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

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POST GRADUATE PROGRAM OF ENGLISH LANGUAGE STUDIES

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THESIS

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Finally, this thesis is presented to English Language Studies of Hasanuddin University. Hopefully, this thesis can provide benefits to practitioners of education, especially in English education, and can be utilized as a reference for further research.

Makassar, July 2023

Rafidah Binti Rostan

ABSTRACT

RAFIDAH BINTI ROSTAN. *Teacher's Communicative Language Teaching (CLT) Strategies in Improving the Speaking Ability of the Hospitality Students: A Case Study at SMKN 5 Barru.* (Supervised by Nasmilah and Abidin Pammu).

This research aims to (1) identify the type of CLT strategies employed by the English teacher in hospitality classrooms, (2) investigate the application of CLT in improving the hospitality students' speaking abilities, and (3) find out the students' perceptions about the implementation of teacher's CLT strategies to develop their speaking English. This research conducted a mixed method design with the quantitative analysis applied in small proportion only to measure the mean score of pre-test and post-test students speaking improvements. The participants in this study involved one teacher and one class from twelfth-grade (XII) students of hospitality at SMK N 5 Barru that consisted of 20 students. Observation with field notes and interviews were used as instruments for data collection. This research utilized Richards's (2006) three practices of mechanical practice, meaningful practice, and communicative practice as the basis in investigating the CLT strategies used by the teacher. The data were analyzed in three major steps such as data reduction, data display, and conclusion drawing proposed by Miles & Huberman (1994). The findings indicated that the English teacher mostly used meaningful and communicative practices rather than mechanical practices. In applying CLT strategies to improve the hospitality students speaking abilities, the teacher mostly provided active discussion activities and worked in pairs or groups with the encouragement integrating some additional tools such as the online platforms and applications. Moreover, to find out the students' perception regarding the teacher's CLT strategies, the researcher employed pre-test and post-test as measuring for the students speaking improvements and it was indicated that the students' speaking abilities improved 57,5%, which classified moderate categorization. Most of the students agreed that the teacher's CLT strategies could slightly help them in developing their language skills. The findings of this study concluded that CLT strategies that applied by the teacher help improve the students speaking abilities gradually, as these captivate students' attention in learning language by allowing them to use technological advances in practicing using the target language.

Keywords: Communicative Language Teaching strategies, Teaching Practices, Learning Activities, Speaking Improvements

Makassar, 12 July 2023

ABSTRAK

RAFIDAH BINTI ROSTAN. *Strategi Pengajaran Bahasa Komunikatif (CLT) Guru dalam Meningkatkan Kemampuan Berbicara Siswa Perhotelan: Studi Kasus di SMKN 5 Barru* (dibimbing oleh Nasmilah dan Abidin Pammu).

Penelitian ini bertujuan: (1) mengidentifikasi jenis strategi CLT yang digunakan oleh guru bahasa Inggris di kelas perhotelan; (2) menyelidiki penerapan CLT dalam meningkatkan kemampuan berbicara siswa perhotelan; dan (3) mengetahui persepsi siswa tentang penerapan strategi CLT guru untuk mengembangkan kemampuan berbicara bahasa Inggris mereka. Metode yang digunakan ialah desain *mixed method* dengan analisis kuantitatif yang diterapkan dalam proporsi kecil hanya untuk mengukur nilai rata-rata *pretest* dan *posttest* peningkatan berbicara siswa. Peserta penelitian ini melibatkan satu guru dan dua puluh siswa dari kelas XII perhotelan di SMKN 5 Barru. Instrumen pengumpulan data ialah observasi dengan catatan lapangan dan wawancara. Penelitian ini menggunakan tiga praktik Richards (2006), yaitu praktik mekanis, praktik bermakna, dan praktik komunikatif sebagai dasar dalam menyelidiki strategi CLT yang digunakan oleh guru. Data dianalisis dalam tiga langkah utama seperti reduksi data, tampilan data, dan penarikan simpulan seperti yang dikemukakan oleh Miles & Huberman (1994). Hasil penelitian menunjukkan bahwa guru bahasa Inggris lebih banyak menggunakan praktik yang bermakna dan komunikatif daripada praktik mekanis. Dalam menerapkan strategi CLT untuk meningkatkan kemampuan berbicara siswa perhotelan, guru kebanyakan memberikan kegiatan diskusi aktif dan bekerja berpasangan atau kelompok dengan dorongan mengintegrasikan beberapa alat tambahan seperti *platform* dan aplikasi *online*. Selain itu, untuk mengetahui persepsi siswa tentang strategi CLT guru, peneliti menggunakan *pretest* dan *posttest* sebagai tolak ukur peningkatan kemampuan berbicara siswa. Diindikasikan bahwa kemampuan berbicara siswa meningkat 57,5%, yang tergolong kategori sedang. Sebagian besar siswa setuju bahwa strategi CLT guru dapat membantu mereka dalam mengembangkan kemampuan bahasa mereka. Dapat disimpulkan bahwa strategi CLT yang diterapkan oleh guru membantu meningkatkan kemampuan berbicara siswa secara bertahap karena hal tersebut menarik perhatian siswa dalam belajar bahasa dengan memungkinkan mereka menggunakan kemajuan teknologi dalam berlatih menggunakan bahasa target.

Kata kunci: strategi pengajaran bahasa komunikatif, praktik mengajar, kegiatan pembelajaran, peningkatan berbicara

2023

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CHAPTER I
INTRODUCTION

1.1 Background of Study

Over the years, the English language has become an integral part of our daily lives, acting as a national and worldwide communication tool. English is the most effective means of communication that bridges the gap between countries with diverse backgrounds, facilitating interconnections and the acquisition of pertinent information in the sectors of various professions, commerce and education. Littlewood (2007) stated that most Asian countries have developed their English education in the past two decades to pursue the rapidly growing urban economy and boost the number of proficient English-communication citizens. This is supported by Asriyanti et al. (2013) described that, for better or worse, by choice or by necessity, English has travelled to many parts of the world and has been used to served various purposes. Hossain (2015) also indicated that English is gradually been mediated in each communication domain in region and global contexts. As a consequence, the demand for education in the English language will inevitably become essential among all nations throughout time.

In Indonesia, English is acknowledged as a foreign language and the annual growth rate of English education has been increased. Gradually, people are progressively starting to recognize its significance. In this regard, to stay connected across all factors of development, culture, and society, learners, particularly secondary school students, are required to develop the ability to communicate in English due to the fact that today's youth represent the future generation who will play an essential role in the country's development in all aspects.

For that reason, the President of Republic Indonesia, Joko Widodo had prioritized vocational high schools in recent years since it is expected that Indonesia will have a large number of productive age people in the coming years, precisely in year 2020. He added that the current speed at which the world is changing right now calls for an immediate response in the form of better educational possibilities, including for vocational high schools

(Damarjati, 2017). Similarly, Taufan et al. (2021) examined through the SMK Development Authority (*Direktorat Pembinaan SMK*) that the Government of the Republic of Indonesia firmly believes that English is one of the top objectives since having communication abilities in English will make SMK graduates more competitive.

In regard with this, a communicative language teaching (CLT) activity serves as one of the essential strategies for facilitating effective conversation and two-way exchanges that English teachers can adopt in the classroom. Formerly, CLT which also known as communicative approach was Noam Chomsky's theory that was introduced in the 1960s focused on competence and performance in language learning. Since the beginning of its development in the 1970s and 1990s, which came up with the idea of broader communicative competence, CLT has been a major source of influence on language teaching practices around the world that emphasize communicative course planning (Littlewood, 1981; Richards, 2006). In this view, creating a communicative strategy requires students to complete numerous tasks that subconsciously affect their speaking abilities, critical thinking, and problem-solving abilities. Students can be placed in real-life contexts and given the opportunity to interact in target language through the use of communicative strategies as well as Richards and Rodgers (1986) point out that communicative activities emphasize on communication and real-life situations.

In addition, according to Yusri et al. (2018) and Mantasiah (2020), studying English has been extensively examined since the majority of job openings nowadays call for applicants to be fluent in a foreign language. Therefore, most students in today's classroom intend to become immersed in English by learning both written and spoken English rather than merely to achieve good results. In the context of four basic English skills, speaking is considered the most challenging when teaching a foreign language.

Chastian (1971) mentioned that simply listening to a speech is not enough for students to acquire the ability to speak because obviously, learning to speak a language is much more complicated than learning to understand a spoken language. In certain situations, a person may face some difficulties in speaking in order to explain his thoughts, opinions, or feelings to others. This is supported by Pammu (2021) proved that one of the elements that evaluated a person's speaking performance was based on their fluency, in which fluency

refers to the speaker's way or method of producing words within a particular period of time without omitting key elements of the speech so that the intended meaning conveyed appropriately. Thus, being able to communicate by practicing the spoken language is essential, and teaching the language with the knowledge that speech is acquired mostly through communication is equally important.

Furthermore, another argument is from Qiptiah (2021) said that kinds of issues often encountered, such as a lack of confidence when speaking, fear of making mistakes when practicing public speaking in front of the class, and a lack of vocabulary all contributed to the students' difficulties in using simple daily conversation words and in improving their English communication skills. As a consequence, teachers are required to exert greater effort when it comes to oral communication.

For that reason, Rivers (1968) claims that teachers have to provide enough opportunities for students to develop speaking skills in order to overcome the speaking problem encountered by students in learning a foreign language. A language teacher should encourage students to engage in meaningful communicative activities on meaningful topics through teacher-to-students or student-to-student engagement (Chaney & Burke, 1998). This is supported by Nasmilah et al. (2021), highlight that teachers' feedback as a source of input is crucial in assisting students to improve their speaking skills. In brief, teachers here play a main role in creating a classroom environment, authentic activities, and meaningful communication that promote oral language in expressing the language into speaking.

Based on the preliminary study that the researcher did before at SMK N 5 Barru on Friday, June 10, 2022, the teacher said generally, the quality of students who are proficient in English is still at a level that needs to be improve, especially in terms of their ability to speak the language. Organizing sorts of strategies in order to engage the students in the classroom is needed. She added, in 2014, the school established a hospitality program, and until now, this school was the only vocational high school in Barru disrict that offered this program. She further said that it took a lot of effort for the teacher to set strategies for teaching the students since this program is relatively new and more exposed in the context of communication. Referring to that claim, Ariatna (2012) also put it sharply that significant changes in the instruction of English

as a second or foreign language have occurred in recent decades, where numerous scholars have placed significant emphasis on exploring the most efficient strategies throughout the years for teaching communicating abilities as well.

Therefore, in relation to the statement above, this research investigated the CLT based on teaching strategies that are most often applied by English teacher to encourage and facilitate students' participation in this form of interaction. In this research, the researcher was interested in how the English teacher at vocational high school, with a focus on the use of communicative strategies for students in hospitality in order to assist them in improving their speaking skills. Ultimately, it is clear enough that the researcher vividly formulates a research topic entitled "Teacher's communicative language teaching (CLT) strategies in improving the speaking ability of the hospitality students (a case study at SMKN 5 Barru)".

1.2 Research Questions

The research questions for this research are set up as follows:

1. What type of CLT strategies does the teacher apply to improve the speaking ability of the hospitality students?
2. How does the teacher apply the CLT strategies to improve the speaking ability of the hospitality students?
3. What are the hospitality students' perceptions about the teacher's CLT strategies to improve their speaking ability?

1.3 Research Objectives

Based on research questions, the objectives of this research are:

1. To identify the type of CLT strategies applied by the teacher to improve the speaking ability of the hospitality students.
2. To investigate the application of teacher's CLT strategies to improve the speaking ability of the hospitality students.
3. To find out the hospitality students' perceptions about teacher's CLT strategies to improve their speaking ability.

1.4 Significance of the Research

This research aimed to provide either the researcher or the reader gaining a better comprehension of the definition, the application, the importance, and the role of teacher's CLT strategies in improving the English-speaking abilities of students majoring in hospitality as well as preparing them to meet the job requirements after graduation.

Furthermore, the findings of this study are meant to benefit both teachers and students. This research would be expected to enhance English teacher insight in delivering English language to students due to the application of CLT, especially in vocational high schools in hospitality program, where it is important to take into account the communicative strategies in the classroom that affect the students' speaking abilities.

Moreover, students, particularly those in vocational high school, could use this research as a reference and a way to better understand how to become more engaged in classroom participation in order to examine their speaking skills. Consequently, it is hoped that the findings could enhance the awareness of both English teachers and hospitality students in applying CLT to upgrade their communicative process in teaching-learning activities which definitely related to the students' speaking performance.

1.5 Scope of the Research

The scope of the research was restricted to the teaching activities of hospitality students in vocational high school. This research focused on CLT as one of the important aspects in the classroom interaction which is applied by the English teacher. The researcher conducted observation and interviews regarding the teaching-learning activities and numerical data involved to display the students speaking improvements. The highlight of this research's content was primarily on investigating CLT strategies utilized by the English teacher, which pertain to hospitality classroom interaction.

This research concentrated on communicative that led to interactional speaking, which initiated a process of transmitting information that involved the hospitality students and attempted to develop communication skills between them through classroom interactions or experiential conversations. Moreover, this research also focused on students' perceptions after the teacher implemented her CLT strategies in relation to their progress in speaking English based on their ability, performance, and fluency as an initial exposure to help them before entering the real world of work. Thus, it was conducted to hospitality students in the twelfth-grade at SMK Negeri 5, Barru.

CHAPTER II
LITERATURE REVIEW

2.1 Previous Studies

There are some researchers who had done the research in relation to the types of teachers communicative strategies. The first previous study was conducted by Mangaleswaran & Azlina, 2019 entitled "The Impact of the Implementation of CLT On Students' Speaking Skills". The objective of this research is to investigate what kind of CLT strategies the teacher uses in the standard-based English language curriculum (SBELC) to enhance the high school students' speaking skills in Jengka as well as the extent of effectiveness in implementing CLT, and teachers' and students' perceptions about the implementation of CLT in the SBELC. The findings indicate that teacher have an important role in the development of communication and speaking skills of the students, such as providing activities in pairs or groups, sentence formation as a way to help students get a better understanding, and forbidding non-English language use by students. The similarities between this prior research and this current research are the objectives of these studies, which are to investigate teachers' CLT tactics in improving students' speaking skills. However, this earlier study explored CLT tactics in the context of SBELC among high school students, whereas the current study investigates teacher's CLT strategies among hospitality students in vocational high school.

Another studies also conducted by Huang (2016) with the tittle "Communicative Language Teaching: Practical Difficulties in the Rural EFL Classroom in Taiwan". The purpose of this research is to investigate the applied CLT challenges that rural EFL teachers have faced by employing more communicative approaches that emphasize grammar-translation, with the objective of generating learners with good communication ability for the needs of internationalization and globalization. Seventy-five teachers were surveyed. On the basis of their willingness to participate, 15 of them were approached for in-depth interviews. The research on CLT in numerous EFL settings suggests that sociocultural, administrative, classroom, and personnel variables have significantly impacted teachers' willingness to utilize CLT.

However, based on the analysis of data collected, the study's findings revealed that, in addition to the recurring issues, teachers faced challenges such as students' low L1 cognitive resources, parents' apathy toward communicative-English education, and the inclusion of students with diverse language skills in the same class, all of which are unique to the rural setting due to geographical and socioeconomic constraints. She found out that the cultivation of students' communication abilities is essential in accordance with the interviewed teachers. The respondents agreed on the concepts of CLT and implemented CLT activities when time allowed. The majority of them (13 out of 15 respondents) used a semi-traditional teaching style to accomplish CLT, which was a combination of two main teaching approaches, Communicative Language Teaching (CLT) and Grammar Translation Methods (GTM). During the implementation of CLT, the respondents encountered a number of barriers, which mainly focused on students' low first language cognitive resources, students' low English proficiency, students' "communication" problems, students' lack of learning motivation, parents' attitude toward English learning and CLT, teachers' English proficiency, lack of in-service training, classroom management issues, class agenda issues, CLT textbooks, and standardized paper-based assessments. The similarity of this previous research with this present research is one of the objectives is to investigate CLT strategies applied in classroom interaction. The difference between this previous study and the present study is that the prior research studied the practical difficulties of CLT in rural EFL classrooms, while the current research explores CLT in the context of teachers' communicative strategies applied in hospitality classroom.

Another important research in relation to teachers' communicative strategies was conducted by Nawamawat & Payung (2021), entitled "A Study of Communicative Strategies of Thai and Filipino Teachers of English" from Naresuan University, Phitsanulok, Thailand. The purpose of this study was to examine the communicative tactics utilized by Thai and Filipino teachers. This research concentrated on how teachers interact with students, the framework of communicative strategies of ASEAN English as a Lingua Franca (ELF) speaker, and the lack of studies on communicative strategies. In addition, the study sought to analyze the important relationships and communicative strategies shared by intercultural teaching personnel. The sample consisted

of Thai and Filipino English teachers who were providing classroom instruction in English. According to the findings, "Listen to the message" was ranked first among the communicative methods utilized by both Thai and Filipino teachers. "non-verbal language" was ranked the highest for the Thai teachers, while "persuasion" was most frequently used by the Filipino teachers. The distinction between the researcher's paper and the previous study is the specification of the teachers that applied communicative strategies. The researcher wants to illustrate how the English teacher in vocational high school employs a CLT method in teaching speaking to the twelfth-grade students majoring in hospitality. Meanwhile, the prior study concentrated on communicative strategies between intercultural teaching personnel that were implemented by Thai and Filipino teachers who provide classroom interaction in English.

Furthermore, related to the implemention of teachers' communicative strategies, Oktaviani & Dwi (2018) also conducted research entitled "Communication Strategies Used by The Primary Teachers in EFL Classroom". The purpose of the study was to determine the communication techniques employed by primary teachers in EFL classroom. The research sample consisted of 3 teachers from grade 2, 5, and 6 at Palm Kids Elementary School in Lubuklinggau. It was discovered that the English teachers employed a variety of communication methods, including code switching, intra-lingual communication, IL-based techniques, non-linguistics, cooperative communication, and formal reduction in supporting their teaching. The responses that other English teachers have given towards the communication strategies are that these strategies helped the students understand the meaning, made it easier for the students to understand the material, helped the students understand what English said, helped explain the material in more detail during the teaching and learning process, and compelled the students to become proficient in English. It was concluded that the teachers were aware of the strategies utilized to engage learners' responses through their communication strategies that helped the students understand the meaning, made it easy for the students to understand the material, helped the students understand what English said, helped to explain the material in more detail during the teaching and learning process, and made the students have to master English effectively. The previous research has a similar topic to the current research, but the difference is in the framework

used to classify the teacher's communication strategies and the objective of the study. Previous research had generally focused on how to help primary students understand English well, whereas the current research focused on how CLT strategies can help hospitality students from vocational high school improve their speaking abilities.

The last previous research was "The Implementation of Mobile-Assisted Language Learning Through YouTube Vlogging to Boost Students' Speaking Performance" carried out by Indrastana & Renata (2021). This research is sought to discovers the teachers' practice in implementing video blogging as a strategy for fostering interaction in EFL that promotes enhancing students speaking performance. The results indicated that video blogging activities could be included in EFL classrooms as one of the teaching-learning strategies to boost students' speaking performance. The prior and present studies are similar in that they both focus on developing students' speaking abilities through the significance of teacher strategies in classroom activities that foster interaction. The distinction is that the previous research investigated and reflected only on the practice of implementing YouTube vlogging as a technique in promoting interaction and delivering teaching-learning activities with tertiary education students, whereas the current research focused on the types of teacher's CLT in promoting interaction with hospitality programs English classes in vocational high school.

With a gap in all of the previous studies as indicated above, the current research is different and significant in certain ways. This study focused on hospitality students in vocational high school located in Barru, South Sulawesi. The special aspect of this school is that it is the only vocational high school in Barru district that offers hospitality programs, which certainly means that the English teacher in this school has their own pressure and come up with ways to provide and arrange strategies for the hospitality students in order to become proficient in English which also closely related to their ability how to speak and communicate in English. Hence, in light of this, the researcher wanted to investigate and reveal the types of CLT that were implemented as a teaching strategy and how the CLT strategies applied by the English teacher in order to improve the hospitality students' speaking abilities.

2.2 Theoretical Discussions

2.2.1 Classroom management

Classroom management is a crucial component that generally affected the performance of the teaching-learning process (Cruickshank et al., 2006). Considering that the classroom is one of the primary educational places so that the management of the classroom can be defined as the context in which the teaching-learning process takes place, with particular requirements necessary to develop conducive learning environment. Cruickshank et al. (2006) also emphasized that establishing classroom management tactics necessitates consideration of the intended classroom setting as well as the rules and procedures essential to provide a functional and stimulating classroom atmosphere. Good educators need to understand that their teaching and/or leadership abilities and classroom actions have a significant impact on students' well-being (Nakamura, 2000). According to Sieberer-Nagler (2016) effective classroom management and teaching practices can boost student learning motivation. In short, effective classroom management is more about interacting positively with students or providing compelling classes.

2.2.2 Communicative Language Teaching (CLT)

Communicative Learning Teaching (CLT) or also known as Communicative Approach (CA) has been clearly highlighted that the most important of this strategy in learning process is to enable students to communicate properly in the target language. Even though they could write and read sentences in the target language appropriately, it has been observed that students still have difficulty when it comes to carrying on a conversation. This issue indicated that that master of linguistic structure itself is simply inadequate students to improve communication in the target language. The educators found that in order to be able to communicate in the target language, a combination of linguistic and communicative competence is necessary. In relation to the prior claims, Littlewood (1981), Savignon (1972), and Widdowson (1978) have made significant contributions to the theories and viewpoints of communicative in language teaching.

A. Definition of CLT

CLT is described as an approach to naturally acquiring a language and achieving performance in communicative through interaction (Gustiani, 2012; Monroe, 2021). Ying (2010) asserted that CLT is an approach to teach a second language that focuses on interaction as both the medium and the main goal to learn a language. According to Littlewood (1981), CLT is a form of communication that must integrate both structural and functional aspects of language in order for the teacher to gain communicative competence. Larsen-Freeman (2000) claimed that CLT provides a broad purpose from the theoretical perspective of a communicative approach in order to facilitate communication. On the other hand, Yalden (1987) as cited in Chung (2005) stated that there are many definitions of CLT in the literature, but the essence of CLT is built on the recognition of learners as communicators endowed with the potential to learn language naturally. Richards (2006) also defined that CLT as language teaching goals, how learners acquire a language, the types of classroom activities and the roles of teachers and learners in the classroom. Furthermore, the statements above indicates that CLT refers as a learning-teaching activity in enhancing students' language skills since communicative language teaching provides students with an opportunity to practice their English and gradually develop their competence in speaking. In this sense, the teacher of language comes to teacher strategy as a way to set up and organize action and activity in achieving the goals of the lesson based on the methods or approaches used in teaching language (The Mariam Webster Dictionary cited in Hasanova et al., 2021). In short, following the approaches applied to achieve the objective and the goal of the lesson, this study focused on research that investigates the teacher's plan or action designed by using this CLT in order to improve the hospitality students speaking abilities.

B. Characteristics in CLT

According to Littlewood (1981), there are some characteristics of CLT such as language is a system for expressing the meaning, the main function of language is to allow interaction and communication, the structure of language reflects its functional and communicative use, and the main units of language are not only its grammatical and structural features

but also categories of functional and communicative meaning, as illustrated by dialogue.

Brown (1994) identifies several characteristics of CLT, including the following: the learning activity is not teacher-centered, but rather learner-centered; learners are actively engaged in problem solving, which can be done in pairs, small groups, and other activities that can motivate them and give them a greater sense of "ownership" in learning English. Larsen-Freeman (2000) added that teachers still have a pivotal role in the learning process as a facilitator who encourages students' communicative activities. In brief, this indicates that the teacher facilitates the learning process.

On the following above, Nunan (1991) writes five general features to understand the nature of the CLT approach which are an emphasis on learning to communicate in the target language through interaction, the introduction of authentic texts into the learning situation, the provision of opportunities for learners to focus, not only on language but also on the learning process itself, an enhancement of the learner's own personal experiences as important contributing elements.; and an attempt to link classroom language learning with language activities.

In general, CLT makes the maximum use of real-life situations so that the learners enable to communicate in the target language. Most of the time, the teacher creates or "simulates" a situation that the students are most likely to face in real life. The superiority of CLT is focused on its communication so that the learners' fluency in using the target language will be achieved and it can make them becoming independent students in the future. Teachers should function as mentors and co-communicators in the classroom, making it entertaining, interactive, and student-centred.

C. Principles in CLT

As stated by Richards (2006), these are the principles of the communicative approach:

1) Make real communication the focus of language learning,
2) Provide opportunities for learners to experiment and try out what they knew,
3) Be tolerant of learners' errors as they indicate that the learner is building up his or her communicative competence,

4) Provide opportunities for learners to develop both accuracy and fluency.

5) Link the different skills such as speaking, reading, and listening together since they usually occur so in the real world.

6) Let students induce or discover grammar rules.

D. Teaching procedures in CLT

According to Rahmatuzzaman (2018) the teaching procedures of CLT including practicing dialogue to show the functional use of language with motivational presentation, discussion based on questions and answers, along with pattern exercise, structure of language teaching through dialogues, freely ignoring accuracy oral recognition and interpretative activities oral production and communication. Similarly, Richards and Rodgers (1986), presented four basic characteristics of CLT, and some related teaching procedures. The basic characteristics of CLT such as emphasis on communication and interaction in the target language, introduction to authentic texts in the learning situation, focus on learning and the process of learning, links between language in and outside of the classroom.

In line with the others, Chastain (1976) stated also that the application of communicative approach (CLT) has five characteristics as follow:

1) Cognitive learning develops ability types, the same as native speakers'. Helping learners master the language rules they have learned allows them to produce the language they need.

2) The teachers must be able to change something from unknown to known, from a learner's basic knowledge (cognitive structure) to language comprehension. Their knowledge structure and how the native language operates. Before producing a word, phrase, or sentence, learners should comprehend the language's rules. As a result, basic knowledge (competence) has become the primary necessity in language learning, whereas ability and performance have become secondary concerns.

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3) Materials and teachers must inspire students to be creative. This situation is expected to encourage learners to express or utter what is on their mind about the language and use it in real-life conversation.

4) The learners should be taught to understand the regulation or rule itself due to the characteristic of language are dynamic, developed, and diverse.

5) Studying have to be done in meaningful ways, it means that students should grasp correctly what they expected. The new materials must be relevant with the ability of learners. It can be said that CLT highly emphasize to the process of communication where the role of the teachers is facilitator in arranging the communication, providing a variety of games or activities are very important in order to achieve the target language. The learning process should be attractive, the tolerance toward a mistake is needed because making mistake is natural in order to keep the learning process of communication situation.

E. Teaching and learning activities in CLT

Richards and Rodgers (2001) state that the type of exercise and activities in CLT is unlimited, providing students such exercise in order to attain the communicative objective in learning process. Stimulate learners in communication by creating such information sharing situation, negotiation of meaning and interaction. The activities of classroom are often arranged to focus on completing task that are mediated through language or involve negotiation of information and sharing information. Eight activities that provide by Richards and Rodgers (2001) in CLT as follows:

1) Providing a brief dialog or mini-dialog, giving them motivation related the dialog situation,

2) Practicing the segment of dialog in that time by half class, groups or individually,

3) Question and answer based on the students' experience but still related to the topic,

4) Giving learners one of the basic communicative expressions in the dialog by providing some example communicative expression or structure with familiar vocabulary in mini-dialog using picture or simple real object,

5) Learner discovery of generalization or rules underlying the functional expression and structure.

6) Oral recognition, interpretative activities, consist of two to five depending on the learners,

7) Oral production activities,

8) coping of the dialog or mini-dialog if they are not in the class text.

Larsen-freeman (2000) also stated that CLT is how the students learn to communicate, by giving them a chance to practice will make them more motivated to study English. Eight activities also explained by Larsen-freeman (2000) that can be apply in CLT as follows:

1) The teacher distribute a handout that has a copy of sport column from recent newspaper,

2) The teacher tells the learners to underline the reporters' prediction and to say which one they think the reporter feels most certain of and which he feels least certain,

3) The teacher provides them the activity directions in the target language,

4) The learners try to state reporter's prediction in different word,

5) The students unscramble the sentence of the newspaper article,

6) The students play language game,

7) The students are asked how they feel prediction,

8) A student makes an error. The teacher and other students ignore it.

It can be concluded that CLT actually focuses on how to make the learners communicate in learning process. By providing them a lot of opportunities to practice in the class, it is expected that there is an improvement of students' communicative competence.

F. Teacher and students Role in CLT

In a CLT classroom, a teacher's two main responsibilities are as facilitator of communication practice and a teacher that serves as a self-controlling participant in the classroom (Breen and Candlin, 1980). According to Larsen-Freeman (2000) and Richards (2006), teachers need to take on the role of facilitator in a CLT classroom. In having the role of a facilitator, it is necessary upon the teacher to generate scenarios that would promote communication in which, in the course of these activities, the

teacher carries the roles of an advisor, feedback provider, and monitor of students' performance.

On the other hand, in a classroom that utilizes CLT, Larsen-Freeman (2000) denotes the primary function of students as "communicators," wherein they engage in the act of negotiating meaning, striving to effectively transmit and receive messages. Moreover, the students are expected to take part in class activities actively and are deemed to be active members in the process of language learning can learn from hearing the language used by other members, will produce a greater amount of language than they would use in teacher-fronted activities, their motivational level is likely to increase, and they will have the chance to develop fluency (Richards, 2006).

G. Types of strategies in CLT

Littlewood (1981) stated that some of strategies such as drill, role play, pair work and dialog practice could be applied in the learning process. In addition, he distinguishes between functional communicative activities and social interaction activities as major types of strategy in CLT, as described below:
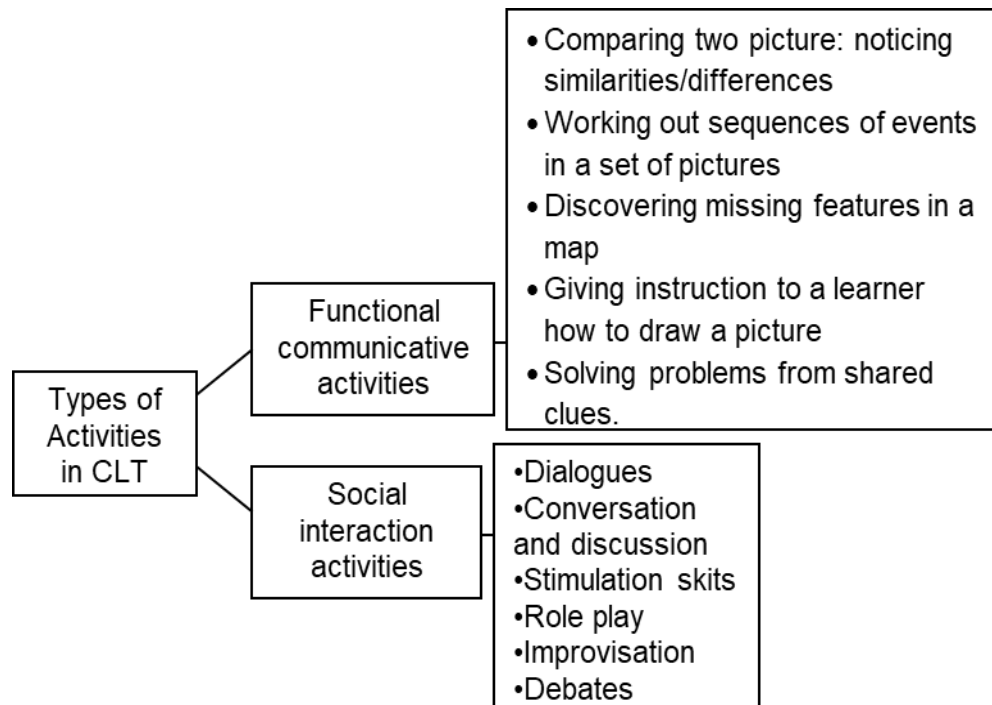

Figure 1. Types of activities in CLT

The distinction between functional communicative activities and social interaction activities is similar to that constructed by Richards (2006), who

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categorize CLT activities into three kinds of practice such as mechanical, meaningful and communicative. In line with this point of view, Yogyakarta (2018) also recommends those practices can be used in CLT classroom practical activities. Thus, the mechanical, meaningful, and communicative activities are described as follows:

a) **Mechanical Practice**

This refers to a controlled practice activity which students can successfully carry out without necessarily understanding the language they are using. Examples of this kind of activity would be repetition drills and substitution drills designed to practice the use of particular grammatical or other items. According to Doff (1990), the repetition drill is the simplest drill that can be employed in the process of learning language patterns compared to the other types of drills in which students basically repeat what the instructor says. Students are gradually familiarized with a specific formulaic framework by using repetition drills as a learning tool. The following is an example of a drill that refers to controlled practice activity:

Superlative adjectives

Superlative adjectives usually appear before the noun they modify.

The funniest person I know is my friend Bob.

The most caring individual in our school is the custodian.

They can also occur with the noun they modify

Of all the people in my family, my Aunt Ruth is the *kindest.*

Of all my professors, Dr. Lopez is *the most inspiring.*

Superlatives are often followed by relative clauses in the present perfect.

My cousin Anita is *the most generous* person *I've ever met.*

The closest friend *I've ever had* is someone I met in elementary school.

Richards (2006) strongly argues that, above all constitutes mechanical practice if students read and practice the sentences aloud. Developing an awareness of language is a crucial part of improving one's language skills, and it can also help one memorize and automate frequent language patterns and language parts. In this stance, Ulfa J (2019) asserts that, although this practice requires sentence completion, which typically with

isolated grammar activities, it still lacks authentic language negotiation. Thus, drill assists students in identifying the proper pronunciation or grammatical structure for words and phrases but does not provide much practice with real language negotiation.

b) Meaningful Practice

This refers to an activity where language control is still provided but students are required to make meaningful choices when carrying out practice. For example, to practice using prepositions to describe locations of places, students might be given a street map with various buildings identified in different locations. They are also given a list of prepositions such as across from, on the corner of, near, on, next to. They then have to answer questions such as "Where is the book shop? Where is the café?" etc. The practice is now meaningful because they have to respond according to the location of places on the map. To clarify, Richards (2006) provides the following exercises illustration as shown below:

A Complete these sentences with your own information, and add more details.

Then compare with a partner.

1. One of the most inspiring people I've ever known is …

One of the most inspiring people I've ever known is my math teacher. She encourages students to think rather than just memorize formulas and rules.

2. The most successful individual I know is …

3. Of all the people I know …. is the least self-centered.

4. The youngest person who I consider to be a hero is …

5. The most moving speaker I have ever heard is …

6. The most important role model I've ever had is …

7. Of all the friends I've ever had …. is the most understanding.

8. One of the bravest things I've ever done is …

B Use the superlative form of these adjectives to describe people you know. Write at least five sentences.

brave honest interesting smart generous inspiring kind witty

He concluded that both exercises A and B can be considered meaningful practice since students now complete the sentences with their own information. In short, students will utilize available vocabulary, grammar, and communication strategies to complete a task as a result of engaging in this meaningful practice.

c) Communicative Practice

This refers to activities where practice in using language within a real communicative context is the focus, where real information is exchanged, and where the language used is not totally predictable. In this regard, language production at this level is more spontaneous and authentic since exchanging information and real communicative context with real-world language negotiation takes place. The presentation assignment is one example of an effective activity since the student was exposed to speaking in front of the audience and received direct feedback while delivering individual presentations in which, it can be expected to make students more aware of and self-evaluative their interpersonal communication skills (Burhanuddin, 2021). Students also might have to draw a map of their neighborhood and answer questions about the location of different places, such as the nearest bus stop, the nearest café, etc. (Richards, 2006). Hence, here below are some additional examples provided by Richards (2006) to clarify:

C Group work

Discuss the sentences your wrote in Exercises A and B. Ask each other follow-up questions.

A. My next-door neighbor is the bravest person I've ever met.

B. What did your neighbor do, exactly?

C. She's a firefighter, and once she saved a child from a burning building …

The exercise C, which put the focus on group work, is an example of communicative practice since it is an open-ended discussion activity. Thus, interaction exists between two parties in this discussion activity. In this stance, Setiadi (2012) defines "discussion" as a conversation in which, a talk between two or more people about a topic, typically to exchange ideas or reach a conclusion, or talk of this kind. Westbrook

(2011) also takes a view that communicating the target language in the classroom helps students imitate 'real-life' use of that language.

1) Pair Work

On this basis, pair work or work in a group is also categorized as a discussion activity, as pair work is a communication instrument in which two students work together. According to Phipps (1999), students are more engaged and better able to communicate when working in pairs. Pair work, according to Moon (2000), serves as a technique to organize pupils in a way that maximizes learning opportunities. In this activity, the teacher who supervises the pairs ensures that the students use the target language and offer guidance when needed (Baleghizadeh, 2009).

It is reasonable to conclude that the purpose of pair work is to provide learners with practice time in learning activities. Providing a discussion scenario in the classroom to encourage the students to practice their English will be appropriate since they will do conversation, which means sharing information, and other activities linked to interaction. Harmer (1998) also supported this view that the aim of pair work is to encourage students to participate more evenly and to allow them to experiment with and use language more freely than they would in a whole class setting. In short, students who talk to each other in pairs or groups improve their speaking skills, especially in a social environment.

2) Role Play

On the other hand, role play also is in line with communicative practice as Brown (2004) claims that role play is a valued activity in communicative learning since it lets students act like different people based on their activity. Role play in accordance to Matwiejczuk (1997) refers to a number of activities that include participants in "as if" or "simulated" acts or conditions. In other words, role play refers to a variety of activities. Tompkins (1998) suggests that role-playing and simulation are particularly important tools for L2 learning. The learner experiences beyond-daily-life personalities when speaking the language. They can pretend to act kinds of roles, for instance, as a nurse, a policeman, a teacher, etc.

Thus, it stimulates thinking and creativity that enables the students to utilize new language and behavioral skills in a non-threatening context, and can create enthusiasm and involvement for learning.

Those arguments also supported by Blatner (2009) defines role-playing as a sociodrama-derived strategy that can assist students in grasping literature, sociology, science, and arithmetic. It can also assist the learners to become more interested and involved by tackling issues, discovering possibilities, and pursuing innovative solutions. He emphasized that role-playing is the ideal strategy to develop abilities such as initiative, communication, problem-solving, self-awareness, and teamwork.

Regarding the above claims, Ladousse (1987) claimed that there are various forms of role-playing activities:

i.   Role-playing activity based on the students' experiences and real-life events. For example, a practice class activity developed in the classroom by students and teachers.

ii. Role-playing activity where the teacher composes based on real-life circumstances that the students may or may not have been in.

iii. Fantasy role-playing activity is fictitious, imaginary, and possibly even absurd.

This stance is supported by Huang (2008) in Rahayu (2015), who asserts that the teacher must determine whether textbooks or non-textbooks will be used for role play activities, such as reading materials, play-scripts, comics, films, animations, and images. The teacher can also create authentic instructional materials for role play sessions based on student levels, interests, teaching objectives, and suitability for instruction.

There are two types of role play, such as scripted role play and unscripted role play. Interpreting whether the textbook dialogue or reading the text in the form of speech is part of scripted role play. The main purpose of the text is to explain the meaning of words so that they are easy to remember. Based on the dialogue in the script, the learner should be able to do the role activity better. (Byrne, 1986; Harmer,

2001). For example: the script role plays dialog between receptionist and client at the Youtefa Hotel.

Receptionist: Good morning. Welcome to Youtefa Hotel. How may I help you?

Client: Good morning. I would like to make a reservation for today. Do you have any vacancies?

Receptionist: Yes sir, we have several rooms available for today. How many people is the reservation for?

Client : There will be two of us.

Receptionist: Would you like a room with twin beds or a double bed?

Client: A double bed, please.

Receptionist: Alright, Sir. Your room is five hundred and ninety dollars per night. Now what name will the reservation be listed under?

Client : Okay, I'll pay it by credit card, the number is 9087695439 and under the name of William.

Receptionist: Okay, sir. Could you spell your last name for me and give a phone number where you can be contacted, please?

Client: Sure. W-I-L-L-I-A-M. And my cell phone number is 0987654321.

Receptionist: Alright, Mr. William. Here is your key. Your room number is Room 304. To get to your room, take the elevator on the right up to the third floor. Turn left once you exit the elevator and your room will be on the left-hand side. A bell boy will bring your bags up shortly.

Client: Great, Thank you.

Receptionist: My pleasure, sir. Have a wonderful stay at the Youtefa Hotel.

From the script conversation above, it can be seen that the strategy of learning process in the classroom will create a communicative activity because learners are given a chance a lot to practice and to act like different person in doing communication. Hence, it may affect students' English speaking abilities.

Based on the following descriptions, the researcher referred to these practices proposed by Richards (2006) as a basis for conducting her research to investigate how the application of CLT activities implemented by the English teacher as teaching strategies in hospitality

classrooms at SMKN 5, Barru, in order to improve students' speaking ability.

2.2.3. Concept of Speaking

A. The Definition of Speaking

Speaking refers to the activity of communication and is a key aspect of acquisition and instruction in the second language. Numerous theories view speaking in various ways for instance, Chaney & Burke (1998), and Kayi (2006) noted that speaking is the activity of communicating that constructing, sharing meaning, and expressing ideas through the application of verbal and non-verbal symbols in a number of circumstances. According to Richards & Rodgers (2001), speaking is a kind of communication, thus it is necessary to know how to say things effectively since speaking integrates general knowledge with structure, form, and function. In short, the implementation of speaking in EFL (English as a Foreign Language) classroom activities intends to make students skilled in selecting the suitable words and sentences to use in any given situation.

B. Components of Speaking

There are five components in speaking which are pronunciation, grammar, vocabulary, fluency and comprehension. Pronunciation, referring to Brown (2004), is the process by which students generate clearer speech in order to examines how language sounds fluctuate and pattern. Meanwhile, grammar refers to constructing words and sentences which students must be able to appropriately organize a sentence in conversation and differentiate grammatical forms as a way to optimize spoken and written language skills (Heaton, 1987). According to Syakur (1987), the total number of words in a language is referred to as its vocabulary and without a sufficient vocabulary, one can quietly hard to communicate effectively or share their thoughts, either verbally or in written form,

Harmer, (1991) classifies vocabulary into three types. They are:

1) Active vocabulary: The words are customarily used in speaking.
2) Reserve vocabulary: The words we know but we rarely use them in ordinary speech. We use them in writing letters and in increasing for synonyms.

3) Passive vocabulary: The words we recognize vaguely, but we are not sure of the meaning, never use them either in speech or writing. We just know them because we have seen it before.

While fluency itself is the ability to communicate freely without stopping or hesitating (Harris, 1977). Richards et al. as cited by Syahbuddin (2008) state that fluency is the features which give speech the qualities of being natural and normal, including native like use of pausing Rhythm, intonation, stress, rate of speaking and use of interjections and interruptions.

In second and foreign language teaching, they further explain that fluency describes a level of proficiency in communication, which includes:

1) The capability to produce written and spoken language with easy.
2) The capability to speak with a good but not necessarily command of intonation, vocabulary and grammar.
3) The capability to communicate ideas effectively, and
4) The capability to produce continuous speech without causing comprehension difficulties or a breakdown of communication

Furthermore, Syakur (1987) describes that comprehension involves both speakers since it assists people learn how to perceive or realize the truth about a situation or an idea and what it means to understand it thoroughly.

C. Characters of Successful Speaking in the Classroom

When the students choose to learn a language, they are interested in learning to speak that language as fluently as possible. As Nunan (1991) states that the successful in speaking is measured through someone ability to carry out a conversation in the language. There are the characteristics of successful speaking:

1) Learners can talk a lot as much as possible of the period of time allocated to the activity is a fact occupied by learners talk.

2) Participation in the Classroom discussion is not dominated by a minority of talk active participants. It means that all students get a chance to speak and participate in class.

3) Students should have high motivation and enthusiasm to speak in class.

2.3 Conceptual Framework

The conceptual framework is depicted by diagram below:

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┌─────────────────────────┐
│   Vocational High School│
│      (SMKN 5 Barru)     │
└────────────┬────────────┘
             │
             ▼
┌─────────────────────────┐
│     English Teacher     │
│  (Hospitality Classroom)│
└────────────┬────────────┘
      ┌──────┴──────┐
      ▼             ▼
┌──────────────┐ ┌──────────────────┐
│  Teacher's   │ │ The Application of│
│Communicative │ │Teacher's          │
│Language      │ │Communicative      │
│Teaching      │ │Language Teaching  │
│(CLT) Strategies│ │(CLT) Strategies │
└──────┬───────┘ └────────┬─────────┘
       └────────┬─────────┘
                ▼
┌──────────────────────────┐  ┌─────────────────┐
│Students' Perception       │  │The Improvement of│
│Teacher's Communicative    │─▶│Students' Speaking│
│Language Teaching (CLT)    │  │Ability           │
│Strategies                 │  │                  │
└──────────────────────────┘  └─────────────────┘
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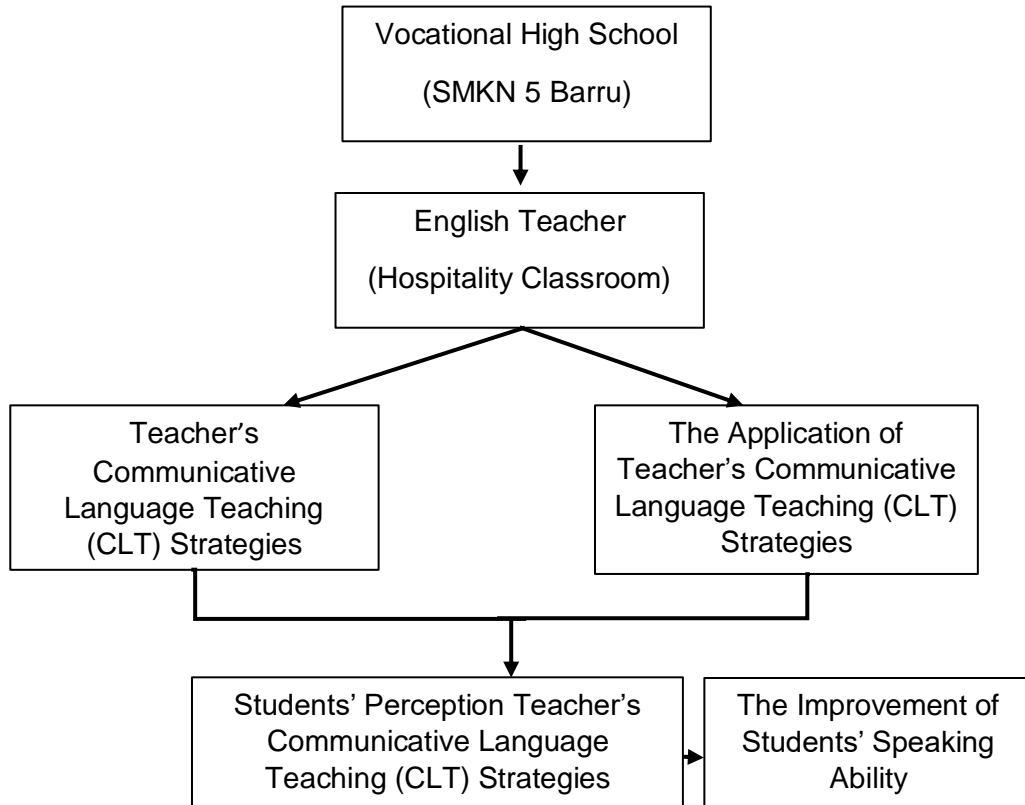
Figure 2. The conceptual framework of the teacher's communicative language teaching (CLT) strategies in improving the speaking ability of the hospitality students at SMKN 5 Barru.

In the conceptual framework, the relationship between the teacher and students is significant, particularly in terms of the communication that takes place in the classroom. Communicative that occurs between the teacher and students in the classroom as part of teaching-learning process. Interaction in the classroom can be defined as the manner in which the teacher employs communication to create an engaging atmosphere for both students and the teacher. In this situation, the teacher facilitates CLT approaches to guide the students in order to obtain the input as well as the optimal outcome, specifically the improvement of the students' speaking abilities. The ability to communicate with one another made the English class able to function more effectively and interactively. The utilization of CLT methods also contributes to the maintenance of balance in the interaction that occurs between teacher-learners and learners-learners.