A Descriptive Study on the Use of Communicative Language Teaching (CLT) For Teaching Speaking at SMAN 1 Praya

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Abstract

Learning a language is in need of excessive amount of exposure. Sufficient input leading to speaking fluently and accurately. Therefore, communicative competence is far more important skill to develop. In other words, it implies that communicative language teaching henceforth (CLT) is important teaching method for it is designed to top up students communicative proficiencies. Nevertheless, language teachers (English) paid no attention towards for such method. Thus, this research was carried out in order to investigate and describe the implementation of CLT in teaching speaking. This research was intended to describe the implementation of CLT principles by two English teachers at second grade of SMAN 1 Praya. The data were obtained through classroom observation and interview with both of the English Teachers. The data were analyzed by using Miles and Huberman Model. The result of this study revealed that English teachers implemented CLT principles through various ways such as Teacher-Students Conversation, Students- Students Conversation, and Students individual Work. The data also showed that the classroom activities catered and thrilled the students to communicate in target language i.e. English. Moreover, to support the activities and to activate the passive students, the teachers used game, work in group, direct interaction, and role play. Among supporting activities, game was the most attracted followed by role play, group discussion, and direct interaction.

Keywords: *The Application of Characteristics and Principles of CLT;Teaching speaking;SMAN 1 Praya*

1.1 Introduction

Speaking skill is an important skill that can measure the success of learing a languge. Speaking skill should be taught and practiced in the language classroom because the language course truly enables the students to communicate in English. Harmer (2001: 269) states that the abilty to speak fluently is not only knowledge of language features, but also the ability to process information and language. When students are engaged in discussion, the purpose of speaking here may be to express opinion, to persuade someone about something or clarify information. In some situation, speaking is used to give instructions or to get things done, for example, to describe things or someone, to complain about people's behavior, asking and giving services and others.

Moreover, based on the new national curriculum (2013 Curriculum) for senior high school, by learning speaking, it is expected that students should be able to express transactional and interpersonal meaning –either formal or informal- accurately and fluently especially in expressing surprise, warning, request, permission, expressing feeling of relief, pain, and pleasure. Besides, English teacher should

posses some technique, method, or approach in teaching English speaking class to enhance students ability to speak either with their teachers or peers.

Communicative Language Teaching is an approach to language teaching that emphasizes on pair work activities, role plays and group work activities which connects between the real life and the existing learning matereials. It provides students with opportunities to actively interact with their peers in classroom activities (Richards; 2006). This approach seems able to figure out the teachers' cases in upgrading their students' way to gaining the ability to speak English. Indeed, Communicative Language Teaching (CLT) aims broadly at the theoretical perspective of communicative approach by enabling communication. Communicative competence is the goal of language teaching by acknowledging the interdependence of language and communication (Larsen-Freeman, 2000)

Based on the researcher's preliminary observation in class and interview with the English teachers of SMA NEGERI 1 Praya, it shows that the school has been implementing CLT approach in the teaching-learning process, especially in teaching speaking. The English teachers of SMA NEGERI 1 Praya apply CLT in order to enable the students to speak the target language. The English teachers used some techniques in teaching speaking which can encourage the students speak English. They use role-plays, discussion, and often games during the teaching-learning process. By using these techniques, the students become active through the whole teaching-learning process. They share their opinions about a topic and also make short conversations with other friends.

Based on the previous study conducted by Saed Ahmad (2012), he found that the use of CLT increased students' communicative ability and motivation for learning if provided with suitable conditions. However, the English teachers in this study were found to be enthusiastic to apply the communicative approach in the classroom. He added that CLT approach should be acknowledged for having students become well versed in English.

A study conducted by Nishino (2008) found that the teachers generally believed that CLT was an effective teaching approach and always expected to improve their teaching by using CLT approach. They provided communicative tasks for the students and asked them to perform the tasks in group and pair work. As a result, the students' speaking ability had been improved.

In this study, the researcher's objectives are slightly different from those studies mentioned above. The researcher focuses on (1) how the principles of Communicative language teaching are employed in teaching speaking (2) how the principles of CLT in teaching speaking are employed by the English teacher and (3) to describe the classroom activities of Communicative language teaching.

1.2 Literature Review
1.2.1 Theory of Communicative Language Teaching (CLT) Approach.

Many language experts and English educators have been working seriously in presenting their understandings in relation to communicative language teaching. Ying (2010) argues that CLT is an approach to the teaching of second languages that emphasizes interaction as both the means and the ultimate goal of learning a language. It is also referred to as a "communicative approach to the teaching of foreign language" or simply as the "communicative approach" (Ying, 2010:2). In relation to this, Larsen-Freeman (2000) argues that CLT aims broadly at the theoritical perspective of a communicative approach by enabling communication. Communicative competence is the goal of language teaching by acknowledging the interdependence of language and communication (Larsen-Freeman, 2000).

It is clear to see that CLT here means that the language teacher uses communiaction as a teaching approach to enhance students' communicative competence. In relation to this, Ellis (1997) also supports that the pedagogical rationale for the use of communicative approach in a language teaching class depends in part on the claim that they will help develop students' communicative skills and in part on a claim that they will contribute incidentally to their linguistic development. Here, it becomes clear that in relation to being able to communicate, langauge teaching not only needs the mastering of linguistic knowledge, but also communicative competence.

Therefore, when it is deliberately taught to students, the language teaching will create language appropriate for such language-use situations ordering in restaurant, giving directions or applying for a job. To summarize, communicative competence not only includes good mastery of linguistic knowledge, but also the ability to understand the logic to handle realistic situations. Furthmore, the other researchers also argue that there is considerable debate as to appropriate ways of defining CLT, and no single model of CLT is universally accepted as authorative (McGroarty, 1984). However, according to Richards and Rodgers (2001), CLT starts with a theory of langauge as communication, and its goal is to develop students' communicative competence

1.2.2 Communicative Competence

Communicatie competence is a term coined by Hymes in 1966 in reaction to Chomsky's (1965) notion of "linguistic competence". Communicative competence is the intuitive functional knowledge and control of the principles of language use. As Hymes observes:

> "...a normal child acquires knowledge of sentences not only as grammatical, but also as appropriate. He or she acquires competence as to when to speak, when not, and as to what to talk about with whom, where, in what manner. In short, a child becomes able to accomplish a repertoire of speech acts, to take part in speech events, and to evaluate their accomplishment by others." (Hymes, 1972:277)

In other words, a language user needs to use the language not only correctly based on linguistic competence, but also appropriately based on communicative comptence.

Canale and Swain (1980) define communicative competence as the ability to interpret and perform appropriate social behaviors which requires the active involvement of the learner in the production of the target language. In addition, Richards (2006) states that communicative competence includes several aspects of language knowledge, for example,

> "students understand how to use language for different purposes and function; understand how to use language appropriately based on the context; understand how to produce different genres either narrative, reports, interviews or conversation; and understand how to use different kinds of communication strategies" (Richards, 2006:128).

Therefore, students can not only learn a language but also learn the cultural contexts in which the language occurs. They must be able to interpret meanings based on the contexts and intented meanings conveyed by interlocutors.

Moreover, Canale and Swain propose their own theory of communicative competence: grammatical, sociolingusitic, strategic, and discourse competence. Grammatical competence is the learner's ability in using language correctly which includes knowledge of lexical items and of rules of morphology, syntax, sentence-grammar semantics, and phonology. Sociolinguistic competence is the learner's ability to use language based on context in social interactions for example, how to use language at a meeting or at a job interview and how to use language appropriately in social interactions such as being polite when we interact with other interlocutors. Strategic competence is the strategies that learners have in order to communicate affectively which is made up of verbal and nonverbal communication strategies to compensate for breakdowns in communicating due to performance variables or to insufficient grammatical competence. For example, when learners do not possess adequate vocabulary, they can use other words that convey the same meaning. Finally, discourse competence is the learner's ability to use language in spoken and written discourse; it is about understanding and producing texts in the modes of listening, speaking, reading and writing. It deals with cohesion and coherence in different types of texts.

1.2.3   The Main Component of CLT
Canale and Swain (1980) and canale (1983) stated that the CLT should involve four major components. The four main components are:

a.   Grammatical competence

Grammatical competence is knowing how to use the grammar, syntax, and vocabulary a language which includes knowledge of phonology, ortography, vocabulary, word formation and sentence formation.

b.   Sociolinguistic competence

Sociolinguistic competence is knowing how to use and respond to language appropriately, given the setting, the topic, and the relationship among the people communicating which includes knowledge of socio-cultural rules of use. It is concerned with the students' ability to handle for example, topics and communicative functions indifferent sociolinguistic context.

c.   Strategic competence

Strategic competence is knowing how to recognize and repair communication breakdowns, how to work around gaps in one's knowledge of the language, and how to learn more about the language and in the context. It also refers to compensatory strategies in case of grammatical or sociolinguistic or discourse difficulties, such as the use of reference sources, grammatical and lexical paraphrase, request for repition, clarification, slower speech, or problems in addressing strangers when unsure of their social status or in finding the right cohesion devices.

d.   Discourse competence

Discourse competence is knowing how to interpret the larger context and how to construct longer stretches of language so that the parts make up a coherent whole. It is related to the students' mastery of understanding and producing texts in the modes of listening, speaking, reading and writing. It deals with cohesion and coherence in different types of texts.

2.1 Research Method

This research is a descriptive qualitative trying to describe the phenomenon in more detailed and comprehensive ways. The data were collected by using observation and interview. The population in this research were 225 senior high school students of the second year at SMAN 1 Praya which spread into 6 classes and 7 English teachers. Among the 7 teachers, this research took two teachers in purposive technique based on whether their teaching method whether they implement CLT in teaching or not.

In gathering data, the researcher brought checklist classroom activities related to some issues in CLT. Secondly, to get more demanded data, the researchers used open-ended questions and record their answers. The researcher then transcribed and typed the data into a computer file for analysis

3.1 Result and Discussion
3.1.1 Principles of CLT

a.   Identification of CLT principles employed

The data of this part mainly obtained from classroom observation of English language teaching

process in the classroom and the interview with the English teachers.

No.	Principles of CLT	Code	Conversation/description
		TSC.4	*SA: Excuse me! I am sorry for coming late.* *T: where have you been?* *SA: Toilet, miss. May I come in?* *T: yes, please*
	c. Knowing how to produce and understand different types oftext	**TSC.5**	*T: What is narrative text? S: The text like story, mum T: What kinds of story?* *S: Fables, fairytales, myth, legend,etc.*
	d. Knowing how to maintain communication despite having limitations in one's language knowledge	**TSC.7**	*SA: excuse me, mum* *T: Yes* *SA: I want to eeee,,, mmm,, (holding her stomach indicates that she wants to go to toilet)*
2.	How learners learn a language.	**TSC** **SSCSP**	Teacher-Students Conversation Students-students conversation Students presentation
3.	Kinds of classroom activities	**CA.1** **CA.2** **CA.3** **CA.4**	Story telling Showing direction Role playGame
4.	The roles of teachers and learners in the classroom		The teachers play a role as facilitator and guide. Meanwhile, the students were actively involved in the learning process
No.	Principles of CLT	Code	Conversation/description

| 1. | Developing students' communicative. competence including:
a. Knowing how to use language for a range of different purposes and function | **TSC.1** | *T: why some students come late? Why some students come late. What's goingon?*
S: They pray <u>Duha.</u>
T: Pray <u>Duha,</u> what time? What time is for praying Duha?
S: at 7.30
T: Asti, you need topray <u>Duha</u> yes?
S: every Friday
T: why didn't you come late? |
| | b. Knowing how to vary our use of language according to the setting and the participants | **TSC.3** | *SA:permisimun,mintaizinpinjambolpoin di kelassebelah*
G: Oke

SA: excuse me, mum! I want to borrow a pen in other class.
T: OK |

b. Description of Principles of CLT Employed

1.   The goals of language teaching

The goal of language teaching is to teach communicative competence. Communicative competence includes the following aspects (Richards, 2007: 3):

a.   Knowing how to use language for arrange of different purposes and function.

In this case, the English teachers engage the students to do teacher-students conversation

Example:

TSC.1

T: why some students come late? Why some students come late. What's going on?
S: they pray <u>Duha.</u>
T: Pray <u>Duha,</u> what time? What time is for praying <u>Duha</u>?
S: at 7.30
T: Asti, did you pray <u>Duha,</u> yes?
S: every Friday, miss
T: why didn't you come late?

TSC.2

T: who is absent today?
S: no one, sir!
T: is everybody here?
S: some students still outside sir

b.   Knowing how to vary our use of language according to the setting and the participants. For instance, knowing when to use formal and non formal speech or when to use language appropriately for written as opposed to spoken community.

Example:

TSC.3

SA: permisi mun, minta izin pinjam bolpoin di kelas sebelah
G:Oke
SA: excuse me mum, I want to borrow a pen in otherclass.

T:OK.

TSC.4

SA: Excuse me! I am sorry for coming late. May I come to the classroom?

T: yes, please

Both two conversations above are considered as formal spoken language. It happens because the students interact with the teacher. When the students interact with their friends, the informal language is produced.

Example:

SSC.1

SA: borrow dictionary

SB: I using this

SA: a moment

SB: wait

c.   Knowing how to produce and understand different types oftext

When the teacher asked the students about the narrative text, they could show understanding regarding narrative text.

Example:

TSC.4

T:What isnarrativetext?

S:Thetext likestory,miss

T : What kinds ofstory?

S:Fables, fairytales, myth, legend, etc

T: what is the function of narrative text?

S: to entertain the readers

In the next example Teacher-Student Conversation regarding showing direction, shows that students were able to communicate in the context of telling someone how to go somewhere.

TSC.5

Teacher: alright everybody, today we are going to learn about showing direction. Suppose I will be the tourist and you will be theguide.

Students: alright miss!

Teacher: Excuse me, can you show me the way to BIL please?

Students: Sure, why not? You can take this way. (bisa lewat sini) Teacher: How can we go there?

Students: You can take a taxi. You can go by taxi.

Teacher: Alright, thank you.

Students: You ar ewelcome.

The example above shows that the students were able to understand different types of text such as narrative, how to do something, etc.

d.   Knowing how to maintain communication despite having limitation in one's language knowledge

In this case, the students used different communication strategies to express their purpose.

Example:

Student A: excuse me, mum Teacher:Yes

StudentsA: I want to eeee,,, mmm,, (holding her stomach indicates that she wants to go to toilet)

The example of conversation above shows that the student was lack of vocabulary. She wanted to ask permission to go to the bathroom because she had stomachache.

3.1.2   How learners learn a language

The Processes of language learning include :

a.   Interaction between the learner and users of thelanguage

b.   Collaborative creation ofmeaning
c.   Creating meaningful and purposeful interaction through language
d.   Negotiation of meaning as the learner and his or her interlocutor arrive at understanding
e.   Learning through attending to the feedback learners get when the use the language
f.   Trying out and experimenting with different ways of saying things

In terms how the students the language, the teacher implemented some kinds of conversation such as teacher-students conversation, student-students conversation, and students presentation. Teacher-student conversation tends to produce formal language and grammatically structured. Meanwhile, students- students conversation tends to produce casual language. In this case, the negotiation of meaning was happened. Students' presentation allowed the student to communicate in English in her own style. Example:

Ok, I will tell you the way to go to my house.We can start from SMA NEGERI 1 Praya, go straight, go straight and until you find T- junction you can turn right, turnright, gostraightkeep going until you find Mandalika park.You can go straight ,keep going until you find the crossroad of the Pujut and you can turn left, keep going, until you find crossroad of Langko and the turn right, you can find go straight keep going until you find bridge and go straight until you find crossroad of .... Keep going until you find Dinda art shop and the left side of the road is my house. This is the closing activity of the day.

3.1.3   Kinds of classroom activities

Kinds of classroom activities that best facilitate learning, including:
a.   Accuracy versus fluency activities
b.   Mechanical, meaningful, and communicative practice
c.   Information gap activities
d.   Jig saw activities
e.   Others

Regarding the classroom activities, there were some kinds of classroom activities done by the English teachers in teaching speaking to the students such as storytelling, showing direction, and game. In story telling activity, the students were asked to do a presentation. The topic of the presentation was about narrative text. There were some stories that the students presented such as *TangkubanPerahu*Lake, *MalinKundang*, Princes Mandalika, Golden cucumber, Prambannan temple, etc.

Besides storytelling, the teacher also implemented showing direction activity. In this occasion, the teacher divided the students into groups consisted two students each. The topic of the learning was how to get there.

In doing such activity, the students were asked to practice the dialogue. Furthermore, the task carried out in term of role play. The next classroom activity was playing game. This activity related to the showing direction activity.

3.2   The Roles of the teachers and students

In addition to the classroom activities, the important thing in CLT is also regarding the role of the English teachers. The type of classroom activities which was put into the practice influenced the roles of teachers and learners in the classroom. In relation to this, the students have to take part in classroom activities in a cooperative mode rather than individualistic mode of learning. Students must become comfortable with listening to their peers in group or pair work tasks, rather than relying on the teacher for a model. Students are encouraged to construct meaning through genuine linguistic interaction with other students and with the teacher.

Based on the classroom observation, the teachers gave the students chance to practice their English. At the same time, teachers kept monitoring the situation of the classroom as well as the language produced by the students. When there were any errors were committed by the students, the teachers gave the correction. In that way, the errors could be minimized. According to Brown (2007: 47), the role of

teacher is that of facilitator and guide, not at all-known font of knowledge that will fulfill the students 'inquiry instantly. The teacher is an empathetic coach who values the students' linguistic development. As suggested by the principles of CLT, teachers who had been investigated had played the role as the guide and facilitator in the classroom.

a. Identification of Classroom activities

The classroom activities can be identified into 3 forms: beginning, core activity of learning, and closing.

Table 2 classroom activities

No.	Phase of Learning	Components	Activities
1.	Beginning of Learning	a. Greeting b. Checking attendance c. Checking the condition of classroom d. Organize the classroom	TSC TSCTSC TSC
2.	Core activity of Learning	a. Review the previous lesson b. Introduce the new lesson c. Giving task to the students d. Process of teaching and Learning	TSC TSC Individual task, pair work, group work Storytelling, dialogue, games
3.	Closing	a. Ending the lesson b. Summarizing c. Homework	TSC TSC

3.2.1 Description of the Classroom Activities

This classroom activities description is adopted from Teaching English through English by Jane (1981: 25) who focused on the following:

1 The Beginning of Lesson

In this stage, the teacher entered the classroom and then greeted the students. Firstly, the teacher greeted the students in Arabic and then English. Here is the example:

Greeting
TSC.1
Teacher
:Assalamu'alaikumwarahmatullahiwabarokatuhStudents:waalaikumussalamwarohmatullahiwabarokatuh
Teacher : Good morning everyone!
Students:Goodmorning,miss.
Teacher: Howareyoutoday?
Students: We are fine, thank you, and you? Teacher: I am very well.

The example above shows that the teacher greeted the whole students in the classroom. Unfortunately, the teacher did not ask an individual.

2   Checking Attendance

After greeting the students, the teacher began to check the students' attendance. The teacher did not directly call the name of the students but firstly directed the students to pay attention by asking the students.

Example:

T: is everybody here?

S : No, some still outside.

And then, teacher began to call the students' name. At the middle, the teacher found that some students were not in the classroom. Then the teacher asked the students who were in the classroom.

Example:

TSC.2

T: why some students come late? Why some students come late. What's going on?

S: they pray Duha.

T: pray Duha, what time? What time is for praying Duha?

S: at 7.30

T: Hasty, you need to pray Duha, right?

S: every Friday

T: why didn't you come late last day?

As it was suggested that the aim of this phase is to encourage the teacher be acquainted with and take advantage of chances for real communication in English.

3   Physical Conditions In the Classroom

This section, intended the teacher to use a polite request to the students rather than imperative forms in the classroom. It is also required the teacher to use general English in the classroom which is acceptable outside.

Example:

T: This classroom is untidy and dusty, right? Please, clean the classroom.

The example above shows that the teacher did not express the polite request but imperative. It should be:

S: well ,look! This floor is dusty, right? Could youp lease to clean it?

    Let's make the classroom become more comfortable.

4   Getting Organized

The purposes of this parts are to allow the teacher know how involve students actively in organization using English purposely and for authentic communication as instruction are given and carried out. In this phase, the teachers got the student to sit down orderly.

Example:

T : Well, listen to me. Please have a sit. Everybody must sit orderly. Fill in the empty seat in front. You, please move forward. Come-on!

5   Introducing different stages of the lesson

In this part, teacher introduced and defined the purpose of the new topics lesson for the benefit of pupils. In addition, to discuss what should they do, and review the previous lessons. This is the core activity of the teaching and learning process. In this phase, the interaction between teacher and students and among the students happened frequently. At the beginning, the teachers told the students about the topic of the learning and reviewed the previous lesson. There were some occasions provided for the students to practice communicating with English.

Example:

Beginning with revision

T: .....What is narrative text? Anyone remember narrative text?

S: The text like story, mum

T: What kinds of story?

S: Fables, fairytales, myth, legend, etc.

The example above shows that teacher invited students to do a review of the previous lesson. It was beneficial for the students as the enrichment. After that, teacher told what to do.

Talking the lesson

T: Ok, now you are going to practice speaking. I will give you five minutes to make, to prepare the narrative story………

6   Dividing the class up: choral individual and teams

After talking the lesson, teacher told the students about the way how to carry out the lesson whether pair work or group.

Example:

T : Ok, I want to ask you about the story you want to present. We start from Wentan. Wentan what story do you have?

W : PrincesMandalika,

Teacher continued asking the students' story that would be presented. After that, the students were asked to prepare their story within fifteen minutes. In this occasion, the teacher asked the students to do an individual presentation. The students came to the front of the classroom and presented the story. During the presentation, the other students paid attention on listening to the story.

7   Dealing with interruptions: latecomers, things lost

In this phase, there were some students came late into the classroom. Teacher could use this case of interruption in lesson for communicative language practice.

Example:

T: Why did you come late?

S: Pray Duha, miss. May I come in?

T: Come in and have sit.

S: Thank you

In this occasion, the teacher communicated with the latecomers. Example above told us how the teacher and students carried out the conversation.

8   Ending the lesson or a stage in a lesson

Few minutes before the end of the lesson, teacher used it as the practical way to encourage the use of communicative language involving students. At this moment, the teacher asked the students' understanding about the lesson and or allow invite the students to sum up the lesson.

Example:

Teacher: OK, please someone conclude our lesson today and close our class.

Students   : Today we have learnt about showing direction. It is important for us to tell someone how to go somewhere. That's all for today. Thank you for your attention. See you next time.

Teacher : Good. Do not forget to study. See you everybody.

Wassalamualaikumwarahmatulllahiwabarokatuh.

3.2.4 Strategy to Activate the Passive Students

The study also focuses on the teachers' strategies to activate the passive students.

1.   **Description of Teacher Strategies**

Based on the finding of the researcher, it shows that the English teachers did some strategies to activate the passive students. The first attempt was that map-reading game. Students were actively engaged to involve in the game. All of the students were actively practice to command in English. Secondly, the teacher employed group discussion. The map-reading game was executed by dividing the students into groups. Each group played the game in turn. The group who committed minimal accident was the winner of the game. Thirdly, the teacher implemented role play. In this occasion, the students were asked as to practice a dialogue in pair work. One student became a tourist one another became the guide or the local people. Lastly, the teacher did an interaction. The teacher kept monitoring the learning process. While monitoring the learning process, the teacher found the passive students. They were invited to interact by asking what happened.

4.2.   Discussion

1.   The Implementation of CLT Principles

Based on the findings above, the implementation of CLT principle in teaching speaking was done through some ways. The basic principle of CLT is that setting the goals of language teaching to be communicative. As a mandatory of the curriculum that the outcome of language learning must develop the students' communicative competence, English teachers set the goals of language learning as it was stated in the syllabus. According to Savile-Troike (2006: 186) communicative competence as a basic tenet of sociolinguistics defined as what a speaker needs to know to communicate appropriately within a particular language community. Furthermore, Richards (2006: 3) claimed that communicative competence includes the following aspects of language: a) Knowing how to use language for a range of different purposes and functions, 2) Knowing how to vary our use of language according to the setting and the participants, 3) Knowing how to produce and understand different types of texts, and 4) Knowing how to maintain communication despite having limitations in one's language knowledge.

Regarding the goal of language learning, the English teachers had given the chance to the students to communicate in English. The teachers come into the classroom and delivered the goals of the teaching to the students. Teachers invited the students to get involved in the learning to be active. In addition, it was done through Teacher-Students Conversation, Students-Students Conversation, and Students individual ltask.In terms of teacher-students conversation, the students tend to produce the formal spoken language. Furthermore, the spoken language that the students produced was grammatically structured. Here is the example of teacher-students conversation:

Student A : Excuse me! I am sorry for coming late. Teacher : Where have you been?
Student A : Bathroom, miss. May I come in?
Teacher :Yes, please

The above conversation shows that the student was able to use the language depend on the situation and participant. She talked to the teacher using the formal language. Although the main goal of language learning in CLT is to communicate in meaningful language, it does not mean that grammatical aspect or other aspects of language structure that help students are not avoided. Brown (2007, 49) stated that any device that helps the learners is accepted varying according to their age, interest, etc. On the contrary, in Student-student conversation, the language produced was likely casual.

In corresponding the way how the learners learn a language, the data above shows that the English teachers provided a broad chance for the students to practice their English in form of either conversation or oral presentation. In term of conversation, there were two forms of conversation were done. Those were teacher-students conversation, student-student conversation. Meanwhile, in term of presentation, the students were asked to do oral presentation about narrative story.

In term of classroom activities, the type of classroom activities intended in CLT give implication to the role of the teacher and students in classroom. Students have to be involved in the classroom activities cooperatively rather than individually. Students need to make themselves comfortable in peers, group discussion or pair works. Besides, students in CLT class are active participants in their own learning process. Learner- centered, cooperative, collaborative learning is emphasized, but not at the expanse of appropriate teacher-centered activity Brown (2007:47).

There were some kinds of classroom activities done by the English teachers such as storytelling, showing direction, and map-reading games. The teacher implemented narrative classroom activity. In this activity, every student was asked to prepare a narrative story. They were given some times to prepare their story after that each student presented the story in front of the classroom. After presenting the story, the teacher allowed other students to ask question. In this occasion, the interaction between students was happening.

In addition, the teacher also implemented map-reading activities. Teacher asked the students to work in pairs. The learning material was that giving direction. In this learning activity, the students were also given a chance to practice the dialogue. After all of the students finished the dialogue, the teacher gave a game. The game was giving direction. Interestingly, all of the students were enthusiast. Comparing

to the narrative classroom activity to the showing direction classroom activity, showing direction activity could be more appropriate to the CLT classroom. Richards (2006: 19) stated that many other activity types in CLT including Task-Completion activities such as puzzles, games, map-reading, and other kinds of classroom tasks as long as the focus is on using one's language resources to complete a task.

The last principle need to be discussed is that the role of teacher and learners. On the one hand, the role of teachers in Communicative Language Teaching is primarily as a facilitator and guide. As facilitator, the teachers were required to provide the learning material, learning sources, etc. Harmer (2012: 72) stated that teacher gave the students task to work on and perform the task in natural situation is the role of teacher as facilitator.

Meanwhile, as a guide the teachers were asked to give the feedback, the correction etc. in order to get betterment. By that means, the teaching and learning process can be run well as it is required. Therefore, students have to be encouraged to construct meaning through linguistics interaction with teacher or other students genuinely. On the other hand, the role of the students in CLT classroom is primarily actively involved learner. According to the data above, the English teacher of second grade students at SMAN 1 Praya had done appropriate job to create an interactive classroom activities so that the students could actively involved in the learning activity.

2. The Classroom Activities

According to Willis (1981) there were some classrooms activities need to be done by teachers. Firstly, the classroom activities include the beginning of the lesson. In this activity, teachers are required to greet the students. Furthermore, teachers also create opportunity for conversation in English at the beginning of the lesson. The most important thing is teachers could make the students relax and accept English as practicable means of communication in the classroom.

Secondly, checking attendance became the next activity teachers do in the beginning of the classroom. Through conversations between teacher and students, teachers were insisted that they could provide opportunities for real communication in English that happen when checking the attendance. Next activity was about the physical conditions in the classroom. In this section, teachers were expected to use polite request rather than imperative forms. This was used when the condition of the classroom was not comfortable such as hot, dark, dusty or other inconvenience conditions. Then, the teachers asked students to do something in polite request.

Forth activity was getting organized. In this activity, teachers asked students to clean the white board, order the seat, etc. teachers invited students to actively involved in organization using English purposefully for authentic communication. Fifth activity was introducing different stages of the lesson. Sixth activity was dividing the class up: choral individual and teams. Next was dealing with interruptions: latecomers, things lost. Lastly, the classroom activity was ending the lesson or a stage in alesson.

3. The Strategy of the Teachers to Activate the Passive Students

Sustaining order in the classroom for effective teaching is one of the greatest challenges for any teacher. Based on the result of classroom observation and interview both of the teachers had different way on how to activate the passive students. The passive students were important to be triggered because every student in the classroom must have the same knowledge. Therefore, the aim of learning can be achieved. In term of activating the passive students, three were some strategies that the English teacher at SMA 1 NEGERI Praya implemented. The kinds of strategies according to the classroom observation were playing game, group discussion, role play, and interaction.

Playing a game was the most attractive strategy to activate the passive students. Following after playing a game was that playing a role play. Group discussion was the third strategy that most attractive. The last of the strategy that most attracted the students was that interaction.

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