

## The Use of Communicative Language Teaching (CLT) Approach in Teaching Speaking Skill (A Descriptive Qualitative Study at The 7<sup>th</sup> Grade of Binar Ilmu Boarding School)

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### Abstract

Speaking is one of four English skills that students must master because it is an important skill. To teach speaking, teachers can use Communicative Language Teaching (CLT) approach. The main purposes of this research are to find out the students' response to the CLT in teaching speaking, to figure out the problems faced by teacher in using CLT in teaching speaking, and to explore how teacher solves problems encountered in using CLT in teaching speaking. This study was conducted at a private junior high school in North Bandung. A descriptive qualitative research design was employed in this study with three data collection techniques, namely observation, questionnaire and interview. The participants involved were an English teacher and 27 students of the 7<sup>th</sup> grade of Binar Ilmu Junior High School. To analyze the data, a framework of CLT proposed by Richards & Rodgers, (2014) was used. The results show that the students responded positively to the use of CLT in teaching speaking skill. Furthermore, there were three problems faced by the teacher in the use of CLT, namely the lack of students' interaction, the limited students' concentration, and the limited time allocation. To overcome those problems, the teacher did such things as provoking students by asking questions or inviting discussions, giving some signals such as yells to make the students conducive, delivering one material in two meetings, and giving them homework.

**Keywords:** *Communicative Language Teaching (CLT) Approach; Junior High School Students; Teaching Speaking Skill*

### Abstrak

Berbicara merupakan salah satu dari empat keterampilan bahasa Inggris yang harus dikuasai siswa karena merupakan keterampilan yang penting. Untuk mengajar berbicara, guru dapat menggunakan pendekatan *Communicative Language Teaching (CLT)*. Tujuan utama dari penelitian ini adalah untuk mengetahui respon siswa terhadap *CLT* dalam pengajaran berbicara, untuk mengetahui permasalahan yang dihadapi oleh guru dalam menggunakan *CLT* dalam pengajaran berbicara, dan untuk mengeksplorasi bagaimana guru memecahkan masalah yang dihadapi dalam menggunakan *CLT* dalam mengajar berbicara. Penelitian ini dilakukan di SMP Binar Ilmu Bandung. Penelitian ini menggunakan desain penelitian deskriptif kualitatif dengan tiga teknik pengumpulan data, yaitu observasi, angket, dan wawancara. Peserta yang terlibat adalah seorang guru bahasa Inggris dan 27 siswa kelas 7 SMP Binar Ilmu. Untuk menganalisis data, digunakan kerangka *CLT* yang diusulkan oleh Richards & Rodgers (2014). Hasilnya menunjukkan bahwa siswa memberikan respon positif terhadap penggunaan *CLT* dalam pengajaran keterampilan berbicara. Lebih lanjut, terdapat tiga permasalahan yang dihadapi guru dalam penggunaan *CLT*, yaitu kurangnya interaksi siswa, terbatasnya konsentrasi siswa, dan terbatasnya alokasi waktu. Untuk mengatasi permasalahan tersebut, guru melakukan hal-hal seperti memprovokasi siswa dengan bertanya atau mengajak berdiskusi, memberikan isyarat seperti berteriak agar siswa kondusif, menyampaikan satu materi dalam dua pertemuan, dan memberikan pekerjaan rumah.

**Kata Kunci:** *Pendekatan Communicative Language Teaching (CLT); Siswa SMP, Mengajar Kemampuan Berbicara*

## INTRODUCTION

English is an international language and has a role in education, business, trade, knowledge, law, tourism, international relations, the world of health, technology, and aspects of life to support good communication. Therefore, English is one of the subjects that must be learned by students in Indonesia Jabri & Samad, (2021). Considering the importance of English in all aspects, students must learn and master skills in English. Learning English is very complicated because the English language is divided into four capabilities, namely speaking, listening, writing and reading (Kurniawati, n.d.(2015). Speaking skill is one of English skills that students have to master because speaking is an important skill used to convey thoughts, feelings, ideas, persuade or influence others, and it could be an indicator of someone's ability in one particular language (Harahap et al., 2015; Setyonegoro, 2013; Indriani & Sakina, 2022).

To support the attainment of goals in the achievement of English learning, the use of appropriate methods and strategies in English language learning can support students' enthusiasm in learning, this will help students achieve the goals of English Language learning. As stated by Bibi (2022:532), teaching learning strategies can maximize students' learning opportunities in the classroom even further. In other words, the teacher needs to find out teaching methods and strategies that are appropriate with the students' characteristics and interests to help the students learn optimally and reach the learning goals successfully Rahmatillah, K. (2021).

Considering the importance of learning English, and mastering the skills in English that have been explained above, as matter of fact English lesson is a challenge for some students, especially students who live in rural areas. Based on the preliminary study of researchers at one of the private junior high schools in North Bandung, education for students who live in the rural areas overcomes some challenges, including facilities and infrastructure. The school doesn't have appropriate facilities to fulfill students' needs in learning English such as libraries, labs, and internet connection. Therefore, most of students there are not familiar with English although it is one of the compulsory lessons at school. This fact is also found by Febriana et al., (2018) who said that the schools in rural areas still have inadequate facilities to support students' needs. Looking at the situation and conditions described above, several problems are found. Some students at this private junior high school overcome difficulties in English class such as they had difficulty in responding the teacher's questions in English because they were not accustomed to hear and speak in English and they had limited vocabulary. This finding was also supported by Suloso & Sakina (2023) who stated that the students struggle to communicate actively in English due to the lack of vocabulary.

Alamri, W. A. (2018) Some of the points described above are interesting and encourage researchers to find a solution, researchers are interested in using communicative language teaching in teaching English at the school. According to Armnazi et al (2021) CLT mainly aims to develop the communicative abilities of foreign language learners, in addition, to enrich their competence with the required knowledge and activate their performance in order to use the target language effectively to communicate. The use of Communicative Language Teaching in the English class has several benefits such as: Helping students to be more active in the learning process, encouraging students to actively participate in communicative activities that allow them to practice the language directly, improving students' communicative abilities in the target language. Moreover, Communicative Language Teaching (CLT) emphasizes the use of language in real situations so that students can develop communication skills in situations relevant to daily life. This is supported by a statement Jabri & Samad's (2021) statement, Communicative Language Teaching (CLT) can encourage students to communicate with others in real situations using English, where teaching procedures are organized to help students communicate using the target language Suloso, L. W. A. & Sakina, R. (2023).

Furthermore, there are several previous studies related to the use of communicative language teaching (CLT). Research conducted by Chiew Hong Ng(2020) who state that the CLT methodology

shared can be easily adapted by other ELT practitioners (teacher trainers and teacher for ELT) for synchronous online teaching". Cynthia, 2014) also said The CLT learning method implemented in the learning process at PQEC Institute which has an influence in improving participants' English communication skills ranges in the moderate category. The next research related to the use of Communicative Learning Teaching (CLT) was conducted by Kasumi (2015), which said CLT obtained very satisfactory results and statistically both the experimental groups in urban and rural areas performed significantly better the control groups in urban and rural areas. From the previous studies above, two of them were conducted in non-formal education or courses and another study was conducted in a senior high school in India.

Nassaji, H. (2015) Different from the previous studies, this study focuses on the use CLT in teaching English at a junior high school in Indonesia, especially in Bandung with three purposes: (1) To find out the students' response to the CLT in teaching speaking at the grade 7 of Junior high school in Bandung. (2) To figure out the problems faced by teacher in using CLT in teaching speaking at the grade 7 of Junior high school in Bandung. (3) To investigate how teacher solves problems encountered in using CLT in teaching speaking at the grade 7 of junior high school in Bandung.

## **METHODS**

This research employed a descriptive qualitative research because this study attempts to describe a phenomenon with the use of multiple data collection techniques to get a more understanding of each participant. According Nassaji (2015: 129) descriptive qualitative method is concerned with the subject study in describing a phenomenon and the characteristics of it, and is often comprised a rich collection of data to gain more understanding of each participant, including the opinions, perspectives, and attitudes which gained from numerous resources. The phenomenon that was investigated in this research is the use of Communicative Language Teaching (CLT) approach in teaching speaking skill. This research was conducted at a private junior high school in North Bandung. This school was chosen because the researcher had a relation with one of English teachers there who employed CLT approach in teaching speaking skill. The participants involved in this research were an English teacher and 27 students of the 7th grade Kaharuddin, K. (2020).

To gather the data, three data collection techniques were employed in this study, namely questionnaire, observation, and interview. The questionnaire adapted from Lubis (2014) was distributed to all students of the 7th grade to find out the students' response to the CLT in teaching speaking. The classroom observation was conducted in six meetings of English subject to investigate the problems faced by the English teacher in using CLT in teaching speaking and how the teacher solve those problems. To crosscheck the problems and the way the teacher solved them, the interview was addressed to the teacher and nine students of the 7th grade. Semi-structured interview adapted from Khalida (2020) was given to the teacher and adapted from Ginting (2020) was addressed to nine students. Those students were selected based on their achievements, especially three students coming from low, medium, and high achievement students.

The data of questionnaire was analyzed using five likert scale answers, namely the agreement scale. The agreement scale includes: strongly disagree, disagree, disagree, disagree, agree, and strongly agree, which indicates how often the statements are true based on the students' belief. Each answer has a score ranging from 1 to 5. The answers from each student were multiplied based on the approval scale. Then, the results of each category were calculated. Meanwhile, the data of interview and observation were analyzed through data reduction, data display, and drawing conclusion (Alwasilah, 2017). All the data obtained were selected and simplified into the data focus while the irrelevant data were not taken into account. The data from the questionnaires were displayed in form of table while the data from the interview were presented in the form of text in order to

simplify the data presentation. After the data from the questionnaires and the interview were reduced and displayed, the drawing conclusion was presented in the section of results and discussions.

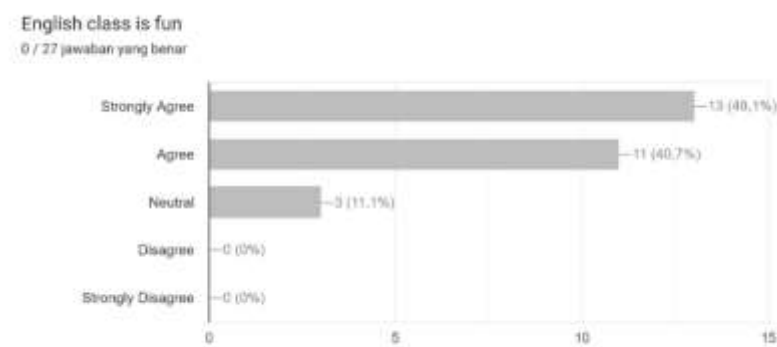
## FINDINGS AND DISCUSSION

This section summarizes the research's outcomes, including its finding and discussion. The findings are based on the research purposes mentioned previously, namely: (1) to find out the students' respond to the use of communicative language teaching (CLT) in teaching speaking (2) to figure out problems faced by teacher in the use of Communicative Language Teaching (CLT) in teaching speaking (3) and to investigate how the teacher solves problems encountered in the use of Communicative language Teaching (CLT) in teaching speaking.

### A. How Students Respond to The Use of Communicative Language Teaching (CLT) in Teaching Speaking

To answer the first research question, a questionnaire adapted from Lubis (2014) was distributed to 27 students of the 7<sup>th</sup> grade of a private junior high school in North Bandung. Most of the students responded positively to the use of CLT in learning speaking. The representation of learners' responses to the use of CLT in teaching speaking is shown in the following table.

Table 1. Students' Respond 1 to The Use of CLT Approach



From table 1 it can be seen that almost all students respond that English classes are fun, but there are some students who give neutral responses. Based on the table above, 48.1% of students responded strongly agree with the statement that English classes are very fun. Furthermore, 40.7% of students responded agree. The last, 11.1% of students responded neutral to the statement that English classes are very fun. This means that most of the students agree that English subject is fun and they enjoy it. The questionnaire data above is supported by the results of interviews that have been conducted by researchers, that all students interviewed by researchers say they like English classes. Four of them explained why they liked English class.

#### Excerpt 1

*"I like it because the material is easy to understand, the teacher is nice, and I enjoy learning English."* (S 1)

Based on excerpt above, Student 1 stated that he likes English class. This is because the material presented by the teacher is easy to understand, and the English teacher teaches well to make English class fun. The other reason why the student likes English class is because Teachers in the classroom always monitor students in learning so that they can readily guide if there are students who experience obstacles in the learning process.

#### Excerpt 2

*"I like it, if we have trouble when learning, the teacher always helps us"* (S 2)

Based on excerpt above, student 2 stated that he liked English class because during the learning process the teacher always helped students who were having difficulties. This is in line with the of Munirah, (2018) state that during the learning process not all students always get perfect scores and do not experience failure or difficulty in learning. Therefore, the teacher is responsible for participating in helping, and guiding students in their learning process. The assignments given by the teacher are also one of the reasons why students like learning English, such as interview data below

**Excerpt 3**

*“I like English class. I like it when I get assignments on conversations, describing my family and holidays.”(S 4)*

Based on excerpt above, student 4 is a student from the middle achievement category interviewed by the researcher who feels happy when English class. S4 argues that he is very happy when he gets a conversation assignment and describes a topic. This is supported by the opinion Yundayani & Ardiasih, (2021) that putting the task as the center of language learning language. By engaging in real-world activities such as conversations, solving problems, debating, and delivering presentations, students can develop their language skills.

Another reason why students like English classes is because the teacher does not put a lot of pressure in the learning activities. Like the interview data below.

**Excerpt 4**

*“It's fun, because the teacher is does not give pressure to much when teaching in the class” (S 7)*

Based on excerpt above, student7 is a student from the low achievement category who thinks that English class is fun. This is because the English teacher brings the class atmosphere into a cheerful and fun condition so that students do not feel tense.

The questionnaire and interview data above are in line with the data found by researchers in the observations that researchers have made to teachers using the CLT approach in the classroom. Based on observation data, students are always excited when the teacher starts English class. Students are also always enthusiastic when the process of learning activities takes place.

From the data of questionair, interview, and observation above, it can be concluded that most 7th grade students of SMP Binar Ilmu like learning English with teachers who use the CLT approach. The majority of students also stated that English classes with teachers who use CLT are fun. This is supported by the results of the previous research conducted by Rahmatillah, (2021). Rahmatillah said that this research aims to give tudents experience joyful English learning using CLT approach. In order, to train students' communication skills, and it is proven by the desire of participants and parents of students for this learning to continue to be held in the neighborhood.

The next table is the second response given by students to the use of CLT.

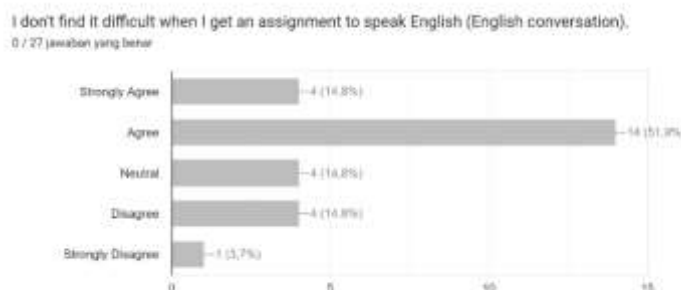


Table 2. Students' Respond 2 to The Use of CLT Approach

As can be seen from table 2 that there are various responses given by students in the statement that students do not find it difficult when getting assignments to speak English. The table shows that students who respond strongly agree, neutral, and disagree consist of a balanced percentage of 14.8%. While the highest percentage of students gave an agreed response with a percentage of 51.9%. However, the lowest percentage of students who disagree is only 3.7%. It can be concluded that more than a half of students do not find difficult in a task that given by a teacher. The questionnaire data above is Supported by the results of interviews that have been conducted by researchers, that four students interviewed by researchers say they agree with the statement that student students do not find difficult when they get the task of speaking in English, as described below.

The questionnaire data above is Supported by the results of interviews that have been conducted by researcher. Two students interviewed by researchers say they agree with the statement that student students do not find difficult when they get the task of speaking in English, as described below.

**Excerpt 5**

*"for the speaking task, it is not difficult, but sometimes if I get a conversation task with a partner, I work more". (S 1)*

Based on excerpt above, student 1 thinks that the task given in the form of speaking English is not a difficulty. Another reason why students find no difficulty in speaking tasks is because there are vocabulary words that have been taught by the teacher. Like the interview data below.

**Excerpt 6**

*"It's not that hard ma'am, before that I was given an example by the vocabulary teacher" (S 4)*

Based on excerpt above, student 4 thinks that the task of speaking in English is not difficult. It caused he has been given examples of how to pronounce vocabulary words well and correctly by their English teacher.

The questionnaire and interview data above are in line with the data found by researchers in the observations that researchers have made to teachers using the CLT approach in the classroom. Based on observation data, in each meeting, students are given a task in the form of a description or conversation with a hat determined by the teacher. more than half of grade 7 students were able to complete the task and had no problems doing so.

Based on the data questionnaire, interview and observation above can be concluded that more than a half 7<sup>th</sup> grade students of Binar Ilmu Junior High School can do speaking tasks in learning activities using CLT well. This relates to Brown, (2007) theory, that Task-Based CLT puts tasks at the center of language learning. By engaging in real-world activities such as problem solving, debating, and presenting, students develop their language skills.

The next table is the third response given by students in the use of CLT.

Table 3. Students' Respond 3 to The Use of CLT Approach



Based on the table 3, 44.4% of students responded strongly agree to the statement if students get new vocabulary every meeting. There are 48.1% of students responding agree. In addition, 7.4% of students gave a neutral response to the statement that students get new vocabulary every meeting. The questionnaire data above is supported by the results of interviews that have been conducted by researchers, that two students interviewed by researchers say they agree with the students get new vocabulary in each meeting, as described below.

**Excerpt 7**

*"I feel that my vocabulary has increased, ma'am, like during the fourth meeting with the material "dream job". At that meeting I got new vocabulary about types of jobs that I didn't know before." (S3)*

Based on excerpt above, student 3 argues that every meeting of English lessons, he feels adding new vocabulary that he doesn't know yet. Another argument given by students is that they find it easier to remember the vocabulary because of the pictures. Like the interview data below.

**Excerpt 8**

*"With every new material, I definitely get new vocabulary that I didn't know before. The vocabulary of each material is easy to remember because there are pictures." (S9)*

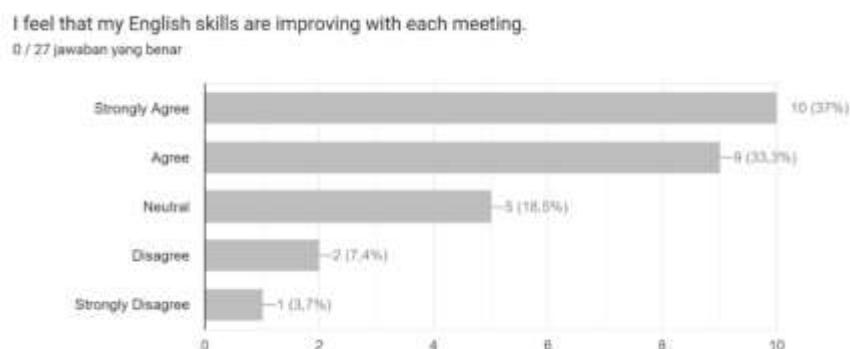
Based on excerpt above, student 9 is a student from the low achievement category, he believes that every meeting there is new vocabulary that he did not know before and is adjusted to the material taught at the meeting. In addition, in order for students to easily remember the vocabulary, the teacher accompanies the picture next to the vocabulary, as the meaning of the vocabulary.

The questionnaire and interview data above are in line with the data found by researchers in the observations that researchers have made to teachers using the CLT approach in the classroom. Based on observation data, In each meeting, the teacher always presents vocabulary related to the material discussed. In addition to discussing, the teacher also teaches how to pronounce the vocabulary properly. By saying it repeatedly and followed by students. This will increase students' vocabulary knowledge in each meeting.

Based on the data of questionnaire, interviews data that supported by observation above can be concluded that almost of 7th grade students of Binar Ilmu Junior High get ne vocabullary in ech meeting. The data above are supported by previous researchers, Tran, (2022) who argued that by using a communicative approach teacher can combine listening skills, speaking, reading, writing, vocabulary, and so on when teaching in the target language.

The next table is the fourth response given by students in the use of CLT.

Table 4. Students' Response 4 to The Use of CLT Approach



Based on the table above, there are various responses given by students. There are 37% of students responding strongly agree and 33.3% of students responding agree. In addition, 18.6% of students gave a neutral response to the statement. There are also students who respond less agree as much as 7.4%. Finally, 3.7% of students responded disagree, which means that they did not feel a change in their English language skills at each learning meeting. It can be concluded that 70.3% students agreed that there was an improvement in their speaking skills. The questionnaire data above is supported by interview data that has been conducted by researchers, as follows the explanation below.

**Excerpt 9**

*"I feel that my English skills have improved in speaking, because in writing I still like to forget the letters and only remember the vocabulary. I think my English-speaking skills improved from 3 to 8. "* (S1)

Based on excerpt above, student thinks that his English skills improved in speaking skills with a range of improvement from 3 to 8. In addition, he felt that he did not experience significant changes in writing skill.

**Excerpt 10**

*"I feel that my English skills have improved in speaking skills by 2-7. I like it when there is a conversation task, practicing speaking skills but while chatting with friends".* (S 2)

Based on excerpt above, student 2 felt an improvement in his speaking ability, the range of improvement Student 2 felt was around 2 to 7. Student 2 feels happy if the task given is a conversation task because it can train students' speaking skills by chatting with fellow friends. Another statement given by the students was that they felt their speaking skills had improved because they liked the tasks given by the teacher such as the interview data below:

**Excerpt 11**

*"I feel that there is an improvement in my speaking skills of around 3 to 7, because with the conversation tasks that the teacher gives in pairs so I can work together with friends."* (S4)

Based on excerpt above, student 4 thought that there was an improvement in his speaking skill. This is because he likes the task given by the teacher in the form of a conversation which can be cooperated with friends. The finding from interview above is supported by the results of previous research conducted by Efrizal, n.d (2012) that the application of CLT in teaching English can improve students' speaking skills. Although there was not a significant increase in speaking ability, the student argued that he felt more courageous to speak in English. As the interview data brought:

**Excerpt 12**

*"I feel a little change in my speaking skill. Studying with Mrs. Teacher x made me more confident to speak in front of the class".* (S 8)

Based on excerpt above, student 8 argued that he felt a slight change in his speaking skills. However, his confidence increased, he became more courageous in speaking English in front of the class and was not afraid of being wrong if he mispronounced a word. This opinion is supported by Brown, (2007) of the purpose of the task-based method in the use of CLT that task-base encourages students to be able to express opinions which requires courage to speak in front of others

The questionnaire and interview data above are in line with the data found by researchers in the observations that researchers have made to teachers using the CLT approach in the classroom. based on observation data, from each meeting the students improved in their speaking skills, from pronunciation, vocabulary to their confidence in speaking English.

Based on the data of questionnaire, interviews and observation above can be concluded that more than a half 7th grade students of Binar Ilmu Junior High experienced improvements in speaking



skills and self-confidence. The data above are supported by previous study by Anggraini, (2018) that the students can improve their speaking skill through communicative language teaching technique.

Based on the data above, the study concluded that most students felt that they really liked the English class. The majority of students stated that they enjoyed learning English. Half of grade 7 students do not find it difficult when given English speaking tasks. The majority of students also agreed that they experienced an increase in vocabulary every meeting and felt that their English-speaking skills improved. Some students also liked the conversation tasks that helped them practice speaking with their classmates, experienced improvements in speaking skills and some of them even became more confident speaking in front of the class.

## **B. Problems Faced By The Teacher in The Use of Communicative Language Teaching (CLT) in Teaching Speaking**

Sri Wuli Fitriati. (2016) To answer the second research question, what problems are faced by teacher in the use of CLT in teaching speaking, researcher collected data by interview to the English teacher and observation. Based on the results of interviews and observations, there are several problems faced such as the lack of student interaction caused by the low level of English language skills possessed by students, limited length of students' concentration, and limited time allocation. As said by Tauhiduzzaman, n.d(2020) there are several obstacles in the application of CLT. For a more detailed explanation, the researcher explains below.

The first problem faced by teacher in using CLT is about the lack of interaction among the students. This can be caused by the low level of English language skills possessed by students. As explained previously, the use of CLT in the classroom is related to student interaction in order to remain communicative but it becomes a problem for a teacher if students in the classroom lack interaction which results in reduced communicative language among students. This is supported by data from interviews with English teacher and observation.

### **Excerpt 1**

*"sometimes **there are some students, who are less interactive in class.** it is a little difficult for me to keep them interactive and communicative during the learning process, and also **because of the lack of students' ability in English,** they do not have a wide vocabulary but only few of them have an English dictionary to facilitate them in the learning process". (English Teacher)*

Based on the excerpt above, the teacher encountered several students who lacked interaction in the classroom. This can be caused by the students' low English language skills. The lack of student interaction in the classroom only makes the students silent and uncommunicative. The interview data above is also supported by the results of observation data.

Based on the result of observation, in the 6<sup>th</sup> meeting with the topic of "Holiday", the teacher triggered students to communicate some of the students are just silent and not communicative. In addition, when the teacher asked students to work on tasks regarding the description of students' experiences during school vacations, but some of them struggled and did not interact such as asking the teacher and just being silent.

In this case there are some students who have difficulty in assembling the story because of their lack of. In addition, only a few of the students carry an English dictionary. Students who have a wide vocabulary are faster at doing the assignments given and interacting and communicating, but those who only have a small vocabulary will have difficulty interacting and doing assignments.

Based on the excerpt and observation data above, student interaction and language skills also play an important role in the sustainability of learning activities using the CLT approach. This is in line with Noori, (2018) problems related to students in the use of CLT include low levels of English proficiency, not intensive enough communication and lack of student participation in the classroom.

The second problem faced by teacher is the focus of students in the classroom. Students in grade 7 of binar ilmu boarding school range from 13 to 14 years old, which at this age is experiencing their active period. They want to explore a lot and the short duration of students' concentration. This becomes an obstacle in the classroom because they become unfocused and the class atmosphere becomes noisy and not conducive. The following are the results of interviews conducted directly with English teacher.

**Excerpt 2:**

*The problems I face are due to the age of children who are still unstable and **easily bored with learning**, sometimes **they find it difficult to focus and are noisy when I look at other students' work.** (English Teacher)*

Based on the excerpt above, the second difficulty faced by teachers is the short duration of students' concentration. This causes students to become bored and unfocused, and makes some students make noise in the classroom such as joking and chatting. This is supported by the results of observations that have been made directly by researchers. At the first meeting, the material discussed at this time was about "family". In the middle of the lesson when some students were doing conversation tasks in front of the class, some other students who were bored waiting for their turn made noise. Some of them were joking with fellow students, and some were also chatting, which made the class atmosphere not conducive.

The short duration of concentration possessed by students can be one of the difficulties or challenges faced by teacher. Besides being a challenge for teachers, lack of concentration can affect student learning outcomes. As said by Ramadhani Oktavia Rahma et al., n.d.(2022) The effect of student learning boredom on learning concentration has a huge impact on the continuation of the learning process. Moreover, according to Md Tauhiduzzaman, n.d.(2020) that lack of concentration can have a negative impact on students, can lead to difficulties in following lessons, decreased learning achievement, and increase the risk of boredom or boredom.

The third problem is related to the limited time allocation. The use of CLT in learning activities requires quite a long time, because in this use almost the entire content of activities in learning students must be actively communicative. This requires more time, both from class preparation, presentation of the material discussed, communicative interaction in the classroom, and the implementation of activities or tasks given. This is supported by data from interviews with English teacher.

**Excerpt 3**

*“Because during class content requires interaction and communicative, the use of CLT sometimes requires more lesson time. **Especially for English lessons on Thursdays. Incidentally, the English lesson in grade 7 on Thursday is in the lesson hour before the dzuhur prayer. Well, at that hour the lesson hours become shorter because students are required to prepare for the congregational dzuhur prayer.** So sometimes the material allocated for one meeting becomes two meetings” (English teacher)*

Based on the excerpt above, the problems that teachers face also come from the limited learning time. The duration of English lesson time in grade 7 of Binar Ilmu Junior High School is narrowed due to time cut for students to congregate, causing learning materials and tasks to not be delivered to the finish.

The data above is supported by the results of observations made by researchers. At the second meeting, the material discussed by the teacher was about "dream job". In that meeting, learning activities have not been completed in accordance with the lesson plan that the teacher has made, but the lesson must end because the dzuhur call to prayer has sounded and students must do shalah dzuhur in congregation. The activity that has not been carried out is that the teacher has not given assignments for the material at the meeting to describe the dreams of students' work.

Based on interview data and observations that have been carried out directly, the use of CLT in the classroom requires a long time. This is supported by the view of Islam & Bari, (2012) CLT activities in general involve students to produce communicative language, both to fellow students and to the teacher, therefore many teacher feel disappointed when they cannot implement the lesson plan as they expected, due to limited learning time.

Based on the interview and observation data described above it can be concluded that there are several problems that teacher face in using CLT in teaching speaking, namely the lack of students interaction, limited lack of student concentration, and limited time allocation.

### **C. The Way The Teacher Solves Problems Encountered in The Use of Communicative Language Teaching (CLT) in Teaching Speaking**

The last research question in this study is how the teacher deals with the problems he faces in the classroom in using CLT. In the problems faced by teacher in the classroom, teacher always look for ways to deal with these problems. This will be explained below.

As explained earlier, there are several problems faced by teacher in using CLT in the classroom. The first problem faced by teacher is about the lack of interaction among the students. This can be caused by the low level of English language skills possessed by students. It makes them only silent and rarely interact and less communicative. The teacher solves this problem by inviting the students to speak up more during the class and always reminds them to bring dictionary. This can be found in the interview below.

#### **Excerpt 1**

*"In order to keep it communicative and interactive I usually go around the class asking them questions and they answer them, then I engage the students in discussion on a subject, and give feedback to them so that their emotions are provoked and they end up talking a lot. I also provide 2 dictionaries and ask the students to bring an English dictionary to help them in class." (English Teacher)*

Based on the excerpt above to overcome the first problem. The teacher's effort to keep the students communicative and interactive, the teacher will walk around the class and observe the students. After that, the teacher will throw a question to one of the students who looks less interactive during the trip. The teacher will provoke the student to speak. In addition to throwing some questions, the teacher will also invite students to discuss. In addition, the teacher also gives feedback to students to provoke students' emotions so that they remain interactive and communicative during learning activities.

Furthermore, the way teacher deal with the problem of students who have low English proficiency is to provide dictionaries and ask students who have English dictionaries to help them in learning activities. In addition, the teacher always controls and will readily help students who have difficulties in learning. The data above is supported by the following observation data.

Based on the observation data, in meeting 7 with the topic "animals". There are some students who are less interactive, they are just silent and do not participate in communicating in the classroom. The teacher goes around the class, approaching students who are less interactive. Then the teacher tries to give them some questions that have been discussed before, to provoke them to remain communicative. The teacher also asked students to always bring a dictionary and provided 2 dictionaries for students who did not have a dictionary.

Based on the data above, the way the teacher resolves the lack of interactive students caused by the low ability of the students is that the teacher always monitors the students who are less interactive and provokes them with questions so that they are provoked to answer and remain communicative in the classroom. The data above is related to Prijanto & de Kock, (2021) statement, the use of questions and answers can increase student engagement in learning activities.

The second problem regarding the lack of student concentration. To overcome this problem, the teacher asks the students to be silent and calm in their own unique way. This way can help restore the classroom atmosphere to be conducive. This can be found in the result of interview below.

**Excerpt 2**

*"In dealing with these problems, I try to remain calm and continue learning in accordance with the syllabus and mix 2 languages, namely English and Indonesian. Then in the next problem, I usually signal them to stay calm and not be too noisy by asking for their attention. Then immediately the students will calm down." (English Teacher)*

To overcome this problem, the teacher tries to stay calm and continue learning. To ensure that students focus and understand the explanation given by the teacher, at some moments the teacher will combine English and Bahasa, this is done when the teacher explains the material and a command that requires students to understand the material or command given.

Furthermore, when the class situation is not conducive due to some students who are noisy when the teacher checks on other students. The teacher gives a signal such as say "attention" and the student will reply "ready". The teacher does this so that they remain calm and the class atmosphere is conducive again. The data above is supported by the following observation data.

Based on observation data in meeting 1 with the topic "my family", the class atmosphere was not conducive, some of them chatted and made noise in the classroom when other students submitted their assignments to the teacher. The teacher's efforts in restoring students' concentration and returning the classroom atmosphere to be conducive, the teacher said "attention" and the students answered "ready". This unique way can help return the classroom atmosphere to be conducive and make them concentrate again.

Based on the interview and observation data above, the teacher's efforts to restore student concentration in a unique way such as yelling. This is in line with the results of previous research from Rosita & Karma, (2022). The result of this study is that the teacher's efforts in overcoabsming restoring student concentration can be by giving appreciation or reflection to students such as yells. This can restore focus in learning and student concentration.

The third problem faced by teacher in using CLT is about limited time allocation. English lessons in grade 7 SMP Binar Ilmu are held twice a week. There is one schedule where the English lesson is held before the dzuhur prayer and makes the duration of the lesson narrowed. To overcome this problem, teacher gived assignments in the form of video recordings and making one material into two meetings. This can be found in the result of interview below.

**Excerpt 3**

*"I usually overcome it, if there is not enough time but only what I have not conveyed. I ask the students to make a video according to the material on that day. If the material is about description, then my assignment will ask the students to make a description in the form of a video record. However, if the material can be for conversation, then the task given is to ask the children to pair up and make a conversation according to the material in the form of a video record. But if the lesson time is inadequate and the material has not been delivered all I overcome the problem by making one material into 2 meetings." (English Teacher)*

Based on excerpt above, teacher overcomes this problem depending on the condition of the lesson plan that has not been delivered. In case, only the task has not been delivered by the teacher, then the teacher will give the task in the form of a video recording. This is adjusted to the material presented at the meeting. The next way is, if the learning plan that has not been delivered is learning material due to insufficient learning time. Then the teacher faces this problem by continuing the material to the next meeting. The teacher does this to ensure that students understand the material well.

Based on the results of the interviews described above regarding how teacher overcome the problems encountered in using CLT. It can be concluded that for the first problem, the lack of student interaction, the teacher overcomes this problem by provoking students by asking questions or inviting discussions, providing dictionaries, and asking students to bring dictionaries during English classes. For second problem, the limited of students concentration, the teacher overcomes the problem by combining English and using Bahasa from time to time to ensure that they stay focused on the material or instructions given by the teacher. In addition, the teacher also gave some signals such as clapping to make the students conducive. Furthermore, the last problem, limited of student concentration, the teacher will overcome this problem by making one material into two meetings, and also by giving homework that has not been delivered in the form of video recordings.

## CONCLUSION AND SUGGESTION

Based on the results of the findings and discussion in the research, it can be concluded that in the CLT approach according to Richards & Rodgers, (2014), the teacher acts as a facilitator and students are expected to actively participate in the teaching and learning process. CLT believes that students should be able to communicate effectively in the target language, not just master grammar and vocabulary separately. Researcher found several responds of student in the use of CLT in teaching speaking, the following are the students' responses in using CLT. Most students really enjoyed the English class and recognized that their vocabulary and speaking skills improved with each session. Some students also liked the conversation tasks that helped them practice speaking in front of their classmates, which boosted their confidence. Although more than a half students responded agree with the statement that English skills improved, the majority of students said that they enjoyed learning English. In addition, many students were satisfied with the English class and the communicative teaching method (CLT) which helped them improve their speaking skills and understand new vocabulary during the learning process.

However, there are some problems faced by teacher in the classroom such as: the lack of student interaction, the limited lack of student concentration, the limited time allocation. For the first problem, teacher provoked students by asking questions or inviting students to discuss. The second problem was solved by the teacher by incorporating English and using it occasionally to make sure the students remained focused on the material or instructions given by the teacher. The teacher also used cues, such as clapping, to get the students to be concentration. To solve the last problem, the teacher divided the materials into two meetings and recorded the homework that had not been completed.

The following are some suggestions that can be conveyed from the results of this study. For the teacher, as CLT remain the students become the center of learning process, it is suggested that the teacher needs to understand better how to be a facilitator and understand the characteristics of the students. Moreover, the school needs to support the use of CLT in teaching and learning English. For example, adjusting the time allocation for English learning and facilitating learning activities with the CLT approach. Lastly, the other researchers can explore further how CLT can be used to make estimates and parameter estimates of the wider population based on the sample

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