WEAK VERSION OF COMMUNICATIVE LANGUAGE TEACHING (CLT) IN SPEAKING AT THE BEGINNER LEVEL

(A Thesis)

By

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WEAK VERSION OF COMMUNICATIVE LANGUAGE TEACHING (CLT) AND SPEAKING AT THE BEGINNER LEVEL

ABSTRACT
By: Meutia Pebriani

Communicative Language Teaching (CLT) can be an alternative method to teach speaking to students. Since English in Indonesia is positioned as a foreign language, so the weak version is appropriate to apply in the classroom. Therefore, the objectives of this research are to know the students’ constraints before speaking learning through weak version of CLT and to know whether there is significant effect of CLT implementation in weak version to students speaking achievement. This research was qualitative quantitative research. The researcher used speaking test and interview to get the data. The result shows that the constraints are not only from five aspects of speaking like vocabulary, grammar, pronunciation, fluency, and comprehension but also comes from other constraints like nervousness, anxiety, embarrassed to make a mistake. The statistical data revealed that the result was significant (p = 0.00<0.005). In the other words, Ho was rejected and H1 was accepted.

Key words: Communicative Language Teaching, Constraints, Speaking.
WEAK VERSION OF COMMUNICATIVE LANGUAGE TEACHING (CLT) IN SPEAKING AT THE BEGINNER LEVEL

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Yang membuat pernyataan,

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CURRICULUM VITAE

The writer was born in Bandar Lampung on February 14th 1989. She is the first daughter of three children from the couple Alkök Joharnain, S. Sos and Asrawani, S. Pd. She has two younger brothers.

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Motto:

Life is belief and struggle

(Ahmad Shauqi: Arabian poet)
DEDICATION

This script is proudly dedicated to:

- My beloved parents who always pray for my success and life
- My beloved husband and child
- My beloved brothers
- My beloved lectures
- My beloved friends
- My beloved team
- My beloved almamater
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Alhamdulillahi ribbi ‘alamin, Praise is merely to The Mightiest Allah SWT for the gracious mercy and tremendous blessing that enable me to accomplish this thesis entitled “Weak version of Communicative Language Teaching (CLT) in Speaking at the beginner level”. This thesis is submitted as compulsory fulfilment of requirement for Magister Program of English Department at Teacher Training and Education Faculty, Lampung University.

It is necessary to be known that this thesis would never have come into existence without any supports, encouragement, and assistance by several outstanding people and institutions. Therefore, the writer would like to address her respect and gratitude to:

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Nothing in this world is perfect and this final project is no exception. The researcher hopes that this final project will be useful and beneficial for the readers, especially those who are involved in English teaching profession.

Bandar Lampung, 2019
The researcher

Meutia Pebriani
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I. INTRODUCTION

This chapter contains the introductory description of the study. It provides an analysis of the important of communicative language teaching that has connection towards English teaching learning process especially speaking skill.

1.1 Background of the Problem

English plays an important role as an international language that can build up the communication in many field like science, technology, health, politics, trade, and many other fields. English is regarded as a foreign language in several countries and it is positioned as second language in some other countries. As a result, if people want to get better chance in finding jobs with good position they should improve their English proficiency whether as passive or active learner. Due to that situation, government tries to follow the market need by improving human resources. Education field is the focus sector that changes every time. There are four skills should be mastered to improve English. They are listening, speaking, reading, and writing. Among these skills, speaking is one of the most important skills that become the focus of the study since the students learn English. Ur (1991: 120) stated that speaking seems intuitively the most important. People who know a language are referred to as ‘speaker’ of that language, as if speaking included all other kinds of knowing and many if not most foreign language learners are primarily interested in learning to speak.
Hadijah in her study (2014: 1) revealed that students’ problems on learning English was not only having limited knowledge on the components of speaking skills including pronunciation, grammar, vocabulary fluency, and comprehension but also their own personal reasons such as shy to perform speaking, lack of self-confidence, lack of speaking practice, time management, speaking material, and exposure problems. In addition, Sayuri (2016: 48) stated that for Indonesian, to understand English speaking is difficult because their mother tongue is not English. Sayuri (2016: 54) also found that the students also faced other problems in speaking, namely; not having self-confidence, afraid of making mistakes, shyness to others, nervousness, inhabit in speaking English, never practice and nothing to say. The research took tertiary level especially English Departments students at Mulawarman University. It indicates the tertiary level still got the constraints in speaking English whether their major English Department.

Communicative Language Teaching (CLT) is a method that has been implemented in recent decades both in ESL and in EFL country. It reflects communicative competence as the principle. CLT holds that language should be learned through use and through communication. If we return to the history of communicative language teaching, we find that it started developing in Great Britain in 1970s as an alternative method to the earlier structural methods when applied linguistics began to question the assumption in delaying the situational language teaching. Howatt (1984:12) as cited in Karakas (2013:4) distinguished weak and strong version of CLT. Weak version stresses the importance of providing learners with opportunities to use their English with communicative purposes and attempts to
integrate such activities into a wider program of language teaching. For instance, footprints of structuralism appear still available in the weak version like combination of linguistic study, and controlled practice and wide use of PPP (present-practice-produce) principle. Meanwhile, strong version of CLT claims that language is acquired through communication. The concept of CLT explains that when the learners study about a language and the learners also can acquire the language and systematically learn about the language, know what to say, with whom, when and also where.

In this research, the researcher took IBI Darmajaya students as the sample of the research. The researcher assumes that students had been learning English since kindergarten and elementary school level. They belong to beginner type. This present study also focuses only on weak version, since the learner setting is EFL. Howatt (1984) cited in (Karakas, 2013:4) refers to the weak version as ‘learning to use English’ but the strong version as ‘using English to learn it’. Gao as quoted in Salim (2017:465) stated that language learning is culture learning. Gao claims that foreign language teachers must be aware of the importance of cultural studies in L2/FL culture and try to increase learners’ cultural awareness and enhance their communicative competence. Bax (2003: 286) emphasizes the significance of the local needs conditions of particular EFL contexts by suggesting that good teachers everywhere pay attention to the context; good training courses pay attention to the context. Howatt (1984:12) cited in (Richard and Rodgers, 2001:66) distinguishes weak and strong version of CLT. He hold that weak version which has become somewhat standardized practice in the past few years and the importance of providing learners with opportunities to use their English for communicative
purposes and characteristically has been stressed, and additionally, teachers and researchers have intended to develop such activities into programs of language teaching in a wider scope.

By using weak version, the students can use the language contextually. For example, they can express how to describe object or subject by using simple present tense in a communicative way. In other words, the grammar is not taught systematically but it can be mixed between meaningful content and grammar content especially through speaking. Even though learners could create correct sentences, they still could not be proficient to use the language for meaningful communication. The core of language teaching according to CLT is focused on the communicative competence and the term takes into consideration that the following aspects of language knowledge: Knowing how to use for a range of different purposes and functions, knowing how to vary our use of language according to the setting and the participants, knowing how to produce and understand different types of texts, knowing how to maintain communication despite having limitation in one’s language knowledge (Richard, 2006: 3).

Those following aspects indicate that students or learners can communicate the language itself because weak version stresses the importance of providing learners with opportunities to use their English for communicative purposes. Thamarana (2015: 98) concluded that CLT is one of the latest humanistic approaches to teach approaches which gives emphasis to the language use and provides more opportunity to the learner to practice the target language in spite of its limitation. He also explained that language is a means of communication and CLT may
enable the learners to effectively communicate in real life situation. It is inferred that CLT may fulfill the actual goal of teaching a language which is to improve learner’s communicative competence. One of the principles of weak version according to Ellis, et al (2013:45) is instructional needs to ensure that learners develop both a rich repertoire of formulaic expressions and rule-based competence. It means that in the implementation of weak version there should be meaning and form in the teaching-learning process.

In the other hands, (Anderson, 1993; Ellis, 1996; Li, 1998; Liao, 2000; Takanashi, 2004; Yu, 2001) was quoted in Chang (2010:3) stated that the theories and practices of CLT have faced various challenges in EFL contexts. In addition, Various research studies reported that instruction in EFL classrooms was still based on the traditional approach (Littlewood, 2007; Nunan, 2003; Savignon and Wang, 2003) quoted in Chang (2010:5). Chinese teachers also expressed the difficulties in including cultural aspects into their classes because of lack of experience in an English speaking country (Liao, 2003; Yu, 2001) quoted in Chang (2010:5).

From the explanation above it is clear that there are pro and contra about applying CLT in EFL context. CLT has advantage and disadvantage in its implementation where the implementation of weak version of CLT is still grammar teaching implicitly. In short, all of this cases become the reason the researcher investigates the students’ constraints in learning English before being taught by weak version in EFL class and also analyzes students’ speaking achievement after teaching-learning process through weak version of CLT.
1.2 Research Question

The research problems of the study are formulated as follows:

1. What are the students’ constraints before speaking learning through weak version of CLT?
2. Is there any significant effect of students speaking achievement through Communicative Language Teaching?

1.3 Objectives:

1. To know whether there is significant effect of CLT implementation in weak version to students’ achievement.
2. To know the students’ constraints during speaking learning through weak version of CLT.

1.4 The Uses of the Research

The results of the study tend to significance in the following ways:

1. Practically, to gain real information about the implementation of CLT. This way is hoped giving the contributions on finding advantages, disadvantages and the constraints in implementing weak version of CLT. In addition, to the teachers this research is hoped to be a guideline in applying CLT in their teaching-learning practice. Furthermore, for students, this finding of the study is intended to overcome the students’ constraints about feeling nervous, shyness, afraid of making mistake to communicate the idea because of the lack of speaking skill.

2. Theoretically, this finding of the research provides the overview of the students’ voices to the major problems in implementing CLT in English classrooms in
Indonesia as a foreign language and also find whether strong or weak version is more suitable in EFL context especially in students of college (beginner) in Indonesia. It is expected to be able to help give helpful solutions for improvement in the future.

1.5 Scope of the Research

The research focuses on the implementation of Communicative Language Teaching (CLT) method in teaching speaking for EFL country. The researcher investigates the implementation of weak version of CLT in teaching speaking by seeing the achievement of students’ speaking score and the constraints that the students face during teaching learning through CLT in foreign language country.

1.6 Definition of the Key Terms

To prevent misunderstanding, some key terms are explained as listed below:

1. In CLT meaning dominates structure and form, communicative and errors are considered part of the learning process, and not something to be avoided at all costs. (Rubio, et al, 2004: 159).

2. Speaking is defined operationally in this study as the secondary stage student’s ability to express themselves orally, coherently, fluently, and appropriately in a given meaningful context to serve both transactional and interactional purposed using correct pronunciation, grammar, vocabulary and adopting the pragmatic and discourse rules of the spoke language (Torky, 2006: 30)
II. THEORETICAL REVIEW

This chapter constructs the overview of theories of teaching where Communicative Language Teaching (CLT), weak version and strong version and the frame work of speaking are explained. This chapter also describes about the constraints in applying CLT in Indonesia especially weak version.

2.1 Teaching Speaking

Language is a tool for communication. We communicate with others, to express our ideas, and to know others’ ideas as well. Communication takes place, where there is speech. Without speech we cannot communicate with one another. Rocio (2012: 19) stated that speaking is generally thought to be the most important of the four skills. Because speaking skill is important to see the basic knowledge of someone’s mastering the language, it is important too, to pay attention to the way of teaching speaking. According to Nunan (2003:54-56), there are some ways to teach speaking:

1. Be aware of the difference between second language and foreign language learning contexts.
2. Give students practice with both fluency and accuracy.
3. Provide opportunities for students to talk by using group work or pair work and limiting teacher talk.
4. Plan speaking tasks that involve negotiation for meaning.

5. Design classroom activities that involve guidance and practice in both transactional and interaction speaking.

Richard (2009:25) explains that determining what kinds of speaking activities the course will focus on. Different speaking activities such as conversations, group discussions, and speeches make different types of demands on learners. They require different kinds and levels of preparation and support and different criteria obviously have to be used in assessing how well students carry them out.

Speaking, especially in a foreign language, is a very demanding activity for all ages of learners. It is because in order to share understanding with other people using a foreign language, one needs to pay attention to precise details of the language. The students are not only given the opportunity to learn the language but also an appropriate activity to learn and produce speaker’s competence to communicate in the target language which will improve student’s communication skill.

2.2 Concept of Communicative Language Teaching (CLT)

The new methods have been developed based on theories of language and theories of language learning. The new methods to mention some silent way, the community language learning, the total physical response, suggestopedia, and communicative language teaching.

Communicative language teaching is a teaching tradition which has been developed in United Kingdom in the 1970s. Different from the other teaching methods that have been discussed, the aim of CLT are a) to make the communicative competence
the goal of language teaching, and b) to develop procedures for teaching of the four language skills that acknowledge the interdependence of language and communications. It implies that language teaching should be contextualized by presenting language items in the situational setting in the classroom.

The concept of CLT can be traced back by looking at the concept of communication itself. According to Keytone in Lunenburg (2010: 1) communication as the process of transmitting information and common understanding from one person to another. Meanwhile according to Richard (2006:2) stated that Communicative Language Teaching sets as its goal the teaching of communicative competence. It is supported by Wu (2008: 50) also stated that CLT emphasis the speaking in order to improve their communicative ability by focusing on meaning, and refuses error correction for maintaining the conversation.

From the explanation about the history of language teaching method, CLT is the renewed method from grammar translation method until communication language teaching has their own purpose. The purpose is the learners are able to communicate their communication until communicative language teaching appeared by bringing communicative competence. Here the aim of CLT is not only the ability to compose correct sentences but also the ability to communicate it. The learners do not only learn about the role of language but also know how to use it in real communication. CLT teacher should consider formal situational in the classroom so that can help the learners learn the communicative function of the language. So the aim of CLT is to make teaching-learning process to be more communicative.
2.2.1 Principles of Communicative Language Teaching

To implement the procedure of teaching the teachers should note the principle of CLT so that they can prepare the material, the presentation, and the evaluation. The principle of applying CLT according to Larsen-Freeman (2000: 125-128) are:

1. Whenever possible language as it used in real context should be introduced.
2. Being able to figure out the speaker’s or the writer’s intentions is part of being communicatively component.
3. The target language is a vehicle for classroom communication, not just the object for study.
4. One function can have many different linguistic forms. Since the focus of the course is on real language use, a variety of linguistic forms are presented together.
5. Students should work with the language at the discourse level.
6. Games are important because they have in common with real communication events.
7. Students should be given an opportunity to express their ideas and opinions.
8. Errors are tolerated and seen as a natural outcome of the development of communication skill.
9. One of the teachers major responsibilities is to establish a situation likely to
promote communication.

10. Communicative interaction encourages a cooperative relationship among the students. It gives students an opportunity to work on negotiating meaning.

11. The social context of the communicative events is essential in giving meaning to utterances.

12. Learning to use language forms appropriately is an important part of communicative competence.

13. The teacher acts as a facilitator in setting up communication activities and as an advisor during the communicative activities.

14. In communicating, a speaker has a choice not only about what to say but also how to say.

15. The grammar and vocabulary that the students learn follow from the function, situational context and the roles of interlocutors.

16. Students should be given opportunities to listen to language as it is used in authentic communication.

Meanwhile, according to Richard (2006: 2), the principles in teaching communicative language teaching are:

1. Second Language learning is facilitated when learners are engaged in interaction and meaningful communication.
2. Effective classroom learning tasks and exercises provide opportunities for students to negotiate meaning, expand their language resources, notice how language is used, and take apart in meaningful interpersonal exchange.

3. Meaningful communication result from students processing content that is relevant, purposeful, interesting, and engaging.

4. Communication is a holistic process that often calls upon the use of several language skills or modalities.

5. Language learning is facilitated both by activities that involve inductive or discovery learning of underlying rules of language use and organization, as well as by those involving language analysis and reflection.

6. Language learning is a gradual process that involves creative use of language, and trial and error. Although errors are a normal product of learning, the ultimate goal of learning is to be able to use the new language accurately and fluently.

7. Learners develop their own routes to language learning, progress at different rates, and have different needs and motivations for language learning.

8. Successful language learning involves the use of effective learning and communication strategies.

9. The role of the teacher in the language classroom is that of a facilitator, who creates a classroom climate conducive to language learning and provides opportunities to the students to use and practice the language and to reflect on language use and language learning.

10. The classroom is a community where learners learn through collaboration and sharing.
2.3 Weak and Strong Version of CLT

Howatt (1984: 279) cited in Rodger (1999: 66) once distinguished between a strong and weak version of CLT. The weak version stresses the importance of providing the learner with opportunities to use their English for communicative purpose and attempts to integrate such activates into a wider program of language teaching. That is “learning to use English”. The strong version claims that language is acquired through communication, that is “using English to learn it.” In the ‘strong’ version of CLT (Howatt, 1984: 279) cited in Karakas (2013:4). It is assumed that natural processes happening inside the learner’s mind are responsible for language learning and that teachers cannot control these processes directly, this was quoted in Howatt (1984) as cited in Klapper (2001: 2) stated that the teacher’s role is, rather, to provide activities and language samples to help stimulate the acquisition processes, not to teach grammar or to correct all the mistakes learners make, but to allow learners to formulate and test hypotheses about the language and revise them once they have received feedback. Both the aim and the means of CLT are communication, and thus language is learned through meaningful language use in the classroom: ‘You learn to talk to people by actually talking to them’ (Cook, 2001: 215) cited in Klapper (2001: 2). In the ‘weak’ version of CLT, on the other hand, the version one tends to find in most UK foreign language classrooms, the aim is the same, but the means used to achieve it are different. Classroom activities are more structured to enable learners to practice communicative functions in a controlled way and gradually to build up to freer, less directed meaningful L2 exchanges.
2.4. Weak Version

In weak version the use of communicative competence is listed to be something that can be taught systematically. Mekhafi and Ramani (2011: 99) also mentions that “the weak version includes pre-communicative task, such as drills, cloze exercises, and controlled dialogue practice, along with communicative activities” thus a more dominant role of the teacher can be noticeable in the weak version since the activities are controlled by the teacher. It is clear that in weak version of CLT teaching grammar is allowed if the students need that. The grammar is not taught systematically but it can be mixed between meaningful content and grammar content.

2.4.1 Principles of Weak Version

Ellis, et. al (2013: 45) gave the principles or theoretical assumption of weak version of CLT as follows:

1. Instructional needs to ensure that learners develop both a rich repertoire of formulaic expressions and rule-based competence.
2. Instruction needs to ensure that learners focus on meaning.
3. Instruction needs to ensure that learners focus on form.
4. Instruction needs to be predominantly directed at developing implicit knowledge of the L2 while not neglecting explicit knowledge.
5. Instruction needs to take account of the order and sequence of acquisition.
6. Successful instructed language learning requires extensive L2 input.
7. The opportunity to interact in the L2 is central to developing L2 Proficiency.
8. Instruction needs to take account for individual differences in learners.
9. Instruction needs to take account of the fact that there is a subjective aspect to language learning.

10. In assessing learner’s proficiency, it is important to examine free as well as controlled production.

2.4.2 The Procedure of Weak Version of CLT

In contrast to the strong version of CLT, weak version of CLT claims that the learners are not allowed to learn the new language without knowing the rule of the language itself. So, grammar presented, pronunciation and vocabulary drilling is allowed in this version. Here are the activities of the weak version of CLT based on the experts:

Pattison as cited in Xiao Qing Liao (2000: 20) design the activities as the following types:

1. Question and answers.
2. Dialogues and role – plays
3. Matching activities.
5. Picture and picture stories.
6. Puzzle and problems
7. Discussion and designs.

Pattison also suggested three stages to use the activities:

1. The activity is introduced or demonstrated, and try out by the learners. This stage is focusing on checking the learners understanding. This stage can be fulfilled by independent activity which is directed by the teacher.
2. Learners continue to practice with given language or with your help and guidance, but most speech is now between the learners themselves. If it is needed error correction can be implemented here.

3. This gives independence practice between learners, without reliance on language frames, model phrase or constant teacher help. If this stage is familiar for the learner, the other activities like working in a group and pairs can be implemented.

According to Candlin as cited in Xiao Qing Liao (2000:25) has designed a systematic design for communicative English teaching.

1. Organizing the information. This stage focus on the learners basic understanding of a variety text, matching activity, multiple-choice exercise linked to various written, pictorial and heard stimuli.

2. Implanting skills. Here introduce controlled simulations, designed to exploit the variety of social meanings contained with particular grammatical structures in the different situation.

3. Developing skills. Exercise in this phrase are intended to enable the learner to make productive use of his language, but still within controlled situations.

4. Using skills. This exercise focus on language charts and discourse plans to stimulate the production of extending spoken and written communications.

In the procedure of weak version of CLT, there are so many activities that present the rule of language communicatively. Communicative activity plays an important part in the teaching-learning process. It helps the teachers in developing the learners' communicative competence in learning a new language. The communicative
procedure has no fixed format in the implementations. So, it is the teacher duty to create and build up the situation that can make the learner learn the language communicatively. This procedure of CLT teaching can be a reference that can be implemented in the lesson plan. It is a guideline to create teaching-learning activity in the class.

2.5 Strong Version

The strong version of communicative language teaching advances the claim that language is acquired through communication. Communicative approaches generally consist of two parties involved in an interaction. The “strong” version claims that language is acquired through communication. Communicative approaches (in their strong version) have a great appeal because of the implication that learning by talking means “not learning grammar.”

2.5.1 Principles of Strong Version

TBLT can be seen as an extension of so-called “strong version” of CLT where communication is seen as the major driving force in language learning (Howatt, 1984) as cited in Moore (2018:1). Further research, Priyatna (2006: 5) revealed that the principles of strong version as follow:

1. Making errors is natural and is considered as a part of the process in acquiring the target language.
2. Exposure to comprehensible input is crucial.
3. Learning tasks facilitating learners to engage in interaction are essential.
4. Learners need to be encouraged to produce the target language as producing the target language facilitate learning.
5. Although language production may be encouraged from the early stage in the learning process, it is reasonable to allow a silent period.

6. Focus on form necessary.

7. Second language teaching and learning pace should be made reasonable for both learners with higher and lower aptitude.

8. Language learning tasks should be varied to cater for the needs for both extrovert and introvert learners.

9. Learning tasks should encourage learners to attend to both meaning and form and be varied in order to accommodate learners with different learning strategy preferences.

10. Teaching and learning process should foster motivation and minimize learner anxiety.

11. The choice of teaching and learning tasks and content (subject matter should be based on learner age.

12. Learning tasks should arouse and maintain learners’ learning motivation.

2.5.2 The Procedure of Strong Version of CLT.

Communicative language teaching aims to implement the theoretical concept of communication approach by making the communicative situation for the students. The students will have real communication and use the target language in expressing their idea. Since the teacher’s role and the students' role will be implemented in the procedure of the teaching-learning process, some activities are important because they have in common with real communication events.
Ellis’s definition as cited in Xiao Qing Liao (2000: 15) divides the two versions of their contents and methodology by comparing three approaches:

<table>
<thead>
<tr>
<th>Type</th>
<th>Content (syllabus)</th>
<th>Methodology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional LT</td>
<td>Type A (List of linguistics item to be taught)</td>
<td>Accuracy (focus on the target-like use of the L2)</td>
</tr>
<tr>
<td>Weak version of CLT</td>
<td>Type A (List of linguistics item to be taught)</td>
<td>Accuracy (focus on the target-like use of the L2)</td>
</tr>
<tr>
<td>Strong version of CLT</td>
<td>Type B (series of message oriented tasks)</td>
<td>Fluency (focus on message conveyed)</td>
</tr>
</tbody>
</table>

From the explanation above about the difference between traditional procedure and communicative procedure. In the traditional procedure, the teachers are allowed to present the structure of the language. Then the students are allowed to do the practicing in the second and the last stage. Meanwhile, in the strong version of CLT, the learners will learn about the language through communicative practice from the beginning without learning about grammar, vocabulary, and pronunciation. They use the target language to achieve effective communication and then in the last stage drilling can be done if it is necessary. It means that the error correction that the teacher does at the end of the teaching-learning process is allowed.

2.6 The Activities in CLT

According to Larsen-Freeman (2000: 133-135) There are some classroom activities that are used in CLT:

1. Scrambled sentence.

   This type of exercise teaches students about the cohesion and coherence properties of language. They are told to unscramble the sentences so that the sentences are restored to their original order. They learn how sentences are
bound together at the suprasentential level through formal linguistic devices such as pronouns.

2. Language game.

Games are used frequently in CLT. The students can find the enjoyable, so that, they give the students valuable communicative practice. The speaker will unconsciously express the words and they will get some feedback from their partner. So, it will help to reach communication approach in the teaching-learning process.

3. Pictures Strip Story.

Many activities can be done with picture strips stories. In this activity, one student in a small group is given a strip story. They are showed the first picture of the story to the other members of her group and asked them to predict what the second pictures would look like. An information gap existed the students in the group did not know what the picture contained. They had a choice as to what their prediction would be and how they would word it. They received feedback, not on the form but on the content of prediction, by being able to view the picture and compare it with their prediction.

4. Role Play

Role play is very important in CLT because it gives students an opportunity to practice communicating in different social contexts and in different social roles. Role plays can be set up that they are very structured. For example, the teacher tells the students who they are and what they should say or in a less structured way (for example, the teacher tells the students who they are, what the situation
is, and what they are talking about, but the students determine what they will say.

5. Authentic Material.

To overcome the typical problem that the students cannot transfer what they learn in the classroom to the outside world and to expose students to the natural language in a variety of situations, CLT advocates the use of language materials authentic to native speakers of the target language.

From the explanation above it is clear that there are several ways in conducting the teaching-learning process by using CLT. The most important point is how these activities can be useful to make the students use the target language in communication. They will know the form, the meaning in communication, and the use of that sentence in a real context.

2.7 The Advantages and Disadvantages of CLT

The advantages and disadvantages of CLT according to Thamarana (2015: 96) are:

a. It motivates students to improve their ability to use English by themselves since it emphasizes fluency in the target language.

b. CLT focuses on and aims at communicative competence.

c. The major portion of the learning process is not upon the teacher thus illustrating that CLT classes have moved from teacher-centeredness to learner-centeredness.

The disadvantages of CLT:

a. The approach gives priority to meanings and rules of use rather than to grammar and rules of structure.
b. The CLT approach focuses on fluency but not accuracy in grammar and pronunciation.

c. The CLT approach is great for intermediate students and advanced students, but for beginners, some controlled practice is needed. Students with low levels of proficiency in the target language may find it difficult to participate in oral communicative activities and, if the exams used by any institution are grammar based, communicative fluency may not be appropriate.

d. The monitoring ability of the teacher must be very good. Despite teachers’ best efforts, classroom activities are not actually real-life and it can be difficult to reproduce truly authentic language use and to facilitate genuine interaction.

e. CLT is sometimes difficult to be implemented in EFL classroom due to the lack of sources and equipment like authentic materials and native speaker as well as the large size of the classes.

2.8 Theory of Constraints

Chang (2011: 11) defines CLT as an emerging teaching method in college English classes in Taiwan. Chang also stated that despite certain limitations and hindrances to the optimal implementation of CLT in Taiwan, teachers are cognizant of its benefits to students wishing to improve their English skills, and are supportive of institutional efforts to facilitate the implementation of CLT. It indicates that constraints in CLT mean problems, factors, and obstacles that make students cannot be involved in learning English. Chang (2011: 9) revealed that the problems the teacher faced include lack of English environment and lack of efficient assessments instruments. Chang also listed the recommendation in relation to classroom constraints in Taiwan, they are:
1. Smaller class sizes facilitate group work. However, when it is not feasible, teachers should be provided teaching technique for class management, such as training in corporative learning structures to engage students in group discussions.

2. Teachers and administrators should create an English environment in the school to increase students’ to practice English.

3. Students should be grouped by proficiency levels in English classes. Correspondingly, teachers should be trained in teaching techniques for differentiated learning.

4. Form-based exams should be modified in order to evaluate students’ communicative competence. Such exams should assess not only grammar and vocabulary but listening, speaking, conversation, and writing skills as well.

Ahmed (2015: 123-124) elaborated the problems in learning English in Sudan. In Sudan, EFL is applied as the learner setting. In addition, he explained that the lack of authentic communicative materials and the poor environment inside and outside the classrooms, the shortage of references and periodicals, the lack of interaction with native speakers of English, and the kind of students themselves they do not favor guessing, using synonyms or paraphrasing, when they are not sure about the correct meaning of particular word, the poor performance of student, a lack of knowledge of the fundamentals of the language. Ahmed also recommends Communicative language teaching as the way to teach grammar in tertiary level.
Not only the external factor that the students have in learning English but also they have internal factor like constraints in pronunciation, vocabulary, fluency, comprehension and also grammar.

Kara, et.al (2017: 73) also concluded: “Though personal reasons are not perceived as significant for the failure in speaking by learners, they need to be studied in terms of motivation, anxiety, and barriers for speaking in another language.” Meanwhile, the other researchers, Guhler (2015: 15) stated that unconfidence or lack of self-confidence can be thought under both titles of psychological and attitudinal barriers that makes learner hard to speak in the foreign language and even in the mother tongue. It is commonly understood that students’ lack of confidence usually occurs when students realize that their conversation partners do not understand them or when they do not understand other speakers (Jannah, et al 2016: 70).

In addition, according to Karakas (2013:10) found that most students reported that they do not feel discouraged from using the language actively because of personality and affective factors such as shyness, loss of face or an unwillingness, and speaking English publicly.

2.9 The Constraints of CLT in Indonesia

CLT is proved as an effective approach in many countries all over the world because it can help learners to communicate competently in the real-life situation. Although CLT is regarded as an outstanding approach, the level success of applying this approach is varied in different contexts.
Applying CLT in English as the Second Language (ESL) context will be different from implementing it in English as the Foreign Language (EFL) context. In the ESL context where English is officially used and the students can easily get access to practice the language in the outside of the classroom, CLT is much easier to be implemented.

However, the theories and practices of CLT have faced various challenges in EFL contexts (Anderson, 1993; Ellis, 1996; Li, 1998; Liao, 2000; Takanashi, 2004; Yu, 2001) in chang 2010. It is supported by Sholihah (2012: 3) stated that it is quite challenging to apply this approach because English is officially used in this context, or the students only have limited opportunity to practice English in the outside classroom. She also concluded that some teachers get difficult to access English newspapers or magazines or English news on TV or Radio to get authentic materials. Then, most English teachers have a low degree of self-confidence to speak in English, while students are reluctant to speak English in the classroom and do not have the initiative to negotiate the activities that they are interested in, and they depend on their teacher to decide all activities. Moreover, the big class size, limited time, overloaded curriculum and test system which mainly focus on grammar also become the reason why CLT is difficult to be implemented.

According to Hadijah’s study in Sayuri (2016:49) found that the students’ reason in facing the problems on English speaking English were not only having limited knowledge on the components of speaking skills including pronunciation, grammar, vocabulary, fluency and comprehension but also they have own personal reasons,
such as shy to perform speaking, lack of self-confidence, lack of speaking practice, time management, speaking material, and exposure problems.

In addition, Maimunah (2015: 37) concluded that the causes of student’s anxiety to speaking inside and outside the classroom are low speaking skill, fear of negative responses from others, low self-esteem to speak English, ear of failure to speak English with teachers, and cultural influences to speak English due to more teacher-centered. In line with this present study, the factor of low speaking skill is related to the problem with lack of vocabularies, of grammar, and bad pronunciation, which finally made them anxious to speak English.

Thornbury (2005) cited in Sayuri (2014: 49) stated that the main problems of the learners-speaker face are two areas; knowledge factors and skills factors because the speaker lack of confidence. It was proved by Sayuri’s research in 2014 stated that Fourth-semester students of English department at Mulawarman are still confused to make conversation, deliver statements, and give opinions by using English whether in the classroom or out of the classroom. They are lack of vocabulary, pronunciation, grammar usage, and also mental of the students which caused a lack of self-confidence.

There are several constraints which are becoming obstacles of the CLT implementation in Indonesia. From the explanation, it is clear that the constraints are not only coming from the lack of vocabulary, pronunciation, grammar, fluency, and comprehension. But lack of those English component affects another effect like self-confidence, nervousness, and anxiety to make a mistake. There is a connection between two in learning speaking. Those aspects would be a guideline for the
researcher to make the list of interview and observation sheet (see appendix) to see deeper the constraints during teaching speaking through CLT in Indonesia context.

2.10 Theoretical Assumption

Based on the literature review above, the researcher has the assumption that speaking is an important skill that the learners should master. It is the basis that the learners should have to see the basic knowledge of communicative competence. Communicative competence is the ability to interpret and enact appropriate social behaviors in the production of the target language. It is not only learning about the knowledge of grammar and vocabulary but also the ability to communicate effectively and repair problems caused by communication breakdown and also how to implement its social life. It is hoped that English learners will not only have grammar competence which knows about grammar rules but know the meaning of the utterance, and also know why and when they speak to whom. Communicative competence is reflected in communicative competence. Where the concept of communicative itself reflected in communication itself.

Here CLT has two versions that are assumed can improve the learners' communicative competence. The strong version of CLT claims the learners can acquire the language without learning grammar, vocabulary, and pronunciation drilling. Meanwhile, weak version of CLT claims that the learners can systematically learn about communicative competence. So, by using CLT (weak version), it is hoped that the students (beginner) can learn how to communicate in the target language which is reflected in their speaking skill. It is also aimed to
analyze the constraints in CLT (Weak version) by analyzing the speaking test and interview.

2.11 The Hypothesis

Based on the theoretical assumption above, the researcher formulates the hypothesis as follows:

Hi : There is any significant improvement of students speaking skill through CLT.

Ho : There is no significant improvement of students speaking skill through CLT.
III. RESEARCH METHOD

This chapter contains the description of methodology of the research. It shows the research is conducted based on the design of the research with the suitable data collection technique and procedure of the research.

3.1 Research Design

This research used quantitative and qualitative method. This research was one group pretest–posttest design. It means that the researcher attempts to find out whether there is an effect of implementing communicative language teaching in weak version to enhance students’ speaking achievement. Referring to Setiyadi (2006: 132), the design can be presented as follows:

\[ K \times T1 \times T2 \]

K : Experimental Class
T1 : Pre Test
X : Treatment (by using CLT in weak version)
T2 : Post Test

Pre-test was done to find out the prior students’ speaking skill before being taught through using communicative language teaching in weak version. Then, the posttest was done to find out the students’ speaking ability after being taught through communicative language teaching in weak version.
3.2 Subject of the Study.

The population of this research was the first semester students of IBI Darmajaya in the first semester of the academic year of 2017/2018. There were seven classes in systematic information majority. One class consisted of 35 students but the researcher took one class that was given the treatments.

3.3 Research Instrument

A. Test

To investigate the increasing of students’ speaking achievement, the researcher used speaking test. The instrument which used was the pre-test and post-test. The pretest was given to know the students’ speaking skill achievement before the treatments. The posttest was given to know the student’s speaking achievement after the treatments. From that achievement, it could be known there was a significant effect of implementing CLT in weak version to students’ speaking achievement or not.

B. Interview

On the other side, to know the students’ constraints before the implementation of CLT in learning speaking, the researcher gave the interview as the instrument related to students’ constraints. Several questions were delivered related to the constraints in learning English based on the student’s perspective.

3.4 Research Procedure

The research was conducted during normal class periods with the following procedures:
1. Determining the research problems

The problem of the research was intended to find out whether weak version of CLT can improve students speaking achievement or not and find out the students constraints before teaching learning through CLT.

2. Finding the population and subject.

The population of this research was first semester students of IBI Darmajaya in Systematic Information majority in the first semester of the academic year of 2017/2018. The researcher took one class that was given the treatment. The researcher chose the class randomly.

3. Determining the research design

The researcher conducted the research by using experimental design.

4. Administering the pretest

The aim of pre-test in order to see the students’ ability before giving the treatment by using weak version of CLT. The form of pre-test was speaking test.

5. Doing the interview for the students.

Before the class, the students were given some questions to know the constraints before speaking learning through weak version of CLT. The aspect of the constraints was the guideline to conduct the interview.

6. Conducting the treatment

After giving the pretest to the students, the researcher conducted the treatment for three meetings. Some activities were given in the treatment. The procedure and the principle of weak version of CLT were the guideline in creating the activity in the class. The researcher and also an English teacher observed the teaching-learning process to know the students’ constraints in the class.
7. Administering the posttest

The post-test was administered before the class was finished. The aim of the posttest is to know the students’ progress after being taught by using weak versions of CLT.

8. Analyzing the data

Both of the pretest and posttest results of the class were treated by one way anova. It was in order to know there is a significant increase in the students’ speaking achievement after the treatments.

9. Concluding the results

After analyzing the results of both pretest, posttest, and also the result of the interview, the conclusion was explained based on the result.

10. Reporting the results

The result of this research was reported in the script including the suggestion from the researcher.

3.5 Data Collecting Technique

The data of this research was the ability of the student’s speaking ability before and after the treatments and also the transcibe of the result interview. In collecting the data, the researcher used the following ways:

1. Administering interview

Before giving the treatments, the interview was conducted to know the students' constraints before the implementation of CLT in learning speaking. Several questions were delivered related to the students’ constraints. It was given before teaching-learning process to know the constraints from the students perspective.
2. Administering speaking test

The form of test was speaking test. The pretest was conducted before the treatment. It was used to know students speaking achievement before and after the treatments. The pre-test was given in order to see the students’ ability before giving the treatment by using weak versions of CLT while posttest of speaking was given after the researcher had completed the treatments. It was used to see the students’ ability after giving the treatment by using weak versions of CLT. The pre-test had the same difficulty with post-test.

3. Treatment

There was one class as the experimental class that was given the treatments with three different lesson plans. Those three lesson plans were made based on the principle of weak of CLT. One treatment consisted of 90 minutes. Then, during the process of treatment, the researcher as the teacher and the English teacher helped the researcher as an inter-rater to evaluate the students’ speaking skill and also the implementation of CLT.


a. Validity of the Data

The validity of the test is the extent to which it measures what it is supposed to be measured and nothing else (Setiyadi, 2006:14). In order to measure whether the test has good validity, the researcher analyzed the test from content and construct validity.

- Content validity is concerned with the test is sufficiently representative and comprehensive for the test. Content validity includes any validity strategies that focus on the content of the test. To demonstrate content validity, testers investigate
the degree to which a test is a representative sample of the content of whatever objectives or specifications the test was originally designed to measure (Brown 1996, pp. 231-249) in Brown (2000:8). In the content validity, the materials given are stable with the curriculum. This determines that the students have the appropriate materials and speaking skill expected to what they have studied in the classroom.

- Construct validity is concerned with the test, whether the test is actually in line with the theory focuses that is used to measure the ability. Construct validity defined as the experimental demonstration that a test is measuring the construct it claims to be measuring (Brown, 2000:9). It means that the test is a representative of the material from the subject.

b. Reliability of the data

The reliability of instrument in speaking test was seen in term of accuracy, fluency, and comprehensibility. Reliability of the test can be defined as the extent to which a test produces a consistent result (Setiyadi, 2006:14). In order to make the instrument of students’ speaking more reliable, the researcher used inter-rater to see the students speaking skill before and after the treatments. The first rater was the researcher and the second rater is an English teacher from the IBI Darmajaya. The researcher used Hariss’s rating scale for lower intermediate level in speaking which consists of six rating scale. The researcher used computing by using Alpha Cronbach to calculate the reliability. After finding the coefficient between raters, then researcher analyzed the coefficient of reliability with the standard of reliability below:
Alpha < 0.7  = inadequate
Alpha > 0.7  = good
Alpha > 0.8  = excellent

(Nunally, 1978) cited in Ong Chun Hee

3.7. Data Analysis

To analyze the significant increase of students speaking ability in weak version of CLT, the researcher used one way anova. To take the score of speaking skill the researcher used inter-rater in order to get the quality of students’ speaking in term of pronunciation, grammar, vocabulary, fluency, and comprehensibility. The data were scored based on each term of Haris' rating scale. The rating scale started from one scale until five. The highest score was 5 scales for good pronunciation, vocabulary, grammar, fluency, and comprehensibility, and the lowest score was 1 scale for serious errors of pronunciation accuracy, fluency, and comprehensibility.
V. CONCLUSION AND SUGGESTION

Chapter 5 contains the conclusion and suggestion. The conclusions and suggestion are in line with the result and the discussion about communicative language teaching.

5.1 Conclusions

Based on the result and the discussion of the research, the writer draws the following conclusion:

1. Applying Weak Version of Communicative Language Teaching (CLT) in speaking for the beginner level still make the students just focus on form not focus on meaning.

2. In short, the speaking constraints in applying Weak Version of CLT for beginner level are the language aspects: vocabulary, and pronunciation (as the highest rank of speaking test results). Other constraints which become the factors are feeling of nervousness, anxiety, and lack of confidence. The constraints in speaking achievement through CLT can be minimized if the teacher uses the CLT principles well in the classroom.

5.2 Suggestions

To make this study more useful for teachers and future researchers for better improvement of teaching speaking using CLT approach in the future, here are some recommendations.
1. Because the highest rank of students constraints are vocabulary and pronunciation. It is important for the teacher to plan the lessons carefully based on the students level before applying them in the class.

2. Consider choosing the same level of students when they work in pair or in a group to reduce the students’ constraints.

3. Because it is speaking class it is suggested to conduct weak version of CLT in the small class. So the teacher can monitor the students’ activity in the class.
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