

THESIS

**COMMUNICATIVE LANGUAGE TEACHING (CLT) IN
TEACHING SPEAKING SKILL AT BASIC CLASS IN ECC
DARUSSALAM COURSE IN ACADEMIC YEAR 2021/2022**



BY :

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
ISLAMIC INSTITUTE OF DARUSSALAM
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SPEAKING SKILL AT BASIC CLASS IN ECC DARUSSALAM COURSE
IN ACADEMIC YEAR 2021/2022**

THESIS

Presented to the Faculty of Education and Teacher Training
in a Partial Fulfillment of the Requirement for the Degree of Strata 1
in English Education Department

BY
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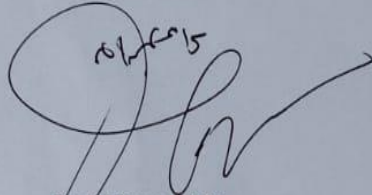
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2021/2022

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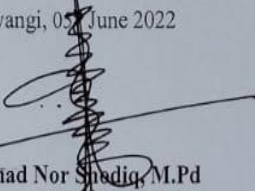
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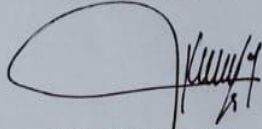
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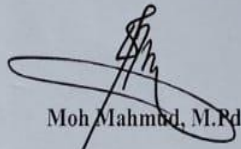
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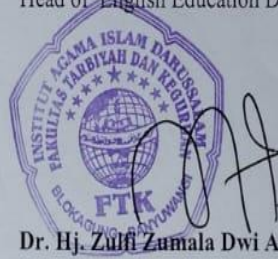
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DECLARATION OF AUTHORSHIP

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Declare that:

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ABSTRACT

Zakiah, Kunifaizatuz.2022. *Communicative Language Teaching (CLT) in Teaching Speaking Skill at Basic Class in Ecc Darussalam Course in Academic Year 2021/202*

Key word: speaking skill, communicative language teaching

One of the teaching methods in teaching is Communicative Language Teaching (CLT). Speaking is a tool to communicate with others which aims to convey creative ideas orally. Even in speaking class, students were asked to continue speaking, there were still some students who were passive. Through Communicative Language Teaching (CLT) students learn to cooperate with partners by sharing and finding information, conveying their ideas freely, assisting and correcting partners' work, and getting feedback. The research focus in writing this thesis is to describe the use of Communicative Language Teaching (CLT) in teaching speaking skills to elementary grade students of the ECC Darussalam Course and students' speaking performance with a focus on practicing their speaking. The purpose of this study was to determine the use of Communicative Language teaching in teaching speaking skills.

In this study, the researcher used descriptive qualitative research with data collection using observation, interview and documentation. data analysis in this study by reducing the data presentation and drawing conclusion. Validity data using triangulation method.

Research that has been carried out by researchers regarding the use of communicative language teaching methods in teaching skills at ECC Darussalam in 2021-2022. Teaching courses that CLT is language teaching on interaction as a means and the ultimate goal of learning. By using this CLT method, students are more active in teaching and learning due to several factors: students are asked to speak in pairs, the material provided by the teacher is related to everyday life or can be said to be interesting, and students learning models make students more fun.

ABSTRAK

Zakiyah, Kunifaizatuz. 2022. Communicative Language Teaching (CLT) Dalam Mengajar Keterampilan Berbicara Pada Kelas Dasar Kursus Ecc Darussalam Tahun Ajaran 2021/202

Kata kunci: keterampilan berbicara, pengajaran bahasa komunikatif

Salah satu metode pengajaran dalam pengajaran berbicara adalah Communicative Language Teaching (CLT). Berbicara merupakan alat untuk berkomunikasi dengan orang lain yang bertujuan untuk menyampaikan ide-ide kreatif secara lisan. Bahkan di kelas berbicara, siswa diminta untuk terus berbicara, masih ada beberapa siswa yang pasif. Melalui Communicative Language Teaching (CLT) siswa dituntut untuk bekerja sama dengan mitra dengan berbagi dan mencari informasi, menyampaikan ide-ide mereka secara bebas, membantu dan mengoreksi pekerjaan mitra, dan mendapatkan umpan balik. Fokus penelitian dalam penulisan thesis ini adalah untuk menggambarkan penggunaan Communicative Language Teaching (CLT) dalam pengajaran keterampilan berbicara pada siswa kelas dasar Kursus ECC Darussalam dan kinerja berbicara siswa dengan fokus pada kelancaran berbicara mereka. Tujuan dari penelitian ini adalah untuk mengetahui penggunaan Communicative Language teaching dalam pengajaran speaking skill.

Dalam penelitian ini jenis penelitian yang digunakan adalah deskriptif kualitatif dengan teknik pengumpulan data menggunakan observasi, wawancara dan dokumentasi. Analisis data dalam penelitian ini dengan cara reduksi data, penyajian data dan menarik kesimpulan. Sedangkan validasi data menggunakan triangulasi metod.

Berdasarkan penelitian yang telah dilakukan peneliti mengenai penggunaan metode pengajaran bahasa komunikatif dalam pengajaran keterampilan berbicara di Kursus ECC Darussalam tahun ajaran 2021-2022, dapat disimpulkan bahwa CLT merupakan pendekatan pengajaran bahasa yang menekankan pada interaksi sebagai sarana dan tujuan akhir pembelajaran. Dengan menggunakan metode CLT ini siswa lebih aktif dalam proses belajar mengajar karena beberapa faktor : siswa diminta untuk berbicara berpasangan, materi yang diberikan guru berkaitan dengan kehidupan sehari-hari atau bisa dikatakan menarik, dan siswa- model pembelajaran yang terpusat membuat siswa lebih termotivasi.

MOTTO

"If something that you like does not happen, then be happy with what has happened."

__Ali bin Abi Talib__

DEDICATION

I dedicated this thesis to:

Big Thanks and May Allah Always Give Mercy and Blessing For Our Life.

‘ My Big Family ‘

who always pray the better for me, give me a big motivation on my education way, provide comfort and everything for my life.

All of my friends specially my classmate **TBIG_18** thank you for being together during happiness, sadness and experience, which carves so many memories. friendship that never breaks.
All my relative, friends, and everybody whom I can not mentioned that always make colour in my life. May God bless them all.

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Praise be to Allah, Lord of the worlds, by the grace of Allah SWT Finally the author can finish his 'Thesis' after a long time of writing. Sholawat and greetings may be poured out on our great prophet Muhammad, his family, his descendants, and his followers who fought in Islam.

The gratitude and appreciation are addressed to:

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3. Dr. Siti Aimah, S. Pd.I., M.Si. Decan of the Faculty of Education and Teacher Training.
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9. Thank you to the basic class students of ECC Darussalam Course who have been willing to support this research.

I really hope that this thesis will be useful for the world of education. For completion of this thesis, I gladly accept all suggestions and constructive input.

May God bless those mentioned above for all of their sacrifices and efforts that will be valuable and beneficial for them to get success in the life to come. Amen.

Banyuwangi, 05th June 2022

The Researcher

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CHAPTER I

INTRODUCTION

A. Research Background

English is an international language that is used as a language of communication between all nations and countries in the world. The ability to speak English is one of the most important skills for students because English has become a universal language used in technology, education, politics, commerce, pursuing academic goals, and business. In Indonesia, English has long been a popular subject in schools, according to Syafrizal (2021). It is the most frequently used communication tool in the world. People use English for a variety of reasons, including doing business and dealing with non-native English-speaking countries.

Speaking skill in the Indonesian education system's K-13 syllabus is designed to encourage students to speak in front of the class so that they can actively participate in the teaching and learning process. As an active skill, speaking is also intended to make students able to speak independently, as in a public speech, or with others, as in a debate or discussion. Speaking, as stated, requires continuous practice in order to master the skill Nuranalisa (2018)

According Brown et al (1983) state that learning to talk in the foreign language is often considered being one of the most difficult aspects of language learning. One of the language skills that must be mastered by the students in learning English is speaking skill. In line with this, Grauberg

(1997) states that for many pupils the prime goal of learning a foreign language is to be able to speak it. Speaking skill should be taught and practiced in the language classroom to enable the students to speak or communicate in the target language. Harmer (2001.) mentions that the ability to speak fluently presupposes not only a knowledge of language features, but also the ability to process information and language on the spot. Speaking is needed to convey messages, information, opinion, and even emotion in daily life. Thus, it is very important for the students to have a good speaking ability to achieve the objective of learning English.

According to Harmer (2001) speaking occurs when two people communicate with each other. It's pretty obvious that they're doing it to said something or to convey a message and information. Mentions that speaking is interactive and require the ability to cooperate in the management of speaking turns. Further, he adds the nature of speaking process means that the grammar of the spoken language differs in the member of significant ways from the grammar of the written language Thornbury (2001)

Speaking is one of the important skills that must be mastered by students in addition to the other three skills, listening, reading, and writing, in learning a language. Of course, students must produce and interact in every aspect of their daily communication. This is because it is not enough for students to just learn words, phrases and grammatical features if they want to improve their skills. Speaking is very different from other language skills, because speaking requires the ability to appear in public. Through

speaking people can express and convey feelings and ideas directly. If appropriate speaking activities are taught in the classroom, speaking can increase students' motivation in general and make the English class a fun and dynamic place Nunan (1992).

Teaching According to Brown (2007) is guiding and facilitating learning, enabling learner to learn, setting the conditions for learning. Then it can be stated that teaching speaking is guiding and facilitating learners to speak, enabling learner to learn speaking, and setting the conditions for learning speaking. The aim of teaching speaking skills is to improve communicative efficiency. As a result, students must be able to apply their knowledge. They should try to avoid grammatical and pronunciation errors. To assist students in understanding the teacher's speaking technique, an activity approach that combines language input, organized output, and communicative output can be used.

Richard (2006) said that Communicative Language Teaching (CLT) is seen as a meaning expression system whose main function is language to enable interaction and communication. There are various approaches in language teaching, one of which is communicative language teaching. The CLT approach allows language learners to express themselves and their views through collaborative activities carried out during class. Communicative Language Teaching Method According to Littlewood (2002) One of the characteristics of communicative language teaching is that it pays systemic attention to the functional and structural aspects of

language, combining them into a more communicative view. Communicative Language Teaching is a board approach to teaching that results from a focus on Communication Language Teaching (CLT). Community Language Learning represents the use of Counseling-Learning theory to teach languagescounseling is one person giving advice, assistance, and support to another who has a problem or is in some way in need. Community Language Learning draws on the counseling metaphor to redefine the roles of the teacher (the counselor) and learners (the clients) in the language classroom. The basic procedures of CLL can thus be seen as derived from the counselor–client relationship. a method of teaching English that emphasizes learning to communicate through interaction in the target language Richard et all (2001).

Teaching is a board approach to teaching that result from a focus on communication. Nuim Hayat, 2017 in her research about Improving the Students' Speaking Skill Through Communicative Language Teaching Method at the Tenth Grade of SMAN 3 Polewali (An Experimental Research). The results of data analysis showed that the average post-test score was higher than the pre-test mean in terms of accuracy ($6.56 > 5.12$) and in terms of fluency ($6.33 > 5.36$). After analyzing the data using the t-test value on accuracy (17.4) and the result of the t-test value on fluency (6.28) is greater than the t-table value (2.093). This shows that the alternative hypothesis (H1) is accepted and the null hypothesis (H0) is rejected.

The ECC (English Conversation Club) course is an English course under the auspices of the LPBA (Foreign Language Development Institute) Pondok Pesantren Darussalam Putri Utara Blokagung, Tegalsari, Banyuwangi. ECC (English Conversation Club) was founded at the end of 2004, founded by Mrs. Winarsih, under the name ECC (English Course Club) which was founded because of the association of IAIDA students majoring in English who want to learn conversational English. This course is located in Madrasah Barat. But for now, it is not only iaيدا students who enter the English department, but anyone who wants to learn English can join this affair. The reason the researcher is researching here is that the researcher wants to find out how is the English learning in English language courses, especially speaking skills with the communication language teaching method.

B. Research Problem

Based on the background above, the researcher determine the research problem as: How is the use of communicative language teaching (CLT) in teaching speaking skill at basic class in ECC Darussalam Course in academic year 2021/2022?

C. Research Objective

Based on the problem described above the purpose of this research is to describe the use of communicative language teaching (CLT) in teaching

speaking skill at basic class in ECC Darussalam Course in academic year 2021/2022.

D. Research significanse

This research is expected to provide benefits to the teaching and learning process of English:

1) Theoretically

Hopefully this research can be used as a reference for further researchers who want to conduct research on the use of communicative language teaching methods, especially in teaching speaking skills.

2) Practically

- a. For students, researcher hopes that this research can give students alternative to practice CLT in studying speaking.
- b. For teachers, researcher hope this research could help teachers to find alternatives way in teaching speaking skills.

E. Research Scope and Limitation

The purpose of the scope and limitations of this research is to keep the discussion focused on the topic of the research problem. The scope of the investigation is meant to be an affirmation of the boundaries of the object. The limitation of the scope of this research is to use communicative language teaching (CLT) in teaching speaking skills in basic classes in a period of 2 meetings for 1 week. The first meeting discussed daily activities and the second meeting discussed direction.

F. Definition of Key Term

1. Speaking skill

Speaking is one of the language skills that students must master in order to be effective communicators. Speaking is an instrument of language and the main purpose of speaking is for communication (Tarigan, 1987.)

2. Teaching speaking

Teaching speaking is a process in which a teacher assists students in achieving their learning goals, which include the need to improve their speaking performance. Teachers can help students achieve their goals by encouraging their willingness to improve their speaking skills during the teaching and learning process (Mualiyah, 2017).

3. Communicative Language Teaching

Communicative language teaching (CLT) refers to both processes and goals in classroom learning. A central theoretical concept in communicative language teaching is communicative competence, a term introduced into discussions of language use and second or foreign language learning in the early 1970 (Savignon, 2002).

CHAPTER II

THEORITICAL FRAMEWORK

A. Related Literature

1. The Nature of Speaking Skill

Speaking is a productive skill in which the speaker produces and uses the language by expressing a sequence of ideas and, at the same time, she or he tries to get the ideas or the message across. In this case, there is a process of giving messages, which is called the encoding process. At the same time, there is a process of understanding the message of the first speaker. A skill is the ability to do something well. In short, speaking skills are the ability to perform the linguistic language in actual communication. Speaking skills are very important in the process of communicating, because having good communication skills will work well. Speaking is the ability to use words in order to convey or express meaning, ideas, or thoughts that are compiled and developed according to the needs of the listener so that what is conveyed can be understood by the listener. According to Tarigan (2008), speaking is a manner of communicating that has an impact on our daily life. Communication can be called verbal communication. Talking about oral skills requires one or more participants to build a good conversation. Indonesian, mathematics, and English are important subjects that need attention from

elementary school to higher levels. Speaking occurs when two people communicate with each other.

According to Harmer (2001) English speaking skill is very important for people interaction where people almost everywhere here and every day speak through English. In this global era, many people use English as a medium of communication and make it easier for people who come from various countries to interact and communicate. As an international language, we need knowledge and skills, especially for courses as a way to communicate ideas and through messages orally. In order for someone to communicate especially in English, we need to apply the language in real terms communication. (Harris, 1974) defines speaking as the encoding process whereby we communicate our ideas, thought, and feeling orally. It means that we deliver spoken language for someone to tell what we need and try to fulfill what other people ask. People can express themselves to other people to get a comfort situation in understanding each other. So, Speaking is the verbal and nonverbal interaction with an audience to communicate thoughts, information, and feelings. Speech is one way human beings make connection with each other. Meanwhile (Brown, 2007) states, that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Based on this idea, there are three important points that

must be occurred to the participants of communication (speakers and listeners) to construct the meaning during the interaction among them

According to Jones (2000) speaking is a method of communication which means that the speaker must consider the interlocutor as a listener. Every communication must have a message because speaking is more than just talking. Therefore, the speaking process is a vital activity that must be carefully considered to achieve the goal, and speakers must also use the right approach to express it.

According to Richard (2008) also states that in speaking we tend to get things done, explore ideas, work on some aspect of the world, or just be together. If students can speak English fluently that can help them to communicate easily and also explore their ideas. speaking good English also helps students to access up-to-date information in various fields including science, technology and health. Good English speakers will be in a strong position to help the economic, social and development of their country speaking is the skill of conveying messages through spoken language. The relationship between messages and spoken language as a medium of delivery is very heavy. The message received by the listener is not in its original form, but in another form, namely the sound of language.

Speaking is one type of productive or active skill. Although all four skills are equally important, speaking becomes the most

important communication tool that needs to be achieved. In other words, the purpose of language is communication and the purpose of speaking in the context of language is to increase communicative efficiency

Speaking skill is language skill that can develop in students' lives, where when students start listening, that's where speaking skills will develop. Students will begin to express a language that has meaning to achieve a goal that he wants to convey in communication. Effective oral communication, According to Richard (2002) requires the capacity to use language effectively in social interactions which include not only verbal communication but also paralinguistic aspects of speech such as tone, stress, and intonation. Non-linguistic aspects such as gestures, body language, and expressions are also needed when sending messages without using voice. According (Brown h. , 2007) adds that social interaction is very important in the function of interactive language, where not only words but how you express them using body language, gestures, eye contact, physical distance, and other factors. Nonverbal communication From the definition put forward by the experts above, it can be concluded that speaking is one of the most productive spoken language skills to convey one's message to others. Speaking is also not just saying words, but also emphasizes the delivery of ideas that are made According to the needs of the listener.

a. Component of speaking

Speaking is a complicated skill, According to Harmer (2007) because it involves components of grammar, vocabulary, pronunciation, fluency, and comprehension . There are several key elements to consider:

1) Comprehension

One of the most fundamental aspects of speaking is understanding. When individuals understand what others are saying, they will be able to communicate effectively. Understanding is a comprehensive understanding. This shows that in order to understand, both the speaker and the listener must understand what the speaker means when he or she says something.

2) Grammar

As a result, properly structured sentences with appropriate structures are required. According to (Thornbury, 2001) describes grammar as being more like a noun than a verb. This is a list of language-related facts. When we use language in real conversation, however, grammar appears to present itself in a way that appears to have little to do with the conscious application of linguistic truths.

Grammar is conventionally seen as the study of syntax and morphology of the sentence. In other words, it is the study of linguistic chains and gaps. Grammar appears to be more of a

process of mapping meaning nuances to fundamental concepts. This is a procedure that necessitates the use of a verb, similar to grammar.

3) Vocabulary

The English vocabulary is exceedingly large and diverse. Richard says that vocabulary is a crucial component of language ability and provided much of the foundation for how effectively learners speak, listen, read, and write. There are some differing view points on the many types of vocabulary. According to Thornbury (2002) proposes one of them: there are two types of vocabulary.

- a) Receptive vocabulary refers to the words that students know when they listen and read, as well as the words that students know when they receive information from others. Passive vocabulary is the opposite of receptive vocabulary.
- b) Expressive vocabulary refers to the words that students use when speaking or writing, and it is also known as active vocabulary. Learners should practice their speaking and writing skills to improve their expressive vocabulary.

Lack of vocabulary prevents a person from expressing their thoughts. So, to learn English and become proficient in speaking, he needs to have a large vocabulary.

A person's vocabulary refers to the correct diction used in communication. Without sufficient vocabulary, he will not be able to communicate effectively, convey his ideas both orally and in writing.

4) Pronunciation

All words are made up of sounds, and native speakers must be familiar with these sounds. If they understand what they are saying, others will understand. Imitation is central to the learning process in one area. This means that students have to hear something correctly in order to imitate it correctly. Because it is one of the skills needed to communicate fluently.

5) Fluency

The final step in learning to speak is developing fluency. The purpose of fluency is to be able to communicate effectively. Large number of language students Fluency is also crucial since it might make listeners feel satisfied with what the speaker is saying. Fluency is a feature that makes speaking more natural and normal, including native-like use of pauses, rhythm, intonation, emphasis, rate of speech, and use of interjections and interruptions.

b. Types of Speaking

According to Walter (2010) the following goals should be prioritized:

- 1) Use formal language When someone speaks formally, they are communicating a message to other people for business and academic .
- 2) The objective is to communicate information. Written language is both required and heavily affected.
- 3) Informal communication Speaking in this style is mostly used to maintain social relationships or friendships rather than to communicate information. If the interlocutor is on board, this is a simple task.

c. Function of Speaking.

There are three functions of speaking, namely talk as an interaction, talk as a transaction, and talk as a performance According to Richard (2008).

1) Talk as an Interaction

This function refers to what we normally mean by conversation and describes interaction to another people. For example, when someone meets another person, they will greet each other, engage in short chit chat, and so on. It happens because they want to create a good and comfortable interaction in their relation.

2) Talk as a Transaction

In this type of function tend to focus on what is said and how the message to be delivered can be delivered properly. The message or meaning is a main focus in this activity and also making someone understand correctly and accurately to what were we said.

3) Talk as a Performance

This refers to public talk which transmits information before an audience such as morning talks, public announcement, and speeches. It is an activity engaged in for amusement.

d. Assessment of Speaking

There are five of speaking assessment According Brown (2004) :

1) Imitative.

This is types of speaking performance tasks that deal with the ability to imitate a word or phrase or possibly a sentence. The example of these kinds of tasks is repetition.

2) Intensive.

This category of speaking assessment tasks related to the linguistic difficulties either phonological or grammatical aspect of language. Kinds of intensive speaking tasks are direct response, read-aloud, dialogue completion tasks and oral questionnaires, picture-cued tasks, and translation.

3) Responsive

This kinds of tasks include interaction and test comprehension but at somewhat length of utterance. Question and answer, giving instruction and directions and paraphrasing are categorized as responsive speaking tasks.

4) Interactive

Interactive speaking tasks can be described as tasks which produce interaction either transactional language or interpersonal exchange. Interview, role play, discussions and conversations, and games can be set as interactive tasks.

5) Extensive

These oral production tasks which are termed as monologue tasks include speeches, oral presentation, and story-telling.

2. Teaching Speaking Skill

The aim of teaching speaking skills is to improve communicative efficiency; As a result, students must be able to apply their knowledge. They should try to avoid grammatical and pronunciation errors. To help students understand speaking techniques, the teacher uses an activity approach that combines language input, organized output, and communicative output that can be used.

Teaching the four skills - listening, reading, speaking and listening is an obligation for English teachers to guide students to achieve these abilities by teaching them as interesting as possible. Thus, speaking

should also be taught like any other skill. Teaching is guiding students in learning and gaining new knowledge, skills, or attitudes. Brown (2000) says that teaching cannot be defined apart from learning, because teaching is guiding and facilitating learning, enabling learners to learn, and setting conditions for learning.

Teaching speaking skills at different levels requires a well-qualified and trained teacher who is familiar with the methods and techniques of teaching speaking with knowledge of the principles of teaching speaking skills. Various experts and authors have presented various principles of teaching speaking skills. Several sets of principles are presented for the analysis of speaking skills teaching problems.

There are five principles of teaching speaking according to Nunan, (2003) such as :

- a. Consider about second and foreign language learning context. It is to clarify about the target language context, the second language is the language of communication in the community because they use the target language almost every day. Meanwhile, in the context of a foreign language, the target language is not the language of communication in society. So learning to speak in context is very challenging.
- b. Provide opportunities for students to develop fluency and accuracy
Fluency is the degree to which a speaker uses language with little

- hesitation or unnatural pauses. Accuracy is the extent to which students' speech matches what is actually said when they use the target language
- c. Give students the opportunity to speak using group work and the activity is used to increase student practice time and limit the teacher's speaking
 - d. Making about negotiating meaning. This is to clarify and confirm whether students have understood or not. It can be done by asking for clarification, clarification, or explanation during the conversation to gain understanding
 - e. Designing classroom activities that involve guidance and practice in both transactional and interactional speaking. Transactional speaking involves communication to get things done, including the exchange of goods and services. Interactional speaking is communication with someone with a special purpose. This includes establishing and interpreting social relationships.

According to Brown (2007) Teaching is showing or serving someone to find a way to do something, providing guidance, assisting in the learning process, and conveying information. In teaching Speaking of teachers, they face many difficulties, so teachers have tricks and there are reasonable ways to improve students speaking skills. In order to improve speaking skills, teachers must demonstrate them well.

Teaching speaking by a teacher is not an easy thing. A teacher bears a great responsibility to prepare students to speak English in the real

world outside the classroom, because it not only requires students to focus on what the teacher is saying, but the teacher also has to explain the substance of the lesson, also confront students and help them in solving difficulties. Despite this, kids continue to struggle with English since the regulations are different from those in Indonesia. It becomes a significant homework assignment for teachers to grasp English better than students and to never condemn them when they make mistakes, because doing so might make pupils humiliated and scared to make mistakes.

Organize classes, lessons, assessments, and methods or media. using sentence and word stress , intonation patterns, and second language rhythms. They choose words and sentences that are appropriate to the appropriate social setting, situation, and subject and organize their thoughts in a meaningful and logical order. Use language as a tool to express values and judgments. Using language quickly and confidently is called fluency.

Teaching is a way for teachers to transfer their knowledge to students. Teaching speaking is training students to communicate how to use language for communication to transfer ideas, thoughts, or even feelings to others. The purpose of teaching speaking skills is to communicate efficiently. They should try to avoid confusion in messages due to incorrect pronunciation, grammar, or vocabulary and to reach the social and cultural rulers that apply in every communication situation.

It is clear that the purpose of teaching learning English speaking skills is to make students master the language. To make it happen, students must be actively involved in the teaching and learning process and do a lot of practice. The teacher must also manage the class well and be creative in learning.

3. Communicative Language Teaching

a. The Nature of Communicative Language Teaching

The approach is a component of the learning process. Using an approach can help teachers attain their learning objectives more readily. There are numerous strategies that teachers may employ in an approach to ensure that the learning process runs smoothly. The method, According to Harmer (2007) illustrates how language is utilized and how language is interconnected. In other words, the method provided a model of linguistic competency. An approach often involves a number of approaches, techniques, or strategies. The technique, According to Richard et al (2001) is the entire plan of content that is not contradictory and is all based on the chosen approach. While method is one manner in which this occurs in the classroom. It is a method for achieving a short-term objective. The plan is then implemented.

Communicative Language Teaching is one method of instruction. This method is used in English classes to assess students' language skills. Furthermore, Richard J. C (2006) defines as "a collection of

correlative assumptions dealing with the nature of language instruction and learning. It specifies the nature of the material to be taught. Communicative Language Education, as defined by Richards et al (1986), is a method that strives to make communicative competence the objective of language teaching and to design processes for teaching the four language skills that recognize the connection of language and communication.

According to Harmer (2001) the communicative language teaching is the name which was given to a set of beliefs which included not only a re-examination of what aspects of language to teach but also a shift in emphasis in how to teach. Communicative Language Method communicative language Teaching According to Littlewood (2002) One of the most distinctive features of communicative language teaching is that it pays systematic attention to the functional and structural aspects of language, incorporating these into a more communicative view.

b. Characteristic of Communicative language teaching

Characteristic is a specific form which is owned by something where it becomes unique or strength which can influence its user. Generally, every approach has its own characteristics, and it is included. According to Rodgers et al (2001) the characteristics are:

- 1) Language is a tool to express the meaning of communication

- 2) The main function of language is to interacting and communicating.
- 3) The structure of language is reflected, it means this occur depend on the situation (functional) and communicatively.
- 4) Grammatical and structural features are not the main unit of language merely

c. The principle of communicative language teaching

In learning English, it is very important to take into account several things, namely the purpose of learning English, the need to learn English, the interests of the learners, as well as variations in the use of methods, techniques and teaching models that are in accordance with the material being taught. And also the use of media as a support in help assist the teaching and learning process. Updates and additions for teachers who teach English are also very important, so that the teaching process is not monotonous.

There are five principles in using Communicative Language Teaching method According to Richard et all (2001) namely as follows:

- 1) Learners learn language by using it to communicate.
- 2) Authenticity and the meaning of communication are the goals of activities in the classroom.
- 3) Fluency is an important dimension in communication.

- 4) Communication includes the integration of the four skills in language learning.
- 5) Learning is a creative construction process rather than trial and error

By using communicative approach this study expected that the design of speaking materials could motivate and activate the language learners in speaking could be applied in real communication and could provide useful activities.

d. The Goals in the Approach

According to Savignon (2002) the goal of is to help learners build functional language abilities through involvement in communicative events. Piepho in (Rodgers et al , 2001) mentions several goals in the approach are as follows:

- 1) an integrative and content level (language as a means of expression)
- 2) a linguistic and instrumental level (language as a semiotic system and an object of learning)
- 3) an affective level of interpersonal relationships and conduct (language as a means of expressing values and judgments about oneself and others)
- 4) a level of individual learning needs (remedial learning based on error analysis)

5) general educational level of extralinguistic goals (language learning within the school curriculum)

From the several objectives that Piepho explained that language learning is a learning that not only input but requires an output from the learner.

e. Types of Teachers and Learning Activities

According to Richard et al (2001), there are two roles in , namely:

1. Role teacher

The success of the study is not far from people who teach the lesson. The teacher role in are:

- a) Teacher role is as an analyst of student needs who must know the real needs and problems that become obstacles in kbm.
- b) The teacher as a counselor who works as a counselor is to understand the situation and conditions and help find solutions for students.
- c) The teacher as a manager who regulates, manages, and facilitates the on going learning process.

2. Role learner Activities

focuses on communication as a process rather than knowledge of linguistic forms. It results in different roles for learners than those found in more typical second language classrooms, as described by Brend and Cadlin as mentioned in

Richard et al, 2001) in describing the learner role within in the following terms:

a) As negotiator

The role of learners is as negotiator. Those are negotiators for meaning, communicators, discoverers, and contributors of knowledge and information. Negotiator for meaning means that the students should know the meaning all the expression they have. Thus they understand its content. Negotiator for communicator means that the students have to dare express their ideas. They also forced to be active in the class. If they found difficulties, they might ask to the teacher as the facilitator in the class. In short, the students do most speaking in the class.

Negotiator for the discoverers means that the students should find about what is new to the text they got and they should understand deeply about their text material. Negotiator for contributor of knowledge and information means that the students are the center of knowledge and information. They should inform their knowledge to the others. It showed when the students were like a teacher and they tried to understand their friends.

b) As listener

The students as a listener, it can see the observation, the students listen the teacher said which as listening the explanation from the teacher. Listening is the advice and motivation, and also as the instruction and others

f. Types of Learning and Teaching Activities

According Littlewood (1981) describes two types of communicative activity:

1) Pre-communicative activities

The pre communicative activities are the activities in which the learners are being trained in the part skill of communication rather than practicing the total skill to be acquired. In the pre communicative activities, the learner practice certain language form and functions which lead to communicative work. The aim of pre communicative activities is to give learners fluent control over linguistic forms with the main criterion for success, whether the learners produce acceptable language.

2) Communicative Activities

communicative activities are the activities in which the learners activate and integrate their pre communicative activities of knowledge and skill, in order to use them for the communication of meanings. There are two main categories in

communicative activities and social interaction activities. The main purpose of the functional activities is that learners are located in a circumstance where she or he has to perform a task by communicating the best she or he with some resource she or he available. In the social interaction activities, the learners are also motivated to pay greater attention of the social context where the interaction takes place.

g. Advantages and Disadvantages of Approach

Since its inception, has had a significant impact on teaching and learning in many regions of the world. According to Richards and Rodgers (1986), the development of has been both commended and condemned. appears to have the following advantages in general:

- 1) It attempts to create four categories of communication competence: grammatical competence, sociolinguistic competence, and strategic competence.
- 2) It plays an important part in English learning since it allows students to practise the language. This might be to increase learning since students want to engage in communicative activities.
- 3) Finally, it teaches pupils how to utilise language in real-world circumstances.

Meanwhile, Nunan (1991) claims that in the last ten years, the weak version of has become a less common practise, namely the

importance of providing opportunities for learners to use their English for communicative purposes, as well as efforts to integrate activities into broader language teaching programmes.

However, whether the version is weak or powerful, it is up to the instructor to decide how to employ this strategy with Second English pupils.

So, the notion of is a method that runs simultaneously between mastery of language structure and mastery of communication. Because these two things cannot be separated and interrelated to master a language, especially English.

B. History of English Conventiation Club Course

The Darussalam ECC Darussalam Course is located in Blokagung Village, Karangdoro, Tegalsari, Banyuwangi City, East Java, to be precise, at the Darussalm Islamic Boarding School, Blokagung. This ECC is one of the language courses under the Darullughoh Injlisiyah dormitory as for the history of the ECC Darussalam Course The ECC (English Conversation Club) Darussalam Course is an English course under the auspices of the LPBA (Foreign Language Development Institute) Darussalam Islamic Boarding School Putri Utara Blokagung, Tegalsari, Banyuwangi.

The ECC (English Conversation Club) was established at the end of 2004, founded by Mrs. Winarsih, under the name ECC (English Course Club) which was founded because of the association of IAIDA

students majoring in English who wanted to learn English conversation whose course was located at Madrasah Barat. For several periods, the place was moved to the Futuhatul Laduniyyah Dormitory. Imam ECC's name was changed to English Conversation Club, which focuses on deepening Conversation. In 2014, ECC moved to Darul Lughoh Dormitory, where ECC is still combined with the Arabic-focused AL-Alam Course. on January 3, 2020, ECC (English Conversation Club) Course, which is located at Darul Lughoh Al-Injiliziyyah Dormitory. Until this year there were 16 graduates.

ECC (English Conversation Club) Darussalam Course, there are three levels, namely, basic, intermediate and advance. ECC Darussalam Courses can be taken for 1 year 6 months. At ECC Darussalam Course there are two skills, namely soft skills and hard skills, in hard skills such as listening, Speaking, Writing, Reading, as for soft skills such as story telling, Mc (master of Ceremony), Speech, Debate, News Reading and Public Speaking. The featured programs at ECC Darussalam Courses are, for the basic class there is a study outside, for the intermediate class there are street vendors, which are located in BALI, and for the Advance class there is PPL (Field Work Practice). The achievement targets for the basic class are, Full English in Speaking, Memorizing 300 Vocab / Vocabulary About Nouns, Speaking English with correct pronunciation, being able to master story Telling, Mc and Public speaking skills.

For the Intermediate class, namely, understand and be able to apply lessons in the intermediate class, memorize 200 vocabs/vocabulary about verbs (verbs), be able to master speech skills, debate, be able to apply grammar skills into daily speaking and street vendors (field work practice) . For the Advance class, namely, understand and be able to apply lessons in the intermediate class, memorize 200 vocab / vocabulary about common expressions, Ppl (field work practice) which is held in a language-based dormitory.

C. Previous Studies

The research also discovered some similar research like Improving Students' Speaking through Communicative Language Teaching Method at Mts Ja-alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu, Indonesia (Efrizal, 2012) the research design is classroom action research. Based on result of data analysis there are improvements on students' speaking achievement in each cycle. The data shows that in pre-assessment students' speaking is 0% (excellent), 0% (very good), 20% (good) 36% (low) and 44% (failed). In cycle I students speaking achievement is 0% (excellent), 8% (very good), 24% (good), 32% (low), 36% (failed). In cycle II the students speaking achievement is 0% (excellent), 16% (very good), 44% (good), 20% (low) and 20% (failed). In cycle III students' speaking achievement is 12% (excellent), 20% (very good), 56% (good), 8% (low) and 4% (failed). In cycle IV students' speaking achievement is 24% (excellent), 48% (very good), 28% (good), 0% (low) and 0% (failed). This

research indicates that the using of Communicative Language Teaching method can improve students' speaking achievement at the first year students of Mts Ja-alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu academic year 20011/ 2012.

Improving Students' Speaking Skill Through Communicative Language Teaching Method At Smp Asuhan Jaya Medan (Julista, 2018), This research design is classroom action research. the research result, it was found that there was an important on the students speaking skill by using Communicative Language Teaching Method. The research was conducted at SMP Asuhan Jya of second grade consisted of 30 students as the subject and thus school located at Jl. Kayu Putih, Tj. Mulia Hilir, Medan Deli, Kota Medan, Sumatera Utara 20241. The result of the research was shown that the Communicative Language Teaching Method was significantly affected on the students' speaking achievement. It was clearly seen from the students' score mean of the pre-test in the first meeting was still low (62) by which 8 students got point up to 75. In post-test of cycle II 21 students got higher than 75. It could be concluded as the following there was an improvement on the students speaking skill when they were taught by using communicative language. Those conditions showed that the implementation of using communicative language in improving the students speaking skill was successful.

Use Of Communicative Language Teaching Method For Students At Stmik Royal In Kisaran by (maulana,2019). This research method is

classroom action research (CAR). The data in this study used percentage analysis. The respondents of this study were students at STMIK Royal Teladan Kisaran consisting of 20 students. Results Based on data analysis, there was an increase in students' speaking achievement in each cycle. The data shows 4 cycles in this learning activity for students to know about students' speaking achievement. The results show that the speaking achievement of students is 23% (excellent), 50% (very good), 27% (good), 0% (low) and 0% (fail). This research shows that the use of communicative language teaching method can improve students' speaking achievement at STMIK Royal Teladan Kisaran.

The use of communicative language teaching in teaching speaking recount texts to the eight graders of SMPN 28 Surabaya by (Kusumawati,2017). This research method is qualitative. The results of the study revealed that the implementation of CLT was in accordance with the procedures for implementing modification activities from Richard (2006). The procedure is practicing mechanics, practicing meaningful, practicing communication, and feedback. Based on the results of students' speaking performances, it can be seen that there are various student fluency results ranging from very poor to very good. In conclusion, CLT can be applied in teaching speaking to make students practice continuously and help them convey ideas they are confident in speaking.

1. Similarities

Between the four previous studies and this research, there are similarities such as: one of the previous studies using the same method, namely qualitative, the benefits of using communicative language teaching for teachers are helping students to improve students' speaking skills correctly and making students more active in the ongoing learning process. take place.

2. Difference

The difference between the four previous studies and this research lies in the design of the research and development methods used in the three previous studies. While in this study using a qualitative descriptive design. Also four previous studies were conducted in the School. Meanwhile, this research was conducted at the English conversion club course at Darussalam Islamic Boarding School, Blokagung.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses about research method, research setting, research subject, data and data sources, data collection technique, data analysis, and data validity.

A. Research Design

Based on research problems and objectives in this study, the researcher decided to use qualitative approach. According to Creswell (2009) a qualitative study is defined as an inquiry process of understanding a social or human problems, based on building a complex, holistic picture, formed with words, reporting detailed views of informant, and conducted in natural setting. Methodologically, these approaches rely on inductive designs aimed at generating meaning and producing rich, descriptive data. From these definitions, it can be concluded that qualitative research is a study that focused on phenomena in social activities includes attitudes, habituation, and beliefs in groups or individually through qualitative data.

In this study, the researcher focused on the teaching and learning process of speaking skills use Communicative Language Teaching (CLT) Approach In Teaching English basic class as Foreign Language at ECC Darussalam Course in academic years 2021/2022 with descriptive data, namely in the form of written words and observable behavior then directed at the background and individuals holistically. Descriptive research is

research that describes the properties or characteristics of a particular individual, situation, or group. The reason why this research uses descriptive qualitative methods in this study is because the researchers themselves or with the help of others are tools or collecting data about the teaching and learning process of speaking skills using approach . Thus, in this study it is very possible for researchers to make adjustments to the reality on the ground.

B. Research Setting

The ECC Darussalam Course is one of the courses located at the Darussalam Islamic boarding school which is located in the *Darullughoh Injlisiyah* dormitory located in Banyuwangi, tegalsari subdistrict, exactly at blokagung village. This research was carried out from April 14 and 15 2022. The object of the research was speaking basic class, the education ECC Darussalam Course.

C. Research Subject

The first subject in this research is the English teacher of the junior unit, namely Miss Lailatul Nikmah S.Pd and students in ECC Darussalam Course to explore the main data related to the teaching and learning process in basic class students for the 2021/2022 academic year. The total number of students in this class is 18 female, The average student is 16 to 22 years old.

D. Data Sources

A good data source is one whose validity can be trusted and can produce valid evidence. There are 2 types of data According to Sugiono (2014) namely :

1. Primary data is researchers collected primary data. Here the researcher uses primary data obtained by interviewing several informants, recording, and observing teaching and learning activities at ECC Darussalam. The informant in this study was Mrs. Siti Lailatun Nikmah as a teacher and students of the basic class in ECC Darussalam.
2. Secondary data is data collected by other parties not by the researchers themselves for other purposes, meaning that the data is obtained by a second party. This data can be obtained from several references such as documentation, archives and other data related to research problems, secondary data that supports or complements primary data is student data, tutor data, history of ECC Darussalam, and teaching materials.

E. Procedure of Data Collection

According to Creswell (2009) the data collection method uses three methods, namely:

1. Observation

Observation is where the researcher makes field notes about the behavior and activities of individuals at the research site. In this field

note, the researcher notes, unstructured or semi-structured in the research location. Qualitative observers can also engage in roles that vary from non-participant to full participant. In this study, observation was used efficiently to assess the teaching-learning process, student activities, and potential difficulties. In this study, the researcher acts as an observer to collect data. The researcher did not take part in the class activities directly. In this case, the researcher does nothing unless the researcher enters the classroom and then the researcher observes the teaching and learning process by taking notes, evaluating the data, and holding meetings about the items being examined. Through field notes, researchers will write down everything that happens during the learning process, including a schedule of observations such as place, time, date, month and year. The purpose of the observation was to find out how the use of communicative language teaching approach in influencing the successful implementation of teaching speaking skills at ECC Darussalam Course in dormitory darullughoh al injliziyah Darussalam, Blokagung, Tegalsari, Karangdoro, Banyuwangi

2. Interview

Interviews are where the researcher conducts face-to-face interviews with participants, interviews participants by telephone, or engages in focus group interviews, with six to eight sources in each group where there is an interviewer and an interviewee (where the interviewer asks questions to obtain information from the interviewee).

Furthermore, the purpose of this interview was to confirm the observational findings and to obtain additional information for this study.

In this interview section, researcher interview informant. informant is one of Miss Lailatun Nikmah S.Pd. This interview focuses on how to use a communicative language teaching approach in teaching speaking skills and why to use this method. This interview was conducted in 25 April 2022. The interview involved a few unstructured and generally open-ended questions and was intended.

3. Documentation

Documents are records of past events. Documents can be in the form of photos, such as school history, biographies, regulations, policies. Documents in the form of images or audio visuals. This data can be in the form of photos, art objects, video tapes, or any form of sound or image during the teaching and learning process when the research will be carried out. Documents can provide information relevant to the issue and problem being investigated. In addition, the recordings can be used to record interviews with students to find out their opinions and impressions about the use of English animated short stories in the teaching-learning process. Documentation techniques are useful in collecting data on class members to determine speaking ability, teacher conditions, and school location.

F. Data Analysis

Data analysis technique is a process of collecting data systematically to facilitate researcher in obtaining conclusions. Data analysis According to Bogdan in Sugiyono is the process of systematically searching and compiling data obtained from interviews, field notes, and other materials so that they can be easily understood and the findings can be easily informed to others. The qualitative data analysis is inductive in nature, namely the analysis of the data obtained.

According to Miles (2014) this analysis consists of three streams of activities that have occurred simultaneously, including: data reduction, data presentation, and conclusion drawing/verification. Regarding the three paths, they will be explained in more detail as follows:

1. Data Reduction

Data reduction can be defined as the process of selecting, abstracting, and transforming rough data that emerges from written records in the field. Data reduction takes place continuously during a qualitative research-oriented project. The anticipation of data reduction is already evident when the research decides on the conceptual framework of the research area, the research problem, and which data collection approach to choose. During the data collection takes place, there is a further reduction stage. This data reduction/transformation continues after the field research, until a complete final report is compiled. Data reduction is a form of analysis that sharpens, categorizes, directs,

discards unnecessary, and organizes data in such a way that final conclusions can be drawn and verified. Qualitative data can be simplified and transformed in various ways, namely: through rigorous selection, through summaries, classifying them in a broad pattern , and so on. Sometimes it is also possible to convert data into numbers or ratings, but this is not always wise.

2. Data Presentation

Miles and Huberman limit a presentation as an organized collection of information that can provide the possibility of drawing conclusions and taking action. They believe that better presentation is a key means of valid qualitative analysis, which includes: various types of graphs, matrices, networks and charts. They are designed to combine organized information in a coherent form. Thus an analyst can see what is happening, and can determine whether to draw the right conclusions or continue to carry out the analysis.

3. Draw Conclusions

Drawing conclusions According to Miles and Huberman is only part of the activities of the configuration that is still intact. Conclusions were also verified during the study. The verification may be a brief rethinking that goes through the analyst's (researcher) mind as he writes, a review of field notes, or it may be thorough and laborious with reviewing and brainstorming among colleagues to develop an intersubjective agreement or broad efforts to place copy

A finding in another data set. In short, the meanings that emerge from other data must be tested for their correctness, robustness, and suitability, namely which is their validity. The final conclusion does not only occur during the data collection process, but needs to be verified so that it can really be done.

G. Data Validity

The validity of the data collected is very important. Wrong data will lead to wrong conclusions, and vice versa, valid data will produce correct conclusions. That pepper has four kinds of triangulation in inspection techniques to achieve validity including

1. Data Triangulation

Using various data sources, such as documents, archives, interviews, observations or also by interviewing more than one object that is considered to have different points of view.

2. Observer Triangulation

There are observers outside the researcher who also check the results of data collection. In this study, for example, the supervisor acts as an observer (expert judgment) who provided input on the results of data collection. Here the researcher involves the supervisor as an observer as well as checking the results of the data that the researcher collects.

3. Triangulation Theory

The use of several different kinds of theories to ensure that the data collected meets the requirements. It is used and tests the collection of the data.

4. Triangulation Method

The use of various methods to research something, such as observation and interview methods. In this study, the researcher used the method observation which was supported by the method of interview and documentation. This is to compare the results of interviews, observations, and documentation, to test the results of the data that has been collected.

From this type of triangulation, researchers used triangulation methods to obtain the validity of the data. In addition, the researcher collected data by using interviews to support the data. This research uses triangulation method. To achieve data validation, researchers will compare the data obtained with observation data, interviews and documentation.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter discusses the display of data, research results and discussion based on data obtained from English tutors and students through observation and interviews. The results are presented in organizational data along with analysis of data display from class observations, data analysis from interviews and teachers.

A. Research finding

1. Description of the Results of Observation 1

Communicative language teaching is a method used by teachers which emphasises more on communicative interaction with each other and with the tutor as the goal of learning. In this case, the researcher conducted an interview on how to use the method of teaching to develop students' speaking skills at the ECC *Darusalam* Course. This can be seen in the first observation held on Friday, April 14, 2022. The teaching-learning process was underway in the ECC Darussalam Course's basic class at *Pondok Pesantren* Darussalam Blokagung. The teacher who handles the ECC Darussalam Course English programme is Mrs. Siti Lailatun. The procedure carried out in this teaching and learning process uses three steps, namely the opening, the core of the discussion, and the closing.

a. Opening

In the teaching-learning process, the teacher teaches to active learning. The teacher gave students ideas to help them understand the materials. The teacher delivered material about daily activities. Teaching and learning activities begin with a greeting. The teacher greeted the students by saying, "*Assalamu'alaikum.*" "Good morning, students," and the students respond with "*Wa'alaikumsalam.*" Let's pray together in the morning before we start this lesson. After opening, After opening, the teacher checks the attendance of students by calling students one by one, totaling 18 female students.

Based on the attendance list, most students in the ECC Darussalam Course always attend the meetings diligently. Almost all of them were not absent for any reason, except illness or any agenda, which were explained in the permission letter. Then, the teacher asked, "Is there any homework or assignments?" "What's the material we discussed last meeting?" "By asking those questions, students would remember and review the previous lesson that had been learned because the materials always have a relationship with each other.

Based on the observations, the English teacher started the class by greeting the students first. Then, the teacher stimulated the students by inviting them to recall the topic they had discussed in the previous meeting. This is intended so that students will remember what the teacher taught yesterday. The researcher also found that the teacher

did brainstorming first before starting the topic in order to give the students stimulation because they usually get other subjects before entering the English subject.

b. Main activities

In the core activity the teacher does not directly provide an explanation of the material first, the teacher stimulates students to stimulate students' thinking first, to provoke students to speak the teacher asks students.

teacher: "what are you doing at 7 o'clock?"

Student : I slept miss.

Student 2 : I memorized Vocab Miss.

Teacher : and you(by appointing student 3) what do you do when you take a shower?

student 3 : when the clock shows half past eight I get dressed and then get ready to go to campus, miss.

Teacher : ok, and what are you doing at 9 o'clock?

Student 4 : if i relax miss mis

Then the teacher asks the students to discuss the teacher's vocabulary together.

Teacher : what is the next English sleep?

students answer "*tidur* " teacher asks again : wake up? Student's answer : *Bangun* miss, and breakfast? Student's answer: *sarapan*. The teacher appoints students who have not been appointed one by one.

Brush your teeth : *menyikat gigi*

Take a bath : *mandi*

Dress up : *memakai baju*

Go to school : *berangkat sekolah*

Lunch : *makan siang*

Washing dishes : *mencuci baju*

Cleaning the dorm : *membersikan asrama*

Prayer : *sholat*

Perform the blouse ritual : *whudlu*

Then the teacher writes down the vocabulary that the students have mentioned on the blackboard. Then the teacher explains the material.

Teacher : Well, that's called daily activities. What is life and daily activities?

Students : daily means daily and activity is activity

Teacher :Okay, so daily activities are activities that are carried out every day.

Students listen to the teacher's explanation. In the teaching process, the teacher gives instructions to students using complete English, and when students do not know the meaning, they will ask the teacher. Vocabulary is also done when the teacher explains and communicates with students about the material being studied if one of the students does not understand the meaning.

While waiting, the teacher is done with writing. Then the students take notes on the vocabulary that has been written by the teacher in the book. After that, the teacher gave an example to the students of what the sequence of daily activities was from morning to night. After the teacher gives an example, the teacher gives instructions to the students to find a partner in order to share stories about daily activities with their partners and evaluate each other. This is done so that students are more active in the teaching and learning process.

One by one the students came to the front of the class and told their daily activities that they did every day. While the learning process, the teacher give some motivation for the students to be brave and not afraid if they do some mistake. Some of students perform because of their self and some of them because of the teacher asked them. Based on the teaching behavior above, it can be seen that the

teacher as facilitator in teaching learning had various ways in order the students to be involved.

Related to the result of the observation and interview above, it can be known that the teacher used the techniques of Communicative Language Teaching in order for the students to be able to achieve communicative competence.

c. Closing

The bell rang, and the teacher announced that the lesson would resume at the next meeting. In the closing lesson, the teacher gave comments about the students' performance and suggestions for what should be improved. The teacher also reviewed the material by giving questions that would conclude their teaching and learning that day. The class was closed by saying "*Hamdallah*" together.

Based on the observation, it can be known that the teacher did not ask a question to make the conclusion. In this case, the teacher practised speaking skills for the students.

2. Description of the Results of Observation 2

The second observation was held on Sunday, April 15, 2022. The procedure of teaching is divided into three steps.

a. Opening.

Based on the observations, the English teacher started the class by greeting the students first. Then the teacher stimulated the students

by inviting them to recall the topic they had discussed in the previous meeting. The meeting was discussed regarding direction. The medium used on that topic was the English book. A whiteboard was provided for the teacher to write the points of direction.

b. Main activities.

The teacher explains that the lesson that will be learned today is direction. The teacher explains that direction is a noun that has the meaning of direction. After that, the teacher writes on the blackboard the vocabulary keywords and expressions in each direction (asking for direction and giving direction), but the teacher does not immediately write the vocabulary with only the teacher fishing first.

1) Vocabulari.

Near	: <i>dekat</i>
Behind	: <i>belakang</i>
Beside	: <i>samping</i>
Next to	: <i>disamping</i>
Turn right	: <i>belok ke kanan</i>
Turn left	: <i>belok ke kiri</i>
In front of	: <i>di depan</i>
Go straight	: <i>jalan lurus</i>
Between	: <i>diantara 2 benda</i>
Among	: <i>diantara lebih dari 2 benda</i>
Across	: <i>di sebrang</i>

Go past	: <i>melewati</i>
opposite	: <i>berlawanan</i>
intersection	: <i>perempatan</i>
In the corner of	: <i>dipojok</i>
T-junction	: <i>pertigaan</i>
Through	: <i>melewati</i>
Away from	: <i>jauh dari</i>

2) Phrases in direction

a. Asking for direction

Do you know where is ?

Where are you exactly?

Excusme, can you show me the way to.. please?

Is this the right way for..?

What's the best way to.?

How so far is it to..?

Can you tell me the best way of geettinf to..?

I'm looking for..?

Do you have a map..?

b. Giving for direction.

Follow the signs to..

Turn left at the intersection and it is a cross the post office..

Go straight on this road, turn right at the traffic lights.

You are going in the wrong direction...

Just turn the right and you will find the mosque. It's near with....

After that, the teacher asked the students to read the vocabulary together three times to make it easier to remember the vocabulary. The teacher divided the students into groups consisting of four or five students, and then asked them to discuss the topic. One from each group went forward to the class, and each group got one theme. The teacher said you can use the expression on the board or you can make your own. Then they start to discuss it. In addition, teachers always try to be involved to realise students' thinking in understanding a concept during discussion. Here the teacher claimed to be able to see the shortcomings and weaknesses of students' work. Then the teacher gives some comments or hints to improve it. Comments might even come from other students as well. In addition, the teacher sets a condition that students need to use English. Students must speak English with their friends in class or in the dormitory. Students who do not speak English will be penalized.

After that, the students were asked to write in the book the result of the discussion. In the next activity, the teacher asked the students to practise a mini role play from the dialogue in the English book that consists of some students. The teacher said, "You will re-explain what you have understood and will demonstrate the results of your discussion about asking for directions and giving directions." Then the students follow the teacher's instructions. A dialogue

situation about foreigners asking local residents for directions
 Students, namely Aula the hall and the hall from Group 1, start the
 role play in front of the class.

Jack : Excuse me. Could you tell me where the National Bank is?

Anna : The National Bank? Oh, I'm afraid that you are quite far from
 That.

Jack : What? I'm lost? I thought I was near!

Anna : Oh no. National Bank is in Saigon Road on Nguyen Street!

Jack : Could you please tell me how to get there?

Anna : Hmm. Let me see... Go straight on this road, turn right at
 The traffic light.

Jack : is that all?

Anna : Hmm... Hold on. Let me think... Ah! After that, go past
 the big mosque and turn right into Road KH. Hasyim ashari
 and..

Jack : Okay. And?

Anna : Opposite KH. Hasyim ashari Road is the adi sucipto Street
 You will see the Vina Mall. It's huge. National Bank is next
 to it. You surely won't be lost anymore.

Jack : Got it! But is that the quickest way of getting there?

Anna : Yes, it is.

Jack : Do you have a map?

Anna : I'm sorry I don't have.

Jack : Okay. Thanks.

Anna : You are welcome

c. Closing

In the closing lesson, the teacher gave comments about the students' performance and suggestions for what should be improved. The teacher also reviewed the material by giving questions that would conclude their teaching and learning that day. The class was closed by saying Hamdalah together.

Based on the above observations, the teaching and learning process at ECC Cours Darussalam *Blokagung* is Teachers indirectly not only teach speaking but also indirectly teach other skills such as listening and writing during the learning process. The real purpose of learning is to develop students' communicative competence. The researcher found that the teaching and learning processes in the courses went well. The teacher gives some instructions or questions to the students regarding the material to be explained. After that, the teacher gives students the opportunity to explore their ideas. Then the teacher and students discuss their ideas together and give awards to students who dare to convey their ideas. The teacher does not directly explain the material but stimulates students first and gives instructions to students. Then the teacher explains the material,

namely daily activities and language characteristics. After that, the teacher gives some examples of how to talk about themselves and asks them to understand the dialogue and look for the language features of the dialogue. Then the teacher asked the students whether they had understood the material or not. If there are students who do not understand the material, the teacher tries to explain the material. When the teaching and learning process takes place, the teacher always controls them so that they feel cared for, because if the teacher does not control them, students will talk to each other, and the teacher and students justify and justify each other.

Based on the results of the interview above, it can be seen that the ECC Darussalam Course oversees the learning process of foreign languages, especially English, which is the main subject taught in this course. This course meets the needs of students learning English. When the teacher uses the communicative language teaching method in teaching speaking English, it makes the English class effective for improving students' speaking ability and makes them more familiar with English words. In addition, it gives students more opportunities to speak English during the teaching and learning process.

B. Discussion

Based on the results of the study, it can be seen from how teachers use the communicative language method (CLT) in the ECC Darussalam Club course as follows:

At first, the teacher stimulated students by provoking them with the question, "What are you doing this morning?" by pointing at the intended student. The student answered what he had done this morning. After the teacher gives instructions about vocabulary related to the material to be discussed by the teacher, namely daily activities and directions, After completing the stimulus to students, the teacher tells students the material to be explained. After explaining, the teacher instructs students to find partners to practise the material that has been given by the teacher during teaching and learning activities. If there are students who do not know the vocabulary, the students will raise their hands and ask the teacher for the unknown vocabulary during the interaction.

The use of Communicative Language Teaching (CLT) in teaching English in English conversion clubs in the academic field of 2021/2022 used by teachers to teach speaking English in the ECC Darussalam Course. In teaching speaking, forcing students to be active in class During class observation, the researcher noticed that the teacher always tried to involve students in speaking. In other words, communicative language teaching requires students to participate in class. Sometimes in some lessons, the teacher gives advice or motivation in the form of stories and jokes so that

the teaching and learning process is not boring. The purpose of teaching English in the basic classes of the ECC Darussalam Course is for students to understand English as a communication tool and to enable students to be active in practising English. Effective language teaching requires students to participate in class.

CHAPTER V

CONCLUSION

This chapter presents conclusions and suggestions. This conclusion is based on research findings as stated in the previous chapter and is presented to answer research problems.

Based on research that has been carried out by researchers regarding the use of communicative language teaching methods in teaching speaking skills at the ECC Darussalam Course for the academic years 2021–2022, it can be concluded that CLT is a language teaching approach that emphasises interaction as a means and ultimate goal of learning. By using this CLT method, students are more active in the teaching and learning process due to several factors: students are asked to speak in pairs; the material provided by the teacher relates to everyday life or can be said to be interesting; and the student-centered learning model makes students more motivated.

Have many opportunities to practise communication in English. Students can add new vocabulary, not only what they memorize, because ECC is sheltered in a dormitory and every day is required to use full English and save the memorised vocabulary. Students are more active because the teacher becomes a learning facilitator to support students who dare to speak without fear. In the results of the students' speaking performances, it can be seen that there are various levels of student fluency, ranging from very poor to very good. In conclusion, in applying the CLT method in teaching

speaking to make students fluent in pronunciation and fluency in speaking English and to help them add their ideas confidently in speaking

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APPENDICES



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Lamp. :-

Hal : PENGANTAR PENELITIAN

Kepada Yang Terhormat:

ECC Course Darussalam

Di - Tempat

Assalamu'alaikum warahmatullahi wabarokatuh

Yang bertanda tangan di bawah ini Dekan Fakultas Tarbiyah dan Keguruan (FTK) Institut Agama Islam Darussalam (IAIDA) Blokagung Banyuwangi, memohonkan izin penelitian atas mahasiswa kami:

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Untuk dapat diterima/melaksanakan penelitian di lembaga yang Bapak/Ibu pimpin, dalam rangka penyelesaian program skripsi.

Adapun judul penelitiannya adalah:

Communicative Language Teaching (CLT) in Teaching Speaking Skill at Basic Class in ECC Course Darussalam in Academic Years 2021/2022

Atas perkenan dan kerja samanya yang baik diucapkan banyak terima kasih.

Wassalamu'alaikum warahmatullahi wabarokatuh.

Blokagung, 07 Maret 2022
Dekan

DEKAN
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ENGLISH CONVERSATION CLUB (ECC)

PONDOK PESANTREN DARUSSALAM PUTRI UTARA
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Menyatakan telah melaksanakan penelitian di ECC (English Conversation Club) Course di Pondok Pesantren Darussalam Blokagung dengan judul : Communicative language teaching (CLT) in teaching in academic years 2021/ 2022. Mulai 15 april 2022.

Demikian surat keterangan ini dibuat dan dipergunakan sebagaimana mestinya.

Banyuwangi, 15 april 2022

Ketua ECC Darussalam Course

Dewi Naza Syafa Kamila

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PERIODE	20212	
JUDUL	communicative language teaching ctt in teaching speaking skill at basic class in ecc darussalam course in academic year 20212022	

No	Periode	Tanggal Mulai	Tanggal Selesai	Uraian Masalah	Bimbingan
1	20212	04 Juni 2022	04 Juni 2022	acc ujian thesis	judul-appendices
2	20212	03 Juni 2022	03 Juni 2022	bab 4 masih kurang spesifik. perlu penambahan deskripsi penelitian.	bab 4 dan 5
3	20212	02 Juni 2022	04 Juni 2022	penyampaian hasil penelitian kurang specific dan tajam.rnkesimpulan masih tidak menyimpulkan karena tidak sinkron dengan tulisan di chapters sebelumnya.	chapter 4 and 5
4	20212	26 Mei 2022	26 Mei 2022	acc judul baru	bab 1-3
5	20212	11 April 2022	06 Juni 2022	ganti judul penelitian	bab 3
6	20212	04 April 2022	06 April 2022	dikarenakan tempat yang akan diteliti tidak memiliki media yang akan diteliti dan sudah libur, maka setting penelitian diganti dan di tempat baru yang diteliti tidak menggunakan media pembelajaran, so.. instead of meneliti penelitian maka berganti meneliti metode pembelajaran	ganti permasalahan dan setting penelitian
7	20212	13 Desember 2021	29 Juni 2022	menentukan subjek penelitian yang masih belum di acc oleh pihak yang akan dijadikan bahan penelitian	bab 3
8	20212	02 Desember 2021	13 Juni 2022	membuat literature review dan previous study	bab 2
9	20212	28 November 2021	02 Desember 2021	menentukan judul penelitian.rnpenulisan masih kurang ilmiah.	penentuan masalah penelitian, bab 1 dan 2

LESSON PLAN

School/Course : (ECC) English Conversation Club

Subject : English

Class : Basic

Language Skill : Speaking

Time Location : 60 x 1

Meeting : First Meeting

1.1 Learning Objective

- 1.1.1 Students are able to speak fluently personally in front of the class or in pairs using the communicative language teaching method.
- 1.1.2 Students can confidently apply their speaking skills in front of their classmates using English using the communicative language teaching method.

1.2 Learning Materials

- 1.2.1 Definition of Daily Activities.
- 1.2.2 Understanding about Daily Activities.
- 1.2.3 Give vocabulary about Daily Activities.
- 1.2.4 Example of Daily activities.

1.3 Learning Methode

- 1.2.1 Communicative language teaching, question and answer and practice.

1.4 Learning Activities

Stage	Learning Activities	Time
Pre-Activities	Pray, prepare students, take attendance, motivate, convey learning objectives.	15 minute

Main Activities	Students are given guidance from the teacher providing stimulus to students, giving instructions to students to guess the title of the material, and vocabulary.	30 minutes
	Student are given te opportunity to see teacher give example of the material practice for reference.	
	Student are given the opportunity to practice one by one in front of class and in pair.	
	Teachers and students make conclusions about the material that has been studied in daily activities. Students are then given the opportunity to ask questions about things that have not been understood.	
Post Activities	The teacher ends the learning process by giving thanks for the success of the learning process and praying and said hamdalah together.	15 minutes

1.5 Learning Material

(Daily Activity or daily activities is a phrase that is defined as daily activities or daily activities. Because what is told is daily activities from morning until it is often referred to as Daily Activities in the plural because there are several activities carried out. Making sentences is also quite easy by stringing a number of sentences into several paragraphs. and specially adapted to the time of day. Given vocabulari :

Breakfast : *sarapan*

Take a bath	: <i>mandi</i>
Dress up	: <i>memakai baju</i>
Go to school	: <i>berangkat sekolah</i>
Lunch	: <i>makan siang</i>
Washing dishes	: <i>mencuci baju</i>
Cleaning the dorm	: <i>membersikan asrama</i>
Prayer	: <i>sholat</i>
Perform the blouse ritual	: <i>whudlu</i>

LESSON PLAN

School/Course : (ECC) English Conversation Club
Subject : English
Class : Basic
Language Skill : Speaking
Time Location : 60 x 1
Meeting : Second Meeting

1.1 Learning Objective

- 1.1.1 Students are able to speak fluently personally in front of the class or in pairs using the communicative language teaching method.
- 1.1.2 Students can confidently apply their speaking skills in front of their classmates using English using the communicative language teaching method.

1.2 Learning Material

- 1.2.1 Definition of Direction
- 1.2.2 Understanding about direction
- 1.2.3 Give vocabulary about Direction
- 1.2.4 Example of direction

1.3 Learning Methode

- 1.2.2 Communicative language teaching, question and answer and practice.

1.4 Learning Activities

Stage	Learning Activities	Time
Pre-Activities	Pray, prepare students, take attendance, motivate, convey learning objectives.	15 minute

Main Activities	Students are given guidance from the teacher providing stimulus to students, giving instructions to students to guess the title of the material, and vocabulary.	35 minutes
	Student are given te opportunity to see teacher give example of the material practice for reference.	
	Student are given the opportunity to practice one by one in front of class and in pair.	
	Teachers and students make conclusions about the material that has been studied in Direction. Students are then given the opportunity to ask questions about things that have not been understood.	
Post Activities	The teacher ends the learning process by giving thanks for the success of the learning process and praying and said hamdalah together.	15 minutes

1.5 Learning Material

Direction is a noun which has a literal meaning of direction. In studying this material, you need to know the various expressions and language elements of the preposition of direction to facilitate the learning process.

3) Phrases in direction

c. Asking for direction

Do you know where is ?

Where are you exactly?

Excuse me, can you show me the way to.. please?

Is this the right way for..?

What's the best way to..?

How so far is it to..?

Can you tell me the best way of getting to..?

I'm looking for..?

Do you have a map..?

d. Giving for direction.

Follow the signs to..

Turn left at the intersection and it is a cross the post office..

Go straight on this road, turn right at the traffic lights.

You are going in the wrong direction...

Just turn the right and you will find the mosque. It's near with....

The result of interview with Teacher

The researcher interviewed Ms. Siti Lailatun Nikmah (Ms. Ayla) as the teacher who handles teaching speaking skills at the ECC Darussalam Course. The researcher gave several questions to the informants in this interview, as follows:

R :How do you play your role as a teacher?

T :As an English teacher, I can do many things, such as motivate them from simple things, make communication simple and not pushy with students in class. Teachers as moderators and facilitators. Students will be active. If they need help, help solve problems such as not knowing the meaning of the vocab. This means that the teacher facilitates the media for students. The teacher stated that the English teacher could do some activities but paid more attention to the students. The teacher advised them that English is not difficult, the task is just to practice it. The teacher states that the role in the class is as a facilitator.

R : What method do you choose to teach English?

T : I use the communicative language teaching method.

R : What made you interested and made a choice using this communicative language teaching method?

T : because of the skill I took speaking, I chose the CLT method because by using this method in the classroom the students dominate teaching and

learning activities in the classroom, students are more active in learning and students can issue ideas that are in their minds.

R : is there any other way that you use besides using the CLT method? such as using media in the learning process.

T :yes of course, we use them in the learning process some media in the classroom blackboards, English books used by students in the learning process, dictionaries, alfabing and handbooks made by ECC Darussalam Course. The teacher not only provided an explanation of the material but also provided an English vocab book as a complement or media. The teacher asks the students to practice speaking English in class and do some exercises.

R :What skills do you focus on in teaching languages?

T :The English skill that I focus on in class is speaking because it is the most difficult subject among reading, listening and writing) From the statement, it can be said that the teacher focuses on speaking skills when the teacher teaches. That's because they believe that speaking is the most important communication tool. In addition, the teachers proved that they applied the first characteristic of which focused on speaking skill.

R :What aspects do you focus on to actively equip students' speaking skills?

T :Usually I give them role play and interaction with each other to make them speak English, use personal speaking practice or speak in front of

the class in pairs. In conclusion, the first language aspect that the teacher focuses on is speaking. The teacher focuses on speaking by using role play so that speaking skills are mastered.

R :What important points did you underline during the evaluation?

T :The important thing is that students understand the topic from the beginning and other tasks such as joint discussions between teachers and students must often apply in everyday life for evaluation, the teacher's hope is that students understand the material from the beginning. They can mention what the topic, learning objectives of the day are and can apply the material in their daily activities and with group discussions students can share ideas with their friends.

The result of Interview with student's

Researcher :Do you like Study English? Why?

Salmiyah :Yes, I like, Because English language is one of the international languages.

Researcher :in your opinion, is the method used by the English teacher in the learning process is interesting? Why?

Salmiyah :Yes, of course. Because the teacher uses the interesting English Class teaching methods. By using the CLT approach, students can be active and can express their

ideas. Students can be younger in learning English, especially in speaking skills.

Researcher :What media are used by the English teacher when teaching Classes?

Salmiyah Repeat :the media are tiktok videos, projectors, etc.

Interview with Olivia

Researcher :Do you like Learning English? Why?

Olivia :Yes, I like it, but sometimes I get scared when learning English. Because when the teacher asked me to come forward, I would Get nervous.

Researcher :in your opinion, is the method used by the English teacher in the learning process interesting? Why?

Olivia : yeah... I think it's interesting, because my friends and I enjoy it and have more control over it learning process.

Researcher :What media are used by English teachers when teaching in class?

Olivia :The medium is projector, whiteboard, and English book.

Interview with Wilda

Researcher : Do you like Learning English? Why?

Wilda :Yes, I enjoy learning English.

Researcher :what is the reason you stop in this English dormitory?

Wilda : because I want to deepen and expedite my English, I think that entering this English-only hostel can help me make it easier for me to learn English, especially speaking

Researcher : In your opinion, is the method used by the English teacher in the learning process interesting? Why?

Wilda :Yes, because there are presentations, playing games, and in this method students are active in the learning process and I think it is effective in that learning.

Researcher :Thank you for being happy, nice to meet you.

Wilda :your welcome

List of management and tutors ECC Darussalam Courses

List Of Ecc Management

NO	Name	Duty
1.	Dewi Naza Syafa Kamila	KETUA ECC
2.	Dina Marisatul Azhari	SEKRETARIS ECC
3	Dina Marisatul Azhari	BENDAHARA ECC

List Of Tutor Basic Class

No	Name	Duty
1.	Siti lailatul nikmah	Speaking
2.	Ainur Rofiqotul Hasanah	Listening
3.	Silvia Faridatul Ummah	Writing And Reading
4.	Dewi Naza Syafa Kamila	Public speaking
5.	Dewi Naza Syafa Kamila	Mc
6.	Anti Mardiana	Story telling

List of tutor advance class

No	Name	Duty
1.	Ayu Khoirun Nisa	Speaking
2.	Ainur Rofiqotul Hasanah	Listening
3.	Silvia Faridatul Ummah	Writing and reading
4.	Siti Lailatun Nikmah	Debate
5.	Siti Lailatun Nikmah	LTM(Language Teaching Method)

List of student ECC Darussalam Course

no	Name
1.	Aisya Dwi Anggita
2.	Iffana `Aliya An Nailly
3	Maudina Fathimatuzahro
4	Nita Nasehat Nur Arini
5	Wilda Nurin Najma
6	Nengah Dwi Eriko Ana Tasya
7	Mimi Rosyidah
8	Zulfi Melanie Putri
9	Fatikhatul Fatikhah Nurin
10	Aula Rosyida
11	Nida Maulya
12	Lilis Rahmawati
13	Fatimah Azzahra
14	Khalimatus Sa`Diyah
15	Meinita Anggraeni
16	Sallima Kamila
17	Fara Eka Nur Laili
18	Salmiyah



Doc.observasi in ECC Darussalam Course



Doc. practice in front of the class with the teacher



Doc. practice speaking in pairs

BIOGRAPY



Personal data

Nama : Kuni Faizatuz Zakiyah
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Social media : Halllokuni

Education background

Kindergarten : TK Babussalam
Elementary school : SDN 1 Blimbingsari
Junior high school : MTs. Sunan ampel
Senior high school : Smk Darussalam
University : IAI Darussalam Blokagung