A DESCRIPTIVE STUDY OF COMMUNICATIVE LANGUAGE TEACHING (CLT) IN TEACHING SPEAKING FOR TENTH GRADE STUDENTS OF SMAN 1 NOGOSARI IN ACADEMIC YEAR 2022/2023

THESIS

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DEDICATION

I dedicate this thesis to :

1. My beloved family, my father Mr. Suyono and my mother Mrs. Endang Sutanti for their endless support, motivations prayers, and love
2. My beloved sister Neny Oktarin who has always supported me in many ways
3. All my friends thanks for your care, support, and patience to help me in finishing my study.
4. My Beloved Almamater UIN Raden Mas Said Surakarta. The place I could learn everything.

MOTTO

"If you don't go after what you want, you'll never have it. And if you don't ask , the answer is always no. Also if you don't step forward, you're always in the same place."

(- Nora Roberts-)

"Nasib memang diserahkan kepada manusia untuk digarap, tetapi takdir harus ditandatangani di atas materai dan tidak boleh digugat kalau nanti terjadi apa-apa, baik atau buruk."

(Prof. Dr. Sapardi Djoko Damono)

"Sesungguhnya Allah tidak akan mengubah keadaan suatu kaum, sebelum mereka mengubah keadaan diri mereka sendiri."-

(Q.S Ar Rad:11)

"Life isn't about finding yourself. Life is about creating yourself."

(- George Bernard Shaw-)

PRONOUNCEMENT

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I hereby sincerely state that the thesis entitled "A Descriptive Study of Communicative Language Teaching (CLT) in Teaching Speaking for Tenth-grade Students of SMA N 1 Nogosari in Academic Year 2022/2023" is my real masterpiece. The things out my masterpieces in this thesis are signed by citation and referred in the bibliography.

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

Sukoharjo , June 19th 2023

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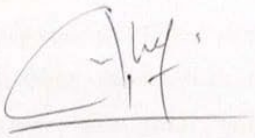
Finally, the researcher realized that this thesis is still far from being perfect. Therefore, suggestion and support criticism will be kindly accepted. At last, the researcher hopes that this thesis will be beneficial for students of English Language Education.

Sukoharjo,

The Reseacher



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ABSTRACT

Indah Sari Ikasafitri. 2023**. "*A Descriptive Study of Communicative Language Teaching (CLT) in Teaching Speaking for Tenth-grade Students of SMAN 1 Nogosari in Academic Year 2022/2023*".** Thesis. English Language Education, Cultures and Languages Faculty. Raden Mas Said Islamic University of Surakarta.

Advisor :Sabariyanto, M.Pd.

Keyword : *Communicative Language, Teaching Technique, Speaking Skill*

SMA N 1 Nogosari applies Communicative Language Teaching (CLT) in order to increase students' speaking skill. The researcher is interested to investigate (1) the implementation of Communicative Language Teaching(CLT) in teaching speaking for tenth-grade students of SMAN 1 Nogosari, (2) the problem faced by the teacher in teaching CLT for the tenth-grade students of SMA N I Nogosari.

A descriptive qualitative design was applied in this study. The subjects of this study is the English teacher in SMA N 1 Nogosari and X-2 class that consists of 32 students. The data were collected from interview, document, and observation. Observation in two meetings. The data of this research was obtained from observational field notes in the class . Furthermore, the researcher also interviewed English Teacher and analyzed based on their lesson plan. The researcher uses theory (Richard and Rodger 2001) (Harmer , 2007) to analyzed implementation CLT in teaching speaking with the prodecure CLT relate to the activities teaching learning.

The finding shows that the teacher also implements most of the characteristics of CLT such as provides real-life situation and real communication using role play, picture series, story telling and discussion, gap, paitwork, games etc (Harmer, 2007). In this research just found 4 characteristics of CLT in classroom, there are role play, picture series, story telling and group discussion. The findings reveals that the difficulties faced by the teacher when implementing CLT are different levels of speaking by the students, the time allocation is not enough to accommodate all speaking activities.

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CHAPTER I

INTRODUCTION

A. Background of the study

Teaching English is not only transferring knowledge or skill to the students but also managing the classroom. The teachers can use variety of activities in order to make sure their teaching and learning process are success in the classroom. Although, sometimes it was not run as well as they had planned because they found some difficulties in teaching and learning process (Harmer, 2007). Sometimes the teachers find some difficulties in both transferring the language and skill because some aspects concerned. The example of the difficulties is related to master speaking skill for the students, since English is a foreign language. Therefore the teachers face the lack of motivation and participation of the students in the class. Speaking is one of productive skills in English. Speaking is very important to master because it can help the students communicate with each other, express what they think, and also pass the speaking class or exam. On the other hand, there are many students assume that speaking is still difficult to master rather than other skills (reading, listening, and writing) so that 2 speaking skill is one of the problems of the students. Sayuri (2016) state that motivation, lack of confident, and anxiety are the examples of the problems in speaking. Most of the students feel embarrass, guilty, and fear if they make some mistakes when they speak English in the classroom. Besides,

Penny (2012) claims that there are some problems of speaking activity in the classroom, such as afraid of criticism, nothing to say or cannot think of anything to say, low involvement, use the mother-tongue, etc.

Therefore, the teachers have to understand what the appropriate teaching method or approach in teaching speaking for the students. It is very important for the students because they may have more opportunity and encouragement to speak English in the class. According to Richards and Rodger (2001), approaches and methods in language teaching are refer to series of core and principle teaching and learning process with classroom practice in order to gain the objectives of teaching and learning process. Teaching approach and method is also very important in the class because it is influence how the learning process in the class (Rahmatillah, 2019). Furthermore, one of current approaches for teaching speaking according to Richards and Rodger (2001) is Communicative Language Teaching (CLT) because the teachers have to provide real-life situations and real communication in the classroom in order to increase the speaking skill of the students. According to Richard & Rodgers (2001) the goal of CLT is to enhance the communicative competence of the students. Hence, CLT can help the students not only on their knowledge, but also on their skill.

Communicative Language Teaching (CLT) is one of english teaching methods which emphasizes on learning to communicate through interaction in the target language. Richards and Rodgers (2001: 36) state that Communicative Language Teaching is a board approach to teaching that

result from a focus on communication. So that it focuses on what people want to do or what they want to accomplish through speech. The students have to be able to speak in target language. To achieve the successful learning , as an english teacher have the important roles. The teacher as a facilitator of students learning managing classroom activities and also having responsibility monitor our students performance.

Brown (2004: 43) stated " students in communicative class ultimately have to use the language , productively and receptively, in unrehearsed context outside the classroom. Classroom task must therefore equip students with the skills necessary for communication in those contexts". In other word , classroom can be a place where students can express their personal problems and concerns. Within this perception , by teaching speaking the classroom is conceptualized to create a condition where students can improve their ability in learning English that is for using the English for the real communication with often speak with other. And even, classroom itself is a part of the real world of the students as individuals and social actors. Language skill are learn more effectively if the items to be learned in target language are presented in spoken form before seen in the written form. It is assumed that speaking skill is one of aspect which important to mastery in English.

Speaking is very important to the students because a through speaking the students can express their idea , opinion and information the skill orally. In speaking the students do not only practice alone but also build interaction

with other. Therefore speaking activities have to mastered by students in helping them to achieve the learning goals to communicate well. Speaking is kind of communication, according Wallace (1978 : 98) stated that oral practice (speaking) becomes meaningful to students when they have to pay attention what the are saying. Thus, the students can learn better on how to require the ability to converse or to express their ideas fluently with precise vocabularies and good or acceptable pronunciation. In speaking classroom the teacher and the students have significant role to te process of teaching and learning. This element (teacher and students) constantly interact one another in which the teacher and the students are the main subject. According Harmer (2007: 348) there are many classroom activities which are currently in use at or near the communicative end of the communication, they are explained below: Acting from a script, information-gap games, discussion, questionnaires, role play, story telling, picture series, pait work.

Similar research has been analyzed by Reski (2020) titled "*The Analysis of Teacher's Teaching CLT method in English Speaking Skill at the Second Grade of SMA N 2 Pinrang*" . The result of this study showed that communicative teaching learning (CLT) method that has been chosen the english teacher gives beneficial contribution in increasing the students achievement and students speaking performance during the instructional process. Role play implemented in this study consisted of some steps. Those were: 1) deciding on the school syllabus and material , 2) organizing the group of the students ,3) providing the situation to be role played.

SMA N 1 Nogosari is one of the Senior High schools in the streets of Raya Nogosari-Kalioso, dusun 02, Glonggong, Nogosari disctri, Boyolali Regency, Central Java Province. That school is of the good schools in Boyolali. It has any facilities such as a mosque , laboratory computer , laboratory science UKS and other facilities that can support the students in the teaching learning process. The researcher wants to do the research in SMA N 1 Nogosari because of some reason. Students have great motivation and interest in learning English. Some of them even confident to speak in front of the class. Besides that SMA N 1 Nogosari successfully passed to represent " DUTA SENI BOYOLALI" to America and Canada in 2014. This reason adds to the researchers interest in conducting research in SMA N 1 Nogosari to English teachers in guiding students before leaving for America and Canada. This school has two kinds of classes. There are natural science major and social science major classes. In this research, the researcher only focuses on the tenth grade.

Researcher committed pre-observation at SMA N 1 Nogosari on March 23th 2023. Based on pre-observation, in the learning process the teacher has often used the CLT approach in teaching speaking skills, but the students' ability to speak English is low. Several factors that cause are the students tended to be silent in the classroom because they are lack of self confidence and students also need more practice since through practice students could learn to express their feeling, emotion, thought, and their intention. Based on the pre-observation in SMAN 1 Nogosari, there are many students still

have difficulty to speak English well when the writer invite them speaking English (give response /opinion), some of them just silent, the researcher found that they were afraid of making mistakes when they speak English both in structuring and pronouncing the words.

From the explanation above, the researcher decides to conduct a research entitled "A Descriptive Study of Communicative Language Teaching (CLT) in Teaching Speaking for Tenth-grade Students' of SMA N 1 NOGOSARI in Academic year 2022/2023". The researcher want to know how the teacher implements CLT on the speaking skill in the classroom.

B. Identification of the Problem

Based on background research the researcher identyfies some problems:

1. Lack of vocabulary mastery in students
2. Lack of self-confidence in students
3. Sometimes the time allocation is not enough to accommodate all speaking activities
4. Students have different levels of speaking

C. Problem Limitation

The researcher limited the study by focusing on the Communicative Language Teaching (CLT) Approach to improve student speaking ability of Tenth-Grade of SMA N 1 NOGOSARI. On this study the researcher focused on students' speaking accuracy (pronunciation) and fluency (smoothness) by using Communicative Language Teaching

D. Problem Statement

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

1. How is the implementation of Communicative Language Teaching in teaching speaking for tenth-grade students of SMAN 1 Nogosari in academic year 2022/2023 ?
2. What are the problems faced by teacher when implementing Communicative Language Teaching (CLT) for the tenth-grade students' of SMA N 1 Nogosari in academic year 2022/2023?

E. Objective of The Study

1. To describe the implementation of Communicative Language Teaching in teaching speaking for tenth-grade students of SMAN 1 Nogosari in academic year 2022/2023.
2. To describe the problem faced by the teacher in teaching CLT for the tenth-grade students of SMA N I Nogosari in academic year 2022/2023.

F. Benefit of the Study

1. Theoritical benefit
    a. To improve knowledge for their teachers or students the researcher hopes that this research will give a contribution to the development of education.

b. The finding of this research will give good infomation telated to the theacher's method of teaching CLT.

2. Practical benefit

a. To Teacher

Communicative Language Teaching (CLT) approach can be make the students easier and mor activien speaking and to get more effective choise to combine English aspect in students' speaking ability.

b. To Student

The students' will learn to express the functions that best meet their own communication needs and the students' will try to use the language to express something confidently.

c. To Other Reseacher

The result of this study can be used as a reference for those who want to reseach the Communicative Language Teaching in English teaching-learning process.

G. Definition of Key Terms

1. Communicative Language Teaching

Communicative Language Teaching (CLT) is one of teaching approach that starts from a theory of language as communication then formulated into a design of an instructional system, materials, classroom activities and technique, and for teacher and learner roles (Richard & Rodgers, 2001). It is not only focus on „what to teach", but also „how

to teach‟. The „what to teach‟ aspect in CLT means the language function is more important than grammar and vocabulary. Besides, the „how to teach‟ aspect refers to the activity for real communication (Harmer, 2007). Communicative language teaching (CLT) is an approach to the teaching of second and foreign languages that emphasizes interaction as both the means and the ultimate goal of learning a language. It is also referred to as “communicative approach to the teaching of foreign languages” or simply the “communicative approach”. The communicative approach could be said to be the product of educators 38 and linguists who had grown dissatisfied with the audio-lingual and grammar-translation methods of foreign language instruction.

2. Speaking Skills

Speaking is one of the important skills to master in a language. Its success is measured in term of ability to carry out conversation in an interactive process constructing meaning that involves producing, receiving, and processing information. Speak means talk about, use your voice to say, be able to use a language, make a speech to an audience, make of to language ordinary, not singing, voice (Oxford Dictionary, 2003:414). Speaking skills is a skill to produce the language. Speaking skills commonly refers to the skill that is aimed to communicative with each other, express what they think and what they feel. Moreover , it is

one of the important skills for the students. The teachers have to teach speaking skill in the appropriate way in order to enhance students' speaking skill and also gain the objective of learning process. In speaking skill the students' have to pay more attention on fluency, accuracy, pronunciation, vocabulary and also grammar. Besides , the activity in the classroom include speaking skill such as telling story, discussion, presentation, role play, dialogue, and also monologue. Those are the activity that is can improve speaking skills of the students.

3. Teaching Techniques.

Technique for teaching English is the ways of presenting the language to the students. Teaching technique is need to achieve the teaching-learning purpose, because teaching will be succesfull if the teacher implements theappropriate technique in the class. Technique must be consistent with a method and therefore in harmony with an approach as well "(Anthony 1963:96) in Fauziati (2009:17). Thus technique encompases the actual moment to moment practices and behaviors that operate in teaching a language according to particular method. In other words, technique is classroom activities that integrates into lesson and is used on as the basis for teaching and learning.

Teaching is essentially an active activity to persuade the students to change the way they experience the world through an understanding

of the insights of others. Based on Kayi (2006:1-2) in teaching Speaking: Activities to promote speaking in a second language that teaching speaking is to teach English as Second Language learners to :

1) Produce the english speech sounds and sound patterns
2) Use word and sentence stress, intonation patterns and the rhythm of the second language
3) Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
4) Organize their thoughts in a meaningful and logical sequence.
5) Use language as a means of expressing values and judgements
6) Use the language quickly and confidently with few unnatural pauses, which is called as fluency.

Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking.

CHAPTER II

LITERATURE REVIEW

A. Theoritical Background

1. Communicative Language Teaching

a. Definition of CLT

In the theory of language as communication was the foundational beginning of a communicative approach in language teaching. The ultimate goal of language teaching is to develop communicative competence (Hymes, 1972). Hymes created this concept against Chomsky's theory of competence. According to Chomsky, the linguistic theory is initially related to the ideal speaker and listener within a purely homogenous speech community, knowing their language very correctly and unaffected grammatically with reference to memorization, imitation, shifts of attention and interest, distraction and errors, thereby implementing their knowledge of the language in truer sense (Chomsky 1965).

Communicative Language Teaching (CLT) is one of teaching approach that starts from a theory of language as communication then formulated into a design of an instructional system, materials, classroom activities and technique, and for teacher and learner roles (Richard &Rodgers, 2001). It is not only focus on „*what to teach",* but also „*how to each"*. The „*what to teach"* aspect in CLT means the

language function is more important than grammar and vocabulary. Besides, the *„how to teach"* aspect refers to the activity for real communication (Harmer, 2007). CLT emphasizes the activity through interaction and communication rather than memorization (Toro et.al, 2019).

Imam Kukuh (2003), students of English Department Educational Faculty State Institute for Islamic Studies STAIN Salatiga . His graduating paper entitled "Communicative Language Teaching (CLT) approach in speaking class at the second grade of MAN Tengaran in the Academic Year of 2013/2014''. In his graduating paper the design for this particular study is descriptive qualitative study by analyzing interview result based on frame work of CLT and overview of speaking. The finding of the study present that the teacher applied the characteristics of CLT approach in their teaching speaking in addition with the different problems encounter by the teacher consequently make their ways to overcome the problems a little bit different from each other.

According to Hymes (ibid, p. 281), a person who has already acquired communicative competence will acquire both knowledge and ability for language use with respect to whether something is maybe formal, easily done with the available means, appropriate in context, and well performed. Richards (2006, p. 3) further states that communicative competence includes competence in three areas of

language learning, viz: grammatical, sociolinguistic and strategic competence. Grammatical competence refers to the ability to produce sentences which includes correct parts of speech, tenses, phrases, clauses, and formed sentences.

Then, socio-linguistic competence is the ability to understand the functional aspects of communication which includes role relationships, personal factors plus the social and cultural context. Lastly, strategic competence aims at being able to express oneself successfully in a conversation and solving any difficulties or challenges that may occur which may lead to misunderstandings. Therefore, as language is acquired through communication (Richards & Rodgers, 2001, p. 67-68), there are many positive impacts that are believed to be obtained by using CLT in teaching-learning speaking compared to other approaches. They further state that through this approach, a teacher helps to motivate her learners to work with the language through trial and error. They are expected to interact with each other, individually or in pairs or in group work.

According to Celce- Murcia (2001), CLT reflects a certain model or research paradigm, or a theory (It is based on the theory that the primary function of language use is communication. Its primary goal is for learners to develop communicative competence (Hymes 1972:281), or simply put communicative ability. In other words, its goal is to make use of real-life situations that necessitate communication. In

different definitions, Communicative language teaching (CLT) is an approach to the teaching of second and foreign languages that emphasizes interaction as both the means and the ultimate goal of learning a language. It is also referred to as “communicative approach to the teaching of foreign languages” or simply the “communicative approach”. The communicative approach could be said to be the product of educators 38 and linguists who had grown dissatisfied with the audio-lingual and grammar-translation methods of foreign language instruction.

b. Characteristics of CLT

Brown (2007: 46-47) proposes 7 interconnected characteristics of communicative language teaching, they are :

1. Overall goals The goal of CLT is to communicate. It suggets a focus on all of the components grammatical, discourse, functional, sociolinguistic, and strategic of communicative components. Goals must connect the organizational aspects of language with the pragmatic aspects.
2. Relationship of form and function Form and function are designed to engage students in the pragmatic, authentic, functional use of language for important purposes.
3. Fluency and accuracy Fluency may have more importance than accuracy to keep students engaged in language use. And they must

be appropriate which mean students talk to whom about what, when, and where. Teacher should offers appropriate corrective feedback on students' errors.

4. Focus on real-world contexts Students in a communicative class have to use the language productively and receptively in unrehearsed contexts outside the classroom. Therefore, classroom tasks must equip students wuth skills to communicate in those contexts.
5. Autonomy and strategic involvement Students have opportunities to focus on their own learning process through developing their awareness of their learning style strenghth, weaknesses, and preferences and the development of of appropriate strategies for production and comprehension.
6. Teacher roles Teacher role is as a facilitator and guide who values the students' linguistic development.
7. Student roles Students should be active participants in CLT class.

c. The Goals of Communicative Language Teaching CLT

Communicative competence includes the following aspects of language knowledge:

1. Knowing how to use language for a range of different purpose and functions.
2. Knowing how to vary our use of language according to the setting and the participants (e.g. knowing when to use formal and

informal speech or when to use language appropriately for written as opposed to spoken communication).

3. Knowing how to use language for a range of different purpose and functions.
4. Knowing how to vary our use of language according to the setting and the participants (e.g. knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication).

d. Techniques and Activities Used in the CLT Classroom

Applying proper techniques in a language teaching-learning session is very important in order to get good outcomes: In order to improve the ability of students using the CLT approach, there are some techniques and activities that need to be applied especially for teaching speaking. According to Jack Richards, (2006: 14-21), one of the goals of CLT is to develop fluency and accuracy, so teachers using it should use a balance of activities to develop fluency and accuracy. Jack Richards, (2006: 14-21) has also suggested some activities that can be applied in a CLT classroom. The activities include the following:

1. Accuracy versus Fluency activities

One of the goals of CLT is to developed fluencey in language use. Fluency is natural language use occoring when a

speaker engages in meaning full interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence. Fluency practice can be contrasted with accurancy practice, which focuses on creathing correct examples of language use differnces between activities that focus on fluency on those that focus on accurancy can be summerised as follows:

a. Activities focusing on fluency:
   1) Reflect natural use of language
   2) Focus on achieving communication
   3) Require meaning full use of language
   4) Require the use of communication strategies
   5) Produce language that may not be pradictable
   6) Seek to link language use to context
b. Activities focusing an accurancy
   1) Reflect classroom use of language
   2) Focus on the formation of correct examples of language
   3) Practice language out of context
   4) Practice small samples of language
   5) Do not require meningful communication 6) Choice of language is controlled

2. Fluency tasks

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

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

3. Accuracy tasks

Students are practicing dialogues. The dialogues contain examples of falling intonation in Wh- questions. The class is organized in groups of three, two students practicing the dialogue, and third playing the role of monitor. The monitor

checks that the others are using the correct intonation pattern and correct them where necessary. The students rotate their roles between those reading the dialogue and those monitoring. The teacher moves around listening to the groups and correcting language where necessary.

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

4. Mechanical, Meaningful, and Communicative Practice

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

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

b. Meaningful practice refers to an activity where language control is still provided but where students are required to make meaningful choices when carrying out practice.
c. Communicative practice refers to activities where practice in using language within a real communicative context is the focus, where real information is exchanged, and where the language used is not totally predictable.

5. Information Gap- Activities

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

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

ask questions to try to try to find out how many differences there are between the two pictures. Students practice a role- play in pairs. One students is given the information she/ he needs to play the part of a clerk in the railway station information booth and has information on train departure, prices etc.

6. Jig- Saw Activities

These are also based on the information – gap principle. Typically the class is divided into groups and each group has part of the information needed to complete an activity. The class must fit the language resources to communicate meaningfully and so take part in meaningful communication practice. The following are example of jigsaw activities. The teacher plays a recording in which three people with different points of view discuss their opinions on a topic of interest. The teacher prepares three different listening tasks, one focusing on each of the three speakers' points of view. Students are divided into three groups and each group listens and takes notes on one of the three speakers' opinions. Students are then rearranged into groups containing a students from groups A, B and C. they now role-play the discussion using the information they obtained.

e. Principles CLT Approach

Jin (2008, p. 45) has proposed eight points as principles of the CLT Approach. Doughty and Long (2003, p. 89), have also set down the following list of eight principles which can serve as guidelines for implementing CLT practices.

1. *Use Tasks as an Organizing Principle*

   It is believed that the best way to learn a language is through tasks, as it is said that practice makes perfect. Tasks refer to a piece of work undertaken for oneself or for others, freely or for some reward. Examples of tasks include filling out a form, buying a pair of shoes, making an airline reservation and borrowing or reading a library book.

2. *Learning by Doing*

   According to Reese (1999, p. 1), learning by doing means learning from experience which results directly from one's own actions. It is contrasted with learning from watching performances by others and listening to instructions or descriptions or lectures by others. These kinds of activity are not referred to as learning by doing because they do not result in direct experience like when the learner actually demonstrates something or describes something or performs some actions.

3. *Input Needs to be Rich*

Doughty and Long (2003, p. 61) have stated that rich input involves realistic samples of communication use surrounding native speakers and non-native speakers accomplishing targeted tasks. It is essential in teaching a foreign language that the students become familiar with the language. They must get to hear the language either from their teacher, from multimedia resources such as DVDs, videos and/or audio tapes and/or TV or radio or internet online news and shows. Another way to create rich input in the language classroom is by using the target language as the means of instruction.

4. *Input Needs to be Meaningful, Comprehensible, and Elaborated*

A fundamental requirement for learning to occur is that the information learners process must be meaningful. This means that the information being presented must be clearly relevant to existing knowledge that they already possess. Furthermore, comprehensible means that the students are able to understand the essence of what is being said or presented to them (Lee & van Patten, 1995, p. 38). Other than that, elaborated input refers to new information which is unfamiliar should be paraphrased and simplified explicitly to make it easy to understand (Le, 2011).

5. *Promote Co-operative and Collaborative learning*

In general, co-operative and collaborative learning has long been recognized as a strong facilitator of learning. In these activities, classrooms are organized as effectively as possible so that students can work together in small co-operative teams, such as groups or pairs, to complete activities. For example in using Role Play technique, students are encouraged to collaboratively do some actions in groups as assigned to each of the members of the groups (Wahyuni, Rosdiana &Fitriani, 2016).

6. *Focus on Form*

Focus on form is an approach to language education in which the learners are made aware of the grammatical form of language features that they are already able to use communicatively and emphasizes a form-meaning connection (Doughty & Long, 2003, p. 64). For example, in this case, a teacher teaches grammar within contexts and through communicative tasks so that the students are required to communicate in English fluently and correctly. This is to avoid the traditional approach to teaching grammar where students spend much of their time working with isolated linguistic structures from a sequence of textbook materials.

7. *Provide Corrective Error Feedback*

Feedback refers to strengthening the students with the process of sharing and receiving their ideas. As learners produce language, feedback can be useful in facilitating the progression of their skills. In giving feedback, the teachers need to consider both content and form. In this respect, content refers to comments on organization, ideas and details, while form involves comments on errors in grammar and mechanics (Fathman & Whalley, 1990, p. 29 in Kroll, 1990).

8. *Recognize and Respect Affective Factors of Learning*

Affective factors are emotional factors which influence learning. Affective factors are very important factors in language acquisition and English teaching. These factors include emotions, feelings, mood, manner, attitude and so on. All these factors, especially, motivation, self-confidence and anxiety, determine the input and the output of language (Brown 2001, p. 34).

f. Teacher Roles in Communicative Language Teaching

According Richard & Rodgers (2001), there are two major roles of teacher in CLT. The first role is facilitator in communicate between all participants in the classroom, various activities and texts. The second role is to act independent participant within the learning teaching group.

Besides, CLT requires the teachers to obtain less teacher-centered classroom so that the teachers have to organize well for the communicative activity in classroom in order to enhance communicative competence of the students.

Moreover, the teachers have to make sure that the students are involved in the communicative tasks (Harmer, 2007). They also cannot get stop the learning activity so it goes naturally and focus on communicative purpose. The teachers provide real-life situation and real communication for example role-play and simulation, telling story, discussion, games, etc. In addition, Yang (2014) assumes that the teachers 13 also do not always correct errors when the learners speak English in the classroom because fluency is important in CLT. Through CLT, the teachers help to motivate the students to work with the language through real situation and communication and expected to interact with other students, individually in pairs or in group work and discussion (Yasin et.al, 2017).

g. Student Roles in Communicative Language Teaching

The students also have important roles that contribute to the success of CLT in the classroom. The students emphasize on the processes of communication, rather than mastery of language forms (Richard & Rodgers, 2001). Moreover, the students have to participate a lot in learning process because the aim of this method is to enhance

the communicative competence or students‟ speaking skill. Therefore, the participation of the students is very important in order to make the class more active (Rahmatillah, 2019). According to Harmer (2007), in CLT, the accuracy of language is less important than communicative purpose because the language function is more important than language form. In addition, the students have to use variety of language structure rather than one language structure in order to drill them in real situation and real communication in the classroom.

h. Teaching and Learning Activity in CLT

The types and activities in communicative language teaching is unlimited, provided that such exercises enable learners to engage learners in communication and attain the communicative objectives (Richard & Rodgers, 2001). Moreover, teaching and learning activities have to cover the real-life situation and real communication for example role-play and simulation, telling story, discussion, games, etc. The simulation can be simulate to make an account in the bank, buy a ticket in movie or theater, asking direction (information gap), or they may solve a puzzle together, sharing the information, arrange the story, and telling story (Harmer, 2007). In addition, the teacher should make problem solving activity for example information gaps in order to make the students more active in the classroom (Firiady, 2018). Mangaleswaran and Aziz (2019) assume that pair work or group work practices are also have some benefits in students‟ effort to master the

speaking skill. Furthermore, the students are more emphasize on the cooperative tasks rather than individualistic tasks in the learning process.

2. Speaking skills

a. Definition of Speaking Skill

Speaking is one of productive skills in English. It means that it is a skill of language production. The students produce a language then use the language in order to achieve a communicative purpose (Harmer, 2007). According to Scrivener (2005), the aims of speaking class for the students are become fluent and confidence when they speak English in the classroom. The best way of teaching and learning process in speaking class is to put the students in the *„safe"* situation so that they may feel less nervous, less worries, and less under pressure. Therefore, they have high motivation, encouragement, and opportunity to say or express idea, thought, feeling, and also share the information.

Speaking skill requires the linguistically competence including well articulating the sound, mastering grammatical components, and having adequate vocabulary (Rahmawati & Ertin, 2014). Moreover, it also entails functional competence that means the people can answer the questions completely and logically. The other one competence is strategic competence in which the speaker uses repairing strategies when conversation breaks down. And the

last is sociolinguistic or cultural competence that demands the speaker to uses the language suitably to the context.

According to Penny (2012), there are some characteristics of the successful speaking activities in the classroom. The first is students talk a lot. It is better when the students have a lot of opportunity to talk and communicate with each other in the classroom. The second is participation is even. Classroom activity is not only dominates with talkative and smart students, but also all of the members of the class. Therefore all of the members have contribution in the class. The third is High motivation. The students have high motivation to speak because they interested to the topic and have something new to say about it. Moreover they also have high motivation to get achievement in the class. The last one is language is of an acceptable level. The students can express what they think and easily communicate with each other, and of an acceptable level of language accuracy

b. Component of Speaking skills

According to Syakur (2007), there are five components to speaking. There are pronunciation, grammar, vocabulary, fluency, and comprehension.

1. Pronunciation

Pronunciation is the way speakers use to produce clear sounds when they are speaking. The speaker must be able to

convey a clear message to the listener so that it can be easily understood. In speaking, pronunciation including stress, rhythm, and intonation is very important.

2. Grammar

   To communicate, both the speaker and the listener need a common understanding of what word combinations mean. Understanding the meaning and how words are used is grammatically correct. Improving grammatical understanding can help learners become better speakers.

3. Vocabulary

   To be able to speak fluently and precisely, speakers must master sufficient vocabulary. Vocabulary is very important because learning vocabulary is the main capital to learning sentence structure and other language skills. Mastering a lot of vocabulary will make it easier for someone to read, write, listen and speak English.

4. Fluency

   Fluency is the ability to read, speak, or write easily and fluently. the speaker can read, understand and respond to the language clearly while connecting meaning and context. Fluency can be defined as the ability to speak fluently and accurately. Signs of fluency can be seen from a fairly fast speaking speed and only a few pauses and "ums"or "er". This shows that the

speaker did not spend much time looking for the language needed to convey the message. So it can be concluded that fluency means the ability someone speaks fluently and accurately with minimal use of pauses such "ums" and "er".

5. Comprehension

The last component of speaking is comprehension. Comprehension is a person's ability to understand something and after that, it is known and remembered. It means that understanding something we are learning is very important because that way we are easy to learn if we can capture the essence of the lesson being studied. So comprehension has a big role in learning.

c. Types of Speaking

According to Brown (2001), there are six types of classroom speaking performance that student are expected to carry out in the classroom, namely imitative, intensive, responsive, transactional, interpersonal and extensive

1. Imitative

Imitative speaking is the speaking activity that is imitates a word or phrase or sentence. It emphasizes on pronunciation rather than understands or conveys the meaning or participates in a conversation.

2. Intensive

Intensive speaking. It is the speaking activity that is produce short stretches of oral language. It emphasizes grammar, pronunciation, intonation, stress, and rhythm. The examples of the activities of intensive speaking are sentence and dialogue completion, direct response task, reading aloud, picture-clue task, etc.

3. Responsive

Responsive speaking the task involves very short conversation, small talk, greeting, etc.

4. Transactional (dialogue)

Transactional dialogue, which is carried out for the purpose of conveying or exchanging specific information is an extended form of responsive language. It can be the form of dialogues conducted fot the purpose of information exchange, such as information gathering interviews, role plays, or debates.

5. Interpersonal (dialogue)

The order form of conversation mentioned in the previous was interpersonal dialogue, which is carried out more for the purpose of maintaining social relationship than for the transmission of fact and information, such as personal interviews or casual conversation role play. Learners would

need to learn how such feature as the relationship between interlocutor, casual style, and sarcasm are coded linguistically in this conversation

6. Extensive

Extensive speaking or monologue. The activities include speech, story-telling, presentation, etc.

d. Problem in speaking

According to Ur (1996), there is some problem access in teaching speaking :

1) Inhibition

Speaking is different from writing, reading, and listening activities. Because speaking requires a real-time level of exposure to the audience. Students are often inhibited from trying to say something in English. These barriers are shyness, fear of criticism, and fear of making mistakes to attract attention when they speak.

2) Nothing to say

Learners complain that they can't explain anything to say, they have no motive to express themselves.

3) Low or uneven participant

In one group Only one participant can speak at one time. this means that each has little time to talk. This problem is

exacerbated by the tendency of some students to dominate, while others speak very or not at all.

4) Mother-tongue use

In classrooms where all, or some, learners use the same mother tongue, they are more likely to use it. Because it's easier to be "exposed" and feel unnatural to speak in a foreign language.

e. Assessment of Speaking Skill

According to (Rahmawati Y & Ertin, 2014) there are some criteria in order to assess speaking skill. The first one is grammar. The students are assessed on the structure or grammatical of the language and avoid the grammatical errors in speaking appropriately and accurately. The second is vocabulary. The precision, range, and the use of vocabulary features that used by the student indicates the level of how proficient they are. The third is comprehension that includes understanding the context of the conversation and response or answer according to the question 11 appropriately. The fourth is fluency. The language fluency, have confidence in delivering the language, and responds specific context without many doubt in choosing words indicate that the production of speech in a conversation is well conveyed. The last one is pronunciation. It is about how often errors of pronunciation in the conversation.

3. Teaching Techniques

a. Definition of Teaching Technique

Teaching technique is needed to achieve the teaching-learning purposes, because teaching will be successful if the teacher implements the appropriate technique in the class.

Technique became the third level of trio terms approach after Approach and Method. Technique is the implementation which actually takes place in a classroom. It is a particular trick, streategy, or contrivance used to accomplish an immediate objective. Technique must be consistent with a method, and therefore in harmony with an approach as well " (Anthony (1963: 96) in Fauziati (2009: 17). Thus technique encompasses the actual moment-to-moment practices and behaviors that operate in teaching a language according to a particular method. In other words, technique is classroom activities that integrates into lesson and is used on as the basis for teaching and learning.

Teaching speaking is 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 other than our own is anything but simple.

Based on Kayi (2006:1-2) in teaching Speaking: Activities to promote speaking in a second language that teaching speaking is to teach English as Second Language learners to :

1. Produce the english speech sounds and sound patterns
2. Use word and sentence stress, intonation patterns and the rhythm of the second language
3. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
4. Organize their thoughts in a meaningful and logical sequence.
5. Use language as a means of expressing values and judgements
6. Use the language quickly and confidently with few unnatural pauses, which is called as fluency.

b. Principles of Teaching Speaking

Hammer (2001:102) states that there are six principles of teaching speaking as follows :

1. Help thes students overcome their initial reluctance to speak. Be encouraging: provide opportunity, start from something simple.
2. Ask the students to talk about why they want to talk about.
3. Ask the students to talk about whatt they are able to talk about.
4. Provide appropriate feedback.
5. Combine speaking with listening and reading.
6. Incorporate the teaching of speech acts in the speaking.

B. Previous study

There are some previous studies related to the implementation of Communicative Language Teaching (CLT) on speaking skill.

The first study was done by Khalida (2020) the titled "*The Implementation of Communicative Language (CLT) on the Speaking Skill of the Students of SMK PGRI 2 Kediri".* The researcher found similarities that teachers implement CLT with the pattern : observing and Discussing, Questioning, Practicing and Communicating , Evaluating and Role play.

The second study was done by Wahyudi (2015) by titled " *The use of Communicative Language Teacing (CLT) in speaking class*". The researcher analyzes the use of Communicative Language Teaching on speaking class. The sample is one of the English teachers in Smkn 1 Salatiga. Moreover, the researcher uses interview observation, check list and fied notes in order to collect the data. The finding shows that the teacher implement CLT in the classroom. The teacher also finds some problem in implementing CLT such as lack of student's participation , motivation and also managing the time.

The third study was done by Yasin (2017) by the titled *"Communicative Language Teaching (CLT) for teaching speaking*". The researcher investigatee Communicative Language Teaching (CLT) for teaching speaking Senior High School the sample is one of English teacher and tenth-grade. Moreover observasion sheet and document are the instruments in this study. The finding shows that the teacher implement CLT through role-play, story telling ,

discussion and picture series, but some activities written on the lesson plan are not performed in the classroom.

The previous study takes from several sources. So, to make sure the previous study, the researcher wants to show the differences and also the similarity between the previous study and this thesis. Based on the table below:

No	Previous study	Similarity	Differences
1.	Khalida (2020) " The Implementation of Communucative Language Teaching (CLT) on the Speaking Skill of the Students of SMK PGRI 2 Kediri"	The first similarity of this research that the teacher implement CLT with the pattern : Observing, discussing, questioning, practicing, communicating, evaluating, and role play. Second the research methodology is	The first differences of this research that the teacher implement CLT with the pattern : role-play, discussion, story telling and picture series. Second , the difference is the subject. The previous study was researching SMK PGRI 2 Kediri. Meanwhile, this

		descriptive qualitative design.	study research on SMAN 1 Nogosari
2.	Wahyudi (2015) "The Use of Communicative Language Teaching (CLT) in Speaking Class	The similarity of this research focuses on the CLT method in speaking class.	The difference of this research is the research was focused on students speaking accuracy (pronounciation) and fluency by using CLT
3.	Yasin (2017) "Communicative Language Teaching (CLT) for Teaching Speaking.	The similarity of this research that the teacher implement CLT through role-play, story telling, discussion and picture series but some activities written on the lesson plan are	The differences of this research is that the teacher implement CLT through role-play, story telling, discussion and picture series but the activities written on the lesson plan are performed by the teacher.

		not performed in the classroom.	

CHAPTER III

RESEARCH METHODOLOGY

The research methodology applied in this study is discussed in this chapter. The discussion of this chapter involves research design, research setting, subject of research, the technique of data collection, trustworthiness of the data, and technique of analysis data.

A. Research Design

The researcher used Qualitative Research Methodology in this research. Qualitative Methodology is used to observe, interpret, and understand the phenomenon (Creswell, 2012). According to Ary et.al (2010), Quantitative Research is focus on depth of understanding rather than the analysis of numeric data. Therefore, the result of Qualitative Research is the description of phenomenon, individual, people, or places based on the fact. There are some different types of Qualitative Research Methodology, for example Descriptive Qualitative, Case Study, Action Research, Grounded Theory, etc. Besides, the researcher wants to know the implementation of CLT on the speaking skill in the classroom so that the researcher used Descriptive Qualitative as the design in this study. Descriptive Qualitative is also called Basic Interpretative Study. The main purpose of Descriptive Qualitative is to understand a phenomenon, a process, or a particular point of view (Ary et.al, 2010). Therefore, the researcher used variety techniques of data collection for example interview, observation, and

documentation . In addition, the duration may be shorter rather than other designs such as Action Research.

B. Research Setting

1. Place of Research

SMA N 1 NOGOSARI is one of the Senior High schools in the streets of Raya Nogosari-Kalioso, dusun 02, Glonggong, Nogosari disctri, Boyolali Regency, Central Java Province.

2. Time of Research

This research was conducted in the academic year 2022 / 2023. This research started in March 2023 until Juni 2023. Here is the timetable of research .

No	Activities	March	April	May	June
1.	Pre-Research				
2.	Designing Proposal				
3.	Presenting Proposal				
4.	Collecting Data				
5.	*Analyzing Data*				

6.	Submitting The Report				

Table 3.1 The Research Schedule

C. Subject of The Research

The subject of this research is English teacher of tenth-grade students of SMAN 1 Nogosari, the English teacher is Eny Priyanti, S.Pd.

D. Research Instrumen

Researcher as human instruments serves to determine the focus of research, select informants as data sources, collect data, assess data quality, analyze data, interpret data and draw conclusions (Sugiyono, 2015). This research is qualitative research with the setting as a direct data source. There are many qualitative research instruments. Instruments are divided into two types: main device and supporting instrument. The main tool in this research is the researcher himself as a planner, collector, and data collector analyzer. In addition, the supporting instruments are gadgets, books, pens, laptops, the internet, dictionaries, etc. This study uses these things as supporting instruments to collect and analyze data.

E. The Technique of Data Collection

In collecting the data, the researchers will conduct classroom observations ,document analysis and interview.

1. Observation

   a. Field notes

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

   b. Check list

The writer also made a check list to collect the data. The checklist was 8 statements. It counted all of the procedures of CLT. The checklist was follow :

Table 3.2 procedure CLT adapted by Richard&Rodger (2001)

NO.	Procedure CLT	Relate to the activities teaching learning
1.	The teacher gives a short dialogue and gives oral practice of each utterance of the dialog is given. It can be the	

	entire class repetition, half-class, groups, or individuals.	
2.	The teacher and students discuss about the topic, function, structure, situation, information, etc.	
3.	The teacher can give some questions to the students related to the dialogue	
4.	The teacher can give some additional examples of the dialogue of the communicative use or expression or structure.	
5.	The students make an oral practice for example role-play or simulation in front of the class in pair or group.	
6.	The other students or the teacher also can give some question about the topic and the situation. The questions are related to the students‟ 22 personal experience but still have correlation with the dialogue or topic.	
7.	The teacher can gives additional activities for example games, pairwork, discussion, etc.	

8.	The teacher gives the evaluation of the activity.	

2. Document

The researcher will collect the information through documents, particularly the lesson plans. This research focuses figuring out the teaching activities that is used by the teacher in applying the CLT approach techniques. To do this, the researcher will analyze the teachers' lesson plans to match with the implementation of the teaching-learning processes in the classroom.

3. Interview

Besides, the researcher also will conduct interviews to complete the data information. The technique of the interview is semi structured interview so that the questions are formulated but the researcher can modify the questions during the process of interview. The questions of interview are adapted by Wahuni (2015).

Table 3.3 interview guideline is adapted by Wahuni (2015)

No	Indicator	Question of Interview
1.	The implementation CLT on the speaking skill	1. What is your primary goal on teaching speaking skill ? 2. How do you manage the learning process? 3. How do you make your students to be active in learning process ? 4. Do you use variety of teaching technique in the classroom ? (e.g. games , role play, presentation, etc) 5. Do you use group discussion and media in teaching speaking skiil? 6. Do you give a feed back and evaluation of students speaking skill?
2.	The problems in implementing CLT on the speaking skill.	What are your difficulties in teaching speaking class especially using CLT method in your class?

3.	The way to overcome the problems in implementing CLT on the speaking skill	How do you overcome them?

Table 3.4 Observation guideline

No	Guideline
1	The characteristics of CLT (Harmer, 2007): 1. CLT provides real-life situation and real communication for example role-play and simulation, telling story, discussion, presentation, pairwork, information gap, games, etc (Harmer, 2007). 2. The activity of CLT is less teacher-centered classroom (Richard & Rodgers, 2001). 3. cLT emphasize the activity through interaction and communication rather than memorization (Toro et.al, 2019). 4. Language function is more important than grammar and vocabulary (Harmer, 2007). 5. Fluency is more important than accuracy (Yang, 2014)

	6. CLT emphasize the cooperative tasks rather than individualistic tasks for the students (Richard & Rodgers, 2001). 7. The teacher has two main roles: the first role is to facilitate the communication process between all participants in the classroom, various activities and texts. The second role is to act independent participant within the learning teaching group (Richard & Rodgers, 2001). 21 8. The teacher does not always correct errors when the learners speak English (Yang, 2014). 9. The students have to participate a lot in the learning process (Richard & Rodgers, 2001). 10. The students have to use the variety of language structure rather than one language structure (Harmer, 2007).
2.	The procedures of CLT (Richard & Rodgers, 2001): *1.* The teacher gives a short dialogue and gives oral practice of each utterance of the dialog is given. It can be the entire class repetition, half-class, groups, or individuals.

	2. The teacher and students discuss about the topic, function, structure, situation, information, etc. 3. The teacher can give some questions to the students related to the dialogue. 4. The teacher can give some additional examples of the dialogue of the communicative use or expression or structure. 5. The students make an oral practice for example role-play or simulation in front of the class in pair or group. 6. The other students or the teacher also can give some question about the topic and the situation. The questions are related to the students‟ 22 personal experience but still have correlation with the dialogue or topic. 7. The teacher can gives additional activities for example games, pairwork, discussion, etc. 8. The teacher gives the evaluation of the activity.

F. Trustworthiness Data

In analyzing data, the researcher also need to analyze the validity of the data sources to get valid data. To show the trustworthiness data, the researcher will be used the triangulation technique. The triangulation technique is the technique of examining

the trustworthiness of the data using things outside the data to examine the data and to be compared the data (Moleong, 2002:178). Denzin in Moleong (2000) divides triangulation into four kinds. They are :

1. Triangulation by using the sources The researcher will compare and check the credibility of the informants found in the observations with interview data and compare them with related documents.
2. Triangulation by using the methods

   The researcher checks the credibility of research data and data sources by using several data collection techniques. In addition, the researcher checked the credibility of the data by analyzing it using the same method
3. Triangulation by using the theory

   The technique of examining data by looking for standard comparisons from analytical explanations as supporting data to obtain valid evidence from research results.
4. Triangulation by using the investigator The researcher will recheck the credibility of the data through her research or other research. In this study, researchers used triangulation.

In this study, researchers use triangulation by using theory. Through this type, the researcher use theoretical perspective to examine and interpret data. The theoretical perspective was that of Wahuni (2015).

G. The Technique of Data Analysis

Data analysis is the process of systematically searching and preparing the data obtained from interviews, filed notes, and documentation, by way of organizing data into categories, defining in units, synthesizing, organizing into a pattern, choosing what is important and what will be studied, and make a conclusion that is easily understood by themselves and others (Sugiyono, 2010: 24). The data analysis technique of descriptive qualitative research uses interactive cycle model including data reduction, the data display and conclusion drawing/verification (Miles and Huberman in Samsu, 2017). Based on the theory above, there are three steps in analyzing the data. They are:

1. Data Reduction

   Data reduction shows the process how selecting, focusing, simplifying, abstracting, and transforming the raw data that appears in the writing of field notes. Data reduction is a form of analysis that is sharp, concise, and focused, discards unimportant data, and organizes data as a way to describe and verify the conclusion. Data reduction includes data organizing activities so that it can help and facilitate researchers in conducting further analysis. The pile of data obtained in the field will be reduced by how to summarize, then classify them according to the research focus.

2. Data Display

   In data display, the researcher analyzed the results of observations, interviews, and documents. Then the data will be organized and arranged in a pattern so that the data will be easy to understand.

3. Draw a Conclusion

The third step of data analysis in qualitative research is drawing conclusions or verification. After the analysis was carried out, the researcher concluded from the results of the study that answered the predetermined problem formulation. Thus, drawing conclusions and verification are analytical activities, where at the beginning of data collection, an analyst begins to decide whether something is meaningful or does not have regularity, pattern, explanations, possible configurations, causal relationships, and proposition.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

In this chapter, the researcher presents findings and discussion. The researcher would describe the implementation of Communicative Language Teaching in English teaching learning process and describe the problem faced by teacher in Communicative Language Teaching for the tenth-grade student' of SMA N 1 NOGOSARI to learn speaking English.

1. The Implementation of Communicative Language Teaching in English Teaching Learning Process

Applying a Communicative Language Teaching in English learning at SMA N 1 NOGOSARI has some steps that must be done. In detail, the implementation of English learning at SMA N 1 NOGOSARI describes as follows:

a. Activities and procedures in the CLT approach.

Based on classroom observation, the researcher has obtained the data that during speaking learning the teacher always coordinated with the students first. The researcher also make a checklist system that used by making signs in a column of an observation sheet. The sheet had been prepared with several statements related to the activities and procedure in the CLT approach, the researcher makes signs only if it match the statement on the sheet.

The following statements related to the procedure in the CLT that is used to analyze the teaching and learning process at the school. The statements are adapted by (Richard & Rodgers, 2001). The results are explained in the table :

Table 4.1 procedure CLT adapted by Richard&Rodger (2001)

NO.	Procedure CLT	Relate to the activities teaching learning
1.	The teacher gives a short dialogue and gives oral practice of each utterance of the dialog is given. It can be the entire class repetition, half-class, groups, or individuals.	✓
2.	The teacher and students discuss about the topic, function, structure, situation, information, etc.	✓
3.	The teacher can give some questions to the students related to the dialogue	✓
4.	The teacher can give some additional examples of the dialogue of the communicative use or expression or structure.	✓

5.	The students make an oral practice for example role-play or simulation in front of the class in pair or group.	✓
6.	The other students or the teacher also can give some question about the topic and the situation. The questions are related to the students‟ 22 personal experience but still have correlation with the dialogue or topic.	✓
7.	The teacher can gives additional activities for example games, pairwork, discussion, etc.	✓
8.	The teacher gives the evaluation of the activity.	✓

In the table 4.1 shows the learning process of using CLT applied in the speaking class of the tenth grade students of SMA N 1 Nogosari. The teacher applied well the CLT in speaking class based on the procedures of Communicative Language Teaching.

b. Observation Result

Based on the documents obtained, the researcher focuses figuring out the teaching activities that is used by the teacher in applying CLT. So, the researcher analyzed the teacher's lesson plan to match with the

implementation of the teaching-learning process, the researcher refers to the initial activities below:

1. The first day : Activity is “Introduction”

a. Opening Activity

Before starting the teaching and learning process ,the teacher begins by leading a prayer with the student’s. After that, the teacher checks students’ attendance and started an ice-breaking. Ice breaking used by the teacher is “ Simon Says”. This aims to help improve student’s listening and vocabulary skills. The teacher stands in front of the class and becomes a Simon and the students’ also stand in their place. After that, the teacher say “Simon Says stand up “ then the students’ must stand according to orders. Next, the teacher only say the action without saying “Simon says” , if the students’ makes a movement it is considered lost and must sit down. The winer is drawn from the students’ stood up until the end of the game.

b. Main Activity

After the introduction, we are going to the main activity. In this activity, the English teacher arranged an activity based on the lesson plan. The teacher design an activity that accommodates all of speaking abilities with the CLT approach that in one meeting. The session of the main activity is divided into two activities. That are role play and groups discussion. Firstly, we are going to role play

activity. In this session, the teacher began the class by showing the video about introduction . The theme of conversation is “ how to introduce yourself and your friend” , the students observe it and then underlined the expressions that match with the theme. After observing the video, the teacher drilling vocabulary about the dialog. In this activity, the teacher uses a dictionary to teach vocabulary. After that, the teacher drilling how to write and pronounce it correctly. The student imitated what the teacher did. That was pronouncing vocabulary correctly and the students can carried out conversations in introducing themselves. And then the students practice the dialog conversation in the class with the friends.

Secondly, we are going to disccusion activity. In this section, the students divided into small groups. The teacher asked students to make the dialog conversation with their friends or their groups. The students are asked to how to introduce themselves and their friends in front of the class. In this activity, some groups can arrange the word or vocabulary correctly and some group cannot. Because the teacher gave different word. At the end of this activity, students do the worksheet guided by the teacher.

c. Closing Activity

In this activity, the teacher and students do the reflection together. In reflection activity, the teacher asked some questions to the students. Such as, what’s learning, how’s feeling, what

information that students wanted to know more, etc. The question can be answered oral or written. And the teacher instructs the students to look for other references related to the theme by the internet or textbooks in the library. This activity ended by reciting hamdalah together.

2. The second day : Activity is “Narrative text”

a. Opening Activity

Before starting the teaching and learning process ,the teacher begins by leading a prayer with the student’s. After that, the teacher checks students’ attendance and started an ice-breaking. Ice breaking used by the teacher is “*I Spy*”. This game is more or less similar to Samon Says , except that students are asked to say 1 word in english after the teacher says “ I Spy”. For example, when the teacher say “I Spy with my little eyes something beginning with B”, students have to look for objects that start with the word B in English word.

b. Main Activity

After the introduction, we are going to the main activity. In this activity, the English teacher arranged an activity based on the lesson plan. The teacher design an activity that accommodates all of speaking abilities with the CLT approach that in one meeting.

The session of the main activity is divided into two activities. That are picture serries and story telling . Firstly, we are going to picture series activity. In this session, the teacher began the class by showing the video about narrative text. The theme of narrative text is " fairy tales" , the teacher displays fairytales pictures and the directs students to observe the images displayed on power point.

After that, the teacher give questions to the students about the theme "*Do you know what is the picture? , What do you think about learning English story? What is favourite story?",* then the student answers questions from the teacher.

Secondly, we are going to story telling activity. In this section, the students divided into small groups. The teacher gave a text narrative about Snow White to each groups then students with groups identify social functions, structure text, and language features of the text. The students with the groups analyzed about social functions, structure text, and language features of the text. In the class, the tearcher asked the student to retell the "*Snow white*" story in front of the class using their own language Students present their work in front of the class and teachers provided rewards and reinforcement in each student presentation.

c. Closing Activity

The teacher conducts a group assessment of the presentation of each group. Students and teachers together draw conclusions

about what has been learned. The teacher and students do the reflection together. In reflection activity, the teacher asked some questions to the students. Such as, what's learning, how's feeling, what information that students wanted to know more, etc. And the teacher instructs the students to look for other references related to the theme by the internet or textbooks in the library. This activity ended by reciting hamdalah together.

Based on interview, the researcher conducted interviews to complete the data information. In implementing CLT on the speaking skill, teachers have their own goals so that learning is carried out in accordance with what the teacher wants. This is in accordance with the results of the researcher's interview with the teacher as follows :

"R: what is your primary goal on teaching speaking skill?"

"T: I want my students to be able to speak English correctly according to their grammar, pronunciantion, articulation, the meaning and the fluency. After the students master it, the students can speak English in fron of the class or even wherever they are without having feel embarrassed and wrong in pronunciation".

In addition, teachers also manage the learning process based on the lesson plan, here are the results of the interview :

"R : How do you manage the learning process?

"T: I managed the class based on the lesson plan that I hold, such as by providing learning media, explanations to the students about the theme before learning process".

In teaching speaking, the teacher also required their students to always be active, this is because so that students are able to express every question and answer in English, so that there are discussion activities between the teacher and students. As explained by teacher , who was interviewed below :

"R : How do you make your students to be active in learning process ?

"T: I always asked to my students to record every word that for them is still unfamiliar and difficult to understand, after that I asked students to write it on the board, then the teacher discusses one by one. last, the students are asked to memorize it as one form of assessment from the teacher."

Besides teaching discussing, the teacher also apply other techniques such as role play, presentation, story telling , etc. This is in accordance with the results of the researcher's interview :

"*R: Do you use variety of teaching technique in the classroom ? (e.g. games , role play, presentation, etc)*

"T : Yes, I used. It will make it easier for students to understand the material and the students become enthusiastic when speaking learning, because it doesn't focused on the textbook."

After learning activities with some of techniques have been carried out, teachers usually also always provided feedback and evaluation for

students, this evaluation is carried out to find out whether the learning was successfully received by students or not, and usually teachers also give tasks related to the material. This is in accordance with the results of the researcher's interview with the teacher as follows :

"R: Do you give a feed back and evaluation of students speaking skill?

"T: Yes , of course. If there is no evaluation and assessment I can't evaluated the student's ability or other word same as the teaching learning processis not successful."

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

Based on the result of interview, teacher have many problems faced when implementing CLT, this is reinforced by the teacher's statement during the interview below :

"*R : What are your difficulties in teaching speaking class especially using CLT method in your class ?*

"T: Actually , there are many obstacles for me but I just underline them. That the average obstacle in implementation CLT on the speaking skill is the students have different levels of speaking, lack of self-confodence in the students. Besides that sometimes the time allocation is not enough to accommodate all speaking activities".

The writer concluded that the problems faced by the English's Teacher in Implementing CLT Characteristics are :

1. Lack of the students' participation in communication practice.

2. Lack of self-confidence in students.
3. Sometimes the time allocation is not enough to accommodate all speaking activities.
4. Students have diffence levels of speaking.

B. Research Discussion

Activities Implemented CLT in teaching speaking that has purpose to deepen students' speaking skill like fluency, accuracy , vocabulary, pronunciation , grammar, etc. As the result of study, there are various activities applied in Communicative Language Teaching in teaching speaking at SMAN 1 Nogosari in first meeting and second meeting. Those activities such as role play, picture series, story telling and group discussions really made the students interested to teaching speaking in the class :

1. Role Play

In applying the role play model/technique, the students are put into a totally or partially imaginary situation for the purpose of engaging in a particular activity (Chitravelu et al., 2005, p. 298). In other words, the activities encourage the students to be someone else, to play-act in a particular situation. The students have to adopt someone else's views, experiences, attitudes, etc.

Based on the findings, referring to the teacher's Lesson Plan, the teacher gives a clear explanation of how this activity is carried out. The teacher gave the students some preparation material, viz: introduction and

narrative text . The teacher explains the role that must be played by the student's, there are those who become ("how to introduce yourself and your friend") and. During the conversation , the teacher can assess student's abilities in speaking English such as vocabulary, fluency and grammar.

2. Picture Series

Based on the observation, in the pre-activities, the teacher implemented all the activities written in her lesson plan. She started the class with greetings, checked the attendance, introduced and explained the topic and the goal of the exercise. In this activity the teacher shows a video/model about a narrative text "*snow white",* then the teacher drills every difficult word in the dialog while understanding the content. The important thing to be pointed out is that the teacher used pictures as the focal material in conducting the picture series technique as Bowen (1991) has stated that a sequence of pictures are a series of pictures that reveal a story or theme. They give the learners something to talk about, something to focus on rather than their own uncertainty with the new, language. In the post-activities, the teacher gave constructive feedback by making error corrections and reviewing the lessons that they had learned.

3. Story Telling

The teacher followed the pre-activities written in her lesson plan. She started with greetings, checked attendance and explained the topic.

Besides that, she also introduces or refresh prior material as written in her lesson plan.

In the main activities, the teacher followed almost all the procedures set down for story telling. She also explained clearly how the activity should be conducted. In the class, the tearcher asked the student to retell the "*Snow white*" story in front of the class using their own language. There were also some activities done by the teacher which were not written in her lesson plan such as encouraging other students to respond to their friend's story and giving feedback.

4. Group Discussions

Nunan (1991, p. 279) says that in applying CLT, there are some characteristics which the teacher needs to be concerned with. First, all communications should use the target language. Second, authentic texts should be used for the learning situations. Third, the learners should get the chance to focus not only on the language but also on the learning process. Fourth, the learners should be concerned with enhancement of their own personal experiences. Finally, the language used in the classroom should be linked to that used outside the classroom. The teacher also form heterogeneous groups not random groups, this is because when learners engage with more capable others, the latter can provide guidance and assistance Brown (2001, p. 47).

Next, the teacher brainstormed the topic by giving an analogy from real life and introduced the topic to be discussed by each groups. Before

starting the discussions, the teacher gave a brief explanation on the ground rules for the group discussions such as respecting each other's ideas, participating in the discussions, and using the task given as the focus for the discussions. After that, students form groups to identify social functions, structure text, and language features of the narrative text "snow white" . The students with the groups analyzed about social functions, structure text, and language features of the text. Students present their work in front of the class and teachers provided rewards and reinforcement in each student presentation. In the closing activities, the students were asked to present the results of their discussions and were given feedback on their performances. The teacher also responded to the students' questions clearly.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The finding shows that the teacher implements CLT in order to increase students‟ speaking and provides real-life situation and real communication with various ways such as role play in pair, pictures series, story telling and discussion groups. The teacher also always correct students' error and does not stick on grammar. It means that the teacher is more emphasizes language function and fluency rather than grammar, vocabulary, and accuracy. Besides, the teacher uses lesson plan and rubric speaking skill in the learning process based on the syllabus. The teacher also uses LDC as the media and gives some questions, motivation or reward to the students as a feedback. Moreover, the students carry out the students' role very well such as they participate a lot in the learning process and they use English with several tenses. Moreover, the teacher facilitates the communication process between all participants in the classroom, various activities and texts, so that the teacher implements the first teacher's role. Besides, the teacher does not act as an independent participant within the group which is the second teacher's role in CLT

The problems faced by the teacher in implementing CLT characteristic are the student lack of vocabulary mastery, lack of self-confidence, and managing the time and students have different levels of

speaking. Based on the result of the finding, the way of English teacher overcome the problems are making strategy, motivate their students to be active in learning process and managing the time and activities of learning process. The teacher has a problem with time allocation or duration of teaching and learning process so that the teacher cannot implement all procedure of CLT in only one meeting.

B. Suggestion

1. English Teacher.
    a. The teacher should give task that can increase the student participation such as make role play.
    b. By looking up to this research finding, hopefully it will help them in applying communicative approach based on real CLT characteristic and the most important is the always continue what they have done and can develop their teaching better than before.
2. Students
    a. With the limited time to study English in the class, students are recommended to study more at their home.
    b. Student should make practice and get use to practicing.
3. For the others researcher

    To campaign active English use, it is expected to the researcher to realize the ultimate goal of learning language. This research draws a little views of CLT. This research is focusing on students speaking accuracy (pronounciation) and fluency by using Communicative Language Teaching.

Hopefully this research will be very useful as a reference for the other researcher to develop research in descriptive CLT in teaching speaking.

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APPENDICES

APPENDIX 1- OBSERVATION CHECKLIST

NO.	Procedure CLT	Relate to the activities teaching learning
1.	The teacher gives a short dialogue and gives oral practice of each utterance of the dialog is given. It can be the entire class repetition, half-class, groups, or individuals.	
2.	The teacher and students discuss about the topic, function, structure, situation, information, etc.	
3.	The teacher can give some questions to the students related to the dialogue	
4.	The teacher can give some additional examples of the dialogue of the communicative use or expression or structure.	
5.	The students make an oral practice for example role-play or simulation in front of the class in pair or group.	

6.	The other students or the teacher also can give some question about the topic and the situation. The questions are related to the students‟ 22 personal experience but still have correlation with the dialogue or topic.	
7.	The teacher can gives additional activities for example games, pairwork, discussion, etc.	
8.	The teacher gives the evaluation of the activity.	

***APPENDIX 2* – INTERVIEW GUIDELINE**

No	Indicator	Question of Interview
1.	The implementation CLT on the speaking skill	1. What is your primary goal on teaching speaking skill ? 2. How do you manage the learning process? 3. How do you make your students to be active in learning process ? 4. Do you use variety of teaching technique in the classroom ? (e.g. games , role play, presentation, etc) 5. Do you use group discussion and media in teaching speaking skiil? 6. Do you give a feed back and evaluation of students speaking skill?
2.	The problems in implementing CLT on the speaking skill.	What are your difficulties in teaching speaking class especially using CLT method in your class?

3.	The way to overcome the problems in implementing CLT on the speaking skill	How do you overcome them?

APPENDIX 3- OBSERVATION CHECKLIST RESULT

NO.	Procedure CLT	Relate to the activities teaching learning
1.	The teacher gives a short dialogue and gives oral practice of each utterance of the dialog is given. It can be the entire class repetition, half-class, groups, or individuals.	✓
2.	The teacher and students discuss about the topic, function, structure, situation, information, etc.	✓
3.	The teacher can give some questions to the students related to the dialogue	✓
4.	The teacher can give some additional examples of the dialogue of the communicative use or expression or structure.	✓
5.	The students make an oral practice for example role-play or simulation in front of the class in pair or group.	✓

6.	The other students or the teacher also can give some question about the topic and the situation. The questions are related to the students‟ 22 personal experience but still have correlation with the dialogue or topic.	✓
7.	The teacher can gives additional activities for example games, pairwork, discussion, etc.	✓
8.	The teacher gives the evaluation of the activity.	✓

APPENDIX-4 OBSERVATION RESULT

NO	Procedure CLT	Relate to the activities teaching learning
1.	Role play The teacher explains the role that must be played by the students there are who become (how to introduce yourself and your friend)	✓
2.	Picture series In this activity the teacher shows a video/model about a narrative text "snow white", then the teacher drills every difficult word in the dialog while understanding the content.	✓
3.	Story telling In this activities the teacher asked to the students to retell the "snow white" story in front of the class by using own language	✓
4.	Group Discussion In this activities the teacher brainstormed the topic by giving an anology from real and introduce the topic to be discussed by each groups. The teacher give a brief explanation on the ground rules for the group discussion such as respecting each others ideas, participing in the discussion. After that the students form groups to identify social fuction, structure text and language features of narrative text "snow white"	✓

APPENDIX 5- RESULT OF INTERVIEW

No	Indicator	Question of Interview	Answer
1.	The Implementation CLT on the speaking skill	1. What is your primary goal on teaching speaking skill ?	I want my students to be able to speak English correctly according to their grammar, pronunciantion, articulation, the meaning and the fluency. After the students master it, the students can speak English in fron of the class or even wherever they are without having feel embarrassed and wrong in pronunciation.
		2. How do you manage the learning process?	I managed the class based on the lesson plan that I hold, such as by providing learning media, explanations to the

			students about the theme before learning process.
		3. How do you make your students to be active in learning process ?	I always asked to my students to record every word that for them is still unfamiliar and difficult to understand, after that I asked students to write it on the board, then the teacher discusses one by one. last, the students are asked to memorize it as one form of assessment from the teacher.
		4. Do you use variety of teaching technique in the classroom ? (e.g. games , role play,	Yes, I used. It will make it easier for students to understand the material and the students become enthusiastic when speaking learning, because it doesn't focused on the textbook.

		presentation, etc)	
		5. Do you use group discussion and media in teaching speaking skiil	Yes , I always used it. Because it helps me in delivering the material.
		6. Do you give a feed back and evaluation of students speaking skill?	Yes , of course. If there is no evaluation and assessment I can't evaluated the student's ability or other word same as the teaching learning processis not successful.
2.	The problem in implementation CLT on the speaking skill ?	What are your difficulties in teaching speaking class especially using CLT method in your class ?	Actually , there are many obstacles for me but I just underline them. That the average obstacle in implementation CLT on the speaking skill is the

			students have different levels of speaking, lack of self-confodence in the students. Besides that sometimes the time allocation is not enough to accommodate all speaking activities

Appendix 6. Field Note of Interview with the Teacher (Pre-Observation)

Interview with the English Teacher at the tenth gradestudents of SMA N 1 NOGOSARI On Thursday, March 23th 2023

Researcher	Dalam pembelajaran di kelas, bagaimana cara Ibu dalam menyampaikan pembelajaran "speaking" agar siswa dapat memahami tujuan pembelajaran yang Ibu sampaikan?
Teacher	Biasanya saya menayangkan video/model percakapan Bahasa inggris tentang suatu topik. Kemudian saya membantu siswa dengan cara meng-drill setiap kata yang sulit yang ada dalam dialog tersebut sekaligus membantu siswa dalam memahami kontennya
Researcher	Apakah Ibu menggunakan Teknik Role Play/diskusi pada saat pembelajaran ?
Teacher	Iya tentu, saya selalu menggunakan metode tersebut, selain role play saya juga menggunakan grup diskusi dan media yang lain seperti menyediakan gambar . biasanya hal tersebut muncul pada saat materi Narrative text
Researcher	Apakah ibu mengacu pada RPP saat menyampaikan materi atau tidak menggunakan RPP ?
Teacher	Ya, saya selalu berpedoman pada RPP saya namun saya juga mengembangkan isinya agar pembelajaran dapat berjalan dengan nyaman , enjoy dan tidak membuat anak-anak merasa bosan
Researcher	Lalu, apa saja problem yang Ibu hadapi pada saat kegiatan belajar mengajar ?
Teacher	Kalua kendalanya sih cukup banyak, namun saya menggaris bawahinya saja. Biasanya kendalanya itu seperti kurangnya kosakata pada siswa, terkadang siswa juga merasa malu pada saat disuruh berbicara Bahasa inggris mungkin takut salah, kadang juga terbatasnya waktu pembelajaran yang membuat materi kurang dapat dipahami dengan jelas.
Reseacher	Bagaimana cara Ibu untuk membuat siwa Ibu tertarik dalam pembelajaran ?
Teacher	Sebelum pembelajaran dimulai biasanya saya sedikit mengspill materi yang akan dibahas dengan

	menggunakan ice-breaking,jadi tidak langsung masuk ke dalam materi, kita menstimuls anak agar enjoy terlebih dahulu, nantinya mereka akan lebih menikmati pembelajaran itu. Saya dulu pernah langsung masuk ke materi karena saya takut kalau waktunya tidak cukup, eh lha kok anak-anaknya malah bosen.
Researcher	Baik buk, lalu bagaimana cara penilaian yang ibu berikan kepada anak, atau bagaimana cara ibu mengukur kemampuan anak tersebut sudah mampu dalam materi dan anak tersebut belum menguasai materi ?
Teacher	Di akhir pembelajaran saya selalu memberikan siswa tugas terkait dengan materi entah itu tugas individu maupun mandiri, dan pertemuan selanjutnya siswa diwajibkan untuk mempresentasikan tugas tersebut. Dan untuk kemampuan kosakata bertambah atau tidak, saya biasanya menyuruh mereka untuk menulis kosakata yang sulit minimal 5 kata, kemudian saya menyuruh mereka untuk setoran hafalan Bersama saya.

APPENDIX-7 DAFTAR NAMA SISWA KELAS X-2

NO	NAMA SISWA
1.	A R
2.	A M D
3.	A N O A.
4.	A S R.A.
5.	A A S
6.	A P
7.	A J P
8.	A N A R
9.	A P P
10.	A Y
11.	A H S
12.	B H G
13.	C A P
14.	C K A
15.	D R
16.	D N
17.	D A P
18.	D A
19.	D D H
20.	D H Z
21.	D W G
22.	F R
23.	I N H
24.	K R C
25.	M A Y
26.	N A F
27.	N P T
28.	N A W
29.	N A
30.	P A
31.	R F S
32.	Z D A

APPENDIX-8 MODUL AJAR BAHASA INGGRIS

(RPP)

Satuan Pendidikan	: SMA N 1 NOGOSARI
Kelas/Semester	: X/1
Mata Pelajaran	: Bahasa Inggris
Topik	: Introduction
Alokasi Waktu	: 2 x 45 Menit

A. KOMPETENSI INTI

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR

3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan pronoun: subjective, objective, possessive)

4.1 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

C. TUJUAN PEMBELAJARAN

Setelah mempelajari Bab 1, siswa diharapkan mampu

1. Menggunakan bahasa inggris dalam berkomunikasi tentang pemaparan jati diri dengan guru dan teman
2. Menujukan perilaku santun, peduli dan percaya diri dalam melaksanakan komunikasi

tentang pemaparan jati diri Mengidentifikasi fungsi social struktur teks dan unsure kebahasaan dari tekspemaparan jati diri

3. Merespon makna teks pemaparan jati diri lisan dan tulis
4. Menyusun teks lisan dan tulis sederhana tentang pemaparan jati diri
5. Mengidentifikasi fungsi social struktur teks dan unsure kebahasaan dari teks pemaparan jati diri
6. Merespon makna teks pemaparan jati diri lisan dan tulis
7. Menyusun teks lisan dan tulis sederhana tentang pemaparan jati diri

D. MATERI PEMBELAJARAN

Ungkapan:

- *Hello, let me introduce myself..*
- *Hi, my name is...*
- *Good morning everyone, allow me to introduce myself, I am...*
- *I would like to introduce myself, my name is...*

E. STRATEGI/METODE/PENDEKATAN PEMBELAJARAN

1. Model Pembelajaran Communicative Language Teaching
2. Metode :
   a. Ceramah
   b. Tanya Jawab
   c. Diskusi
   d. Penugasan

F. KEGIATAN PEMBELAJARAAN

Kegiatan	Deskripsi	Alokasi waktu
Pendahuluan	1. Guru menyapa siswa untuk mengondisikan suasana belajar yang menyenangkan. 2. Guru mengecek daftar kehadiran siswa. 3. Guru meminta salah satu siswa untuk memimpin doa sebelum memulai kegiatan belajar mengajar 4. Guru mengecek penguasaan kompetensi yang sudah dipelajari sebelumnya. 5. Guru menyampaikan garis besar materi dan kegiatan yang akan dilakukan.	5 menit
Inti	**1. Observing (Mengamati)** a. Siswa mendengarkan rekaman audio yang diberikan oleh guru. b. Siswa menonton video tentang percakapan jati diri c. Guru mengulanginya berkali-kali, dan secara interaktif mengajak siswa untuk mengamati secara jelas, kalimat demi	10 menit

	kalimat, isi pesan dan unsur kebahasaan yang digunakan dalam memaparkan dan menanyakan jati diri.. **2. Questioning (Menanya)** a. Siswa menanyakan hal-hal yang belum diketahui mengenai unsur kebahasaandalam teks pemaparan jati diri. b. Siswa menanyakan perbedaan antara pemaparan jati diri dalam bahasa Indonesia dan dalam bahasa Inggris. c. Siswa menanyakan pengucapan dan kosakata dalam teks pemaparan jati diri. **3. Collecting data (Mengeksplorasi)** a. Siswa secara mandiri dan berkelompok mencari teks contoh jati diri. b. Siswa berlatih mengucapkan kata/kalimat tentang pemaparan jati diri c. Siswa mencoba memperkenalkan diri secara lisan **4. Associating (Mengasosiasi)** a. Siswa membandingkan ungkapan untuk memaparkan dan menanyakan diri yang telah dikumpulkan dari berbagai sumber b. Siswa memperoleh balikan (feedback) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. **5. Communicating (Mengkomunikasikan)** a. Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaandan tanda baca yang benar, serta tulisan yang jelas dan rapi. b. Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memaparkan jati diri	7 menit 8 menit 10 menit
Penutup	1. Siswa menyimpulkan materi pembelajaran yang telah dipelajari. 2. Siswa merefleksi penguasaan materi yang telah dipelajari dengan membuat catatan penguasaan materi. 3. Siswa mengerjakan evaluasi.	5 menit

	4. Siswa saling memberikan umpan balik hasil evaluasi pembelajaran yang telah dicapai. 5. Siswa menyepakati tugas yang harus dilakukan berkaitan dengan perkenalan.	

G. MEDIA, ALAT, DAN SUMBER PEMBELAJARAN

- Media
  Video memperkenalkan diri monolog dan dialog
- Alat
  LCD Projector
  LCD Projector Screen
  Speaker
  Paper Sheet
  Laptop
- Sumber Belajar
  Introducing Yourself in English - Learn to speak english,
  https://www.youtube.com/watch?v=4oceDC_w6uY
  Access on April 1st, 2016
  Klippel, Friederike.1989. *Keep Talking.* Cambridge: Cambridge University Press.

H. PENILAIAN PROSES DAN HASIL BELAJAR

a. Teknik : Tertulis
b. Bentuk : Speaking dan uraian
c. Instrumen :listening and speaking

Please Listen to the audio carefully and complete the following monologue.

Hi, my name is Shane. Shane Michael Peterson and (1)……. the United States. My (2)…… still live in America. They live near Las Vegas. My sister, my little sister, she (3)…… in the great state of Pennsylvania! And I haven't seen her for a long time… But I (4)….. in Seoul, South Korea and uh, and I love it here. I'm having a great time. It's just me and my son and uh, (5)….. very happy.

Key Answer:

1) I'm from
2) Mom and dad
3) Lives
4) Live
5) We're

Essay

Please make a monologue to express an introduction to introduce yourself!

	Skor	Kriteria	Komentar
ISI	27—**30**	**Sangat baik—sempurna**: menguasai topik tulisan; substantif; pengem-bangan ungkapan yang lengkap; relevan dengan topik yang dibahas	
	22—26	**Cukup—baik**: cukup menguasai permasalahan; cukup memadai; ungkapan terbatas; relevan dengan topik, tetapi kurang terperinci	
	17—21	**Sedang—cukup**: penguasaan permasalahan terbatas; substansi kurang; pengembangan topik tidak memadai	
	13—16	**Sangat kurang—kurang**: tidak menguasai permasalahan; tidak ada substansi; tidak relevan; tidak layak dinilai	
STRUKTUR TEKS	18—20	**Sangat baik—sempurna**: ekspresi lancar; gagasan terungkap padat dengan jelas; tertata dengan baik; urutan logis (pernyataan umum atau klasifikasi^anggota/aspek yang dilaporkan); kohesif	
	14—17	**Cukup—baik**: kurang lancar; kurang terorganisasi, tetapi ide utama ternyatakan; pendukung terbatas; logis, tetapi tidak lengkap	
	10—13	**Sedang—cukup**: tidak lancar; gagasan kacau atau tidak terkait; urutan dan pengembangan kurang logis	
	7—9	**Sangat kurang—kurang**: tidak	

	Skor	Kriteria	Komentar
		komunikatif; tidak terorganisasi; tidak layak	

Lampiran:

1. Lembar Pengamatan sikap
2. Lembar Pengamatan Perkembangan Akhlak dan Kepribadian
3. Rubrik Penilaian

No.	Nilai Sikap/Karakter yang Diamati	Kondisi yang Dicapai	
		Ya	Belum
A	Sikap Ketuhanan *Kemampuan bahasa Indonesia yang dapat dijadikan sebagai alat penyampai berbagai teks laporan hasil observasi yang digunakan masyarakat.*		
B.	Sikap Sosial		
	1. Jujur		
	2. Teliti		
	3. Tanggung jawab		
	4. Santun		
	5. Menghargai pendapat teman		
	6. Ekspresif		

Lampiran

LEMBAR PENGAMATAN SIKAP

Mata Pelajaran :
Kelas/Semester :
Tahun Pelajaran :
Waktu Pengamatan :

Bubuhkan tanda (V) pada kolom sesuai hasil pengamatan Anda terhadap sikap murid Anda pada saat mengikuti pelajaran Bahasa Inggris!

NO	NAMA SISWA	Religius				Tanggung Jawab				Peduli				Responsif				Santun			
		bt	mt	Mb	m	bt	mt	mb	m	bt	mt	mb	m	bt	mt	mb	m	bt	mt	mb	m

Keterangan:

bt : Belum tampak

mt : mulai tampak

mb : mulai berkembang

m : membudaya

Boyolali, 23 Maret 2023

Mengetahui

Kepala Sekolah SMA N 1 NOGOSARI

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Guru Bahasa Inggris

Eny Priyanti, S.Pd

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APPENDIX 9- PICTURES

Teaching speaking in X-2 class , activity “introduction”