficiency and understanding to the material, the goal of the evaluation is also to try motivated the students to work in group and apply it in daily life.”

Based on the observation and interview, the teacher used standarized test and teacher made test. The achievement of the students nationally in the end of the semester. While the teacher made test was made by the teacher to measure the students ability, such as mid test that was conducted in the middle of semester and daily test that was conducted every meeting or daily assignment and homework. The assignment could be for individuals or groups. For mid-term test and final test, the scores were integrating with other language skill (listening, writing, and reading).

And the teacher sometimes gave an assignment which is taken from the student’s worksheet.

2. The Strength of Communicative Language Teaching (CLT) English for the seventh grade of SMP N 1 Polanharjo Klaten in the academic year 2017/2018

The following questions relate to the characteristic of CLT that is to used to analyze the teaching speaking approach at the school.

1) Bagaimana anda memerankan posisinya sebagai guru? (How do you play your position as a teacher?)

“sebagai guru saya bisa melakukan beberapa hal, memotivasi mereka dari hal-hal kecil, komunikasi sederhana tidak kompleks, dengan anak-anak di dalam kelas. Guru sebagai moderator dan fasilitator. Anak-anak nanti yang aktif. Kalau mereka membutuhkan bantuan kita mencoba untuk keliling mendekati siswa satu per satu. Pendekatan personal berarti kita sebagai fasilitator yang memfasilitasi siswa termasuk media. (as an English teacher, I can do many things; motivating them from the simple things, making simple and uncomplex communications with the students in the classroom. Teacher are as moderator and facilitator. Students be active. If they need some helps we tried to walk around. It means teacher facilitate the media for students)”

Teacher stated that the English teacher could do some activities but pays more attention to the the students. The teacher advised them that English is not difficult, the task is just practice it. The teacher stated that the roles in the class are as facilitator and supervisor.
2) Bagaimana anda menggunakan media dalam pembelajaran? (how do you use the media in the learning process)

“Dengan adanya beberapa media di kelas kami bisa menggunakan untuk pembelajaran. Buku pegangan bahasa Inggris yang siswa gunakan. (with some media in the class, we used it in learning process. The English book that students use in learning process)”

Teacher not only give the explanation about the material but also give them the English textbook as the complement or media. Teacher asked the students practice speaking English in the class and do some exercises from the book.

3) Apa keterampilan berbahasa yang anda tekankan di kelas? (what skill do you focus on teaching language?)

“Keterampilan bahasa yang saya tekankan di dalam kelas itu speaking karena itu paling sulit diantara keempat skill antara reading, listening dan writing. (the English skill that I focused in the class is speaking because it is the most difficult subject among reading, listening and writing)”

From those statements, it can be said that the teacher focused on speaking skill when the teacher teach. It is because they believe that speaking is the most important tool for communication. In addition, the teacher proved that they apply the first characteristic of CLT which is focusing on speaking skill.
4) Aspek apa yang anda tekankan di kelas untuk membekali siswa berbahasa secara aktif? (what aspect do you focus to equip students’ speaking skill actively?)

“biasanya saya kasih role play agar mereka mau berbicara baik itu hanya membaca teks atau berperan di depan kelas (usually I give them a role play to make them speak English, only read the text or speak in front of the class)”

In conclusion, the first aspect of language to be focused by the teacher is speaking. The teacher focused in speaking by using role play to make the speaking skill to be mastered.

5) Poin penting apa yang anda garis bawahi saat evaluasi pembelajaran? (what the important point do you underline when evaluation?)

“yang penting anak paham sesuai dengan topik dari awal pembelajaran dan tugas-tugas lain seperti tugas kelompok harus sering dilakukan. (the important thing is the students understand with the topic from the beginning and the other assignment like group discussion should be often do)”

For the evaluation, the teacher’s hope is the students understand the material from beginning. They can mention what the topic, the aims of teaching learning that day and the can apply the material in their daily activities and with group discussion the students can share their ideas with their friend.

b. The Strength of the implementation CLT in Teaching English
Based on the observation on July 24th 2017 and September 22th 2017, the researcher found some of strength of the implementation CLT teaching English, there are: 1) the students very confident with the material that they made, because the students have ready for the presentation. So, the most of the students felt comfortable when they speak in front of the class, because they are confident, 2) The students felt bored in learning English when the teacher used textbook, so the CLT is the method that make students can explore their mind, of course be present about the material that the teacher gives, and make the students engaged with the learning process, 3) The students of course felt nervous and afraid when they were in front of the class for the practice. Through this feeling, the students were motivated to try mastering all their material so that they can perform well. 4) The teacher forced the students to practice speak in front of the class. They will get a point if they come forward and answer the teacher’s question. As the result, they students are brave to speak English. In addition, before the students come forward, the teacher motivated and gives and advice to them. The motivation is very important. The motivation can make change students’ perception that they can do anything. Therefore, the students have high self-confidents.

B. Discussion

After describing the data, the researcher needed to analyze the data because the data were still raw draw. It deals with the answered of the problem statement. The explanation will be present below:
1. The Implementation and the Strength of Communicative Language Teaching (CLT) in English Teaching for the Seventh Grade Students at SMP N 1 Polanharjo Klaten in academic 2017/2018.

CLT used by the teacher to teach English speaking in SMP N Polanharjo Klaten. In teaching speaking, CLT forced the students to active in the classroom. During the class observation, the researcher noticed that the teacher always try to involve the students to speak. In order words, communicative language teaching demanded the students to participate in the class.

Based on the observation and interview to the English teacher, the students explain about information they got and they explain in front of the class. They were like a teacher in which they should make their friends understand. All of the students, paid attention the presentation. There were two stage to each student; they were presentation session and question session. In presentation session, the students ordered to present or to convey their text, in question session the students let to ask about the text. If there was no question, it was the teacher’s chance to ask. Beside asking about the text, the teacher also give advices to the students’ performance. Occasionally, in the several of teaching, the teacher gave advice or motivation in the form of stories and jokes in order to make the teaching learning process activity did not boring.

Based on the syllabus and lesson plan, the goal of teaching learning are to make the students understand well in identifying a variety
of information in the social function, text structure, and element of language.

In conclusion, the goal of the teaching English at the seventh grade of SMP N 1 Polanharjo Klaten was to enable the students in understanding English as mean of communication and to enable the students in being active in practicing English.

Method is the procedure or overall plan of presentation. Method is treated at the level of design in which the roles of teacher, learner and the instructional material are specified. Method is the part of teaching learning process. In teaching learning activities the teacher’s methods implement to support the successfull of learning process. Based on the research finding above, the researcher concluded that the method used by the teacher in teaching speaking is role plaay by Communicative Language Teaching (CLT) approach. It emphasizes the goal of language teaching, that is to achieve communicative competence. The teacher used CLT to explain the materials and also to improve the student’s ability in meaning. Based on the interview, the researcher knew that the teacher used CLT in teaching speaking because in his opinion and based on his experience, it is useful in teaching speaking by applying communicative language teaching in teaching speaking, the students are also interested and felt very self-confident, high motivation in learning. CLT is effective to implementation in teaching speaking. By implementing this approach, the students will be able to use
English directly in communication. Based on the answer, by CLT the students can get more score, the braveness increase, and the self-confident increase also. The method also required the teacher to accompany the students in teaching and learning activities. It will be more effective if it is seen from the students that they are still at the seventh grade of Junior High School.

Every teaching learning has a process which is used by teacher while it becomes some ways to do before teaching step by step in the teaching learning process. The teacher has to follow the government in the teaching learning process of curriculum 2013. Based on the observation and interview the teachers procedures of teaching are: 1) the teacher explained the material about greeting expression, 2) the teacher gave example about the material of Introduction, 3) the teacher asked the students whether they already understand the material or not yet. If the students who do not understand yet, the teacher repeat the explanation the material again, 4) then the last the teacher gave an assignment individually, 5) the teacher asked the students to present their material of greeting expression in front of the class. The assignment can be from handbook, worksheet and teacher made test. The five procedure on teaching speaking above are appropriate with the standard competence in the teacher lesson plan and can be implemented in teaching speaking because they have purpose to guarantee the effectiveness of students’ achievement in conducting product oral, so that the teacher takes the five procedures above in school based curriculum.
In teaching learning process, the material should be appropriate with the curriculum. Curriculum refers in all aspect of planning, implementation and evaluation of an educational program, the ways and how to gather with what the teaching learning process. It means that the curriculum a planning arranged to get the teaching learning success. The syllabus of SMP N 1 Polanharjo Klaten is made and arranged by the teacher. In SMP 1 Polanharjo Klaten, the syllabus is appropriate to the curriculum, namely School Level-Based Curriculum. According Richard (2001: 15), good instructional material are an important part of the process of instruction. The teacher used handbook entitled “Buku Bahasa Inggris When English Rings a Bell” by Indonesia Kementerian Pendidikan dan Kebudayaan. The material of the book support the students to improve their abilities in using English, especially in speaking. The book does not consist of the material only, but it is completed with the exercise. Beside this book, the students are bring dictionary to make the teaching learning process run well.

In the teaching learning process, the teacher also needs the student’s achievement. Evaluation is one of the ways to know the students proficiency in understanding material. Evaluation is usually used by the teacher as the beginning and the and of the session. The function of evaluation is to give feedback for the students during teaching learning process. The teacher said that he used standarized test and teacher made test. The standarized test was made the goverment to measure the achievement the students nationally in the and of the semester. While the
teacher made test was made by the teacher to measure the student’s ability, such as mid test that was conducted in the middle of semester and the daily test that was conducted every meeting or daily assignments and homework. For mid-term test and final test, the score were integrated with other language skill (listening, writing, and reading). The types of the test were multiple choice and essays. For assignment, it could be for individuals or groups.

“Good teacher manager also need to assess how well their students are progressing. This can be done through a variety of measures including homework assignment, speaking activities where the teacher scores the participant of each students, and frequent small progress test. Good teachers keep a record of their students’ achievements so that they are always aware of how they are getting on. Only if a teacher keep such kinds of progress record can they begin to see when teaching and learning has or has not been successful” (Harmer, 2005: 22)

Based on the explanation above, it can be conclude that by giving an assignment or homework, the teacher know how much the students understand the material. The teacher want to assess how far the students’ progress. By doing a variety of measures, the teacher know the students’ competences (knowledge, skill, and attitude). It can be a record of their students’ achievement. Finally, the teacher will see the teaching and learning has or has not been successful.
In communicative language teaching, the teacher has an important role in teaching learning process. According Richard and Rodgers (2001: 166), the roles assumed for the teacher are need analyst, counselor, and group process manager.

Based on the observation and interview showed, the researcher found the teacher’s role in SMP N 1 Polanharjo, they are: the teacher’s role as a facilitator and a guide within the classroom procedures and activities.

The English teacher stood on the corner of the class. The teacher acted as a facilitator in the teaching learning process among the students, teacher as a facilitator means, as facilitator both material and media such as textbook, worksheet or other media which are relevant and develop the material. Based on the observation the teachers facilitate the students with textbook, worksheet, newspaper, to develop the material they will learn. The teacher’s responsibility is to organize the classroom as a setting for communication and communicative activities. As facilitator, the teacher allowed the students to express their ideas during the teaching learning process. The teacher facilitates the communication process between all participants in the classroom, and between these participants and the various activities and texts.

When the session discussion run the teacher was as a guide within the classroom procedures and activities. The teacher controls the teaching learning process and gives an advices and suggestions to the students if
they made something wrong in conveying information. In addition, the teacher also as a researcher and learner, with much to contributes in terms of appropriate knowledge and abilities.

Based on the theory, it can be concluded that the role of teacher is very importance because the role will influence the students’ behavior. From the explanation above, the researcher concluded that the teacher used two roles in teacher speaking; it is in order that the teacher wants to know how the students need, as a facilitator and guides. This ways used in order that the teaching learning processes run a well in the classroom.

Based on the observation and interview, the students have three roles in the process of teaching learning process. The students as a negotiator, a listener, and a performer. Students as a negotiator for communicator means that the students have to dare express their ideas. They also forced to be active in the class. If they found difficulties, they might ask to the teacher as the facilitator in the class. In short, the students do most speaking in the class. Negotiator for the discoverers means that the students should find about what is in new to the text they got and they should understand deeply about their text material. Students as a listener, to listen what the teacher said, such as listen the teacher’s explanation that given by the teacher. The students do their work, presenting their work in front of the class, asking the teacher about the difficult material, answering question from the teachers or from their friends when the teaching learning process directly. Those roles would
give good impact to the students and the teachers in order to make teaching and learning process running well in the class.

As other method, implementing CLT in teaching English has some strength. The strength of teaching English by using CLT that the researcher found based on the research will be present as follow.

Based on the observation, that held the English teacher on July 24th 2017 the researcher got information that CLT is a method of language teaching in which emphasize the students ability in applying language. In this case is English, in communication. Thus, the students demanded to use English in their conversation. By applying this method in teaching speaking, the students become familiar to apply speaking in their communication so it will make them easier in mastering speaking.

In addition, the teacher said that teaching Engis especially speaking is not easy. The factor comes from the students itself. Many students felt bored in learning English when the teacher used textbook. Based on the observation and the interview, CLT that the teacher applied in SMP N 1 Polanharjo Klaten could make the students engaged with the learning process. The students felt nervous and afraid when they were in front of the class. Through this feeling, many students were motivated in try mastering all their material so that they can perform well.

Since the students ordered to found the material, it made the students more attracted to learn the material. The students actively find a material and they should learn it before present it in the class. The
students consciously master the content of their text so that the student is ready explaining it to their friends.

From the observation, the teacher forced the students to speak in front of the class. They will not get a point if they did not come forward and answer teacher’s question. As the result, the students are brave to speak English. In addition, before the students come forward, the teacher motivated and gives an advice to them. The motivation is very important. The motivation can make changes students’ perception that they can do anything. Therefore, the students have high self-confidents.
CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

The research concern with the implementation of communicative language teaching in English teaching, especially in teaching speaking. Communicative language teaching is a kind of method in language teaching. Based on the observation and interview in the English teacher, the students explain about information they got and they explain in front of the class. They were like a teacher in which they should make their friends understand. All of the students, paid attention to the presentation. There were two stages to each student; paid were presentation session and question session. In presentation session, the students ordered to present or to convey their text, in question session the students let to ask about the text to the presenter. Not only asking about the text, but also the teacher give advice to the students’ performance.

Based on the explanation above, the writer concluded that communicative language teaching is a suitable method to improve and solve the problem of students’ speaking skill at seventh grade of SMP N 1 Polanharjo Klaten. The students can solved some obstacles. They are; the students cannot active communication and interaction, difficult to comprehends message that they receive and it makes them do not know what they want to say or should say and the fluency when they speak. CLT is a approach that can help an English teacher to build or create the situation
where language is used actively and can involve the students in real or realistic communication. In this way, the students’ speaking skill can be improved by CLT.

In addition, the finding showed that in teaching learning process, the teacher in the class was a facilitator and guide. The teacher facilitates the communication process between students in the classroom, and between these participants and material. The teacher as a guide showed when the session discussion run well. While students a negotiator for communicator means that the students have to dare express their ideas. They also forced to be active in the class. If they found difficulties, they might ask to the teacher as the facilitator in the class and the students demanded to active. The students be paying much attention to their speaking and known the material shared their knowledge to other. Students as listener, it means students as a listener the students listen to what the teacher said, such as listen the teacher’s explanation, the teachers’ advice, the teachers’ instruction and others. Students as a performer are trying to practice and doing the instruction that given by the teacher. The students do their work, presenting their work in front of the class, asking the teacher about the difficult material, answering the question from the teacher or from their friends when the teaching learning process.

Implementing communicative language teaching in English teaching speaking has some strength. There are five strengths of communicative language teaching in teaching English in SMP N 1 Polanharjo Klaten : 1) In practice speaking English, the students very confident, because they have
ready for the presentation, 2) the students become familiar to apply speaking because the teacher often asked them to practice speaking skill, 3) By using CLT approach, make the students’ boring decrease when the teacher teach used textbook, 4) The students have braveness to speak in front of the many people, 5) The students have more braveness when answer the question to get the point.

B. Suggestion

After conducting this research and based on the research findings, the researcher would like to propose some suggestion for English teacher, students, and the other researcher. The researcher hopes, it can at least become an input in determining the appropriate teaching technique, method and media in which can improve students’ speaking skill as follow:

1. For the English teacher.

   In order to avoid the teaching learning process not monotonous and bored, the teacher should improve the teaching method. It would be better if the teacher have innovation in teaching speaking. As example, the use of media (i.e., LCD) to support teaching process in order to make the students not feeling bored. In addition, the teacher should arrange time thus the other students have chance to practice speaking in front of the class.

2. For the students

   The students should be more action, creative, and has high self-confidence in learning English speaking. The students should practice in their daily life and explore their ability in speaking confidently.
3. For the institution

The institution must emphasize the teacher to have a variation method in the teaching learning. To have many variations in method of teaching, it can attract the students toward the subject.

4. For the researcher

The researcher hopes this research or similar to problem of speaking through other technique, method or media. In addition, the result of this research expected to able to encourage other researchers to conduct research dealing with communicative language teaching methods. The researchers suggest to other researcher tha in conducting a descriptive research it should be more that two or three times. The time conduct a research influences the trustworthiness.
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