

SKRIPSI
THE ANALYSIS OF TEACHER'S TEACHING CLT METHOD IN
ENGLISH SPEAKING SKILL AT THE SECOND GRADE OF
SMAN 2 PINRANG



ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial of Fulfilment of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd)

ENGLISH EDUCATION PROGRAM
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Skripsi

**As Partial Fulfillment of the Requirements for the Degree
of Sarjana Pendidikan (S.Pd.)**

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Submitted by

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Reg Num. 15.1300.142

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In the name of Allah, The Beneficent and The Merciful

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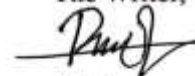
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Parepare, February 02th 2020

The Writer,



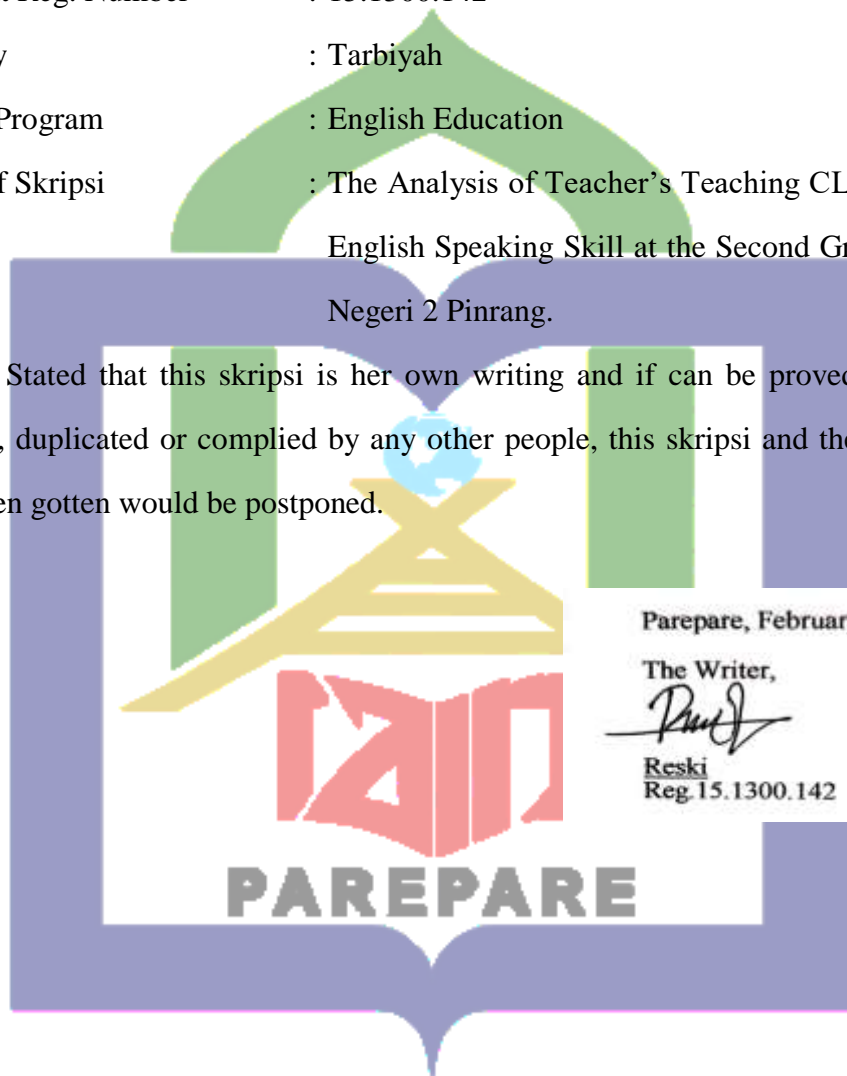
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DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

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Stated that this skripsi is her own writing and if can be proved that it was copied, duplicated or complied by any other people, this skripsi and the degree that has been gotten would be postponed.



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ABSTRACT

Reski, *The Analysis of Teacher's Teaching Method in English Speaking Skill at The Second Grade of SMAN 2 Pinrang*, (Anwar and Abdul Haris Sunubi).

The purpose of this research was positively to find out about the effectiveness of Communicative Language Teaching method in teaching English speaking skill by the English teacher of the second grade of SMA Negeri 2 Pinrang in 2018/2019 academic year and describing how is the teaching-learning process. The result of the research, there are benefit for students. The students can enjoy the learning process and easy to understand the material.

The subject of this research is the English teacher of second grade MIPA.1 of SMA Negeri 2 Pinrang. The steps of this study were reconnaissance, planning the actions, implementing and observing the actions, and reflecting the actions done. The data of this study is qualitative. The qualitative data were obtained by observing the teaching and learning process during the implementation of the actions and interviewing the students and the English teacher. The data were analysed by use a descriptive technique.

Based on the analyses and the finding, the writer concluded that that communicative language teaching (CLT) method that has been chosen by the English teacher at second grade of SMA Negeri 2 Pinrang, gives beneficial contribution in increasing the students' speaking achievement and students' speaking performance during the instructional process. Role Play implemented in this study consisted of some steps. Those were; 1) deciding on the school syllabus and material, 2) organizing the group of the students, 3) providing the situation to be role played, 4) teaching the example dialogue for role play, 5) guiding the students to pronounce the expression used correctly and explaining the purpose, 6) having the students practiced the role play, 7) having the students modified the situation, and 8) having the students performed the dialogue in front of the class.

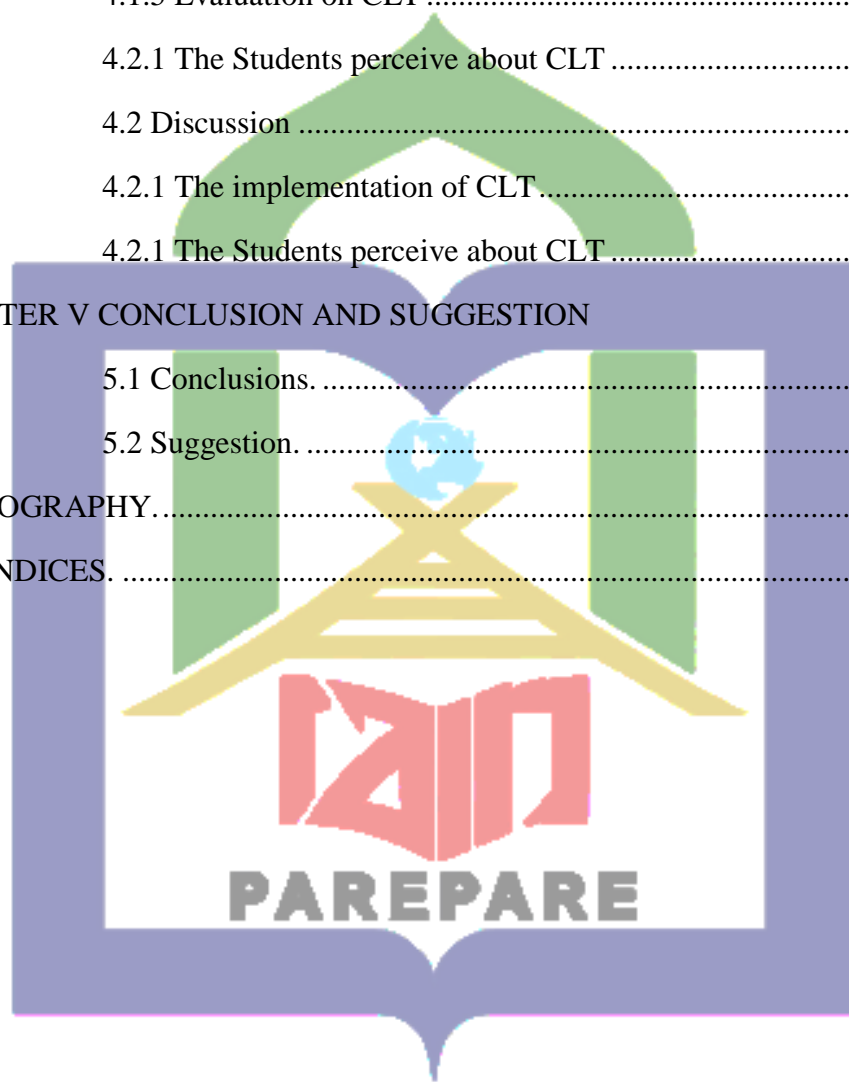
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CHAPTER I

INTRODUCTION

1.1 Background

Education is an important tool in building human civilization. In it, there is a process of transforming a human being who initially does not know something to know. With this knowledge, human beings will be able to build and become earth so as to be beneficial to human life. However, if education does not have clear structures, methods, strategies, and goals, it will only be destructive. One aspect of human life that fundamental is the aspect of education, because education makes a million expectations in achieving a high degree of human predicate.

Language is a knowledge that learned or communicated insignificantly. According to Richards language was characterized by frequent change, innovation and by the development of sometimes competing in language teaching.¹ Language teaching needs a person or people and the process in a teaching learning. A person as deliver and controller the class called teacher and a process which make the language can communicated.

Speaking is a productive oral skill which its purpose is to achieve a particular end. However, speaking is the most difficult part of the four skills. Speaking skill somehow creates some problems among the learners. The learners encounter problem in speaking in term of the environment and the grammar of their speaking. There are two ways (the teacher's role and the students' role) to encourage students to overcome those problems. Those two solutions can be done by the teacher using some approaches. One of them is Communicative Language Teaching (CLT).

¹Richards, J. C. *Curriculum Development in Language Teaching* (Cambridge University: United Kingdom Press, 2001), p. 1.

Communicative Language Teaching focuses on the interdependence of language communication and communicative competence of a language.

According to Murcia communicative competence has been in circulation for about forty years and has been used extensively in explications of communicative language teaching.² A communication approach opens up wider perspective on language learning. It makes more strongly aware that it is not enough to teach learners how to manipulate the structures of the foreign language. The teacher must developing strategies for relating these structures to their communicative function in real situation and real time. A communicative approach also makes consider that language is not only in terms of its structures (grammar and vocabulary), but also only in terms of the communicative function that it performs. It begins to look not only at language forms, but also at what people do with these forms when they want to communicate with each other.

Communicative Language Teaching (CLT) is one of English teaching methods which emphasizes on learning to communicate through interaction in the target language. According to Richards and Rodgers Communicative Language Teaching is a board approach to teaching that result from a focus on communication.³ So that it focuses on what people want to do or what they want to accomplish through speech. In CLT use the language in real situation. The students have to be able to speak in target language. To achieve the successful learning, as an English teacher have the important roles. The teacher is as a facilitator of students' learning,

²Murcia, Celce. *Communicative Competence* (Los Angeles: Budavos University, 2008), p. 57.

³Richards, J.C, and Theodore Rodgers. *Approaches and Methods in Language Teaching*. p. 36.

managing classroom activities and also having responsibility to monitor our students' performance.

Students in communicative class ultimately have to use the language, productively and receptively, in unrehearsed context outside the classroom. Classroom task must therefore equip students with the skills necessary for communication in those contexts.⁴

Students need skill which become target language. CLT can help the students to communicate the target language in all skills. It also appropriated which one of the skills that more encourages the students to learn easier. The students in junior high school, English taught generally, which consist of speaking skill, listening skill, reading skill and writing skill. There are greater attentions in educational teaching that language learners should have effective involvement to practice their communicative skill because language is a means of communication and self-expression. That is a medium by which members of a speech community express concepts, perceptions, expectations, and values which have significance to them as members of a speech community. In other word, classroom can be a place where students can express their personal problems and concerns. Within this perception, by teaching speaking the classroom is conceptualized to create a condition where students can improve their ability in learning English that is for using the English for the real communication with often speak with other. And even, classroom itself is a part of the real world of students as individuals and social actors.

The research has broader scope and it is impossible for the writer to handle all problems. Therefore, the writer limits the scope of the study. The writer just wants to know whether Communicative Language Teaching has the effect in learning speaking

⁴Brown, H. Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy* (London: Longman, 2004), p. 43.

to the second grade students of SMA Negeri 2 Pinrang. Speaking skill somehow creates some problems among the learners. According to Munjayanah in Ariffansyah research there are four problems of speaking skill. They are inhibition, nothing to say, low or uneven participation, and mother tongue use. The first problem is that the learners are often inhibited about trying to say thing in foreign language in the classroom. The learners or students sometimes worried about mistakes or simply shy of the attention that their speech attract. Secondly, it is that the learners sometimes have nothing to say. Unlike reading, writing or listening activities, speaking requires some degree of real-time exposure to an audience. Even they are not inhibited, you often hear learners complain that they cannot think of anything to say. That is because only one participant can talk at a time if he or she is to be heard. In large group this means the each one will have only very little talking time. And because of that, there comes the third problem which is law or uneven participation. This problem is compounded of some learners to dominate, while other speaks very little or not a tall. Therefore it is easier for the student to use their mother tongue in their class because it looks naturally. That is the fourth problem. That is why most of the students are not disciplined in using the target language in the learning process. Learners' problems in speaking are the environment and the grammar. The first cause that makes the students difficult in speaking English is that the environment does not support the students to speak English frequently. It causes them loose their self-confidence. They use their native language in daily conversation and only use English when they have to do it in the class because the students do not want to be rejected by the people around them. That makes the students unable to communicate in English fluently outside the class. Secondly, it is the problem with grammar. Most students

are very easy to get confused with English grammar, while grammar is very needed to form a right sentence. If the students do not have grammar mastery, of course they will not be able to produce sentences that grammatically right. Because of this, the students feel embarrassed when they want to produce English sentences orally. In brief, the learners encounter problem in speaking in term of the environment and the grammar of their speaking.

Based on the explanation above, the researcher chooses this research because the researcher want to know about does CLT is the effectiveness method in teaching English speaking and the students' perception of the communicative language teaching method that the teacher applying in teaching english speaking at the second grade of SMA Negeri 2 Pinrang.

1.2. Problem Statement

Based on the background above, the researcher formulates research question:

- 1.2.1. Does CLT is the effectiveness method in teaching English speaking at the second grade of SMA Negeri 2 Pinrang?
- 1.2.2. How is the students' perception about the teacher's method in teaching speaking at the second grade of SMA Negeri 2 Pinrang?

1.3. The Objective of the Research

The Objective of the study are follow:

- 1.3.1. To know Does CLT is the effectiveness of method in teaching English speaking at the second grade of SMA Negeri 2 Pinrang.
- 1.3.2. To know the students perceive about the teacher's method in teaching speaking at the second grade of SMA Negeri 2 Pinrang.

1.4 Significant of the Research

1.4.1 Teachers

By this research, the researcher expected can change the mindset of the teachers to be a professional in teaching English and they can make the students' interest and easy to understand the material in learning process.

1.4.2 Students

The researcher hopes that the students can be interest. They also can enjoy and easy to understand the material of English language in learning process.

1.4.3 Further Researchers.

The result of this research is hoped as basic consideration and information for doing a further research. Hope the students can enjoy the class when they are studying in English class, and this method can be make the students can make the students' interest and easy to understand the material in learning process.



CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Finding Pervious

There are many researcher findings which relate to this study, here are some of the previous research findings which have something to do with this research:

The first previous research is conducted by Saiful Awal, he had carried out an experimental research in 2013 about Communicative Activities and the Effect Toward students' English Skill at the first grade of SMAN 4 Parepare. This research found that by communicative activities were affective to improve students' English skills and writing skill was effective significantly by Communicative Activities the first grade of SMAN 4 Parepare.⁵

The first previous research is conducted by Sitti Syahrah Hayyub, she had carried out an experimental research in 2013 about The Effect of Using English as a Medium of instruction in Classroom on the Fluency of Students Speaking at UNHAS. The researcher involved 8 students who were selected as having a lack of speaking environment. This research found that using English as a medium of instruction in the classroom was effective in English language learning, achieving better result than learning with mother tongue classroom instruction.⁶

The second previous research is conducted by Imam Kukuh, students of English Department Educational Faculty State Institute for Islamic Studies STAIN

⁵Saiful Awal, *Communicative Activities and the Effect Toward Students' English Skill at the First Grade of SMAN 4 Parepare* (Unpublished, Skripsi STAIN Parepare, 2013), p. 54.

⁶Sitti Syahrah Hayub, *The Effect of Using English as a Medium of Instruction in Classroom on the Fluency of Students Speaking at UNHAS* (Unpublished, Skripsi UNHAS Makassar, 2013), p. 18.

Salatiga. His graduating paper entitled “Communicative Language Teaching (CLT) approach in speaking class at the second grade of MAN Tenganan in the Academic Year of 2013/ 2014. In his graduating paper the design for this particular study is descriptive qualitative study by analyzing interview result based on frame work of CLT and overview of speaking. The finding of the study was presented that the teacher applied the characteristics of CLT approach in their teaching speaking. In addition, with the different problems encounter by the teacher consequently make their ways to overcome the problems a little bit different from each other.⁷

Meanwhile, this research is conducting in order to know the how does the teacher implement the CLT method in speaking class, problems faced by the English’s teacher in implementing those characteristics, and the English’s teacher overcomes the problems on their teaching speaking. The object of this research is the second grade students of SMA Negeri 2 Pinrang.

2.2 Communicative Language Teaching (CLT)

2.2.1 Definition of Communicative Language Teaching (CLT)

There are some methods in teaching. Anthony in Richards and Rogers described that a method is an overall plan for orderly presentation of language material, no part which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural. One of the methods called Communicative Language Teaching (CLT). Communicative Language Teaching (CLT) makes use of real-life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real

⁷Kukuh, Imam. *Communicative Language Teaching (CLT) Approach in Speaking Class at the Second Grade at MAN Tenganan In the Academic Year 2013/2014* (Graduating Paper. Salatiga: IAIN Salatiga, 2003)

life. Communicative language teaching (CLT) refers to both processes and goals in classroom learning. The central theoretical concept in communicative language teaching is “communicative competence” as the ability of classroom language learners to interact with other speakers, to make meaning, as distinct from their ability to recite dialogues or performs on discrete-point tests of grammatical knowledge. To engage the students with a real-life communication in the target language, communicative language teaching is an appropriate method that can be used in the class.

According to Celce-Murcia, CLT reflects a certain model or research paradigm, or a theory. It is based on the theory that the primary function of language use is communication⁸. Its primary goal is for learners to develop communicative competence, or simply put communicative ability⁹. In other words, its goal is to make use of real-life situations that necessitate communication. In different definitions, communicative language teaching (CLT) is an approach to the teaching of second and foreign languages that emphasizes interaction as both the means and the ultimate goal of learning a language. It is also referred to as “communicative approach to the teaching of foreign languages” or simply the “communicative approach”. The communicative approach could be said to be the product of educators and linguists who had grown dissatisfied with the audio-lingual and grammar-translation methods of foreign language instruction. This method aims at developing procedures for the teaching of the four skills that acknowledge the

⁸Murcia Celce. *Teaching English as a Second and Foreign Language* (Los Angeles: Boston University, 2001), p. 128.

⁹Hymes, D. *Models of the Interaction of Language and Social Life* (New York: Hold, Rinehart and Winston, 1972), p. 281.

interdependence of language and communication. It aims at having students become communicatively competent.

According to Kaharuddin in his book “the communicative grammar translation method”, he stated that communicative language teaching in the classroom context as the matter of fact, the ultimate goal of the communicative language teaching is to develop what hymens referred to as of communicative language competence. This can be carried out by giving classroom activities which involved authentic communicative to promote the students communicative skills. Giving of the learners practice activities designed to stimulate real life communication ability. The concept of learning by doing in Communicative Language Teaching is really illustrated in the process of learning of foreign language, in which the student are given opportunities to interact with one another and perceiving meanings on their own.¹⁰

Based on the definitions above the researcher concludes the communicative approach is the approach that emphasizes the ability of using the language meaningfully in natural situations. It means that teaching language should be based on the meaning of the language or use the language to communicate. The teaching and presenting the language has formed always connect to the meaning and message relevant with the situation and context.

2.2.2 Characteristics of Communicative Language Teaching

For the sake of simplicity and directness, Brown stated that the following six interconnected characteristic as a description of communicative language teaching:

¹⁰Kaharuddin Bahar, *The Communicative Grammar Translation Method* (Yogyakarta: Trust Media Publishing, 2013), p. 55.

1. Classroom goals are focused on all of the components (grammatical, discourse, functional, sociolinguistic, and strategic) of communicative competence goals. Therefore must intertwine the organizational aspect of language with the pragmatic.
2. Language techniques are designed to engage learner in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus. But rather aspects of language that enable the learner to accomplish those purpose.
3. Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.
4. Students in communicative class ultimately have to use language, productively and receptively, in unrehearsed context outside the classroom tasks must therefore equip students with the skill necessary for communication in those contexts.
5. Students are given opportunities to focus on their own learning process through an understanding of their own styles of learning and trough the development of appropriate strategies for autonomous learning.
6. The role of teacher is that facilitator and guide, not all-knowing best owner of knowledge. Students are therefore encouraged to construct meaning though genuine linguistic interactional with others.¹¹

¹¹H. Douglas Brown, *Teaching Ny Principles: An Interactive Approach to Language Pedagogy* Second Edition (San Francisco: Addison Wesley Longman, Inc, 2001), p. 42.

Furthermore, Richards' notes that the introduction of CLT, language teachers and teaching institutions all around the world soon began to reorganize their teaching, syllabuses, and classroom materials. In planning language courses within a communicative approach, grammar was no longer the starting point. It was claimed that meaningful communication provides the learner with a better opportunity for learning than through a grammar-based approach. Richards then summarizes the overarching principles of CLT as follows:

1. Make a real communication, the focus of language learning.
2. Provide opportunities for learner to experiment and try out what they know.
3. Be tolerant of learners' errors as they indicate that the learners are building up their communicative competence.
4. Provide opportunities for learners to develop both accuracy and fluency.
5. Link the different skills such as speaking, reading, and listening together, since they are usually occur in the real world.
6. The students induce or discover grammar rules.¹²

2.2.3 The Goals of Communicative Language Teaching

CLT sets as its goals the teaching of communicative competence. Grammatical competence refers to the knowledge have of all a language that accounts for our skill to produce sentences in a language. It refers to knowledge of the building blocks of the sentence (e. g: part of speech, tenses, phrase, clauses, sentence patterns) and how sentences are formed. The unit of analysis and practice is typically the sentences. Communicative competence includes the following aspects of language knowledge:

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

¹²Richard, Jack C. *Curriculum Development in Language Teaching* (New York: Cambridge University Press, 2006), p. 13.

- 2) Knowing how to vary our use of language according to the setting and the participants (e.g. knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication)
- 3) Knowing how to produce and understand different types of texts (e.g. narratives, reports, interviews, conversation)
- 4) Knowing how to communicate despite having limitations in one language knowledge (e.g. through using different kinds of communication strategies).¹³

2.2.4 Advantages and Disadvantages of Communicative Language Teaching

1. Advantages of Communicative Language Teaching:

1) The interaction between students and teachers

Communicative teaching is becoming increasingly clear future is the change in the way as the internship, students develop subject, initiative and become increasingly important. Teacher-student relationship is an interactive, harmonious relationship, rather than the traditional education, the kind of master-servant relationship.

- 2) To inform the basic knowledge and skill to skillfully combine the development Traditional classroom teaching of English the main body of the expense of home study, only emphasized the teachers on the knowledge of the systematic and integrity, which is as a teacher-center, knowledge center from the medieval “scholastic” teaching methods inherited one consequence of the neglect of student ability. The communicative teaching emphasizes the learner’s cognitive skill and operational capabilities, which allow the students

¹³Biantoro Brami, *Applying CLT To Improve Performance and Participation of the Tenth Grade Students at SMK Negeri 12 Malang* (Thesis: English Department, Faculty of Letters, State University of Malang, 2014)

themselves to think about and express their views, thus trained in real life the skill to use language to communicate.

3) Greatly improved the student's interest

Communicative teaching students participate in, sometimes accompanied by scenes or simulated scenarios, so that students more close to life, the students become the main character, naturally they were interested in the English language, to learn English as a pleasure.

2. Disadvantages of Communicative Language Teaching

- 1) It is felt that there is no enough emphasis on the correction of pronunciation and grammar error. It is because too much focus on meaning at the expense of form.
- 2) CLT approach focus on fluency but not accuracy in grammar and pronunciation.
- 3) The CLT approach is great for intermediate student and advance students, but for beginners some controlled practice is needed.
- 4) The monitoring skill of the teacher must be very good.
- 5) Grammar teaching practice make applications of this approach difficult.¹⁴

2.2.5 The Roles of Teacher In CLT Classroom

The type of classroom activities which is proposed in CLT involves the roles for teachers and students in the classroom. The teachers' role in CLT is to facilitate and monitor the development or the progress of their students in language learning rather than being a model to produce correct speech and writing and someone with the main responsibility for making students produce a great number of error-free sentence. In this case, teachers have to develop a different view of students' errors and of their own role in facilitating language learning process, they are fully engaged in classroom communicative activities and they are expected to have a greater degree of responsibility for their own learning. Students have to participate in classroom

¹⁴Wikipedia the Free Encyclopedia, *Competence and Performance* <http://www.encylopedica.Comdoc1029-competenceandperformance.htm> (March 2015). (Access Date January, 5th 2020).

activities that were based on a cooperative rather than individualistic approach to learning. They should become comfortable with listening to their peers either in group work or pair work tasks, rather than relying on the teacher for a model.

In communicative methodology, Harmer explains the teacher's role as the following: The first is as a controller: teacher is in charge of the class and activity that is taking place. Teachers are usually very comfortable with the image of themselves as controllers when they view their job as the transmission of knowledge from themselves to their students. However, transmission teaching provides less advantage to the students. It doesn't provide students access to use language if they focus everything on the teacher. The students don't have opportunities to speak because a whole group is acting in the class. Moreover, transmission teaching doesn't provide enough activities.

The second is as prompter: another role of the teacher is to encourage students to fully participate in speaking activities. Some students may need little prompting and others need more during classroom speaking activities. This is due to the types of students, some of them need to say something. In this case, teacher should always encourage students to fully engage in classroom speaking activities.

The third is as participant: traditionally, teacher always stands back from any classroom activities. They never join in an activity either in discussions or role-plays, they usually intervene after classroom activities to provide feedback and correct mistakes. However, teacher sometimes should join an activity not only as a teacher but also as a participant. In essence, students enjoy when teacher involve in classroom activities with them and of course, it will encourage them to fully participate in these activities. On the other hand, Harmer states that "teacher also has

to be careful not to take over the classroom so that students lose opportunities for speaking”.¹⁵

The fourth is as resource: teacher should not involve in all classroom activities. There are some activities which are not appropriate for them to be engage in. student may need their teacher as a resource, they may need to ask how to pronounce a word or to ask what a word or phrase means. In addition, they probably want to know some information in the middle of an activity about that activity. In this case, teacher should be well-prepared when the students want to ask or clarify something.

The fifth is as feedback provider: in providing feedback. Teacher should know and when to provide feedback in speaking activities. In this case, teacher should avoid over-correction in the middle of a speaking task because it may inhibit them and take the communicativeness out of the activity. Harmer asserts that “feedback both assessment and correction can be very helpful during oral work: teacher should not necessarily deal with all oral production in the same way”.¹⁶ Therefore, decisions about how to react to students’ performance should be based on the stage of the lesson, the activity and the type of mistake made.

2.2.6 The Roles Of Students in CLT Classroom

The learners-centered characteristic of CLT and the new type of classroom activities imply different rules in the language classroom for teachers and learners that from those found in more traditional second language classroom. The emphasis of CLT is a process of communication rather than mastery of language. Learners have

¹⁵Harmer, J. *The Practice of English Language Teaching* 4th edition (Harlow: Pearson, 2007), p. 348.

¹⁶Harmer, J, *The Practice of English Language Teaching*. p. 142.

to participate in classroom activities that are based on a cooperative rather than an individualistic approach to learning. They portrayed as active participants in the language learning process. Students have to become comfortable with listening to their peers in pair or group work task, rather than relying on the teachers for a model. In Richard and Rodgers' book explained that the students' roles are:

1. As Negotiator

The role of learners is as negotiator. Those are negotiators for meaning, communicators, discoverers, and contributors of knowledge and information. Negotiator for meaning means that the students should know the meaning of all the expressions they have. Thus they understand its content. The teacher knows how far the students understand its text by a question. Negotiator for communicator means that the students have to dare express their ideas. They also forced to be active in the class. If they found difficulties, they might ask the teacher as the facilitator in the class. In short, the students do most speaking in the class. Negotiator for the discoverers means that the students should find out what is new to the text they got and they should understand deeply about their text material. Negotiator for contributor of knowledge and information means that the students are the center of knowledge and information. They should inform their knowledge to the others. It showed when the students were like a teacher and they tried to understand their friends.

2. As Listener

The students as a listener, it can see the observation, the students listen the teacher said which as listening the explanation from the teacher. Listening is the advice and motivation, land also as the instruction and others.¹⁷

2.1.6. Procedure in Teaching CLT

According to Johnson in the following examples of how a collaborative learning lesson would be carried out when students are required to write an essay, report, poem, or story, or review something that they have read. The procedure works in the following way:

1. The teacher assigns students to pairs with at least one good reader in each pair.
2. Students A describes what he or she is planning to write to students B, who listens carefully, probes with a set of question, and outlines students A's ideas. Student B gives the written outline to student A.
3. This procedure is reversed, with students B describing what he or she is going to write and Students A listening and completing an outline of students besides, which is then given to Students B.
4. The students individually research the material they need for their compositions, keeping an eye out for material useful to their partner.
5. The students work together to write the first paragraph of each composition to ensure that they both have a clear start on their compositions.
6. The students write their compositions individually.
7. When the students have completed their compositions, they proofread each other's compositions, making corrections in capitalization, punctuation, spelling,

¹⁷Richard, J. C. And Rodgers. *Approaches and Methods in Language Teaching*, p. 166.

language usage, and other aspects of writing the teacher specifies. Students also give each other suggestions for revision. The students revise their compositions.

8. The students then reread each other's compositions and sign their names to indicate that each composition is error-free.¹⁸

2.3 The Concept of Speaking

2.3.1 Definition of Speaking

As the researcher will write in this part that should understand the concept of speaking especially definition of speaking based on the definition of speaking according to scientist. Bailey in Kaharuddin argues speaking is the capability which is express the main what we want to extend.¹⁹ It means that how the people are able to acquit in expressing their ideas.

Many research reports show that people use speaking for a variety of different purpose. Some people speak, in conversation for instance, to make social contact with people speak, to establish rapport (understanding), or to build social relationships between two people or more. Some engage on discussion with someone, on the other hand, to speak or express opinions, to persuade someone about something, or to clarify information. In some situations, some speak to give instructions or to get things done. The other use speaking to describe things, to complain about people behavior, to make polite request, or to entertain people's with jokes and anecdotes.²⁰

¹⁸Johson, K. E. *The Emerging Believe and Instructional Practice of Preserves English as a Second Language Teachers. Teaching and Teacher Education* (New York: Hold, Rinehart and Winston, 1994), p. 67-68.

¹⁹Kaharuddin Bahar, *Interactional Speaking*, p. 1.

²⁰Kaharuddin Bahar, *The Communicative Competence-Based*, p. 14.

According to St. Asmayanti & Rezcy Amalia, Speaking is interaction two or more people to give and get idea when they have spoken. It can make students work together in speaking and the students can practice it in realistic setting.²¹

As previously started that speaking is the act of saying something orally in which the act is built by a language system containing grammar, vocabulary, pronunciation as well as cultural awareness in a spoken discourse. Speaking not only occurs in social context, but also occurs in class room context where students learnt and practice using a foreign language.²²

Based on the quotation above, the writer formulated that speaking is one of element in English which is important because have good speaking, we can speak fluently and accurately.

2.2.2. The Components of speaking Skill

1. Vocabulary

Vocabulary is the most important thing to be known or to be mattered for people who want to have skill in speaking. It is very important because the weapon of speaking because the weapon of speaking is vocabulary, without vocabulary we will not be able to say something in this case, vocabulary is the first element of speaking. Vocabulary acquisition is an area of language learning more amenable than most to such techniques as this.²³

2. Pronunciation

²¹Asmayanti & RezcyAmalia, *Improving Students' Speaking Ability by Using Whole Brain Teaching (Wbt) Method at the First year Students' Of SMP Negeri 1 Bararaka* (Universitas Muhammadiyah Makassar: Makassar, 2014), p. 4.

²²KaharuddinBahar, *The Communicative competence-Based*. p. 22.

²³Brian Tomlinson, *Material Develovment in Language Teaching*, (University Press, Cambridge United Kingdom, 1998), p. 309.

In this approaches pronunciation attended to be identified with accurate with the accurate production of individual phonemes. However, with the advent of communication approaches to language teaching, Pronunciation began to be viewed as integral to communicative competence.²⁴ Definitely, pronunciation cannot be separate between intonation and stress. Pronunciation, intonation, and stress are largely learnt successfully by imitating and repetition.

3. Grammar

Grammar in reality, most of student has impotence to express their ideas. To master in grammar, student should be able to increase their learning English in grammatical so that they will be able to get plus when they speak well because they have a good grammar a good we have, it makes the people also who hear what we say can understand.

In communicative grammar translation method, grammar is not taught merely for studying language rules but for helping students to infiltrate language rules for the sake of developing listening, speaking, reading and writing skills in better way.²⁵

4. Fluency

Fluency can be defined of the fluently or accurately to speak. When the students have capability in this forth element, they will not to spend much time to express the message, because they have only small number of pause and “ums” or “errs”.

5. Comprehension

²⁴Junet M. Goodwin, Donna M. Brinton, Marianne Celce-Murciaa, *Teaching Pronuciation*, (Hong Kong: Mekong Cruisi Press, 2010), p. 45.

²⁵Kaharuddin, *Communicative Grammar Translation Method*, p. 61.

Comprehension is the process of understanding speech or writing. It results from an interaction between different kinds of knowledge. For example: a knowledge of word (including the way to spell and pronounce), and a knowledge of grammar. Comprehension also involves different psychological operations, including perception, recognition, and inference. Comprehension contributes to language learning and without comprehension there is no learning.²⁶

2.2.3. Teaching Speaking activity

In order to teach each second language student how to speak in the best way possible, some speaking activities are provided below, that can be applied. What is meant by “teaching speaking” is to teach students to:

1. Produce the English speech sounds and sound patterns.
2. Use the word and sentence stress, intonation patterns and the rhythm of second language.
3. Select the appropriate word and sentence according to the proper social setting, audience, situation and subject matter.
4. Organize them through in a meaningful and logical sequence.
5. Use language quickly and confidently with very unnatural pauses which is called as fluently.
6. Use the language quickly and confidently with very unnatural pauses which is called as fluently.²⁷

Now many linguists and teachers agree that students learn to speak in the second language by “interacting communicative” language teaching and collaborative learning serve best for this aim. Communicative language teaching is based on real-life situations that require communication. By using intensive daily conversation, students will have opportunity of communicating each other in the

²⁶Scott Thornbury, *An A- Z of ELT: A Dictionary of Terms and Concepts Used in English Language Teaching* (Oxford: Mc Millan, 2006), p. 43.

²⁷David Nunan, *Practical English Language* (New York: Mc Graw-Hill, 2003), p. 23.

target language this can occur when students, collaborate in groups to achieve a goal or to complete a task.

2.2.4. Principles of Teaching Speaking Skill

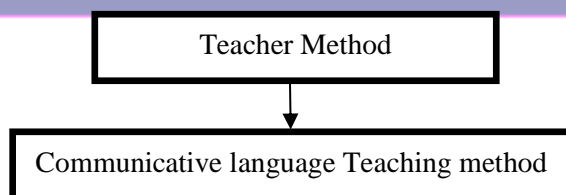
According to Anuradha et al, following are the principles of teaching speaking skills:

1. Encourage students to speak right from the first day. If not, as early as possible and not to wait till she teaches them a stock of words, phrases or sentences.
2. Tolerate the students if some of them simply repeat what they say. If a student gives one word answer to any question, bear it for the time being.
3. Let the learners speak actively with whatever English knowledge they have.
4. Propose structures/phrases/words and let the learners use it in different situation and drill as much as possible.
5. Encourage back-chaining or tail-forwarding technique to make long sentences by combining more than ten sentences.
6. Organize role play and pair-work as much as possible and supervise the learners to correct the active ones and activate the passive ones.
7. Be well prepared in advance in terms of lesson planning, activities and tasks.
8. Let the learners commit errors and mistakes at the primary stage. Interruption and correction hinder fluency and discourage the learner.
9. Individual weaknesses should be taken into account and the teacher should be sympathetic in outlook for individual attention.²⁸

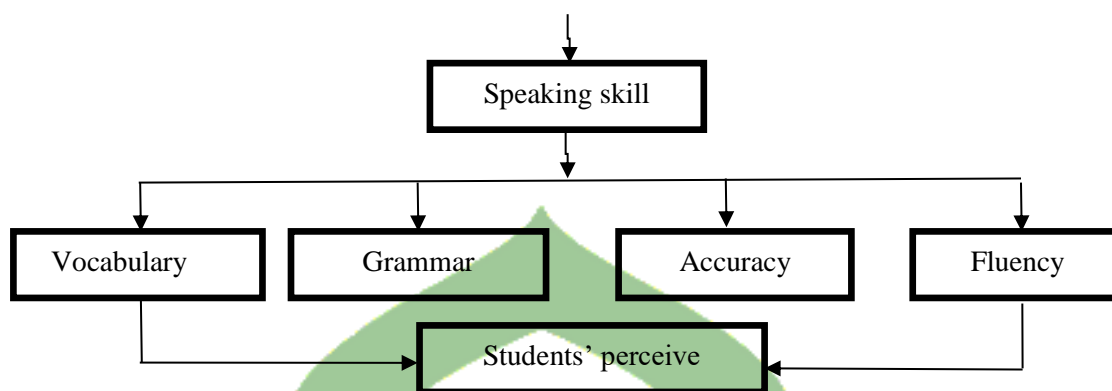
Based on the Researcher Speaking is one of the tools of human to communicate with each other to deliver their ideas or express their ideas and exchange an ideas.

2.4 Conceptual Framework

Conceptual framework of this research as follow:



²⁸Anuradha, RV, Raman, G, & Hemamalini, HC. *Methods of Teaching English* (Hyderabad: Neelkamal Publications, 2014), p. 87.



2.5 Definition of Concept

2.5.1 Teaching is process of communication, interaction, transferring information between teacher and the students.

2.5.2 Communicative Language Teaching (CLT) is an approach that emphasizes on pair work activities, role plays and group work activities has been widely known as an effective approach in language teaching and learning. It provides learners with opportunity to actively interact with their peers in classroom activities.

2.5.3 Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. In other words, speaking is a process of negotiation of meanings between interlocutors.



CHAPTER III

RESEARCH METHOD

In this part, the researcher will describe about the description of the research design, location and duration, types and data sources, technique of collecting data, and technique of data analysis.

3.1 Research Design

In this research, the researcher employs a descriptive qualitative approach to gather the data and information concerning with the existing phenomena. The data was collected by using observation, interview. According Patton “qualitative research aims at understanding some aspect of social life, and it is methods which generate words, rather than numbers, or data for analysis.”²⁹ In other words, qualitative research is a way of collecting data which is concerned with describing meaning, rather than with drawing statistical inferences. This research is intended to describe the use of CLT in teaching speaking at the second grade of SMA Negeri 2 Pinrang.

3.2 Location and Duration of Research

The location of the research was taken a place at the second grade of SMA Negeri 2 Pinrang. The researcher used the qualitative research that has several times to collect and analyze data. The researcher was doing the research more than one month for collecting data.

3.3 Subject of the Research

In this research, the sources the English teacher of SMA Negeri 2 Pinrang. His name is Muh. FajruddinYunus, S.Pd. he was an English teacher of eleventh grade

²⁹Patton, M. Q: *Qualitative Research and Evaluation Methods* 3rd ed (Thousand Oaks, C. A: Sage Publications, 2002), p. 43.

MIPA.1 of SMA Negeri 2 Pinrang. The data was collected from observations. The researcher observed the only one of the teacher during the process of teaching speaking. The data was also collected from interview with the English teacher. The main data about how is the effective CLT method in teaching speaking and the students' perception about the teacher's method.

3.4 Instrument of the Research

In gathering the data, the researcher herself actively as observer and interviewer in collecting the data was been analysed. In addition, the researcher uses several instruments. The first instrument was the observation sheets. They were used during the teaching and learning process to observe the students. They contain the data related to the students' behaviors in the class. In this stage, there was doing an observation whether the students enjoyed the process by using the CLT method. Meanwhile, the interview guidelines contain some questions related to the data the researcher wants to get. This instrument was used when the researcher conduct the interview with both the teacher and the students. The answers of the questions was stated in the interview transcripts. They cover any information related to English teaching and learning at language course. At the end, the information in the interview transcripts was used to build some conclusions whether the CLT method can improve the students' speaking ability or not.

3.5 Procedure of Collecting Data

The process of collecting the data used some techniques. Those techniques are describes follows:

3.5.1. Observation

The writer used this technique to describe the subjects' activities in the classroom at a particular time. She observe the teaching and learning process before, during, and after the actions at the second grade of SMA Negeri 2 Pinrang to get information about the implementation of communicative language teaching in teaching speaking. The observation technique also provid field notes about the whole condition during the research. There are many styles of field notes but, all field notes generally consist of two parts: descriptive in which the observer attempt to capture a word picture of the setting actions and conversations, and reflective in which records, ideas, question and concert based on the observations.

2.5.2. Interview

This technique was used to get information from the teacher and the students about the teaching and learning process. The purpose of this technique was to know the opinion teacher and the students about the teaching and learning process. It also cover the problems found in the teaching and learning process. According to Kothari "Interview is collecting data involves presentation of oral-verbal simulation and replay in terms of-verbal responses.³⁰ It's mean that a conversation with certain purpose which is done by two side as the interviewer and interviewed.

By the technique, the researcher made an interview with the English teacher. The topic of the interview is about the teaching speaking by using Communicative Language Teaching for the seventh grade students of SMA Negeri 2 Pinrang in the

³⁰Kothari, C. R. *Research Methodology: Methods and Technique* (New Dehli: New Age International Publisher, 2004), p. 97.

academic year 2018/2019. The interview was taken from one English teacher namely Mr. Fajar and students of MIPA.1 class at second grade SMA Negeri 2 Pinrang. In the interview the researcher asked about the teaching learning process in English speaking using CLT method, about the felt of students when the teacher teaching, about the learning of CLT.

3.6 Technique of Analysis Data

The data in this research was analyzing by using descriptive qualitative method. According to Creswell “The researcher used in interactive model of analysis involving collecting the data, reducing the data, and presenting data, and also drawing conclusion. The researcher collected the data, reduce and presented it. In reducing the data, the researcher rejected meaningless data, so the researcher got the important point of finding. It is followed by presenting the data; its means that the researcher presented the data systematically and logically, so the meaning of every events is clear. In the end of collecting the data, the researcher tried to finding data based on reduction and data presentation.

3.6.1. Reducing the data

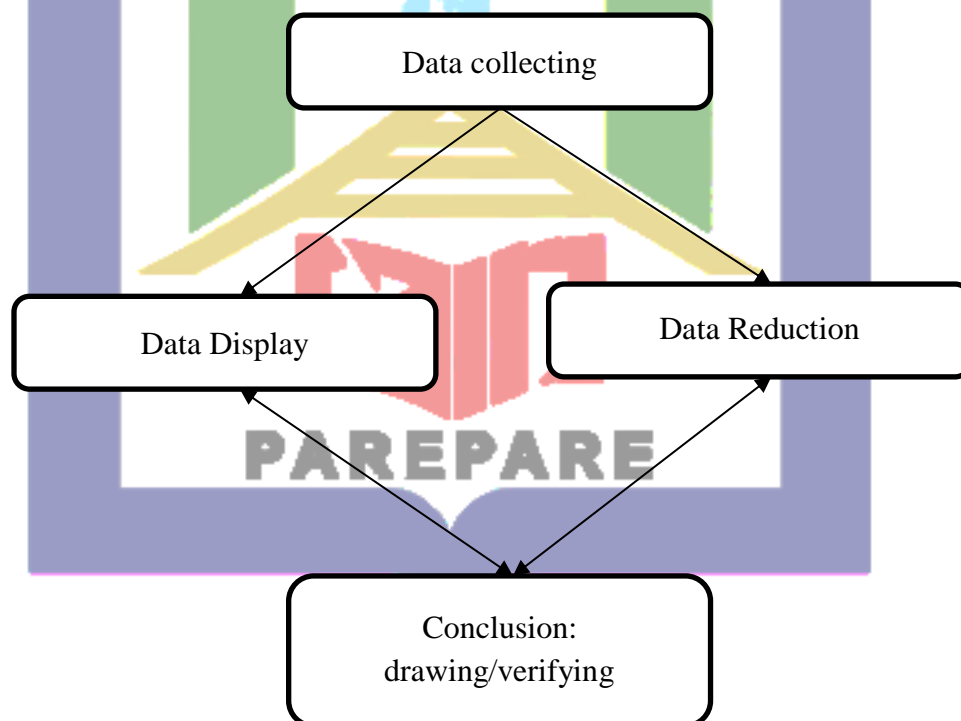
Not all of the obtained data of the research were important. It means that the important information must be taken and unimportant information must be ignored. In the process of the data reduction, the researcher selected, focused, simplified and abstracted the data in the field note. The data reducing is done during the research activities if the data is unimportant or do not support the data the researcher needed. When the researcher the teaching speaking by using Communicative Language Teaching for the second grade students of SMA Negeri 2 Pinrang in the academic year 2018/2019.

3.6.2. Presenting the data

Presenting the data means describing the data in the form of description or narration. As the second components in analyzing the data, this technique is used in arranging the information, description, narration to draw the conclusion. By presenting the data, the researcher considered what should do; can analyze or take the other action based on understanding.

3.6.3. Drawing conclusion

The third activity drawing conclusion. In this study conclusion are drawn continuously throughout the course of the study. The researcher tends to accumulate and formulate the interpretations as the researcher goes along.



3.7 Triangulation of data

In analyzing data, the researcher also needs to analyze the validity of the data resources to get the valid data. To prove the trustworthiness of data, the researcher used triangulation technique. Triangulation is refers to the attempt to get a 'true' fix on a situation by combining different ways of looking at it or different findings. In qualitative research, data can be categorized good data if the data are valid. To get validity of data, classified the validity of data into eight strategies. Those are:

1. Triangulation different data sources of information by examining evidence from the sources and using it to build a coherent justification for themes.
2. Use member checking to determine the accuracy of the qualitative finding through taking the final report or specific descriptions or themes back to participants and determining whether these participants feed that they are accurate.
3. Use rich, thick description to convey the findings.
4. Clarify the bias means the researcher brings to the study.
5. Also present negative information that runs counter to themes
6. Spend prolonged time in the field.
7. Use peer debriefing to enhance the accuracy on the data.
8. Use an external auditor to review the entire project.³¹

In this research, the researcher used triangulation technique. According to Cohen "Triangulation may be defined as the use of two or more methods of data collection in the study of some aspect of human behavior."³² Thus, triangulation means the researcher uses two or more techniques in collecting data to get validity. The purpose of triangulation is to increase the credibility and validity of the findings. According to Denzim there are four techniques in triangulation. Those are:

1. Data triangulation

³¹Denzim, Norman K. and Yunus S (eds.). *Handbook of Qualitative Research*. Terj. Dariyanto dkk (Jakarta: Pustaka vPelaja, 2009), p. 387.

³²Cohen and Keith. *Research Method in Education* (New york: Roudledge, 2007), p. 141.

In data triangulation, the researcher uses different data sources, which should be distinguished from the use of different method for producing data.

2. Investigator triangulation

Investigator triangulation means technique that uses more than one researcher in collecting and analyzing data. From some researcher's view in interpreting information and collecting the data, the validity of data can be increased.

3. Theory triangulation

Theory triangulation means the researcher compares the data findings with perspective theory that is relevant.

4. Methodological triangulation

Methodological triangulation refers to researcher uses more than one method.³³

From those types of triangulation, the researcher uses methodological triangulation to get validity of data. Besides, the researcher collect the data by using interview to supported the data. This research applied methodological triangulation. To reach the validation of the data, the researcher will compare the data which were obtained to the data observation and the interview. After making observation in the classroom, the researcher was crosschecking the data by comparing the data observation to the data interview.

³³Denzim, Norman K. *Sociological Methods*, p. 444.



CHAPTER IV

FINDINGS AND DISCUSSIONS

As the writer has stated in the previous chapters that this study was expected to describe the use of communicative language teaching (CLT) in teaching speaking at second grade of SMA Negeri 2 Pinrang. This chapter deals with data display, research result, and discussion based on the data gained from the English teacher and students through observation and interview, the result are presented in the following organization; data display, analysis of data from class observation, analysis of data from teacher's interview and decision.

4.1. Data Display

As the main source of data, the following raw data was taken from the interview with the English teacher and students, and then supported by with class observation about the students activity in learning process.

1. Classroom activity

In the first observation held on Monday, November 07th 2019, teaching learning process was going to at second grade MIPA.1 SMA Negeri 2 Pinrang in English lesson. The researcher found that the teacher had teaching practice and teaching strategies in implementing of English teaching learning process by applying the procedure of teaching. The procedures of teaching are divided into three steps, the first is opening lesson, the second is main activities, and third is closing lesson and evaluation.

1) Opening

In the teaching learning process, the teacher forwarded to active learning. Teacher gave think to students for understanding the materials. The teacher delivered

material about “Talking about self”. Teaching and learning activity are begun by greeting. The teacher greeted the students by saying, “*Assalamu’alaikum*. Good morning students” and the students respond it by “*Wa’alaikumsalam*. Morning”. After opening, the teacher checked the students’ attendance the teacher did not check name one by one because calling 35 students needed much time. The teacher asked, “Anyone absent today? Who is he or she?”

Based on attendance list, most of student in second grade always attended the meeting diligently. Almost all of them were not absent without any reason, except illness or any agenda that were explanation on the permission letter. Then, the teacher asked, “Is there any homework or assignment? What’s material we discussed last meeting?” By asking those questions, students would remember and review the previous lesson that had been learned because the materials always have the relationship with the other material.

Based on the observation, the English teacher started the class by greeting the students first. Then, the teacher stimulated the students by inviting to remind what the topic they have discussed in previous meeting. The researcher also found that the teacher did brainstorming first before starting the topic in order to give stimulation for the students, because the students usually get other subject before entering the English subject. The teacher readiness could be seen on the lesson plan used. The lesson plan had decided by the school, so the teacher only follow to the lesson plan from school even though the teacher could modify the lesson plan contents.

2) Main activity

In main activities, the teacher readied the text. Meanwhile, the students were asked to listen. In teaching learning process the teacher gave instruction by using

English combined with Indonesian. Then, after explain about the material, the teacher asked all of students to read together the example of “Talking about self” from the book.

All students: Hello...

Good morning.

How are you

My name is ...

I'myears old.

I live in...

I school at Senior High School 2 Pinrang at second grade.

My mother's name is ...

She ... years old

Okay I think that's all. Thank you

See you later. Bye by

To check the students' comprehension related to the topic, the teacher gave question which the answer were answered by students together in English orally. Before the teacher explained the function of introduction, the teacher wrote some words or some sentences from the text, then presented the vocabulary, and tried to relate with the function of introduction.

After they read it the teacher asked the students to perform in front of the class one by one, to introduce them self that they learn from the material. The teacher said “anyone want to read first in front of the class?” to make the students be active in the learning process. Then one of the rises the hand and stand up, walk to the front. The name of students is Nirwana. The teacher and other students gave applause.

Nirwana : Hello friends...

Students : Hello...

Nirwana : Good morning.

Students : Morning

Nirwana : How are you?

Students : I'm fine, and you?

Nirwana : I'm fine too. My name is Nirwana. I'am 15 years old. I live in Pinrang. My hobby is study. I study at Senior High School 2Pinrang at second grade. My father's name is Edi Suhardi. He is 43 years old. My mother's name is Murtini. She is 41 years old. Okay I think that's all. Thank you. See you later. Bye bye.

The teacher stated some correction about the preferment. For the next perform the students speak loudly and slowly. They speak quickly because they feel shy when they speak in front of the class. The teacher suggest to other students, after their friends speak in front of the class some of them ask some questions about their introduction. Then the teacher gave applause again. The teacher asked to the students "who next?" Then the male students raise the hand and walk on the front.

While the learning process, the teacher give some motivation for the students to be brave and not afraid if they do some mistake. Some of students perform because of their self and some of them because of the teacher asked them. Based on the teaching behavior above, it can be seen that the teacher as facilitator in teaching learning had various ways in order the students to be involved. For example:

- 1) The students were asked to listen when teacher read loudly
- 2) The students were asked to read the dialogue of introduction.

3) The students were asked to answer the question from the teacher.

Related to the result of observation and interview above, it can be known that the teacher used the techniques of Communicative Language Teaching in order the students were able to reach the communicative competence.

3) Evaluation

After half of the number students perform, the bell ring and the teacher said that lesson will continue in the next meeting. In the closing lesson, the teacher gave comment about students' performance and suggestion toward what should be improved. The teacher also reviewed the material with giving questions that would conclude their teaching learning that day. The class was closed by saying Hamdallah together.

Based on the observation, it can be known that the teacher did question-answer to make the conclusion. In this case, the teacher practiced speaking skill for the students.

The second observation held on Saturday, November 21th 2019. The procedures of teaching are divided into three steps

1) Opening

Based on the observation, the English teacher started the class by greeting the students first. Then the teacher stimulated the students by inviting to remind what the topic they had discussed in previous meeting. The meeting was discussed about occupation that had taught on one class. The media used on that topic was the English book, whiteboard was provided for the teacher to write the points of occupation.

2) Main Activity

The teacher divided the students into the group consist of four students, than asked them to discuss about the topic. One of each group forward to the class and picked up one paper from the teacher. Each group got one theme. Then they start to discuss. After that the students asked to write on whiteboard the result of discussion. One student from a group write on the whiteboard, she wrote one occupation, the place of that occupation and the tools of occupation used. Then the other group did also.

Next activity, the teacher asked the students to practice a mini role play from the dialogue in the English book that consist of some students. The teacher said “read the sentence loudly, clearly, and correctly after me”, then the students following the teacher’s instruction. The situation of dialogue about “the teacher who asked the parent’s occupation of students”, the students namely Riska start the role play in front of the class as a teacher “Good morning!” all students answer “ Good morning, Miss Riska”. Riska walk around in class like a teacher asked the question to the students.

Riska : Today we are going to learn about jobs and profession. Fuad, what does your father do?

Fuad : My father is a farmer. He plants and grows rice.

Riska : That’s great! How about you, Annisa, what does your father do?

Annisa : He is a teacher mathematics in junior high school.

Riska : That is wonderful! Mahmuddin, how about your mother? What does she do?

Mahmuddin : She is a housewife. She takes a good care of us and our house.

Riska : That’s excellent! What does your mother do, Herawati?

Herawati : She is a surgeon. She performs operations on her patients.

Riska : That is excellent! How about you, NurWisra? What do you do?

NurWisra : I'm a student.

Riska : That's good. Now, do you want to know what your other friends' parents do?

All Students : Yes, we do.

Then the other group tried to did the role play also.

3) Evaluation

In the closing lesson, the teacher gave comment about students' performance and suggestion toward what should be improved. The teacher also reviewed the material with giving questions that would conclude their teaching learning that day. The class was closed by saying Hamdalah together.

Based observation above, the teaching learning process in the second grade SMA Negeri 2 Pinrang is to make the students to be active in English classroom by using CLT approach. The teacher applies four skills such as listening, speaking, writing and reading during teaching learning. The goal of the teaching learning is actually to develop the communicative competence of students. The researcher found that the teaching learning process in the school runs well. The teacher gave the students some clues or question that as related to the material that will be explained. After that the teacher gave opportunity for the students to explore their idea. Then the teacher and the students discuss their ideas together and appreciate the students who brave to deliver their ideas. Then the teacher explains about material namely talking about self, the function, and the language features. After that the teacher gave some examples of how to talk about self and asked them to comprehend the dialogue and look for the language feature of the dialogue. Then the teacher asked the students to

whether say already understand about the material or not. If there is a student who does not understand the material yet, the teacher repeats to explain about the material. After that, the teacher asked the students' assignment in group in order to try them work in group. Here, the teacher let the students to discuss and the teacher control them to know the students who are active and the students who are passive and the teacher also see the way work in group. The teacher asked each group, whether they work in group. The teacher always controls them in order that they feel noticed, because if the teacher is not controlling them, the students will speak each other. After the students finished the task, the teacher and the students discuss and correct it together.

2. Teaching Material in Communicative Language Teaching

In the interview on November 25th 2019 with the teacher, Mr.Fajar related with the implementation of communicative language teaching.

The teacher answer:

“The material based on the syllabus on curriculum 2013. We teach based on the material from the English book. Sometimes we make new role to make learning different before like a role play”.³⁴

According the statement, the syllabus for the second grade at SMA Negeri 2 Pinrang has important rules in teaching English, because syllabus could be used as a reference for teacher to make a lesson plan. The syllabus is just as a plan or guideline so that the teacher should develop that material by himself. Based on the observation on Saturday, September 21th 2018, the students play a role about occupation, the dialogue from the English book. One of them plays as a teacher and other students play ask students who answer the question from teacher about the parent's job of their friend.

³⁴Fajar, SMA Negeri 2 Pinrang, October, 29th 2019.

Material has very important rule in teaching learning process. It also should be appropriate with the syllabus. It must be able to develop the student's competence and knowledge. The role of material can lead to an interesting process of teaching. The role of material reflect the decisions concerning with the primary goal of the material. The material can facilitate the ability to express the ideas, feeling, and opinion. The material of English subject especially speaking is listed in the syllabus.

In teaching speaking, the material were used by the teacher of SMA Negeri 2 Pinrang covered the social function, and language feature of introduction. The teacher taught his students based on the topic and sub-topic in the main book. The text book is "English Language Book When English Rings a Bell" by Indonesia *Kementerian Pendidikan dan Kebudayaan*. The textbook has been completely design based on curriculum 2013. There are four basic skills covered in this book it's listening, speaking, reading, writing. This book also provides example, exercise and passage which are relevant to the student's real life.

3. Media Used in Communicative Language Teaching method in Teaching English

The media used by the teacher were English book; was attached on the reading and handout. The English book kinds were depends on the text taught on the class to develop the students, a whiteboard was provided for the teacher to write the function of Introduction and writing the points that related with occupation. The teacher sometime used computer with a projector to play slide in his explanation.

In the classroom, media are important things in the teaching learning process. Teaching by using media makes the teaching learning the researcher found some media use in teaching learning activities. It could take the students attention and did not make the teaching learning boring. In giving the material discussion the teacher

used power point slide with an appropriate design to make the material easier to understand and to memories.

4. The Teacher's Role in CLT Method

In CLT, the teacher has an important role in teaching learning process. The teacher is not only as person who just deliver material. The result of the observation and interview showed the English teacher used two roles. According to Richard and Rodgers "the teacher has two main roles: 1) as facilitator, and 2) independents participant".³⁵

Based on the observation, the researcher found the teacher's role in SMA Negeri 2 Pinrang, they are the teacher's role as a facilitator and a guide within the classroom procedures and activities. The English teacher stood on the corner of the class. The teacher seldom sits on the chair. The teacher acted as a facilitator in the teaching learning process among the students. The teacher's responsibility is to organize the classroom as a setting for communication and communicative activities. It can see from the observation in the classroom. As facilitator, the teacher allowed the students to express their ideas during the teaching learning process. The teacher facilitates the communication process between all participants in the classroom, and between these participants and the various activities and texts. When the session discussion run the teacher was as a guide within the classroom procedures and activities. The teacher controls the teaching learning process and he gives an advices and suggestions to the students if they made something wrong in conveying

³⁵Richards, Jack C , and Theodore Rodgers. *Approaches and Methods in Language Teaching*. (New York: Cambridge University Press, 2001), p. 166

information. In addition, the teacher also as a researcher and learner, with much to contributes in terms of appropriate knowledge and abilities.

5. The Student's Roles in CLT Method

The emphasis in CLT is on the processes of communication rather than mastery of language form. In English teaching and learning classroom, the active ones are the students. The students have to participate in the classroom activities that based on a cooperative rather than in individualistic method to learning. It can be show during the observation.

1) As Negotiator

The role of learners is as negotiator. According to Richard and Rodgers “those of are negotiators for meaning, communicators, discoverers, and contributors of knowledge and information. Negotiator for meaning means that the students should know the meaning all the expression they have. Thus they understand it content.³⁶ The teacher knows how far the students understand its text by a question. Negotiator for communicator means that the students have to dare express their ideas. They also forced to be active in the class. If they found difficulties, they might ask to the teacher as the facilitator in the class. In short, the students do most speaking in the class. Negotiator for the discoverers means that the students should find about what is in new to the text they got and they should understand deeply about their text material. Negotiator for contributor of knowledge and information means that the students are the center of knowledge and information. They should inform their knowledge to the

³⁶Richards, J. C ,& Rodgers. *Approaches and Methods in Language Teaching*, p. 166.

others. It showed when the students were like a teacher and they tried to understand their friends.

2) As Listener

The students as a listener, it can see the observation, the students listen the teacher's said which as listening the explanation from the teacher. They were listened the advice and motivation, listening the instruction and others.

6. Evaluation on Communicative Language Teaching

The data from interview with the teacher indicated that there were two terms of evaluation. They were the activeness of the students to practice and the discussion work of the students as the main point is the scores. The teacher evaluated in the end every chapter that had been discussed. Through some evaluation, students were trained to understand how to make a good speaking and how to apply or practice it in the real activity in the form of writing paper.

As the teacher said:

"I divided the evaluation into two kinds, first from the individual assignment and the second from the group assignment. Beside to know the students proficiency and understanding to the material, the goal of the evaluation is also to try motivated the students to work in group and apply it in daily life".³⁷

Based on the observation and interview, the teacher used standardized test and teacher made test. The achievement of the students is nationally in the end of the semester. While the teacher made test was made by the teacher to measure the students ability, such as mid test that was conducted in the middle of semester and daily test that was conducted every meeting or daily assignment and homework. The

³⁷Fajar, SMA Negeri 2 Pinrang, October, 29th 2019.

assignment could be for individuals or groups. For mid-term test and final test, the scores were integrating with other language skill (listening, writing, and reading), and the teacher sometimes gave an assignment which is taken from the student's worksheet.

The following questions relate to the characteristic of CLT that is to use to analyze the teaching speaking approach at the school.

1) How do you play your position as a teacher?

“As an English teacher, I can do many things, like motivating them from the simple things, making simple and unforced Communications with the students in the classroom. Teacher is as moderator and facilitator. Students will be active. If they need some help we tried to walk around. It means teacher facilitated the media for students”.³⁸

Teacher stated that the English teacher could do some activities but pays more attention to the students. The teacher advised them that English is not difficult, the task is just practice it. The teacher stated that the roles in the class are as facilitator and supervisor.

2) How do you use the media in the learning process?

“With some media in the class, we used it in learning process. The English book that students use in learning process”).

Teacher not only gives the explanation about the material but also give them the English textbook as the complement or media. Teacher asked the students practice speaking English in the class and do some exercises from the book.

3) What skill do you focus on teaching language?

“The English skill that I focused in the class is speaking because it is the most difficult subject among reading, listening and writing”).

³⁸Fajar, SMA Negeri 2 Pinrang, October, 29th 2019.

From those statements, it can be said that the teacher focused on speaking skill when the teacher teach. It is because they believe that speaking is the most important tool for communication. In addition, the teacher proved that they apply the first characteristic of CLT which is focusing on speaking skill.

4) What aspect do you focus to equip students' speaking skill actively?

"Usually I give them a role play to make them speak English, only read the text or speak in front of the class".³⁹

In conclusion, the first aspect of language to be focused by the teacher is speaking. The teacher focused in speaking by using role play to make the speaking skill to be mastered.

5) What the important point do you underline when evaluation?

"The important thing is the students understand with the topic from the beginning and the other assignment like group discussion should be often doing".⁴⁰

For the evaluation, the teacher's hope is the students understand the material from beginning. They can mention what the topic, the aims of teaching learning that day and the can apply the material in their daily activities and with group discussion the students can share their ideas with their friend.

7. The students perceive about the teacher's method in teaching speaking at the second grade of SMA Negeri 2 Pinrang

Based on the implementations, the teacher succeeded to implement communicative language teaching activities. Students had positive impressions

³⁹Fajar, SMA Negeri 2 Pinrang, October, 28th 2019.

⁴⁰Fajar, SMA Negeri 2 Pinrang, October, 28th 2019.

towards the activities. They were interested to the activities. The activities provided students both practices and principles in language teaching process. Some of students' statements were presented below.

1. Interview with Annisa

Researcher : Do you like Study English? Why?

Annisa : yes, because I am happy studying English.

Researcher : In your opinion, is the method used by the English teacher in the learning process is interesting? Why?

Annisa : So interesting, because the teacher teaching the material used the suitable method and also using media.

Researcher : What media are used by the English teacher when teaching Class?

Annisa : The media are like pictures, projector for watching short movie, etc.⁴¹

2. Interview with Sri Ulang

Researcher : Do you like Study English? Why?

Sri Ulang : yes, I like, Because English language is one of the international language.

Researcher : In your opinion, is the method used by the English teacher in the learning process is interesting? Why?

⁴¹Annisa, SMA Negeri 2 Pinrang, October, 28th 2019.

Sri Ulang : Yes, of course. Because the teacher uses the interesting method teaching English Class.

Researcher : What media are used by the English teacher when teaching Class?

Sri Ulang : the media are radio, projector, etc.⁴²

3. Interview with Olivia

Researcher : Do you like Study English? Why?

Olivia : yes, I like, but sometimes I am afraid when studied English. Because when the teacher asked me to come forward, I would be nervous.

Researcher : In your opinion, is the method used by the English teacher in the learning process is interesting? Why?

Olivia : yaaa... I think interesting, because my friend and I enjoyed learning process.

Researcher : What media are used by the English teacher when teaching Class?

Olivia : the media are radio, projector, whiteboard, and English book.⁴³

4. Interview with Mahmuddin

Researcher : Do you like Study English? Why?

Mahmuddin : emm....Just so so, because difficult to understand.

⁴²Sri Ulang, SMA Negeri 2 Pinrang, October, 28th 2019.

⁴³Olivia, SMA Negeri 2 Pinrang, 28 October 2019.

Researcher : In your opinion, is the method used by the English teacher in the learning process is interesting? Why?

Mahmuddin : yes, because the teacher was teaching by used the good method.

Researcher : What media are used by the English teacher when teaching Class?

Mahmuddin : Sometimes used media like pictures, whiteboard, and projector.⁴⁴

5. Interview with Mah. Syahrul

Researcher : Do you like Study English? Why?

Mah.Syahrul : Yes, I am happy studying English.

Researcher : In your opinion, is the method used by the English teacher in the learning process is interesting? Why?

Mah.Syahrul : Yaaaa, because there are presentation, playing game, and my friend also happy.

Researcher : What media are used by the English teacher when teaching Class?

Mah.Syahrul : The media are like pictures, pictures, English book, and projector.⁴⁵

Furthermore, based on the interview in the reconnaissance step, some of the students were reluctant to speak English. They felt shy and afraid if they might make a mistake. Learning activities were sometimes frustrating the students and made them

⁴⁴Sri Ulang, SMA Negeri 2 Pinrang, 28 October 2019.

⁴⁵Mah.Syahrul, SMA Negeri 2 Pinrang, October, 28th 2019.

less confident and inhibited to get involved in the learning process. When the teacher used CLT in teaching English speaking, it is made classroom English could be effective to improve the students' speaking ability and it made them more familiar with English words. Furthermore, it gave the students' more opportunities to speak English during the teaching and learning process. The following interview transcript will reflect the use of classroom English.

4.2. Discussion

After describing the data, the researcher needed to analyze the data because the data were still raw draw. It deals with the answered of the problem statement. The explanation will be present below:

1. The Implementation of Communicative Language Teaching (CLT) in English Teaching at the Second Grade Students of SMA Negeri 2 Pinrang in academic 2018/2019.

CLT used by the teacher to teach English speaking in SMA Negeri 2 Pinrang. In teaching speaking, CLT forced the students to active in the classroom. During the class observation, the researcher noticed that the teacher always try to involve the students to speak. In order words, communicative language teaching demanded the students to participate in the class.

Based on the observation and interview to the English teacher, the students explain about information they got and they explain in front of the class. They were like a teacher in which they should make their friends understand. All of the students paid attention the presentation. There were two stages to each student. They were presentation session and question session. In presentation session, the students ordered to present or to convey their text, in question session the students let to ask

about the text. If there was no question, it was the teacher's chance to ask. Besides asking about the text, the teacher also gives advices to the students' performance. Occasionally, in the several of teaching, the teacher gave advice or motivation in the form of stories and jokes in order to make the teaching learning process activity did not boring.

Based on the syllabus and lesson plan, the goal of teaching learning are to make the students understand well in identifying a variety of information in the social function, text structure, and element of language. In conclusion, the goal of the teaching English at the second grade of SMA Negeri 2 Pinrang was to enable the students in understanding English as mean of communication and to enable the students in being active in practicing English.

Method is the procedure or overall plan of presentation. Method is treated at the level of design in which the roles of teacher, learner and the instructional material are specified. Method is the part of teaching learning process. In teaching learning activities the teacher's methods implement to support the successful of learning process. Based on the research finding above, the researcher concluded that the method used by the teacher in teaching speaking is role play by Communicative Language Teaching (CLT) approach. It emphasizes the goal of language teaching that is to achieve communicative competence. The teacher used CLT to explain the materials and also to improve the student's ability in meaning. Based on the interview, the researcher knew that the teacher used CLT in teaching speaking because in his opinion and based on his experience, it is useful in teaching speaking by applying communicative language teaching in teaching speaking, the students are also interested and felt very self-confident, high motivation in learning. CLT is

effective to implementation in teaching speaking. By implementing this approach, the students will be able to use English directly in communication. Based on the answer, by CLT the students can get more score, the braveness increase, and the self-confident increase also. The method also required the teacher to accompany the students in teaching and learning activities. It will be more effective if it is seen from the students that they are still at the seventh grade of Junior High School.

Every teaching and learning has a process which is used by teacher while it becomes some ways to do before teaching step by step in the teaching learning process. The teacher has to follow the government in the teaching learning process of curriculum 2013. Based on the observation and interview the teacher's procedures of teaching are: 1) the teacher explained the material about greeting expression, 2) the teacher gave example about the material of Introduction, 3) the teacher asked the students whether they already understand the material or not yet. If the students who do not understand yet, the teacher repeat the explanation the material again, 4) then the last the teacher gave an assignment individually, 5) the teacher asked the students to present their material of greeting expression in front of the class. The assignment can be from handbook, worksheet and teacher made test. The five procedures on teaching speaking above are appropriate with the standard competence in the teacher lesson plan and can be implemented in teaching speaking because they have purpose to guarantee the effectiveness of students' achievement in conducting product oral, so that the teacher takes the five procedures above in school based curriculum.

In teaching and learning process, the material should be appropriate with the curriculum. Curriculum refers in all aspect of planning, implementation and evaluation of an educational program, the ways and how to gather with what the

teaching learning process. It means that the curriculum a planning arranged to get the teaching learning success. The syllabus of SMA Negeri 2 Pinrang is made and arranged by the teacher. In SMA Negeri 2 Pinrang, the syllabus is appropriate to the curriculum, namely School Level-Based Curriculum. According Richard that “Good instructional material is an important part of the process of instruction”⁴⁶ the teacher used handbook entitled “English language book, When English Rings a Bell” by *Indonesia Kementerian Pendidikan dan Kebudayaan*. The material of the book supports the students to improve their abilities in using English, especially in speaking. The book does not consist of the material only, but it is completed with the exercise. Beside this book, the students brought dictionary to make the teaching learning process run well.

In the teaching learning process, the teacher also needs the student’s achievement. Evaluation is one of the ways to know the students proficiency in understanding material. Evaluation is usually used by the teacher as the beginning of the session. The function of evaluation is to give feedback for the students during teaching learning process. The teacher said that he used standardized test and teacher made test. The standardized test was made the government to measure the achievement the students nationally in the end of the semester. While the teacher made test was made by the teacher to measure the student’s ability, such s mid test that was conducted in the middle of semester and the daily test that was conducted every meeting or daily assignments and homework. For mid-term test and final test, the score were integrated with other language skill (listening, writing, and reading).

⁴⁶ Richards, J. C. *Curriculum Development in Language Teaching* (Cambridge University Press: United Kingdom, 2001), p. 15.

The types of the test were multiple choice and essays. For assignment, it could be for individuals or groups.

“Good teacher manager also need to assess how well their students are progressing. This can be done through a variety of measures including homework assignment, speaking activities where the teacher scores the participant of each students, and frequent small progress test. Good teachers keep a record of their students’ achievements so that they are always aware of how they are getting on. Only if a teacher keeps such kinds of progress record can they begin to see when teaching and learning has or has not been successful”.⁴⁷

Based on the explanation above, it can be conclude that by giving an assignment or homework, the teacher know how much the students understand the material. The teacher want to assess how far the students’ progress. By doing a variety of measures, the teacher knows the students’ competences (knowledge, skill, and attitude). It can be a record of their students’ achievement. Finally, the teacher will see the teaching and learning has or has not been successful.

In communicative language teaching, the teacher has an important role in teaching learning process. According Richard and Rodgers “the roles assumed for the teacher are need analyst, counselor, and group process manager.”⁴⁸

Based on the observation and interview showed, the researcher found the teacher’s role in SMA Negeri 2 Pinrang, they are: the teacher’s role as a facilitator and a guide within the classroom procedures and activities.

The English teacher stood on the corner of the class. The teacher acted as a facilitator in the teaching learning process among the students, teacher as a facilitator means, as facilitator both material and media such as textbook, worksheet or other

⁴⁷Harmer, J. *The Practice Of English Language Teaching* 4th editions (Harlow: pearson. 2007), p. 76.

⁴⁸ Richards, J. C, & Rodgers. *Approaches and Methods in Language Teaching*. p. 166.

media which are relevant and develop the material. Based on the observation the teachers facilitate the students with textbook, worksheet, newspaper, to develop the material they will learn. The teacher's responsibility is to organize the classroom as a setting for communication and communicative activities. As facilitator, the teacher allowed the students to express their ideas during the teaching learning process. The teacher facilitates the communication process between all participants in the classroom, and between these participants and the various activities and texts.

When the session discussion run the teacher was as a guide within the classroom procedures and activities. The teacher controls the teaching learning process and gives an advices and suggestions to the students if they made something wrong in conveying information. In addition, the teacher also as a researcher and learner, with much to contributes in terms of appropriate knowledge and abilities.

Based on the theory, it can be concluded that the role of teacher is very importance because the role will influence the students' behavior. From the explanation above, the researcher concluded that the teacher used two roles in teacher speaking; it is in order that the teacher wants to know how the students need, as a facilitator and guides. This ways used in order that the teaching learning processes run a well in the classroom.

Based on the observation and interview, the students have three roles in the process of teaching learning process. The students as a negotiator, listener, and a performer, and students as a negotiator for communicator mean that the students have to dare express their ideas. They also forced to be active in the class. If they found difficulties, they might ask to the teacher as the facilitator in the class. In short, the students do most speaking in the class. Negotiator for the discoverers means that the

students should find about what is in new to the text they got and they should understand deeply about their text material. Students as a listener, to listen what the teacher said, such as listen the teacher's explanation that given by the teacher. The students do their work, presenting their work in front of the class, asking the teacher about the difficult material, answering question from the teachers or from their friends when the teaching learning process directly. Those roles would give good impact to the students and the teachers in order to make teaching and learning process running well in the class.

Based on the observation, that held the English teacher on November 07th 2019 the researcher got information that CLT is a method of language teaching in which emphasize the students' ability in applying language. In this case is English, in communication. Thus, the students demanded to use English in their conversation. By applying this method in teaching speaking, the students become familiar to apply speaking in their communication so it will make them easier in mastering speaking.

In addition, the teacher said that teaching English especially speaking is not easy. The factor comes from the students itself. Many students felt bored in learning English when the teacher used textbook. Based on the observation and the interview, CLT that the teacher applied in SMA Negeri 2 Pinrang could make the students engaged with the learning process. The students felt nervous and afraid when they were in front of the class. Through this feeling, many students were motivated in try mastering all their material so that they can perform well.

Since the students ordered to found the material, it made the students more attracted to learn the material. The students actively find a material and they should

learn it before present it in the class. The students consciously master the content of their text so that the student is ready explaining it to their friends.

From the observation, the teacher forced the students to speak in front of the class. They will not get a point if they did not come forward and answer teacher's question. As the result, the students are brave to speak English. In addition, before the students come forward, the teacher motivated and gives an advice to them. The motivation is very important. The motivation can make changes students' perception that they can do anything. Therefore, the students have high self-confidents.

The writer concluded that communicative language teaching (CLT) method that has been chosen by the English teacher at second grade of SMA Negeri 2 Pinrang, gives beneficial contribution in increasing the students' speaking achievement and students' speaking performance during the instructional process. Role Play implemented in this study consisted of some steps. Those were; 1) deciding on the school syllabus and material, 2) organizing the group of the students, 3) providing the situation to be role played, 4) teaching the example dialogue for role play, 5) guiding the students to pronounce the expression used correctly and explaining the purpose, 6) having the students practiced the role play, 7) having the students modified the situation, and 8) having the students performed the dialogue in front of the class.

2. Students perception about the teacher's method in teaching speaking at the second grade of SMA Negeri 2 Pinrang

Based on the interviewed with some students MIPA.1 at the second grade of SMA Negeri 2 Pinrang, about their perception of Communicative Language Teaching (CLT), some of the students were reluctant to speak English. They felt shy and afraid

if they might make a mistake. Learning activities were sometimes frustrating the students and made them less confident and in habited to get involved in the learning process. The students' perceptions stated that When the teacher used communicative language teaching (CLT) method in teaching English speaking, it is made classroom English could be effective to improve the students' speaking ability and it made them more familiar with English words. Furthermore, it gave the students' more opportunities to speak English during the teaching and learning process.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusions and suggestions. These conclusions are based on the research findings as stated in the previous chapter and it presented to answer the research problems as stipulated in chapter I.

5.1. Conclusion

Based on the explanation in chapter IV, the writer concluded that communicative language teaching (CLT) method that has been chosen by the English teacher at second grade of SMA Negeri 2 Pinrang, gives beneficial contribution in increasing the students' speaking achievement and students' speaking performance during the instructional process. Role Play implemented in this study consisted of some steps. Those were; 1) deciding on the school syllabus and material, 2) organizing the group of the students, 3) providing the situation to be role played, 4) teaching the example dialogue for role play, 5) guiding the students to pronounce the expression used correctly and explaining the purpose, 6) having the students practiced the role play, 7) having the students modified the situation, and 8) having the students performed the dialogue in front of the class.

In addition, the result also was supported by the students' perception in interviewing with some students MIPA.1 at the second grade of SMA Negeri 2 Pinrang. The students' perceptions stated that When the teacher used communicative language teaching (CLT) method in teaching English speaking, it is made classroom English could be effective to improve the students' speaking ability and it made them more familiar with English words. Furthermore, it gave the students' more opportunities to speak English during the teaching and learning process.

5.2. Suggestion

After conducting this research and based on the research findings, the researcher would like to propose some suggestion for English teacher, students, and the other researcher. The researcher hopes, it can at least become an input in determining the appropriate teaching technique, method and media in which can improve students' speaking skill as follow:

1) For the English teacher.

In order to avoid the teaching learning process not monotonous and bored, the teacher should improve the teaching method. It would be better if the teacher have innovation in teaching speaking. As example, the use of media like LCD, Cart, picture to support teaching process in order to make the students not feeling bored. In addition, the teacher should arrange time thus the other students have chance to practice speaking in front of the class.

2) For the students

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

3) For the institution

The institution must emphasize the teacher to have a variation method in the teaching learning. To have many variations in method of teaching, it can attract the students toward the subject.

4) For the researcher

The researcher hopes this research or similar to problem of speaking through other technique, method or media. In addition, the result of this research expected to

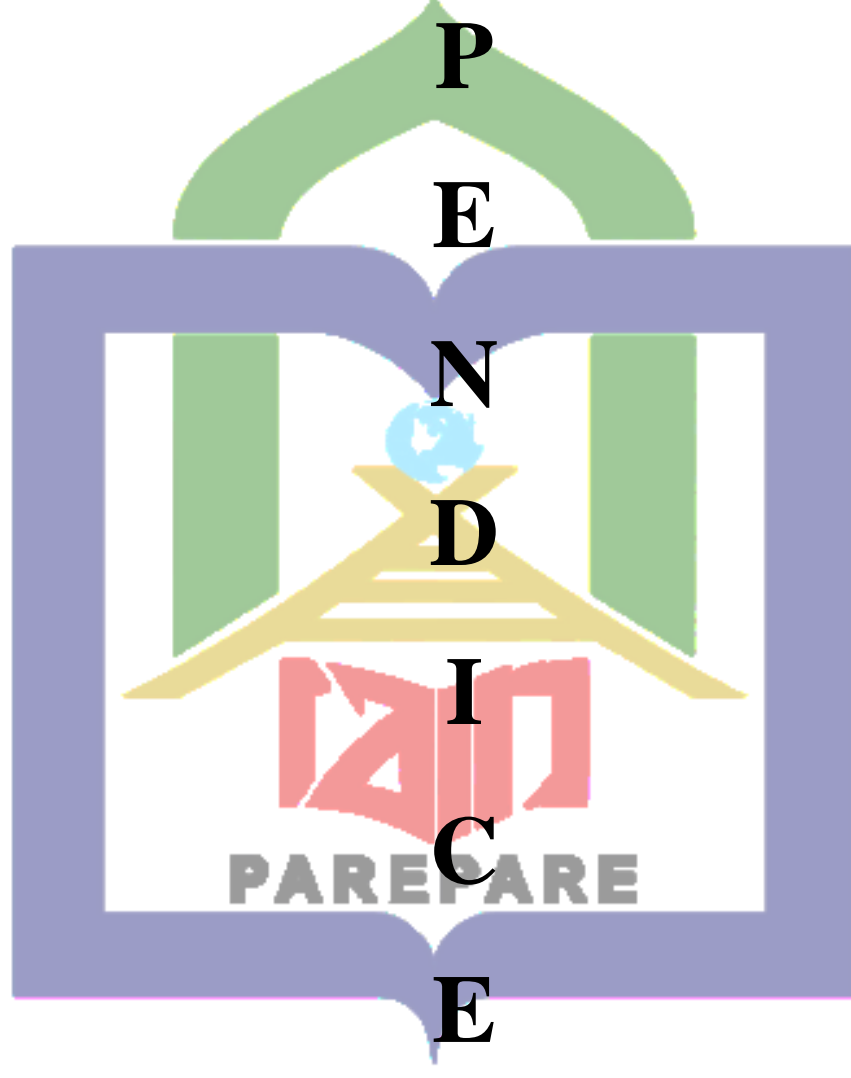
able to encourage other researchers to conduct research dealing with communicative language teaching methods. The researchers suggest to other researcher that in conducting a descriptive research it should be more than two or three times. The time conduct a research influences the trustworthiness.



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Appendix 1

Observation sheet for teacher activities

Practitioner : Muh. Fajaruddin Yunus, S.Pd

Meeting : 9-10

Day/Date : Monday, 11 November 2019 & Friday, 15 November 2019

Allocation of Time : 2 x 45 menit (2x pertemuan)

Phase	Aspects	Indicators	Scale				
			1	2	3	4	5
Pre-activities	Obtaining students' prior knowledge	a. Apperception (review prior Class material) b. Explaining the students about the topic they are going to learn. c. Clearly state the goal or objective of the topic. d. Asking the students questions about the topic				√	√
while-activities	Speaking activities	a. Giving the students direction how to conduct the activities. b. Using English language audibly and clearly (speech modification and implication) c. Asking the students question for confirmation of the direction given. d. Assessing the teacher's readiness on the topic if the teacher is well-prepared. e. Asking the students to work in pairs				√	√

		<p>and groups.</p> <p>f. Asking the students to work in groups.</p> <p>g. Asking the students to perform role plays.</p> <p>h. Focusing on communicative function.</p> <p>i. Focusing on meaningful tasks</p> <p>j. Providing tasks relevant to the students.</p> <p>k. Provide more opportunities for students on the learning process to interact with their Classmates.</p> <p>l. Creating a secure and nonthreatening atmosphere.</p> <p>m. Monitoring the students' activities.</p> <p>n. Respond to the students during the monitoring process.</p> <p>o. Providing feedback to the students.</p> <p>p. Encourage the students to be actively engage in Classroom communicative activities.</p>	√				√	
Pos-activities	Close the lesson	<p>a. Giving the students opportunities to ask the questions related to the previous lesson.</p> <p>b. Giving feedback or short explanation related to their previous lesson.</p> <p>c. Encourage the students to improve their speaking ability outside the Classroom.</p>				√	√	√

Notes:

1. very poor
2. poor
3. fair
4. good
5. very good



Appendix 2

Observation sheet for assessment

Practitioner : Muh. Fajaruddin Yunus, S.Pd

Meeting : 9-10

Day/Date : Monday, 11 November 2019 & Friday, 15 November 2019

Allocation of Time : 2 x 45 menit (2x pertemuan)

No	Indicator	Scale			
		1	2	3	4
1	Vocabulary			√	
2	Grammar				√
3	Pronunciation			√	
4	Fluency				√
5	Comprehension				√

Notes:

0. Very poor
1. Poor
2. Average
3. Good
4. Very good

Appendix 3

Scoring Rubric for Speaking Brown (2003, p. 172)

Scale	Proficiency	Category	Description of Criteria
0	10-39%	Very poor	Pro: many wrong pronunciation GA: No mastery of sentence construction Voc: Little knowledge of English words Flue: Dominated by hesitation Comp: message unclear
1	40-50%	Poor	Pro: frequent incorrect pronunciation GA: major problems in structure Voc: frequent errors of word choice Flue: frequent hesitation Comp: Disconnected idea
2	60-70%	Average	Pro: occasional errors in pronunciation GA: several errors in structure Voc: occasional errors in word choice Flue: occasional hesitation Comp: ideas stand but loosely organize
3	75-80%	Good	Pro: some errors in pronunciation GA: minor problems in structure Voc: minor errors in word choice Flue: minor hesitation

			Comp: clear and organized ideas
4	85-100%	Very Good	Pro: no errors/minor errors GA: demonstrates mastery of structure (few errors) Voc: effective/appropriate word choice Flue: no hesitation Comp: well organized and clear ideas



Appendix 4

Interview with the English teacher at second grade of SMA Negeri 2 Pinrang.

A. Interview with the teacher

Q: Assalamu alaikum wr.wb

R: Waalaikumussalam wr.wb

Q: Excuse me sir, may I ask your little time to interview about the method that you use in teaching language especially in speaking skill?

R: Yes, Please!!!

Q: ok. What is your name sir?

R: My name is Muh. Fajaruddin Yunus.

Q: For the first question sir, how do you play your position as a teacher?

R: As an English teacher, I can do many things, like motivating them from the simple things, making simple and uncompelled Communications with the students in the Classroom. Teacher is as moderator and facilitator. Students will be active. If they need some helps we tried to walk around. It means teacher facilitated the media for students.

Q: What skill do you focus on teaching language?

R: The English skill that I focused in the Class is speaking because it is the most difficult subject among reading, listening and writing.

Q: Do you use the CLT method for teaching English, especially in teaching speaking skill?

R: Ok. Sometimes I used CLT method in teaching speaking to improve students speaking ability.

Q: How do you choose the material for learning speaking by using CLT method?

R: I chose the interesting material and easy to understand for students. Actually, in senior high school level learning material has been determined in according to the government regulation.

Q: Did you prepare authentic texts for learning speaking? What kind of the authentic texts?

R: Absolutely. Before I teach students in the Class, I must be prepared it, usually authentic which contains a lot of elements of language function more to students speaking. I emphasize the lack of grammar because here focus on their ability to speak.

Q: What do you think about CLT?

R: CLT is a very good method to apply in teaching speaking Class to improve students' speaking ability, because students are required to actively communicate on using language more than grammar.

Q: How long have you been using CLT in teaching speaking?

R: Several four years, star from 2015

Q: In teaching speaking using CLT, do you focus on the use of language rather than grammar and vocabulary?

R: yes, about grammar, it is the second in teaching speaking.

Q: Did you find difficult when using CLT in teaching speaking? What kind of difficulties?

R: Every time using new methods in teaching there is certainly a difficulty, especially since most Classes in this school are large Class. The amount of students in the Class is more than 30 students. In my opinion an effective CLT Class is with a maximum amount of students is 20 students every

Class. In other hand, the lack of time in session and students are too crowded.

Q: What difficulties did students experience when you used CLT in teaching?

R: Students sometimes fear completing their ideas because they lack vocabulary and fear being wrong when speaking.

Q: What aspect do you focus to equip students' speaking skill actively?

R: Usually I give them a role play to make them speak English, only read the text or speak in front of the Class”.

Q: What is the response of students when you use CLT in teaching speaking?

R: I think very well and they are interesting to interact with their Classmate.

Q: Are students motivated to learn English when using CLT in speaking teaching?

R: Yes, I think so.

Q: How is the development of students' ability to speak English while using CLT?

R: Significantly students are not too highly transformed, but I saw their tendency to start to dare to talk with Classmates.

Q: Do you use the media in teaching speaking by used the CLT approach? What kind of media that you for teaching?

R: Yes of course, sometimes I used card, picture, projector, The English book and the entire thing in the Class that students use in learning process

Q: What is your opinion about using instructional media? How much influence the teaching media in teaching speaking by using CLT?

R: no matter how small the teaching media are really needed and the relationship with teaching speaking, I can see media that can be used like composing pictures and students are told to describe.

Q. How did you do the evaluation?

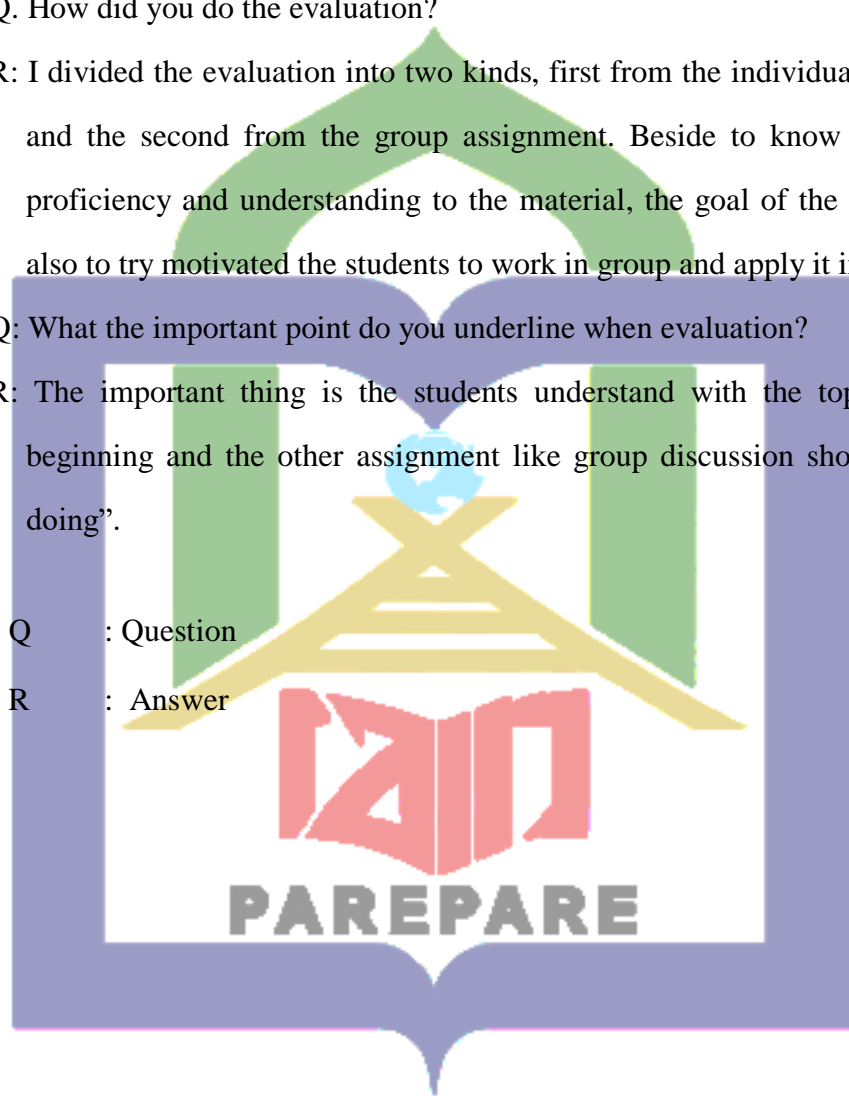
R: I divided the evaluation into two kinds, first from the individual assignment and the second from the group assignment. Beside to know the students proficiency and understanding to the material, the goal of the evaluation is also to try motivated the students to work in group and apply it in daily life.

Q: What the important point do you underline when evaluation?

R: The important thing is the students understand with the topic from the beginning and the other assignment like group discussion should be often doing”.

Note: Q : Question

R : Answer



Appendix 5

Interview with students of SMA Negeri 2 Pinrang.

<p>Name : Mia</p> <p>Class: XI MIPA.1 :</p>	<p>Name: Sri Ulang</p> <p>CLASS: XI MIPA.1 :</p>
<p>1. Do you like Study English? Why?</p> <p>= little, depends on the Class atmosphere.</p>	<p>1. Do you like Study English? Why?</p> <p>= yes, I like. Because English language is one of the international language.</p>
<p>2. In your opinion, is the method used by the English teacher in the learning process is interesting? Why?</p> <p>=sometimes, when the teacher using media in teaching it would be interesting.</p>	<p>2. In your opinion, is the method used by the English teacher in the learning process is interesting? Why?</p> <p>=yes, of course. Because the teacher use the interesting method teaching English Class.</p>
<p>3. What media are used by the English teacher when teaching Class?</p> <p>=sometimes used media like pictures, whiteboard, projector, etc.</p>	<p>3. What media are used by the English teacher when teaching Class?</p> <p>=the media are radio, projector, etc.</p>

<p>Name: Lia</p> <p>CLASS: XI MIPA.1 :</p>	<p>Name: Annisa</p> <p>CLASS: XI MIPA.1 :</p>
<p>1. Do you like Study English? Why?</p> <p>= No, because when I don't know the meaning it's so really hard to understand.</p>	<p>1. Do you like Study English? Why?</p> <p>= yes, because I am happy studying English.</p>
<p>2. In your opinion, is the method used by the English teacher in the learning process is interesting? Why?</p> <p>= maybe, because when I studied in the Class, I enjoyed the learning process although I don't like studied English.</p>	<p>2. In your opinion, is the method used by the English teacher in the learning process is interesting? Why?</p> <p>=so interesting, because the teacher teaching the material used the suitable method and also using media.</p>
<p>3. What media are used by the English teacher when teaching Class?</p> <p>=projector, and all the thing in the Class.</p>	<p>3. What media are used by the English teacher when teaching Class?</p> <p>=the media are like pictures, projector for watching short movie, etc.</p>

<p>Name: Olivia</p> <p>CLASS: XI MIPA.</p>	<p>Name: Mahmuddin</p> <p>CLASS: XI MIPA.</p>
<p>1. Do you like study English? Why?</p> <p>= yes, I like, but sometimes I am afraid when studied English.</p> <p>Because when the teacher asked me to come forward, I would be nervous.</p>	<p>1. Do you like Study English? Why?</p> <p>= emm....Just so so, because difficult to understand.</p>
<p>2. In your opinion, is the method used by the English teacher in the learning process is interesting? Why?</p> <p>=yaaa... I think interesting, because my friend and I enjoyed learning process.</p>	<p>2. In your opinion, is the method used by the English teacher in the learning process is interesting? Why?</p> <p>=yes, because the teacher was teaching by used the good method.</p>
<p>3. What media are used by the English teacher when teaching Class?</p> <p>= the media are radio, projector.</p>	<p>3. What media are used by the English teacher when teaching Class?</p> <p>= sometimes used media like pictures, whiteboard, projector, etc.</p>

<p>Name: Nur Wisra</p> <p>CLASS: XI MIPA.1 :</p>	<p>Name: Herawati syamsuddin</p> <p>CLASS: XI MIPA.1 :</p>
<p>1. Do you like Study English? Why?</p> <p>= I don't like it much, because I don't understand.</p>	<p>1. Do you like Study English? Why?</p> <p>= I like it, because English language more than easy then the other international language.</p>
<p>2. In your opinion, is the method used by the English teacher in the learning process is interesting? Why?</p> <p>=hmmttt.. Yes, because I like played game while studied.</p>	<p>2. In your opinion, is the method used by the English teacher in the learning process is interesting? Why?</p> <p>=of course, because he used the method that can make us to easy understand.</p>
<p>3. What media are used by the English teacher when teaching Class?</p> <p>=such as book, whiteboard, radio, etc.</p>	<p>3. What media are used by the English teacher when teaching Class?</p> <p>= the media are radio, projector, etc.</p>

<p>Name: Muh. Syahrul</p> <p>CLASS: XI MIPA.1</p>	<p>Name: Riska</p> <p>CLASS: XI MIPA.1</p>
<p>1. Do you like Study English? Why?</p> <p>= yes, I am happy studying English.</p>	<p>1. Do you like Study English? Why?</p> <p>= no. because difficult.</p>
<p>2. In your opinion, is the method used by the English teacher in the learning process is interesting? Why?</p> <p>=yaaaa, because there are presentation, playing game, and my friend also happy.</p>	<p>2. In your opinion, is the method used by the English teacher in the learning process is interesting? Why?</p> <p>= I don't know, but I am happy when the teacher teaching by used the media or playing game.</p>
<p>3. What media are used by the English teacher when teaching Class?</p> <p>=pictures, book, table and chairs, etc.</p>	<p>3. What media are used by the English teacher when teaching Class?</p> <p>=whiteboard, book, etc.</p>

<p>Name: Febby Jafar</p> <p>CLASS: XI MIPA.</p>	<p>Name: Hasbi</p> <p>CLASS: XI MIPA.</p>
<p>1. Do you like Study English? Why?</p> <p>= yes I like, because so crowded.</p>	<p>1. Do you like Study English? Why</p> <p>= yes, because so fun.</p>
<p>2. In your opinion, is the method used by the English teacher in the learning process is interesting? Why?</p> <p>=yaaaaa, because we studied by playing games</p>	<p>2. In your opinion, is the method used by the English teacher in the learning process is interesting? Why?</p> <p>=yes of course, because in the Class sometimes we studied by group, couple, and alone. So we were not boring.</p>
<p>3. What media are used by the English teacher when teaching Class? = projector, marker, pictures, book, ball.</p>	<p>3. What media are used by the English teacher when teaching Class?</p> <p>= the media are all the thing in the Class, radio, watching short movie by using projector, etc.</p>

CURRICULUM VITAE



The writer, Reski was born on August 13th 1997 in Bahari. She is the fifth child from Rappe and Masuara's family. She has four Brothers. The first brother name is Ilham, the second brother name is Abdullah, and the third brother name is Muh. Akbar, the fourth brother name is Abd. Jabbar.

She began her study 2003 in SDN 197 Duampanua and graduated on 2009. At the same year, she registered in SMPN 5 Duampanua and graduated on 2012. At the same year, she continued her study at SMAN 2 Pinrang and graduated on 2015. In the same year she continued his study at State Islamic College (STAIN) Parepare but now it was changed become State Islamic Institute (IAIN) Parepare. During she studied in IAIN Parepare, her actives in Lintasan Imajinasi Bahasa Mahasiswa IAIN Parepare 2015- 2019 and also Pergerakan Mahasiswa Islam Indonesia (PMII) cabang Parepare. On 2019 he completed her skripsi with the title "The Analysis of Teacher's Teaching Methode In English Speaking Skill At The Second Grade Of SMA Negeri 2 Pinrang".

PAREPARE