

THE IMPLEMENTATION OF COMMUNICATIVE LANGUAGE TEACHING APPROACH IN TEACHING SPEAKING

Rosalina Ulfah, Rahayu Apriliawati, Zainal Arifin

English Education Study Program, Language and Arts Education
Department, Teacher Training and Educational Faculty of Tanjungpura
University, Pontianak
Email: ulfah.rosalina@gmail.com

Abstract: The research focused to describe the implementation of Communicative Language Teaching (CLT) approach in teaching speaking by English teacher in eleventh year students of Science and Social study program at SMA Taruna Bumi Khatulistiwa. The research method that used is case study with primary data and secondary data as technique of data collecting. The sample is an English Teacher who facilitate eleventh year students. The research results showed that the teacher provided learners with communicative activities –such as games, simulation, certain command, problem solving, discussion and role play– and guided learners to be able to use the target language. Besides from the book and students worksheet (LKS), the teacher provided the students with various sources of learning material that reflect to the real world language use. The teacher also provided the students with assessment that emphasizes the measurement of learning outcomes in the form of students' competencies to do something.

Keywords: Implementation of CLT, Teaching Speaking.

Abstrak: Penelitian ini berfokus untuk menggambarkan penerapan Pendekatan Pengajaran Bahasa Komunikatif (CLT) dalam pengajaran speaking oleh guru Bahasa Inggris siswa kelas XI program studi Sains dan Sosial di SMA Taruna Bumi Khatulistiwa. Metode penelitian yang digunakan adalah studi kasus (case study) dengan menggunakan data primer dan data sekunder sebagai teknik pengumpulan datanya. Sampel merupakan seorang guru bahasa inggris yang memfasilitasi murid kelas XI. Hasil penelitian menunjukkan bahwa guru menyediakan kegiatan belajar yang komunikatif untuk siswa –seperti permainan, simulasi, komando tertentu, pemecahan masalah, diskusi dan bermain peran– dan membimbing siswa agar dapat menggunakan bahasa target. Selain dari buku dan lembar kerja siswa (LKS), guru menyediakan siswa dengan keberagaman sumber materi belajar yang mencerminkan pada penggunaan bahasa yang sesungguhnya. Guru juga menyediakan siswa dengan penilaian yang menekankan pada pengukuran hasil belajar dalam bentuk kompetensi siswa dalam melakukan sesuatu.

Kata Kunci: Penerapan CLT, Pengajaran Berbicara.

The reality shows that English learning in many schools had been implemented using conventional approaches. This can inhibit students to learn actively and creatively because teachers dominated most of the teaching-learning and evaluation activity. As the result, students tend to be passive. Students are more positioned as the objects rather than as the subjects, so that learning depends entirely on teacher's initiative that is considered as a source of learning.

Approaches and teaching methods used by teachers are dominated by the lecturing and delivering tasks. Thus learning method tends to be indoctrinated with exercise (drill and practice). As a result, students' learning activities are as if programmed to follow the procedure created by the teacher. In addition, such learning condition is more likely to use a highly theoretical approach, which includes the concepts introduced without regarding to the content of its meaning.

The description above shows how important an effort is to find ways to increase the efforts in teaching students on alternative aspects of the approach used. In accordance with the demands of School Based Curriculum, the expected learning approach is an innovative learning approach that can increase the activity of students in learning is communicative language teaching.

Communicative approach is oriented in language teaching-learning based on communicative tasks and functions. The key principles of communicative approach are: a) focused on all components of communicative competence, b) designed to engage learners in the use of language for meaningful purposes, c) fluency and accuracy are seen as complementary principles underlying communicative techniques, d) students ultimately have to use language in unrehearsed contexts, e) students are given opportunities to focus on their own learning process, and f) teacher as facilitator and guide for the students. (Brown, 2001:43).

In communicative approach, reference is the needs of learners and language functions. Communicative approach is trying to make students gain language proficiency. By itself, the main reference for each unit of study is the function of language and not grammar. In other words, grammar is presented not as the end goal, but as facility to carry out the purposes of communication.

Meanwhile, several aspects must be considered related to CLT are theory of language, theory of learning, goals, syllabus, types of activities, teacher role, student role, and the role of the material. This is in line with Celce-Murcia (2001:5) stated that CLT reflects a certain model or research paradigm, or a theory. It is based on the theory that the primary function of language use is communication.

Speaking teaching and learning strategies in communicative approach are based on the way of active student learning, which is now known as Student Centred Learning (SCL). Here, learners need to be involved in the learning process spontaneously or are actively involved in the teaching-learning process (learning by

doing). It is typical in a CLT classroom that it is not merely the teacher, but everyone presents who manages the classroom performance. Farrell and Jacobs (2010:114-115) maintains that teachers can no longer be regarded simply as teachers and learners just as learners, since they both are managers of learning. Ur (1996:120) added that the characteristic of a successful speaking activity are students talk a lot, participation is even, learners eager to speak and their language use is of an acceptable level. It is hoped that the students' ability to communicate increase both orally and in written form.

In a communicative class, students are provided with opportunities to use the language a great deal through communicative activities. There are various classifications of activities that are typically found in a communicative language classroom. Richard (2006:18-20) classified the activity types that they thought were of maximum benefit in enabling students to attain communicative competence into (1) information-gap activities, (2) jigsaw, (3) task-completion activities, (4) information-gathering activities, (5) opinion-sharing activities, (6) information-transfer activities, (7) reasoning-gap activities, and (8) role plays.

The students are required to be skilful in using the language (listening, speaking, reading and writing). All four language skills should be integrated into the learning process with a focus on targeted skill. For instance, if the students are learning the skills to speak then the other three skills should be practiced as well, but these activities remain focused on achieving an improvement of speaking.

Both teacher and students have important role to solve some problem that hinder the students to actively involve in the classroom speaking activities. Ur (1996:121) stated that the teacher should consider what he or she might do in the classroom in order to overcome each of the problems in speaking. Classroom activities such as group work, an easy language use, make careful choice of topic and task to stimulate interest, provide some instruction or training through discussion and so on. These considerations can help students to be more active to involve in classroom activities.

The researcher interested conducting research in the implementation of Communicative Language Teaching approach in teaching speaking by English teacher in eleventh year students of Science and Social study program at SMA Taruna Bumi Khatulistiwa. The consideration that the school is chosen because of a high discipline level implemented in that school and whole students' English language learning is fully obtained from school. The teachers seemed to compete to be able to equalize the students' ability with other school students who get extra learning for their speaking skill outside the school (such as a private course) intensively. With this, the teacher should optimize their teaching speaking.

In addition, there are indications that the teachers have not fully understood the communicative language teaching approach as a whole -such as teachers are still using the conventional method with the lecture method, providing recitation to

students for their speaking performance, designing syllabus incompatible with the students need, or the learning methods and activities are inconsistent between the lesson plan and its implementation- in teaching speaking. Thus, the teachers who implement the learning with a communicative language teaching approach still do it in various ways. This is in line as Liu (2007:2) commented that CLT has extended in scope and has been used by different educators in different ways.

The class that the researcher observed is using School Based Curriculum. However, the school has always emphasized on English proficiency in the language learning process, by using the target language (both the teachers and the students) in language teaching-learning which is started from class X, XI to XII with the consideration that when the students graduate from the school, they are able to communicate in English to interact globally.

METHOD

The researcher used illustrative case study type. It is typically utilize one or two examples of an event to show what a situation is like. This type of case study is used to describe an intervention or phenomenon and real-life context in which it occurs (Yin, 2003:13).

The researcher did observation and it involves description at its most basic level. One advantage of the observational method is the flexibility to change what the researcher is studying (Jackson, 2008:15). The product of descriptive data is in written or spoken forms among the people and behaviours that can be observed, qualitative approaches are directed towards the individual's background in holistic or intact and thorough.

The researcher tried to describe the data and emphasize the active involvement in the research process or limit and wherever possible should understand the empirical world of the object to be examined. Here, the researcher described the implementation of communicative language teaching approach in teaching speaking at SMA Taruna Bumi Khatulistiwa and involved actively by observing the teaching-learning process directly as well as interviewing the teacher.

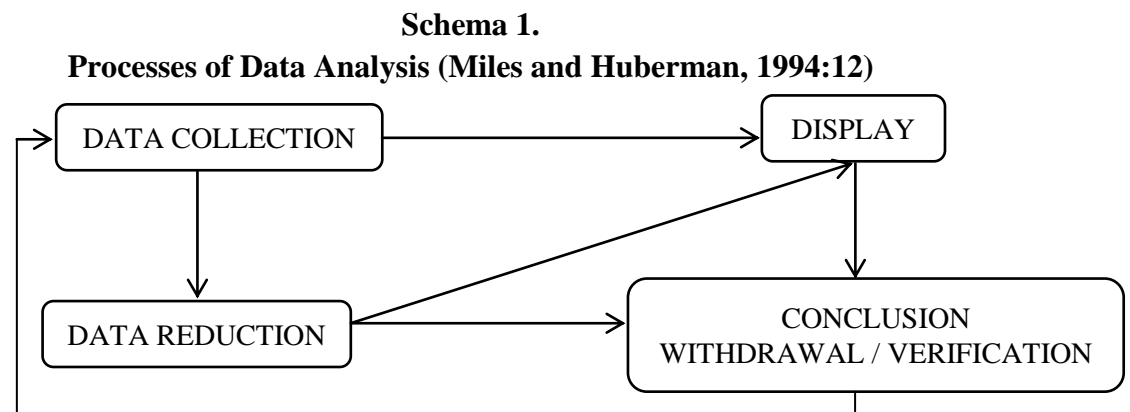
The population of this research was taken from English teachers at SMA Taruna Bumi Khatulistiwa. There are two English teachers in SMA Taruna Bumi KhatulistiwaPontianak, one teacher handle tenth and eleventh year students and another teacher handle the twelfth year students. As sample, there is one English teacher who facilitate eleventh year students of science and social study program at SMA Taruna Bumi Khatulistiwa. The researcher assumed that the sample in this research is the informant.

The sample mentioned above was selected based on purposive sampling, which is a method of sample selection determined (by the researcher) based on considerations of required information (Moleong, 1993:166). The required information regarding the implementation of CLT by English teacher was gained

through primary and secondary data. The teacher referred above was interviewed intensively to gain an optimal result.

The data needed in this study consist of primary and secondary data. The collection of primary data is through observation and interview techniques. This means that the researcher should take part in research activities to take a look, listen and ask directly to the informant to obtain the necessary data. The interview results and the observations were expected to answer the problems that have been formulated above. The secondary data collected during this research were the data used for teaching-learning process: syllabus, lesson plans and teaching-learning materials.

Data analysis includes data reduction, data presentation, and drawing conclusions (Miles and Huberman, 1994:10). Firstly, the researcher conducted the research by observing or interviewing the informant. This step was called as data collection. Here, the researcher interacted directly with the informant by participating in the informant's activities.



Data reduction was conducted in this research because the data that had been collected in qualitative research was in a large-capacity. The researcher sorted the raw data that had been obtained into core data. This allows the researcher to shift the data that are considered less supportive. Once the data were reduced, the researcher then displayed the data. In addition, data collection was also used for data display. It is intended that the data obtained can be presented entirely in order to provide a detailed picture in accordance with the actual events. When all those steps were done, the researcher then processed the data into conclusion or data verification.

To check the validity of the data in this research, the researcher used credibility. This criteria was used to prove that the data or information obtained actually contain true value (Moleong, 1993:175). The researcher observed teaching learning activities conducted, materials that provided also the assessment and evaluation conducted in the eleventh year classroom of SMA Taruna Bumi Khatulistiwa Pontianak. This was done to complete the information that had been collected, as well as to clarify the things recorded so that the researcher felt the symptoms that appear from the informants were enough, with reference that repeated observation was not far different from the previous observation.

Then the researcher compared the primary data (observation and interview) with the secondary data (syllabus, lesson plan, teaching-learning materials). This was done to check or compare the data of research which had been conducted so that the information obtained was right. After that the researcher repeated the understanding of the record results that had been collected. It was also done to improve the information that had been given, if there were mistakes and lacks as the researcher did in observing the English teacher in SMA Taruna Bumi Khatulistiwa Pontianak as the sample in the implementation of CLT in teaching speaking.

FINDING AND DISCUSSION

Finding

1) CLT Activities in Speaking

The teaching-learning activities that carried out were almost the same in each class for the meeting during a week. This probably due to the sharpness intensity in teaching entailed by the respondents in the daily activities seen from the many classes become the respondent's responsibility, there were four classes of X science and social programs also four classes of XI science and social programs. Moreover, the curriculum used by the respondent at this time is different at each grade. In addition, the schedule of learning is started at 7 AM and finish at 9.30 PM with three sessions of English teaching-learning for few times each class every week; morning, afternoon and evening session.

The teaching-learning activities in the classroom varied every meeting. The teaching-learning activities were adjusted to the syllabus and lesson plan that had been made by the teacher. Besides, the classroom teaching-learning was adapted to the material that would be taught at the time.

There were two meetings for each class in a week during morning session or intracurricular lesson, once in a week as extracurricular lesson during afternoon or evening session based on the students' choice. For extracurricular lesson (afternoon or evening session), the class was combined but still based on the major; XI science 1 with XI science 2 and XI social 1 with XI social 2. Here, each major has two hours every week and the students are free to decide the day to hold the extracurricular lesson for English.

Table 1.
English Intracurricular Lesson Schedule (per week)

Class	Hours per day						Total hours per week
	Mon	Tues	Wed	Thurs	Fri	Sat	
XI IPA 1			2			2	4
XI IPA 2		2	2				4
XI IPS 1	2			2			4
XI IPS 2				2		2	4

Total hours per day	2	2	4	4	-	4	16
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The activities carried out were based on the lesson plan. The teacher provided students with instructional practices, so that the students were able to explore the knowledge by themselves. The practices provided by the teacher are in the form of doing activity or completing the task. The completion of all tasks showed the teacher how well the students comprehend the material.

Through “Radio-Phone in” activity (teacher’s lesson plan, SK:3/KD:3.1), for example, the students played a role as a caller, radio host, and expert also radio listeners. The learning topic that the students learned was about giving advice. The students were free to display or demonstrate what they know about giving advice to solve the problem that the caller may have. The teacher monitoring the students and giving feedback to the students after they have done with their performance. Other students also gave their comments about their classmate performance.

Based on the other example, teacher also gave chance to the learners to communicate orally or present their ideas. For instance, teacher gave some example about how to ask and offer advice. This is not the complete things that teacher gave because teacher wants the students explore or find by themselves. It was shown by the teacher that the materials he provided is as clues for students to explore because what they need to learn is the things that already exist in their daily life. The teacher monitoring the class, listen every idea that the students may state and keep attention to their ways in delivering it.

The teacher familiarized the students to work on tasks that make them have to use what they have learned. For example, in learning expression of reliefs, pain and pleasure. Here, the teacher facilitated the students through a variety of tasks that participate and involve the students to respond, express also practice. Identifying the phrases that provided by the teacher through movie clip, gives a real example for students to use the expression and see how the students respond also pick the information. In role play activities, the teacher trains students to communicate with the target language. Through this, teacher noticed how well students are able to use the expression and the target language and how the students demonstrate what they have learned.

Besides, the teacher also provided students with intensive speaking performance activities by creating some pair or small group work activities. Here, the students were able to practice their grammatical aspect of language. In this activity, there are two or three students in a group. One student speaks with error or mess of grammar and other have to find the error then trying to correct it.

The researcher found that the teacher monitor the students' activities at the time teaching learning is occurring. When the students ask questions, the teacher will give the opportunity to other students to give answers or to discuss with their

friends. Here, the comments were coming from the various parties so that there will be a conversation between teachers and students, and students with students. With this kind of discussion, students who asked will find out how the problem is solved.

Moreover, the teacher always tried to get involved to be aware of the students' thinking in understanding a concept at the time of the discussion. Here, the teacher claimed that he can see the shortcomings and weaknesses of students from the students' work. Then the teacher gave some comments or instructions to fix it. The comments even may come from other students, too.

In addition, the teacher set a condition that the students need to use English. The students have to speak in English with their friends in the classroom and to their English teacher whenever they meet him. Students who do not speak in English will get penalized. The teacher reminds the students by saying "I heard somebody speak Indonesian!", "Is that bahasa?" or "English!" or directly punish the students "15/10 times push up!" to the one who is talking in Indonesian and to whom they are talking to will get penalized too if they do not remind their friends.

The percentage of English used in the teaching learning process may vary. The teacher sometimes uses English as a whole or 100% English in the classroom, sometimes mix between 50% English use and 50 % Indonesian. However, if the teacher recognizes that his/her students face difficulty understanding it, so the teacher will use only 20% English. The things applied above would adjust by the teacher depend on the teaching learning material that used also the situation in the teaching learning process and activity.

2) CLT Materials in Speaking

The teaching-learning materials were presented in the function of instructional; based on text and realia. The books provided by the teacher for science and social programs are the same; Developing English Competencies 2 published by Departemen Pendidikan Nasional in 2008 (both for students and teacher) also English Texts in USE XI published by Aneka Ilmu in 2006 (just as handout for teacher). In addition, there were also LKS (Lembar Kerja Siswa) or worksheet that provided by the teacher which containing exercises for students.

In addition, the teacher provided realistic samples of spoken or written language to the students to finish the tasks given. The teacher also ensured that the students will be able to hear the target language, whether from the teacher, video and audio or any other source. It would be as sample for the students to speak in target language. In teaching pronunciation, for example, the teacher downloaded audio material both British and American English from internet. Besides, the teacher also provided a pronunciation program in school's computer to helps the students practice in British and American English pronunciation.

Teacher created environment that requires students to produce target language. He did not want to answer the question or respond the student before the student try to use target language. It would be hard for the students if they cannot use it. Here, teacher did not allow the students telling anything fully in Indonesian. Teacher stated that the students are learning English, so they have to produce English even in one word. The teacher believes by using one word, students can produce two or three even more words next time. Feeling not enough by letting the students speak in limit, the teacher helped the student to produce what he/she have said in Indonesian into English until they able to produce it by themselves.

Table 2.
Learning Topics for Speaking
XI Science and Social Program, Semester 1

No.	Skill	Meeting	Learning Topic	Learning Source
1.	Speaking (integrated with Listening)	1	Expressions of relief, pain and pleasure	<ul style="list-style-type: none"> • Developing English Competencies 2: page 52-53 and 55-59. • Transcript or audio conversation. • Movie clip. • Relevant Pictures.
2.		2 and 3	Performing a monologue of narrative text	<ul style="list-style-type: none"> • Developing English Competencies 2: page 87-89 and 92-99. • Monologue scripts in form of narrative text. • Video/movie clip.
3.		6 and 7	Texts of transactional and interpersonal conversation: Giving advice	<ul style="list-style-type: none"> • Developing English Competencies 2: page 26-27 and 31-36. • Module or LKS. • Transcript or audio conversation. • Relevant pictures.
4.		10 and 11	Performing a monologue of report text	<ul style="list-style-type: none"> • Developing English Competencies 2: page 5-10. • Newspaper or magazine. • Monologue script in form of banner, poster or pamphlet. • Video of news or talk-show. • Relevant pictures.

The teacher also tried to provide students with material based on realia such as from newspapers and news magazines, native recorded conversations in the form of audio or video, online and others. The teacher stated that he usually download materials from internet to provide students with a real-world language use. One of example that researcher find in the field, the teacher downloaded videos of British and American conversation. Those videos then showed to the students when they have speaking class. The aim was to give students with a real example so that the students will be able to use the target language with similar meaning and pronunciation like native speaker of English.

In a certain time (especially in afternoon or evening session), teacher provided the learning with heroic or education movie that contain valuable message in it. The teacher sometimes displays a talk-show about the struggle of a person's life from the television or news that becomes hot issues at that moment. Surely, all materials were presented in English. After that, the teacher guide students to a discussion by delivering question or giving opinion about the movie.

3) CLT Assessment and Evaluation in Speaking

There are two standard competences (SK) and four basic competencies (KD) in the syllabus that become curriculum objectives to teach speaking. The teacher sets both standard competence and basic competence as the reference that the students have to achieve. The teacher formulated indicator or learning objectives based on standard competence and basic competence.

The teacher focuses on giving practice to the students or task to perform. The teacher made the students practice the target language by using it in the classroom and give punishment to the student who did not speak in target language during English lesson.

The teacher made the students engaged in activities that require them to use or apply what they have learnt. For example, the teacher gave the students some problems to solve or give advice to person who have problem that need to be solved. They have learnt about giving advice; the words that need to use, how to give advice or suggestion politely, etc. When the teacher gave problems to solve, they finish it in different way. However, the students are able to give advice or suggestion to solve the problems given.

The teacher focused on improvement both the improvement of the teacher to teach and the improvement of the students' achievement. For the students, the teacher compared their current performance with previous performance to see whether they have improved or not.

To determine students' achievement at the end of semester, grade school or the year-end of study that can determine the effectiveness of a curriculum also, the students receive summative assessment. For this moment, summative assessment for speaking skill in Indonesia (especially in SMA Taruna Bumi

Khatulistiwa as the research place) has not been seen. The exam and final exam of the semester still paper-based (using text) in form of multiple choice questions.

In addition, the teacher also provided students with peer/self-assessment. The students have self-assessment by listing what they can do by write it down or state it with "I can....." statement. They sometimes answering the questions prepared by the teacher or from the book or module to state the things they can do after learning. However, peer-assessment came by comments or suggestions from other students after the teacher giving feedback. It was done (usually) when the students have group performance.

Discussion

1) CLT Activities in Speaking

The thing that become consideration in teaching-learning practices at eleventh grade science and social program in SMA Taruna Bumi Khatulistiwa is the function of speaking to interact with others. Brown and Yule (1983 cited in Richards, 2008:21) made a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information. The teacher stated that being able to speak is really important because through this skill, students are able to master other skills easily. However, the skills should integrate each other to get a better result.

This is in line with what have been written in the teaching device that the scope of English lesson includes the ability of discourse, that is the ability to understand and/or produce oral texts and/or writing which is realized in the four language skills (listening, speaking, reading, writing) in an integrated manner to achieve informational literacy level (Perangkat Pengajaran KTSP 2013/2014:3). The activities in teaching learning process should conduct continuously and in accordance with learning objectives based on the curriculum. One to other teaching learning topics should not differ too much but related each other. This intended that the students able to use their knowledge when they face other or new topic. It also will make them easier to learn because they could combine what they have learnt to other topics, lessons or even in their daily activities.

All those things will lead students to develop their competence to communicate. English lesson in SMA aims to make students have the ability to develop competence to communicate in spoken and written language to reach the level of informational literacy (Perangkat Pengajaran KTSP 2013/2014:3). It aims to make students able to access knowledge with their language skills. As the result, students are prepared to compete in global community.

To reach the learning goal, teacher tries his best to motivate the students in order they are able to reach the learning objectives. Teacher motivates his students in various ways by giving positive feedback, praising, offer them time to

contact the teacher anytime if they facing difficulties and many more. As Gardner and McIntyre (1993:2 cited in Brandl, 2007:21) put it, a learner who is motivated “wants to achieve a particular goal, devotes considerable effort to achieve this goal, and experiences in the activities associated with achieving this goal”. However, motivation does not influent too high in reducing the students’ performance anxiety. The students enjoy the learning because they know that they are in the same position of learning. It would be different if the students have certain task to perform and they know they will be ‘spotlight’ in the classroom. This happen because the students do not feel confident with their language skill.

Facing these problems make the teacher then maximizes the use of target language in teaching-learning process. Teacher knows that students have differences in absorbing and processing the knowledge. Regarding this, teacher will adjust the use of target language based on the respond that may come from the students. Teacher then switch the target language into Indonesian based on the need. Switching between different languages is a common language phenomenon that occurs in any normal social interaction between speakers who share knowledge of the same languages (Brandl, 2007:15). However, teacher wants the students able to speak in target language, so the teacher acts himself as example for the students. Brandl (2007:15) stated that “Do not expect students to use the TL if you cannot use it consistently yourself.”

Even though the student ability to speak in target language is not really fluent and accurate, but they always try to speak in target language in the classroom. Moreover, accuracy may not be a priority, as long as information is successfully communicated or understood (Richard, 2008:26).The students are confident enough when they are talking using the target language with their friends. It because the focus is more on the speakers and how they wish to present themselves to each other than on the message (Richard, 2008:22).

However, this situation is contradicted if teacher face the students with task of speaking performance. They seem fear, nervous and shy to perform in front of in the classroom. Sullo (2008:39) comments when we introduce fear into the educational environment, the need for safety and survival dominates the attention of our students, and they are less driven by the need to develop academic competence. The teacher keeps motivating the students facing this problem. Teacher believes by motivating them continuously and providing good feedback, they will lose their performance anxiety.

The teacher provides negative feedback for the students by giving error correction of the student’s faulty language behavior directly when the teacher notices the mistake. Besides, the teacher provides positive feedback by praising the students or giving them appreciation. As learners produce language, such evaluative feedback can be useful in facilitating the progression of their skills toward more precise and coherent language use (Brandl, 2007:19-20).

2) CLT Materials in Speaking

Teacher provides rich input for the students to learn. There are textbooks which published by Departemen Pendidikan Nasional, LKS (Latihan Kerja Siswa) and worksheet. Teachers and textbooks make use of a variety of approaches, ranging from direct approaches focusing on specific features of oral interaction (e.g., turn-taking, topic management, and questioning strategies) to indirect approaches that create conditions for oral interaction through group work, task work, and other strategies (Richard, 2008:19). In addition, teacher provides students with authentic materials to optimize the learning. A mixture of both textbook-based and authentic materials, justifies practices that are pedagogically necessary and manageable (Brandl, 2007:13).

Teacher provides realistic sample both spoken and written language such as news, native speaker conversation record from TV, video clip and many other source. As Doughty and Long (2003:61) put it, rich input entails “realistic samples of discourse use surrounding native speaker and non-native speaker accomplishments of targeted tasks”. Teacher ensures that students will be able to get example of how to use target language by hear/listen to it or read in it. This is in line with Brandl (2007:12) statement that the most obvious necessities in teaching a foreign language that the student get to hear the language, whether from the teacher, from multimedia resources (TV, DVDs, video and audio tapes, radio, online), from other students, or any other source, and furthermore be exposed to as rich a diet of authentic language discourse as possible. Teacher also uses target language in teaching learning process: gives instruction, explains material, provides feedback, also greets and talk to student in English. This aims to give them example and make them familiar in the target language. Teacher requires the students to use target language as well, so they are able practice the use of target language, interact with others in target language and sharpen their communicative ability.

A meaningful input will help students to be able to use target language in their daily life. Material that teacher provides is based on what they able to use and knowledge that they have known should related with new one. This means that what they have learnt before is able to use in learning new thing, so they will add their knowledge. Meaningful means the information being presented must be clearly relatable to existing knowledge that the learner already possesses (Ausubel, 1968 cited in Brandl, 2007:16).

Meaningful input is important to make students comprehend the learning material, so that they are able to elaborate it. Teaching learning material must contains some messages which learners should comprehend. Teacher uses body language, repetitions, slower speech rate, and maximized use of English to help students comprehend the input easily. A meaningful and comprehensible material will make the students able to elaborate the input. Doughty and Long (2003:17) stated that making input accessible is meaningful and comprehensible learning which will lead student’s ability to elaborate it. Teacher stated that material has

messages, in which the students comprehend then they are able to answer questions, tell or explain it to other and the most important thing they are able to use that.

3) CLT Assessment and Evaluation in Speaking

Teacher devices the learning based on the students need. It can be seen in the lesson plans that make by the teacher. Teacher adjusts the lesson plans to syllabus and syllabus is made based on the curriculum that applies in the school. Likewise the teaching learning materials, it serves based on the students need that have to relate and able to apply in their daily life. This is in line by Flaitz (2000:4) said that a communicative approach concentrates on developing the learner's ability to communicate effectively and views grammar study as just one of the vehicles that can be used to promote communicative competence. However, the students' achievement sometimes is not that high.

Teacher provides assessments which reflect closely to the real world purposes. Assessment involves the "documentation of student performance that is planned, collected, and interpreted by language teachers as part of the instructional cycle" (Gottlieb, 2006:8). Teacher helped students to improve their speaking ability through practice speaking continuously by using English in the classroom to communicate each other. Through this, the students have perform their speaking and the teacher could monitor their progress. Teacher stated that it is better to focus on what they can do then gives feedback also develop it.

The teacher stated that score is a form of confirmation to other parties, however, students are involved in their assessment. Farrell & Jacobs (2010:100) stated that in CLT approach there is an emphasis placed on meaning rather than form. However, teacher admits that he cannot assess the students in the same rate because students have differences in absorbing the knowledge. Here, teacher allows for individual differences in achievement.

It would be different if teacher wants the student achieve or reach KKM (Kriteria Ketuntasan Minimal). Teacher stated that he should facilitate students to reach KKM because behind the entire learning objectives, they need to reach KKM to pass the level of education. Teacher adds that KKM is also goal for students to compete. It is needed because without having goal then the learning would not have meaning. Based on the students statement, KKM is actually frighten them because it always getting higher and higher every time. Some students admit that they have reach KKM but they are not able to use what they have learnt in their daily life. Learning requires feedback if it is to be sustained, practice if it is to be nourished and frequent opportunities to use what have been learned (American Association of Higher Education). Based on their experience, most of the teachers bloody their assignment and they do not know exactly what they have to improve. A frequent teacher induced assessment error that students

make is focusing on the negative in the mistaken view that good assessment is mostly about hunting for errors (Compton, 2005:103).

In giving assessment in the teaching learning process, teacher usually gives feedback by praising the students or tells them that they have done well. It must be stressed that this positive feedback is not just a stream of vague expressions of praise, such as “Good job!” and “Awesome!”, positive assessments should be specific (Chalk & Bizo, 2004:342). Teacher actually would be better if say and show what exactly peers have done well because some even most students focus their feedback on what peers have done well. This will build students’ confidence that they can indeed communicate successfully in the target language.

CONCLUSION AND SUGGESTION

Conclusion

To support the implementation of CLT used in teaching speaking, the teacher provided the students with communicative activities. The teacher filled out the classroom activities with role-play activity, find/collect information that conditioned the classroom in certain situations such as interviewed their friends or find out the problem that other students may stated then give advice. In another meeting, the teacher invited the students to discuss certain issues that were being or recently reported in news, newspaper or magazine. Besides, the teacher tried to provide various material for the students learning such as handbook, module and/or LKS. In addition, the teacher also provided materials taken from newspaper or magazine. Sometimes, the teacher played audio materials, presented short videos or film footage and talk shows.

The speaking assessment came as performance of speaking activities in individual or group. On the other hand, the teacher provided the students with peer/self-assessment. The teacher guided the students by asking them what the students think about their peers’ performance. In addition, self-assessment provided by the teacher usually in form of questions that the students need to answer. So, the implementation of CLT approach in teaching speaking was carried out very well by both the teacher and the students.

Suggestion

Based on the description that has been written, the researcher gives these following suggesstions: (1) the reseach would be better if it conducts in a semester (or 6 months) to cover all the things that should be observed, (2) all the students actively participate in teaching learning activities to sharpen and maximize their communicative competence also minimize feelings of fear, shame, anxiety and the like, (3) school suggested to stive continuously to conduct training to improve teacher performance in teaching that will produce good quality graduates.

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