

**THE IMPLEMENTATION OF COMMUNICATIVE LANGUAGE
TEACHING FOR TEACHING SPEAKING IN SECONDARY EFL
CLASSROOM**

A Thesis

**Presented to the Department of English Language Education as Partial
Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in
English Language Education**



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**REVISITING THE IMPLEMENTATION OF COMMUNICATIVE
LANGUAGE TEACHING FOR TEACHING SPEAKING IN SECONDARY
EFL CLASSROOM**

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STATEMENT OF WORKS ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should

Yogyakarta, 16 August 2024

The Writer,



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MOTTO

"Indeed after hardship comes ease"

(Al-Insyirah:6-7)

"Be passionate about things that are beneficial to you. Ask Allah for help, don't be weak"

(HR. Muslim)

"Happiness can be found, even in the darkest of times, if one only remembers to turn on the light"

(Albus Dumbledore)

DEDICATION

This thesis I dedicate gratefully to myself, my parents, my little brother, my little sister, and my friends who have supported me during this process. I hope that this is a good start to my learning journey in the future.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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Yogyakarta, 16 August 2024

A handwritten signature in black ink, appearing to read 'Richla Munna' with a stylized flourish above the name.

Richla Munna

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**THE IMPLEMENTATION OF COMMUNICATIVE LANGUAGE
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ABSTRACT

The present study aimed to explain the implementation of teachers' teaching in applying the CLT approach to facilitate English-speaking learning for EFL students in Indonesia. To achieve the objectives, the researchers used a qualitative study research design. The data from one English teacher was collected through classroom observations with an observation checklist from Rogers 2014. In analyzing the data, a descriptive qualitative analysis method was used. The research results show that teachers rarely carry out direct practical activities for students' English-speaking skills using the CLT approach. The strategies often used in this class are teachers only dictating, repeating, reading textbooks, group work, and the teacher always accommodates students' mistakes by giving corrective feedback. The most influencing factors related to the lack of application of the CLT method to teacher strategies are the teacher's learning strategies which are still passive, the teacher's time is very limited and the students' lack of confidence in English speaking activities. Thus, the results of this research imply that not all teachers have implemented CLT. Even though, the school already claims to have an additional English learning program in superior classes and this could be a recommendation for further researchers to encourage English language teaching that aims more at communication.

Keywords: communicative language teaching, strategies teaching speaking skill

CHAPTER 1

INTRODUCTION

1.1 Background of the study

English has become an international language for all nations. Almost all people from various countries use it to communicate. In Indonesia, English lessons have become a compulsory subject that must be studied from elementary school to university. Thus, one of the focus skills in learning English is as a means of communication, either by speaking. In fact, in Indonesia, many of the children who live in urban areas are proficient in using English to communicate on a daily basis because they attend international-based schools. This was conveyed by Fajrina. R.A, et all, (2023) that students who take international classes are used to and able to take classes that use English in learning. In addition, this class is supported by effective interaction activities between teachers and students.

Unfortunately, for some Indonesian citizens living in rural areas, speaking English fluently is a difficult challenge because when students learn English at school, teacher do not implement several learning approaches that can support students to be active in communicating. Also, the teacher still uses a learning approach that traditional and learning media do not use English. Whereas, the role of the school learning teacher is quite significant, especially the teacher who has a very supportive role development students, especially in terms of speaking. Nunan (2000:39) states that talking is one of the critical parts of learning a language foreign or second language. Then, he noted that the ability to have conversations in the target language is how the effectiveness of language learning is determined.

Teachers need the right method in the learning process, especially in learning foreign languages. Thus, the fruitful execution of a learning system relies upon the educator's skill in utilizing mastering techniques, methods, and methodologies (Christiana, Supriyanto, and Juharyanto 2022).

Moreover, when teaching English, the teacher should not only focus on the structure of the language but also need to improve communicative skills in the English language, because the language generally will also be used as a medium of communication. The teacher as a facilitator must apply implement approaches related to communication, one of which is communicative language teaching (CLT). CLT is one of the procedures for learning English that can assist students with effectively conveying in class. According to Littlewood (2002), One of the most obvious benefits of open language instruction is CLT, which integrates utilitarian ideas and linguistic construction into a more comprehensively informed view by giving them both foundational treatments. Thus, CLT is an approach that runs simultaneously between mastering language structure and mastering communication. In addition, Richards & Rodgers (2014) added that five CLT principles as follows: The use of communication language in language learning by students, the meaning and authenticity of communication as the objectives of teaching and learning activities in class, fluency factor as an important dimension in communicating, the combination of the four skills in language learning, and learning is a process involving trial and error and creative construction. Meanwhile, there are a few instances of exercises in the CLT technique, for example, pretends, data holes, meetings, and discussing their day-to-day routines

with their cohorts including materials from networks like city corridors, school structures, chairmen, retail outlets, and school lodging residences, conceptualizing, critical thinking tasks, and open exercises (Miguel & Santos 2020).

First, there have been several previous research on this filter knowledge. Toro (2019) mentions that students are more comfortable with how CLT is used in class, and they use their mother tongue more to communicate, which is a preferred activity. Students' anxiety can be reduced by using their mother tongue, which can help with CLT implementation. Moreover, Asrul & Dahlan (2022) explored the aftereffects of their examination that the utilization of the CLT approach meaningfully affected expanding the English jargon in provincial public secondary school Indonesian understudies. Also, understudies could likewise comprehend data by responding to jargon questions given in the post-test contrasted with addressing inquiries in the pre-test. In addition, understudies in provincial public secondary schools in Indonesia understudies can work on their articulation to communicate in English as the objective language. Besides that, this research helps achieve existing research about CLT learning strategies in speaking English using observation. Hence, based on the description above, the researcher hopes to identify and describe how the teacher implements the CLT approach in the speaking classroom.

1.2 Identification of the problem

Based on the background of the study described above, it can be identified in implementing speaking learning strategies using the CLT approach. There are

several problems, such as in several schools in Indonesia teachers still have not implemented appropriate learning approaches. The teacher only makes students as listeners. Teachers should also be able to involve children in ongoing learning, such as inviting students to communicate in English through cooperative learning models. Apart from that, there is a lack of teacher creativity and innovation in choosing techniques and approaches for the English language teaching process. Also, teachers do not use English when teaching.

1.3 Limitation of the problem

This study would collect data about the implementation of CLT for teaching speaking using observation. The participant is a teacher public school in Indonesia.

1.4 Formulation of the problem

According to the problem statement, this study includes the question that would be discussed:

1. How does the teacher implement the CLT approach to facilitate learner in speaking English?

1.5 Objectives of the Study

This study aims to provide solutions to the problems found, to help students in the process of learning to speak English to be more active and teachers to use effective learning approaches.

1.6 Significance of the Study

The results of this study are expected to provide answers and new knowledge about teacher teaching strategies in speaking problems using the CLT

approach. For other researchers, it is hoped that they can provide an overview of the speaking skills experienced by students who are low motivated and anxious in learning English, especially speaking. The results of this study are expected to be used for further research in developing theories regarding English learning strategies that can improve students' speaking skills using new approach.

CHAPTER II

LITERATURE REVIEW

This chapter explains theories related to this study. It covers the theories regarding strategies for teaching speaking skills, communicative language teaching, the relevance of the study, and key terms of definition.

2.1 Strategies for teaching speaking

In teaching, teachers need appropriate teaching strategies to help students understand learning during the learning process. Teachers also have to create and design strategies for teaching. According to Gerlach & Ely (1980), learning strategies are chosen approaches to presenting content in a given learning environment, including the type, extent, and organization of activities that might give students learning experiences. As maintained by Frelberg & Driscoll (1992), The provision of subject matter at various levels, for different students, and in varied circumstances can be accomplished through a variety of learning methodologies. Thus, many learning strategies have effective ways to enhance the student experience in understanding material according to learning objectives.

Furthermore, learning a second language requires speaking as well which aims to improve students' skills to become communicative. Furthermore, speaking communicatively with themselves is not always easy, especially in the context of a second language. Thus, we need to improve communication skills in speaking in the context of a second language by studying it more seriously because it has the goal of being able to communicate. Researchers will describe appropriate learning strategies to improve students' speaking skills here. Brown & Yule (2000) argue

that the purpose of speaking instruction is to provide students the tools they need to communicate in the target language and overcome their lack of basic interpersonal skills. In addition, the user's strategy for learning to speak English is very important because it determines success during the teaching process where the teaching techniques are in accordance with the level of education.

There are several strategies for teaching speaking that are interesting and often used by teachers in the classroom. A variety of speaking teaching methods are employed in classrooms for a range of situations, among other things. Cooperative activities, role-playing, creative projects, and drilling are some of the methods used to teach speaking (Anjaniputra.A.G., 2013). Qizi (2022) also adds a variety of speaking instruction techniques, including the syntactic structure model, keeping eye contact, summarizing, modeling and directing sentence building, attention to listening activities, and combining numerous others, can be beneficial in enhancing oral language skills. Fayzullayevich. B. A (2023) stated that there were six types of classrooms speaking strategies, they are:

1. Imitative, a very small percentage of speaking time in the classroom may lawfully be used to create "human type recorder" speech, in which, for instance, students rehearse an intonation contour or attempt to isolate a specific vowel sound. Such imitation is done to highlight a particular linguistic feature rather than to engage in meaningful conversation.
2. Intensive, any speaking performance that is intended to practice a specific phonological or grammatical component of language is considered intensive speaking, which goes one step beyond imitative speaking.

Intensive speaking can be self- initiated or even come up during a pair work session where students are "going over" particular linguistic forms.

3. Responsive, many of the words used by students in the class are brief, direct responses to the teacher or to queries or comments raised by other students. Typically, these responses are adequate and do not continue into conversations.
4. Transactional (dialogue), an expanded variety of responsive language is one that is used to exchange specialized information. e. Interpersonal (dialogue), the other type of talk discussed in the chapter before, is conducted more for the goal of sustaining social ties than for the purpose of imparting knowledge.
5. Extensive (monologue), advanced students are required to deliver lengthy monologues in the form of oral reports, summaries, or possibly brief speeches. The register in this instance is more formal and deliberate. These monologues are programmable.

Therefore, in accordance with the statement above that there are several types of speaking strategies that can be applied in English learning classes for EFL students such as imitative which focuses on several forms of language by practicing intonation and vowel sounds, intensive to train the phonological and grammatical aspects of language, responsive to train students' speech to provide comments or responses to other students and teachers, transactional to convey certain information in the form of dialogue and extensive in the form of oral reports or short speeches. Among all the strategies above, it boils down to the

goals of teachers, schools, and learners to be communicative. Therefore, there is a specific teaching approach for teaching speaking which is called Communicative Language Teaching. The aim of this approach is to make children learn to speak to communicate. Also, the strategies that researcher mentioned above can be several strategies whose goal is to get communicative competence.

2.2. Communicative Language Teaching in Teaching Speaking

Communicative language teaching is an approach that focuses on student interaction in learning to speak. In addition, Richards & Rodgers (2014) added that a communicative approach views language as an important form of communication. Therefore, teachers must be able to make learning interesting and students must be active in learning because, in this CLT approach, the teacher is only a communication facilitator while students are communicators. Tekliuk (2020) states that In CLT courses, students have the chance to express their personalities as well as their ideas and opinions. Moreover, this approach applies CLT and has 5 features, including 1) appropriateness, which is the use of language in accordance with the context in which it is used. 2) the message, or the ability to interpret language in accordance with its genuine meaning. 3) psycholinguistic processing, or the use of cognitive skills to language learning. 4) taking risks, which is the method by which pupils are encouraged to learn from their errors. 5) free practice, which is the use of different language skills in the fundamental language throughout language learning (Budiarso, 2019).

Likewise, Larsen-Freeman and Anderson (2011) mention the fundamental tenets of CLT, including the use of the target language as a medium for

communication, placing a premium on communication over form perfection, utilizing and honing one's native tongue, accepting mistakes as inevitable signs of student growth, utilizing interactive classroom activities, and wisely utilizing students' first languages. Richards and Rodgers (2014) also mention the five CLT principles as follows:

1. The use of communication language by students in language learning.
2. The meaning and authenticity of communication as the goals of teaching and learning activities in class.
3. Fluency factor as a crucial component of communication.
4. The combination of the four skills in language learning.
5. The fact that learning is a process that involves trial and error and creative construction is addressed in this article.

In accordance with the opinion of Richards & Rodgers, we know that teachers need to pay attention to the principles of using the CLT approach in teaching so that the learning process can run effectively.

Referring to the previous chapter, concluding from the researcher above that several strategies can be applied in teaching speaking, including intensive activities included in this strategy such as students being given challenges, games, and puzzles. Responsive, which is included in this strategy is think-pair-share, group discussions. Transactional activities that can be used in this strategy are role-plays, information gaps, interviews, and talk about their daily lives with their classmates including materials from communities such as city halls, school buildings, mayors, shopping centres, and school housing dormitories. Extensive,

can be in the form of brainstorming, problem-solving assignments, and communicative activities (Miguel & Santos 2020., Fayzullayevich. B. A 2023). Thus, the aim of language instruction is to develop communicative ability. Therefore, success in teaching activities in the classroom using the English teacher CLT approach must consider the principles and characteristics of designing or using a communicative syllabus. Supported by learning media and teacher learning activities that are easily understood by students.

2.3 Previous Research on EFL Communicative Language Teaching

Several researchers have conducted research over time on the use of the communicative language teaching approach as follows, Toro et al., (2018) stated according to their findings, CLT is thought to boost student motivation since it uses understandable, meaningful language. CLT is essential to learning and emphasizes language use in authentic contexts. Additionally, as there are maximum boxes available for applicable language, pupils can employ the target language in any circumstance. Toro, V., et al., (2019) add that according to research findings, students are at ease when CLT is used in the classroom. It has also been demonstrated that speaking in one's mother tongue can help students feel less anxious when they are unsure of themselves in a CLT class. It was discovered that students displayed more optimistic learning attitudes and turned into active learners after the adjustment of teaching methods incorporating the use of L1, visual aids like photos, quick movies, and role-playing in CLT classrooms.

Yuliawati & Aprillia (2019) found that all students responded positively to using pictures and games in learning vocabulary. They feel that pictures and

games in the CLT approach can help them understand the meaning of words more easily and motivate them to learn words because class activities are more interesting. Asrul & Dahlan (2022) explored the results of their research that the use of the CLT approach had an effect on increasing the English vocabulary of rural public high school Indonesia students. Also, students could also understand information by answering vocabulary questions given in the post-test compared to answering questions in the pre-test. In addition, the students of Junior high school in Indonesia can improve their pronunciation to speak English as the target language. Moreover, Kakomole, et al (2022) conducted research about teaching English vocabulary by implementing the CLT Approach at Elementary school in Indonesia to analyze the increase in mastery of language vocabulary English using the CLT Approach. Using Pre-test and Post-test with 2 cycles. After seeing the results of the analysis found, it can be compared between student achievements through pre-test and post-test scores. In the pre-test results, there were no students who reached the criteria expected namely BSH (Developing According to Expectations) with an achievement of 80%. Pre-test results only reached 20% whereas post-test results showed a very rapid increase. The results of the post-test students after learning through 2 cycles have reached the criteria Expected i.e., 80%. Thus, it is proven that there is an increase in student scores after learning to use the CLT approach.

Meanwhile, the use of the CLT approach according to Adem & Berkesa (2022) is in accordance with the curriculum in the English syllabus Ethiopia wrote down that the teaching of English should be based on three guiding principles:

that language is a tool for communication, that students should study and use language that has meaning and context, and that the four fundamental language skills should be the main emphasis of education. Thus, the concepts of CLT were compared to EFL teachers' speaking teaching techniques. Although, teachers realize that class practice is not as expected. The distinction between what is intended to be used and what is actually used is caused by several contextual circumstances.

2.4 Conceptual Framework

There are several studies on strategies for implementing the CLT approach to improve students' speaking skills by supporting students' speaking abilities to be communicative. The framework of this study is five components of communicative language teaching explained by Ricard and Rodgers (2014) language learners pick up new vocabulary, authentic and meaningful conversation, focusing on fluency, integration of several English skills, and the teacher accommodates trial and error. There are several different opinions about CLT frameworks, such as according to Nunan (1991), who believes that an emphasis on learning to communicate through interaction in the target language. The introduction of authentic texts into the learning situation, the provision of opportunities for learners to focus, not only on language but also on the learning process itself, an enhancement of the learner's own personal experiences as an important contributing element to classroom learning, an attempt to link classroom language learning with language activities outside the classroom. Next, Freeman and Anderson (2011) also mentioned the basic principles of CLT. These

were: the use of the target language as a vehicle for communication, emphasizing communication over the mastery of forms, the use and practice of authentic language, consideration of errors as inevitable and the manifestation of the learners' development, use of classroom activities that promote interaction, and judicious use of the native language of the learners. In this study, researchers chose Ricard & Rodgers (2014) because they preferred it when collecting data and the characteristics written by Rogers 2014 are by the CLT condition that will be studied.

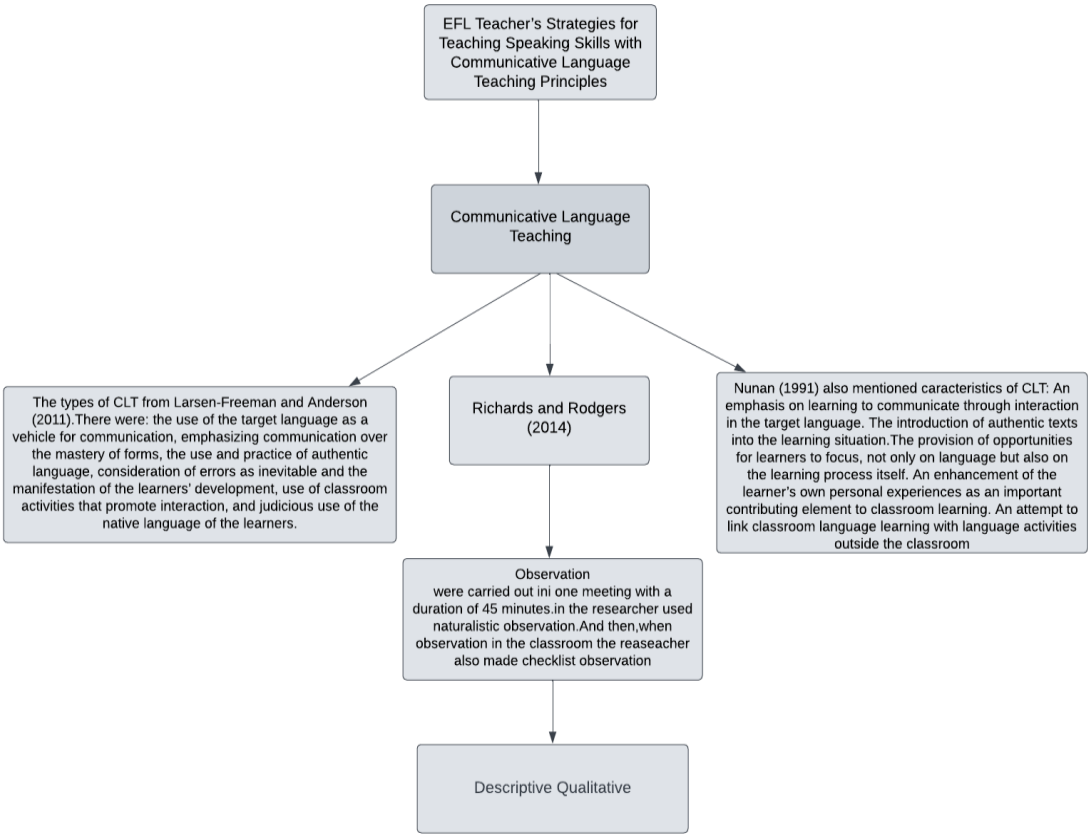


Figure 2.1 Conceptual Framework

CHAPTER III RESEARCH METHODOLOGY

3.1 Research design

This research used observational study as the design. Observational study is considered as qualitative method. According to Patton in Nasution (1988) there are several benefits of using observation such as, researchers will be able to understand the context of the data better in the overall social situation, to gain direct experience using an inductive approach that has the possibility of making discoveries or discoveries, to see things that are lacking or not observed by other people, to discover things that were not revealed by respondents in interviews, and to find things beyond the perceptions of respondents. Natural observation is used in this research, this method allows researchers to observe natural environments, such as classrooms.

3.2 Data Preparation

3.2.1 Setting and Participants

This research was conducted in a junior high school in Kebumen, Indonesia. The participant in this research is named Mrs. Fafa (pseudonym), and she is a grade 9 teacher. Meanwhile, her teaching experience means that she has taught English for 10 years at a school in Kebumen, Indonesia. Previously she studied for a bachelor's degree majoring in English education at one of the well-known universities in Indonesia. She was recruited because she met the criteria needed in developing and using CLT strategies in their learning classes. For example, when in class the teacher conducts discussions between students, role-plays, etc. Furthermore, several criteria are by this research, namely that she has

implemented the latest curriculum when teaching. After making a brief observation, I saw that she had the potential to carry out CLT in the classroom. Thus, her class was worthy of observation.

3.2.2 The types of data

In the observational study, data were taken from natural observational checklist carried out during the learning process in class. Then, the data were analyzed to present conclusions.

3.2.3 Instrument

In this study, an observation checklist was used to observe the teacher's strategies for implementing the CLT approach in improving students' speaking skills to support students' communicative speaking abilities in the classroom. Furthermore, an observation checklist was followed by Richards and Rodgers (2014).

Table 3 1 Observation Checklist type 1

No	Types of teacher teaching in Communicative language teaching	Definition	Frequency	Note
1.	Language learners pick up new vocabulary.	When learning in communication or conversation activities students learn new vocabulary		

2.	Authentic and meaningful conversation.	The material provided by the teacher is in accordance with the needs or lives of the students.		
3.	Focusing on fluency	Referring to activities that encourage the use of English to communicate: group discussion, role-play, storytelling.		
4.	Integration of several English skills	Referring to activities that encourage combining speaking, listening, and reading. For example, role play, pairing conversation,		
5.	The teacher accommodates trial and error.	When students make mistakes in answering questions, the teacher still gives appreciation to the students.		

3.3 Data Collecting Techniques

This study's observations were carried out in one meeting for approximately 45 minutes. Furthermore, the researcher used an observation checklist. In collecting the data during classroom learning, the researcher used a camera as a tool. The researcher then copied the recordings and analyzed them using descriptive qualitative. In the final stage, the data that had been collected was transcribed and analyzed to show the results of his research.

3.4 Data Analysis

In data analysis, the researcher through a descriptive qualitative. Descriptive qualitative studies tend to draw from naturalistic inquiry, which purports a commitment to studying something in its natural state to the extent that is possible within the context of the research arena (Lambert & Lambert, 2012). There were steps followed that need to be considered in analyzing the data, including the following:

1. Identification and delimitation of the problem

In this study, the researcher would look at the teachers' CLT-use approach. The teacher will participate in this study and help carry out this analysis in the classroom. The principal research question in this study is also "How does the teacher implement the CLT approach in improving students' speaking skills to support their students' communicative speaking ability.

2. Development and Construction of Instruments

The instrument to be used to collect data for descriptive qualitative analysis was chosen after the researcher decided on the problem to be studied.

3. Observation and Data Recording

In this step, the researcher started to observe and document the classroom activities as data that would be examined and then presented the findings at the conclusion of this study.

4. Decoding and Categorization of Information

At this point, the researcher started decoding the information and classifying it in accordance with the data. The researcher must make sure that the data collected were consistent and coherent.

5. Analysis

The researcher analyzed and interpreted the data that had been gathered from the observational data that had been done after it had been properly classified and unorganized.

6. Report

The final step entailed the final analysis and report writing after the researcher had correctly determined the data. The expressed themes must be consistent with the researcher's analysis results. Additionally, the researcher had to organize the data in a succinct, logical, coherent, non-repetitive, and engaging way.

3.5 Trustworthiness

Korstjens & Moser (2018) said that to ensure the quality of qualitative research, researchers use 5 trustworthiness criteria namely, credibility, transferability, dependability, confirmability, and reflexivity. From these five characteristics in this research, the credibility of the data can be proven through the result of checklist observations. Then the results of the data that have been

obtained are recorded and analyzed thematically so that the resulting data can be trusted.

In addition, transferability in this research aims to determine teachers' strategies for implementing the CLT approach in improving students' speaking skills to support students' communicative speaking abilities. This research was carried out through direct observation in the classroom. At the beginning of this research, researchers were met directly and asked whether class participants were willing to be observed. Thus, this research is very useful and high quality. Besides that, researchers also use observation checklists to identify types of teacher teaching in communicative language teaching.

CHAPTER IV

FINDING AND DISCUSSION

4.1 Finding

The research findings and discussion are presented in this chapter. The data gathered through observation is what this study found. The first step taken was that the observer contacted potential participants and then explained the purpose and background of the research. Before starting the observation, the researcher sent an official letter from the campus. This observation was carried out at a senior high school in Kebumen. Next, the observation began by focusing on the English teacher's strategy in teaching students speaking skills in the classroom. After that, check the observation checklist and have a consent form ready to be filled in as approval for participation in this research who are willing to be observed. Moreover, there are several stages of activities in carrying out observations, namely preparing the cellphone which is placed at the back of the class to record activities during English learning. Then, the researcher sat at the back of the class so that we did not disturb English learning activities. Thus, the results of this research are as follows:

4.1.1 Language learners pick up new vocabulary

According to Ricard & Rodgers (2014), the first characteristic of CLT implementation is that language learners pick up new vocabulary. This is proven by the findings described below during classroom learning activities. These are provided in Table 4.1.1.

Table 4.1.1 1

Observation Checklist type 1. 1

Number	Types of teacher teaching in Communicative language teaching	Definition	Frequency	Note
1	Language learners pick up new vocabulary.	When learning in communication or conversation activities students learn new vocabulary	6	<p>07.57</p> <p>The teacher explains the meaning of the new vocabulary in the form of the word “habit”.</p> <p>08.37</p> <p>The teacher explains the meaning of the new vocabulary in the form of the word</p>

				<p>“komodo dragon”.</p> <p>13.04</p> <p>The teacher explains the meaning of the new vocabulary in the form of the word “rough skin”.</p> <p>14.27</p> <p>The teacher explains the meaning of the new vocabulary in the form of the word “swimmers”</p>
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				<p>18.56</p> <p>The teacher explains to always remember the meaning of new vocabulary from in purposes</p>
				<p>19.01</p> <p>The teacher tells the meaning of the new vocabulary, namely the word “mention”.</p>

Based on the data found from observations, there were 6 data found on the type of language learners pick up new vocabulary, namely at minutes 07.57,

08.37, 13.04, 14.27, 18.56, and 19.01, where in this incident the average teacher was dictating a text or sentence English then the teacher explains the meaning of several new vocabulary words that students need to know. Thus, the results of this data show that there is still a lack of activities given by the teacher to students which can make the students independently pick up new vocabulary. For example, when the teacher gives new vocabulary about “habit” at 07.57 minutes the teacher should be able to point to students to make sentences using the word “habit”. However, from this data, the teacher only dictates and translates some new vocabulary.

4.1.2 Authentic and meaningful conversation

Another aspect indicates the implementation of CLT in the classroom is that the teacher usually encourages students to have authentic and meaningful conversations. This is proven by the findings described below during classroom learning activities. These are provided in Table 4.1.1.2

Table 4.1.1 2

2	Authentic and meaningful conversation.	The material provided by the teacher is in accordance with the needs or lives of the students.	1	06.54 The teacher provides several examples of natural disasters that are often
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				encountered in students' lives, such as floods and landslides
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In the second research statement, researchers found a teacher strategy related to the type of material provided by the teacher to the needs or lives of the students. Furthermore, from this incident at minute 06.54, the teacher explains several examples to his students about natural events often encountered or occur in his students' lives, such as floods and landslides. According to the categories in this research, teachers providing material related to their students' lives is a very appropriate teacher strategy because it will help students understand the material easily following the teaching objectives.

4.1.3 Integration of several English skills

Another characteristic that indicates the implementation of CLT in the classroom is that the teacher usually integrates several English skills. This is proven by the findings described below during classroom learning activities. These are provided in Table 4.1.1.3

Table 4.1.1 3

3	Integration of several English skills	Referring to activities that encourage	3	02.46 The teacher speaks English
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		<p>combining speaking, listening, and reading. For example, role play, pairing conversation,</p>	<p>and reads about the meaning of the text report, then students are asked to listen and repeat what the teacher says.</p> <p>04.28</p> <p>The teacher reads the purpose of the text report then the students listen and repeat what the teacher says</p> <p>09.25</p> <p>students speak English by</p>
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				reading the Komodo Dragon text
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Based on data obtained from observation, 3 data have been found. The most common strategy in the integration of several English skills categories is that the teacher combines speaking with listening. This happens at minute 02.46 when the teacher speaks English and reads the report text. Then the students listen and repeat what the teacher has read. In addition, at minute 04.28 the teacher also reads the purpose of the text report then the students also listen and repeat what he said again. Meanwhile, at minute 09.25 the teacher's strategy is to combine speaking skills with reading skills, where students are asked to read a text about the komodo dragon voluntarily, and then the teacher will correct the student's pronunciation or fluency in speaking if something is wrong.

4.1.4 The teacher accommodates trial and error

The last type indicates the implementation of CLT in the classroom is that the teacher accommodates trial and error. This is proven by the findings described below during classroom learning activities. These are provided in Table 4.1.1.4.

Table 4.1.1 4

4	The teacher accommodates trial and error.	When students make mistakes in answering questions, the teacher still gives appreciation to the students.	3	30.22 The teacher gives appreciation by saying “good” words to students when speaking English 35.59 When students make mistakes in speaking elements, such as a lack of fluency and mistakes in English pronunciation, the teacher immediately corrects them
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				<p>without saying wrong to the students. For example, students only read the word “borrow” but the teacher immediately corrects their pronunciation as “borrowed”.</p> <p>39.44</p> <p>The student answered the teacher's question incorrectly, the teacher immediately asked the other students which answer was</p>
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				correct.
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The latest data from observations that have been found are 3 data. There are several types of ways teachers deal with students' mistakes when they are wrong. Such as in minute 35.59 when student A mispronounces the pronunciation of the word “borrowed” in English, here the teacher does not say wrong to the students but the teacher immediately corrects it by giving direct guidance to the students by saying the correct pronunciation of the word “borrowed” in front of the students so that they know that what was said was wrong and know for themselves that how to pronounce the word correctly is according to the teacher's example. Moreover, at minute 39.44 student B was wrong in answering the question given by the teacher, the teacher here also did not say the wrong word but the teacher's strategy was to immediately throw questions at other students to answer the wrong question and answer together the correct answer. Also, the teacher gave appreciation to students when speaking English. This can be seen at minute 30.22, the teacher also gives appreciation to students when speaking English or answering questions given by the teacher using the word “good”. Thus, appreciation is a mandatory form that needs to be said to students to encourage them for those who have been able to achieve an achievement or for students who have tried but have not achieved what they have achieved. Apart from that, forms of appreciation are also very important for students because they feel more appreciated for their achievements. Furthermore, teacher appreciation can also shape self-confidence in students.

4.2 Discussion

From the results of observations of the implementation of the CLT teaching strategy of teaching subjects in English lessons for senior high schools in Indonesia, the CLT strategies that the teacher has used are language learner new pick-up vocabulary, authentic and meaningful conversation, integration of several English skills, and the teacher accommodates trial and error. There are several things regarding the CLT development strategy in learning English in this class, namely that students only do repetition, and the teacher only dictates and interprets new vocabulary from the text read by students without any student activity to pick up the new vocabulary. According to Habtamu Adem & Mendida Berkessa (2022) in the Ethiopian context, teachers make some modifications to speaking lessons from textbooks to create creations. For example, the version of speaking lessons in textbooks can be modified to be a discussion of issues of concern in the text. Thus, from this research, it can be seen that Habtamu Adem & Mendida Berkessa (2022) that teachers can make material from textbooks into activities that make students active in speaking English. The teacher in this research should also make the same efforts by modifying the materials from the textbook to be more communicative-oriented. In addition, teachers can also increase students' motivation in speaking English by developing activities from the textbook material such as by holding discussions or group work. Apart from that, the type of integration used by the teacher is still traditional, such as students just listening to what the teacher reads and then students repeating the reading. Although, occasionally students do speak English by reading the text they are

studying. However, this does not provide the desired results because the activities used by teachers still tend to be passive and teachers do not provide many opportunities for students to use English to interact orally. Therefore, teachers must be more innovative in implementing the CLT approach strategy to help increase students' ability to be active in speaking English, such as having discussion groups or conversation activities.

Regarding authentic and meaningful conversation material, the results of this data have not found any findings regarding teachers using authentic material as a strategy for teaching English speaking. Authentic material is very useful for teachers to support students in speaking activities. This is the strategy uses authentic materials can help prepare learners for the real world of communication and motivate learners to communicate, because they help make communication real. Apart from that, it can be seen here that teachers still use original textbooks without considering English language teaching. Teachers should be able to develop questions, activities, or projects using learning content such as podcasts, twitter, newspapers, or videos according to the level of the students. Even though the teacher's strategy does not use authenticity, the material explanations and conversations are quite meaningful because they talk about natural disasters that have occurred in Indonesia. Based on the results of the table, it shows that the teacher in explaining the material presented is not always based on the text in the book but is also linked to activities or phenomena that often occur in students' daily lives. Students need to be motivated and interested in the activity. Actually if it is related to their daily life, they will be motivated (Adem & Mendida Berkessa,

2022).

As shown in the table, a considerable number of data indicated that the teacher accommodates students to make trial and error. Furthermore, students are given metalinguistic feedback, which can help them realize their mistakes when they are asked to read English texts or speak English by their teacher. Also, when students make mistakes in answering questions the teacher will directly ask other students about the correct answer. Habtamu Adem & Mendida Berkessa (2022) also argue that consistent with the communicative views of error, teachers considered errors as an inseparable language learning process and indicators of students' progress and did not believe in frequent and immediate corrections. In addition, teachers also gave appreciation to students such as the word good to help grow students' self-confidence when speaking English.

Based on the theory that has been formulated by researchers, it can be seen that teacher strategies in using the CLT approach have been implemented in teaching English to help improve active speaking skills. This is adapted to one of the teacher's strategies which combines 4 abilities to support students to practice speaking English such as combining speaking skills between speaking and reading or listening. Although, it has not had a significant influence on students' ability to speak English. This is due to the lack of teacher strategies in modifying learning materials to make them more authentic. In other words, teachers must be aware of the importance of mastering and selecting strategies which are appropriate in teaching English, especially speaking because it can create students who can implement the language to have more character. Therefore, it can make students

not feel afraid when speaking English in front of the class.

CHAPTER V

CONCLUSION

5.1 Conclusion

Based on the research results, it can be concluded that the teacher implementation of strategies in teaching English speaking using the CLT approach still rarely carry out direct practical activities in junior high school in Indonesia. Regarding strategies for developing communicative competence in learning English, teacher only do repetition, reading textbooks, and group work are the most widely used activities. Even though this strategy is used, students can become more engaged if the teacher continues to explain to students in English, such as simple forms of vocabulary selection. This happens because of traditional learning styles, the teacher has limited time and students lack self-confidence to participate in communicative activities. Thus, teachers must use more strategies to help students develop their communicative skills and apply various kinds of material innovations from textbooks to increase their active participation in oral activities.

5.2 Recommendation

The investigation revealed that teachers' mastery in using CLT strategies for teaching English speaking is an important requirement for mastering social skills. Based on the limitations of this research, it is necessary to carry out further research to direct teachers to be able to pick up vocabulary, use authentic and meaningful material, and be able to integrate several English skills, teachers must also be able to accommodate trial and error. Moreover, in the implementation of

Kurikulum Merdeka, the current curriculum in Indonesian education that students use spoken, written, and visual texts in English to interact and communicate in more diverse contexts formal and informal situations. This should encourage school teachers to innovate various forms of language learning material strategies in English to communicate.

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APPENDICES

Appendix 1.RPP

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : MTs Yapika Petanahan
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : IX / Ganjil
 Materi Pokok : **CHAPTER 4 – Procedure Text**
 Alokasi Waktu : 10 Pertemuan (20 JP) @40 Menit

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Melafalkan kosa kata yang berhubungan dengan teks prosedur tentang makanan dan minuman sesuai dengan konteks penggunaannya
- Mengidentifikasi fungsi sosial dan struktur teks prosedur secara lisan dan tulis dengan memberi dan meminta informasi terkait resep pendek dan sederhana tentang makanan/ minuman sesuai dengan konteks penggunaannya.
- Menggunakan unsur kebahasaan untuk menyatakan dan menanyakan tentang resep makanan / minuman dengan tepat.
- Melengkapi teks prosedur rumpang berupa resep pendek dan sederhana tentang makanan / minuman dengan benar
- Mengurutkan teks prosedur berupa resep pendek dan sederhana yang rumpang dengan baik
- Menyusun teks prosedur tentang resep pendek dan sederhana tentang makanan/ minuman sesuai dengan struktur teks yang tepat berdasarkan urutan gambar yang ada (picture series)
- Menjawab pertanyaan pilihan ganda dan uraian tentang manual pendek dan sederhana dengan tepat
- Menggunakan unsur kebahasaan untuk menyatakan dan menanyakan tentang manual (Bagaimana cara menggunakan / mengoperasikan suatu benda) dengan tepat.
- Mengurutkan teks prosedur berupa manual pendek dan sederhana berdasarkan tema yang diberikan dengan tepat
- Menceritakan kembali teks prosedur berupa resep pendek sederhana yang dibaca.
- Membuat teks prosedur berdasarkan contoh teks yang diamati dalam video, slide power point, dan gambar yang ada.

B. Media Pembelajaran, Alat dan Sumber Belajar

Media : Worksheet atau lembar kerja (siswa), Lembar penilaian, LCD Proyektor

Alat/Bahan : Penggaris, spidol, papan tulis, Laptop & infocus.

Sumber Belajar: Buku Siswa Bahasa Inggris Kelas IX, Kemendikbud, Tahun 2016

Laman: www.websiteedukasi.com

C. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (15 Menit)	
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin	
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.	
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : CHAPTER 4 – Procedure Text dengan mengunjungi laman websiteedukasi.com	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,	
Kegiatan Inti (90 Menit)	
Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi CHAPTER 4 – Procedure Text dengan mengunjungi laman websiteedukasi.com
Critical Thinking	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi : <ul style="list-style-type: none"> • Pengertian Procedure Text • Tujuan Komunikatif Procedure Text • Generic Structure Procedure Text
Collaboration	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai CHAPTER 4 – Procedure Text .
Communication	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait CHAPTER 4 – Procedure Text Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami

Appendix 2.RPP

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : MTs Yapika Petanahan
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : IX / Ganjil
 Materi Pokok : **Present, Past , and Future Continuous**
 Alokasi Waktu : 12 Pertemuan (24 JP) @40 Menit

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Menirukan beberapa kosa kata tentang kata kerja yang berhubungan dengan keadaan/kejadian/kegiatan/tindakan yang sedang berlangsung / terjadi saat ini (present continuous tense)
- Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks interaksi transaksional pendek tentang keadaan/kejadian/kegiatan/tindakan yang sedang berlangsung / terjadi saat ini (present continuous tense)
- Mengidentifikasi soal pilihan ganda tentang keadaan/kejadian/kegiatan/tindakan yang sedang berlangsung / terjadi berlangsung saat ini (present continuous tense) dengan konteks penggunaannya
- Melengkapi beberapa teks yang masih kosong tentang keadaan/kejadian/kegiatan/tindakan yang sedang berlangsung / terjadi saat ini (present continuous) dengan konteks penggunaannya
- Menyusun kalimat rumpang tentang keadaan/kejadian/kegiatan/tindakan yang sedang berlangsung / terjadi saat ini (present continuous) dengan konteks penggunaannya
- Memasangkan antara gambar action verb dengan kalimat yang ada tentang keadaan/kejadian/kegiatan/tindakan yang sedang berlangsung / terjadi saat ini (present continuous) dengan tepat
- Mengidentifikasi kalimat yang berbentuk error analysis tentang keadaan/kejadian/kegiatan/tindakan yang sedang berlangsung / terjadi saat ini (present continuous) dengan konteks penggunaannya
- Mengubah kalimat tentang keadaan/kejadian/kegiatan/tindakan yang sedang berlangsung / terjadi saat ini (present continuous) ke dalam bentuk (+), (-), dan (?) dengan benar
- Membuat cerita tentang kejadian atau peristiwa yang sedang berlangsung atau terjadi saat ini (Present continuous tense) dengan benar sesuai dengan konteks penggunaannya
- Membuat cerita keadaan/kejadian/kegiatan/tindakan yang sedang berlangsung / terjadi dengan memilih tema tentang present, past, dan future continuous tense dengan benar sesuai dengan konteks penggunaannya .

B. Media Pembelajaran, Alat dan Sumber Belajar

Media : Worksheet atau lembar kerja (siswa), Lembar penilaian, LCD Proyektor

Alat/Bahan : Penggaris, spidol, papan tulis, Laptop & infocus.

Sumber Belajar: Buku Siswa Bahasa Inggris Kelas IX, Kemendikbud, Tahun 2016

Laman: www.websitedukasi.com

C. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (15 Menit)	
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin	
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.	
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : Present, Past , and Future Continuous dengan mengunjungi laman websitedukasi.com	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,	
Kegiatan Inti (90 Menit)	
Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi Present, Past , and Future Continuous dengan mengunjungi laman websitedukasi.com
Critical Thinking	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi : <ul style="list-style-type: none"> • Struktur teks • Unsur kebahasaan • Topik
Collaboration	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai Present, Past , and Future Continuous .
Communication	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait Present, Past , and Future Continuous Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Kegiatan Penutup (15 Menit)	
Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	
Guru membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	

D. Penilaian Hasil Pembelajaran

- **Penilaian Pengetahuan** berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta pengasan
- **Penilaian Keterampilan** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio