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APPENDICES

APPENDIX 1

Observation Guidelines

No.	Guidelines	Checklist						Field Notes
1.	Principles in CLT (Richards, 2006)							
	a) Make real communication the focus of language learning.							
	b) Provide opportunities for learners to experiment and try out what they know							
	c) Be tolerant of learners' errors as they indicate that the learner is building up his or her communicative competence							
	d) Provide opportunities for learners to develop both accuracy and fluency							
	e) Link the different skills such as speaking, reading, and listening together, since they usually occur so in the real world							
	f) Let students induce or discover grammar rules.							
		1	2	3	4	5	6	
2.	Types of CLT (Richards, 2006)							
	a) Mechanical Practice (Controlled practice activity- students can fully implement it without needing to understand the language they are using.)							
	b) Meaningful Practice (Language control is still provided, but when practicing, students are required to make meaningful choices.)							
	c) Communicative Practice (using language within a real communicative context).							

APPENDIX 2

Interview Guidelines for The English Teacher

Adapted from Wahyudi in Khalida (2020)

No	Indicator	Interview Question
1.	The implementation CLT on the speaking skill.	<ol style="list-style-type: none">1. What is your primary goal in teaching speaking skill?2. What procedures of CLT method have you used to teach speaking skills?3. How do you manage the learning process?4. How do you make your students to be active in learning process?5. Do you use variety of teaching technique in the classroom? (e.g. games, role play, simulation, presentation, etc.)6. Do you use group discussion and media in teaching speaking skill?7. Do you use rubric to assess the students' speaking skill?8. Do you give a feed back and evaluation of the students speaking skill?
2.	The problems in implementing CLT on the speaking skill.	9. What are your difficulties in teaching speaking class especially using CLT method in your class?
3.	The way to overcome the problems in implementing CLT on the speaking skill.	10. How do you overcome them?

APPENDIX 3

Interview Guidelines for the Students

Interview Questions	
Pre-test	Post Test
1. What do you think about the learning process in your English class this semester?	1. What do you think about the learning process through CLT in your English class? Is CLT helping you improve your speaking?
2. Do you understand when your teacher speaks in English?	2. After using CLT, do you become more understand when your teacher speaks English? Is there any improvement?
3. Do you agree that lack of confidence is one of the problems in improving your speaking ability?	3. Do you agree CLT helps you be confident to speak?
4. Do you feel that learning grammar exercise help you in speaking? Why?	4. After using CLT, do you choose to speak with accuracy or fluency?
5. What suggestion do you have for your teacher to help the students learn English?	5. Do you think CLT strategies are useful for the hospitality program? Why? What should your teacher need to improve?

APPENDIX 4

Observation Results

No.	Guidelines	Checklist	Field Notes
1.	Principles in CLT (Richards, 2006)		
	a) Make real communication the focus of language learning.	√	<ul style="list-style-type: none">• The teacher attempted to get involve the students in speaking such as doing a simple conversation during the classroom activity.• The teacher guided the students' communication ability by using bilingual language in teaching-learning process.
	b) Provide opportunities for learners to experiment and try out what they know	√	The teacher encouraged students to use the target language in any situation they encountered as the English class began.
	c) Be tolerant of learners' errors as they indicate that the learner is building up his or her communicative competence	√	The teacher clarified and corrected the students' errors during discussion sessions or at the end of the learning class activity.
	d) Provide opportunities for learners to develop both accuracy and fluency	√	The teacher developed both; the student's ability to communicate in English and the use of the language based on communicative expression.

	e) Link the different skills such as speaking, reading, and listening together, since they usually occur so in the real world	√						The teacher facilitated students with additional tools and applications, including video recording, Google Docs, Whatsapp, WordWall, YouTube, and the Canva application to attract students and get them more excited and motivated to learn English in various aspects.
	f) Let students induce or discover grammar rules.	√						The teacher invited students to explore the appropriate sentence structure in the conversational language function they had learned.
		1	2	3	4	5	6	
2.	Types of CLT (Richards, 2006)							
	a) Mechanical Practice (Controlled practice activity- students can fully implement it without needing to understand the language they are using.)	√	√					The teacher implemented a repetition drill only in a few meeting, such as having the class read aloud together and asking the students to practice what was read from the given dialogue as a way to practice and fix the students' pronunciation in their utterances.
	b) Meaningful Practice (Learning activities in which language control is still provided and students are required to make meaningful choices during practicing the language.)	√	√	√	√	√	√	The teacher provided the language teaching through questions based on the material taught in each meeting, including fill-in-the-blank activities, sentence formation, and playing games such as quizzes. The teacher invited the students to consider appropriate conversational phrases and expressions and then allowed the students to express them verbally.

	<p>c) Communicative Practice (using or practicing language within a real communicative context).</p>	√	√	√	√	√	√	<p>1) The teacher provided a discussion scenario for every learning activity in the classroom through 'open answer questions' in order to encourage the students to participate in exchanging ideas among themselves by trying to express it using the target language.</p> <p>2) The teacher carried out the role-play based on student experiences and real-life circumstances, which allowed them to become familiar with the target language as well as to promote student critical thinking and problem-solving in practicing the language.</p> <p>3) The teacher Instructed students to do presentations on a topic related to the hospitality industry.</p>
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APPENDIX 5

Interview Results (The English Teacher)

<p>1) What is your primary focus in teaching speaking skill? (Apa fokus utama Anda dalam mengajarkan keterampilan berbicara?)</p>
<p><i>mengajarkan mereka untuk berbicara Bahasa Inggris, setidaknya tujuan saya itu untuk first step nya, saya bantu anak-anak ini untuk bisa mengerti apa yang saya katakan. Kembali ke materi Bahasa Inggris yang saya ajarkan, saya try to express in a simple way dan try to relate untuk nantinya bisa mereka pake sehari-hari. Kapan mereka sudah terbiasa dengan kalimatnya, yang saya ucapkan, maka ini setidaknya dapat bantu mereka untuk improve, pronunciation, vocab mereka dikit dan bisalah membantu merekanya untuk yakin dalam berbicara meski mungkin masih terbata-bata. Itu sih sebenarnya yang saya harapkan, meski untuk proses ke sananya itu tidak segampang kita bicara.</i></p> <p>My goal in teaching them to speak English, at least for the first step, is to help these students enable to understand what I say. Especially for English materials that I teach, I try to express it in a simple way and try to relate them to everyday life. Whenever they get used to my sentences, to some extent, this might help them to improve their pronunciation, vocabulary expand slightly, and this is expected for them to gain confidence in speaking, even if they may still stutter. That's actually what I expected, although the process to get there is not as simple as we say.</p>
<p>2) What procedures of the CLT method have you used to teach speaking skills? (Prosedur metode CLT apa yang telah Anda gunakan untuk mengajarkan keterampilan berbicara?)</p>
<p><i>Sebenarnya untuk prosedur mengajarkan speaking by using CLT ini, masih banyak yang harus saya terapkan ke anak-anaknya. Cuman untuk saat ini saya lebih focus ke penggunaan kata atau struktur kalimat yang benar dalam percakapan dikarenakan anak-anak still weak di bagian itu contohnya kayak kemaren, mereka masih bingung dalam penggunaan me, I, he, him, she, her, they, them di percakapan. Bagi saya, untuk bantu anak-anak ini berkomunikasi dengan benar, ini dulu harus diajarkan karna bisa-bisa nanti pesan yang ingin disampaikan bisa misunderstood atau miscommunication. Mungkin fida juga bisa lihat sendiri aktivitas 'telephoning' di kelas kemaren. Jadi, 'peran' mereka dari telephoning yang saya berikan, kami diskusikan bersama the proper words atau sentence.. dan untuk semester ini, merekanya saya masih coba biasakan bicara di depan kelas..paling tidak, bicaralah di kelas. Ini juga saya lihat banyak bantu mereka in speaking. Tapi ya, itu tadi, kembali lagi ke respon anak-anaknya bagaimana, karna untuk saat ini anak-anaknya juga masih setengah-responnya.</i></p> <p>Actually, there are still a lot of things that I need to apply to the students in terms of the procedure in teaching speaking. At this time, I focus more on using the proper word or sentence structure in conversation because the students are still</p>

weak in that part. For example, in the last meeting, they were still confused about using me, I, he, him, she, her, they, them in conversation. For me, to help these students communicate properly, this part must be taught first because the message they are trying to convey could be misunderstood or miscommunication. Maybe you can also see the 'telephoning' activity in the recent meeting. So, their 'role' from the telephoning that I provided, we discussed together the proper word or sentence. And for this semester, I'm still trying to get them used to speaking in front of the class. Ya..At least they are attempting to talk in class. I can also see how this way helps them a lot when speaking. But yes, that was it, going back to how the children respond, because now on, the student are not fully in responding.

3) How do you manage the learning process? (Bagaimana Anda mengelola proses pembelajaran?)

Untuk sekarang, pendekatan saya hindari anak-anak ini tekanan dan tidak memaksakan mereka dalam proses pembelajaran mereka, dikarenakan juga kita disini based on lesson plannya kurikulum merdeka yang mana untuk mengajarkan satu materi itu, guru bisa memilih tentang bagaimana cara untuk mereka mengajar, sehingga anak-anak juga punya keluasaan untuk dapat memilih cara belajar untuk mereka sesuai dengan kebutuhan dan minat mereka tapi saya masih akan tetap mencoba memastikan mereka terlibat dalam setiap kegiatan berbicara dikelas. Kalo anak-anak senangnya lakukan tugas mereka melalui video, ya, silahkan.kalo audio juga ya, silahkan. Ada juga siswa kadang senangnya hanya explain berbanding writing ya silahkan juga. Asalkan mereka punya keinginan untuk belajar dengan cara mereka dan berkreasi, guru akan selalu dukung.

Now on, my approach is to avoid putting pressure on my students and do not force them during the learning process since we are here based on the lesson plan of Kurikulum Merdeka in which to teach one material, teachers can choose the way how they deliver the material so that students also have the flexibility to choose the way they want in their learning process that fits their needs and interests. But I still ensure them to participate in every learning speaking activity in the classroom. If the students are willing to perform their task through video, yes, go ahead. If they prefer audio, then proceed. There are also some students who prefer to just explain rather than write, so they can continue too. As long as they desire to learn in their own way and be creative, teachers will always support them.

4) How do you make your students to be active in the learning process?(Bagaimana Anda membuat siswa Anda aktif dalam proses pembelajaran?)

O.. kalo untuk ini, prosesnya masih lumayan mencahar karna untuk handle 1 kelas itu ga mudah apalagi beda-beda karakternya. Jadi, untuk membuat mereka aktif dalam proses pembelajaran, saya coba terapkan banyak cara, contohnya seperti ice breaking yang fida lihat tadi. Anak-anak kalo materi Bahasa inggris mereka cepat bosan dan ngantuk, jadi cara saya adalah

mengembalikan focus mereka dengan ice breaking tadi. Sometimes, kalo masih punya waktu, saya bikin light kuiz ke anak-anaknya. Biasa juga ada siswa yang pasif, diem-diem aja atau kurang ngerespon. Untuk siswa yang pasif, Saya coba menempatkan diri saya di kondisinya mereka yang mana saya peribadi suka jika nama saya disebut atau sering dipanggil. Jadi, dikelas, saya coba untuk sering panggil atau pake nama mereka dalam proses pembelajaran jadi secara perlahan mereka mengikuti alur pembelajaran di dalam kelas. Kalo untuk PR nya, supaya mereka tetap aktif dan respon ke saya nya, saya kasih opsi ke anak-anaknya. Kalo misalkan mereka tidak PD speaking nya melalui video, bisa di audiokan saja.

In this context, the process is still quite challenging because handling 1 class is not easy, especially dealing with students with different characters. So, to make them active in the learning process, I tried to apply many ways, such as ice-breaking that Fida saw earlier. When in English material, the students easily get bored and feel sleepy, so my way is to get their focus back on this ice-breaking. Sometimes, if still have time, I do a light quiz. Usually, some students are passive in class. For passive students, I try to put myself in their condition which, I personally like if my name is mentioned or called often. So, in class, I try to call or use their names often so that they slowly engage the learning process in the classroom. And for their homework, to keep them active and responding to me, I gave them some options. For example, it can be audio if they are not confident speaking via video.

5) Do you use variety of teaching techniques in the classroom? (e.g. games, role play, simulation, presentation, etc.) *Apakah anda menggunakan berbagai Teknik pengajaran di kelas? (misalnya game, permainan peran, simulasi dll.)*

Biasanya dialog sama quiz dan beberapa pertemuan terakhir ini role play. Diskusi merupakan yang paling sering, karna komunikasinya lebih dapat. Untuk kelas 12 ini saya coba untuk fokusnya ke percakapan nyata dan simple dulu, setidaknya ada yang bisa mereka bawa kalo sudah keluar nanti.

Usually, I provided dialogue and quizzes. In the last few meetings, I provided them role-play. Discussion is the most commonly used because it allows more communication. For the 12th grade, I try to focus on real and simple conversations first, at least they can obtain something when they graduate.

6) Do you use group discussion and media in teaching speaking skills? *(Apakah Anda menggunakan diskusi kelompok dan media dalam mengajarkan keterampilan berbicara?)*

Sudah tentu. Karna dari diskusi, anak-anak banyak dapat masukan baik dari teman atau dari saya sendiri. Seperti kemaren, mereka diskusi dan belajar dari sesama mereka cara penyebutan kata dan kalimat. Dari diskusi ini saya lihat mereka lebih santai bicaranya dan beropini. Dan untuk media, sudah pasti saya banyak gunakan dalam mengajar bagi memudahkan saya untuk reach setiap siswa. Sebagai contoh dari aplikasi w/a, misalnya saya beri tugas ke mereka

yang need mereka untuk buat suatu video about themselves. Bagi yang not confident atau refuse to use video, mereka bisa saja voice record dan send ke saya personally. Saya tidak paksakan mereka maunya bagaimana. Jadi bagi saya penggunaan media juga sangat membantu saya mengevaluasi dalam mengajar mereka in speaking.

Absolutely. Because from the discussion, students can get input either from their peers or from me (as their English teacher). Like recently, they discussed and learned among them how to utter words and sentences. From the discussion activity, I noticed that they are more relaxed when speaking and in giving opinions. And for the media, I definitely use it a lot in teaching to make it easier for me to reach every student. For example, from a w/a application, I usually assign them tasks that need them to make a video about themselves. For those who are not confident or refuse to use videos, they could have voice recorded and sent to me personally. I do not force them on how they want to complete their homework. So for me, the use of media also really helps me evaluate in teaching them speaking.

7) Do you use a rubric to assess the student's speaking skills?
(Apakah Anda menggunakan rubrik untuk menilai keterampilan berbicara siswa?)

Ya, tapi untuk saat ini saya lebih focus ke 3 rubric saja dulu; pronunciation, grammar, vocabulary dikarenakan kebanyakan mereka kemampuan bicaranya seperti yang saya bilang tadi, masih susah speakingnya dan ini sulit untuk saya pancing mereka supaya ngomong dalam arti lancar bicaranya. Untuk fluency, masih saya observasikan dulu karna untuk 3 aspek ini saja tadi yang pronunciation, vocab dan grammar, merekanya masih sangat-sangat butuh di guide. Jadi menurutku, selama mereka ada peningkatan dikit-dikit mulai dari pronunciation atau grammarnya, itu sudah merupakan suatu yang harus dibanggakan dikarenakan juga siswanya disini penggunaan Bahasa daerahnya juga masih strong.

Yes, but for now, I am more focused on 3 rubrics: pronunciation, grammar, and vocabulary, because most of them, in terms of their speaking abilities, still struggle to speak properly, and this also makes it difficult for me to provoke them to speak in the sense of speaking fluently. For fluency, I continue to observe it since these 3 aspects; pronunciation, vocab and grammar, the students still really need to be guided. So in my opinion, as long as they have a slight improvement starting from the pronunciation or grammar, it is something to be proud of, since the students here also, their use of the local language is still strong.

8) Do you give feedback and evaluation of the student's speaking skills?
(Apakah Anda memberikan umpan balik dan evaluasi keterampilan berbicara siswa?)

Ya. Biasanya saya akan memberikan feed back di setiap akhir waktu pembelajaran, apa yang mereka telah pelajari pada hari itu dan apa yang perlu mereka perbaiki hasil dari task yang saya kasihkan ke mereka. Kalo dari speaking, saya utamakan PD mereka dulu, walaupun anak-anaknya nanggapin

masih slow respon. Jadi, biasanya kalo mereka salah dalam speakingnya, saya pake 2 opsi, saya coba usahakan fix it pas mereka selesai bicara tapi dengan kalimat yang beda atau menjelaskan dan diskusikan bersama dengan mengajak mereka berpikir, bahasa yang baiknya yang bagaimana. Jika memungkinkan, saya biasanya kasih mereka PR supaya mereka semakin paham apa yang mereka pelajari.

Yes. Usually I will give feedback at the end of each learning time on what they have learned that day and what they need to correct from the task I gave them. For speaking, I prioritize their confidence first, even though the students are still slow to respond (the practice that I made). So, usually, when they make a mistake in speaking, I try to fix it when they finish talking but with different sentences or explain and discuss together by inviting them to think about how to use the proper sentences. I assigned homework whenever feasible so the students could better comprehend the material.

9) What are your difficulties in teaching speaking class especially using the CLT method in your class?

(Apa kesulitan Anda dalam mengajar kelas berbicara terutama menggunakan metode CLT di kelas Anda?)

Saya susah untuk mendapatkan konsentrasi anak-anak karna mereka kadang sering tidak mengerti apa yang coba saya sampekan. Saya juga susah untuk dorong merekanya untuk bicara karena mayoritas mereka itu masih kesulitan untuk bicara atau pasif dalam kelas, vocab nya masih kurang apalagi grammarnya sedangkan ini sangat dibutuhkan untuk communicate. Yang ada, mereka responnya mostly in Bahasa atau just keep silent. Mereka masih lack di pronunciation juga, ya karena itu tadi, adanya perbedaan Bahasa Inggris dan Bahasa Indonesia. Ditambah lagi, siswa-siswa saya masih lebih cenderung ke Bahasa Indonesia atau Bahasa Daerah ketika sesi pembelajaran.

I find it is challenging to get students' attention because sometimes they often do not understand what I am trying to convey. I also struggle to urge them to speak because most of them are still having problems in talking or being passive in class; lack of vocabulary, as well as grammar, which these elements are needed for communication. They are also still weak at pronouncing words due to the language barrier between English and Indonesian. Additionally, my students still tend to use Indonesian or the local language during learning sessions.

10) How do you overcome them? (Bagaimana anda mengatasinya?)

Ya seperti barusan tadi yang saya jelaskan. Supaya merekanya tidak stres belajar Bahasa 'baru', saya harus bilingual bahasanya saat mengajarkan atau menjelaskan supaya merekanya juga bisa tetap semangat dalam belajar inggris. Saya coba untuk mengarahkan mereka ke aktivitas yang melatih dan mengajarkan ke penggunaan bahasa yang tepat saat bicara. contoh, yang biasa saya lakukan, kuiz, kerja kelompok atau aktif berdiskusi, setidaknya ini

beri masukan dan trigger mereka solving problem together, jadi itu, saya let merkanya untuk bicara atau berpendapat meski hasil language nya masih mix dan belum terlalu memuaskan. Jadi, untuk saat proses pembelajaran di kelas, saya bikin peraturan yang mana, saat kelas Bahasa Inggris dimulai, maka siswa, saya haruskan untuk berusaha ngomongnya itu, pake Bahasa Inggris. Saat ini juga, saya sangat bolehkan dan terapkan mereka untuk pake mana-mana aplikasi yang bisa buat mereka nyaman saat belajar. Saat ini, saya bolehkan mereka pake aplikasi w/a; bisa video atau audio, canva untuk mereka edit video dan Wordwall atau YouTube sebagai cara attract mereka belajar terutama dalam speaking.

That's exactly what I meant. To make them less stressed learning a 'new' language, I have to use bilingual language when teaching or explaining so that they can also stay passionate in learning English. I try to expose them to activities that train and teach them to the proper use of language when speaking. For example, what I usually do, quizzes, pair/group work, or actively discuss, at least this gives input and triggers them to solve problems together, so with that, I let them talk or argue even though the language results are still mixed and not very satisfactory. Currently, I really welcome and encourage them to use any application that can make them comfortable when learning. Right now, I am allowing them to use w/a application; either video or audio, the Canva application to edit their video, and Wordwall or YouTube to attract them to learn, especially speaking.

APPENDIX 6(a)

Interview Results (Students)

Transcript of Pre-test Interview

1. What do you think about the learning process in your English class this semester?

(Apa pendapat Anda tentang proses pembelajaran di kelas Bahasa Inggris anda semester ini?)

Participant 1	<i>lumayan kak walau kadang masih susah dirasa.</i> Not bad, sis, though it is still difficult to feel sometimes.
Participant 2	<i>lumayan kak. Kadang tidak konsen.</i> Not bad, sis, sometimes I can't concentrate.
Participant 3	<i>kalo saya kak masih susah mengerti materinya kak.</i> For me, I still find it difficult to understand the material.
Participant 4	<i>lumayan susah kak karna banyak harus dipelajari.</i> It's quite difficult because there's a lot need to be learned.
Participant 5	<i>lumayan kak. Banyak yang susah dimengerti.</i> Not bad, sis. There are many things that are difficult to comprehend.
Participant 6	<i>susah kak. Kurang menarik perhatian juga kak.</i> It's hard, sis. It is less captivating as well.

2. Do you understand when your teacher speaks in English? (Apakah Anda lebih mengerti ketika guru berbicara bahasa Inggris?)

Participant 1	<i>Lumayan kak. Understand dikit.</i> Not bad, sis. I understand a little bit.
Participant 2	<i>understandnya, kadang ya, kadang ga.</i> My comprehension, sometimes yes, sometimes no.
Participant 3	<i>Kadang-kadang ga mengerti ka kak.</i> Sometimes I don't understand.
Participant 4	<i>dikit kak tapi banyak yang nda ditau kak.</i> A little bit but most of it is not.
Participant 5	<i>bisa ngerti dikit-dikit kak.</i> I can understand a little bit.
Participant 6	<i>dikit kak. Lebih banyak yang tidak dimengerti kak.</i> A little bit but mostly it is hard to understand.

3. Do you agree that lack of confidence is one of the problems in improving your speaking ability?

(Apakah Anda setuju bahwa kurang percaya diri adalah salah satu masalah dalam meningkatkan kemampuan berbicara Anda?)

Participant 1	<i>Yes, agree kak. Ga PD, ga confident.</i> Yes I agree. Lack of confidence.
Participant 2	<i>Iye kak, setuju. agree. Nda yakin ka bicara.</i> Yes, sis, I agree. I don't have confidence in my speaking.
Participant 3	<i>Iye kak setuju.</i> Yes. I do agree.
Participant 4	<i>Iye kak karna malu kalo salah.</i> Yes, sis because it is embarrassing if it is incorrect.
Participant 5	<i>Iye kak.</i> Yes, sis.
Participant 6	<i>Iye kak.</i> Yes, sis.

4. Do you feel that learning grammar exercise help you in speaking? Why?

(Apakah Anda merasa bahwa belajar latihan Grammar (tata Bahasa) membantu Anda dalam berbicara? Mengapa?)

Participant 1	<i>yes kak. Supaya bisa bicara dengan baik.</i> Yes, sis. To be able to speak well.
Participant 2	<i>Iye kak. Supaya bisa ki bicara. Tapi untuk praktek speaking, belum bisa ka kak.</i> Yes, sis. So that we are able to speak. But in practicing speaking, I can't yet, sis.
Participant 3	<i>iye kak supaya pintar ki Bahasa inggris toh.</i> Yes, sis so that we master in English.
Participant 4	<i>iye kak. Supaya bisa bicara dalam Bahasa Inggris kak.</i> Yes, sis. So that we can speak in English.
Participant 5	<i>iye kak. Supaya bagus kalimat bicaranya kak.</i> Yes, kak. So that the sentences in our speech are proper.
Participant 6	<i>iye kak. Grammar bantu ki bicara.</i> Yes, sis. Grammar helps us in speaking.

5. What suggestion do you have for your teacher to help the students learn English?

(Apakah saran Anda untuk guru Anda untuk membantu siswa belajar bahasa Inggris?)

Participant 1	<i>Kalo saya kak, mengajarkan teori dan praktek harus seimbang kak. Apalagi kami jurusan perhotelan.</i> For me, teaching theory and practice must be balanced. More importantly, we are in a hospitality program.
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Participant 2	<p><i>Menasehati dan kasihkan motivasi ke siswa kak supaya lebih memperhatikan pembelajaran di kelas.</i></p> <p>Advise and motivate the students to pay more attention to their classroom learning.</p>
Participant 3	<p><i>Guru mengajar sesuai dengan kondisi kelas dan kalo bisa lebih memperhatikan kebutuhan siswanya.</i></p> <p>The teacher teaches based on the classroom levels and if possible, gives more attention to the student's requirements.</p>
Participant 4	<p><i>Memberikan materi dari dasar kak mulai dari penyebutan A-Z yang jelas beda dengan Bahasa Indonesia.</i></p> <p>Providing material from the basics, starting from the pronunciation of A-Z, which is obviously different from Indonesian.</p>
Participant 5	<p><i>Memberikan banyak contoh dan latihan di dalam kelas kak supaya bisa materi bisa lebih dimengerti.</i></p> <p>Provide many examples and exercises in the classroom so that the material can be better understood.</p>
Participant 6	<p><i>Lebih banyak melakukan aktivitas mengajar materi yang bisa menarik perhatian siswa dan mudah diingat kak.</i></p> <p>Do more activities to teach the material that can attract students' attention and is easy to remember.</p>

APPENDIX 6(b)

Interview Results (Students)

Transcript of Post-test Interview

6. What do you think about CLT after applying it in six English class meetings? Is it helps you to improve your speaking? Why?

(Apa pendapat Anda tentang CLT setelah menerapkannya dalam enam pertemuan kelas bahasa Inggris? Apakah ini membantu Anda untuk meningkatkan kemampuan berbicara Anda? Mengapa?)

Participant 1	<i>I think CLT nya lumayan good kak, our practice speaking, because.. karna itu toh kalo perhotelan harusnya good speaking, need good Inggris, jadi menurutku itu help banget.</i> <i>I think CLT is quite good for practicing our speaking because it is required in hospitality to be good at speaking; good in English, so, for me, it's really helpful.</i>
Participant 2	<i>CLT good kak. Help improve speaking saya dikit- dikit.</i> <i>The CLT is good. It helped me improve my speaking a little bit.</i>
Participant 3	<i>Lumayan susah kak karna harus ki speaking.</i> <i>It's quite difficult because we have to speak.</i>
Participant 4	<i>Help kak. Lumayan oke kak. Tapi masih susah ka bicara.</i> <i>it helps me. It is quite good. Although it is still difficult for me to speak.</i>
Participant 5	<i>Improve speaking, membantu kak. I think.. good kak.</i> <i>It improved my speaking. I think it is good. It helped.</i>
Participant 6	<i>Membantu kak. Speaking.. Untuk latih ki bicara.</i> <i>It helps in speaking. To train us in speech.</i>

7. After using CLT, do you understand more when the teacher speaks English? Is there any improvement?

(Setelah menggunakan CLT, apakah Anda lebih mengerti ketika guru berbicara bahasa Inggris? Apakah ada peningkatant?)

Participant 1	<i>Yes. teacher speak English,I understand. Lumayan dari sebelumnya kak. So, improve kak. For me, di kelas teacher harus speak terus kak supaya terbiasa ki.</i>
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	Yes. I understand when the teacher speaks English. It's quite better than before. So, it improved. For me, the teacher must speak continuously in class so that we get used to it.
Participant 2	<i>Yes. Understand kak, little. Tapi bahasa Indonesia harus tetap dipake saat guru menjelaskan kak.</i> Yes, I understand a little bit. But Indonesia Language still needs to be used when the teacher gives an explanation.
Participant 3	<i>Good. Lumayan Kak. Ada Improve. Tapi tetap harus ditranslate kak supaya tambah paham ki.</i> Good. It's quite good. There is an improvement. But it still needs to be translated so we can get more understanding.
Participant 4	<i>Lumayan kak. Tapi masih banyak juga yang susah dimengerti. Jadi guru harus tetap campur bahasa indonesia kak saat mengajar.</i> Not bad. But there are still many things that are difficult to understand. So teacher still have to mix Indonesian when teaching.
Participant 5	<i>Yes. Understand kak. Lumayan. tapi lebih bagus kak, kalo guru harus banyak menjelaskan pake bahasa indonesia.</i> "Yes. I understand. It's quite good. But it's better if the teacher has to explain a lot using Indonesian."
Participant 6	<i>Yes. Understand, improvement dikit kak.</i> "Yes, I understand. There's a slight improvement."

8. After using CLT, is it help you be confident to speak?

(Setelah menggunakan CLT, apakah membantu Anda percaya diri untuk berbicara?)

Participant 1	<i>Help me more confident kak. For me, I like diskusi kak, speakingnya itu harus dan nda malu-malu ma kalo bicara. termotivasi ka juga langsung praktek interaksi sama teman dan bisa belajar pake aplikasi kak, rame-rame belajar speakingnya di kelas.</i> "It helps me feel more confident. For me, I like discussion sessions, which require us to speak up and I'm not shy to do so. This motivated me because I practiced interaction with friends directly and we were able to learn by using the applications, we learned to speak together in class."
Participant 2	<i>Help me confident speak kak. Karna biasa itu cuman belajar grammar tapi masih bingung pas practice..tapi</i>

	<p><i>kalo ini langsung ki speaking pelajari dan practice bersamaan struktur kalimat yang tepat saat speaking kak.</i></p> <p>It helped me to be confident in speaking. Because usually, we only learn grammar but still confuse when practicing. But in this context, we directly learn speaking and practice simultaneously with proper sentence structure when speaking.</p>
Participant 3	<p><i>Yes, help kak. little. Dikit kak. Karna langsung praktek toh. Mulai dari dialog nya bareng teman dan diajarkan ki juga cara penyebutannya.</i></p> <p>Yes, it helps a little bit. Because it is directly practiced, starting from dialogue conversations with friends and guiding us on how to pronounce it.”</p>
Participant 4	<p><i>Help untuk yakin kak karna bisa ki praktek speaking kalo berkomunikasi dan guru ta juga na bantu ki cara praktek bicara nya.</i></p> <p>It helps me because we can practice speaking when we communicate and the teacher helps us practice speaking properly.</p>
Participant 5	<p><i>Iye kak, confident. Help me speak. waktu pertama susah ma ku rasa kak karna dibiasakan ki untuk harus bisa interaksi. Tapi ini sangat membantu saya kak karna tidak hanya focus belajar materi kak tapi harus bisa praktek juga.</i></p> <p>Yes, I gained confidence. It helps me to speak. At first, I found it difficult because we were used to being able to interact. But it really helped me because it not only focuses on learning the material but also requires speaking practice as well.</p>
Participant 6	<p><i>Iye kak. Help confident, little. Lumayan susah kak tapi bagusnya langsung di praktek speaking.</i></p> <p>Yes. It helps me gain a little confidence. It's quite difficult, but the advantage is that we can practice speaking directly.</p>

9. After using CLT, do you choose to speak with accuracy or fluency?

(setelah menggunakan CLT, anda pilih untuk berbicara dengan akurat atau berbicara dengan lancar?)

Participant 1	<p><i>I choose speaking fluency kak karna for me bicara akurat belum tentu bisa fluency kak. Kalo lancar ki, pasti bahasanya juga akurat, tepat.</i></p>
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	I choose to speak fluently because for me, speaking accurately is not always fluent. If we speak fluently, surely our language will also be correct.
Participant 2	<i>dua-dua important kak. Karna harus saling melengkapi accuracy dan fluency saat harus bicara.</i> Both are important. Because accuracy and fluency must complement each other when it comes to speaking.
Participant 3	<i>I accuracy kak. Kalo tepat bisa bicara dengan baik.</i> "I choose accuracy in speaking. If the language is correct, we can speak well."
Participant 4	<i>ketepatan berbicara kak. Kalo tepat bicara kak bisa PD apa yang dibicara.</i> "I prefer accuracy in speaking. If we are accurate in speaking, we can speak with confidence about what we are talking about."
Participant 5	<i>For me, saya pilih accuracy dan fluency speaking kak. Karna tidak bisa ki tepat bicaranya kalo ga lancar dan begitu juga, tidak bisa ki lancar kalo tidak tepat apa yang mau dibicara.</i> For me, I choose accuracy and fluency. Because we cannot speak accurately if we are not fluent in speaking and vice versa, we cannot speak fluently if we are not good in arranging the words out.
Participant 6	<i>For me, I choose two kak. Because sama-sama penting untuk kita pake speaking.</i> For me, I choose both. Because it's equally important for us to use when speaking.

10. Do you think CLT strategies are useful in a hospitality program? Why? What should your teacher need to improve?

(Apakah menurut Anda strategi CLT berguna dalam program perhotelan? Mengapa? Apa yang harus guru Anda tingkatkan untuk ditingkatkan?)

Participant 1	<i>Very useful kak because karna melatih kami in speaking. Need improve more to hospitality kak. Harus banyak latihan pengucapan sih kak dan kalo bisa, metode pake aplikasi yang lebih seru supaya bisa ki praktek terus.</i> Very useful because practice us in speaking. The teacher needs to improve more the use of CLT in context of hospitality program. Students should have a lot of practice in pronunciation and, if possible, the method of using a
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	<p>more exciting application so that we can practice it continuously in speaking.</p>
Participant 2	<p><i>useful dan good kak untuk speaking. Kalo saya sih kak, istilah-istilah hotel penting kak, harus di tau Bahasa Inggrisnya. Dan guru harus sering dorong dan biasakan kami bicara Bahasa Inggris kak.</i></p> <p>CLT strategies are useful and good for practicing speaking. For me, hotel's terms are important because we have to know their English usage. And teacher have to push and get used to us speaking English often.</p>
Participant 3	<p><i>useful kak untuk melatih bicara inggris dari banyak cara. Bisa dipake kalo bicara sehari-hari juga. Harusnya bisa sering diajarkan pengucapan untuk istilah perhotelan kak karna itu akan dipake nanti.</i></p> <p>CLT strategies are useful to practice speaking from many ways. It can be used in daily life conversations as well. We should have been able to be taught the pronunciation of hospitality term often because it would be applied later in future."</p>
Participant 4	<p><i>Useful kak. Praktek ki bicara percakapan sehari-hari secara langsung atau pake video, supaya bisa ki PD bicara Bahasa Inggris nanti pas kerja.</i></p> <p>CLT strategies are useful. We practice daily conversation so that we can speak English confidently later when we work."</p>
Participant 5	<p><i>Useful untuk jurusan perhotelan kami kak. Karna komunikasinya nya help to speak. Kalo for teacher, mau ku kak focus nya guru itu harus lebih ke istilah atau percakapan yang biasa terjadi di hotel dan pake aplikasi harus tetap diteruskan kak supaya kami tidak bosan.</i></p> <p>CLT strategies are useful for hospitality programs. Because of communication in CLT helped me to speak up. For the teacher, I think teacher should focus more on terms or conversations that commonly occur in hotels."</p>
Participant 6	<p><i>Useful of hospitality kak. Lebih seru kalo lebih banyak ki praktek bicara pake dialog seperti di Google, YouTube terus dijadikan video atau praktek penyebutan yang benar kak.</i></p> <p>The CLT strategies are useful in hospitality. It is more exciting to practice speaking through dialogue like in Google, Youtube and then make it into video form or practicing the correct pronunciation.</p>

APPENDIX 7**The distribution score of Pre-Test speaking performance**

Participants	Score of Pronunciation	Score of Grammar & Accuracy	Score of Vocabulary	Score of Fluency & Coherence	Total score of speaking ability
1	1	1	1	1	4
2	1	1	1	1	4
3	1	1	1	1	4
4	1	1	1	1	4
5	1	1	1	1	4
6	1	1	1	1	4
					24
Mean Score	4.0				
Std deviation	0.0				

The distribution score of Post-Test speaking performance

Participants	Score of Pronunciation	Score of Grammar & Accuracy	Score of Vocabulary	Score of Fluency & Coherence	Total score of speaking ability
1	3	2	2	2	8
2	2	2	2	2	8
3	2	1	2	1	6
4	1	1	1	1	4
5	2	2	2	1	6
6	2	2	2	1	6
					38
Mean Score	6.3				
Std deviation	1.5				

APPENDIX 8
Documentation



Teaching practices and classroom activities as English teacher's CLT strategies in the hospitality classroom learning process.



PEMERINTAH KABUPATEN BARRU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Mal Pelayanan Publik Masiga Lt 1-3 Jl Iskandar Unru Telp (0427) 21662, Fax (0427) 21410
<http://izinonline.barrukab.go.id> e-mail barrudpmptsptk@gmail.com Kode Pos 90711

Barru, 09 November 2022

Nomor : 562/IP/DPMPTSP/X/2022
Lampiran :
Perihal : Izin/Rekomendasi Penelitian

Kepada
Yth Kepala UPTD SMKN 5 Barru
di-
Tempat

Berdasarkan Surat Wakil Dekan Bid Akademik, dan Kemahasiswaan Nomor : 9205/UN4 9 I/PT 01.04 /2022 tanggal 03 November 2022 perihal tersebut di atas, maka Mahasiswa (i) / Peneliti / Dosen / Pegawai di bawah ini :

Nama : RAFIDAH BINTI ROSTAN
Nomor Pokok : F022211013
Program Studi : Bahasa Inggris
Perguruan Tinggi : UNHAS Makassar
Pekerjaan : Mahasiswa (S2)
Alamat : JL. A. Bau Massepe Kel. Mangempang Kec. Barru Kab. Barru

Diberikan izin untuk melakukan Penelitian/Pengambilan Data di Wilayah/Kantor Saudara yang berlangsung mulai tanggal 09 November 2022 s/d 09 Januari 2023, dalam rangka penyusunan Tesis, dengan judul :

TEACHER'S COMMUNICATIVE LANGUAGE TEACHING (CLT) STRATEGIES IN IMPROVING THE SPEAKING ABILITY OF THE HOSPITALITY STUDENTS AT SMKN 5 BARRU

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami menyetujui kegiatan dimaksud dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan melapor kepada Kepala SKPD (Unit Kerja) / Camat, apabila kegiatan dilaksanakan di SKPD (Unit Kerja) / Kecamatan setempat,
2. Penelitian tidak menyimpang dari izin yang diberikan;
3. Mentaati semua Peraturan Perundang Undangan yang berlaku dan mengindahkan adat istiadat setempat,
4. Menyerahkan 1(satu) eksampelar copy hasil penelitian kepada Bupati Barru Cq Kepala Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu Kabupaten Barru,
5. Surat Izin akan dicabut kembali dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin ini tidak mentaati ketentuan tersebut di atas.

Untuk terlaksananya tugas penelitian tersebut dengan baik dan lancar, diminta kepada Saudara (i) untuk memberikan bantuan fasilitas seperlunya.

Demikian disampaikan untuk dimaklumi dan dipergunakan seperlunya.

a.n. Kepala Dinas,
Kabid. Penyelenggaraan Pelayanan
Perizinan,


FATMAWATI LEBU, SE
Pangkat : Pembina, IV/a
NIP. 19720910 199803 2 008



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMK NEGERI 5 BARRU

Jl. Samasale No 1, Desa Lampoko Kec. Balusu Kab. Barru, 90751 Telp. 0427-3230898, email: smknegeri5barru@gmail.com

SURAT KETERANGAN

Nomor: 870/OK/UPT.SMKN.5/BR /Disdik/2023

Yang bertanda tangan di bawah ini:

Nama : Drs. ARIFIN
NIP/NUPTK : 196504151989031021/ 2747743644200002
Pangkat/Gol : Pembina Tingkat I / IVb
Jabatan : Kepala Sekolah UPT SMK Negeri 5 Barru
Unit Kerja : UPT SMK Negeri 5 Barru

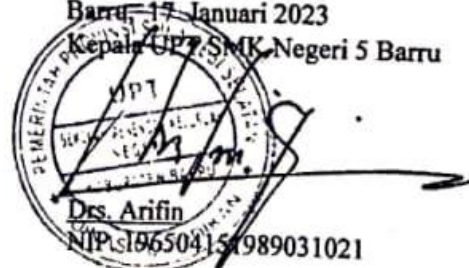
Dengan ini menerangkan bahwa mahasiswa dibawah ini:

Nama : Rafidah Binti Rostan
NIM : F022211013
Program Pendidikan : Program Magister (S-2)
Program Studi : Bahasa Inggris

Mahasiswa tersebut telah selesai melakukan penelitian di SMK Negeri 5 Barru mulai tanggal 14 November 2022 sampai 08 Desember 2022.

Demikian surat keterangan ini di buat, untuk dipergunakan sebagaimana mestinya.

Barru, 17 Januari 2023
Kepala UPT SMK Negeri 5 Barru



Drs. Arifin
NIP. 196504151989031021