

**THE IMPLEMENTATION OF COMMUNICATIVE LANGUAGE
TEACHING (CLT) ON THE SPEAKING SKILL OF THE
STUDENTS OF SMK PGRI 2 KEDIRI**

THESIS

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MOTTO

كُتِبَ عَلَيْكُمُ الْقِتَالُ وَهُوَ كُرْهُ لَكُمْ وَعَسَىٰ أَن تَكْرَهُوا شَيْئًا
وَهُوَ خَيْرٌ لَّكُمْ وَعَسَىٰ أَن تُحِبُّوا شَيْئًا وَهُوَ شَرٌّ لَّكُمْ وَاللَّهُ يَعْلَمُ
وَأَنْتُمْ لَا تَعْلَمُونَ ﴿٢١٦﴾

Fighting has been enjoined upon you while it is hateful to you. But perhaps you hate a thing and it is good for you; and perhaps you love a thing and it is bad for you. And Allah Knows, while you know not.

(Q.S Al-Baqarah: 216)

DEDICATION

This Thesis is dedicated to:

All praises is due to Allah SWT for his mercies and blessings that has been given to me to finish this thesis.

My beloved parents Mr. Mutaji and Mrs. Endang Sugiasih who always give me support, attention , motivation, pray for me, and everything that you have given to me.

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Subsequently, in finishing this thesis entitled THE IMPLEMENTATION OF COMMUNICATIVE LANGUAGE TEACHING (CLT) ON THE SPEAKING SKILL OF THE STUDENTS OF SMK PGRI 2 KEDIRI, the researcher has gotten a lot of helps and advice that involve many people. Therefore, the researcher would like to give appreciation and sincerest gratitude to:

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Finally, the researcher hopes this thesis will be useful for all readers. The researcher realizes that this thesis is not perfectly enough yet, it is caused on limitation of capability and knowledge that the writer has owned. Therefore, the researcher is excited to receive constructive criticism and suggestion to make this thesis better. Comments, suggestions, and questions are always welcome.

Kediri, November 4th 2020

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ABSTRACT

Khalida, Elma. (2020). *The implementation of Communicative Language Teaching (CLT) on the speaking skill of the students of SMK PGRI 2 Kediri*. Thesis, Department of English Language Education, Faculty of Tarbiyah, State Islamic Institute (IAIN) of Kediri. Advicors: (1) Dr. Mukhammad Abdullah, M.Ag., (II) Dr. Fathor Rasyid, M. Pd.

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Mastery a speaking skill is one of the problems for the students of SMK PGRI 2 Kediri because English is a foreign language so that the students feel embarrass, guilty, and fear if they make some mistakes when they speak English in the classroom. Therefore the teachers have to use an appropriate teaching approach or method in order to increase students' speaking skill. Besides, one of English teacher in SMK PGRI 2 Kediri applies Communicative Language Teaching (CLT) in order to increase students' speaking skill. The researcher is interested to investigate the implementation of CLT on the speaking skill of the students of SMK PGRI 2 Kediri, the problems faced by the teacher in implementing CLT on the speaking skill, and the way the teacher overcome the problems in implementing CLT on the speaking skill.

A descriptive qualitative design was applied in this study. The subjects of this study are Jodi Cahyo Wibowo, M.Pd as the English teacher in SMK PGRI 2 Kediri and XI OTKP-2 class that consists of 32 students. The data were collected from interview, document, and observation. The researcher use observation guideline and field notes during the observation and conducted the observation in three meetings. Moreover, the data were analyzed through familiarizing and organizing, coding and reducing, triangulation, and also interpreting and presenting.

The finding shows that the teacher implements CLT with the pattern; *Observing and Discussing, Questioning, Practicing and Communicating, and Evaluating*. The teacher also implements most of the characteristics of CLT such as provides real-life situation and real communication using role play, group discussion, and presentation, the teacher did not always correct students' error and did not stick on grammar too much. Moreover, the teacher has a problem with time allocation or duration of teaching and learning process. The teacher cannot implement all procedure of CLT in only one meeting so that the teacher implements the procedure of CLT into 3 meetings as the way the teacher overcome the problem.

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CHAPTER I

INTRODUCTION

This chapter offers background of the study, research question, objectives of the study, significant of the study, scope and limitation of the study, and definition key term.

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

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.

Moreover, CLT is a method that is different from the others because the learning activity in the classroom should attempt to include real communication. It is very important to apply in the classroom because the students may have less opportunity to speak English outside the class or school. In CLT, the students have to use variety of language structure and the teacher cannot get involved to stop the learning activity directly. Therefore, it goes naturally and focuses on communicative purpose.

Besides, the English teacher in SMK PGRI 2 Kediri applies CLT on the students' speaking skill in order to improve the speaking skill of the students so that the researcher wants to know how the teacher implements CLT on the speaking skill in the classroom. In doing so, the writer will investigate the implementation of Communicative Language Teaching (CLT) on the speaking skill of the students of SMK PGRI 2 Kediri.

There are some previous studies related to the implementation of Communicative Language Teaching (CLT) on the speaking skill. The first study was done by Wahyudi (2015). The researcher analyzes the use of Communicative Language Teaching (CLT) on speaking class. The researcher uses descriptive qualitative as the design in this study. The sample is one of the English teachers in SMKN 1 Salatiga. Moreover, the researcher uses interview, observation check list and field notes in order to collect the data. The finding shows that the teacher implements CLT in the classroom. The teacher also finds some problem in implementing CLT such as lack of students' participation, motivation, and also managing the time. In addition,

the teacher overcome these problems with make various activities in the classroom and also motivate the students.

The second study was done by Yasin et.al (2017). The Researchers investigate Communicative Language Teaching (CLT) for teaching speaking in Senior High School. The sample is one of the English teacher and 10th grade students. Moreover, observation sheet and documentation are the instruments in this study. The finding shows that the teacher implement CLT through role-play, jigsaw, telling story, discussion, and picture series, but some activities written on the lesson plan are not performed in the classroom.

The third study was done by Rusnawati (2015). The researcher examine the implementation of Communicative Language Teaching (CLT) to teach spoken recounts in senior high school. Descriptive qualitative is the design in this study. The sample is one of the English teacher and 34 of 10th grade students. Moreover, the observation, questionnaire, interview, and documentation are the instruments in this study. The result shows that the teacher use CLT in the learning activity through telling story, role play, and presentation.

Furthermore, the research about the implementation of CLT was also was done by Jamaliah, Fauziah, and Farizawati (2017) from Universitas Jabal Ghafur. The researchers conduct the research at Junior High School in Sigli, Aceh. The sample is eighteen English teachers at Junior High School. Observation, questionnaire, and documentation are the instruments in this research. The result shows that most of English teachers apply CLT in the

classroom through some activities, for examples role-play, games, question and answer, problem solving, etc.

B. Research Question

Based on the background of the study, the research problems can be stated as follows:

1. How does the teacher implement CLT on the speaking skill of the students of SMK PGRI 2 Kediri?
2. What are the problems faced by the teacher in implementing CLT on the speaking skill of the students of SMK PGRI 2 Kediri?
3. How does the teacher overcome the problems in implementing CLT on the speaking skill of the students of SMK PGRI 2 Kediri?

C. Objectives of the Study

Based on the relation between background of the study and the research problems, the objectives of the study as follows:

1. To describe the implementation of CLT on the speaking skill of the students of SMK PGRI 2 Kediri.
2. To describe the problems faced by the teacher in implementing CLT on the speaking skill of the students of SMK PGRI 2 Kediri.
3. To describe how the teacher overcome the problems in implementing CLT on the speaking skill of the students of SMK PGRI 2 Kediri.

D. Significance of the Study

This study is expected to give the positive contribution for English teachers in Indonesia. Moreover, it is also can give more information about the implementation of Communicative Language Teaching (CLT) on the speaking skill. The writer hopes that this study can help the other teachers in learning process in the class. The teacher can attempt and implement CLT in the teaching and learning process in order to increase the speaking skill of the students. Besides that, this study can be used as the reflection for the other researchers who are going to make a research in the similar study.

E. Scope and Limitation of the Study

The scope of this study is limited to examine the implementation of using Communicative Language Teaching (CLT) on the speaking skill. The subject or sample of this study is one of the English teacher and 11th grade students of SMK PGRI 2 Kediri.

F. Definition Key Terms

1. Speaking Skill

Speaking skill is a skill to produce the language. Speaking skill commonly refers to the skill that is aimed to communicate 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 objectives 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.

2. Communicative Language Teaching

Communicative Language Teaching (CLT) is teaching approach that is increase communicative competence of the students. It is not only focus on the knowledge but also the speaking skill of the students. In the learning process the teachers are less involved so that they cannot control the material all the time. Moreover, the roles of the teacher are the facilitator and participant in the group. The activity in the class is also aimed for communicative purpose. It can be role-play, games, problem solving, simulation, discussion, presentation, etc, so the students doesn't aware if they are studying. Moreover, the students have to participate a lot in the learning process.

CHAPTER II

LITERATURE'S REVIEW

This chapter presents the overview of framework of speaking skill and the theories of speaking skill and Communicative Language Teaching (CLT) are explained.

A. Speaking Skill

1. 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.

2. Types of Speaking

There are five types of speaking (Brown, 2004); imitative, intensive, responsive, interactive, and extensive. Imitative speaking is the

speaking activity that imitates a word or phrase or sentence. It emphasizes on pronunciation rather than understands or conveys the meaning or participates in a conversation. The second type is intensive speaking. It is the speaking activity that 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. The third type is responsive speaking. The task involves very short conversation, small talk, greeting, etc. The fourth type is interactive speaking. The interaction is longer and more complexity than responsive speaking. The activity can be exchanging specific information or maintaining social relationship. The last type is extensive speaking or monologue. The activities include speech, story-telling, presentation, etc.

3. 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

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.

B. Communicative Language Teaching (CLT)

1. The Definition of CLT

Communicative Language Teaching (CLT) was discovered in the late 1960s in the change of British language teaching tradition. In the traditional concept of teaching English as a foreign language (EFL), British applied linguists emphasized the structure of language (Richard & Rodgers, 2001). Then, they realize that the current approach doesn't enough to distribute the functional and communicative potential of language for the students. They consider the need to focus on communicative proficiency rather than mastery on language structure. Therefore CLT is developed into a teaching approach.

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). CLT emphasizes the activity through interaction and communication rather than memorization (Toro et.al, 2019). Richard & Rodgers (2001) stated that the goal of CLT is to improve the communicative competence of the students. Hence, CLT can help the students not only on their knowledge but also on their speaking skill.

2. Teacher Roles in CLT

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

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).

3. Student Roles in CLT

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.

4. 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.

5. Procedure of CLT

There are some suggested procedures of the activity of CLT in the class according to Richard & Rodgers (2001). Firstly, the teacher gives a short dialogue to the students and gives oral practice of each utterance of

the dialog is given. It can be the entire class repetition, half-class, groups, or individuals. After that the teacher and students discuss about the topic, function, structure, situation, information, etc. Next, the teacher can give some questions to the students related to the dialogue. After that, the teacher can give some additional examples of the dialogue of the communicative use or expression or structure. Next, The students make an oral practice for example role-play or simulation in front of the class in pair or group. Besides, other students or the teacher also can give some question about the topic and the situation. The questions are related to the students' personal experience but still have correlation with the dialogue or topic. The teacher can give additional activities for example games, pair-work, discussion, etc. And the last one, the teacher gives the evaluation of the activity.

CHAPTER III

RESEARCH METHOD

In this section the researcher describes how the researcher gets the data and how to analyze the data. Moreover, this chapter presents the research design, subject of the study, and research instrument.

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

B. Sample of the Study

This study took the sample in SMK PGRI 2 Kediri. SMK PGRI 2 Kediri has six majors. They are Administrasi Perkantoran, Akuntansi, Pemasaran, Multimedia, Tataboga, and Agribisnis. It also has good academic achievement such as first winner of speech competition in Residency of Kediri, second winner of debate competition in Residency of Kediri, second winner of news anchor competition, etc. Therefore, it is a good choice to conduct a research in SMK PGRI 2 Kediri. The sample in this study is one of the English teachers and 11th grade students of SMK PGRI 2 Kediri. The English teacher is Jodi Cahyo Wibowo, M.Pd. Besides, the researcher took XI OTKP-2 class (Otomatisasi dan Tata Kelola Perkantoran) that consists of 32 students.

C. Research Instrument

Research instrument is a tool that researcher use for measurement the participants. It used to get primary data and supporting the data. Moreover, there are some research instruments in qualitative research, for example interview, questionnaire, observation, documentation, etc. The types of the research instruments is should be adapted with the research problem. In this

research, the researcher used interview, observation, and document as the instruments.

Interview is a basic method in order to get the qualitative data about opinion, explanation, believes, and feeling of someone (Ary et.al, 2010). The researcher conducted the interview on the English teacher. 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).

In the process of observation, the researcher used observation guidelines and field notes as the method of collecting the data. The observation guidelines consist of the characteristics and procedures of CLT. Besides, the researcher is also made the short notes during the observation in the classroom in order to collect the data. It contains what the researcher seen and heard based on the fact. Moreover, the last instrument is document. The researcher is also asked for the lesson plan from the teacher as the document.

Table 1.1 Interview guideline is adapted by Wahuni (2015).

No	Indicator	Questions of Interview
1	The implementation CLT on the speaking skill.	<ol style="list-style-type: none"> 1. What is your primary goal on teaching speaking skill? 2. What are the procedures of CLT method that you used in teaching speaking skill? 3. How do you adjust the syllabus to the learning process?

		<p>4. How do you manage the learning process?</p> <p>5. How do you make your students to be active in learning process?</p> <p>6. Do you use variety of teaching technique in the classroom? (e.g. games, role play, simulation, presentation, etc.)</p> <p>7. Do you use group discussion and media in teaching speaking skill?</p> <p>8. Do you use rubric to assess the students' speaking skill?</p> <p>9. Do you give a feed back and evaluation of the students' speaking skill?</p>
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 1.2 Observation guideline

No	Guideline
1	<p>The characteristics of CLT (Harmer, 2007):</p> <ol style="list-style-type: none"> 1. CLT provides real-life situation and real communication for example role-play and simulation, telling story, discussion, presentation, pair-work, 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).

	<ol style="list-style-type: none"> 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	<p>The procedures of CLT (Richard & Rodgers, 2001):</p> <ol style="list-style-type: none"> 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'

	<p>personal experience but still have correlation with the dialogue or topic.</p> <p>7. The teacher can gives additional activities for example games, pair-work, discussion, etc.</p> <p>8. The teacher gives the evaluation of the activity.</p>
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D. Data Collection

Before conduct a research, the researcher asked permission with the English teachers in SMK PGRI 2 Kediri and did pre-observation in order to make sure that the teacher implement CLT in the classroom. After that the researcher prepares the instruments. They are the interview guidelines, observation guidelines, and also lesson plan/ RPP from the teacher as the document. Next, the researcher conducted the interview to the English teacher before the observation using interview guidelines. Next, before the observation, the researcher also asked for the lesson plan from the teacher. The researcher observed the teaching and learning process in the classroom using observation guidelines, field notes, and lesson plan. The observation will be carried three times. After the researcher got the data from interview, observation, and document, the researcher analyzed the data.

E. Data Analysis

Data analysis is the important part of the research. The researcher analyzed the data in order to describe, illustrate, and evaluate the data. In Qualitative Research Methodology, the researcher must organize and analyze the data of what she or he seen and heard from the interview, observation, documentation, or questionnaire. According to (Ary et.al, 2010), there are four steps of data analysis in Qualitative Research Methodology. They are familiarizing and organizing, coding and reducing, triangulation, and also interpreting and presenting.

The first step of data analysis in Qualitative Research Methodology is familiarizing and organizing. The researcher does familiarizing and organizing the data in order to make it gather based on the research questions. Second, coding and reducing are taken from the result of interview and observation. Third, the researcher triangulates the data by cross-checking and comparing the result from three sources (interview, observation, and document). It is also enhance the validity of the study. The last is interpreting and presenting the data.

F. Triangulation

Cohen, Manion, and Morrison (2005) say that triangulation can be defined as a technique of research which is intended to minimize bias of the researcher by having two or more methods of data collection in the study. According to Ary et.al (2010) there are five types of triangulation, they are: methods (use more than one method within the same study), data (have more

than one data collection source), investigators (more than one observer), theories (draw alternative theories), and interdisciplinary (use other interdisciplinary to compare the result). The researcher uses triangulation data in this research because it is commonly used in research and the researcher has three data collective sources. They are interview, observation, and document.