

THE IMPLEMENTATION OF COMMUNICATIVE LANGUAGE TEACHING (CLT) AS A SPEAKING TEACHING TECHNIQUE FOR SECOND YEAR STUDENTS AT SMAN I KRAKSAAN PROBOLINGGO

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This study is conducted to describe the teacher's speaking techniques, the problems, and the alternative solution of the problems proposed by the teacher in implementing Communicative Language Teaching (CLT) approach.

In this study, the descriptive research was used to obtain the information related to the research problems. The subjects of this study were two-second grade English teachers. The instruments used to collect the data were observation, questionnaire, and interview.

The result of this study showed that the teacher used a variety of techniques in teaching and learning English speaking using CLT such as information gap, role play and task. In implementing information gap technique, the teacher asked the students to work with a partner, look for information from others and tell the rest of the information in front of the class. Furthermore, in applying the role play technique, the teacher divided the students into some groups, gave direction to the students and followed up the role playing with discussion. The next, in applying the task-based learning technique, the teacher asked the students to work together in group, share their results with their peers, and also helped the students learn useful words to facilitate task accomplishment. The result of this study also showed that the teacher faced some problems in implementing those techniques. First is students' low or uneven participant because they worried about making mistakes, were lazy and had no motivation to learn. In solving the problem, the teacher gave the students attention and motivation to participate in discussion, gave stimulus to elicit the students' participation, and kept motivating them to be active. Second is the student felt embarrassed, they were afraid of using wrong sentences, and were afraid to be criticized by their friends. In coping with the problem, the teacher tried to invite the students to drill themselves, and asked them to share with other learners who had good confidence. Third is the students' mother tongue. They usually used Madurese language to communicate in class and used their accent to communicate in English. To solve this problem, the teacher gave the instruction by using the target language, gave some special therapy, and applied the discussion method. The last problem dealt with the English speaking environment. Most of the students communicated in English just at school, and this problem influenced the student's fluency. It was solved by providing some extra-class activities.