

**THE IMPLEMENTATION OF COMMUNICATIVE LANGUAGE
TEACHING (CLT) IN TEACHING SPEAKING
(A case study at MTSs Timbang Langsa)**

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Degree (S1)

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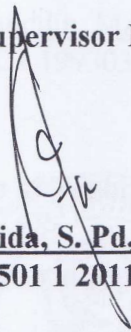
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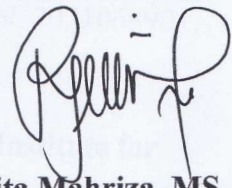
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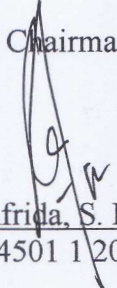
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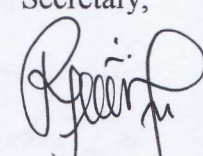
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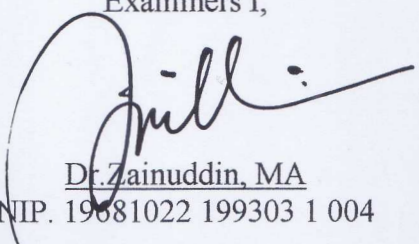
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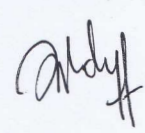
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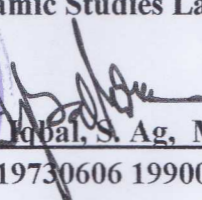
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Menyatakan dengan sebenarnya bahwa skripsi yang ditulis dengan judul “ **THE IMPLEMENTATION OF COMMUNICATIVE LANGUAGE TEACHING (CLT) IN TEACHING SPEAKING (A Case Study at MTSs Timbang Lngsa)** untuk memperoleh gelar sarjana pendidikan merupakan hasil karya sendiri.

Apabila dikemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini hasil jiplakan, maka saya bersedia menerima segala sanksi yang diberikan atas perbuatan saya tersebut.

Langsa, 25 Juni 2021
Yang Membuat Pernyataan


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The writer wants to express her high gratitude to Allah SWT for giving health and opportunity for her so she can finish her thesis. *Shalawat* and *salam* are presented to the last Prophet Muhammad SAW who has brought us from the darkness age to the brightness age of knowledge. The writer also wants to extend her gratitude to people as follow :

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Finnally, the writer realizes that this thesis needs improvement. Therefore, the writers needs valuable criticism from the readers. The writer has a great expectation that this thesis will gave benefit and can be useful for readers.

Langsa, 25th January 2021

The Writer

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ABSTARCT

Wahyuni, Sri. 2021. The Implementation of Communicative Language Teaching (clt) in Teaching Speaking (A Case Study at MtsS Timbang Langsa). Skripsi. English Department, Tarbiyah and Teacher Training Faculty, State Institute for Islamic Studies, Langsa.

Supervisor(1), Nina Afrida,**(2)** Rita Mahriza

The Objectives of this research is to find out how the Communicative Language Teaching (CLT) process is carried out in the classroom at MtsS Timbang Langsa. This research is defined as a qualitative approach. The subjects of this study were the eighth grade students at MTsS Timbang Langsa, totaling 20 students. The data collection was carried out using two instruments, namely observation and interviews. Based on the results of the analysis and discussion, the researcher concluded that the CLT application applied by the teacher in the classroom was in accordance with the CLT characteristics proposed by Brown. The teacher applies each of these characteristics well to students during the teaching and learning process. During the teaching and learning process the teacher encountered several problems when implementing CLT in the classroom including: lack of student participation during the learning process caused by students' weak knowledge of English and also lack of student motivation to speak. In this case the teacher has several ways to deal with existing problems when implementing CLT in the classroom such as: preparing the class well before the teaching and learning process such as preparing learning strategies that attract students' attention such as forming discussion groups to provide opportunities for students to express their opinions. The teacher also provides a lot of motivation for students to want to improve their abilities.

Keywords : *Communicative Language Teaching, Speaking.*

CHAPTER I

INTRODUCTION

A. Background of Study

Basically communication is a process where in individual, a group, meeting, and community use information to interact with the earth or other people. communication is generally done verbally through a conversation or discussion that is perceived by the two players. communication thinking is someone trying to provide understanding and data by conveying messages to others. Speaking is one way that should be done to communicate socially. Speaking as action as the capacity to communicate in a state, or movement to report actions or circumstances with appropriate words or the capacity to joke or to communicate fluently arranged thoughts. Tarigan Argues that speaking is a language ability that results from listening skills, at that time the ability to speak grows and develops in every human being.¹ This implies speaking as a method/means of communication which greatly affects a single life. Talking is one of the most useful talents. it is also inseparable from hearing. When speaking, someone produces text and that is definitely important. In communication ideas, we will find the Speaker, Listener, message, or interest contained behind the discussion and hence the feedback.

¹ Tarigan, *Berbicara: Sebagai Suatu Keterampilan Berbahasa*. Bandung:Angkasa.2008),p.3-4

Regardless of the conditions of school or work, speaking is one of the abilities that we must master because it can help us in communication.

In school, for example, we can see the achievement of language obtained from students' speaking ability. However, many students have difficulty finding ways to communicate in unfamiliar dialects, one of which is English. There are many reasons why they experience speaking problems, including: lack of confidence, lack of vocabulary, lack of ideas to express themselves and inefficient learning techniques and methods so students are unable to clarify thoughts comprehensively. Students at MTSs Timbang Langsa feel the same way. A large number of them have problems speaking and communicating thoughts.

Mastering speaking skills is one of the important things in learning a second language and this success can be measured by how a person can to implement conversations using that language in everyday life.² As someone who learns English effectively, students are required to have the ability to share well in their lives. These students are expected to work together verbally using English. Most English teachers rarely use media as a support in the teaching and learning process. The reason is the difficulty in finding or designing

² David Nunan, *Second Language Teaching and Learning* (Canada : Heinle & Heinle Publisher, 1999,),p.39

effective media as teaching materials. Therefore many of the teachers use more books or student worksheets as learning material.³

Based on the preliminary research, The writer found several facts from the students such as many of the students are still weak in English, for example when the writer speaks and asks for their response or opinion, they just keep quiet. This also happens when the writer greets them before the lesson starts, the students are just silent and cannot respond to the writer. Even though the material for greeting should have been mastered in grade seven. The writer found that many of the students were afraid when asked to speak because they were afraid of making mistakes in grammar. And many of the students are not confident when asked to speak in English in front of the class.

Most of them were afraid of the analysis that appeared during their appearance. Therefore, they often stay away from practicing this way. In fact, the tendency to teach and adapt also influences practice in this way. The lack of possibility for them to create speaking skills because educators usually like to use LKS (Student Worksheets) as a rule in class. LKS can be categorized as a kind of student worksheet as a guide for students to complete some exercises. LKS consists of a brief clarification, the motivation behind

³ Munawar, “*English Education Jurnal*”. Improving Speaking skills through the learning community technique. Vol. 6 No. 4, 2015, p. 485.

the movement, preparation and final assessment for each competency. Unfortunately, the use of worksheets in English classes in general will indicate that students only have exercises that include reading and writing. There is not much preparation enough for students to build their verbal skills so they become unfamiliar and they start to become unmotivated.

In this case, not only students are required to improve their ability in speaking English. But also the teachers should begin to innovate in the teaching and learning process. Teachers should think of methods or provide media that can be used to improve students' English skills, especially in speaking. Basically, the teacher must provide many opportunities for students to interact with each other with their friends in class. Students must always be involved in every communicative class activity, such as question and answer with the teacher, or exchange ideas with classmates. Interaction is a very important aspect in the learning process, especially foreign language learning. This requires teachers to be able to create a communicative and enjoyable learning environment so that students become more confident and participate actively in interactions with their classmates. If students rarely engage in communicative activities in class, they will not have the ability to use language. While, one of the main goals of language learning is to be able to use or be able to speak using the language itself.

In a fact, a speaking class can be a fun and comfortable class for all students. Teachers must have a good strategy to build students' desire to be more active, for example by applying the characteristics of CLT in speaking learning. Richards and Rodgers suggest that an approach through Communicative Language Teaching (CLT) can make it easier to improve students' speaking skills.⁴ In addition, using CLT provides many opportunities for students to actively participate in activities that are often accompanied by simulated scenes or scenarios, so that they are closer to life. In this activity students will become the main actors so that they can explore their roles directly.

Communicative Teaching Learning helps in the process of speaking. Communicative Teaching Learning is one way that can be used when in class because based on Communication Teaching Learning can help students to better master the material to be learned, especially speaking. In Communicative Teaching Learning we will work in groups and this will make it easier for us to solve every problem that exists in each problem. When studying in groups students will usually be more confident, of course, this is very good at speaking.

⁴ Richards, J. C, *Communicative Language Teaching Today*. (New York : Cambridge University Press, 2006,), p.158

Communicative learning is intended to optimize the use of all the potential possessed by students so that all students can achieve satisfying learning outcomes according to their characteristics. In addition, active learning is also intended to maintain the attention of students to stay focused on the learning process. When we use Communicative in the teaching and learning process, the teacher is usually required to be creative and the teacher must be sensitive to the situations and conditions in his class. This is so that the teacher can determine what method is the most appropriate to use at that time. The students are also required to continue to be active and able to take lessons and can release all their abilities to be able to solve problems or material that is being taught at that time. By applying the Learning Active Strategy in the teaching and learning process, students will participate in the learning process and participate in speaking out to express their opinions and understanding of the material being taught

The researcher is interested in conducting research in “THE IMPLEMENTATION OF COMMUNICATIVE LANGUAGE TEACHING (CLT) IN TEACHING SPEAKING.” by English teacher in second grade MTsS Timbang Langsa.

B. Research Question

Based on the research background above, this research problem can be formulated as follows :

1. How is CLT implemented in teaching speaking for the Eighth grade students of MTsS Timbang Langsa?
2. What problems do teachers face when implementing Communicative Language Teaching in the speaking class at MTsS Timbang Langsa?
3. How teachers solve the problems faced when implementing CLT in the speaking classroom at MTsS Timbang Langsa?

C. The Purpose of Study

This research aims to find out :

1. How is CLT implemented in teaching speaking for the Eighth grade students of MTsS Timbang Langsa.
2. Problems that teachers face when implementing CLT in speaking class at MTsS Timbang Langsa.
3. The way teachers solve the problems faced when implementing CLT in the speaking classroom at MTsS Timbang Langsa.

D. Significance of the study

This research has the benefits as a following :

1. For English teachers

This research can be used as a reference in applying techniques and media related to the teaching and learning process, especially in speaking.

2. For students

The results of this study are expected to be able to help improve students' English language skill.

3. For school

This research is useful as a source of information in the teaching and learning process, especially in Speaking.

E. Scope Of Study

The researcher provides a limitation on the research discussion, the researcher only focuses on the implementation of communicative language teaching in learning to speak in Class Eight of MTsS Timbang Langsa.

CHAPTER II

LITERATURE REVIEW

A. Previous Study

There have been many parties who have carried out several researchers related to teaching speaking including teachers, and academics about how techniques and media can be used to improve students' speaking skills. For this reason, the author reads several previous studies as material for literature review before finally the author can write this research. There are some studies related to the use of CLT in the English teaching process which have been published in journal form:

- 1). Previous research was conducted by Imam Kukuh, a student of the English Department of the Education Faculty of the State Islamic Institute (STAIN) Salatiga. The thesis entitled "Communicative Language Teaching (CLT) Approach in speaking class at the second grade of MAN Tenganan in the academic year of 2013/2014. In the thesis, Imam firmly designed the research into a qualitative research form by analyzing the results of interviews. From the results of the study concluded that the teacher applies the characteristics of the CLT approach in teaching speaking. In addition, teachers have their own ways to solve the problems they face in the learning process.

2). Burhanuddin Yasin, Zulfadli A Aziz and Raudhatun Jannah (Syiah Kuala University: 2017) who carried out related research: "Communicative Language Teaching (CLT) For Teaching Speaking." The author analyzes the lesson plans belonging to the teachers at school whether they are in accordance with the characteristics and principles of CLT and also about how teachers implement CLT in speaking lessons carried out at Insan Qurani Boarding schools. As for the participants in the research were students from class X IPA, X MAK, XI IPA, XI, MAK, and XII MAK and also an English teacher from Insan Qurani Boarding School. The author uses a qualitative approach in research. The instruments used by the writer are observation and documentation.

The results of the study indicate that there are many deficiencies about the CLT procedures applied by teachers in the classroom. So that there are still many students who have not been able to reach the KKM even though they have been given the CLT approach with Roleplay, Jigsaw and Discussion. This leads to the conclusion that the ineffective CLT procedures introduced by the teacher are not yet effective.

From the research that has been done before, there are similarities with the research to be carried out, namely: The application of CLT into the teaching and learning process, especially in the speaking class. The difference between this study and

previous research is that on this occasion the researcher wants to explore further how teachers implement CLT in speaking language classes seeing the social conditions of the school and also students are included in the retardation category. Then the researcher wanted to know what challenges the teacher received while implementing CLT in this school.

B. Theoretical Framework

a. Communicative Language Teaching

Communicative Language Teaching is an approach to the learning process that emphasizes the concept of interaction to achieve these learning goals. Communicative Learning is very important. Not only for teachers but communicative learning can help students to develop their abilities. Communicative Learning does not impose limits on teachers and students, Communicative Language Teaching also makes it easier for teachers to see students' abilities. Communicative Language Teaching is a bridge for teachers and students to communicate effectively with each other in learning.

1. Definition Of Communicative Language Teaching

Richards and Rodgers stated that Communicative Language Teaching is an approach in the learning process to get results that focus on language acquisition. in this method, the most important

thing is how the teacher can find media that helps students convey messages or opinions.⁵

Furthermore, Littlewood explained that Communicative Language Teaching (CLT) as an approach to the learning process that pays attention to the functional and structural aspects of language becomes a more efficient communication display.⁶

Kalayo and Hasibuan view CLT as an approach to teaching, not a method that aims to see fluency and ability in communication in various ways (verbal or non-verbal) as a form of the learning process.⁷

Meanwhile, Harmer stated that Communicative Language Teaching (CLT) is a tool that was built to review or examine aspects of language in teaching by emphasizing the importance of language functions and how to teach related to the use of language forms.⁸

Based on the definitions above, it can be conclude Communicative Language Teaching is a teaching method designed to see how the language learning process can be carried out effectively

⁵ Richards and Rodgers, *Approaches and Methods in Language Teaching*. (New York: Cambridge University Press, 2001.), p. 1

⁶Littlewood, *Communicative Language Teaching: An Introduction*. (New York : Cambridge University Press, 1981,), p.1

⁷Kalayo Hasibuan and M.Fauzan Ansyari. *Teaching English as a Foreign Language*. (Pekanbaru: Alaf Riau, 2007). p. 60

⁸Harmer, J. *The Practice of English Language Teaching (3rd Ed)*. (London and New York: longman Group,2001.), p.84

and comfortably. Communicative Language Teaching not only helps teachers but can also motivate students to improve their language skills more broadly. With Communicative Language Teaching, it is hoped that they can improve their ability in learning English, especially in speaking. Communicative Language Teaching offers a variety of activities that can be done in the classroom to motivate students to take an active part in the learning process. Communicative Language Teaching does not only focus on the structural problems of language but also its functionality. Communicative Language Teaching emphasizes interactions in the classroom to achieve learning goals.

According to Brown, there are at least six characteristics as a definition of communicative language teaching:

- a. Class objectives rests on all language competencies.

Class objectives focus on all components of communicative language competencies. In the Communicative Language Teaching class, the main focus lies on communicative language competence. How students play a role in the classroom and so that they are able to build a class atmosphere that is communicative and not passive.

- b. Fluency and accuracy

Fluency and accuracy are complementary principles of communicative techniques. Fluency and accuracy cannot be separated

in communicative learning. Fluency is how the flow and efficiency of a person when speaking or expressing opinions. An example of an activity that emphasizes fluency is role playing. by giving each student a character, then the students are asked to develop a dialogue based on a predetermined flow. While accuracy is the ability to use grammar, verb form, vocabulary, use of punctuation marks, and articles. An example of an activity that emphasizes accuracy is to give students assignments to form sentences consisting of simple verbs.

c. Use of Pragmatic, Authentic and Functional language.

Language techniques are designed to engage students in using language that is pragmatic, authentic and functional. Neatly arranged language forms are not the focus, but rather the aspects of language that allow students to use the language.

d. Use Productive and Representative Language

Productive use of language is very important in Communicative class. Even though students don't have to use it when outside the classroom. This will shape students' abilities and also motivate them to use the language. Students will be more courageous to communicate actively.

e. Students can focus their own learning process

In a communicative classroom, students can choose their own learning process. This is done so that students become more

enthusiastic and motivated during the learning process. Students can focus on the learning techniques that are applied in the classroom.

- f. The teacher only acts as a facilitator and guide.

In the communicative classroom learning process the teacher only acts as a guide and facilitator. The teacher does not participate much in the learning process, but the teacher is in charge of guiding students in order to achieve the desired learning goals.⁹

2. Teaching Procedure Of Communicative language

Teaching

Savignon in Richards and Rodgers (2001) Discusses classroom techniques and procedures related to Communicative Language Teaching including: Groups, Activities, Games related to language or roles. But none of these activities are used specifically in CLT classes.

Meanwhile, Richards and Rodgers offers procedures for CLT. Among them:

- a. Brief conversation presentation.

This can be done either in the form of a dialogue or a monologue, beginning with light motivation and discussion. This is done to build communication between teachers and students. This

⁹Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy.*(London: Longman, 2004,), p. 43

activity can be called a warm-up before entering the learning material. It is hoped that by starting this activity students will not be stiff and afraid to start English classes, especially for speaking.

d. Oral practice

Oral practice of each speech segment of the dialogue or monologue. Oral practice is very helpful in improving one's speaking ability. One way that this can be done is to practice making speeches or conversations in dialogue or monologue.

e. Questions and answers

In learning Communicative Language Teaching the teacher can carry out several activities, including asking questions and asking for answers. The questions given can be in simple form in the form of each student's experiences or about daily life. Then students can provide answers based on their own opinions and experiences.

f. Learn basic communicative expressions

Learning basic expressions of communicative can be done in class. Students can express themselves in a dialogue that is carried out during the learning process using vocabulary that is familiar and easy to understand and does not have multiple meanings. So that when students do dialogue they can express opinions freely and are not bound but still in accordance with grammatical and functional provisions.

f. Students' findings about the rules underlying the expression of functions and structures

Students' findings about generalizations or rules that underlie the expression of functions and structures, this includes at least four points in the form of spoken or written form. These are general procedures that have real focus. Teaching points are introduced by means of a short dialogue system, followed by controlled practice of grammar patterns. Then these points are contextualized through practice.¹⁰

3. Features Of Communicative Language Teaching

Communicative ability is the goal of desire, therefore in the process of learning communicative language meaning is the most important thing. In the Socio-cognitive Perspective, language is considered a vehicle for conveying meaning, knowledge is transmitted through communication involving two people, namely the speaker and the listener.

According to Richards and Rodgers's opinion there are at least three basic elements involved in learning theory including: the Communicative Principle, the Share of Tasks Principle and the Fulfillment of Meaning Principle.¹¹

¹⁰Richards, Rodgers. *Approaches and Methods in Language Teaching*. (NewYork: Cambridge University Press, 2001.), p. 170-171

¹¹Richards, Rodgers. *Approaches and Methods In Language Teaching*. (New York: Cambridge University Press, 2001.), p.118.

Communicative Language Teaching is a broad and independent teaching approach. This is not like a teaching method that relies on one particular technique or method. This was also expressed by Littlewood, who defined the general principles or features of Communicative Teaching: Authentic Emphasis on learning Communication through an interaction in the target language, The introduction of Authentic Text into learning situations, Providing opportunities for students to not only focus on language but also on how to manage learning.

Attempting to link classroom learning with language activities outside the classroom.¹²

These five Features are considered by CLT users to be able to help students develop their communicative competence in an authentic context that can be accepted and beneficial from teaching. Therefore, in practice CLT classes are often carried out in pairs, groups that require negotiation and cooperation between students. Activities that demonstrate fluency encourage students to be more confident, while role-playing activities can develop language function and wiser word choice. All these Activities focus on grammar and pronunciation.

¹²Littlewood. *Communicative Language Teaching: An Introduction*. (New York: Cambridge University Press, 1983), p. 34

4. Teacher's and Student's Role In CLT

There are several roles that are assumed for teachers in communicative language teaching, how the position of that role depends on the views of CLT adopted. According to Breen and Candlin (in Richards and Rodgers), the teacher has two main roles: The First, the teacher has a role to facilitate the communication process between students in the classroom by providing various texts and activities. The second role is the teacher as a regulator as well as observers and researchers for students.

According to Richards and Rodgers, in using CLT the teacher is tasked with determining and responding to students' language needs. In this case the teacher can have informal conversations with students by choosing light and close conversation topics with students such as: Learning Styles, student perceptions of issues that are developing in community life, and how students like learning. Usually, the assessment can be done formally by looking at the items that determine the motivation of each student. Teachers are expected to be able to plan learning individually or in groups according to the needs of the students.¹³

Another role that was also mentioned was the teacher as a counselor. In this case, the teacher is expected to be an exemplary communicator in the CLT approach learning. Teachers are expected

¹³Richards, Rodgers. *Approaches and Methods in Language Teaching*. (New York: Cambridge University Press, 2001.), p. 167

to be able to guide the course of the language class to maximize speaker's intention and listener's interpretation through the use of paraphrase and feedback.¹⁴

Apart from teachers who have a role in communicative teaching, students also have a role. The CLT character which is more centered on developing students' language skills creates new and different rules than teaching with the traditional method. The emphasis of CLT is more centered on the communication process than on language acquisition. Students are asked to participate and take an active role in language classes that are based on a cooperative rather than an individualistic approach. Students are expected to feel comfortable listening to their peers in pairs or groups rather than relying on the teacher. Richards and Rodgers explain that there are several roles for students, including:

a. As Negotiator

The role of students in the communication class is as a negotiator, which means that students are required to be active in class. Students are negotiators for meaning, communicators, inventors and contributors of knowledge. Meaning negotiator means that students must know the meaning of all the expressions they have.

¹⁴Richards, Rodgers. *Approaches and Methods in Language Teaching* (New York: Cambridge University Press, 2001.), p. 168

Thus, students can understand the content to which the teacher will know the extent to which students underline the text with questions. Communicator means that students must be brave to express their ideas in front of the class. they must be active in the learning process and if they find difficulties they can ask the teacher who is the facilitator. In short, students hold important control in communicative language learning.

Meanwhile, a knowledge contributor Negotiator means that students are contributors of information. Where students must inform what they have to others so that the class becomes alive.

For example, the teacher can make an activity such as an interview. Students have an important role because they will be the main actors in these activities, the teacher can help by giving directions and explaining the flow to be carried out then students can use language familiar to them when interacting.

b. As Listener

Students as listeners mean that students listen to the words from the teacher. This can be in the form of advice, information, motivation and other clues.¹⁵In this case the teacher plays its role as a facilitator who will motivate students to develop students' speaking skills through communicative learning. The teacher can also provide information related to learning that can help students in the

¹⁵Richards, Rodgers. *Approaches and Methods in Language Teaching*. (New York: Cambridge University Press, 2001.), p. 166

classroom. For example, before starting lessons, the teacher can provide advice which of course will be useful for student learning development and students act as listeners in this case, taking positive things that have been conveyed by the teacher.

5. The Strength Of Communicative Language Teaching

Motivation is the strength of CLT that engages students in the communicative class and can also build students' self-confidence. Scrivener argues that if there is trust and support in the classroom, students are more likely to violate. one way to develop this is to allow checking the answers of the pair before the examination in front of the class. Another way is to provide opportunities for students to discuss a topic with a partner or in groups and speak in front of the class.¹⁶

Littlewood explained that one of the advantages when teachers use CLT in the classroom is that teachers can integrate four language skills into a curriculum that can even become one lesson. The teacher can start by giving a light topic which then asks students to choose vocabulary that is easy to understand and also remember. Then the teacher can ask students to develop the vocabulary that the student has chosen into one perfect topic and read it in front of the class.¹⁷

¹⁶ Scrivener. *Learning Teaching*. (Britain: Macmillan, 2005,), p.62

¹⁷ Littlewood. *Communicative Language Teaching: An Introduction*. (New York: Cambridge University Press, 1983,), p.167

b. Speaking

Speaking is a skill in humans to express ideas, messages and opinions. Talking is a communication process which will involve two or more people. Through communication everyone can exchange their thoughts, opinions and feelings with others. Speaking is one of the most important skills that everyone must master.

Every time someone talks, someone wants to achieve the goals and objectives of each human being, of course different, such as: giving encouragement, attracting attention, giving advice and several other goals.

Speaking cannot be separated in everyday human life, therefore speaking is an important component in the teaching and learning process.

1. Defenition Of Speaking

When learning a foreign language apart from one's own language, there are four main abilities that must be mastered including: Speaking, grammar, writing and reading. Speaking is an important element when learning English. Speaking is one of the productive skills, Speaking is one of the ways used to interact and communicate with other people. Speaking is the most important skill which cannot be ignored. It is almost impossible for someone to really master a language without being able to pronounce it.¹⁸

¹⁸ Michelle Maxom, *Teaching English as a Foreign Language For Dummies* (West

Speaking cannot be separated from listening, because when we communicate, we will find a speaker who conveys an idea / message which is then listened by the other person as a message. Brown and Yule are stated in their book. "Talking is to express someone's need, whether it be information, a special request or a service." The speaker not only conveys an idea or message to the listener but also asks for a feedback to meet his needs.

According to Gert and Hans in Efrizal Speaking is a narrative carried out by a speaker so that it can be known which is then listened to by a listener in order to know the purpose of the conversation.

According to Bygate, Speaking can be defined as the production of an auditory signal which aims to produce a verbal response by the listener. This is also called combining sounds systematically or usually referred to as the Audio-Lingualism approach.¹⁹ Trying to elaborate further on speaking, Luoma defines speaking as an interaction to build meaning that involves producing, receiving and processing information. How the form and its meaning depend on the context in which it occurs such as the speaker's own person, physical and environment and the goals of the

Sussex : Wiley and Sons, Ltd, Publication, 2009), p.183.

¹⁹Bygate. *Speaking*. (Oxford: Oxford University Press ,1987), p. 5-6

speaker.²⁰ Another meaning of speaking in the traditional methodology of speaking is imitating what the teacher says, memorizing a dialogue and also responding to the exercises given.²¹

Based on the explanation of the experts above, it can be concluded that speaking is a communication activity carried out by two or more people to convey a meaning or message that involves both the speaker and the listener.

Speaking is one of the four skills that must be mastered in learning English. If students want to master English, speaking is a very important skill to get the goal of communication. Speaking is an activity that basically comes from students, which are then reflected and analyzed by the students themselves to find grammar patterns and new vocabulary. Meanwhile, Brown said that speaking is an oral ability that is productive that can be directly observed and empirically.²²

2. Purpose Of Speaking Skill

Speaking as a productive skill in learning language is of course inseparable from the listening process, when someone speaks, it will produce a sound or text that has meaning. In the nature of communication, you will find speakers, listeners, messages and also

²⁰Luoma. *Assessing Speaking*. (Cambridge: Cambridge University Press, 2004), p. 2

²¹ Jack C. Richards, *Teaching Listening and Speaking*, (Cambridge: Cambridge University Press, 2008) ,p.27.

²² Brown. *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (London: Longman, 2004.), p.140

feedback. Harmer wrote that in learning or teaching speaking skills, we apply three main stages: Introducing a new language, Practice and Doing communicative activities.²³

Students' speaking skills are the main aspect of learning to speak, if a student can speak well it is considered successful in language lessons. If language is considered to function as a meaning expression system, then as explained by Nunan that speaking success is measured by a person's ability to use the language in a conversation or communication.

3. Problem In Mastering Speaking Skill

In mastering language skills especially speaking, students will find difficulties. There are several problems in speaking skills that teachers can encounter in students, including: Weak knowledge of topics, low participation in class, and the use of mother tongue which has become a habit.

When in class, students actually want to talk a lot and express their opinions, but they are afraid that they are wrong and will accept criticism, this is what then hinders students from developing their abilities. They are also shy when being the center of attention by other students. Littlewood revealed that speaking

²³ Harmer. *How to Teach English*, (London:Longman,1998.), p.88

classes can also create barriers and fear for students themselves because of their insecurities.²⁴

Another problem that can be encountered when they want to master speaking skills is that many students complain that they are unable to remember anything to say (weak in vocabulary) and they also do not have the motivation to express themselves or make an income in the classroom.

Rivers argues that students may not be able to express their ideas because teachers already have previous topics that students do not like or do not suit them so that they do not have enough information about them. Of course students will have difficulty answering when the teacher asks students to tell or describe the topic that has been given because they don't know what to say, which vocabulary they should choose and how to use correct grammar.²⁵

c. The Technique of Teaching Speaking Skill Related with Communicative Language Teaching

Harmer stated that "Technique is the implementation that occurs in the classroom. It is the tricks and strategies chosen by the teacher to achieve its goals in the learning process."

²⁴ William Littlewood, *Communicative Language Teaching*. (Cambridge: Cambridge University Press, 2007), p.153

²⁵ Wilga. M Rivers, *Teaching Foreign Language Skills* (2nd Ed), (Chicago: University of Chicago Press, 1981) . p. 271

Therefore, this technique includes practices that are carried out in language classes. In other words, techniques can also be called exercises made by the teacher when delivering language learning material.²⁶

Related to class techniques and group assignments, Brown defines the characteristics of the technique of Teaching Speaking Skill Related with Communicative language Teaching :

1. games

Games can be the activities most often used in every learning activity. Games can be formal activities that can be assessed in certain ways. Games that are often used in language learning are "guessing" games. There are so many games that are created and developed in learning, and there are several games that can be used in the CLT experience including: Spelling bees, Crosswords, Scrabble, Diplomacy and Debate.²⁷

2. Role playing or simulation

This game will involve two or more people with the aim of solving a certain problem. In role playing, The teacher can provide a plot that must be played. For example, between a nurse and a patient, students will develop their language skills by composing dialogues, practicing expressions and acting out in front of the class.

²⁶ Harmer. *How to Teach English*, (London:Longman,1998.), p. 176

²⁷ Palmer, & Rodgers, *Games in language teaching*. (Language teaching,16(01), p. 2

3. Drama

Drama can also be referred to as a form of form, including role-playing or simulation activities. Drama can be formed in small groups as well as large groups. The teacher can choose a story line, either a fairy tale, a short story or take a story from a book, then ask students to form a group and choose a character for each student. Then students are asked to develop the existing story and put it into action.

4. Interview

This activity has been very popular in every learning activity. Interviews can be conducted in pairs or in small groups.. There are many benefits of this activity including increasing grammatical abilities. There are many benefits that can be taken from interviewing activities, one of which is to develop students' grammatical abilities.

5. Brainstorming

Brainstorming is a technique used to provoke creativity in students through a short thinking process. Brainstorming is a simple activity that can be done in class. The teacher can give a light topic and then ask students what they think. This Activities can be done as a warm-up before starting to enter the main topics to be discussed.

6. Information Gaps

An important aspect that must be considered in CLT is the Information Gap. This proves that in real communication people usually communicate on an ongoing basis to get the information they don't have. That way they will draw on vocabulary, grammar, and other communication strategies to solve the problems at hand. This activity it can be done in pairs. Where a student has information that is not known by other partners and they will share information with each other.

7. Jigsaw

This activity is carried out in groups, where each member of the group will be given one specific piece of information in order for them to share information with each other to achieve a goal.

An example is the teacher listening to a recording from three different sources. The teacher will ask students for their opinion about the information they get from each source. After students listen and record the information they receive, the teacher will randomize them by forming new groups. After students find their group members, they can exchange information and the teacher asks group representatives to discuss the results of the discussions that have been carried out.

8. Group Discussion

This activity is a simple activity that can be implemented in the classroom. Group Discussion is a way for teachers to improve students' speaking skills. The teacher can divide the class into groups, then the teacher provides a theme or problem to be discussed. With group discussions, students will be active in the learning process.

9. Problem solving and decision making

This activity focuses on how to find and find solutions to a problem from the group. After they can find a solution to a problem they are asked to discuss with each other and determine what decisions will be taken on the problem. This activity focuses on the collaboration of students in a group, where brands can exchange opinions and find conclusions from these problems.²⁸

²⁸ Brown. *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (London: Longman, 2004,), p.181

CHAPTER III

RESEARCH METHOD

A. Research Design

The method used in this research is descriptive qualitative. Kothari explained that descriptive research aims to find the underlying desires by using interviews to find these goals. How students learn, how teachers teach, what classrooms are like are all part of descriptive qualitative research. This study collects data, analyzes existing data and then draws conclusions based on existing data.²⁹

Qualitative research can be concluded through document and visual analysis. In addition, library sources are also needed to support this research. Descriptive research has the main objective, namely to describe facts, object characteristics and subjects accurately.

The research is focused on teaching English speaking using Communicative Language Teaching to class VIII students of MTsS Timbang Langsa. The data collection method was carried out by classroom observations and Interview. In this case, the type of research chosen is descriptive. Later this will help the reader to understand the situations that occur in the environment during the

²⁹ Kothari, *Research Methodology : Methods and techniques*, (New Delhi: New Age International (P) Limited, Publisher,2004,), P.8

observation, what the participants think and what activities can be carried out. The findings are expected to be able to change the teaching and learning situation as a whole and positively and students can achieve their goals in learning English.

B. Research Setting

1. Place Of The Research

The research was conducted at MtsS Timbang Langsa. It is located on Jln. Medan-Banda Aceh, Timbang Langsa Village. This school has 3 Classes.

2. Time Of The Research

The research was held on first semester in academic year 2021/2022 at MTsS Timbang Langsa. The observation was held on 04 January – 10 January 2021.

3. The Subject Of The Research

The research subject is the object of the research to be investigated.³⁰

According to Lo docoet, He explained that researchers usually choose subjects based on what he will research or based on the questions that will be asked. This is done to obtain key information as needed.³¹Based on this, the researcher chose Class VIII from MtsS Timbang Langsa as the subject of this study and chose Mrs. Dian Rahmi, S.Pd as the English Teacher at the school

³⁰ Cristin Daymon and Immi Holly, *Qualitative Research Method in Public and Marketing Communication*, (Yogyakarta: PP Bentang Pustaka, 2008), p.28

³¹ Lo Docoet. Al. *Validation of an Engineered Cell Model For I Vitro and In Vivo HIFI Alphe Evaluation By Different Modalities*, (Mil Imaging Biol, 2014.), p.16

as the Informant because Mrs. Dian Rahmi,S.Pd is a teacher who will apply CLT in the English class, especially in eighth grade.

The data in this study were collected in the form of information obtained from observations and interviews about teaching speaking using Communicative Language Teaching for class VIII students at MtsS Timbang Langsa academic year 2021 with data sources, namely informants and documents. Researchers chose CLT in their research because CLT is a learning method most widely used by teachers in English classrooms. Communicative Language Teaching is the easiest approach to apply when in class because this method provides many opportunities for students to improve their abilities.

C. The Procedure Of Collecting Data

In this study, the researcher applied several data collection techniques, including: Interview and Observation.

1. Interview

Interview is Conversations with the specific Intensions and Object.³² Interviews conducted with the teacher and several students during the observation aimed to find out what the teacher and students thought about the teaching and learning process that had been carried out so far. Kothari explained that interviews are data collection that involves presenting verbally and receiving verbal

³² Lexy Moeleong, *Metodology Penelitian Kualitatif*, (Bandung: PT. Remaja Rosdakarya, 2002), p.135

replies as well. This means that interviews are conducted by two parties who act as interviewers and resource persons.³³

An interview is a conversation to achieve a specific goal. This conversation is of course carried out by two parties, where the interviewer will give several questions to the interviewee.³⁴

In this research, researchers were used semi structured interviews as a data collection technique. This type of interview is included in the in-depth interview category, because in its implementation it is freer when compared to structured interviews. The purpose of this interview is to find problems more openly, in a way that the interviewee is asked for their opinions and ideas.³⁵ This technique was chosen because the researcher were prepare questions that are tailored to the research problem, on the other hand, the researcher wants to hear the answers from the source openly and freely, and wants to know the ideas or opinions of the informants.

With this technique, the researcher conducted an interview with Mrs. Dian Rahmi as an English teacher for grade VIII at MtsS Timbang Langsa for the 2021 / 2022 school year. During the interview the researcher gave ten questions to Mrs. Dian Rahmi

³³ Kothari, *research Methodology: Methods and Technique*, (New Delhi: New Age International Publisher, 2004), p.97

³⁴ Lexy Moeleong, *Metodology Penelitian Kualitatif* (Bandung: PT. Remaja Rosdakarya, 2002), p.186

³⁵ Sugiyono, *Metode Penelitian Kuantitaif Kualitatif Dan R & D*, (Bandung: Alfabeta, 2016), p.233

about how the process of teaching and learning English, especially speaking using the Communicative Language Teaching method. Interviews were conducted for one day, namely on January 7th, 2021.

2. Observation

Creswell stated that observation is a special skill that requires problem management regarding the potential description of the interviewer.³⁶

Observation is one of the data collection techniques in a study related to research problems. The process can be done using a field note method and checklist. Observation is a data collection technique that is carried out through an observation, accompanied by notes on the state or behavior of the target object.

According to Nana Sudjana, observation is a systematic observation and note-taking of the symptoms being researched observation techniques are systematic observation and recording of the phenomena being investigated.³⁷ In a broad sense, actual observation is not limited to observations carried out either directly or indirectly.

From the above understanding, it can be concluded that observation is a technique of collecting data through direct observation of an event.

The types of observations carried out in this study are:

³⁶Creswell. *Research Design Pendekatan Kualitatif, Kuantitatif, dan Mixn* (Yogyakarta:Pustaka Pelajar, 2015), p. 125

³⁷Nana Sudjana, *Penelitian dan Penilaian* (Bandung: SinarBaru,1989), p.84.

- a. Non-participant observation, meaning: the author does not take part / is not seen directly in the activities of the people being observed;
- b. Structured observation, meaning: in making observations the author refers to the guidelines that have been prepared in advance by the author.

In this study, researchers will use structured observation in the data collection process, where the author will use field notes during the study. Researchers want to see how teachers apply CLT in the classroom based on CLT characteristics. To increase the validity of the data in the study, researchers also used checklist during the observation. Observation rubric was made based on the characteristics of the CLT itself. Researchers made observations on class VIII students of MtsS Timbang Langsa to get information about the implementation of CLT teaching in speaking learning.

D. The Procedure of Data Analysis

In this study, data analysis was carried out using descriptive qualitative methods. Researchers used an interactive analysis model in the form of data collection, data reduction, data presentation and drawing conclusions. Researchers collect data then reduce and present it. During data reduction, researchers will reject data that are deemed unimportant so that researchers will easily find the desired main information. Furthermore, in presenting the data the researcher presents the data systematically and logically, so that the meaning of each event becomes clear. Researchers found data based on the results of data reduction and presentation.

1. Reducing Data

In a study, not all the information found is important. In this case, the researcher must sort out which information is important and retrieve it and then discard the information that is deemed unimportant.

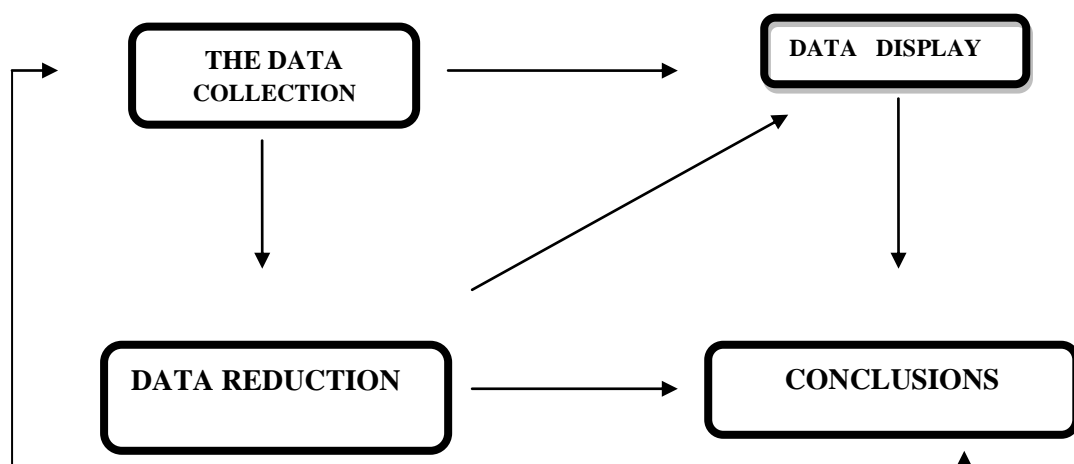
2. Presenting the Data

Presentation of data means displaying data in the form of a narrative or description. This technique aims to compile the information obtained, then describe it and draw conclusions. With the presentation of data, researchers can find out what actions to take in the future.

3. Drawing Conclusion

Interesting walking activity. In this case, it is taken based on the researchers' interpretation during the research. Researchers accumulate and formulate conclusions as the research is ongoing.

Schema 1. Processes of Data Analysis (Miles and Huberman)³⁸



³⁸Matthew B. Milles, A. Michael Huberman. *Qualitative Data Analysis- An Expanded Sourcebook*, (New Delhi: Sage Publication,1994), p. 26

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. The Research Finding

In this section the researcher discusses the results of observations and interviews that have been conducted during the study. The questions in the interview and also on the observation sheet were built based on the Communicative Language Teaching (CLT) characteristics, the type of learning with CLT and also the roles of teachers and students in the CLT class.

The results of the observations and interviews will be explained in more detail below:

1. Observation Report Checklist Field Notes

Observation activities were carried out to find out how the teaching and learning process was carried out by applying the Communicative Language Teaching method in Speaking Learning. In the observation process, an observation checklist has been prepared to carry out Communicative Language Teaching. Observations were made for 5th (Fifth) days, starting from the time the researcher requested permission to conduct research, making the first observation by looking at the state of the school as well as the students until the researcher entered the class to witness how the teaching and learning process took place.

The steps taken by researchers in carrying out the observation process are :

1. The researcher prepares a sheet for observation and also a checklist sheet that will be needed during the research.
2. Researchers go to Mtss Timbang Langsa to apply for permission to conduct research.
3. During the observation process the researcher joins the classroom.
4. Researchers observe how teachers apply CLT in the classroom during the teaching and learning process.
5. The researcher wrote several field notes during the research process in the classroom.

The teaching and learning process by applying the communicative language teaching method can be seen through the following explanation by The Observation on the table

No	Content	SA	S	SD	D
1.	During the learning process the teacher provides opportunities for students to be more active in the classroom.	✓			
2.	In CLT classes the teacher builds students' self-confidence by giving them the opportunity to speak directly.	✓			

3.	In the Communicative Language Teaching class the teacher gives freedom to students to express and convey their opinions through discussion groups.	✓			
4.	In the learning process the teacher only directs the topic and guides students to express their opinions.		✓		
5.	The teacher monitors the students discussing in groups and provides the keywords the students need in finding material conclusions from the given topic.	✓			
6.	Students hold discussions in groups and express their opinions more confidently.		✓		
7.	Students have the freedom to develop their speaking skills when the teacher only monitors and provides important information to each group.		✓		

Based on the checklist table above, point number one shows that the teacher strongly agrees that during the learning process the teacher provides wider opportunities for students to develop their abilities. This is an important point contained in the Characteristics of Communicative Language Teaching. In the Communicative Language Teaching class, the main focus lies on communicative language competence. How students play a role in the classroom and so that they are able to build a class atmosphere that is communicative and not passive. The teacher also strongly agrees

with point number two and three that In CLT classes the teacher builds students' self-confidence by giving them the opportunity to speak directly. By providing the opportunity to speak directly to students, teachers build self-confidence and motivation in students. The teacher believes that by giving students the opportunity to speak directly in the form of group discussions, students will be more willing to express their opinions. At point number four the teacher agrees that the teacher only guides and provides direction to students by giving one topic and giving students the opportunity to discuss that topic. The teacher strongly agrees with point number five where the teacher monitors the students discussing in groups and provides the keywords the students need in finding material conclusions from the given topic. Meanwhile, based on the checklist table at points number six and seven, teachers agree that students hold discussions in groups and express their opinions more confidently and students have the freedom to develop their speaking skills when the teacher only monitors and provides important information to each group.

In addition, to add to the validity of the data in the study, during the observations carried out on : 06th January – 10th January 2021 , the researcher added several field notes which will be described as below:

The researcher found that the teacher taught in the classroom using a teaching process that was divided into three stages. The first stage is the opening of learning, the second stage contains the main activities, and the third closes the lesson and conducts evaluation.

a). Opening

In the teaching and learning process the teacher applies an active learning model in the classroom. The teacher emphasizes the thought of understanding the material to students. Teaching and learning activities begin with the teacher greeting students with greetings. " *Assalamualaikum.*" and greet students with light conversation such as: "*Good morning everyone? How are you today? Did you have breakfast before go to school?*". After that the teacher checks the attendance of the students by taking their attendance. the teacher calls the names of the students one by one to check the attendance of the students. and found that there were three students who did not attend, two of them did not come to school because they were sick while one student did not attend without information. After finishing checking student attendance, the teacher asks "*do we have homework or assignments?*" and also ask "*what material have we studied before?*". By asking questions like that the teacher invites students to recall past material so that the teacher can continue to the next material.

Based on observations, the teacher starts the class with greetings and greets the students, then asks about the previous material to stimulate students' memories about the material that has been learned.

b). Main Activity

In the main activity the teacher provides instructions to students to form groups. The teacher divides the class into groups for discussion. After students have been in their groups, teacher gives one different topic to each group. Then each group member is asked to discuss the topics that have been distributed. During the learning process the teacher uses mixed languages including Indonesian and English, this is due to the weak vocabulary of the students, which causes the teacher to use Indonesian on several occasions.

The teacher gives fifteen minutes for students to discuss the topic with their respective group members. The teacher gives some key words that are difficult for students to understand to help the discussion process in the classroom. In this case the teacher observes how students express their ideas or opinions directly. Each student is given the opportunity to speak in their group. Students may also ask things they did not understand during the course of the discussion. The teacher facilitates students with vocabulary that the students don't know about the given topic.

After fifteen minutes have passed, the teacher then asks each student to be ready to present the results of their discussion to the class. Each group member was asked to share one of their opinions. Their task is to describe objects, people and places that have been previously determined by the teacher for each group. Each student is asked to speak without being represented.

Then group one came to the front of the class to present the results of their discussion. Group one got a topic to describe the cellphone. They began to describe the results of their group discussion:

S.1: *“Handphone is one of the most widely used objects by humans today.”*

S.2: *“Handphone have various shapes and colors, some are rectangular and some are oval.”*

S.3: *“Handphone helps humans to communicate with each other without having to meet. Mobile can be used by all people, both young and old. workers and students.”*

After group one finished describing the results of their discussion, the teacher invited group two to come to the front of the class and present the results of their discussion. Group two got a chance to describe the place and they chose Hutan Lindung to describe it.

S.1: *"Hutan Lindung is a tourist spot in Langsa City. Hutan Lindung is always crowded, especially during holidays."*

S.2: *"In Hutan Lindung we can see many things such as: various kinds of animals, plants and also traditional buildings."*

S.3: *"Hutan Lindung has several areas for sports as well as playing. In Hutan Lindung we can also take a boat to go around the lake."*

The teacher applauded them and then invited the group of two to sit down again. The teacher calls the last group to come to the front of the class and share the results of their discussion. Group three got the opportunity to describe one of the teachers in the school. Then they chose Mrs. Delvi Andriani to describe.

S.1: *"Mrs. Delvi has white skin and also has a sharp nose."*

S.2: *"Bu Delvi is very friendly and also affectionate. Bu Delvi is never angry with students."*

S.3: *"Bu delvi has a mole on her face, and bu delvi also has a nice voice."*

The teacher applauds each group and appreciates their hard work. The teacher does not blame their opinion, the teacher provides some corrections to their appearance in front of the class. Teachers want each student to have the confidence to speak in front of the class without fear of feeling wrong.

The teacher realizes that some students are afraid to express their opinion. The teacher also provides motivation to students to be more confident in the future. Students dare to convey their ideas without feeling pressured. Based on this, it can be seen that the teacher has implemented the characteristics of CLT, namely:

- 1). Students are given the opportunity to express their opinions confidently.
 - 2). The teacher acts as a facilitator and also an observer in the classroom. while students play an active role during the learning process.
- c). Evaluation

After all groups have appeared and the teacher has also provided some corrections and motivation, the teacher then gives assignments to students to describe their respective friends. Before the recess bell rings, the teacher asks questions about the material that has been given. The teacher also reviews the material as the closing of the class. Then the class was closed by saying "*Hamdallah*" together.

In this case, it can be seen that the teacher has conducted a question and answer session which has greatly helped improve the students' speaking ability. The teacher also builds self-confidence in each student so that they no longer feel afraid when they are in English class.

Based on the above observations, it can be seen that the teaching and learning process in the eighth grade Mtss Timbang Langsa is to make students more active in the classroom using the CLT approach. The goal is for students to improve their speaking skills (Communicative Ability). The researcher found that the teaching and learning process went well. The teacher applied the same CLT characteristics as Brown's opinion regarding the CLT characteristics. The teacher provides explanations and directions according to the material being studied. The teacher also provides opportunities for students to develop and convey ideas in their minds. The teacher forms groups so that students can discuss and exchange ideas because following the teacher's opinion students are more courageous in conveying their ideas to their peers than their teachers, so students can explore their ability to find ideas and convey them to other students. During the teaching and learning process the teacher also controls students and sees which students are active and inactive during the teaching and learning process. The teacher continues to guide and provide direction to students who do not understand the material and help students who have difficulty finding the right vocabulary for their ideas. After students finish discussing, group representatives are asked to read the results of their discussion in front of the class, so that the teacher and other students can correct each other's classes.

2. The Result Of Interview

The questions in the interview are related to the Characteristic Communicative Language Teaching (CLT) strategy and what problems teachers face when implementing CLT and also how teachers find solutions to the problems they face. The results of the interview are described below:

1. Q.1 : ” Bagaimana Anda mengajar Berbicara di kelas? (*How do you teach speaking in the class?*)”

“Saya mengajar speaking seperti guru guru bahasa inggris lainnya. saya menggunakan RPP dan juga syllabus yang sesuai dengan aturan pemerintah dan juga pihak sekolah. Ada banyak metode dan startegi yang dapat digunakan didalam kelas bahasa inggris. Hal ini tentunya harus disesuaikan dengan kemampuan siswa supaya materi dapat tersampaikan dengan baik. Saya juga demikian kok, saya melihat latar belakang kemampuan siswa lebih dulu baru kemudian menentukan strategi belajar yang dapat saya pilih. kita tidak bisa memaksakan metode atau strategi tertentu kepada siswa.”

“I teach speaking like any other English teacher. I use the RPP and also the syllabus that is in accordance with the regulations of the government and also the school. There are many methods and strategies that can be used in English classrooms. Of course, this must also be adjusted to the students' abilities so that the material can be conveyed properly. Likewise, I look at the

background of the students' abilities first and then determine the learning strategies that I can choose. we cannot impose certain methods or strategies on students.)”

2. Q. 2 : “ Apa tujuan Utama Anda dalam mengajarkan keterampilan berbicara? (*What is your Primary goal on teaching speaking skill ?*)”

“Tujuan utama saya dalam mengajar speaking, ialah membangun motivasi kepada siswa untuk mau berbicara. Siswa harus didorong agar lebih percaya diri dan tidak takut salah ketika diminta untuk berbicara dalam bahasa inggris. Masalah utama dalam berbicara bukan grammar kok, tetapi keberanian dan rasa percaya diri. Selama ini siswa takut untuk berbicara karena mereka fikir grammar mereka tidak baik, padahal seharusnya kita tidak berfokus pada grammar melainkan apakah lawan berbicara kita mengerti apa yang kita bicarakan. Dalam kehidupan sehari hari juga demikian, orang orang tidak terlalu peduli pada grammar, hal ini bukan berarti grammar itu tidak penting, tetapi dalam konsep berbicara grammar dapat dimaklumi.”

“(My main goal in teaching speaking is to build motivation in students to want to speak. Students should be encouraged to be more confident and not afraid of making mistakes when asked to speak in English. The main problem in speaking is not grammar, but courage and self-confidence. So far, students are afraid to

speak because they think their grammar is not good, even though we should not focus on grammar but whether our interlocutors understand what we are talking about. In everyday life too, people don't really care about grammar, this doesn't mean grammar is not important, but in the concept of speaking grammar is understandable.)”

3. Q.3 : 3. “Aspek apa yang Anda fokuskan untuk membekali keterampilan berbicara siswa secara aktif? *What aspect do you focus to equip student’s speaking skill actively ?”*

“Menurut saya point penting dalam berbicara itu adalah kosa kata. Kosa kata sangat penting karena ketika berbicara ada banyak hal yang harus kita ungkapkan. Bayangkan seseorang mau berbicara tetapi ia tidak punya kosa kata, tentu ia tidak tau harus berbicara apa. Jadi dalam kelas berbicara saya ingin membekali siswa saya dengan kosa kata yang cukup, sehingga mereka menjadi percaya diri untuk berbicara. Grammar bukan satu satunya masalah dalam berbicara, siswa takut berbicara karena mereka sebenarnya tidak punya kosa kata yang cukup, mereka tidak tau bagaimana harus memulai untuk menyampaikan ide mereka. Itu sebabnya mereka menjadi tidak percaya diri dan takut akan semua kritikan ketika akan memulai berbicara.”

“(I think the important point in speaking is vocabulary. Vocabulary is very important because when we speak there are

many things we have to say. Imagine someone wants to talk but he doesn't have vocabulary, of course he doesn't know what to say. So in speaking class I want to equip my students with sufficient vocabulary, so that they become confident in speaking. Grammar is not the only problem in speaking, students are afraid to speak because they actually don't have enough vocabulary, they don't know how to start to convey their ideas. That's why they become insecure and afraid of all the criticism when they start talking.)”

4. Q.4 : “Apa karakteristik CLT yang Anda gunakan dalam mengajarkan keterampilan berbicara? *What are the Characteristic of CLT method you used in teaching speaking skill?*”

“Di Dalam kelas saya ingin menerapkan semua karakteristik CLT, walau itu tidak mungkin. Tetapi ada satu point yang sangat saya tekankan, yaitu guru hanya bertindak sebagai fasilitator dan juga pengarah di dalam kelas. Saya ingin memberikan kebebasan kepada siswa saya untuk mengeluarkan pendapat dan juga memberikan keberanian kepada mereka untuk berbicara. Biasanya siswa lebih percaya diri ketika bekerja secara kelompok. Didalam kelompok itu sendiri nantinya siswa yang passive akan menjadi lebih aktif. Mereka takut ketika dimintai pendapat nya oleh guru tapi tidak dengan teman mereka. Siswa cenderung berfikir bahwa guru

nanti akan menyalahkan atau menyanggah apa yang mereka sampaikan. Jadi saya ingin, di dalam kelas siswa siswa saya menentukan sendiri bagaimana mereka akan belajar dan saya hanya akan membantu mereka pada hal hal yang belum mereka ketahui.”

“(In the class, i want to implement all the CLT characteristics, even though that is not possible. But there is one point that i really emphasize, namely that the teacher only acts as a facilitator and also a guide in the classroom. I want to give my students freedom to express their opinions and also give courage for them to speak up. Usually students are more confident when working in groups. Within the group itself, later passive students will become more active. They are afraid when asked for their opinion by the teacher but not by their friends. Students tend to think that the teacher will later blame or refute what they say. So I want my students in the classroom to decide for themselves how they will learn and I will only help them on things they don't know yet.)”

5. Q.5 : “Bagaimana Anda mengelola proses pembelajaran di kelas? *How do you manage the learning process in the class?”*

“Pada saat kelas berlangsung saya tidak menuntut para siswa untuk mahir seperti native speaker. Tetapi saya ingin siswa saya mampu berbicara meskipun hanya kalimat kalimat sederhana.

Didalam kelas saya menuntun bukan menuntut siswa. Saya ingin melatih siswa agar terbiasa berbicara dalam bahasa Inggris. Peran saya didalam kelas hanyalah pemandu agar mereka berada pada satu topik dan berfokus pada hal tersebut. Saya berusaha membuat mereka aktif didalam kelas, tanpa memberikan beban dan membuat mereka takut pada kelas berbicara.”

“(When class is in progress, I don't require students to be proficient like native speakers. But I want my students to be able to speak even simple sentences. In class I lead not sue students. I want to train students to get used to speaking in English. My role in the class is just a guide so that they are on one topic and focus on it. I try to make them active in class, without burdening them and making them afraid of the middle class.)”

6. Q.6 : “ Apa keuntungan menggunakan CLT untuk mengajarkan keterampilan berbicara? *What are the advantages of using CLT to teach speaking skill?*”

“ Dengan menerapkan CTL di dalam kelas kita dapat menemukan banyak manfaatnya. Contoh nya saja dalam CLT siswa di berikan kesempatan untuk menentukan sendiri bagaimana proses belajar yang mereka inginkan. Siswa di dorong untuk menjadi lebih aktif didalam kelas dan berani untuk menyampaikan ide mereka. Dengan strategi belajar CLT kita dapat melihat bagaimana potensi siswa yang sebenarnya. Denga strategi belajar CLT memotivasi siswa

untuk meningkatkan kemampuan berbicara mereka melalui rasa percaya diri.”

“(By implementing CTL in the classroom we can find many benefits. For example, in CLT students are given the opportunity to determine for themselves how the learning process they want. Students are encouraged to be more active in class and dare to convey their ideas. With the CLT learning strategy we can see how potential the students really are. With CLT learning strategies motivate students to improve their speaking skills through self-confidence.)”

7. Q.7 : “ Bagaimana Anda memainkan posisi Anda sebagai guru di kelas CLT? *How do you play your position as a teacher in class of CLT ?*”

“Seperti yang sudah saya jelaskan tadi, dalam kelas CLT saya berusaha memaksimalkan posisi saya hanya sebagai pengamat dan fasilitator bagi para siswa. Saya membantu siswa dengan topik dan media yang mendukung dalam proses belajar mengajar. Saya tidak ingin ketika berbicara siswa merasa terbebani, maka dari itu saya membentuk kelompok dalam kelas sehingga mereka bisa saling bertukar pendapat. Tanpa disadari hal itu menjadi dasar bagi mereka untuk percaya diri dan juga berani menyampaikan ide.”

“(As I explained earlier, in CLT class i try to maximize my position as an observer and facilitator for the students. I help

students with topics and media that support the teaching and learning process. I don't want students to feel overwhelmed when talking, so i form groups in class so they can exchange opinions. Without realizing it, this becomes the basis for them to be confident and also have the courage to convey their ideas.)”

8. Q.8 : “ Bagaimana siswa memainkan peran mereka di kelas CLT? *How do students play their role in CLT class?*”

“Kalau ditanya peran siswa, ini kebalikan dari peran guru didalam kelas. Jika guru bertugas mengamati dan menuntun siswa maka siswa di harapkan dapat menjadi lebih aktif selama proses belajar mengajar. Siswa adalah pemain utama didalam kelas, mereka diajak untuk berfikir dan melakukannya secara langsung. Misalnya seperti dalam kelompok diskusi, siswa di biarkan untuk saling bertukar pendapat lalu setelah mereka selesai berdiskusi maka siswa diminta untuk menyampaikan pendapat mereka di depan kelas.”

“(When asked about the role of students, this is the opposite of the role of the teacher in the classroom. If the teacher is in charge of observing and guiding students, students are expected to be more active during the teaching and learning process. Students are the main players in the class, they are invited to think and do it directly. For example, like in a discussion group, students are allowed to exchange opinions and then after they finish

discussing the students are asked to express their opinions in front of the class.)”

9. Q. 9 : “ Apa kesulitan yang Anda hadapi saat menggunakan CLT di kelas? *What the difficulties do you face when using CLT in the class?*”

“ Kesulitan yang saya hadapi ? sebenarnya ada banyak kesulitan ketika saya mencoba menerapkan CLT didalam kelas. Latar belakang siswa yang berbeda beda sehingga menyebabkan kemampuan berbeda beda juga. lalu kemaun serta motivasi yang dimiliki siswa sangatlah sedikit untuk menguasai keterampilan berbicara.”

“(The difficulties I faced? actually there are many difficulties when I try to implement CLT in a class. The backgrounds of students are different, causing different abilities too. Then the students have very little motivation and motivation to master speaking skills.)”

10. Q. 10 : “ Langkah apa yang Anda ambil untuk memecahkan masalah yang dihadapi dalam menerapkan CLT di kelas? *What steps do you take to solve the problems encountered in implementing CLT in the classroom?*”

Kalau kita lihat selama proses pembelajaran siswa itu kekurangan bekal pengetahuan dan juga motivasi, maka dari itu saya

mencoba membekali mereka dengan kosa kata dan juga mengajak mereka berbicara secara ringan untuk meningkatkan rasa ketertarikan mereka terhadap kelas bahasa inggris terutama untuk berbicara.

“(If we see that during the learning process students lack knowledge and motivation, therefore I try to equip them with vocabulary and also invite them to speak lightly to increase their interest in the English class, especially speaking.)”

Based on the results of the interviews that have been conducted, it can be seen how the teacher applies the characteristics of CLT well. This can be seen in how the teacher manages the class, even before the class starts. The teacher has prepared material and media according to their needs to make it easier for students in the teaching and learning process. The teacher places students as the main actors who play a role in the class. The teacher builds student motivation by providing opportunities for students so that students can convey ideas and also do not blame student opinions.

A. Analysis and Discussion Finding

Based on the results of interviews and observations, researchers found how Communicative Language Teaching was applied in MTsS Timbang Langsa, what problems faced teachers when implementing CLT and how did teachers overcome problems that existed in the application of CLT :

1. The CLT Application Process

In the process of implementing CLT in the classroom, Brown has stated at least six characteristics, including: the teacher acts as a guide and facilitator in the classroom, the teacher only guides students to be able to develop their communicative abilities and students are given many opportunities to determine the atmosphere of the learning process they want so that they have more self-confidence and motivation during the learning process.

Based on observations and interviews conducted by researchers the teaching and learning process using the CLT approach at MTsS Timbang Langsa has been going well. The teacher gives light questions to arouse the willingness of students to speak. Then the teacher begins to provide instructions about the material to be studied, the teacher forms discussion groups that provide opportunities for students to talk by exchanging opinions and conveying the information they have. The teacher controls the class to see how students play an active role in the class with their friends, the teacher also helps students who have difficulty finding vocabulary and also the sentence structure they will convey. After the teacher gives students time to discuss, the teacher asks students to present their ideas in front of the class. The teacher gives appreciation and motivation to students to be more confident when speaking. Then the teacher provides corrections and explains the material about what

is described, how to describe something and also vocabulary that can be used to describe something. After that the teacher gives assignments to students to see if students understand the material being studied. The teacher also provides the opportunity for students to ask what they do not understand about the material being studied.

So it can be concluded that the goal of learning English that the teacher wants to achieve is understanding the material that is conveyed to students, especially their willingness to speak and express opinions without fear and full of self-confidence.

2. Problems faced by teachers when approaching CLT in the classroom.

There are several problems faced by teachers when approaching CLT in the classroom, including the students' lack of ability in English, this is due to their backgrounds. The motivation that students have is also very lacking towards learning English, especially speaking. They think that English is a difficult subject and not really important. Students also do not have enough self-confidence so they are afraid when asked to speak in class.

3. The teacher's way of dealing with problems faced in the speaking class

Researchers discovered how teachers deal with the problems found when teaching speaking. Teachers provide a lot of motivation

to students so that they are more active in learning English, especially speaking. The teacher also prepares a class that has been adjusted according to the abilities of the students.

BAB V

CONCLUSION AND SUGGESTIONS

Based on the results of the explanation and analysis findings, the authors would like to convey the conclusions and suggestions of this study entitled "The Implementation of Communicative Language Teaching (CLT) in teaching speaking at MTsS Timbang Langsa (A case Study)."

A. Conclusion

This research is related to the implementation of communicative language teaching in teaching English, especially speaking. Communicative teaching is one of the methods contained in language teaching that can be applied in the classroom. Based on observations and interviews that have been conducted, students are in discussion groups to express their opinions and convey to the class. Each group has the opportunity to make a presentation. Not only that, teachers also provide corrections without breaking their opinion and also 1 motivations which helps increase students' willingness to learn.

Based on this, the researcher can conclude that communicative language teaching is very suitable to be applied as a solution in dealing with student speaking problems at MTsS Timbang Langsa. CLT is an approach that can help teachers to create an active speaking classroom atmosphere. This can improve students' ability in

speaking. In addition, during the study it was found that the teacher acted as a guide and also a facilitator in the classroom. The teacher only observes how students exchange opinions and direct students who are in trouble. Meanwhile, students who acted as communicators and negotiators played their roles actively and were invited to speak up in front of the class.

The problems faced when applying the characteristics of CLT are the lack of understanding / knowledge, and the lack of asking and motivation of students in learning English.

Therefore, the method used by the teacher to deal with this problem is to provide a lot of provision and also motivation to students so that they further improve their English skills, especially in terms of speaking.

B. Suggestions

After conducting this research and based on the research findings, the researcher would like to propose some suggestions for English teachers, students, related agencies, schools and other researchers. Researchers hope that at least they can be input in determining appropriate teaching techniques and methods that can improve students' speaking skills as follows:

1. For English Teacher

In the English class, the teacher must design the class so that it makes students interested and uses media that supports the

material. The teacher must adapt the students' abilities to the media and material to be studied. Teachers must be skilled in innovating in compiling lesson plans.

2. For Students

Students are expected to develop their skills. Students must be more confident when asked to speak in front of the class. Students also have to practice frequently to improve their abilities. Not only teachers have to innovate, students must also think about how to increase their interests and skills.

3. For The Institutions

Institutions must provide many opportunities for teachers to provide variety during the teaching and learning process.

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CHECKLIST OF OBSERVATION

Content	SA	S	SD	D
During the learning process the teacher provides opportunities for students to be more active in the classroom.				
In CLT classes the teacher builds students' self-confidence by giving them the opportunity to speak directly.				
In the Communicative Language Teaching class the teacher gives freedom to students to express and convey their opinions through discussion groups.				
In the learning process the teacher only directs the topic and guides students to express their opinions.				
The teacher monitors the students discussing in groups and provides the keywords the students need in finding material conclusions from the given topic.				
Students hold discussions in groups and express their opinions more confidently.				
Students have the freedom to develop their speaking skills when the teacher only monitors and provides important information to each group.				

Note :

SA : Strongly Agree

A : Agree

SD : Strongly Disagree

D : Disagree

INTERVIEW SHEET

1. *How do you teach speaking in the class?*
2. *What is your Primary goal on teaching speaking skill ?*
3. *What aspect do you focus to equip student's speaking skill actively ?*
4. *What are the Characteristic of CLT method you used in teaching speaking skill?*
5. *How do you manage the learning process in the class?*
6. *What are the advantages of using CLT to teach speaking skill?*
7. *How do you play your position as a teacher in class of CLT ?*
8. *How do students play their role in CLT class?*
9. *What the difficulties do you face when using CLT in the class?*
10. *What steps do you take to solve the problems encountered in implementing CLT in the classroom?*