

CHAPTER IV

FINDING AND DISCUSSION

This chapter consist of the data got from the research that has been done to analyze by the researcher. It provided the process research finding of the implementation of communicative language teaching method in teaching speaking skill at eleventh grade student. The result of observation and interview would be explained in this chapter.

4.1 Research Finding

4.1.1 The Process of Implementing Communicative Language Teaching Method in Teaching Speaking Skill.

In this part, the researcher analyzed the result of the researcher that has been conducted. The researcher used classroom observation as an instrument to get the data.

a. Classroom Observation

Classroom observation was used to know the implementation of communicative language teaching method in teaching speaking skill during the teaching and learning process in the classroom. The observation was conducted on Monday, 10th September 2018 in XI-IPA class.

The researcher used observation sheet to get the data. The observation sheets included some aspects. They were :

1. The compatibility of using technique with the materials.

From the observation above, the researcher could described that the student could understand well about the material that the teacher explained by using CLT method. It seen from the student's ability to created and improved the dialog conversation based on the material that given from the teacher.

2. The compatibility of teacher in implementing CLT based on the structure.

a) Opening activities

The teacher started the class by greeting the students and asked to the class who is absence in teaching and learning process. After that, before the teacher continued to explain the material, the teacher introduced the researcher to the students in the classroom. After the introduction had done, the teacher continued the classroom activities.

Next, before the teacher explained the material in the class, the teacher asked to the students' opinion about something or someone around their class. It's like "Hi Ela, what is your opinion about Lisa's watch ?and the student answer " I think it's good". And another question "Finda, what is your opinion about PrillyLatuconsina ?" the answer "wow, she is beautiful miss." This is the way of teacher to stimulus their student about the materials that will be discussed in the meeting. Then, based on the analyzed, some of students could answer the question so well. After that, the teacher gave feedback and explained the material that will be discussed. Next, to completely the material, the teacher explained the definition of opinion by showed short video and slide about the material in LCD projector. Then, teacher asked the student "what did you got from watching the video ?". Then, one by one of students tried to speak up. Next, teacher continued to show the material, then student write down and analyzed every meaning of the word.

b) Core Activities

In the core activities, students did an exercise fill in the blank word from teacher and submit. Next, students made a discuss partner in pair to discussed a project. Teacher gave one theme to every group for discussed and made an dialog conversation based on the theme that got. Every group has different theme to discussed. Then, in the final, student have to submit their project and practice in front of class to present their dialog conversation.

c) Closing activities

Finally, in closing activities. Teacher give appreciation to the student about their presentation and asked about the result of the material that discussed today. After that, teacher give feedback, conclusion of the material and assessment. The last, teacher close the program by greeting.

Table 4.1 Observation Sheet

Choose the correct answer by checklist based on the Assessment Guide.

| NO. | QUESTIONS | 3 | 2 | 1 |
|-----|--|---|---|---|
| 1. | The compatibility of using technique with the materials. | √ | | |
| 2. | The compatibility of teacher in implementing CLT based on the structure. | | √ | |

Table 4.2 Classroom Activities

Choose the suitable answer by checklist based on the Assessment Guide.

| TIMES | ACTIVITIES | SCORE | | | NOTES |
|---------|--|-------|---|---|---|
| | | 3 | 2 | 1 | |
| Opening | Brain storming and stimulus the topic to students. | √ | | | Asking and giving questions about something/someone around the class. |
| Core | Partner's activities and discuss with friends. | | √ | | Discuss with partner in pair to made a dialog conversation. |
| Closing | Feedback, conclusion, and assessment. | | √ | | Presentation and explain the result of the meeting. |

Based on the description above, the researcher have finished the observation in once time. The observation was taken on Monday, 10thSeptember 2018 in XI-IPA class. There were 16 students in this class who joined the teaching and learning process. The researcher decided that in MA Mamba'ul Ulum had been doing the Communicative Language Teaching method in teaching speaking skill and collaborated it with a good media to supported the teaching and learning process.

From the observation above, here were the students' score in the written test and oral test. The scores would be mentioned as follow:

Table 4.3 Students' Score of Speaking

| NO | NAME | ASPECT | | | | Score |
|----|------|---------|----------|---------------|------------|-----------|
| | | Fluency | Accuracy | Pronunciation | Intonation | |
| 1 | X1 | 80 | 80 | 80 | 80 | 80 |
| 2 | X2 | 70 | 70 | 60 | 80 | 70 |
| 3 | X3 | 80 | 60 | 70 | 70 | 70 |
| 4 | X4 | 80 | 80 | 80 | 60 | 75 |
| 5 | X5 | 80 | 80 | 80 | 80 | 80 |
| 6 | X6 | 60 | 70 | 60 | 70 | 65 |
| 7 | X7 | 80 | 80 | 80 | 80 | 80 |
| 8 | X8 | 70 | 60 | 70 | 80 | 70 |
| 9 | X9 | 70 | 60 | 70 | 80 | 70 |
| 10 | X10 | 80 | 80 | 80 | 80 | 80 |
| 11 | X11 | 70 | 70 | 60 | 80 | 70 |
| 12 | X12 | 80 | 80 | 70 | 70 | 75 |
| 13 | X13 | 70 | 60 | 80 | 70 | 70 |
| 14 | X14 | 80 | 80 | 80 | 80 | 80 |
| 15 | X15 | 70 | 70 | 60 | 80 | 70 |
| 16 | X16 | 80 | 80 | 80 | 80 | 80 |

Table 4.4 The Assessment Guide

| ASPECT | CRITERIA | SCORE |
|----------------------|--|-------|
| Fluency | Bila terjadi hesitasi | 50 |
| | Lancar, tetapi masih ada hesitasi | 60 |
| | Lancar | 70 |
| | Sangat lancar | 80 |
| Accuracy | Semua ucapan tidak dapat dipahami | 50 |
| | Sebagian kecil ucapan sudah dapat dipahami | 60 |
| | Sebagian besar ucapan sudah dapat dipahami | 70 |
| | Semua ucapan dapat dipahami | 80 |
| Pronunciation | Hampir semua ucapan tidak benar | 50 |
| | Sebagian kecil ucapan sudah benar | 60 |
| | Sebagian besar ucapan benar | 70 |
| | Semua ucapan benar | 80 |
| Intonation | Tekanan/irama semua kata salah | 50 |
| | Tekanan/irama sebagian kecil kata benar | 60 |
| | Tekanan/irama sebagian besar kata benar | 70 |
| | Tekanan/irama semua kata, frasa, kalimat benar | 80 |

4.1.2 The Teachers' Difficulties in Implementing CLT in Teaching Speaking Skill at MA Mamba'ul Ulum Mambak.

In this part, the researcher analyzed the result of the researcher that has been conducted. The researcher used classroom observation and interview ways to get the data.

a. Classroom observation

Classroom observation was used to know the teacher's difficulties in implementing of CLT method in teaching speaking skill during the teaching and learning process in the classroom. The observation was conducted on Monday, 10th September 2018 in XI-IPA class.

The researcher used field notes to get the data, and the result that the teacher found there were some of the student felt did not confidence in their classroom, especially when the teacher ask them to present their result of discussion with group in front of the class. It was the one of the teacher's difficulties in implementing CLT method in teaching speaking skill. Some of student felt did not confident in mastering vocabularies.

b. Interview

Interview is the way of collected the data directly from the informant. The informant of this case were the English teacher. The researcher was conducted the interview with the English teacher after doing the classroom observation. The interview was done in order to get the direct information or opinion based on the teachers' experience of implementing CLT method in teaching speaking skill. The researcher asked some questions that related to the teachers' difficulties in implementing CLT in teaching speaking skill at eleventh grade student when the teacher taught in the classroom.

The interview was conducted on Monday, 10th September 2018 in XI-IPA class.

Table 4.5 Interview Guideline

Depend on the interview above the researcher concluded that the

| TIMES | ACTIVITIES | DIFFICULTIES |
|----------------|---|---|
| Preparation | Teacher preparing the materials and media for supporting the teaching and learning process. | There is almost no trouble. |
| Implementation | Students find a partner discussion and doing some project. | Teacher felt not satisfied with their student, because some of them still not confident to speak up. It was because of the student low on their vocabulary. |
| Evaluation | Teacher gives feedback and conclusion about the material that implemented. | There is almost no trouble. |

students had enough competence especially in learning to speaking. But, some of student still got difficulties in improving their speaking skill. It is because of the student had the weakness in their vocabulary. So, the student could not be enjoyed and did not confidence to speak up in front of class.

4.1.3 Documentation

Documentation was used to know the real data information related to the phenomena of implemented communicative language teaching method in teaching speaking skill and also the teacher difficulties in implementing CLD method in teaching speaking skill. The documentation was conducted on Monday, 10th September 2018 in XI-IPA class. The documentations as follows:

1. Curriculum of MA Mamba'ul Ulum Mambak.

The curriculum that used in teaching English in MA Mamba'ul Ulum Mambak was K-13, It could proved from the lesson plan. In the lesson plan, told that there are KI, KD and the activities used. In curriculum-13, student as a subject and the teacher as a facilitator, controller and motivator who always company their student to learnt. Students must be active and perceptive to caught the material that given from the teacher.

2. Lesson Plan in Teaching English Speaking.

Based on the lesson plan which made by the English teacher who teach in eleventh grade school of MA Mamba'ul Ulum Mambak, all the activities did like in the command of K-13, student as a subject and the teacher as a facilitator, controller and motivator who always company their student to learnt. Students must be active and perceptive to caught the material that given from the teacher.

The material which explained in the lesson plan was about the expression of asking and giving opinion. There were 3 steps of the activities in the lesson plan, they were opening activities which took 10 minutes, core activities during 70 minutes, and the last closing activities until 10 minutes.

Then, there were four point of assessments. They were religious, social, knowledge and skill assessment. Next, media that was used

short video, slide about the material in LCD projector, handbook, Laptop, Speaker Active and origami paper.

3. Video/Photo of the English classroom activity which is taught by using Communicative Language teaching in teaching speaking.

In the process of observation and interview, the researcher tooka documentation to get the real information that related to the study in appendix 5.

4.2 Discussion

From the instrument in the research above, the researcher concluded that the implementation of Communicative Language Teaching Method in Teaching Speaking Skill would make the students interest in teaching and learning English. The overall of the implements would be explained as follows.

The implementation of Communicative Language Teaching (CLT) Method in Teaching Speaking Skill were applied in the classroom. The data got from classroom observation. The classroom observation was conducted before the other instrument. The result of classroom observation that the researcher got is the implementation of communicative language teaching (CLT) method in teaching speaking skill was good.

The implementation of communicative language teaching in teaching speaking skill was relevant with the structures in Communicative Language Teaching Method. He also adds at Hymes (1972) stated that the goals of language teaching is to develop “communicative competence”. Richards and Rodgers : 2006 also stated that CLT is regarded more as an approach since the aims of CLT are. a) to make the communicative competence the goal of language teaching, and b) to develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication. In addition in implementing CLT in teaching speaking, The teacher also supported the material by using media likes LCD Projector,

short video and Power Point Presentation, Laptop, Speaker Active, Origami Paper and etc.

The teacher started the class by greeting and asked to the class who was absence in meeting. After that, before the teacher explained the material in the class, the teacher stimulus the student by asking and giving question around the classroom based on the materials, then some of the student answer the questions. After that, the teacher gave feedback and explained the material that would be discussed. Next, to completely the material, the teacher explained the definition of opinion by showed short video and slide about the material in LCD projector. Then, teacher asked the student the result of the analyzed the video. Then, one by one of students tried to speak up. Next, teacher continued to show the material, then student write down it. In the core activities, students did an exercise and submit. Next, students made a partner's discuss in pair to discussed a project. Teacher gave one theme to every group for discussed and made andialog conversation based on the theme that got. Then, in the goals, student have to submit their project and practice in front of class to present their dialog conversation. Finally, in closing activities. Teacher give appreciation to the student, give feedback, conclusion of the material and assessment. The last, teacher close the program by greeting.

However in implementation of communicative language teaching method in teaching speaking skill at eleventh grade student, the teacher still face some difficulties, such as the students still did not confidence and scared to speak English. So, the teacher analyzed that problem deeply. And the reason it was because the student difficulties to understand the meaning of vocabulary. Student felt that they got the weakness in their vocabulary.

To arouse the problem, according to Sandra J Savignon, stated that the teacher should took the form of pair and group work requiring negotiation and cooperation between learners, fluency-based activities that encourage learners to develop their confidence, role-plays in whichstudents practice and develop language functions.