ABSTRACT

Bella Nurlita Wati, 2020**. The Implementation of Communicative Language Teaching (Clt) Of Speaking Class In Academic Year 2019 / 2020.** Thesis. English Language Education, Language and Culture Faculty, The State Islamic Institute of Surakarta.

Advisor : Fitri Ana Ika Dewi, M.Hum

Keywords : Method , Communication Language Teaching (CLT), Role Play , Speaking

This study describes the strategies used by 2 different lecturers in teaching Speaking at second semester students of IAIN Surakarta in the 2019/2020 school year. The objectives of this study were (1) To know the implementation of CLT used by the lecturer in teaching speaking with CLT at speaking class, (2) To describe the problem faced by the lecturer in the speaking class at the second semester of speaking class at IAIN Surakarta. (3) To describe English lecturers solving the problems on their teaching speaking class

The research design of this research was descriptive qualitative. This research was conducted in IAIN Surakarta. The subject of the research was 2 lecturers from IAIN Surakarta. The data were collected by interview and observation. The data were analyzed by reducing the data, presenting the data, anddrawing conclusion. The researcher used data triangulation to show trustworthiness of the data.

The results showed that the techniques used by lecturer A and lecturer B in implementing the CLT method were Role Play and Authetic Material, where some observations found a mixture of techniques between Role Play and Authentic Material. Then the obstacles faced by lecturers when teaching include: 1.Limited time in teaching and Building the student's confidence in teaching speaking. So in conclusion, the implementation of CLT occurs in the main activity either in the form of role play or a mixture of techniques between role play and authentic material.

ABSTRAK

Bella Nurlita Wati, 2020. ***Pelaksanaan Pembelajaran Bahasa Komunikatif Pada Kelas Berbicara Pada Tahun Ajaran 2019/2020***. Skripsi, Fakultas Adab dan Bahasa, Intitut Agama Islam Negeri Surakarta.

Pembimbing : Fitri Ana Ika Dewi, M.Hum

Kata Kunci : Metode , Pelaksanaan Pembelajaran Bahasa Komunikatif, Bermain Peran , Berbicara.

Penelitian ini mendeskripsikan strategi yang digunakan oleh 2 dosen berbeda dalam pengajaran Speaking pada mahasiswa semester dua IAIN Surakarta tahun ajaran 2019/2020. Tujuan dari penelitian ini adalah (1) Untuk mengetahui implementasi CLT yang digunakan oleh dosen dalam pengajaran berbicara dengan CLT di kelas berbicara, (2) Mendeskripsikan masalah yang dihadapi oleh dosen pada kelas berbicara pada semester kedua kelas berbicara. di IAIN Surakarta. (3) Mendeskripsikan pengajar bahasa Inggris memecahkan masalah di kelas mengajar berbicara mereka.

Desain penelitian dalam penelitian ini adalah deskriptif kualitatif. Penelitian ini dilakukan di IAIN Surakarta. Subjek penelitian adalah 2 orang dosen IAIN Surakarta. Pengumpulan data dilakukan dengan wawancara dan observasi. Analisis data dilakukan dengan mereduksi data, menyajikan data, dan menarik kesimpulan. Peneliti menggunakan triangulasi data untuk menunjukkan data yang dapat dipercaya.

Hasil penelitian menunjukkan bahwa teknik yang digunakan dosen A dan dosen B dalam menerapkan metode CLT adalah Role Play dan Authetic Material, dimana beberapa observasi ditemukan adanya perpaduan teknik Role Play dan Authentic Material. Kemudian kendala yang dihadapi dosen saat mengajar antara lain: 1. Waktu yang terbatas dalam mengajar dan Membangun kepercayaan diri mahasiswa dalam mengajar berbicara. Jadi kesimpulannya, implementasi CLT terjadi pada kegiatan utama baik berupa role play maupun campuran teknik antara role play dan materi otentik.

CHAPTER 1

INTRODUCTION

A. Background of Study

Good communication can be easily understood between people who talk to people who listen and they can know the contents of the conversation and can answer one another's questions. As long as the words are clear, they can interact with each other smoothly, so speaking skills are important in the communication process. In learning English, we must know there are four languages skills namely: writing, reading, listening and speaking. Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. The mastery of speaking skill in English is a priority for many second language or foreign language learners (Richards, 2001: 23) it means that speaking is important in teaching English.

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. Speaking skill is very important for all of us because by speaking fluently we can increase confidence when talking to others, it is certainly balanced by increasing the vocabulary that we often use, especially if you want to speak English, surely someone will learn more vocabulary from a dictionary and learn to remember and pronounce it. The benefit of speaking activities is confidence. How the confidence of a student is grown because in speaking students must have a lot of practice so

that our pronoun in English is good and good in speaking, students have the opportunity to speak in front of many people in English.

Despite the benefits of speaking are not only limited to that. In addition to impacting one's confidence, speaking themselves in the context of English is one of the most important factors in developing other English skills. In speaking, it can all lead to speaking and also based on speaking for example when studying writing or mastering various types of tenses so that when you speak, your grammar or your vocabulary selection is not wrong. Then in listening when participating in listening activities or just listening to English, at least the listener can say it again and in reading, that is reading the reading text, of course, it will be speaking as well that is why speaking can be an attraction.

In the teaching speaking, the Lecturer of the Speaking Class at IAIN Surakarta 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 Lecturers of the Speaking Class at IAIN Surakarta that she applied CLT, especially in teaching speaking. The lecturers said that during teching English for speaking class is not only teach them what is English but also how to make them interested to learn English by their activity. The lecturers use CLT to make the lesson more fun and engage the students more . It means that lecturers use CLT to demand the student's role as the actor of teaching learning process and the lecturers only as the guide that lead the teaching learning process.

There are many problems faced by teacher in teaching learning process, for example the lecturer should spend much time to build the students confidence in speaking one by one and the lecturer shoul give more attention in correcting what the students said in speaking orally.

In learning English, Indonesian students are expected to be able to communicate fluently and accurately based on the social context. Students are hoped to be able to convey meaning and various spoken text that have certain communicative purpose, text structure and linguistic features as Hymes stated (1971) in Brown (2007:218) theory of communicative competence that consists of the interaction of grammatical, psycholinguistic, sociolinguistic, and probabilistic language components. It means that speaking is the key competence to develop in communication. Therefore, pronunciation, structure, vocabulary, content, and fluency are important aspects in communication to acquire speaking competence for students.

Communicative Language Teaching or CLT is asking lecturers to look closely at what is involved in communication, the goal is to enable students to communicate in the target language and students need knowledge of the linguistic forms, meanings, and functions (Larsen-Freeman, 2000:134; Littlewood, 1981; Richards, 2006). Researcher committed pre-observation on Speaking class at IAIN Surakarta on January 28th 2020 . 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 16 student's role or students as communicators. They are enganged in negotiating meaning actively and some students of on Speaking class at IAIN Surakarta need to more active in the English teaching learning.

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

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

The reason above encourages the researcher to conduct a research entitled Title is "THE IMPLEMENTATION OF COMMUNICATIVE LANGUAGE TEACHING (CLT) IN TEACHING SPEAKING IN ACADEMIC YEAR 2019/2020" This research will be conducted in the speaking class in English Literature in the 2nd Semester and in the 2nd Semester at English Language Education at IAIN Surakarta.

B. Problem identification

Based on the background of the study above there are many problems that arise. Several problems that the researcher can be identified are as follows:

1. The lecturer may not use the appropriate approaches, method or technique of language teaching
2. The lecturer may not use the appropriate teaching method in CLT.

C. Limitation of the Research

It is important to make the limitation of the problem, to avoid misunderstanding and clarify the problem. In this research, the researcher limited the problems as following:

1. How lecturers apply Communicative Language Teaching while teaching in the classroom. The researcher used 2 classes to be examined; there are 2D English Education and 2A English Literature.

2. Researcher uses the theory of Dianne Larsen - Freeman in analyzing the application of CLT conducted by lecturers.
3. Problems faced by lecturers in implementing CLT in the classroom.
4. Data take from interview with lecturers, observation and documentation of speaking class at second semester.

D. Problem Statement

Based on the background of the study above, there are some problem statements as follow:

1. How Communication Language Teaching (CLT) is implemented on speaking class in the academic year 2019 / 2020?
2. What are the problems faced by the English lecturer to the students on speaking class in academic year 2019 / 2020?
3. How does the English lecture overcome the problems on their teaching speaking?

E. Objectives of the Study

The objectives of the study are as follows:

1. To know the implementation CLT used by the lecturer in speaking class.
2. To describe the problem faced by the lecturer in the speaking class at the second semester of IAIN Surakarta.
3. To describe English lecturers overcome the problems on their teaching speaking class

F. Benefit of the study

The big expectation of the researchers by writing this thesis is there will be advantages not only for the researchers but also for all. So, this thesis, it can be bringing some benefit. The benefit of the study in this researcher is divided into two parts. There are practical and theoretical advantages.

1. The practical benefit

Practically, the study will be useful to student of speaking class at IAIN Surakarta, the students to be able to gain real information about the characteristics of CLT. This way, is hoped to give contributions on finding the implementation of CLT in speaking class especially in the students of English class. In addition to the English lecturer, this study is also be able to attempt and implement CLT in their teaching practices appropriately, because this study is expected to analyze and find a comprehension portrait about the implementation of CLT. Furthermore, for students, this finding of the study is intended to overcome the students' perspective about feeling nervous in speaking with the understanding that in CLT approach, it focuses on all of the components of communicative competence and not restricted to grammatical or linguistic competence.

2. The theoretical benefit.

This study can be references to give an examples interference in teaching and learning process to make the student clearly about the related material. And on the other hand, this finding of the study will

provide the overview of the teachers' voices to the major problems in implementing CLT in English classrooms in Indonesia as foreign language lecturers, but also any foreign language lecturers who are teaching or will teach English in Indonesia.

G. Definition of Key Term

There are some definitions of term in this research it used to avoid possible miss understanding or miss interpretation about the variable are involved in this study:

1. Descriptive study

   Descriptive study is one of the purposes of understanding social phenomenon and the descriptions are in the form of words (Blaxer, 1996 in Sugiyono 2012).

2. Communication Language Teaching (CLT)

   Communication Language Teaching (CLT) is one of English teaching methods which emphasizes on learning to communicate through interaction in target language (Nunan, 1991 a: 279)

3. Teaching Speaking

   Nunan (1991:21) states that teaching speaking means use the language quickly and confidently with few unnatural pauses, which is called as fluency in teaching speaking, teacher help their students to develop their knowledge by providing authentic practice that prepares students for real-life communication situation.

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

THEORITICAL REVIEW

A. Theoretical Review

1. Review of Speaking Skill

a. Definition of Speaking

According to Oxford dictionary, “Speak” means say things; talk, be able to use a language, make a speech, express ideas, feelings, etc. other. Speaking is the verbal use of language to communicate with other. In additional, Hughes explains that speaking in interactive and according to accomplish pragmatic goals through interactive discourse with other speaker of language. Speaking is also the productive oral skill that can be directly and empirically observed (Brown, 2004: 140).

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

Spoken language and written language differ in many significant ways. Here are some keys contrasts (Van Lier, 1995:88)

Spoken language	Written language
Auditory	Visual
Temporary; immediate reception	Permanent; delayed reception
Prosody (rhythm, stress intonation)	Punctuation
Immediate feedback	Delayed or no feedback
Planning and editing limited by channel	Unlimited planning, editing, and revision

Figure 2.1 Differences the spoken and written

b. Elements of Speaking Skill

Syakur (1987:5), speaking ability is complex skill because at least it is considered with the components of pronunciation, grammar, vocabulary, and fluency.

1) Pronunciation

Pronunciation is the students'way to utter English well. When teachers teach English, they need to be sure that their students can understand what they speak. Students need to be able to say what they want to say.

2) Vocabulary

Vocabulary means the appropriate diction used in conversation. Students need to learn the lexis of the language. They need to learn what words mean and how they are used

3) Grammar

Grammar concern how to arrange a correct sentences in conversation

4) Fluency

Fluency can be defined as the ability to speak fluently and accurately.

2. Teaching Speaking

a. Definition of Teaching Speaking

Teaching speaking is guiding and facilitating learning for someone to develop skill attitude and knowledge. Ur (1996:4) states that teaching is intended to result in personal learning for students, and it is worthless, if it does not so. Speaking is an important part of second language teaching and learning process. Many language learners regard speaking skill as the measurement of knowing a language.

Teaching speaking is not an easy job since language learners need to organize that speaking involves three areas of knowledge (Burkhart : 1998):

1) Mechanics (pronunciation, grammar, and vocabulary); using the right word in the right order with the correct pronunciation.
2) The functions (transaction / information exchange); it is to know the clarity of message is essential (transaction / information

exchange) and when precise understanding is not required (interaction / relationship building).

3) The social and culture rules and norm (turn taking, rate of speech, length of pause between speakers, relative roles of participants); it is understanding how to take into account who is speaking to whom in what circumstance, about what, and for what reason.

Chaney (1998: 13) states speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of context. When we speak to someone else, we choose the right words from our vocabulary, put the words in the proper grammatical framework and deliver the feelings.

Characters of a successful speaking actually, according to Ur (1996:120) are learners talk a lot. It means that the teachers should make the students talk active. They help their students develop the skill to produce grammatically correct, to make logically connected sentences, and to use acceptable pronunciation.

When people speak, they construct ideas in words, express their perception, their feelings and their intentions, so that interlocutors grasp meaning of what the speakers mean. If the learner does not have speaking skill, does not understand the English words that saying by the speaker, does not acknowledge the language, they cannot grasp, they cannot grasp meaning of the speaker's mean. In that condition they cannot be said success in learning English, because

they did not have a meaningful interaction of English conversation. So, for people who want to speak English well, besides learning the knowledge of language, they need to practice it. Because it is impossible to be able to speak English without practice it. From this explanation it can be concluded that speaking is the way of people to express and to communicate the feelings to each other. Speaking is an interaction of thoughts, feelings, or ideas between two or more people.

b. The ffective of teaching speaking

Hornby (1995:52) says that the most effective teaching is not only based on the approach, but also based on the teacher behavior and competences. Howard (1988: 19) proposes 8 principles of effective teaching, they are:

1) Know the subject well enough.
2) The teacher must also like what he teaches and like teaching as a profession.
3) Know the students, their previous experience, abilities and achievements.
4) Use a variety of methods in teaching.
5) Eliminate the unnecessary and meaningless; work for depth, not superficially.
6) Always follow the well-known Scout maxim and be prepared.
7) Encouragement and praise will produce better results than criticism

Stern (1996: 21) defines language teaching as the activities which are intended to bring about language learning. Beside the requirements of effective teaching, it is important to know the steps in teaching process; they are planning, implementing and evaluating:

1) Planning

Planning is the beginning steps of teaching. Planning is dealing with the material would be given (lesson plan). By making a lesson plan in a teaching activity, teacher can focus on certain topic. Clark and Peterson in Freeman and Richards (1996: 82), says that planning is a critical part of teaching, and teachers plan for several reasons. Planning can help to reduce uncertainty and to create a sense of direction; further, it can promote confidence and security. Planning can be a means to the end of instruction, serving to direct what happens. It is a time to establish both long- and short-term instructional objectives and to evaluate progress toward those goals. In addition, Arends (1998: 63) states that planning and making decision about instruction are among the most important aspects of teaching, because they are major determinants of what is taught and how it is taught. Howard (1988: 57) mentions some general principles to remember in planning include:

a) There should be continuity and relationship between what is being taught, what has been taught and what will be taught.

b) There should be correlation with and recognition of other subjects.

c) There must be recognition of individual differences of students in abilities, interests, capacities and needs.

d) Planning includes an understanding of the age group, their level of maturity and their past experiences.

e) There needs to be variety in methods and materials used and balance in topics and time allotted.

2) Implementing

Implementation is the main part of teaching activity. It covers the material of teaching, the teaching learning process itself, and class management. Richards (1985: 25) says that the instructional materials, in their turn, specify subject matter content (even where the syllabus may not). They also define or suggest the intensify of coverage for particular syllabus items: how much time, attention and detail are devoted to specific language item. The instructional materials define the day-to-day learning objectives that collectively constitute the goals of the syllabus.

The role of instructional materials within an instructional system will reflect decisions concerning the primary goal of materials, the form of materials, the relation materials hold to other sources of input and the abilities of teacher. Richards (1985: 25) says

that the role of instructional materials might include such specifications;

a) Materials will allow learners to progress at their own rates of learning.
b) Materials will cater to different styles of learning.
c) Materials will provide opportunities for independent study and use.
d) Materials will provide for student self-evaluation and progress in learning.
e) The classroom management is also important in teaching. In this case, the teacher should manage the classroom and creates a classroom climate in which students are willing and eager to learn. The role of teacher in managing the classroom is very important in determining the successful of teaching learning process.

3) Evaluating

Evaluation is an important part of teaching and learning process. From evaluation, teacher and students are being able to know the problem or the good and bad aspect happened during the course. Evaluation is concerned not only with the product of language teaching, but also measure the processes by which language learning is accomplished.

Richards (1985: 9) states that a language-teaching program that achieves its objectives can be considered successful to the degree that these objectives are valid. Evaluation is that phase of language program development that (a) monitors the teaching process in order to ensure that the system works, and (b) determines which phases of the system need adjustment when problems are detected. Measuring the progress learners make toward objectives is clearly a crucial phase of evaluation, and the role of language tests is vital in the assessment of achievement.

However, evaluation is concerned not only with the product or results of language teaching, but also with the processes by which language learning is accomplished. This may involve gathering data on the actual behavior of teachers and learners within classrooms during the course of instruction. This will provide a more detailed profile of teaching and learning behaviors, one from which it is possible to determine the degree of fit between the theory underlying a particular instructional philosophy and the actual teaching and learning behaviors that result from its implementation.

The points above are general explanation about the requirements to create the effective teaching. However, the reality in the field is not in accordance with it. In the context of courses, the effectiveness of teaching sometimes cannot be carried out well, because of many factors. For example, the limited academic

competence of teacher, and the low creativity of teacher. Therefore, it is important to find out the characteristics of effective teacher

3. Review of Communicative Language Teaching

Teacher in language teaching uses many varieties of method to make understand about target language. The goal of the methods is to make the students learn about communication in the target language or second language.

a. Definition of Communicative Language Teaching

Richards and Rodgers (2001: 36) state that Communicative Language Teaching is a board approach to teach 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, Littlewoods (1981: 1) insists that CLT as approach of teaching which pays systematic attention to functional as well as a structural aspect of language into a more fully communication view.

The goal of the most methods is to make the students learn communication in the target language. In the 1970's, educators had a question about the goal of language learning. Recent observation reported students could produce sentence in target language correctly either writing or reading in a classroom lesson, but could not use them suitably when they communicate outside the classroom. Being able to

communicate has requirement mastering linguistic structure or pattern. Student may know the rules of linguistic usage, but be unable to use the language (Widdowson in Larsen & Freeman 2000: 121). There is similar ideas is also argued by Wilkins (1972: 7) that it becomes clear that communication required that students perform certain function as well, such as promising, inviting, and declining invitation within a social context , being able to communicate requires more than linguistic competence it requires communicative competence (Hymens in Richards &Rodgers 1993:159).

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 ffacknowledge the interdependence of language and communication.

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

1) Classroom goals are focuses on all the components of communicative language competence.
2) Language technique designed to engage learners in the pragmatic, authentic, and functional use of language for meaningful purpose.
3) Fluency and accuracy are as complementary principles underlying communicative technique.
4) Students in communicative class ultimately have to use the language productively and receptively.

5) Students are given opportunities to focus on their own learning process.
6) The role of the teacher is that of facilitator and guide.

CLT is usually characterized as a broad method to teaching rather than as a teaching method with a clearly defines set of classroom practices. Richard and Roger (1993: 155) state that CLT aims to make communicative competence the goal of language teaching and develop procedures for the teaching language skills that acknowledge the interference of language and communication. As such it is most often define as a list of general principle of features. One of the most recognized of these lists is David Noonan's (1991: 279) five features of CLT:

a) An emphasis on learning to communicate through interaction in the target language.
b) The introduction of authentic text into the learning situation.
c) The provision of opportunities for learner to focus, not only on languages but also on the learning process itself.
d) An enhancement of the learner's own personal experience as important contributing elements to classroom learning.
e) An attempt to link classroom language learning with language activities outside the classroom.

b. Background of CLT

Jack C Richard, (2006:3) explained that in planning a language course, decisions have to be made about the content of the course, including decisions about what vocabulary and grammar to teach at the beginning, intermediate, and advanced levels, and which skills and micro skills to teach and in what sequence. Decisions about these issues belong to the field of syllabus design or course design. Decisions about how best to teach the contents of a syllabus belong to the field of methodology.

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

the P-P-P cycle: Presentation, Practice, and Production.

1) Presentation: the new grammar structure is presented, often by means of a conversation or short text. The teacher explains the new structure and check the students` comprehension of it
2) Practice: Students practice using the new structure in a controlled context, through drills or substitution exercise
3) Production: Students practice using the new structure in different contexts often using their own content or information, in order to develop fluency with the new pattern

The P-P-P lesson structure has been widely used in language teaching materials and continues modified form to be use today. Many speaking or grammar-based lessons in contemporary materials for example, begin with an introductory phase in which new teaching points are presented and illustrated in some way and where the focus is on comprehension and recognition. Examples of the new teaching are given in different contexts. This 0s often followed by a second phase where the students practice using the new teaching point in a controlled context using content often provided by the teacher. The third phase is a free practice period during which students try out the teaching point in a free context and in which real or simulated communication is the focus. The P- P-P lesson format and the assumptions on which it is based have been strongly criticized in recent years however. Sekihan (1996:18), for example, comments: The underlying theory for a P-P-P approach has

now been discredited. The belief that a precise focus on a particular form leads to learning and automatization (that learners will learn what is thought in the order in which it is taught) no longer carries much credibility in linguistics as psychology.

Table 2.1 Communicative Methods and Traditional Methods is different in number of ways:

Categories	Traditional Method	Communicative Method
1. Focus in Learning	Focus is on the language as a structured system of grammatical patterns	Focus is on communication
2. How language items are selected	This is done on linguistic criteria alone	This is done the basis of what language items the learner needs to get things done.
3. How language items are sequenced	This is determined on linguistic grounds	This is determined on other grounds, with the emphasis on content, meaning and interests
4. Degree of coverage	The aims are to cover the 'whole picture' of language structure by systematic linear progression	The aims are to cover, in any particular phrase, only what the learner needs and sees as important
5. View of language	A language is seen as a unified entity with fixed grammatical patterns and a core of basic words.	The variety of language is accepted, and seen as determined by the character of particular communicative effectively.

6. Types of language used	Tends to be formal and bookish	Genuine everyday language is emphasized
7. What is regarded as a criterion of success?	Aim is to have students produce formally correct sentences	Aim is to have students communicate effectively and, in a manner, appropriate to the context they are working in
8. Which language skills are emphasized	Reading and writing	Spoken interactions are regarded as at least as important a reading and writing
9. Teacher/Student roles	Tends to be teacher-centered	Student centered
10. Attitude to Errors	Incorrect utterances are seen as deviations from the norms of standard grammar	Partially correct and incomplete utterances are seen as such rather than just 'wrong'
11. Similarity/dissimilarity to natural language	Reverse the natural language learning process by concentrating on the form of utterances rather than on the content	Language learning process in that the content of the utterance is emphasized rather than the form

(Source: Quinn in Nunan, 1998:26-28)

c. Goals of Communicative Language Teaching

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

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

2) Knowing how to vary our use of language according to the setting and the participants (e.g. knowing when the use formal and informal speech or when to use language appropriately for written ‘as opposed to spoken communication)
3) Knowing how to produce and understand different types of text (e.g. narratives, reports, interviews, conversations).
4) Knowing how to maintain communication despite having limitation in one’s language knowledge (e.g. through using different kinds of communication strategies (Richard, 2006:3).

d. Principle Communicative Language Teaching

Meanwhile, in the classroom we can observe communicative principles underlying the behavior. Diane Larsen and Freeman (2000: 125-128) state some principles dealing communicative activities in learning process.

1) Authentic language (language as it is used in a real context) should be introduced.
2) Being able to figure out the speaker’s or writer’s intentions is part of being communicatively competent.
3) The target language is a vehicle for classroom communication, not just the object of study.
4) One function can have many different linguist forms. Since the focus of the course is on real language use, a variety of linguistic

forms are presented together. The emphasis is on the process of communication rather than just mastery of language forms.

5) Student should work with language at the discourse or suprasternal (above the sentence) level. They must learn about cohesion and coherence, those properties of language which bind the sentences together.
6) Games are important because they have certain features in common with real communicative events; there is a purpose to the exchange. Also, the speaker receives immediate feedback from the listener on writer or not he or she has successfully communicated. In this way they can negotiate meaning. Finally, having students work in small groups maximizes the amount of communicative practice they receive.
7) Student should be given an opportunity to express their ideas and opinions.
8) Errors are tolerated and seen as a natural outcome of the development of communication skills. Since this activity was working on fluency, the teacher did not correct the student, but simply noted the error, which he will return to at a later point
9) One of the teacher's major responsibilities to establish situation likely to promote communication

10) Communicative interaction encourages cooperative relationships among the student. It gives students an opportunity to work on negotiation meaning.
11) The social context of the communicative event is essential in giving meaning to the utterances.
12) Learning to use language forms appropriately is an important part of communicative competence.
13) The teacher acts as a facilitator in setting up communicative activities and as an advisor during the activities.
14) In communicating, a speaker has a choice not only about what to say, but also how to say it.
15) The grammar and vocabulary that the students learn follow from the function, situational context, and the role of the interlocutors.
16) Student should be given opportunities to listen to language as it is used in authentic communication. They may be cached on strategies for how to improve their comprehension.

e. Characteristics of Communicative Language Teaching

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

1) Classroom goals are focused on ail of the components of CC (communicative competence) and not restricted to grammatical or linguistic competence.

2) Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language is not the central focus but rather aspects of language that enable the learner to accomplish those purposes.
3) Fluency and accuracy are seen as complementary principles underlying communicative techniques. At time fluency may have to take on more important than accuracy in order to keep learners meaningfully engaged in language use.
4) Students in a communicative class ultimately have to use language, productively and receptively, in unrehearsed contexts outside the classroom. Classroom tasks must therefore equip students with the skills necessary for communication in those contexts.
5) Students are given opportunities to focus on their own learning process through an understanding of their own styles of learning and through the development of appropriate strategies for autonomous learning.
6) The role of the teacher is that of facilitator and guide, not an all knowing bestowed of knowledge. Students are therefore encouraged to construct meaning through genuine linguistic interaction with others.

f. Technique of Communicative Language Teaching

There are various techniques and materials that associated with CLT method that can be used by teacher in English learning. Larsen and Freeman (2000: 132-134) state these following techniques and materials can be used in classroom of CLT:

1) Authentic Materials

Teacher uses language material authentic in target language learning to overcome problem that students cannot transfer what they learn in the classroom to the outside world and to expose students to natural language in a variety of situations. Using authentic materials make students more understood what they are learning in real situations. For instance, students are learning about long text form of news item, for authentic materials, teacher uses newspaper that using English or newspaper from abroad that using English. Another example is requiring students to listen a live radio or television broadcast that using English.

2) Scrambled sentences

Teacher gives students text or sentence in scrambled order. The text or sentence might not have been seen before. They are asked to unscramble the sentences so that the sentences are restored to their original order. This exercise rehearses students about the cohesion and coherence properties of language. They learn how sentences are bound together at the suprasternal level

through formal linguistic devices such as pronouns, which make a text cohesive and semantic proposition, which unify a text and make it coherent.

3) Language games

Games are often used in CLT by teacher. It can make students interest with the material that is implicated with game. Besides, games give students valuable communicative practice. For instance, there are three features of communicative in the card game: An information gap existed because the speaker did not know what her classmate was going to do the following weekend. The speaker had a choice as to what she would predict (which sport) and how she would predict it (which form her prediction would take). The speaker received feedback from the members of her group.

4) Picture Strip Story

In this activity, one student in a small group was given a strip story. One of the students shows the first picture of the story to the other students in a group and asks them to predict what the second picture would look like. The students will not know what is content of the picture. They have choice to predict what the picture that they have to say it is. They also receive feedback not on the form but on the content of the prediction, by being able to view the picture and compare it with their prediction

5) Role Play

a) The definition

Role play has important role in CLT method because it gives students chance to do communication. Communication is formed based on different social context and in different social roles. Role plays can be set up onto two kinds, they are very structured and less structured way. Students also receive feedback on whether or not they have effectively communicated.

Based on Oxford Advanced Learner's Dictionary (1995:1018), role play is an activity in which people act a situation. It is used especially in training people to develop communication skill or in treating mentally ill people.

According to Ur (1981:9) role play is dividing the class into small groups – often pairs – which are given situations and roles to act out and explore. This acting is done for the sake of the language and imaginative activity, not for exhibition; through students may occasionally enjoy seeing or showing off some particularly successful scene. The various groups, therefore, are activated simultaneously. They may be standing or sitting, static or moving. Mime may also be involved.

Based on the definitions above, it can be concluded that role play is bringing situation from real life into the classroom

where the students are asked to imagine that they are in different situations or become a different person. It is frequently to develop communication skill or treat mentally ill people.

b) Procedure for doing Role Play

According to Matthews, Spratt and Dangerfield (1985:37-38), a suggested procedure for role play is laid out diagram below. It is followed by notes relating to the diagram.

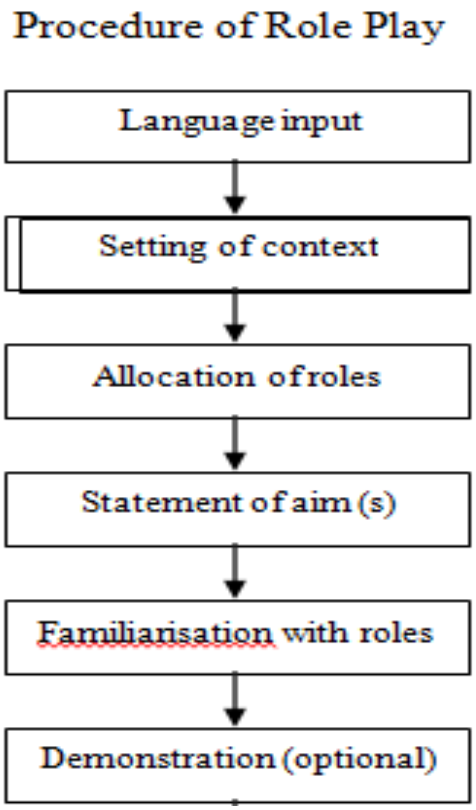

Figure 2.2 Procedure of Role Play

(1) *Language input* means the pre-teaching of vocabulary and/or other language considered useful for the context of the role play. It may

occur after the context for the role play has been set.

(2) *Setting of contexts* should be done so as to help the students to appreciate fully the situation in which they will be role playing. Visuals can make this more effective.

(3) *Allocation of roles.* The teacher should decide this, otherwise, if the choice is thrown open the volunteers, the extrovert students will always get the best roles.

(4) *Statements of aim(s).* It gives the students a concrete result to aim for in the role play.

(5) *Familiarization* with roles can take the form of student discussion.

(6) *Demonstration* is an optional phase and one which is generally not applicable to a role play. However, if the students are unfamiliar with the form of practice or unsure what to do, then a demonstration is useful. It is advisable to choose the best students for this, as they can provide a good model.

(7) *Role play and achievement of aim(s).* If some groups finish significantly earlier than others, the teacher should have ready one or two ideas for an activity which can keep them occupied while they wait.

(8) *Report-back.* This will concern how the different groups reached their aims. This is an important phase because the students are usually interested in comparing their decisions with those of other groups. It also gives the students an opportunity to talk about problems they had and it rounds off the activity.

(9) *Follow-up*. This can take two forms: firstly, written work based on the role play and secondly, remedial work based on mistakes noted by the teacher while monitoring students" performance.

c) Setting up Role Play

Harmer states (1998:100), in setting up a role play, the most important things to do are:

(1) Make sure that everyone understands the purpose of the activity.

(2) Make sure that everyone understands their own part in the activity. It is often useful in a class where the same role play will be carried out by a number of groups to begin by getting together all the players of each role and having them discuss what they understand by the role description and how they intend to act.

(3) Be available, but not involved unless you are needed to keep the activity going.

(4) Monitor language use and make notes on student's needs.

(5) Allow time afterwards for people to talk about what happened. This will raise the general awareness of what can happen in role plays and simulations, and perhaps encourage people to become more involved next time.

(6) Introduce a language focus. This can be based both on student questions and on notes that you have made.

(7) Allow a lot of time.

d) The Source of Framework for Role Play Practice

Byrne (1986:119) says that there are some ways of providing a framework for role play practice:

(1) Open ended dialogues

This term is used for dialogue which leaves the learners free to decide how to develop them

(2) Mapped dialogues

It is reproduced here with the "functional" cues for each speaker on separate cards, so that there is an "information gap" between them.

(3) Role instruction

These describe the situation and tell the participants how they should interact

(4) Scenarios

These outline the sequence of events (like the description of play or film) without giving any of the words used. The

events could of course be presented through a series of pictures

(5) Text book dialogue

Using text of dialogues

(6) Plays

Using of plays in activity of role play

g. The syllabus **in CLT**

Jack C Richards and Theodore S. Rodgers, (2001:163) told that Discussions of the nature of the syllabus has been central in Communicative Language Teaching. We have seen that one of the first syllabus models to be proposed was described as a national syllabus (wilkins1976), which specified the semantic – grammatical categories (e.g., frequency, motion, location) and the categories of communicative functions of the learners need to express. Discussion of syllabus`s original national syllabus models was soon citizen by British applied linguist as merely replacing one kind of list (e.g., a list of grammar items) with another a list of nations and functions) it specified products, rather than communicative processes. Widdowson (1979) argued that national- functional categories provide.

Only a very partial and imprecise description of certain semantic and pragmatic rules which are used for references when people interact. They tell nothing about procedure people employ in the application of these rules when they are actually engaged in communicative activity. If we are to adopt a communicative approach to teaching which takes as its primary purpose

the development of the ability to do things with language, then its discourse which must be at the center of our attention. (Widdowson 1979: 254)

There are several proposals and models for what a syllabus might look like in Communicative Language Teaching. Yalden (1983) describes the major current communicative syllabus types. Descriptions of interactional have been given, for example, for interactions of teacher and student (Sinclair and Coulthard 1975) and doctor and patient (Candlin, Bruton, Leather 1974). Although interesting, these descriptions have restricted the field of inquiry to two-person interactions in which there exist reasonably rigid and acknowledged superordinate-to-subordinate role relationships. Some designers of communicative syllabuses have also looked to task specification and task organization as the appropriate criteria for syllabus design.

The only form syllabus which is compatible with and can support communicational teaching seems to be a purely procedural one – which list, in more or less details, the types of task to be attempted in the classroom and suggests an order of complexity for tasks of the same kind. (Prabhu 1983: 4). A *product* is defined as a piece of comprehensible information, written, spoken or presented in a nonlinguistic form. ``A latter is a product, and so is an instruction, a message, a report or map or graph produced thought information gleaned through language`` (*English Language*

Syllabus 1975: 5)

A discussion of syllabus models continues in the CLT literature, some have argued that the syllabus concept be abolished altogether in its accepted forms, arguing that only learner can be fully awe of their own needs, communicational resources, and desired learning pace and path, and that each learner must create a personal, albeit implicit, syllabus as part of learning. Others learn more toward the model proposed by Brumfit (1980), which favors a grammatically based syllabus around which notion, functions and communicational activities are grouped.

4. Review on Teaching Problem in Speaking Class

In teaching speaking, teachers or lecturer face some problems. According to Greene, and Preety (1967) reety (1967) teachers or lecturer often face the problems form, the first is the duration of teaching and learning process is limited. Second, the material on the text books is different from the lesson plan. He also stated that another problem which is encountered by a teacher came from the availability of the text books for the students. Learning a foreign language is very useful if the lesson material relates to our daily activity or using real media to increase their curiosity in motivating the students (Ningsih&Fata, 2015). While Hammalainen (1995) said that the way to increase students' motivation of learners in studying is using movies, media, body movement, globe,

picture and tape recorder. Others problems that are commonly faced by the teacher stated by Ur (1996) are related to individual learners' personalities and attitude to the learning process and learning speaking in particular. Inhibition – fear of making mistakes, losing face, criticism, shyness. Nothing to say – learners have problems with finding motives to speak, formulating opinions or relevant comments. Low or uneven participation – often caused by the tendency of some learners to dominate in the group. Mother tongue use – particularly common in less disciplined or less motived classes, learners find it easier or more natural to express themselves in their native language.

5. Review on Problem Solving in Teaching Speaking

In teaching students, giving assignment is one way to make students aware to always use his spare time by filling in activities that support learning and aim to activate students to learn to be independent, to cultivate initiative and be responsible. Duty given to students in each lesson, subject or sub subject, even meeting.

Giving assignments is one way to make students aware to always use their time to do their assignments, to learn to be independent, to cultivate initiative and to be responsible. Duty given to students in each lesson, subject or sub subject even meeting. Sudjana, Nana (1995:81) said that In giving assignment to the students, teacher or lecture must pay attention to several aspects, those are the assignment given must be clear so that students understand exactly what to do, enough and limited time to

make the students discipline, implementing systematic control to make students work in earnest, and the assignment given to the students is to attract students ’attention and encourage students to seek, follow, and convey.

One of the most appeared problems in the speaking class is self-confidence. So, the lecture or teacher has to encourage this problem. Lack of self-confidence is a feeling of fear and worry associated with language learning and use. The students’ self-confidence that is low will create a language anxiety also. It is believed that self-confidence has a role to minimize the students’ language anxiety and optimize the students’ motivation in learning English. Clement in Kees de Boot, et.al. (2005:201) finds the relationship among self-confidence, anxiety, and motivation. He also states that the absence of anxiety in learning or using the language will promote self-confidence and success in language learning. Brown (2007:146) said “To build students’ self-confidence: tell the students explicitly (verbally and nonverbally) that you indeed believe in them; have they made lists of their strength, of what they know or have accomplished so far in the course”.

According to the quotation above, there are several ways to build the students’ self-confidence. First, the teacher can give verbal and nonverbal supports to the students. The supports can be giving rewards to the students’ achievement verbally and nonverbally, preparing the material well, avoiding criticism that break down their self-confidence and learning

motivation, making motivated words, and sometimes telling motivated stories that can inspire the students to attain success. Later, the teacher may put him/herself as a good friend to his/her students who guides and learn together. It will expectedly reduce the students' nervous.

B. 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 "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" by Apriliani Kartika Sari which contains explanations CLT method conducted by teachers in Polanharjo Klaten 1 Junior High School which only focuses on seventh grade students at the Junior High School. It means that the Thesis by Apriliani Kartika Sari in the Junior High School who want to research about the strength of CLT in the Junior High School and the researcher describe how to use CLT and describe about the weakness and strength implementation of CLT.

The second research entitled "Improving Students' Speaking Skills through Communicative Activities of Grade VIII Students of Smp Negeri 2 Sewon in the Academic Year 2015/2016" by Lutfi Efendi which contains explanation how to improve speaking skills through communicative

activities. It means that the Thesis emphasized to increase speaking skill of the student at junior high school.

The third research entitled "Using Role Play in Improving Student Speaking Ability "by Sari Irianti year 2011 which contain about using role play in speaking. This researcher explains about Role play and how to improve speaking ability using role play approach. There are 3 previous researches who explain about CLT, improving speaking and role play at speaking.

The fourth previous study came from Anggi Swasti Langit (2016) who conducted a research entitled *The English Teaching and Learning Process for the second semester student of English education Program at IAIN Surakarta.* The result showed the teaching and learning process in teaching students for the English education program especially in second semester. She also discussed about the problems that were faced in teaching and learning process were caused by the student's motivation and interest in studying English language, and the student problems in understanding grammar also the limited time and facilities. There were some solutions to solve the student's problems in teaching and learning English. Some of them were giving exercises and homework, teaching the material clearly and easily something used games and song to prevent the boredom. To solve the limited times and facilities, the teacher tried to manage the time as well as possible and to used time with optimum in order to finish the materials. Besides, the teacher also adds the facilities to support the materials.

The fifth previous study came from the journal of Md. Morshedul Alam (2016) who conducted a research entitled *Challenges in implementing CLT at secondary school in rural Bangladesh.* It is carried out in four rural schools in Banskhali, which is situated in Chittagong district in Bangladesh. Eight secondary level English language teachers were interviewed to generate data about the problems in implementing CLT in their respective institutions. The findings indicate several challenges that include: shortage of skilled teachers, unusually large class size, deficiency of modern materials used in CLT oriented classrooms, etc. This research may provide implications for the language policy makers and the practitioners for the improvement of CLT practices in the rural contexts of Bangladesh

This research concerned on the activity of implementing CLT method, especially in Role Play technique and authentic material on 2D English Literature class and 2A English Education class. The activities on this class are different from the other class.in the speaking class, the students will be given the materials of Speaking serially from the basic material, intermediate material, until the advance level of speaking class and the lecturer will correct their pronunciation and task one by one to make sure that the students doing their project correctly. Thus, the students of speaking class will be more focus about speaking practice, not on written task.

CHAPTER III

RESEARCH METODOLOGY

A. Research Method

The researcher used descriptive qualitative research because the objective of the research was to describe and identify the existence of linguistic element within sentences and without counting them the statistic. In this research, descriptive method was used in gathering the data. While the qualitative approach was used for identifying the types of CLT and the most dominant communicative language teaching performed by the lecturer in teaching speaking at English literature and English education IAIN Surakarta.

According to Bogdan and Taylor in Moleong (2004: 3) state that in descriptive qualitative study, the data investigated by the researcher are in the form of oral or written words. It is qualitative since it is concerned with non-numerical data and it is descriptive since it aims at describing the facts of the analysis systematically based on actually, they are. Furthermore, according to Creswell in Sugiyono (2016:16) qualitative research is a means for exploring and understanding the meaning individuals or groups assigned to a social or human problem.

Kothari (1990: 3) states descriptive research will aim at discovering the underlying desires, using in depth interviews for the purpose. Provide the accuracy duration an account as possible of what classroom look like, at a

Particular moment in a particular place. This thesis collects 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.

B. Description of Setting

1. Place of the Research

The research was conducted at English Literature and English Language Education in speaking class at IAIN Surakarta. It is located in Jl. Pandawa, Dusun IV, Pucangan, Kec. Kartasura, Kabupaten Sukoharjo, Jawa Tengah. The researcher used the second semester of English literature as the subject English for Professional Communication (Speaking) of the research and English Language Education as the subject Speaking for Formal Interaction.

2. Time of the Research

The researcher began the research in the classroom of the second semester at English literature and English Language Education at IAIN Surakarta in the academic year 2019/2020. This research is held by implementing communicative language teaching in English learning. The observation was held on February 2020 until April 2020.

C. Subject & Object of the Study

The subject of the research was a lecturer A in English Literature 2A and Lecturer B in English Language Education 2D.

The object of this research was implementation of communicative language teaching of speaking class at IAIN Surakarta, especially in English Literature 2A & English Language Education 2D.

D. The Data Resources

According to Lofland as quoted by Moleong (2001: 112), sources of the data in qualitative research are words and events, for the additional data can be documents and others. The research data in this study are in the form of information about the process of communicative learning in English learning in the classroom at English Literature IAIN Surakarta 2019/2020. The sources of the data in this research involve events and documents.

1. Events

   The events here mean the process of communicative learning in the classroom. It includes the activities and the attitudes of the teacher and the students in the classroom. The language teaching learning process in which the data will be collected represents the second semester in the academic year 2109/2020. Researcher conducted the observation in English literature 2A & English Language Education 2D.

   Given the fact that there is a pandemic situation, the events this research is in the form of teaching and learning activities for second

semester students in online classes in English Literature and English Education, especially in speaking subjects. Researchers analyzed the learning process carried out by the two lecturers using WhatsApp grub and Edmodo applications.

2. Document

Documents are the source of the data which provides the data in the form of words, pictures, or symbols. The documents in this research are all written information dealing with the process of the communicative interaction in the classroom such as material, syllabus, handout etc. Moreover, the researcher also employs tape recorder, video recording, and photograph as the documentation.

E. Research Instrument

The instrument of this research is the researcher herself, because it is a descriptive qualitative research. The researcher goes along during the whole process of the research. The researcher also takes roles as a designer, data collector, analyst, data interpreter, and result reporter of the research (Moleong, 2007). The supporting instruments used for collecting data are; interview about implementing CLT and the problems faced by Lecturers and observation.

F. Techniques of Collecting Data

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

1. Interview

The researcher added the documents by conducting interviews with 2 speaking lecturers who were recorded with a voice recorder on a smartphone and online interviews using WhatsApp. The researcher asked the lecturer about the strategy used how to apply it and the problems faced when implementing CLT. This research interview focuses on how to implement CLT into speaking class, and the problems faced by the lecturer. The topic of the interview is about the teaching speaking by using Communicative Language Teaching for the second semester of English literature 2A& English Language Education 2D at IAIN Surakarta in academic year 2019/2020.The interview was taken from two Lecturer.

2. Observation

Creswell (1998: 125) stated that observation is a special skill requires management of issues such as the potential description of the people being interviewed. The researcher conducted the observation in English literature 2A& English Language Education 2D IAIN Surakarta to get information about the implementation of communication language teaching in teaching speaking. The researcher made online observations through the WhatsApp group and the Edmodo application.

G. The Trustworthiness of the Data

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 method for producing data.

2. Investigator triangulation

   Investigator triangulation means 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.

In conducting research, researchers used theoretical triangulation. Researchers obtained data from interviews with lecturers who taught the Speaking subject in the second semester of IAIN Surakarta and observations in offline and online classes. Researchers asked the process of teaching and learning activities and the problems faced by the lecturer. In validating the data, the researcher cross-checked by matching the interview data and the theory.

H. 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, reduces 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 event 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 second semester students of English literature IAIN Surakarta in academic year 2019/2020.

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 is 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

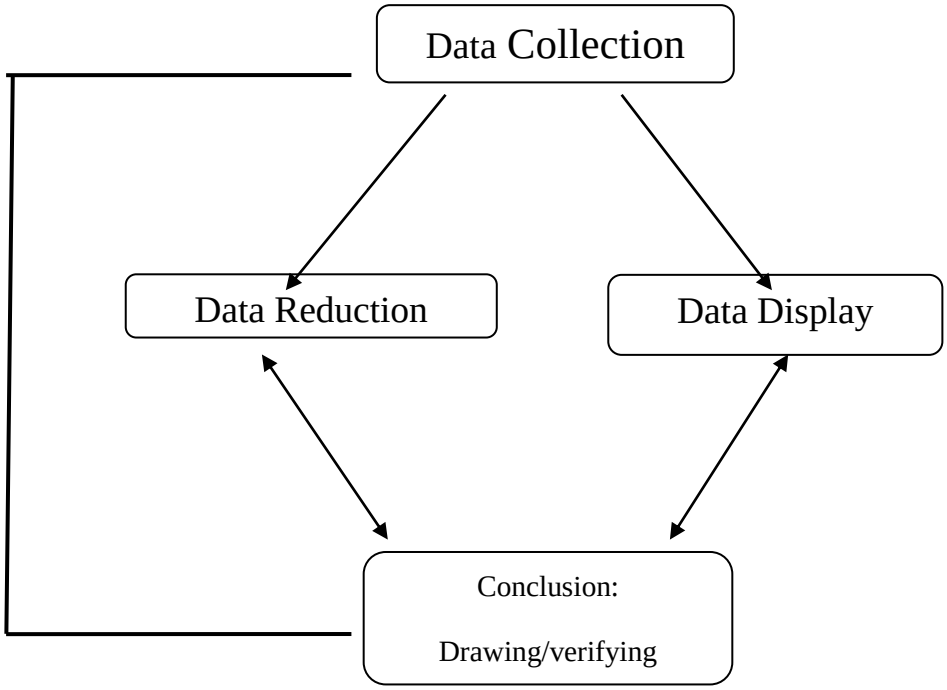

Figure 3.1. Figure of Data Analyzing

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents and discusses answers to research problems.The data obtained from interviews and observations. This chapter will describe two points related to the implementation of communicative language teaching in speaking class. The first point describes how CLT is implemented in speaking class and the second point is the problems faced by lecturers when implementing CLT in teaching speaking. The collected data will be presented based on interviews with lecturers and researchers making classroom observations as passive participants.

A. Research Finding

Researchers made 6 times observations on Lecturer A and also conducted 6 times research on Lecturer B. The first observations on Lecturer A were made on 24/02/2020 material about Speech and included in Role Play in the CLT implementation process. The second observation on 26/02/2020 is material about Speech included in the Role Play category. The third observation was carried out on 02/03/2020, the material taught by the lecturer was Retelling a Story including Role Play and Authentic Material. The fourth observation was carried out on 04/03/2020 by continuing with Retelling a Story which was included in the implementation of Role Play and Authentic Material. The fifth observation was carried out on 16/04/2020 with News Reporting material which was included in Role Play and Authentic Material.

The sixth observation was carried out on 21/04/2020 with news reporting material included in Role Play and Authentic Material in implementing CLT.

Researchers conducted research at lecturer B for the first time on 29/01/2020 with the material: Ethics and Public Speaking in the implementation process using Role Play. The second observation was carried out on 05/02/2020 with material: Types of Speaking which was implemented using Role Play. In the third observation conducted on 13/0 2/2020 with the material: The Advantages and Disadvantages in Speaking and in implementing CLT using Role Play. In the fourth observation conducted on 18/03/2020 with the material: Method of Persuasion and in implementing CLT using Role Play. In the fifth observation carried out on 25/03/2020 with the task of making a video project on the prevention of Covid 19 and implementing CLT using Role Play and Authentic Material. In the sixth observation conducted on 16/04/2020 with the material: Delivering Formal Speech which is implemented using Role Play and Authentic Material.

Therefore, from the results of the analysis of the 2 lecturers, the researcher found 2 types of CLT which were implemented in the learning process carried out by the lecturer using Role Play and Authentic Material.

1. The Description of Teaching Speaking by using CLT

a. Technique of CLT used by Lecturer A

Based on the observation and interview with the lecturer, the steps of teaching-learning process on Speaking for 2A English literature

class were divided into three steps, those are opening, main activities and closing.

The first is opening. The lecturer opened the meeting by saying *Assalamua'alaikum warahmatullahi wabarakatuh* to the students and the students answered *wa'alaikumsalam warahmatullahi wabarakatuh.* After that, the lecturer asked the students to start this meeting by saying *basmalah* together.

In the first day, after opening the lecturer checked the students' attendance list and asked the students about their activities weekend and also gave some questions about the material of speaking that learned in previous semester. The second day until the last day, after opening the teachers asked the students about the previous material orally. Thus, it made the students to speak up.

In checking attendance list, the lecturer checked the name of the students one by one. The students came to the class on time, because this is the first meeting, the students did not want miss the announcement about contract study and materials in speaking for formal setting.

In the first meeting, the lecturer gave the rules of the class, it was called Contract Study. The contract must be obeyed by the students, if they broke the rules, they would get punishment. The contract study mentioned about percentage of attendance, assignment, mid test score, and final test score.

The third step was the main activities. The students were given materials based on the syllabus from college. This syllabus consisted of the speaking materials, Speech, Oration, News Anchor, News Reporter, Negotiation, Master of Ceremony, Self-Experience, Job Interview, and Benefit Joining Speaking Class. In the main activity, the lecturer gave the material generally; students should build up with their own way. The lecturer used mixing language when explained the material so that the students could clearly understood. The lecturer could make them speak up individually; the result was no one was silent in the class.

The fourth step was consulting. After the lecturer had finished their explanations, they asked the students about the difficulties of it, if the students had problem about the materials, the lecturer repeated the explanation. Here, consulting helped the students clearly understand about the materials. Consulting made the students more active in the class, because the lecturer gave opportunity to the students to ask something which the students did not understand or repeated their explanation until the students clearly understood.

The fifth step was evaluating. Evaluating was correcting the performance of the students. It made the students knew about the mistakes and they also knew how to correct it. After they came forward to present their assignment, then the lecturer corrected the grammar and the content.

The sixth step was explaining the next material. In section, the teachers gave the new material for next meeting. The lecturer just explained briefly, and then students have to develop the material with their own way. After that the lecturer give homework about this material and next meeting the assignment has to present in front of class one by one.

The last step was closing. Closing in Speaking Class was started with reviewing the material of that day. The last one was saying *hamdalah* together and the lecturer closed with *salam*

Technique is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon selected approach. The lecturer in interview said that no single method used to teaching speaking. The dialogue as follow:

Interviewer *: kemudian dalam mengajar speaking itu, strategi apa yang anda gunakan?*

Interviewee *: Ya. Kalau mengajar itu tidak berpegang hanya pada satu strategi, tergantung individunya, tergantung tujuannya, dan juga tergantung dari ke aktifannya mahasiswa. Mungkin suatu saat itu menggunakan group work (problem solving tehnique), dilihat karakternya seperti apa, bisa diubah menjadi bahasa (bahasa yang mudah dipahami) bahasa itu sendiri, atau kemungkinan mendapatkan kesulitan, bisa menggunakan terjemahan. Jadi, tehniknya disesuaikan dengan keadaan, materi dan keadaan mahasiswa pada waktu itu*

(interview with the lecture A)

Based on the interview with the lecturer, the researcher knew that the lecturer not only used one technique to teach the speaking for formal setting. Based on the observation, the lecturer usually used a method is appropriated with the material given, situation, and students' condition. Sometime the lecturer used Authentic material technique for students to get opportunities to share information and opinion on topics. This technique is aim to build up the students' ability to communicate and speak up briefly.

The main point of speaking class was the students could speak up in English and understand the material. Almost every meeting the lecturer let the students communicate with their classmates to discuss together about the material before presenting their assignment in front of class individually. the lecturer just divided the students individually to practice speaking material randomly. The purpose was to know the students' ability in speaking. The students would come forward to speak up every meeting.

The students had to have increasing ability about speaking in the class. Speaking fluently was the goal of this class. Thus, practicing each single part of speaking were obligation of the students. If the students did not want to practice in front of class, the lecturer would give warning to the students. There are third warnings in this class. If the students got third warning, then the students just got fewer score in the class

Based on the observation and, interview, it could be concluded that in teaching-learning process of speaking class the lecturer used communicative language teaching method, but not all the techniques in communicative language teaching used in classroom activities. The all the students could be more lecturer usually used role play technique and authentic material technique to teach speaking for formal setting in class the implementations of these methods were effective, because active in speaking. Besides that, they could speak fluently and briefly in performing in front of their friends

b. The Material Used

Material means the subject matter that is given by the lecturer to the students. It is important role in teaching learning process. The material should facilitate students to understand the goal of teaching speaking and to express ideas, feeling, and opinion using English. Material should refer to the framework that is syllabus. The goal was to make students aware and practice English directly every time and everywhere. The lecturer should choose the suitable material in order to reach the goal of teaching learning process. The lecturer used several of material to construct the teaching material.

The materials of speaking class on the teaching-learning process in speaking for formal setting second semester should fulfilled some basic competence for speaking skill. It can be described as follow:

Table 4.1 the materials of speaking for second semester

Meetings	Topics	Sub-Topics
1	Introduction and orientation	Syllabus orientation
2-3	Speaking to inform	Speech and oration
4-5	Speaking to entertain	Story telling
6	Speaking to inform	Reporter
	MID-TERM TEST	Spoken test Present as a master of ceremony
7-8	speaking to entertain	Telling self-experience
9-10	Speaking to inform	Job interview
11-12	Speaking to entertain	Experience in speaking
	FINAL TEST	Spoken test Presenting about benefit of joining speaking class

In the first meeting, Lecturer A applied the Role Play technique. She asked student 1 to become an orator and student 1 will act as a psychologist with the speech text. So, student 1 plays a role as a psychologist where the student gives a speech about maintaining mental health and caring for ourselves and the people around us. At this meeting there were 7 students who played the role of orator. The

1st student acts as a psychologist, the 2nd student acts as an environmental activist, the 3rd student acts as the child ambassador, the 4th student acts as the police, the 5th student acts as an employee, the 6th student acts as the chairman RT, the 7th student plays the role as Ustad.

In the second meeting, Lecturer A applied the Role Play technique also. The material was the same as the material from the previous meeting for the practice of giving speeches. Students are asked to act as orators according to the theme that the students will discuss later. On that day, all students have to practice speech in front of the class. After previously there were 7 students who advanced to practice speech in front of the class and then continued with the 8th student who advanced to make a speech to become a school principal with the text of the speech.

On the third meeting, Lecturer A told students to pay attention to the sample video that was displayed in front of the class and then students were asked to practice retelling a story in front of the class. The lecturer also asked students to study independently in preparing for the practice by self-learning through electronic media such as radio, television and even YouTube to see ways to become a storyteller. After Lecturer A explained the material to the students, from there the students were given 20 minutes to immediately practice in front of the class. After 20 minutes of preparation, finally there

were students who came to the front of the class and practiced themselves as storytellers. There were 2 students who came forward to retelling a story and then the learning time was up. The lecturer asked the students to continue practicing as storytellers at the next meeting to take an assessment.

On the forth meeting, the students are asked to directly practice the retelling story material in front of the class one by one. Started by Student 1 who told about Malin Kundang where the student acted as Malin Kundang. After the first student progresses then it is continued with the performance of the second, third student and so on until all students have had their turn to advance. When the first student advances, students who have not yet had the turn to advance are asked to pay attention to the theme and prepare for the performance later.

On the fifth meeting, the core activity which was carried out on 16/04/2020 in the 2A Literature class which was taught by Lecturer A, the learning process was carried out through the WhatsApp grub because of online learning. Lecturer A assigned students to make videos for each student who acted as a reporter with a theme around Covid-19. Students are asked to record themselves in a video that is at least 3 minutes long in submitting news reports related to the Corona virus issue. Even though learning is done online, communication between lecturers and students can still occur smoothly. In online learning on WhatsApp grub is done by sending a voice note to each

question and the answer will also be replied to via voice note because the lecturer emphasizes speaking English rather than writing. Therefore, the material provided by Lecturer A and all the explanations was also through voice notes.

On the sixth meeting, online learning conducted on 21/04/2020 by Lecturer A through Whatshaap Grub. The picture above proves that the online learning process in groups can still occur because there is communication between lecturers and students. Through the voice notes, the lecturer explains all the material. Continuing the previous material about News Reporting, the lecturer conducts questions and answers with the students if the student does not understand the material and the explanation from the lecturer then the lecturer asks the students to ask again. "Learning always uses voice notes and if there are students who type the student must resend the message using voice, because this is a speaking class not a writing class," said Lecturer A. Then, students are asked to upload on each student's YouTube channel then the link is sent to the class WA group to be given an assessment by the lecturer.

c. The Syllabus

The syllabus is description and the organization of the material to teach, and the aims to achieve by the students. The syllabus model used in the Speaking Class was based on the implementation of

college curriculum. From the analysis of the document, the syllabus contained of what the learners are expected to know at the end of the lesson, what was to be taught or learned during the teaching-learning, how was to be taught or suggesting procedure technique and materials, and how is evaluating mechanism. The components of syllabus are: course description, objectives, indicator competence, weekly teaching process, topics, sub-topics, and description of activity, time allocation, references of material, course evaluation, and course requirements.

Based on the interview with the lecturer of speaking for formal setting subject, the syllabus was used for the reference which could be developed by the lecturer with their creativity. In teaching speaking the lecturer did not make lesson plan, just based on the syllabus, then the lecturer prepared the material by searching in internet before taught the students.

The process of taking score of Speaking for English Education Class 2 was by daily performance, attendance's list, mid test, and final test. It is performed individually in front of class and online class.

d. Technique of CLT used by Lecturer B

The researcher made 6 observations starting with the first meeting on 29/01/2020, the second meeting on 05/02/2020, the third meeting on 13/02/2020, the fourth meeting 18/03/2020, the fifth meeting on

25/03 / 2020, and the sixth meeting 16/04/2020. Researchers found 2 different techniques in Lecturer B's learning process, namely Role Play and Authentic Material. At every meeting, Lecturer B always uses Role Play but at the 5th and 6th Observations, Lecturer B uses mixing techniques, namely role play and authentic material

The first is opening. The lecturer opened the meeting by saying *Assalamua'alaikum warahmatullahi wabarakatuh* to the students and the students answered *wa'alaikumsalam warahmatullahi wabarakatuh.* After that, starting with a greeting, asking the students for news and basic questions to start the lesson to be more excited, such as "Good morning, how are you? Have you had breakfast yet? anyone is sick? Are you in a good mood? "Then followed by the student's answer to greeting and answering all the questions given by the lecturer. After the greeting, the lecturer invited the first group to come in front of the class to present the first topic material. The lecturer asked the students to start this meeting by saying *basmalah* together.

The second is checking the students' attendance list. After checking the attendent list, the lecturer asked the students about their activities during long holiday and also gave some questions about the material of speaking that learned in previous semester. The second day until the last day, after opening the teachers asked the students

about the previous material orally. thus, it made the students to speak up.

In the first meeting, the lecturer gave the rules of the class, it was called Contract Study. The contract must be obeyed by the students, if they broke the rules, they would get punishment. The contract study mentioned about percentage of attendance, assignment, mid test score, and final test score.

The third step was the main activities. The students were given materials based on the syllabus from college. This syllabus consisted of the speaking materials. In the main activity, the lecturer gave the material generally; students should build up with their own way. The lecturer used mixing language when explained the material so that the students could clearly understood. The lecturer could make them speak up individually; the result was no one was silent in the class.

The main activity on the first meeting, lecturer made small groups consisting of only 2 or 3 people in doing the assignment. Starting from group 1 consisting of 2 people with material entitled "Ethics and public speaking" after they were previously given the material by the lecturer and then presented in front of the class using Power Point and displayed using LCD and Laptop. They discussed "Ethics and Public Speaking" where the points were Ethic derived from Greek word "ethos", Guidelines for Ethical Speaking, Plagiarism and Guidelines for Ethical listening. After the presentation in front of the class is

complete, the lecturer asks 3 students to ask questions to the students in front of the class about the material to check whether the students understand and pay attention to the theme that is presenting in front of the class or not and if there are students who want to ask the lecturer will give plus points to these students. This activity aims to build discussion discussions from small groups to large groups so that there is an interactive formal communication using standard and polite language and there the Lecturer as the facilitator. Therefore, students are asked to present in front of the class and act as a lecturer to explain the material to other students so that other students understand about the material

The main activity of the second meeting carried out by presenting the material in front of the class and then holding a discussion after the material was explained by the students in charge. In this second observation there were 4 groups assigned to presentations in front of the class by presenting different materials, namely groups 6,7,8,and 9. The following was the sample material explained by the 6th group entitled: 10 tips for Public Speaking from " TED Talk ". The material was made using PowerPoint and then sent to the WA grub. After group 6 made a presentation in front of the class then lecturer B asked the students to discuss by asking other students to give questions to the group. The questions and answers that are spoken by students must use English and also the students who answer must also use English.

After that the lecturer also gives questions to the group and gives evaluation to the group. Then after that, it continues with the next group where students who present in front of the class are asked to be able to explain the material like a teacher / lecturer.

The main activity of the third meeting was the lecturer gave the same assignment to students who returned to present in front of the class as in the previous meeting. On 13/02/2020 there were 5 groups that advanced for presentations in front of the class, namely groups 10,11,12,13,14. The first presentation was made with the 10th group by making a presentation entitled Variations in Media Communication Theories with the material text. Then proceed with presentation material from the 11th group to the 14th group with different materials. After the 10th group made a presentation in front of the class, 3 students asked about the material because the student at the front played the role of a lecturer, the student had to answer and explain clearly the material that had been presented. After the presentation is over, the lecturer gives an evaluation of the group then continues to the next group presentation.

The main activity of the forth meeting was conducted on 18/03/2020. Lecturer B used Edmodo learning media due to the covid 19 outbreak where all learning was carried out online. Online learning starts at 11.04 a.m. - 12.55 p.m. through the Edmodo application and begins with greetings from Lecturer B. After the opening made by the

lecturer, the students replied in the comments column. Then the lecturer continued to send 3 materials that will be presented by the student in charge and the material that will be discussed in a new post. This learning system uses edmodo every time the lecturer sends ppt per group, then at that time the material is discussed and discussed after the group in charge of explaining the contents of the material. There are 3 groups who are assigned to be presenters, there are the 15th, 16th, and 17th groups. The presenter explained the material by sending voice notes each PowerPoint slide. The material is presented by the students in charge through written explanations and even through voice sent in the post and the slides are explained by the slides. Lecturers require other students to ask questions about the material being studied, at least 3 people must ask questions so that the discussion runs smoothly. All of that was done up to 3x presentations from different groups and there was always interaction even though through online lectures. Here the lecturer became a facilitator for online learning and the lecturer also acted as a counterweight to the learning process in the classroom

The main activity of the fifth meeting was the Lecturer B used Edmodo application, all learning and interactions are carried out online. At the fifth meeting, Lecturer B gave students the task of making individual videos about Covid-19. Students must inform and persuade people to physically distance themselves, stay at home, etc.

Where the command is posted on Edmodo application. So, after Lecturer B sends the post, students who have done the assignment from Lecturer B immediately send the video to the Edmodo application. Even though the deadline is until 28/03/2020, after a day, Lecturer B gave orders that students have submitted the video project. Then followed by several questions asked by friends and also directly answered by students who had posted the video assignment.

On the sixth meeting, In the core learning process carried out by lecturer B through Edmodo, the lecturer posts assignments to the online class at 06.44 a.m with the theme Delivering Formal Speech and also explains the procedures for making and collecting assignments. In the 6th meeting, lecturer B gave the task of making videos for students until the 30th Arpil 2020, where the collection was through a link from uploaded videos uploaded by students in students' private channels. The following is an image of evidence from uploading student assignments to the Edmodo application before 30/02/2020. In the process of collecting the assignment, it was carried out by students on the student's private channel then the link was sent to Edmodo. Here students act as vloggers who explain their interest in something. As in the example above, student A is interested in education, therefore he talks about the importance of early education for students

The fourth step was consulting. After the lecturer had finished their explanations, they asked the students about the difficulties of it, if the students had problem about the materials, the lecturer repeated the explanation. Here, consulting helped the students clearly understand about the materials. Consulting made the students more active in the class, because the lecturer gave opportunity to the students to ask something which the students did not understand or repeated their explanation until the students clearly understood.

The fifth step was evaluating. Evaluating was correcting the performance of the students. It made the students knew about the mistakes and they also knew how to correct it. After they came forward to present their assignment, then the lecturer corrected the grammar and the content.

The sixth step was explaining the next material. In section, the teachers gave the new material for next meeting. The lecturer just explained briefly, and then students have to develop the material with their own way. After that the lecturer give homework about this material and next meeting the assignment has to present in front of class one by one.

The last step was closing. Closing in Speaking Class was started with reviewing the material of that day. The last one was saying *hamdalah* together and the lecturer closed with *salam.* It can be concluded that the learning process is authentic because students learn

not only direct explanation from the lecturer but also via Youtube. From the results of online interviews with student A from student Lecturer B, students use the TEDxTalks youtube channel as a reference. After seeing the video on YouTube the students can act as vloggers where they talk about their interest in using English. So here the researcher found that Lecturer B also used mixing Role Play and Authentic Material techniques in his online learning process.

Technique is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon selected approach. The lecturer in interview said that no single method used to teaching speaking. The dialogue as follow:

> *Interviewer : kemudian dalam mengajar speaking itu, strategi apa yang anda gunakan?*
>
> *Interviewee : karena di semester ini kita tidak bisa 100% tatap muka langsung, maka kita harus membuat pembelajaran yang efektif untuk speaking class ini. Maka dari itu kita menggunakan* TEDxTalks youtube channe, WA, video. Jadi bisa dibilang kita menggunakan mix Role Play and Authentic Material dalam pembelajaran offline-online ini.
>
> *(interview with the lecture A)*

Based on the interview with the lecturer, the researcher knew that the lecturer not only used one technique to teach the speaking for formal setting. Based on the observation, the lecturer usually used a method is appropriated with the material given, situation, and students' condition. Sometime the lecturer used authentic material

technique for students to get opportunities to share information and opinion on topics. This technique is aim to build up the students' ability to communicate and speak up briefly.

The main point of speaking class was the students could speak up in English and understand the material. Almost every meeting the lecturer let the students communicate with their classmates to discuss together about the material before presenting their assignment in front of class individually. The lecturer just divided the students individually to practice speaking material randomly. The purpose was to know the students' ability in speaking. The students would come forward to speak up every meeting.

The students had to have increasing ability about speaking in the class. Speaking fluently was the goal of this class. Thus, practicing each single part of speaking were obligation of the students. If the students did not want to practice in front of class, the lecturer would give warning to the students. There are third warnings in this class. If the students got third warning, then the students just got fewer score in the class

Based on the observation and, interview, it could be concluded that in teaching-learning process of speaking class the lecturer used communicative language teaching method, but not all the techniques in communicative language teaching used in classroom activities. The

all the students could be more lecturer usually used role play technique and authentic material technique to teach speaking for formal setting in class the implementations of these methods were effective, because active in speaking. Besides that, they could speak fluently and briefly in performing in front of their friends.

e. The Material Used

Material means the subject matter that is given by the lecturer to the students. It is important role in teaching learning process. The material should facilitate students to understand the goal of teaching speaking and to express ideas, feeling, and opinion using English. Material should refer to the framework that is syllabus. The goal was to make students aware and practice English directly every time and everywhere. The lecturer should choose the suitable material in order to reach the goal of teaching learning process. The lecturer used several of material to construct the teaching material.

The materials of speaking class on the teaching-learning process in speaking for formal setting second semester should fulfilled some basic competence for speaking skill. It can be described as follow:

Table 4.2 the materials of speaking for second semester (English education program)

Meetings	Topics	Sub-Topics

1	Introduction and orientation	Syllabus orientation
2-3	Speaking to inform	Public Speaking
4-5	Speaking inform	Presentation
6	Speaking to inform	Presenting Video
	MID-TERM TEST	Spoken test Present as a master of ceremony
7-8	speaking to entertain	Telling self-experience
9-10	Speaking to entertain	Job interview
11-12	Speaking to entertain	Experience in speaking
	FINAL TEST	Spoken test Presenting about benefit of joining speaking class

f. Syllabus

The syllabus is description and the organization of the material to teach, and the aims to achieve by the students. The syllabus model used in the Speaking Class was based on the implementation of college curriculum. From the analysis of the document, the syllabus

contained of what the learners are expected to know at the end of the lesson, what was to be taught or learned during the teaching-learning, how was to be taught or suggesting procedure technique and materials, and how is evaluating mechanism. The components of syllabus are: course description, objectives, indicator competence, weekly teaching process, topics, sub-topics, and description of activity, time allocation, references of material, course evaluation, and course requirements.

Based on the interview with the lecturer English education, the syllabus was used for the reference which could be developed by the lecturer with their creativity. In teaching speaking the lecturer did not make lesson plan, just based on the syllabus, then the lecturer prepared the material by searching in internet before taught the students. The process of taking score of speaking 2A English literature class was by daily performance, attendance's list, mid test, and final test. It is performed individually in front of class

g. Lecturer's Role of Speaking Class

Based on the observation at the second semester speaking of literature and English education class, the lecturer of speaking class has many roles, such as:

1) As a facilitator

As a facilitator, the lecturer helped to explain the material given to students, in order to make the students understood with the material. For example, if the students had difficulties in the way to pronounce a word in sentence when perform in front of class, then the lecturer directly taught how to pronounce right to the students, then the students had to repeat what lecturer said. As a facilitator, the lecturer had to be ready to master the material brought.

Student : today I would like to "present" about how to be a
Good master of ceremony
Lecturer : wait... "Present" that you said just now stand for
"Gift", the right one is "present".
Everybody let's
Pronounce together, present... present
Students : present... present

2) As a monitor

Lecture as a monitor, monitoring of students. The lecturer checked the attendance every meeting, usually before the class started or in the end of the meeting. Students' presence was important; they had to attend in the class minimum 75% form the whole meeting. The lecturer called the students' name one by one to check their attendances, and asked if there was student did not come to the class.

Lecturer: I will check the students' attendances first. Yudha,
where was Yudha?
Student: ikut kelas berikutnya pak

3) As a motivator

Speaking cannot be separated from producing language and expressing feeling. As the students, they often felt unconfident or afraid when practice to speak up in front of class. In this situation, the lecturer's role was as a motivator. The lecturer gave a support and motivated them in order to make them speak up confidently. The lecturer not only was as a facilitator to give the student's material but also gave motivation and advice to the students about mental, attitude, and behavior. The lecturer always gave motivation to the students every meeting, such as: asked them to be confident and have a good attitude.

Lecturer : ketika kalian maju didepan kelas merasa grogi atau takut, coba tarik nafas dalam-dalam dan selalu tersenyum, semua akan berjalan lancar
Students : yes sir

4) As a controller

In teaching-learning process, the lecturer had full authority to control the environment, the students' behavior, and all activities in the classroom. The lecturer gave instruction to the students, students must do it. The lecturer asked them to use polite language when spoke to lecturer, friends, and old person because language is a mirror for our attitude.

Lecturer : kamu harus mempersiapkan materimu lebih baik lagi biar lancar ketika presentasi
Student : oke pak

Lecturer : do not answer ok. Answer yes sir. Ok is impolite answer when you speak to teacher

5) As an evaluator

Evaluation is not only used to measure the students' achievement, but also as a feedback for the students. The lecturer evaluated the students not only from their assessment but also from their daily progress. The lecturer evaluates the students mispronounce and their grammar. In speaking for formal setting, the lecturer asked the students to make material that had dialed and write it down in a piece of paper, then the students had to present their written orally, and their written was corrected by the lecturer.

Lecturer : next, siapa yang akan maju? Ya, what's your name?
Student : Helzi pak
Lecturer : please present your assignment and bring your paper, I will correct it

1. The lecturer's Problem in Teaching Speaking

The teaching-learning process had some problems that faced by the lecture of speaking in English Education Class and in English Literature Class. Based on the interview with the lecture of these class, most of the problems came from the students itself.

a. Limited time

In one semester, there was only 12 meeting to teach speaking in each class. It included giving material, students practice, and evaluation. Moreove, in the pancemic era, the lecturers had to teach the

material by online. They used some application such as whatssap group and youtube channel. So that, it neeeded much time but they only had 12 meeting in teaching and learning process.

> Based on the interview with lecturer A, as the lecturer said "*Kesulitan khusus tidak ada. Kesulitan umum itu, kita sangat membutuhkan waktu yang banyak untuk mengajar speaking tapi kita hanya mempunyai 12 kali pertemuan sedangan kita sudah banyak wasting time di praktiknya itu sendiri karena praktik dilaksanakan satu persatu, jadi saya harus ekstra mengatur waktu tersebut.*

From the interview ebove, we can concluded that limited time is one of the problem faced by the lecturers in teaching speaking. They needed more time and extra time to correct the students speaking one by one in offline and online meeting.

b. Building the student's confidence

> Based on the interview with lecturer B, as the lecturer said
>
> *"Kesulitan khusus tidak ada, kesulitan umum. Kesulitan umum itu, anaknya males, kemudian malu untuk berbicara, kalau ada tugas tidak dikerjakan, dan keempat maju asal-asalan aja. Jadi itu kesulitannya, jadi memberantas itu yang sulit. Jadi itu sebenarnya masalah murid, namun menjadi masalah saya karena saya harus membangun semangat belajar mereka, membangun rasa kepercayaan diri mereka sehingga mereka mampu berbicara bahasa Inggris dengan baik dan lancar".*

According to the lecturer said, the students' problems in speaking class especially in speaking class were self-confidence and laziness. Based on the observation, the researcher found that some of students got lack of confidence and lazy. Most of the students felt uncomfortable

when they spoke up in front of class because of lack of confidence. Some of them seemed lazy, it proved when they asked to come forward and delivered their speech, the students' performance was not maximal because they did not prepare their material nicely before.

Based on the observation, and interview, the students who had low self-confidence were shy to speak up in class activity. One of the students who had low confident usually felt nervous to speak up presenting her task in front of class. This condition made the lecturer tried to look for the suitable strategy to solve this problem

2. The problem Solution of Teaching Speaking

The lecturers faced some problems in speaking teaching-learning process. The problems were limited time and building the student's confidence. So that, the solution did by the lecturer were:

a. Solving the limited time

The lecturers gave the limited time too to the students to do their work. So that the lecturers could correct their work immediatelly. In online class, the lecturers had whatssap group to see the students works every singel class. So that, the lecturer could decrease the worry about correction time.

b. Solving the students' lack of confident

The students felt nervous and unconfident when they present in front of class using English. The lecturers suggested that the students

should be more prepare with their mental, took a deep breath before speak in front of class, and also had to smile when came forward.

The lecturers also built the students' discipline by giving warning, if the students did not obey the rules. According to lecturer, this warning was very useful to decrease the students' laziness. There were no students who disobeyed the warning. So, the students always finished their assignment and presented one by one in front of class

B. Discussion

After describing the data, the researcher found a correspondence between the theory taught by lecturer A and lecturer B which also applied several principles of teaching techniques in CLT theory. The researcher made observations on two different lecturers. Lecturer A in the learning process used role play when teaching in the speaking class and it was also found that students used Role Play and Authentic Materials where students were told to learn through electronic media in the form, TV and YouTube in English. During the interview with Lecturer A sometimes also used games in the learning process but during the online lecture yesterday, Lecturer A was unable to implement the theory.

In the learning process Lecturer B also used Role Play during the learning process and Authentic Material during online learning during the corona virus pandemic. Because in the theory from Dianne Larsen - Freeman there are 5 categories in reviewing the techniques and the

material on CLT, including: Authentic Material, Scramble Sentences, Language Game, Picture Strip Story and Role Play. Where the researcher found 2 techniques used by Lecturer A and Lecturer B when teaching, namely Role Play and Authentic Material. Wherever in the learning process students are asked to play roles and use electronic learning media.

From the data found, the researcher found that in the beginning of the meeting (first meeting-sixth meeting), there were many miscommunications between the students and the teachers because of the language. Sometimes the explanation from the lecture could not be understood by the students, so the students must ask the lecture to explain again in order they can understand what the explanation is. In the half of programs, the miscommunication was decreased so the teaching-learning process was getting better.

In the teaching part of Speaking stated on the research finding was relevant to the speaking knowledge stated in Burkhart (1998:88).

> *"Teaching speaking is not an easy job since language learners need to organize that speaking involves three areas of knowledge; a) Mechanics (pronunciation, grammar, and vocabulary): using the right word in the right order with the correct pronunciation. b) The functions (transaction / information exchange); it is to know the clarity of message is essential (transaction / information exchange) and when precise understanding is not required (interaction / relationship building). c) The social and culture rules and norm (turn taking, rate of speech, length of pause between speakers, relative roles of participants); it is understanding how to take into account who is speaking to whom in what circumstance, about what, and for what reason".*

From the explanation above, it could be known that teaching part of speaking had to fulfill the elements of speaking knowledge. English was

always developing, so when the lecture concerned about these aspects the goal of teaching-learning process could be reached.

The speaking Class of gave the materials which was suitable with the grade of the class and based on the syllabus of this class. This is in line with the theory from Fraida Dubin and Elite Olshtin (1990:29-30).

> *"The materials should be compatible with the syllabus. Procedure, technique and presentation of items must be in harmony with the specifications given in the syllabus. And the ideal materials should present teachers and learners with a jumping place, a stimulus for the learning process of each point, and finally the effective material also should enable experienced teachers and learners to develop their own alternatives according to their needs and personal preferences".*

The result of the observation was harmony with the theory. The lecture gave the material based on the syllabus of the class which made by the lecturers of the university. And the purpose of this class was made the students fluent and smooth in speaking English. Finally, the goal of the program could be reached by the suitable materials.

Based on the observation and the data of the Speaking. This class has the syllabus which made by this University. Syllabus was made to prepare the material, technique, and strategy in teaching learning-process of this class. It was line with the theory from Freida Dubbin and Elite Olsztyn (1990:28).

In teaching-learning activity *the lecturer* of this class used syllabus and lesson plan to teach the students. The syllabus and lesson plan could develop as the students' ability. So, the syllabus only a standard teaching which used in teaching-learning activity. In the teaching-learning process,

Speaking Class used CLT. The lecture and students used English in the class. Dianne Larsen and Freeman stated in CLT (Communicative Language Teaching)

> *"The target language is a vehicle for classroom communication, not just the object of the study." (Larsen and Freenan: 125).*

It means that the use of English in teaching-learning process was appropriate to improve the students' ability in speaking class. The implementation of CLT method in the teaching-learning process had some roles of lecture and students. Based on the research finding in *Language education and English literature*, the lecturer had some roles, those were facilitator, motivator and consultant. As the facilitator, the teacher facilitateed the students' need and as the motivator, the teacher motivateed the students by giving motivation, appreciation, compliment, and advice in teaching-learning process. Related to this matter, H. Douglas Brown stated about the role of teacher in CLT;

> *"The role of teacher is that of facilitator and guide, not an all-knowing bestowed of knowledge. Students are therefore encouraged to construct meaning through genuine linguistic interaction with others" (Brown, 2001:43).*

Larsen and Freeman, "*In CLT, students should be given opportunity to express their ideas and opinions"* (Larsen and Freeman, 2000:126). They also stated, *"In CLT, the lecturer acts as a facilitator in setting up*

communicative activities and as an advisor during the activities" (Larsen and Freeman, 2000:127).

In in teaching-learning activity, *the lecturer* applied the roles of the lecture. As the communicator, in teaching-learning process, the lecture was involved with staging, creating, atmosphere, and moving students in space. The lecture in this class was essentially a creative one on which the prime function; it is getting other people to do things with language by establishing short-term objectives which coincide with the interest the majority in the group.

The other role is as the consultant. Jack. C Richard and Roger stated, *"Teachers is responsible to determine and respond to learner language needs; teacher as a counselor, in this role, the teacher is expected to exemplify an effective communicator seeking to maximize the meshing of speaker attention and hearer interpretation, through the use of paraphrase, confirmation, and feedback".* The teachers always have the responsibility to organize the classroom as a setting for communication and communicative activities.

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paraphrase, confirmation, and feedback". The teachers always have the responsibility to organize the classroom as a setting for communication and communicative activities.

Based on the research finding, the teachers created the teaching-learning process enjoyable. In the process of teaching-learning, the teacher conducted to achieve competencies based on the indicators on the syllabus, based on the observation, attitude measurement, and students work. It can be concluded that the lecturers have carried out the role effectively. The researcher found the students at *speaking class* had some roles, the first was as the central subject of the teaching-learning activity that emphasized to be active in their learning activities. It was in line with Oxford,"Communicative Language Teaching emphasize self-direction for the learners"(Oxford:1990). The role of the students in CLT classroom of *speaking class* was as the contributor of knowledge and information. From the research the researcher knew that the students had to understand and fully understand about the lesson, so they could reach the goals of the program. The students' roles are also the explorer and the active participant in teaching-learning process.

The students or the learners had to follow the classroom activities based on the cooperative principe. They needed to listen and understand to their pair in order to carry out their group work successfully. The Communicative Language Teaching stresses on the process of communication then mastery the language itself. In teaching-learning

process, the teacher also needed to evaluate the students' achievement. Relating to the evaluation in CLT, Dianne Larsen and Freeman stated,

> *"A lecture can informally evaluate his students' performance in his role as an adviser or co-communicator. For more formal evaluation, a teacher is likely to use an integrative test which has a real communicative function". (Larsen and Freeman, 2000:132).*

Based on this statement, it could be concluded that test could be an applicative test. In the researcher's observation, the evaluation in "The speaking class consists of practice all the material from the biginning until the end of the class in a period. It would be held individually, in pair, and in group.

Related to the Communicative Language Teaching, the interaction between the lecturer and the students, have to be concerned. The lecturer gave the instruction to the students used English, so they must have good communication in teaching-learning process. From the data found, in *"The speaking* Class was seldom miscommunication between the teacher and students because of different perception about the instruction to do the assignment. So, when the students did not understand about the explanation from the lecturer, they could ask the teacher to re-explain the explanation or instruction to make it clear. But this class still had some problem that had to be solved. The problems were self- confidence, the different age, region accent, and the different fluently of the students.

In CLT class of speaking Class, the lecturer as the motivator and also facilitator, they gave support to the students that they could reach the goal

in this class even the students had some differences as a classmate. The output of this class was hoped the students could reach the goal such as smoothly and fluently in speaking with the motivation, suitable material, and good method from the lecture of in *speaking* class

The problem faced by the lecturer in teaching speaking class were limited time and building the students confidence. It is in line with the theory from Greene, and Preety (1967) reety (1967) that teachers or lecturer often face the problems form, the first is the duration of teaching and learning process is limited. The solution for the problem is the lecturer always gives the limited time every single duty and the duty given to the students in each lesson so that the lecturer should use time well to reach the goal of the speaking class without delaying some tasks. It is in line with the theory from Sudjana nana (1995:81) that in giving assignment to the students, teacher or lecture must pay attention to several aspects, those are the assignment given must be clear so that students understand exactly what to do, enough and limited time to make the students discipline, implementing systematic control to make students work in earnest, and the assignment given to the students is to attract students 'attention and encourage students to seek, follow, and convey.

The second problem is building up the student's lack confidence. The students feel shy to speak up in front of the class and audience so that in needs more affection by the lecturer to make the students brave. It is in line with Ur (1996:28) that. Others problems that are commonly faced by

the teacher are related to individual learners' personalities and attitude to the learning process and learning speaking in particular. Inhibition – fear of making mistakes, losing face, criticism, shyness or lack of confidence. So that the solutions given by the lecturer are the lecturer can give verbal and nonverbal supports to the students. The supports can be giving rewards to the students' achievement verbally and nonverbally, preparing the material well, avoiding criticism that break down their self-confidence and learning motivation, making motivated words, and sometimes telling motivated stories that can inspire the students to attain success. Later, the teacher may put him/herself as a good friend to his/her students who guides and learn together. It will expectedly reduce the students' nervous. It is in line with the theory from Brown (2007:146) that "To build students' self-confidence: tell the students explicitly (verbally and nonverbally) that you indeed believe in them; have they made lists of their strength, of what they know or have accomplished so far in the course".

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THE IMPLEMENTATION OF COMMUNICATIVE LANGUAGE TEACHING (CLT) OF SPEAKING CLASS IN ACADEMIC YEAR 2019 / 2020

THESIS

Submitted as a Partial Requirements

For The Undergraduate Degree in English Language Education

Arranged by

Bella Nurlita Wati

SRN. 163221026

ENGLISH LANGUAGE EDUCATION
CULTURES AND LANGUAGES FACULTY
THE STATE ISLAMIC INSTITUTE OF SURAKARTA
2020

ADVISOR SHEET

Subject : Thesis of Bella Nurlita Wati

SRN : 163221026

To:
The Dean of Cultures and
Languages Faculty
IAIN Surakarta
In Surakarta

Assalamu'alaikum Wr.Wb

After reading thoroughly and giving necessary advices, here with, as the advisors, we state that the thesis of:

Name : Bella Nurlita Wati

SRN : 163221026

Title : **"The Implementation of Communicative Language Teaching (CLT) Of Speaking Class in Academic Year 2019 / 2020."**

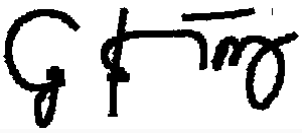
Has already fulfilled the requirements to be presented before The Board of Examiners (*munaqasyah*) to gain *Undergraduate* Degree in English Language Education Study Program.

Thank you for the attention.

Wassalamu'alaikum Wr.Wb

Surakarta,10 Desember 2020

Advisor,



Fitri Ana Ika Dewi, M.Hum.

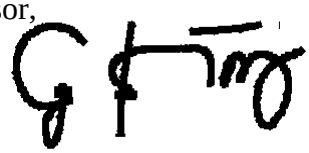
NIK.199002252017012126

APPROVAL

This is to certify that Undergraduate Degree thesis of **"The Implementation of Comunicative Language Teaching (CLT) In the Academic Year 2019/2020"** by Bella Nurlita Wati has been approved by the thesis advisor for further approval by Board of Examiner.

Surakarta, 10 Desember 2020

Advisor,



Fitri Ana Ika Dewi, M.Hum.

NIP. 199002252017012126

RATIFICATION

This is to certify the Undergraduate Degree thesis entitled "The Implementation of Communicative Language Teaching (CLT) of Speaking Class in Academic Year 2019 / 2020." by Bella Nurlita Wati has been approved by the Board of Thesis Examiners as the requirements for the Undergraduate Degree in IAIN Surakarta.

Chairman : **Hj. Fitriyah Nurul Hidayati , M.Pd.** ( )

NIP. 198207252009122006

Secretary : **Fitriana Ika Dewi, M.Hum**. ( )

NIP. 199002252017012126

Examiner : **Dr. Hj. Woro Retnaningsih, M.Pd.** ( )

NIP. 196810171993032002

Surakarta , 22nd December 2020

Approved by

The Dean of Cultures and Languages Faculty

Prof.Dr. H. Toto Suharto, S.Ag, M.Ag.

NIP. 19710403 199803 1 005

DEDICATION

This thesis dedicates to:

1. *My beloved father, Kamalita who always give his motivation and praying to me.*
2. *My beloved mother, Sri Lestari who always give her great praying, suggestion and spirit to make and arrange this thesis.*
3. *My beloved sister Septi Nur Afifah*
4. *My beloved brother M.Rafi Kamal*
5. *My Friends (Saarah Damayanti, Retma Ayu Ningtyas, Fadhila Afiya, Pertiwi, Fadila Sukma Wijaya, Hikmah Fajri, Salma Damayanti, Nur Rohmad)*
6. *All of the lecturers in IAIN Surakarta, especially Mrs.Fitri Ana Ika Dewi, M.Hum. Tnak you for the gguidance and suggestion while I make this thesis.*
7. *My beloved almamater IAIN Surakarta*

MOTTO

"Learning from failure is wise."

(unknown)

“do not stop even though you are tired, do it slowly until it's finished”

(unknown)

"So indeed, with hardship is ease. Indeed, with hardship is ease."

(QS. Al-Insyirah :5-6)

“The only way to do great work is to love what you do. If you haven’t found it yet, keep looking. Don’t settle”

(Steve Jobs)

PRONOUNCEMENT

Name : Bella Nurlita Wati
SRN : 163221026
Study Program : English language Education
Faculty : Cultures and Languages Faculty

I hereby sincerely state that the thesis titled "The Implementation of Communicative Language Teaching (CLT) of Speaking Class in Academic Year 2019 / 2020" is my real masterpiece. The Things out of my masterpiece in this are signed by citation and referred in bibliography.

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

Surakarta, Desember 22, 2020
Stated by,

Bella Nurlita Wati
SRN. 163221026

ACKNOWLEDGMENT

Alhamdulillah, all praises be Allah, the single power, the Lord of the universe, master of the day of judgments. God almighty, for all blessings and mercies so the researcher was able to finish this thesis entitled **"THE IMPLEMENTATION OF COMMUNICATIVE LANGUAGE TEACHING (CLT) OF SPEAKING CLASS IN ACADEMIC YEAR 2019 / 2020".** Peace is upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

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

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3. Budiasih, S.Pd, M.Hum, as the Head of English Language Education of State Islamic Institute of Surakarta.
4. Fitri Ana Ika Dewi, M.Hum, as the advisor, who has given guidance, deeply attention, help, advices, and corrections to revise the mistake during the entire process of writing this thesis.
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The researcher wishes that Allah SWT will give them in return all good things that have been given to her. The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Surakarta, 22 December 2020

The Researcher

Bella Nurlita Wati

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CHAPTER V

CONCLUSION & SUGGESTION

This chapter deals with two parts namely conclusion and suggestion related to what has analyzed and discussed. The first part presents the conclusion derived from the study. The second parts presents the suggestion intended for the lecturer, the students, and the other researchers. It has correlation with the title "The Implementation Of Communicative Language Teaching (Clt) Of Speaking Class In Academic Year 2019 / 2020"

A. Conclusion

There are major research questions to answer this research. This research question is about how CLT is implemented, what problems are faced by the lecturer, and the solution for those problems. Based on the findings and discussion in the previous chapter, the following conclusions can be drawn learning in literature class 2A which is taught by Lecturer A in the speaking subject, the lecturer uses Role Play more during the learning process. The lecturer instructs students to make a speech in front of the class and plays a role that will be conveyed. The lectures do not only apply Role Play but also authentic material to speaking class. When students are asked to play the role as reporters, students are asked to learn via, TV and even YouTube which uses English first. In learning, Lecturer B applies mixing of Role play and authentic

material when doing lessons in the English Language Education class. Lecturer B aims to improve students' English-speaking skills so that they are fluent and

Smooth in speaking. Online learning conducted by Lecturer A was carried out in the WhatsApp application, where the literature class created a group and carried out the learning process in the WhatsApp group. Whereas the online class conducted by Lecturer B while teaching 2D English Education class uses the Edmodo application. Starting from presentations, discussions to all assignments using Edmodo.

The problem faced by the lecturer in teaching speaking class were limited time and building the students confidence. The solution for the problem is the lecturer always gives the limited time every single duty and the duty given to the students in each lesson so that the lecturer should use time well to reach the goal of the speaking class without delaying some tasks. In giving assignment to the students, Lecture pay attention to several aspects, those are the assignment given must be clear so that students understand exactly what to do, enough and limited time to make the students discipline, implementing systematic control to make students work in earnest, and the assignment given to the students is to attract students 'attention and encourage students to seek, follow, and convey.

The second problem is building up the student's lack confidence. The students feel shy to speak up in front of the class and audience so that in needs more affection by the lecturer to make the students brave. Inhibition – fear of making mistakes, losing face, criticism, shyness or lack of confidence. So that the solutions given by the lecturer are the lecturer can give verbal and nonverbal supports to the students. The supports can be giving rewards to the students' achievement verbally and nonverbally, preparing the material well,

avoiding criticism that break down their self-confidence and learning motivation, making motivated words, and sometimes telling motivated stories that can inspire the students to attain success. Later, lecturer has to build students' self-confidence: tell the students explicitly (verbally and nonverbally) that you indeed believe in them; have they made lists of their strength, of what they know or have accomplished so far in the class.

B. Suggestions

After conducting this research and based on the research findings, the researcher would like to propose some suggestion for Lecturers, 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 Lecturer

   Suggestions for lecturers according to researchers, when online learning is better done face to face such as using a zoom application so that students better understand the learning process to minimize the occurrence of misunderstandings from text commands sent by the lecturer. Before online classes start, it is better to ensure that all students have entered and paid attention to the class by replying to messages or posts that the lecturer sent.

2. For the Student

   The students should be more action, creative, and has high selfconfidence in learning English speaking. The students should practice in their daily life and explore their ability in speaking confidently.

3. For the Other Researcher

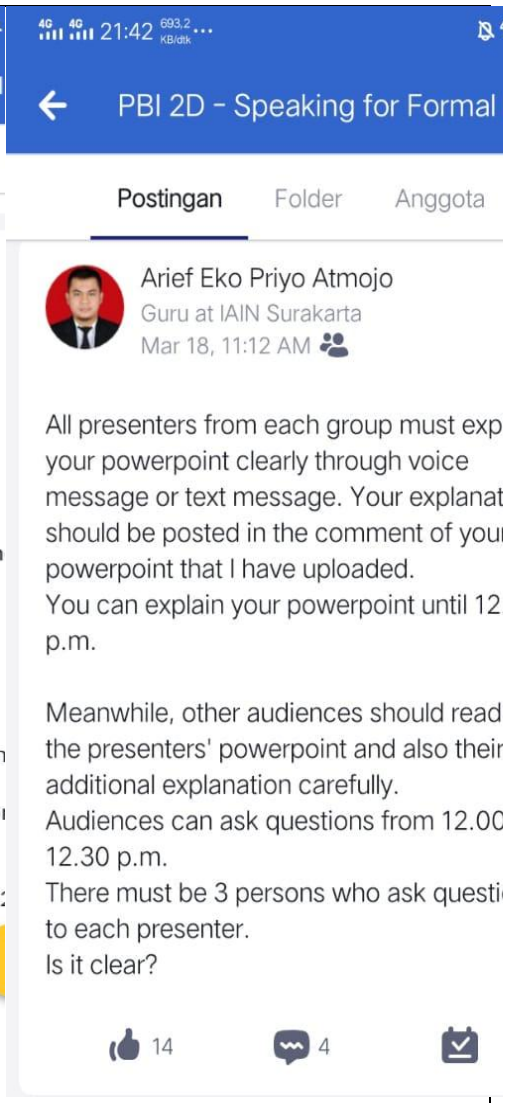
   For the other researcher, this study may make other researcher reviewing further, sharp, critical, and comprehensive which is closed related to this investigation in order to reveal many aspects while implementing CLT.

APPENDICES

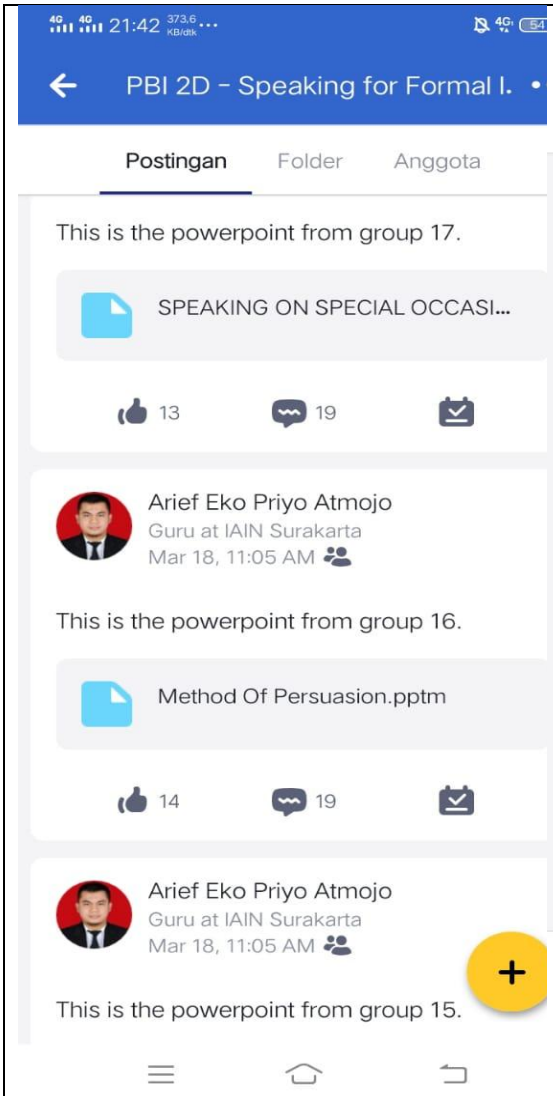
APPENDICES 1

PHOTOS OF ONLINE LEARNING ACTIVITY BY LECTURER B

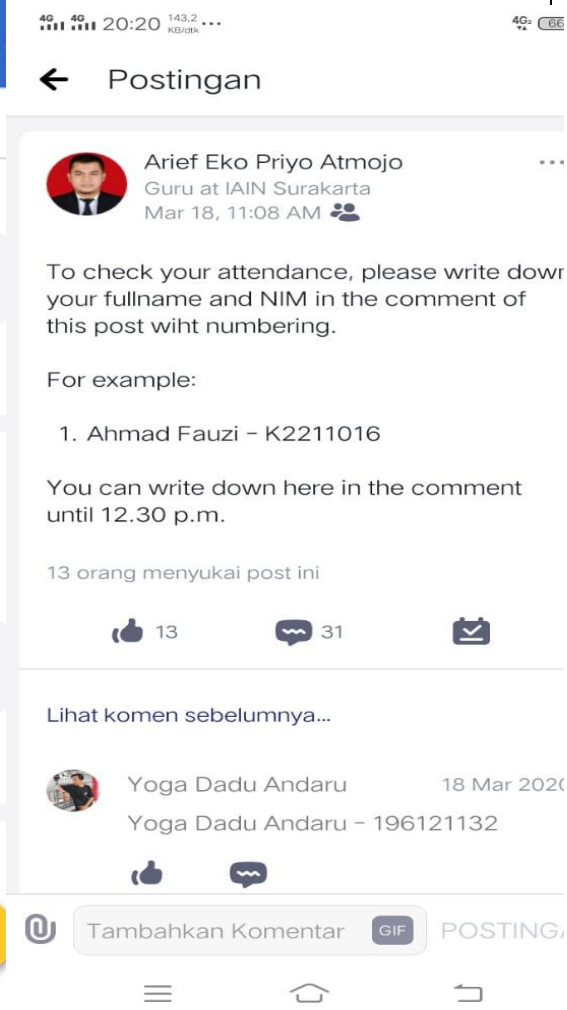
Opening Online Learning by Lecturer B by using Edmodo



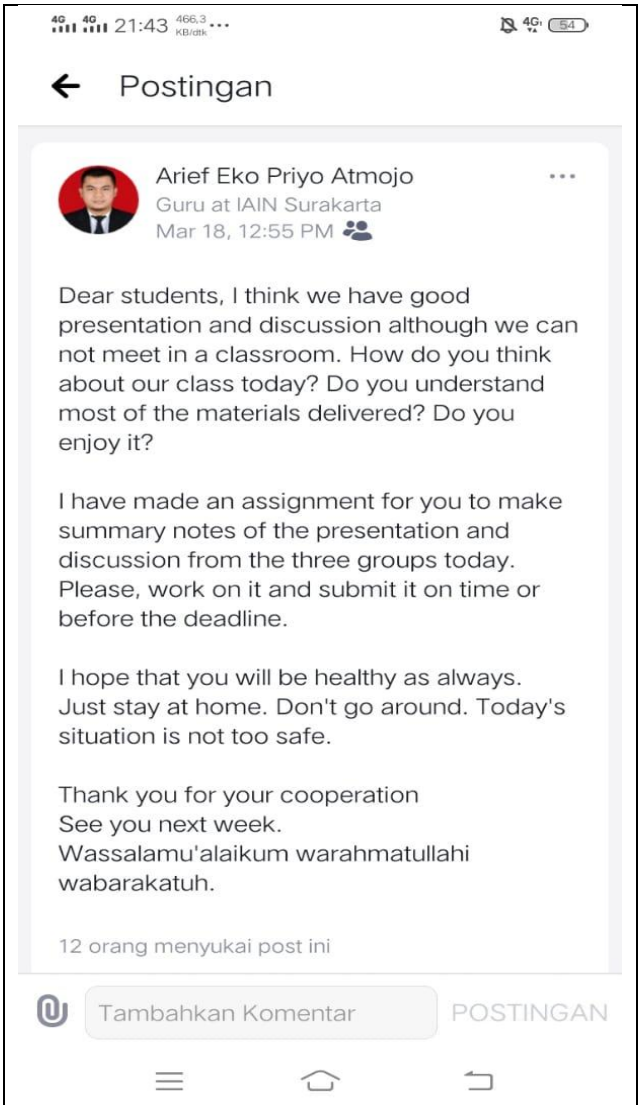
Giving material



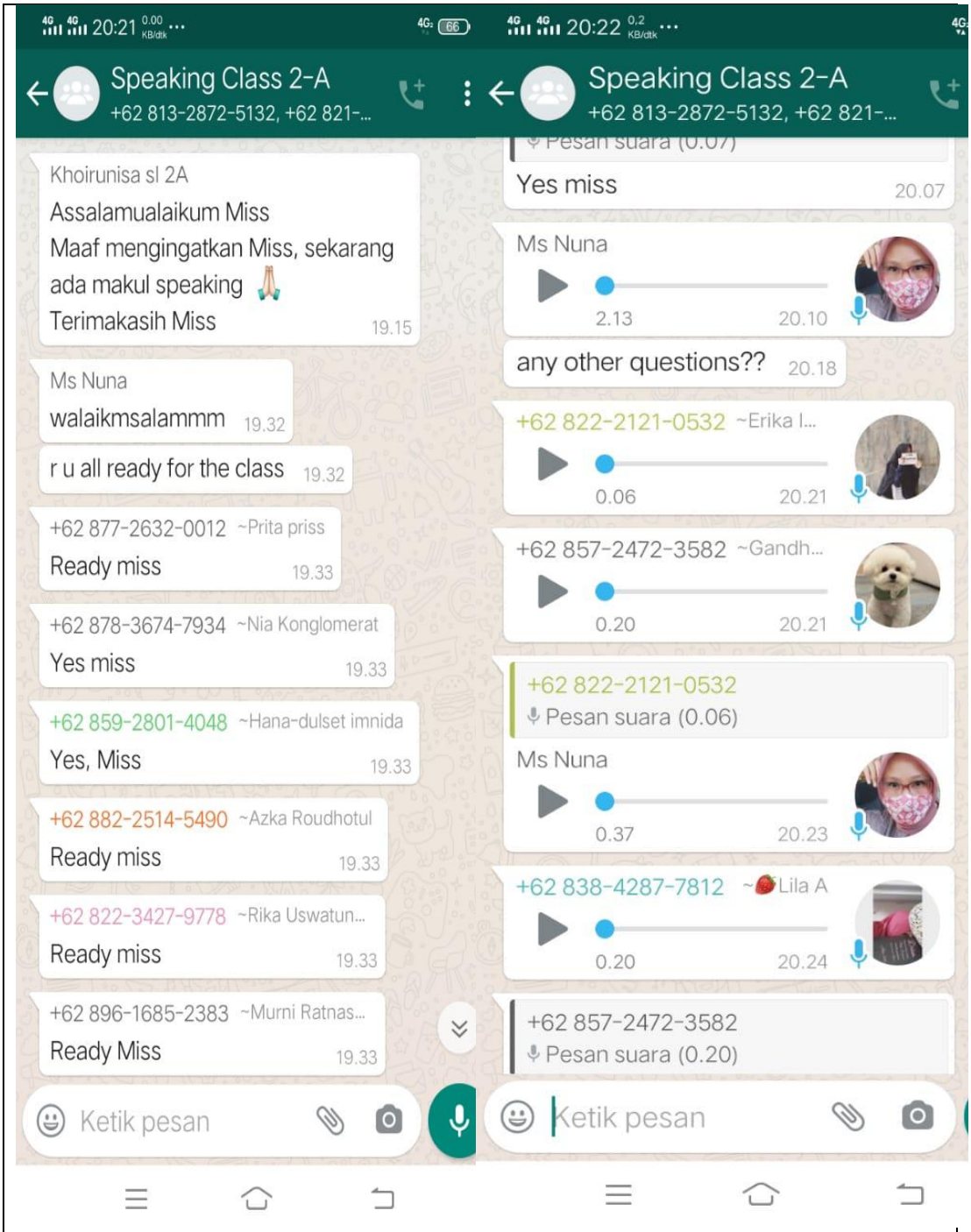
Discussing material



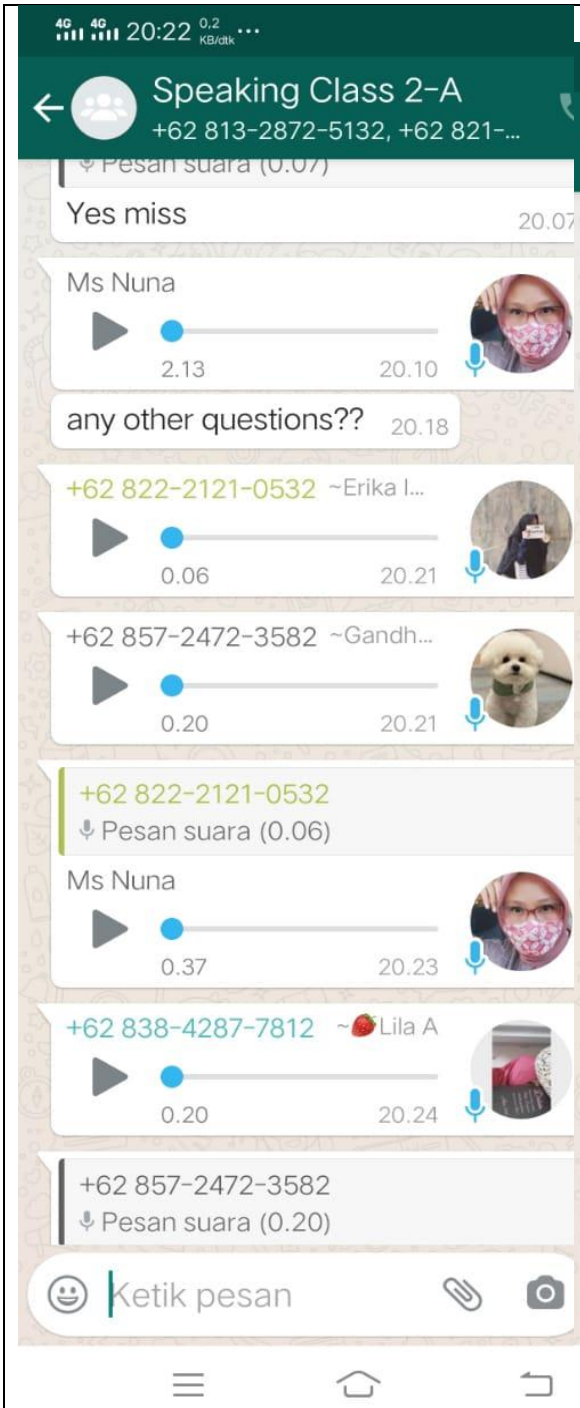
Closing


21:43
Postingan
Arief Eko Priyo Atmojo
Guru at IAIN Surakarta
Mar 18, 12:55 PM
Dear students, I think we have good presentation and discussion although we can not meet in a classroom. How do you think about our class today? Do you understand most of the materials delivered? Do you enjoy it?
I have made an assignment for you to make summary notes of the presentation and discussion from the three groups today. Please, work on it and submit it on time or before the deadline.
I hope that you will be healthy as always. Just stay at home. Don't go around. Today's situation is not too safe.
Thank you for your cooperation
See you next week.
Wassalamu'alaikum warahmatullahi wabarakatuh.
12 orang menyukai post ini
Tambahkan Komentar
POSTINGAN

Closing

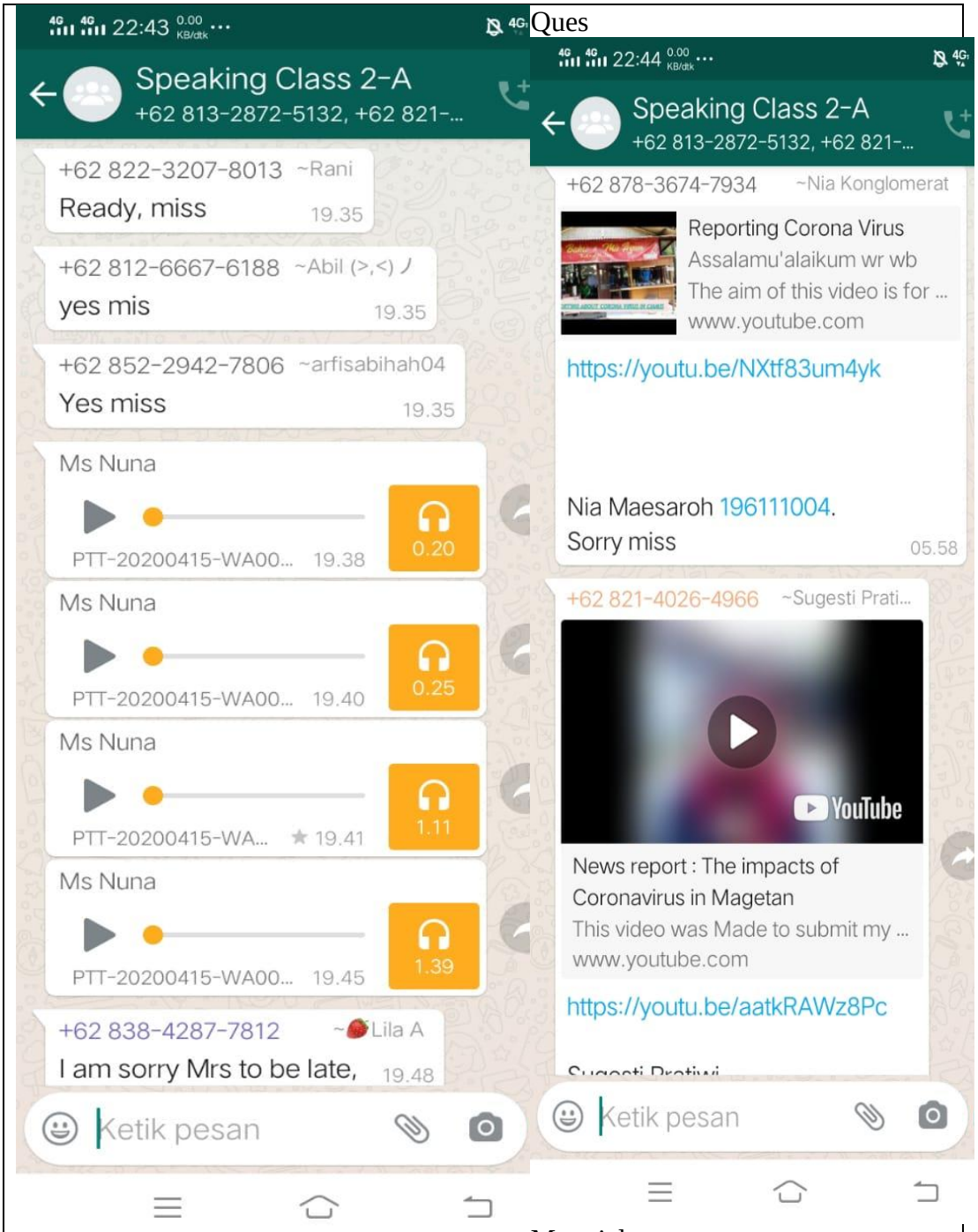


Opening in Literature Speaking class	Giving material in \literature Speaking class



Question and answer

Checking attendant list


Ques
Speaking Class 2-A
+62 813-2872-5132, +62 821-...
+62 822-3207-8013 ~Rani
Ready, miss 19.35
+62 812-6667-6188 ~Abil (>,<) ノ
yes mis 19.35
+62 852-2942-7806 ~arfisabihah04
Yes miss 19.35
Ms Nuna
PTT-20200415-WA00... 19.38 0.20
Ms Nuna
PTT-20200415-WA00... 19.40 0.25
Ms Nuna
PTT-20200415-WA... 19.41 1.11
Ms Nuna
PTT-20200415-WA00... 19.45 1.39
+62 838-4287-7812 ~Lila A
I am sorry Mrs to be late, 19.48
Ketik pesan
Speaking Class 2-A
+62 813-2872-5132, +62 821-...
+62 878-3674-7934 ~Nia Konglomerat
Reporting Corona Virus
Assalamu'alaikum wr wb
The aim of this video is for ...
www.youtube.com
https://youtu.be/NXtf83um4yk
Nia Maesaroh 196111004.
Sorry miss 05.58
+62 821-4026-4966 ~Sugesti Prati...
YouTube
News report : The impacts of Coronavirus in Magetan
This video was Made to submit my ...
www.youtube.com
https://youtu.be/aatkRAWz8Pc
Ketik pesan
Question and answer
Material

APPENDIX 2

RESULT OF INTERVIEW

INTERVIEW

RESULT OF INTERVIEW

Day/Date :Monday / 17th FEBRUARY 2020

Time : 09.45 WIB a.m – 10.00 WIB a.m

Place : E.104 Building

Activity : Interviewing the lecturer of English Literature

Informant : Lecturer A

Interviewer : Bella Nurlita Wati

Interviewer :Assalamualaikum.wr.wb, mohon maaf mengganggu waktunya Mrs.

Respondent : Waalaikumsalam, ada yang bisa saya bantu?

Interviewer : Iya Bu, disini saya mau mewawancari Ibu mengenai Communicative Language Teaching yang saya teliti di kelas Sastra Inggris dalam mata kuliah Speaking . Sudah pada pertemuan ke berapa ya bu pembelajaran di kelas ini ?

Respondent : Sudah ada 4x meeting sampai saat ini.

Intervie :Dalam kelas Sastra Inggris ini ada berapa murid dan ada berapa kelas yang Ibu smpu pada kelas Speaking semester 2 ini ?

Respondent :Saya disini mengajar 2 kelas saja , yaitu kelas A dan kelas B dan masing-masing ada 32 siswa pada setiap

kelasnya.

Interviewer :Bagaimana cara Ibu dalam mengajar kelas Speaking di dalam kelas Sastra Inggris ?

Respondent : Biasanya dalam kelas speaking itu pada tiap semester itu saya bikin handout yang isinya adalah sejumlah materi yang akan kita bahas , misalnya 14x meeting itu ya 14 tema dan per tema itu ada 14 meetiing dan per- tema itu udah ada patternnya . Misalnya kita Telling Procedure , jadi setelah materi saya sampaikan lalu siswa akan langsung eksekusi dipraktekkan di kelas . Jadi setelah materi yang saya sampaikan siswa wajib eksekusi langsung contohnya jika tema nya telling procedure maka dari itu siswa akan mempraktikkan masak di depan kelas dengan membawa semua peralatan dan bahan yang di butuhkan saat itu juga.

Interviewer : Jadi jika seperti itu pembelajaranya berarti Ibu lebih sering menggunakan Role Play ya dengan mengajak siswa untuk berperan menjadi Koki tersebut ?

Respondent : Iya betul mbak , bahkan hampir setiap meeting ada Role Play nya . Karena semester ini kita berada di semester genap maka dari itu mata kuliahnya Speaking for Proffesional jadi lebih ke formal interaction maka dari itu temanya lebih ke Speech dan News Anchor karena saya fokus ke Speaking karena jujur untuk saya yang penting itu anak harus bisa ngomong dulu dari pada benerin grammarnya dulu dan memperkaya vocab siswa dan benerin

pronnunciation-nya dulu.

Interviewer : Pada pembelajaran semester ini ada games nya ga Bu selain Role Play ?

Respondent : Untuk semester ini belum ada sih tapi untuk semester kemarin saya selalu kasih games juga , karena lebih tinggi tingkatan dalam speaking nanti bahasanya akan semakin formal .

Interviewer : Apakah Ibu pernah menggunakan Scramble Picture / Strip Story dalam mengajar kelas speaking ?

Respondent : Pernah tapi itu untuk semester kemarin tapi untuk semester ini menurut saya sudah cukup pada semester kemarin jadi sudah tidak saya adakan.

Interviewer : Jadi disini Ibu juga mengaplikasikan CLT ya karena salah satu teknik dari CLT itu ada Role Playnya

Respondent : Iya bisa dibilang begitu jadi saya kan juga lebih aktif berkomunikasi dengan siswa

Interviewer : Lalu masalah apa yang ibu hadapi saat mengajar di kelas Speaking khususnya di Sastra Inggris 2A ?

Respondent : Kalau untuk masalah mungkin enggak ada ya tapi menurut saya yang paling banyak itu yang saya temukan saya haris menggunakan waktu semaksimal dan seoptimal mungkin untuk melaksanakan pembelajaran. You know, saya harus cek satu per satu semua kerjaan siswa tanpa ke skip satu pun. Karena ini speaking bukan skill yang lain jadi gimana caranya saya tidak wasting time. Terus yang kedua saya juga

harus building up student confidence biar mereka ga gagap dalam berbicara.

Interviewer : Oh jadi begitu ya Bu , oke baik terimakasih atas waktunya karena saya rasa cukup untuk melakukan waawancara dengan Ibu , terimakasih atas waktunya dan perizinan untuk melakukan observasi di kelas Ibu.

Respondent : Iya mbak sama-sama semoga membantu ya

RESULT OF INTERVIEW

Day/Date :Wednesday / 05th FEBRUARY 2020

Time : 10.20 WIB a.m – 12.00 WIB a.m

Place : FUD.309 Building

Activity : Interviewing the lecturer of English Language Education

Informant : Lecturer B

Interviewer : Bella Nurlita Wati

Interviewer :Assalamualaikum.wr.wb, Bapak saya Bella yang tadi melakukan observasi pada kelas Bapak ingin mengajukan beberapa pertanyaan terkait dengan skripsi yang akan saya teliti. Apakah saya boleh melakukan observasi pada kelas Bapak ?

Respondent : Waalaikumsalam, ada ya bisa mbak , kalau boleh tau skripsi mbak tentang apa ya ?

Interviewer : Tentang CLT pak judulnya "The Implentation of CLt to the Speaking Class in The Academic year 2019/2020" . Maaf pak sebelumnya bapak mengajar berapa kelas ya untuk mata kuliah Speaking ini ?

Respondent : Saya cuman mengajar 1 kelas ini mbak di kelas Pendidikan Bahasa Inggris 2D.

Interviewer : Menurut Bapak Communicative Language teaching itu seperti apa sih pak ?

Respondent : Menurut saya CLT itu lebih ke pengomptimalisasi pada interaksi di dalam kelas , seperti percakapan lisan

sehingga mahasiswa diarahkan untuk lebih berinteraksi di dalam kelas jadi nanti kegiatanya itu bisa disebut dengan role play atau drama atau diskusi.

Interviewer : Lalu untuk pembelajaran dikelas bagaimana cara Bapak mengajar dan mengunkan metode apa ?

Respondent : Kalau saya saat ini lebih menggunakan project based learning karena di era 4.0 saat ini kita diminta untuk lebih mengarahkan ke produk bukan lagi ke prosesnya , agar siswa lebih banyak belajar . Misalnya presentasi tentang topik ini , maka dari itu di kelas speaking ada tanya jawab, ada yang presentasi , ada yang memberi komentar dan projectnya itu untuk memperbanyak aktivitas oral di kelas.

Intervewer : Kesulitan dalam mengajar di dalam kelas Pendidikan Bahasa Inggris ini apa aja ya pak ?

Respondent : Kalau saat ini yang saya temukan presentasi siswa itu kurang bagus karena selalu melihat ke power point dan itu bisa disebabkan oleh kurangnya hafalan vocab pada siswa .

Interviewer : Apakah cuma itu masalahnya Pak ? untuk kepercayaan siswa berbicara bahasa inggris itu gimana ya pak apakah sudah PD atau belum ?

Respondent : Ya tetap ada mbak jadi tidak semua siswa itu lancar berbahasa Inggris maka dari itu saya menggunkan diskusi ini untuk membantu siswa perlahan untuk aktif tanya jawab menggunakan Bahasa Inggris. Dan juga mungkin untuk masalahnya dari siswa itu males untuk

menyiapkan materi dari rumah ya , jadi siswa tidak bisa maksimal dalam menyampaikan materi.

Interviewer : oke baik pak , terimakasih atas waktunya dan jawaban untuk interviewnya .

Respondent : iya mbak sama-sama.

APPENDIX 3

STUDENT'S TASK

STUDENT'S TASK BY LECTURER A

Student 2 – Speech about Environment

Good morning, audience

Let me give a speech about the environment so that we can reap many lessons. As we know, the environmental conditions that we live today are very different from the environment several decades ago. In the past, we could easily find trees, now the land containing plants has been replaced with housing.

Environmental problems are not only limited to plants. If we are sensitive, many fauna or animals lose their habitat. Humans seize their place of residence, so that animals have difficulty getting a place to live again. Not infrequently, animals that cannot get a house will attack humans in order to get food.

Therefore, we should start from ourselves to foster a sense of love for the environment. Use methods that are easy and simple, for example by throwing garbage in its place, not using plastic when shopping, and saving on water use. So my speech about the environment from me, Let's take care of the environment together.

Student 3 – Speech about Child

Good morning, ladies and gentlemen,

Allow me here as a representative of the child ambassador to say a few words at this national children's day event. Actually, children have a big role that we cannot take for granted. Children under 10 years of age are the future successors of Indonesia for decades to come, so that if these children do not have good quality at this time, the quality of Indonesia in the future will also decreasing. So, how to maintain the quality of Indonesian children?

Actually, we as parents or people close to children can guide him slowly and train them to learn discipline. Try to give limit time when they are using gadgets and watching television, instead make it a habit for them to read books because as we know Indonesia's reading interest is not in a high enough position. If Indonesian students are diligent in reading, it is not impossible if we can compete on the international stage. A few speeches that I can convey about the importance of education for children. I apologize if there is a wrong word in the delivery process.

Student 4 – Speech about Drug

Good morning, ladies and gentlemen, let us offer thanks for the presence of Allah SWT because of His mercy we can gather in this place in good health. On this special occasion, allow me to say a word or two about the importance of protecting myself from the dangers of drugs.

With the rapid advancement of technology, it is not unusual for information development to make it easier for us to get something. Now we don't have to bother to get things even though it is constrained by location differences. Therefore, it is only natural that we are careful about drugs. At present, forms of drug trafficking are increasingly alarming. The main target of drug trafficking is no longer adults but children. Therefore, it is only natural that we also supervise

and provide education about the importance of protecting ourselves from the dangers of drugs.

The easiest way to socialize the dangers of drugs is to provide education at the family level. The role of parents and close people is very important. Knowledge of various types of drugs and their effects must be conveyed to prevent the spread of drugs more widely.

There are so many speeches about drugs that I can convey. If there are mistakes in words and sentences when conveying, please apologize me.

Student 5 – Speech about Farewell

Good morning, ladies and gentlemen,

On this happy occasion, please allow me to give a farewell speech in a word or two words. First of all, I would like to thank the Director of PT Maju Mundur who is pleased to be present at this event, I would also like to thank Mr. Ibu PT Maju Mundur staff, as well as fellow employees.

Twenty years have passed quickly. As an employee of PT Maju Mundur, I am very proud to be a part of the largest company in Indonesia. The guidance from expertise here can make me stand here until now. With a 20-year service period, now is the time for me to hand over the baton to continue the company's productivity from younger generation and new employees.

Thank you for the knowledge that has been given so far. Hopefully the things that have been given can provide benefits in the future. I apologize for intentional or unintentional mistakes while working here. Finally, hopefully PT Maju Mundur is the number one company and the best company in Indonesia.

Student 6 – Speech about Cleanliness

Good morning, brothers and sisters.

First of all, I would like to thank you for your enthusiasm for being able to attend the Setandan Village community service event. I, as the head of the RT, expressed his appreciation to you and the youth who given the time to maintain the cleanliness of our beloved village. The rainy season will arrive soon. If we do not clean our environment from now on, I am worried that an epidemic disease will spread.

Begin to clean the surrounding environment from your own home, then walk in front of the house, then to the neighborhood. By maintaining cleanliness, we indirectly also maintain health and look after our loved ones. Furthermore, my speech was also at the same time opening the service program in Kampung Setandan. By reading prayer, I open this morning's program.

Student 7 – Speech about Prayer

Assalamualaikum wr.wb

Peace be upon you, and Allah mercy and blessings

Let us give thanks to Allah SWT because on this special opportunity, we can commemorate the Baitul Hikmah TPA milad. I would like to thank the parents of the students who come and invest the tima, and the beloved santri who were willing to attend. It's been 30 years for TPA Baitul Hikmah to stand up and produce the generation of qur'ani, therefore, on this occasion I will also say important things.

Now, our students expect to be diligent to pray five times a day. Prayer is a pillar of religion and is the second pillar of Islam. It is very important to train children to pray five times a day, for example by giving examples. At TPA Baitul Hikmah, we religious teachers teach students to learn prayers, ranging from movements to reading, and how to perform ablution. We are aware that the practice calculated in the afterlife is the first prayer, It is very important to instill the provision of knowledge to children from an early age. We also urge you and your mother to be involved in developing students in performing prayers. Must familiarize students to perform prayers on time and pray at the mosque. That is what I can say, thank you for your attention. Wassalamu alaikum warahmatullahi wabarakatuh

APPENDIX 4

SYLLABUS

SILABUS
MATA KULIAH: SPEAKING
II

I. Description

This subject aims to develop speaking skills using various topics and activities based on basic communication competence that has to be mastered. The topics include both formal and informal situation in daily basis. The activities are mostly speaking practice. Assessment is conducted through class performance, midterm test and final term test.

II. Subject Competency

Students are able to perform daily conversation in formal and informal situation based on various topics and activities in basic communication competence.

III. Reference

Freitas, de J.F. (1982). Survival English. London: MacMillan Press.

Tillit, B and Bruder, M.N. (1985). Cambridge: Cambridge University Press. Wall, A P (1998). Say it naturally – level 1. Boston: Heinle & Heinle.

IV. Assessment

1. Class weekly performance 20%

2. Mid-term test 30%

3. Final term test 40%

4. Participation 10%

Week	Basic Competency	Indicator	Resources
1	Class orientation	-	Discussion, lecture
2	speech	Speech rule Speech role Respond to others' greeting Diction Fluently Intonation	role play and
3	News reporter	Rule of Reporter Diction Intonation Expression Stressing Pronunciation	MacMillan-Survival English-1989
4	Speaking to entertain	Fluently in speaking Good intonation	Information exchange Speaking Naturally

		Good expression	
5	Speaking to entertain	Telling self-experience	Games, role play
6	Stating / enquiring wheter one knows or does not know a person, thing or fact	asking whether one knows or doesn't know stating whether one knows or doesn't know	question-answer referential
7	**Mid-term test**		
8	Stating / enquiring whether one remembers or has forgotten a person, thing or fact	1. menyatakan apakah seseorang lupa/ingat akan seseorang/sesuatu/ fakta 2. menanyakan apakah seseorang lupa/ingat akan seseorang/sesuatu/fakta	Ceramah, question- answer
9	Expressing and enquiring ability/inability to do something	Menyatakan mampu/tidak mampu melakukan sesuatu Menanyakan kemampuan/ketidakmampuan melakukan sesuatu	Ceramah, games
10	Expressing and enquiring wants/desires	menyatakan keinginan/hasrat menanyakan tentang keinginan/hasrat	Ceramah, game interview

11	Expressing and enquiring happiness / unhappiness	menyatakan kesenangan/kebahagiaan menyatakan ketidaksenangan/ketidakbahagiaan menanyakan tentang kesenangan/kebahagiaan dan ketidaksenangan/ketidakbahagiaan	Ceramah, role play
12	Expressing gratitude	Expressing gratitude Reacting to an expression of gratitude	Gratitude Topik : Ungkapan: Ceramah, role play
13	Making and accepting Apology	making an apology accepting an apology	Apology Topik : Ungkapan: Ceramah, role play
14	Telephoning	Membuka percakapan melalui telepon meminta untuk berbicara dengan seseorang melalui telepon meminta seseorang menunggu Telephone opening Asking someone to wait	Telephoning Topik : Ungkapan: Ceramah,cued dialoge, role play

15	Dealing with communication problems	menginterupsi percakapan mengisyaratkan ketidakpahaman meminta pengulangan kalimat/kata/frase Asking someone to spell something	Repeating Topik : Ungkapan: Ceramah, discussion