

**THE IMPLEMENTATION OF COMMUNICATIVE LANGUAGE
TEACHING (CLT) METHOD IN TEACHING SPEAKING SKILL AT
MASTER OF ENGLISH COURSE (MOEC) MAJENE**



A Thesis

Submitted in Partial Fulfillment of the Requirements for the Degree of
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BY

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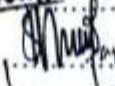
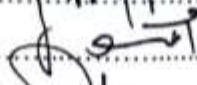
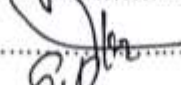
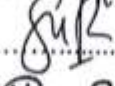
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ABSTRACT

Researcher : Jasmani Galsabila
Reg. Number : 10256119011
Title : **The Implementation of Communicative Language Teaching (CLT) Method In Teaching Speaking Skill at MOEC Majene**

Teaching speaking is an activity that is not easy. Teaching speaking to students is an activity that needs to be carried out creatively by the teacher using various methods or techniques that can expose students' speaking abilities. Some problems need to be addressed, many obstacles that need to be overcome, and good time management. Based on the initial observation conducted by the researcher at MOEC, the students stated that their speaking skills improved significantly during the course because the CLT method is a solution for students to improve their speaking skills. This study aims to find out how the implementation of Communicative Language Teaching (CLT) method and what obstacles are faced by mentors and students in implementing this method. The subjects of this study were mentors and students at Master of English Course (MOEC) Majene. The researcher used total sampling in data collection. The method used by researchers in collecting data is descriptive qualitative method with observation and interview techniques with total sampling in data collection. The findings show that the implementation of CLT method by the mentor uses several techniques such as dialog, role play, discussion, debate and retelling by dividing students into several groups or pairs. The learning process is more student-oriented because students must actively participate, interact, and communicate individually and in groups. The mentor acts as a facilitator, motivator, communicator and supervises the learning process and provides an evaluation at the end of the class. There are obstacles faced by students and mentors. namely low English skills, such as lack of vocabulary, pronunciation, lack of confidence and different level of skill.

Key words: *CLT, Teaching, Speaking Skill*

ABSTRAK

Researcher : Jasmani Galsabila
Reg. Number : 10256119011
Title : **The Implementation of Communicative Language Teaching (CLT) Method In Teaching Speaking Skill at MOEC Majene**

Pengajaran berbicara bukan hal yang mudah. Pengajaran berbicara harus dilakukan secara kreatif oleh guru dengan menggunakan berbagai macam metode dan teknik yang dapat menonjolkan kemampuan siswa. Terdapat beberapa masalah yang perlu diatasi, banyak masalah yang harus ditangani serta pembagian waktu yang baik. Berdasarkan observasi awal yang dilakukan oleh peneliti di MOEC, para siswa menyatakan bahwa kemampuan berbicara mereka meningkat secara signifikan selama kursus berlangsung karena metode CLT merupakan solusi bagi siswa untuk meningkatkan kemampuan berbicara mereka. Penelitian ini bertujuan untuk mengetahui bagaimana implementasi metode Communicative Language Teaching (CLT) dan kendala apa saja yang dihadapi oleh mentor dan siswa dalam mengimplementasikan metode ini. Subjek penelitian ini adalah mentor dan siswa di Master of English Course (MOEC) Majene. Peneliti menggunakan total sampling dalam pengumpulan data. Metode yang digunakan oleh peneliti dalam mengumpulkan data adalah metode deskriptif kualitatif dengan teknik observasi dan wawancara dengan total sampling dalam pengumpulan data. Hasil penelitian menunjukkan bahwa penerapan metode CLT oleh mentor menggunakan beberapa teknik seperti dialog, bermain peran, diskusi, debat dan menceritakan kembali dengan membagi siswa ke dalam beberapa kelompok atau pasangan. Proses pembelajaran lebih berorientasi pada siswa karena siswa harus aktif berpartisipasi, berinteraksi, dan berkomunikasi secara individu maupun kelompok. Mentor berperan sebagai fasilitator, motivator, komunikator dan mengawasi proses pembelajaran serta memberikan evaluasi di akhir kelas. Terdapat kendala yang dihadapi oleh siswa dan mentor, yaitu kemampuan bahasa Inggris yang rendah, seperti kurangnya kosakata, pengucapan, kurang percaya diri dan tingkat kemampuan yang berbeda.

Kata Kunci : *CLT, Mengajar, Kemampuan berbicara*

CHAPTER I

INTRODUCTION

A. Research Background

Nowadays in modern era, humans cannot be separated from communication activities. Communication is the most important part of human life as social beings. This is in line with the statement of Ismaya et al (2022) state that communication is an effort to transfer thoughts and knowledge. The ability to communicate also known as relationship skill (communication skill) is an ability possessed by someone who not only builds but also maintains a communication that can benefit many people individually or in groups. Husein & Dewi (2019) explained that learning a language is closely related to learning communication, language learning in schools is guided to improve students' ability to communicate both orally and in writing.

To communicate, a student needs to have the ability to speak. Speaking is a process of expressing what is seen and felt through managing vocabulary. Rokhayani & Cahyo (2015) explained that speaking is an activity carried out in conveying ideas that are processed in oral form carried out by two or more people. Speaking is an important aspect possessed by humans from birth, this can be seen through their reactions when given stimulation. Likewise in language, speaking is one of the communication skills that need to be mastered.

The ability to speak is an important aspect because speaking is a tool used by humans in sharing emotions and feelings. The ability to speak can improve self-quality, way of thinking and increase self-confidence needed in various fields, not only in education but also in career (Shofi & Hikmah, 2022). This is the main reason for the importance of the ability to speak because it can change conditions from ordinary to extraordinary (Sookermany, 2012).

Teaching speaking is an activity that is not easy. According to Chand, (2021) barriers experienced by students in speaking include lack of knowledge of vocabulary, lack of use of the target language, lack of practice speaking outside the classroom. In addition, students' emotional responses such as shyness, passivity, worry, anxiety, and depression can affect their speaking ability (Gumartifa & Syahri, 2021). However, the main challenge when students speak is not confident.

Teaching speaking to students is an activity that needs to be carried out creatively by the teacher using various methods or techniques that can expose students' speaking abilities (Arifin & Purwanti, 2016). Some problems need to be addressed, many obstacles that need to be overcome, and good time management. The first problem faced by the teacher when teaching speaking lies in methods that are too general such as memorizing vocabulary, working on sentences in a structured way, and just reading dialogues and stories without giving students time to practice and speak (Farizi & Herwiana, 2022). Low speaking ability can be caused by a lack of emphasis on speaking to students,

limited teacher abilities, and unsupportive class conditions.

Based on the explanation above, it can be concluded that the use of appropriate methods greatly influences the course of the teaching and learning process. When the teacher is in the classroom and is confronted by various kinds of student characters, the teacher needs to create a conducive learning atmosphere so that students are not rigid and bored while studying

Communicative Language Teaching (CLT) method is usually used as a means of improving students' speaking skills. This is in line with the statement of Losi & Nasution (2022) which says that CLT method is a popular learning method and is successful in developing students' speaking skills. The implementation of CLT method is an appropriate method for teaching English because students are trained to be proficient in speaking in conveying their ideas through communication. The implementation of CLT method invite students to interact with each other in the use of communicative language.

The advantages of CLT method are very useful, namely the progress of students in learning English in the teaching and learning process (Jacobs & Farrell 2003). This opinion is in line with the statement of Sulistyowati (2022) who said that to improve the ability to learn to speak, the CLT method is one solution, because this method invites students to interact in learning such as discussions, stories, and so on.

The importance of English language skills can be fulfilled through an educational institution. There are 2 kinds of educational institutions, namely formal and non-formal. Non-formal education is an alternative for teaching English foreign language, one of which is an English course. Course institutions are non-formal educational institutions intended for the learner in order to develop self-abilities, skills, knowledge, professions, education to a higher stage, and so on (Mustofa, 2010). Realizing that the importance of English for students has become a necessity in improving English language skills (Hans, 2023).

MOEC Majene is the most active course institution in Majene. Based on preliminary observations by researcher at the MOEC, students stated that their speaking skills improved significantly during the course. Based on the narrative of the mentor at the MOEC, he said that he used CLT method in the teaching and learning process because CLT method is a solution for students to improve their speaking skills. So that there are more and more enthusiasts for the MOEC Majene course at various levels, starting from elementary, middle, and high school, to tertiary institutions. Therefore, based on the considerations above, the researcher finally formulated a study with the title "The Implementation of Communicative Language Teaching (CLT) Method in Teaching Speaking Skill at Master of English Course (MOEC) Majene".

B. Research Problems

Based on the background above, it can be concluded that there are 2 problems that the researcher needs to find out, as follow:

1. How is the implementation of CLT method in teaching speaking skill at MOEC Majene?
2. What are the obstacles that mentor and students faced in implementation CLT method in teaching speaking skill at MOEC?

C. Research Objectives

Based on the research problem above, there are two research objectives, namely:

1. To find out how is the implementation CLT method in teaching speaking skill at MOEC Majene.
2. To find out what are the obstacles mentor and students find in CLT method in teaching speaking skill at MOEC Majene.

D. Research Significances

In this case, the researcher provides two items, theoretical significance and practical significance:

1. Theoretically

This research is expected to be a reference and basis for future researcher to further develop research related to the implementation of CLT method.

2. Practically

- a. For researcher, it can add insight and experience regarding the importance of developing students' speaking skills through the implementation of CLT method in the learning process.

- b. This research can be a solution for every teacher in handling classes facing students who are bored and less active so that they can be confident in expressing opinions with good communication through the implementation of CLT method.
- c. Through this method, students can experience first-hand the experience of learning to actively speak so that their thoughts and ideas can be conveyed properly so that they don't feel bored in class and their speaking skills can improve as well.
- d. This research is expected to be a reference for schools and campuses as formal educational institutions regarding the importance of applying CLT method, especially in the Department of English Education to improve speaking skills. For managers of MOEC course institutions, the results of this research are expected to be able to identify and improve the obstacles faced by students so that the quality of their institutions can be developed even better. Whereas for other skinny institutions, the results of this study can be used as material for recommendations to make improvements in an effort to improve students' speaking skills related to the implementation of CLT method.

E. Research Scope

This research focuses on the implementation of CLT method in teaching speaking skill and the obstacles faced by mentor and student in implementing of CLT method in teaching speaking skill. The objects of this study were the mentor and students at Master of English Course (MOEC) Majene.

CHAPTER II

LITERATURE REVIEW

A. Previous Related Studies

The first related research was conducted by Putri, (2019) with the title The Implementation of Role Play “Be A News Anchor in Teaching Speaking Skill of Grade X RPL A SMKN Purwosari in Teaching in The Academic Year of 2018/2019. This study aims to determine the implementation of the role-play method in teaching speaking in class X RPL Purwosari State Vocational School. This research was conducted for 2 times meetings. In the first meeting, students were given examples of news texts to understand, in the second meeting students were asked to find news texts that they liked and then presented them in front of the class. This study proves that students' self-confidence increases in speaking, this technique is also considered fun so that students become more interested in learning English, especially speaking. When asked to appear in front of the class, they immediately conveyed the news confidently, the way the students delivered was also very good and their vocabulary had increased from before.

The second research was investigate by A’yuni (2021) with the title “A Study on The Implementation of Communicative Language Teaching (CLT) in EFL Online Classroom”. This study aims to see the implementation of CLT principles in EFL online classroom, the problems and challenges faced by the

English teachers in implementing CLT, and also to see the way English teachers overcome the problems and challenges in the online classroom. The method used in this study is the descriptive qualitative method. From this study, it was found that there are five principles that teachers fulfill in teaching online classes, namely using grammar material, being a facilitator, the speaker's or writer's intention is part of being communicatively competent, provided opportunity to express students' ideas and opinions, and the tolerance of errors. While the obstacles faced by students include fear, and lack of confidence when communicating in English so that the learning process becomes passive because there is no feedback, online learning also makes students out of control with situations and circumstances. In addition, network limitations and internet quota are also the cause of the lack of interaction.

The third research is done by Inayah (2022) with the title "The Implementation of Direct Method in Teaching Speaking Skills For 8th Grade Students At SMP Negeri 2 Jatilawang". This study aims to find out how the direct method is applied in teaching students to speak and to find out the strengths and weaknesses of this method in teaching speaking to grade 8 students of SMP Negeri 2 Jatilawang. This study used a qualitative descriptive method using observation, interviews, and documentation techniques. The research subjects in this study were 2 English teachers at SMP Negeri 2 Jatilawang.

The results of this study indicate that the implementation of the direct method to teaching students speaking includes; principles, characteristics,

techniques, strengths, and weaknesses. The six direct method techniques used by English teachers in teaching speaking are group pictures and matches, practice questions and answers, making students self-correct, practicing conversations, reading aloud, and dictation. The advantages found are increasing student self-confidence, suitable for improving students' speaking skills, creating an active learning atmosphere, and giving students lots of opportunities to practice. While the weakness of this method; takes a long time, teachers need a lot of energy, less effective if they do not use the media.

The four related research was conducted by Kakomole et al (2022) with the title "Implementation of Communicative Language Teaching (CLT) Approach in Teaching English Vocabulary to Students of SDN 1 Dalapuli, Bolaang Mongondow Kabupaten Utara". This study aims to find out how the implementation of the CLT method in the English class at SDN 1 Dalapuli Bolaang Mongondow deals with students' low mastery of English vocabulary. Based on this research, it was found that the implementation of Communicative Language Teaching Approach affects the mastery of English vocabulary in children, so that; (a) can increase and stimulate students to think creatively, (b) can increase children's attention to the learning process, (c) can organize self-ability and train students' self-confidence, and (d) can stimulate students' imagination in adding vocabulary.

Based on some of the research above, researcher can draw conclusions that the purpose of this research and the previous one has a general equation, that is,

use qualitative methods and analyze how is the implementation of CLT method and the implementation of a method in teaching speaking skill. The next equation is finding out the obstacles encountered in the implementation of CLT method in the teaching and learning process. The difference between this research and previous research is although the four researchers implemented the CLT method and teaching speaking skill, there were differences in the research focus in each of the previous studies, some focused on increasing student vocabulary, the implementation of role play, the implementation of direct method, the implementation of CLT in online classes and the factors that influenced the implemented CLT method.

Furthermore, this research was conducted in one of non-formal educational institution. A Course institutions at Majene, namely Master of English Course (MOEC) Majene. This research does not only focus on one goal, but there are two things want to find out, including the implementation and obstacles of CLT method.

B. Some Pertinent Ideas

1. Speaking skill

a. Definition of Speaking

Speaking is an interactive activity carried out in conveying a meaning so that other people can respond directly and understand what is conveyed (Cameron, 2001). Speaking is an activity that is carried out verbally and nonverbally in the process of conveying information Kayi (2006). Speaking

is a productive skill in presenting information and generating ideas that are channeled through interaction and spoken language (Arini & Wahyudin, 2022). From some of the meanings above, it can be interpreted that speaking is an active activity carried out by humans in expressing meaning and what is felt in the form of spoken language which contains various aspects, including pronunciation, listening, and grammar skills.

b. The Importance of Speaking

The ability to speak is an important aspect that must be possessed by students. This ability is the main support in communicating and learning a language. This statement is under the opinion of Rao (2019) that speaking ability is a very important ability to have in learning a foreign language or a second language. Of the four main key skills namely reading, writing, speaking, and listening, speaking is the most important aspect because a speaker has to create sentences in a short time. He further said that in building good communication, the ability to speak has an important and dominant role.

Dewantara (2012) stated several factors make it difficult for students to learn speaking skills including motivation, study habits, mastery of language components, mastery of content components, mental attitudes, relationships/interactions between teachers and students, learning methods, learning media, and relationships/ interaction between students. However, the most dominant factor is mental attitude. These factors can be overcome through the application of appropriate strategies by the teacher.

c. Elements of Speaking

According to Brown & Abeywickrama (2004) there are several aspects of speaking, such as:

1) Vocabulary

The form of vocabulary development is not only by opening and finding out in the dictionary, but using new words that have been found in a sentence is a form of vocabulary development. Furthermore, it was explained that students will always get new vocabulary through direct and indirect learning (Makhmudovna, 2022)

2) Grammar

The stage in managing sentences and producing good language (Cook Hirai et al, 2010). Grammar is a set of rules that explores the form and structures of sentences that can be used in a language (Ratner & Berko Gleason, 2009).

3) Pronunciation

Pronunciation is defined as an action in producing audible language (McLeod et al, 2022). Pronunciation is an important aspect of communication because pronunciation determines the extent to which the other person understands what the speaker is saying (Evers & Chen, 2022).

According to Kenworthy (1987), there are several aspects of

pronunciation, they are:

a) Sounds

There are two types of sound forms, namely vowels, and consonants. Vowels and consonants have different roles in syllables. According to Yule (2010), vowels are produced when the airflow is usually freer. In contrast, consonants are sounds that are produced by restricted airflow. There are two ways of describing consonant shapes. Position and mode of articulation.

b) Stress

According to Fraser & Department of Education, (2001) stress is one of the most important tools used to convey the meaning of words and phrases in English. Controlling the stress system is important if the speaker wants to speak English intelligently. Stress can be a big problem for students. The problem is not that learners are physically unable to pronounce the stressed and stressed syllables, but that they make the mistake of using the English stress incorrectly.

c) Rhythm

Deterding (1998) explains that rhythm is relatively more important in listeners' interpretation of speech in some languages than in others. Emphasis and rhythm work together with intonation to convey the intent of the speaker and listener.

d) Intonation

Intonation is the tone of voice or the length of time you speak including tone and pitch changes (Deterding, 1998).

4) Fluency

Fluency is defined as the ability to produce speech so that listeners can understand well what the speaker is saying. It can be said that fluency is a measure of assessing students' speaking skills (Hariyanto, 2016)

5) Comprehension

Irianti (2011) states that understanding is defined as a rational understanding of a subject, or the ability to understand something with knowledge of what is the situation.

2. Communicative Language Teaching (CLT) Method

a. Definition of CLT

Experts have different opinions on defining the meaning of communication. Such as Aristoteles in Mufid & Si (2010) Communication is a tool used by the community in participating. "Sharing information and ideas" (Rogers & Kincaid, 1981). Meanwhile, according to Lasswell (2017) is who conveys what, through what, to whom, and what effect is conveyed. Among the several opinions of the experts above, this opinion is the best known because it already contains all the elements of communication. The method is a way to realize plans that have been prepared to achieve goals

optimally Sanjaya (2011). Fathurrohman & Sutikno (2007) explained that the learning method is a strategy used by an educator in the classroom to present learning so that students can understand and capture what is conveyed by educator. Purba et al (2022) say a learning strategy is a plan that contains various kinds of actions to achieve goals properly.

So, it can be concluded that CLT is a method used by educator in the classroom that requires students to interact, both with educator (mentor) and fellow students through teaching language in improving students' speaking skills. Qoriah & Farisya (2022) also added that CLT is a method that prioritizes the nature of interaction. This method is very important to be used by students in learning English to develop communication skills. Furthermore, Lunin & Minaeva (2015) explained that this method is the expression of language which is carried out repeatedly in the form of communication accompanied by body movements and visual media as a tool. The purpose of CLT method is to give freedom to students or language users to communicate (Larsen-Freeman & Anderson, 2013)

b. Learning Activities in CLT Method

Larsen Freman (1986) says that when applying the CLT method in speaking classes, the teacher acts as a facilitator and communicator. Still, more often than not, he creates situations that encourage communication among students. He also state that In CLT, students should be given

opportunity to express their ideas and opinion (Larsen-Freeman, 2000).

Sreehari, 2012) said that in speaking classes using the CLT method, students are required to interact more with each other in various ways, such as in pairs, triads, small groups, and whole groups." (Littlewood, 1981) suggests two main types of activity, namely functional communication and social interaction, aimed at developing specific language skills and functions involving communication and social interaction activities, including conversation and discussion sessions, dialogue and role-playing.

c. Advantages and Disadvantages of CLT

1) Advantages

Douglas & Brown, 2001 state that there are several advantages of the CLT method, which are as follows:

- a) Motivating students to learn English through spoken language because it prioritizes aspects of fluency.
- b) Students are freed to develop ideas regarding what they want to convey and how they express their ideas. This can Make students more confident in interactions.
- c) The implementation of the CLT method involves more students in the learning process.
- d) The role of the giver in the implementation of this method is only as a facilitator, the student gives assignments or exercises and then the student

simply interacts to achieve communicative competence.

e) Communicative competence is the goal and main focus of this method.

Thus, learning communicative language through the CLT method will indirectly have an impact on communication outside the classroom (Richards et al, 1992).

2) Disadvantages

Thamarana (2015) states that there are four disadvantages of CLT:

- a) This method focuses more on the meaning conveyed so that pronunciation and grammar are not emphasized enough. This method only prioritizes speaking skills and does not emphasize aspects of reading and writing skills.
- b) This method does not prioritize the aspect of grammatical accuracy, but only fluency.
- c) The CLT method is not appropriate to be taught to novice students who still have low knowledge of the target language, this will make it difficult for them to communicate orally and their communicative fluency will not be appropriate.
- d) Lack of facilities such as media, original materials, native-speaking teachers and inadequate classrooms for group work activities are also factors in the difficulty of implementing the CLT method.

d. Obstacles of CLT

Burnaby & Sun (1989) said that the obstacles in implementing the CLT method were influenced by several aspects, including the curriculum that was too broad, the facilities, the duration of the lesson hours and the inadequate class size, and the teacher's lack of knowledge about the application of the method applied. Kalanzadeh et al., (2013) said that the obstacle found by the teacher was the students themselves, namely the students' low English proficiency.

CHAPTER III

RESEARCH METHOD

A. Research Design

This study using a qualitative method. The qualitative method is a series method that is described to understand events that exist in the human social environment, conceptualized in detailed words by informants (Walidin et al, 2015). Based on the description above, the researcher using qualitative methods to collect data that can assist in this study. This study aims to find out how to implementing CLT method and the obstacles faced by mentor and students in implementing this method.

B. Research Subject

Master of English Course (MOEC) Majene is one of the tertiary institutions located in Majene district. This course has three levels, the first level is basic, the second is intermediate and the third class is advanced. The first class, namely basic, taught mastering daily speaking, mastering daily vocabulary, common expressions, and idioms, mastering to be, to do, and to have. In the second class, namely speaking fluently, intermediate vocabulary, mastering modals, tenses, and others. The third class, namely, mastering speaking (speech, debate, and discussion) and ITP TOEFL skills. In this study, researcher focused on speaking classes.

MOEC limits the number of students who registered and attended course

classes. Every acceptance of prospective students is opened, this English course only accepts 15 students. Total population of 9 involving students and the general public. To obtain more valid data the researcher used total sampling.

C. Data Sources

The source of data in this study conducting two sources, namely primary data and Secondary data:

1. Primary Data

Primary data obtained by conducting observation and interviews. What is observed in this study was the learning process using the CLT method in teaching speaking. While the interview is carried out by giving several questions to the informants and then record noted.

2. Secondary Data

Secondary data is supporting data used by researcher to strengthen the main data (primary data). At this stage, the researcher using collect data through documentation techniques in the form of books, lesson plans, notes, or learning modules in the research location.

D. Research Instruments

Several research instruments are generally used in a study, including questionnaires, observations, interviews, and documentation. However, in this study, the researcher uses two research instruments: observation and interviews.

1. Observation

Observation is an initial review conduct by researcher to find out what the atmosphere is like in the research location. (Morris, 1973) defines observation as the activity of recording everything with instruments and recording it for scientific purposes or other purposes. It was further stated that observation is a collection of impressions about the surrounding location base on the ability to perceive the human senses. This study uses a checklist observation adapted from previous research that has been validated.

2. Interview

An interview is a face-to-face meeting of people, primarily for consultation, (Online Oxford Dictionary, 2022). So, the interview is an activity that is carried out face-to-face and involves two or more people, in which one party is the interviewer and the other party is the participants. In this activity, the researcher asked several questions to the resource persons, namely mentor and students as resource persons in supporting this research. The questions of interview are adapted by Khalid (2020).

E. Procedure of Collecting Data

In this research, researchers used several procedures, including the following:

1. Observation

Observation is an activity that guides researcher in collecting data through direct observation. Before conducting the research, the researcher first ask

permission from the mentor of MOEC and made pre-observations to make sure that the mentor implemented CLT in the classroom. After that, the researcher prepared the instruments. The researcher making several observation checklist points as a data source to obtain the necessary data.

2. Interview

In this activity, researcher start by conducting interviews with subjects or informants involving mentor and students. Then, the researcher ask some questions that have prepared beforehand. To obtain accurate data, researcher do not only use sheet and pens to record data/information obtained but also use smartphones as a tool to record during the interview process.

F. Technique of Data Analysis

Miles & Huberman (1994) state that there are four stages that the researcher using in technique of data analysis, namely data collection, data reduction, data display, and verifying conclusion.

1. Data Collection

In the first stage, the researcher collected data obtained through observation and interview methods from respondents, namely mentor and students of MOEC. After the researcher collects data through observation and interview techniques, then it was explained through data analysis, namely data reduction, display, and verifying conclusion.

2. Reduction

Data reduction is an activity in selecting, describing, correcting, and simplifying data obtained in the field. At this stage, the researcher was selected and focus on the data obtained through recording media in interview sessions from mentor and students of MOEC.

3. Displays

In the third stage, the data that has been reduced by the next researcher was described and presented in a structured manner. The form of data presentation includes information that has been neatly arranged and easy to understand so that it makes it easier for researcher to find out what the Communicative Language Teaching (CLT) method is like and what the obstacles faced by mentor and students in implementing this method are.

4. Verifying Conclusion

Concluding is the final stage carried out by researcher who were initially unclear to become more detailed data. Researcher are expected to be able to arrange data presentation properly because this stage requires accurate evidence so that conclusions can be obtained properly too.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents findings and discussion to answer the research questions in chapter one, which is about implementing the Communicative Language Teaching (CLT) method in teaching speaking skills and finding out the obstacles mentors and students face in implementing this method.

A. Findings

In this section, the researcher describes what has been found at the research location based on the formulation of the problem using data collection techniques through observation and interviews. The researcher made observations fifth times from 18-24 August 2023. Before making observations, the researcher asked the mentor's permission to carry out observation activities in the speaking class. In this research, the researcher present about; (1) The implementation of the CLT method in teaching speaking skills (2) The obstacles faced by mentors and students, and (3) The advantages and disadvantages of the CLT method.

1. The Implementation of CLT Method in Teaching Speaking Skill

a. Result of observation

1) First Meeting

The first observation was conducted on Friday, 18 August 2023, at the research location, namely the Master of English Course (MOEC)

Majene. Here, there are 9 students conducted 4 for men and 5 for women. Based on the results of the first observation, the researcher found that there were five principles of implementing the CLT method conducted by the mentors, namely; Mentor as facilitator and communicator, give students freedom to speak, functional communication and social communication, using various ways, prioritize aspect of fluency.

Mentor as facilitator was carried out by providing facilities in the form of books, pens, and dictionaries to students. Additionally, in the learning process, the mentor starts by giving a topic to the students. On the first observation, the topic that mentor give to the students is “How to find your home” and the mentor gives the topic to the students, and writes some vocabularies and common expression on the blackboard related to the topic. After giving the vocabulary about the topic, the mentor explained little bit the meaning of the vocabulary and how to use it in a language.

Mentor also was giving feedback to students. So, after the mentor had finished his explanations, the mentor asked the students, if the students had problem about the materials, the mentor repeated the explanation. Here, mentor as communicator helped the students clearly understand about the materials. Feedback made the students more active in the class, because the mentor gave opportunity to the students to ask something which the students did not understand or repeated his explanation until the students clearly understood.

At the end of the class, the mentor conducts an evaluation. Evaluating was correcting the performance of the students. It made the students knew about the mistakes and they also knew how to correct it. After they came forward to present their assignment, then the mentor corrected the grammar, vocabulary, and their pronunciation.

The second principle of CLT at the first observation is give students freedom to speak. Here, mentor give each student 15-20 minutes to conceptualize finding their respective homes. The mentor appointed one person from each grup representative to come forward inform them again about how to found their respective partner's house. So, the mentor gives students the freedom for 15-20 minutes to talk and tell how to find their home through the topic "How to find your home". Not only that, students were also able to ask any questions to their friends regarding information according to the topic. So, there is feedback among students in the activity.

The third principle in CLT is in teaching speaking, mentor using various ways. The students were divided into several pairs, where each pair was invited to carry out a practice conversation alternately for 15 minutes in their respective places to inform the partners or listeners how to find their home with each other. The researcher also found that students were trained to learn independently by themselves or in pair. This way help student to providing information to each other by describe how to found their home by using vocabulary or common expression.

On the topic of how to find your home, functional communication and social communication are demonstrated through the interaction that students have with each other by showing the direction of the house to their friends. Here it can be seen that it is not only the students' speaking that is to be trained and developed but also the interaction and feedback in the conversation through the topic given by the mentor, namely "How to find your home".

The principle of implementation of CLT method in speaking class is more emphasis on the fluency aspect. So the mentor focuses on the fluency of students' speaking, even though their grammar or pronunciation is still lacking, it does not become the main obstacle because the focus is on the fluency of students' speaking.

2) Second Meeting

The second observation carried out on Saturday, 19 August 2023. Based on the result of observation, the researcher found that the meeting in the speaking class used the role-play technique with the topic "Buyer and seller. Mentor as facilitator and communicator is shown through the process of providing topics, explaining vocabulary related to learning topics, providing instructions, checking student work and evaluating.

After the mentor give topic, then the mentor writes and explain some of vocabularies and common expression related to the topic. Before practicing the dialogue, the mentor checks the grammar of each pair's

dialogue concept. In evaluating the mentor reprimands if there are errors in student pronunciation after the mentor oversees the learning process activities. It made the students knew about the mistakes and they also knew how to correct it.

The second principle the implementation of CLT is give students freedom to speak In the core activity, before creating a dialogue, each pair discussed first to determine what kind of dialogue they created. So, students are given the freedom to create dialogue, for example, a conversation between a chili seller and a buyer. Next, the mentor gives each pair 10 minutes to practice before being presented with the mentor. After that, each pair did a dialogue according to the topic and then acted as a buyer and seller in front of the class in turns.

The third principle the implementation of CLT method is functional communication and social interaction. Through this principle with the topic "Seller and Buyer," the researcher found students know how to use expressions when being sellers and buyers. By this topic, students are exposed directly to real situations that require them to communicate and interact as sellers and buyers interact in the market. In speaking classes through this technique students speaking ability also improves, especially when communicating because this activity focuses more on interaction and trains students' confidence in speaking.

The fourth principle the implementation of CLT method is using various ways. The mentor divides students into groups of pairs. Mentors divided the students into pairs. This method is carried out in addition to making it easier for mentors to control the class, it also aims to streamline time. Each pair becomes a seller and one becomes a buyer. The mentor instructs each pair to create a dialogue between the seller and the buyer for 15-20 minutes.

The fifth principle is prioritize aspect of fluency. After they conceptualized the dialog about the topic of seller and buyer. Then, they will practice it in front of the class. The mentor gives freedom to all students to speak and focus on the fluency aspect only. Here, the mentor could make them speak up individually; the result was no one was silent in the class. This principle is done not only to practice speaking fluency skills, but also to train their self-confidence.

3) Third Meeting

The third observation was conducted on Tuesday, 22 August 2023. The third observation is a discussion technique. The mentor gives the topic to students, namely, "Ugly but rich or beautiful/handsome but poor". After that, the mentor instructs students to choose one of the topics and write the reasons for choosing that topic for 10-15 minutes. The media used by students in this activity are only books, pens, and dictionaries via mobile

phones. This activity shows that the mentor's role in the CLT speaking class is as a facilitator.

In this third observation, the principle of CLT that mentor implemented was provide games. The game given to students is to stimulate student focus. In here, the mentor asks two students randomly to come forward. After that, the mentor provides one word, and then students are asked to speak and describe that one word for 1 minute. The first student to come forward is given one word, which is about "motivation," and the second student is given the word about "family." The two students described directly the words given in front of the class for 1 minute alternately. Students who do not fulfill the specified time duration are punished.

In core activity in speaking class, mentor does not allow students to focus on writing when speaking and conveying opinions. The mentor appoints students randomly to come forward and convey the reasons for choosing the two topics for 2 minutes. Then, students speak and put forward arguments based on the results of their thoughts one by one. This activity shows that the principle of the implementation of the CLT method carried out by the mentor is to emphasis on the aspect of students' speaking fluency.

The next step was evaluating. The mentor provides an evaluation by reminding students again to use a variety of expressions that can be used to convey opinions so that students' sentences are more varied. Mentor also

give summarizes the material presented by the students. This activity show that mentor presented as communicator.

4) Fourth Meeting

The fourth observation was conducted on Wednesday, 23 august 2023. Based on the observation, the first activity they conducted in class is the opening. On the fourth observation, the topic that mentor give to the students is “Love or Money” by using debate technique”. The core activity in speaking class begins with the mentor write down the topic and several questions to discuss. This activity shows that the implementation of the CLT method uses the mentor as facilitator principle.

The second principle CLT method is using various ways, but this meeting mentor use group work activity, where mentor divides students into two groups. The first group is the Money group, and the 2nd group is love. The mentor gives each group 15-20 minutes to discuss and search for information via the internet or personal experience to strengthen arguments and develop concepts related to the topic they are presenting.

The next is to provide an opportunity for all students to answer these questions related to the topic, then invite each student to speak and conveyed their answers regarding the questions about the topic. The mentor allows each group member to take turns to speak and present arguments supporting the topic. So, each group defends its argument and states why they chose money and why they chose love. This activity show that mentor give student

to speak and express their ideas.

The mentor explains the rules of the debate to all groups, where each group looks for supporting information related to the dialogue topic. For example, the money group is looking for supporting information about why Money is more important than Love. Conversely, the Love group is looking for supporting information about why Love is more important than Money.

After the mentor had finished their explanations, they asked the students about the difficulties of it, if the students had problem about the materials, the lecturer repeated the explanation. Here, mentor as communicator helped the students clearly understand about the materials. Consulting made the students more active in the class, because the mentor gave opportunity to the students to ask something which the students did not understand or repeated their explanation until the students clearly understood

Using the CLT method with debate techniques showed the students' enthusiasm to speak actively in expressing their ideas and opinions, even though some students still had messy grammar. Nevertheless, each of them understood the meaning of the words conveyed. The mentor's role in this activity is as a facilitator, where the mentor provides topics, explanations, and instructions, supervises teaching and learning process activities, and improves students' pronunciation and grammar.

5) Fifth Meeting

In the fifth observation on Thursday, 24 August 2023, the

implementation of the CLT method by using the Retell technique with the topic “Jeckma said”. To refresh the students' concentration, the mentor opened the class by playing a game: *clap your hands* first. The mentor gave instructions to the students regarding the game they were going to play.

When the mentor says *one clap*, the students clap their hands once at the same time, but if the mentor only says *one* without *clap* and students clap their hands, then that student is the one who comes forward and retell the speech the mentor gave at the previous. The student who was wrong in playing the game stood up and was the first performer. This activity show that in speaking class use CLT method mentor provide game to student for stimulate their learning interest. In addition, the games that mentors give to students can also improve students' speaking skills.

The mentor gives 1-3 minutes to convey the contents of the video speech that the mentor gave previously. All students performed individually through the *clap your hand* game rules. Before performing, students make small notes that are considered necessary. Besides that, mentors also give students the freedom to provide responses or opinions regarding the video speech. The mentor gives freedom to each student when doing retell the speech, either by sitting, standing, or coming to the front of the class. This activity shows that the principle of the CLT method carried out by the mentor is to give students the freedom to speak and express ideas.

After the students perform individually, the mentor provides

additional activities. So, the mentor gives instructions to the student first. Before the activity begins, the mentor plays the *clap your hands* game again with the same rules. Students who did not meet the mentor's time duration were asked to repeat after all students had their turn. Next, the mentor first gave an example to the students by describing the word "Sunday."

After that the mentor appoints students randomly, then gives one word to each student and describes it directly for 1 minute. Some describe the words January, red, crocodile, and others. In this activity, all students get a turn without exception. This activity shows that the mentor's role is also that of a communicator.

Based on the results of the fifth observation, the researcher found that through the retell technique with the topic "Jeckma Said," this activity is more student-centered because students are required to appear and convey the message in the video given by the previous mentor even though the wording or grammar is still lacking. In the core activity, researcher found that the mentor could make them speak up individually; the result was no one was silent in the class. Researcher also found that there were students who lacked confidence when speaking, so mentor provided motivation to students and directly corrected students' mistakes.

Based on observations made by the researcher five times, the researcher found that the implementation CLT method at MOEC uses various ways individual and group. In some activity mentor divided students

in group or in pairs. Mentors also sometimes give individual assignments to students. The mentor just divided the students individually, or groups to practice speaking material randomly. The purpose was to know the students' ability in speaking. The students would come forward to speak up every meeting.

The principle of CLT that mentor use also use various techniques such as dialogue, role-play, discussion, debate and retell. In speaking class the mentor give opportunity for students to share information and opinion on topics. This technique is aim to build up the students' ability to communicate and speak up briefly.

Although the speaking class uses the CLT method with mentor as facilitator. However, the learning process is more student-oriented because students must actively participate, interact, and communicate individually and in groups. This method focuses on the fluency aspect of the students and does not put too much emphasis on the writing or grammar aspects of the students.

The main point of speaking class was the students could speak up in English and understand the material. Every meeting the mentor let the students communicate with their classmates to discuss together about the material before presenting their assignment in front of class individually. The students had to have increasing ability about speaking in the class.

Speaking fluently was the goal of this class. Thus, practicing each single part of speaking were obligation of the students. If the students did not want to practice and speak bahasa in class, the mentor would give punishment get ya to the students. The mentor's role is to facilitate and supervise the learning process and provide an evaluation at the end of the class.

Table of observation results

| No | Pernyataan | Description |
|----|---|--|
| 1 | CLT menyediakan situasi komunikasi nyata misalnya role-play, bercerita, diskusi, presentasi, kerja berpasangan, permainan, dll. | Implementing the CLT method in speaking classes, mentors provide real-life situations. The first meeting is dialogue, the second meeting is role-play, the third meeting is discussion, the fourth meeting is debate, and the fifth meeting is retell. |
| 2 | Kegiatan CLT lebih berpusat pada siswa dari pada guru | Mentors only control the course of learning activities. Meanwhile, students are more active and carry out the learning process. |
| 3 | CLT lebih menekankan pada aktivitas melalui interaksi dan komunikasi dari pada menghafal | Through several techniques such as role play, debate, discussion etc, students are required to be able to interact and communicate with each other. For example, in role play activities with the topic seller and buyer, students interact like sellers and buyers in the market. |
| 4 | Fungsi bahasa lebih penting dari pada grammar dan kosakata | In speaking class through CLT technique, the mentor focuses more on the function of language as a communication tool and less on the grammar aspect. |

| | | |
|---|--|--|
| 5 | Kefasihan lebih penting dari pada akurasi | The CLT method used by mentors in speaking classes emphasises students' speaking fluency. |
| 6 | CLT menekankan pada tugas kooperatif dari pada tugas individualistis bagi siswa | In some meetings, mentors used group activities and assignments more than independent assignments. As in discussion, debate, role-play, and dialogue activities. |
| 7 | Guru memiliki dua peran utama: peran pertama adalah memfasilitasi proses komunikasi antara semua peserta di kelas, berbagai kegiatan dan teks. Peran kedua adalah berperan sebagai peserta mandiri dalam kelompok belajar mengajar | The teacher as a facilitator provides students with facilities such as pens, books, dictionaries, and a comfortable classroom. Mentors also provide topics or teaching materials. Mentors as communicators by explaining the material to students and helping students understand other students if there are things that are not understood. For example, when one of the students speaks and the other students cannot understand what the student means and says. |
| 8 | Guru selalu memberikan motivasi kepada siswa | At the end of the lesson and during the learning process, the mentor always motivates the students. For example, when students are asked to come forward, sometimes there are students who are afraid and not confident to |

| | | |
|----|---|--|
| | | perform in front of other students. This is where the mentor's job is to provide encouragement in the form of motivation. |
| 9 | Siswa harus banyak berpartisipasi dalam proses pembelajaran | In a speaking class, students have a dominant role. Therefore, in various class activities using the CLT method, students are required to always participate. |
| 10 | Guru selalu mengoreksi kesalahan ketika pembelajar berbicara bahasa Inggris | When there are mistakes in students, be it pronunciation or sentence expression, mentors always correct students' mistakes both during learning activities and at the end of learning. |
| 11 | Guru dan siswa berdiskusi tentang topik, situasi, informasi, dll. | For example, in discussion and debate activities. Students and mentors first discuss the topic of discussion or debate, then find out information related to the topic and then present the topic and the content of the topic through the information that has been obtained. |
| 12 | Guru/siswa dapat memberikan beberapa pertanyaan kepada siswa terkait topik tersebut | For example, in the first meeting (dialogue) with the topic "how to find your home", the third meeting (discussion) with the topic "ugly but |

| | | |
|----|---|--|
| | | rich or beautiful/handsome but poor" and the fourth meeting (debate) with the topic "love or money". The mentor asked the students some questions related to the topics that were learnt. |
| 13 | Guru dapat memberikan beberapa tambahan contoh dialog penggunaan komunikatif atau ekspresi atau struktur | In the first and second meetings, after the mentor gave the topic, the mentor also gave expressions related to the topic to be discussed. Not only that, in the fourth and fifth meetings, namely discussion and debate, the mentor also gave several uses of expressions in expressing opinions. For example, <i>in my opinion, for me, in my point of view, etc.</i> |
| 14 | Siswa melakukan praktek lisan didepan kelas secara berpasangan atau berkelompok. | For example, in dialogue activities with the topic "how to find your home", Retell with the topic "jeckma said", discussion with the topic "ugly but rich or beatiful/handsome but poor". |
| 15 | Siswa lain atau guru juga dapat memberikan beberapa pertanyaan tentang topik dan situasi. Pertanyaannya terkait dengan pengalaman | For example, in the fourth meeting. At the fourth meeting of discussion, the mentor asked several questions about why students chose one of the topics "ugly but rich or beautiful/handsome but poor". At the fourth meeting, |

| | | |
|----|--|--|
| | pribadi siswa tetapi masih memiliki korelasi dengan dialog atau topic | which was a debate with the topic "money or love", the mentor gave the opportunity to all students to express their reasons for choosing love or money by connecting the topic with students' personal experiences. |
| 16 | Guru dapat memberikan kegiatan tambahan misalnya permainan, kerja berpasangan, diskusi, dll. | In the third and fifth meeting of the speaking class, the mentor gave an additional activity, namely the game "clap your hands" by describing a word. This activity aims to make the class atmosphere more fun. In addition, this game can also improve students' way of thinking in voicing one word during the specified time. |
| 17 | Guru memberikan evaluasi kegiatan | At the end of the speaking class, the mentor always gives an evaluation to the students. This is done to determine the extent of students' knowledge of the material learnt. |

b. Result of interview

1) Teacher as facilitator and communicator

In the implementation of the CLT method, there are several roles of the mentor in the speaking class including; facilitator, communicator, motivator, and evaluator.

“Untuk medianya kita hanya menggunakan kertas karena tidak ada sesi diskusi langsung, kami menggunakan artikel. Misalnya diskusi tentang korupsi di Indonesia, kita buat artikelnya dan kita membuat tanda atau garis bawah, hitam, merah atau bold, kosa kata yang memang sulit supaya mereka langsung hafal kosa kata tersebut, lalu kita buat dikertas di pertanyaan-pertanyaan yang berhubungan dengan indikator-indikator tersebut”

“We just use a sheet, because there is no direct discussion, we use articles. For the media, we only use paper already distributed to students. For example, we held a debate about corruption in Indonesia. Words that are difficult so that they immediately memorize the vocabulary, then we make on-paper questions related to these indicators”. (Mentor 1)

The statement above shows that in the teaching and learning process with discussion techniques, the mentor acts as a facilitator who provides facilities and infrastructure for students such as paper.

“kami selalu memberikan mereka motivasi untuk selalu percaya diri.

“We always motivate them to be confident” (Mentor 2)

The second mentor's statement above shows that the mentor also acts as a motivator who encourages students to always be confident when speaking.

“Jadi disini itu harus perhatikan satu per satu siswanya untuk di evaluasi apa kekurangan mereka, dari pengucapan, ekspresi toh kalimat mana yang harus digunakan.”

“So here we have to pay attention to the students one by one to evaluate what their shortcomings are, from pronunciation, expressions to which sentences should be used”.

Based on the results of interviews with mentors, the researcher found that mentors have a role as evaluators, where mentors evaluate students' shortcomings both in pronunciation and the use of expressions in a sentence.

2) Give students freedom to speak

In speaking classes, the teaching and learning process is more student-centered in dialogue, role play, discussion, debate, and retelling techniques. In every student activity, students have an active role in it, where every student is given the freedom to speak.

“kita tentukan topik conversationnya dulu atau misalnya persentasi kita tentukan topiknya lalu di berikan ke siswanya kemudian mereka bikin sendiri”.

“we determine the topic and then give it to the students then they make it themselves”

Based on the results of the interview, the researcher found that before students were given the freedom to create dialogues, the mentor first gave the topic of dialogue what was the material in the class, and then students freely made dialogue concepts and practiced them.

“mentor lebih dulu membagikan link video youtube kepada siswa lalu meminta mereka untuk memahami isi video tersebut dan memberikan tanggapan. Setelah kelas dimulai, barulah mentor menunjuk siswa satu persatu untuk menyampaikan kembali”

“the mentor first shares the YouTube video link with the students and then asks them to understand the contents of the video and provide responses. After the class starts, the mentor appoints students individually to deliver the lesson”

The statement above shows that in the implementation of the CLT method using the retell technique, the mentor first provides a YouTube video link as material in which a speech is performed, and then the students were asked to provide retellings and provide responses freely related to the video.

3) Functional communication and social interaction

The mentor's statement below shows that in the process of teaching and learning in speaking classes, used functional communication and social interaction by several techniques such as dialog, role-play, discussion, etc.

Datum 1: *"Banyak yaah.. mulai diskusi, telling story, debate, dialog."*
"There's a lot. Starting discussions, telling stories, debates, and dialogue."

Datum 2: *"kami menggunakan berbagai macam teknik mengajar seperti persentasi, conversation, debate-debate kecil.."*
"We use a variety of teaching techniques such as presentation, conversation, small debates..."

Based on the interviews conducted by the researcher and mentors, the researcher found that the CLT method was applied in various communication situations. The mentor uses various teaching techniques in implementing the CLT method in speaking class, such as role-play, dialogue discussion, debates, and speech.

4) Using various ways

The mentor's statement below shows mentors use group work activities and several techniques used in speaking classes in applying the CLT method.

"kami membagi mereka menjadi beberapa kelompok dan menanyakan pendapat mereka tentang topik diskusi yang telah kami berikan sebelumnya"

"...we determine a certain topic, then we divide them into several groups..."

Based on the results of the interview with the mentor above, the researcher found that in the discussion technique, the mentor also divided students into groups.

“jika materinya tentang dialog kami membagi mereka secara berpasang-pasangan seperti seller dan buyer”

“ if the material is about dialog, we divide them in pairs like sellers and buyers”.

The mentor's statement above shows that in some activities students are divided into groups or pairs, for example in the topic seller and buyer. Thus, this method emphasizes cooperative tasks rather than individualized ones.

5) Prioritize aspect of fluency

In implementing the CLT method, the mentor prioritizes speaking fluency and does not focus too much on grammar and other aspects.

Datum 1 : “Tujuan utamanya mereka dapat berkomunikasi setidaknya dalam kehidupan sehari-hari mereka. Grammarsnya tidak terlalu difokuskan hanya saja bagaimana agar speakingnya bagus”.

“The ultimate goal is that they can communicate at least in their daily lives. The grammar is not really focused on, it's just how to make yours speaking good”.

Datum 2 : Tujuan utamanya itu, dalam mengajarkannya agar siswa bisa bicara bahasa inggris secara fasih disini dilingkungan kursusan maupun diluar sana”

The main goal is, in teaching it so that students can speak English fluently here in the course environment and outside there.

The explanation above shows that the mentor's main goal in teaching speaking using the CLT method is to train students' speaking skills at least in everyday life, while grammar is not focused on.

6) Provide games

In implementing the CLT method, mentors provide games to students during the learning process. This activity is very helpful for students, in addition to creating a more interesting class atmosphere. This activity also aims to train their speaking skills because the games given by the mentors are related to the topics they will discuss..

“...kita melakukan brain storming, supaya mereka tidak bosan. jadi ada games-games atau ice breaking setelah itu dimulai pelajaran. Of course yang berhubungan dengan pelajaran”

“...we do brain storming, so they don't get bored. so there are games or ice breaking after that the lesson begins. Of course that is related to the lesson”

From the mentor's statement above, the researcher concluded that before starting the speaking class, the mentor gives games or brainstorming to students related to the material they will learn. It aims to make students not feel bored.

supaya siswa tidak bosan, kami memberikan gamesnya. Games speaking itu seperti eum we point student then you describe something kemudian setelah siswa ditunjuk, dia tunjuk lagi temannya.

“...then to make students don't get bored, we give them games. The speaking games are like we point student then you describe something

Based on this statement, the researcher found that the games given by mentors in speaking also aim to train students' speaking skills by describing something.

Based on the observation and, interview, it could be concluded that in teaching-learning process of speaking class, the mentors used

communicative language teaching method. The mentor's statement below shows that in the process of teaching and learning in speaking classes, mentors use group work activities in several techniques such as dialog, role-play, discussion, etc.

So this method emphasizes cooperative tasks rather than individual ones. Mentors also allow students to speak and express their opinions because in this method mentors prioritize the aspect of speaking fluency. In addition, mentors also provide some games before or during the teaching and learning process. The researcher also found that in the implementation of the CLT method in teaching speaking, the mentor acts as a facilitator, communicator, motivator, advisor, or evaluator.

2. The Obstacles Faced by Students and Mentor in Implementing CLT Method in Teaching Speaking Skill

This section is the second point of the problem formulation that the researcher discusses. Researcher divide into two issues, namely Obstacles from students and mentors. The researcher conducted interviews with students and mentors to find out what challenges students and mentors face.

a. Obstacles by students

The researcher encountered several student obstacles in implementing the CLT method, including a need for target language, mastery of components language, and mental attitudes.

1) Previous knowledge

The first obstacle found by students is the need for more use of the target language. To master a language that is the target language, students need to get used to the language. However, if students do not get used to the target language, it will be challenging to master.

Datum 1: *“Jika biasanya dalam kehidupan sehari-hari bahasa utama kita adalah bahasa daerah dan bahasa ke 2 adalah bahasa indonesia maka disini berbeda”*

“If, usually, in everyday life, our primary language is the regional language and the second language is Indonesian, it is different here.” (NS)

The statement by respondent NS shows that he was used to communicating using the local language or Indonesian daily. Still, at the course location, he insisted on using English both in and outside the class.

Datum 2: *“sebelum saya mengikuti kursus disini saya menegetahui sebagian besar vocabulary, tapi krena jarang digunakan saya menjadi kesulitan saat ingin berbicara”*

“Before I took the course here I knew most of the vocabulary, but because it was rarely used I had difficulty when I wanted to speak” (FR)

The student's previous study habit greatly influences the student's new learning environment. The student said that before taking the course, she had memorized some vocabulary, but because it was seldom used at school/campus or in everyday life, it took much work for her to speak.

Datum 3: *“...itu bukan culture kita dan sebelumnya belum terbiasa speaking english*

“...because it's not our culture, and previously, we weren't used to speaking English” (AL)

The statement above shows that the initial obstacle students face is that he must get used to English because he previously used the first language according to his culture. Respondent stated that culture is also an obstacle in the CLT method for students. Besides that, students need to learn to use English in everyday life when communicating.

2) Lack of mastery of components language

(a) Vocabulary

Vocabulary is the main element in communication. The more vocabulary students know the more their speaking ability will improve. Vice versa, students need more vocabulary to speak. As stated by respondent DN below:

Datum 1: *“ketika saya ingin berbicara tapi masalahnya ada di vocabulary. Sometimes I forget it”*

“When I want to speak, the problem is vocabulary. Sometimes, I forget it.” (DN)

One respondent said that when talking to friends or when asked for opinions, she experienced difficulty expressing her ideas due to a lack of vocabulary mastery and often forgetting speech she had previously memorized.

Respondent AL also state:

Datum 2: *“Kendalnya mungkin if you mines vocabulary your coomunication will difficult. You wanna meminta teman untuk membantu ini tu tapi kamu tidak tahu apa vocabulary nya ini apa kalimatnya ini, itu akan menjadi difficult”*

"The problem is that if you need vocabulary, your communication will be difficult. You want to ask a friend to help you, but you must know the vocabulary or sentences. It will take work" (AL)

This is in line with the statement by NS, as follows:

Datum 3: *"if I didn't find the vocabulary that I wanted to say, then sometimes I forget my vocabulary."* (NS)

From the AL and NS statements above, the researcher found that students are fully aware of the important role of vocabulary in interaction. Students who have insufficient vocabulary are the main obstacle to communicating.

(b) Pronunciation

Obstacles found by students also exist in the aspect of pronunciation. Pronunciation is essential in communication; when the pronunciation is unclear, the other party cannot catch what he is talking about. As said by respondent 8, AN:

Datum 1: *"Kadang karna pronounciationnya"*

"Sometimes because of the pronounciation." (AN)

Not only AN experience problems in the aspect of pronunciation, but also YS also felt this way, as in the following statement:

Datum 2: *"pronounciation, grammar sama nervous"*

"pronounciation, grammar and nervousness" (YS)

The statement above shows the bored answers of students who struggle with pronunciation when they speak. Apart from that, some

feel all three, namely problems in pronunciation, grammar, and nervousness.

(c) Grammar

The sentence structure of Indonesian and English is different. Because students are used to Indonesian sentence structures, the grammar aspect also becomes an obstacle for students.

Datum 1: *"kesulitannya ada di grammar"*

"The difficulty is in grammar." (YS)

Apart from the vocabulary and pronunciation aspects, other obstacles were also found in the grammar aspect, as stated by respondent 9 YS above.

Datum 2: *"Kendala saya, karena kadang bahasa inggris saya bercampur dengan susunan kata bahasa indonesia jadi kadang tidak terteratur"*

"My problem is, because sometimes my English is mixed with Indonesian word order, so sometimes it's not regular." (AK)

Respondent 7 AK also stated that he found it challenging to compose English sentence patterns. When speaking, the sentence structure used is mixed with the sentence structure in Indonesian.

3) Mental attitudes

At this stage, the researcher asked the respondent what main difficulties the researcher faced when speaking. The researcher found that four obstacles were included in the mental attitudes faced by students.

Among them are notes of confidence, shyness, anxiety, and stress.

(a) Not confident

Confidence has a significant influence on students when speaking. The influence is evidenced when the researcher asked about the main obstacles students face in speaking using the CLT method, and The respondent said that the main obstacle was confidence.

Datum 1: *“Yeah, confident. Sometimes, when people ask me suddenly, nothing is on my mind.”*(FR)

The statement above shows that when students appear to speak and are asked questions, they feel less confident, which affects the vocabulary they want to convey.

(b) Shyness

Respondents said that one of the obstacles they encountered when speaking was feeling embarrassed, mainly when appearing in front of the class and being asked for their opinion. As stated by respondent 2 DN:

Datum 2: *“Dan misalnya pada saat sesi diskusi, sometimes saya merasa blank dan malu”*

“And for example during discussion sessions, sometimes I feel blank and embarrassed.” (DN)

The respondent's statement above shows that she felt embarrassed during the discussion session because, in this session, students were asked to interact by presenting arguments.

(c) Anxiety

When the researcher asked respondents the obstacles they found were when giving statements in panic situations, such as the statement of respondent YS below:

Datum 3: *“menurut saya bukan malu tapi, deg-degan. saya tidak merasa malu, tapi panik. Kita dituntut untuk bicara sedangkan otak kita masih memproses kalimat jadinya tidak sejalan”*

“I'm not embarrassed but somewhat nervous. I didn't feel ashamed but panicked. We must speak while our brains still process sentences so it doesn't line up.” (YS)

The statement above shows that some students feel panicked when asked to speak because students are required to be able to create sentences in a short time.

(d) Stress

One of the obstacles found by respondents when studying in speaking classes that use the CLT method is feeling depressed and not in the mood.

Datum 4: *“Kadang saya merasa bad mood dan stress saat belajar bahasa inggris”*

“Sometimes I feel bad mood and stressed when learning speaking English.” (AL)

The statement above shows that stress is also one of the obstacles for students in speaking using the CLT method. Based on interviews conducted by researcher and respondents, researcher found that the

stress factor was caused by requiring students to continue speaking in English. In improving speaking, students had to memorize vocabulary, and this was what triggered students to feel stressed.

b. Obstacles by Mentor

In this stage, the researcher found that there were four obstacles found by researcher in implementing the CLT method, including (1) Lack of student vocabulary, (2) Pronunciation, (3) Differences in student ability, and (4) Mental attitudes.

1) Lack of vocabulary students

Based on interviews conducted by the researcher with the mentor, the researcher found that not only did students feel that there was a primary obstacle to the lack of vocabulary in implementing the CLT method, but mentors also felt the same. Mentors can make their students active in class with sufficient vocabulary mastery. As state by one of the mentors, namely Mr. R:

Datum 1: *“Memang sangat sulit jika mereka tidak mempunyai kosa kata”*

“It's very difficult if they don't have the vocabulary.”
(R)

Students also emphasize the use of varied vocabulary so that their vocabulary is broader and more varied, but their vocabulary still needs to be comprehensive enough. Like the following statement from the mentor:

Datum 2: *“Ada juga siswa yang less of vocab, kosa katanya sedikit dan saat berbicara yang digunakan itu-itu saja. Vocabnya tidak bervariasi”*

“There are also students who lack vocab, their vocabulary is small and when they speak they only use the same thing. Vocabulary does not vary”

2) Pronunciation

The mentor also found obstacles in the student's pronunciation besides needing more vocabulary. Even though most students have quite a lot of vocabulary, when asked to speak, many things still need to be corrected in pronouncing words or sentences. Some mention these words or sentences based on writing. Some mention them far from the actual written words and pronunciation so that mentors or other students feel confused and need help understanding what the student is saying. As stated by Mentor Mr. R :

Datum 1: *“yang paling berkendala ada pada aspek pronounciationnya. Pendengar tidak akan mengerti apa yang pembicara ucapkan jika pronounciationnya berbeda. Hal itulah yang menjadi kendala saat menyusun kalimat, speaking, maupun dialog. Saat siswa berbicara yang ucapkan adalah berdasarkan tulisan, bukan pengucapan yang sebenarnya jadi susah untuk dipahami”*

“The biggest problem is the pronunciation aspect. Listeners will not understand what the speaker is saying if the pronunciation is different. This is what becomes an obstacle when composing sentences, speaking and dialogue. When students talk, what they say is based on writing rather than pronunciation, making it difficult to understand”

3) Differences in student abilities

Dealing with students' different abilities is one of the obstacles for mentors, and this is because their abilities are at various levels. Students who have good speaking skills are usually more active. Meanwhile, students who have low abilities are more silent.

Datum 1: *“kendalanya adalah dalam satu kelas kemampuannya berbeda-beda”*

“The problem is on one class the abilities are different.”(R)

The statement above shows that the number of students in the class has different abilities, so the mentor feels overwhelmed in implementing this method because each student must be allowed to speak even though their abilities are not the same.

Datum 2: *“kendalanya ada pada siswanya. karna kemampuan berbicara mereka tidak semua sama”*

“The problem lies with the students. Because their speaking abilities are different.”(TA)

The statement above shows that mentors face obstacles because students have different abilities. Some have a vocabulary, so their speaking skills are reasonable. Some students need a higher vocabulary, which also impacts their speaking skills.

Mentor TA further said that.:

Datum 3: *“biasanya yang bicara yang paling percaya diri sedangkan yang pemalu itu diam-diam saja.”*

"Usually the one who speaks is the most confident while the shy one stays quiet."

The statement above shows that students' abilities stand out in the classroom, indicated by students who are more active in speaking and have high self-confidence. In contrast, low-ability students usually need more confidence when speaking and remaining silent.

4) Lack of self confidence

Based on the results of interviews with mentors, the researcher found that there are also mental attitudes in students, which are obstacles to implementing the CLT method in speaking classes. as stated by Mentors 1 and 2 below:

Datum 1: *"sedikit sulit, kadang mereka malu, dan tidak percaya diri"*

"a little difficult, sometimes they are shy and not confident."(R)

The statement above shows that mentors feel constrained in implementing the CLT method because students feel shy and need more self-confidence. Feeling shy is what makes them difficult to communicate.

Datum 2: *"takut bicara,, malu, dan juga insecure dengan teman-teman"*

"Afraid to talk, shy, and also insecure with his friends." (TA)

The statement above shows that students' self-confidence significantly influences speaking. Mentors find it easier when students need more

confidence and even more confidence to speak. Apart from that, some students also feel insecure about the abilities of their more brilliant friends, resulting in them wanting to avoid talking.

3. Advantage and Disadvantage of CLT method

a. Advantages

In this section, the researcher found that there were five advantages found in applying the CLT method. Among others are (1) Prioritising fluency, (2) Developing ideas, (3) Being more confident, (4) Mentoring as a facilitator, and (5) Communicative competence.

1) Prioritize aspect of fluency

One of the advantages students feel in applying the CLT method is the fluency aspect. Because they are used to communicating using English, their tongues are less stiff than before.

Datum 1: *“sementak saya ikut kursus disini dan terbiasa melakukan komunikasi bahasa inggris akhirnya lidah saya sudah tidak kaku dan otak juga sudah terbiasa memproses kalimat bahasa inggris bukan bahasa indonesia”.*

“since I took the course here and got used to communicating in English, my tongue is no longer stiff, and my brain is also used to processing English sentences, not Indonesian.” (YS)

The statement above shows that the advantage of the CLT method is that students are always required to be communicative and interact using English so that students are trained and used to it.

2) Develop ideas

Implementing the CLT method can also improve students' thinking abilities through several techniques provided by mentors, such as dialogue, role play, discussion, or debate. Like some of the following statements.

Datum 1: *“Pada kegiatan mengajar, soft skill kita di improve karena kegiatan ini kita mengajari teman-teman dengan menggunakan bahasa inggris dan kita tidak diperbolehkan untuk speak bahasa indonesia. Jadi rasanya seperti mengajar dikelas internasional”*

“In teaching activities, our soft skills are improved because in this activity we teach friends using English and we are not allowed to speak Indonesian. So it feels like teaching in an international class. And in discussion we get information and different points of view from our friends” (NS)

The statement above shows that in applying the CLT method through the role-play technique (teaching material), the benefit of the CLT method for students is improving soft skills because this technique requires students to teach material to their friends using English. So their job is not only to understand other students but also to be able to teach the material using English. Students also said that their thinking was more open because they received information from different points of view from other students through discussion techniques.

Datum 2: *“karena saya dari jurusan hukum, tentu saya lebih suka metode diskusi dan debat juga. Karena disini kita benar-benar dilatih dan dipush untuk bisa menyampaikan argumen kita.*

“Because I am majoring in law, I also prefer the method of discussion and debate. Because here, we are trained and encouraged to be able to present our arguments”. (AL)

The statement above shows that the student likes discussion and debate techniques because, in these techniques, students are trained and encouraged to speak and defend arguments.

Datum 3: *“ya kelebihannya, kita tidak malu untuk mengeluarkan apa yang kita bisa, setelah itu dikoreksi”*

" Yes, the advantages are that we are not ashamed to spend what we can, which is corrected after that." (AK)

The respondent's statement above shows that the advantage of the CLT method is that it emphasizes aspects of fluency or fluency in speaking so that grammar is not too emphasized. However, mentors can still correct students' pronunciation errors, which causes students to like this method because most students still need to improve their grammar mastery.

Datum 4: *“kemampuan speaking kita ditingkatkan. Kita juga bisa bisa bertukar pendapat dengan teman-teman dan kita pun harus berani berbicara menggunakan bahasa inggris”*

“Our speaking skills are improved. We can also exchange opinions with friends and we must also have the courage to speak English” (AN)

The statement above shows that the advantage of exposure to the CLT method is that students must have the courage to speak and exchange opinions with other students to improve their speaking skills and develop their ideas.

Based on the interviews conducted by the researcher and the

respondents, the researcher found that among the many techniques used in the CLT method, there were four saturated answers, which represented the majority of students choosing the discussion technique, the advantages of the CLT method through discussion techniques were that students felt more active in conveying and developing thoughts or their arguments.

3) More confident

The advantage of applying the CLT method is also in students' self-confidence. The interviews showed that students who initially did not have the courage and were shy about appearing to speak became more confident due to motivation from within themselves and their mentors.

Datum 1: *“karena kita dituntut untuk selalu bisa dan kita juga diberikan motivasi. Meskipun kita selalu merasa tidak bisa namun kita selalu di dorong untuk bisa dan speaking kita pun jadi ter improve. Saya juga sebenarnya adalah pendiam, tapi disini kita selalu diminta untuk speaking jadi saya menjadi orang yang terbuka.”*

“Because we are always required to be able and are also given motivation. Even though we always feel like we can't, we are encouraged to do it, improving our speaking. I am also quiet, but we are always asked to speak here, so I am open”.(DN)

The statement above shows that some students are initially quiet and do not want to talk. However, because in implementing the CLT method, students are required to be able to speak, these students can mingle and interact with other students. The motivation of the mentor also has a significant influence on the students' speaking ability.

Datum 2: *"if you confident you will mastering. Tidak perlu menghiraukan why your grammar is kacau yang penting speaking mu confident"*

"if you are confident you will master. You don't need to pay attention to why your grammar is messed up, the important thing is your speaking is confident" (AL)

The statement above shows that in speaking classes using the CLT method, students are trained to speak and can also speak confidently even though the student's grammar is inappropriate.

Datum 3: *"awalnya tidak tahu menjadi jadi tau. awalnya takut bicara menjadi berani bicara."*

"At first I didn't know, but then I knew. At first I was afraid to speak, but I became brave enough to speak." (AN)

The respondents' statements above show that implementation of the CLT method can make students more courageous in speaking than before. Not only that, students also know more vocabulary.

4) Mentor as a facilitator and communicator

In the classroom, the mentor does have an essential role in managing the learning process. In speaking class using the CLT method, the mentor is present as a facilitator, communicator who helps and directs students. However, students are the most active, so the learning process is student-centered in this activity because students must be active and independent in class.

Datum 1: *"lebih banyak siswa yang berbicara. Mr. Ridwan hanya memberikan kami tema atau topic lalu kami yang berbicara dan berdiskusi"*

More students are talking. Mr Ridwan only gave us a theme or topic, and then we talked and discussed (DN)

Based on the interviews conducted by researcher and mentors, researcher found that the role of mentors in the classroom is as facilitators. The mentor provides the theme or topic of the subject matter, and then the students carry out the learning process.

Datum 2: *"mentor bertugas hanya mengarahkan.. Untuk menjalankannya ya siswa".*

"The mentor is in charge of only directing. To carry it out, students". (AK)

The results of the interview above show that the mentor is monitors and directs the course of the learning process, while the students take the dominant role in learning activities in class.

Datum 3: *"Umm, 30% 70%. 30 mentor, 70 siswa. Mentor meluruskan apa yang di maksud siswa. Biasanya bahasa dari teman-teman grammarnya tidak sesuai jadi agar meaningnya ini tersampaikan dengan baik maka mentor yang meluruskan. Jadi lebih mentor hanya sebagai pengarah.*

"Umm, 30% 70%. Thirty mentors, 70 students. The mentor straightens out what the student means. Usually, friends' grammar doesn't match, so the mentor straightens it out for the meaning to be adequately conveyed. So, more of a mentor only as a director." (YS)

Based on the statement above, the researcher concludes that the role of the mentor also as a communicator is to help convey the meaning or words of students who still have low grammar mastery.

5) Communicative competence

Based on the results of interviews with respondents, both

students and mentors, the researcher found that implementing the CLT method through various techniques can affect students' communicative competence. Communicative competence covers all aspects of fluency, developing ideas, and student confidence, as stated by the following respondents:

Datum 1: *“bisa meningkatkan komunikasi dan bisa menjadi cara cepat untuk meningkatkan speaking terutama daily speaking. Meningkatkan pronunciation, vocab, karena kita juga mewajibkan siswanya untuk bisa aktif berbicara. Dan kelebihanannya ke arah speaking yang mencakup, pronunciation, intonation”*

“it can improve communication and can be a quick way to improve speaking, especially daily speaking. Improving pronunciation, vocab, we also require students to be able to speak actively. And the advantages are towards speaking which includes pronunciation, intonation” (Mr. R)

The statement above shows that implementing the CLT method can be a fast way to improve speaking, especially daily speaking, because students must be communicative and get used to using English.

Datum 2: *“Menurut saya, wort bagi kita yang ingin improve speaking, because jika kita ingin speaking harus practice, jika semua lingkungannya menggunakan bahasa inggris hal itu akan lebih memudahkan dari pada belajar sendiri misalnya belajar di hp, tidak ada praktek”*

“In my opinion, it's worth it for those of us who want to improve our speaking, because if we're going to speaking we have to practice, if all the environments use English it will make it easier than learning alone, for example studying a cellphone, there is no practice” (FR)

Based on the respondents' statements above, researcher found that the CLT method is very effective for students because it is in an environment

that uses English to communicate; it is effortless for students to practice directly rather than study on cell phones.

Datum 3: "menurut saya selama disini saya merasa terdapat pengaruh yang luar biasa terhadap speaking saya, hal ini karena faktor lingkungan, karena terbiasa, saya jadi terbawa sampai kadang lupa menggunakan bahasa indonesia karena sudah sering menggunakan bahasa inggris."

"In my opinion, while I was here, I felt that there was a tremendous influence on my speaking, this was due to environmental factors, because I was used to it, I got carried away and sometimes forgot to use Indonesian because I often used English." (AK)

The results of the interview above show that students felt a significant impact of the CLT method on their speaking skills. Students' speaking ability has improved compared to before. Even because they are used to English, students sometimes forget to use Indonesian when communicating with others outside the classroom.

b. Disadvantages

At this stage, researcher found several areas for improvement in applying the CLT method, including (1) Focusing on the meaning conveyed, (2) Not prioritizing grammatical aspects, and (3) Being taught to students with low knowledge.

1) Focuses more on the meaning conveyed

The first drawback found by the researcher in applying the CLT method is that it focuses on the meaning conveyed by the speaker.

Datum 1 : "Tujuannya practice saja. Yang penting bicara saja terserah itu mana subjek objek verb nya yang penting"

bicara”

“The goal is just practice. The important thing is to talk, and it's up to where is the subject, object, verb, the important thing is to speak” (YS)

The statement above shows that the CLT method aims to practice speaking and does not focus on the grammar aspects of students.

Datum 2: *“mereka tidak tahu grammatikalnya karna selama ini fokusnya ke interaction. Mungkin mereka bisa bicara tapi saat mereka menulis tulisannya berantakan”*

“They don't know the grammar because so far the focus has been on interaction. Maybe they can talk but when they write their writing is messy” (Mr.R).

Based on the interview results above, the researcher found that students' grammar knowledge and writing skills still needed to improve because the mentor more focused on speaking practice or interaction.

Datum 3: *“saat ingin berbicara, langsung bicara saja, yang penting maknanya tersampaikan”*

“When you want to talk, speak straight away. The important thing is that the meaning is conveyed.” (SR)

Based on the respondents' statements above, this method only focuses on interaction and student speaking practice. What is essential is that the listener or interlocutor can understand the speaker's points or intentions.

2) Not prioritize aspect grammatical

The researcher also found that the CLT method needed to be improved in the grammatical aspect. Mentors put slight pressure on students on grammar, as stated by the respondents below:

Datum 1: *“Grammar tidak harus benar.”*

"Grammar doesn't have to be right." (SR)

The statement respondent SR in line with the statement R as follows :

Datum 2: *"grammarnya tidak terlalu difokuskan hanya saja bagaimana agar speakingnya bagus."*

"The grammar is not really focused on, it's just how to make yours speaking good." (Responden R)

The interviews with the two respondents above show that mentors must focus on student grammar when speaking. The important thing is that students dare to speak, and student grammar does not have to be correct. After student speaking is good, mentors begin to improve student grammar slowly.

Datum 3: *"Kan kalo komunikasi tidak terlalu fokus ke grammar tapi asalkan dia tau yang mana past yang mana present kan bingung juga kalo nda tau situasinya, dia berbicara lampau padahal present atleast itu, tapi tidak terlalu focus"*

"Well, communication doesn't focus too much on grammar but as long as he knows which one is past and which one is present, he's confused too if he doesn't know the situation, he talks in the past even though it's present at least, but not too focused" (R)

Based on the results of interviews with the researcher and respondents, the researcher concluded that although students are not too focused on grammar, it is essential that students understand the present and past tense situations.

3) Taught to students who have low knowledge

Based on the researcher's interview with the respondent, the researcher found a need for more application of the CLT method to

students. That is, it was unsuitable to be taught to students with low abilities.

Datum 1: "awal saya datang kesini, saya belum bisa berkomunikasi secara lisan menggunakan bahasa inggris, saya hanya bisa menunjuk nunjuk"

"When I first came here, I couldn't communicate verbally in English, I could only point." (ID)

As the respondent above said, he did not know how to communicate orally using English at all, so to ask or answer he could only answer or communicate verbally.

Datum 2: "the first time, I only know 2 vocabs, yes and no." (AL)

Based on the respondent's statement above, the researcher found that the student only knew two vocabularies when attending the class for the first time, so he struggled to communicate. It shows the unsuitability of CLT teaching for those who still need a deeper vocabulary.

Based on the observations and interviews conducted by researcher involving respondents (students and mentors), it can be concluded that implementing the CLT method is carried out using several techniques such as retell, dialogue, discussion, debate, role play. So, in this technique, the mentor divides them into several groups or pairs. Implementing the CLT method also requires students to constantly interact and communicate using English by prioritizing aspects of student fluency and fluency in speaking.

Classroom activities are more student-center, while the mentor's job is facilitating, directing, and evaluating teaching and learning process activities. The obstacles faced by mentors include a lack of students' vocabulary and pronunciation, different students' abilities, and lack of confidence. The barriers students face include study habits/lack of the use of the target language, lack of mastery of language components (vocabulary, pronunciation, and grammar), and mental attitudes (not confident, shyness, anxiety, and stress).

B. Discussion

In this activity, researcher will connect previous research and supporting theories with the findings of researcher at the research location. Communication ability is the primary ability that every person needs to have. Communicative Language Teaching also called the CLT method, is used by mentors to improve students' speaking. This statement follows the announcement by Losi & Nasution (2022) who say that the CLT method is a popular method teachers use to improve students' speaking.

Based on research conducted by researcher in August 2023 at the Master of English Course (MOEC) Majene, the researcher found that the role of mentor is a facilitator, and motivator, in implementing the CLT method. In the teaching and learning process, the teacher is available to give the topics and tests, answer students' questions, act as an advisor, monitoring students' performance,

note students' mistakes for correction, and be a 'communicator' who is involved in communicative activities with students. So, the mentor gives freedom to students to speak and train so that the meaning or data can be appropriately obtained. Related to this matter, Brown stated about the role of teacher in CLT; The role of teacher is a facilitator and counselor. Therefore, students are expected to create meaning through interaction each other (Brown, 2001).

Students have a significant role in teaching techniques through the CLT method, be it dialogue, discussion, role-play, debate, retell, etc., because students here are communicators. They are actively negotiating meaning—in making themselves understood and understanding others. In addition, the mentor's role is less dominant than teacher-centered methods, students are seen as managers who are more responsible for their learning. This findings also in line Larsen-Freeman, (2000). This finding also follows the results of previous research from A'yuni, (2021) which shows that there are several principles in implementing the CLT method, including teaching grammar material but focuses on aspects of communicative competence, the role of the teacher as a facilitator, equipping students to express ideas and opinions, tolerating student mistakes.

The findings also show that implementing the CLT method divided students into several pair groups this aims to give students more time to interact and communicate with their friends. This finding is in line with the findings of Qoriah & Farisya (2022) who said that the CLT method focuses on the nature of

interaction. In addition, they are also more to free express themselves. This finding is in line with the theory of Linh Chi (2011) and Islam (2016) who said that in practicing speaking skills, group work activities are very important and needed during the teaching and learning process.

This research show that mentor uses several variations of techniques, including dialogue, discussion, debate, role play, speech, retell, etc. All techniques used by mentors aim to make students more independent and communicative both in and outside the classroom. This finding aligns with Sulistyowati (2022) and Littlewood (1981) statements who state that success in improving students' speaking skills was implementing the CLT method through storytelling, discussion and other techniques. More specifically, Littlewood noted that there are two main types of activities in applying the CLT method, namely functional communication and social interaction, carried out using various techniques, namely dialogue, discussion and role-play.

In some activities, researcher found that mentors also provide some games in the teaching and learning process such as clapping your hands and describing word games. This game aims to make the class atmosphere more fun. This finding is in line with Ross-Feldman (2003) which says that games influence the learning process of students, this activity is carried out so that students do not feel bored in class. This statement is also supported by Ersöz, (2000) which says that games are one of the techniques that can be given to

students in between the learning process while training speaking skills.

The researcher also stated that there were several obstacles encountered by mentors and students in implementing the CLT method. The barriers faced by the mentor are the students themselves, namely low English proficiency. Including; lack of vocabulary, pronunciation, differences in student abilities and lack of self-confidence. This finding is supported by the statement of Kalanzadeh et al., (2013) who said that one of the obstacles in implementing the CLT method lies in the students, namely their low English proficiency. The teacher's obstacles in teaching speaking are the students' lack of confidence due to the low understanding of the content components and the lack of experience in performing in public (Dewantara 2012).

Researcher also found that there were several obstacles faced by students in applying the CLT method, including a lack of the use of target language and a lack of vocabulary. This finding was supported by Chand (2021) which said that barriers experienced by students in speaking include a lack of knowledge of vocabulary, lack of use of the target language.

This finding also shows that there are obstacles to aspects of grammar and pronunciation. This is in line with the statement of Dewantara (2012) which says that one of the obstacles to students learning speaking skills is mastery of language components, which include pronunciation and grammar. As well as mental attitudes which are also an obstacle for students. Namely shyness, worry,

anxiety, depression, and lack of confidence. This finding is also supported by the statement of Gumartifa & Syahri (2021) who says that the obstacles students find in applying the CLT method, especially speaking, are shyness, passivity, worry, anxiety, and depression, which can affect their speaking abilities.

The advantages found by researcher in applying the CLT method are it motivates students to be confident, increasing communicative competence, so it is suitable for improving speaking skill by giving all students the freedom to speak and express opinions. So that feedback occurs both with fellow students and with mentors. This finding is in line with the results of previous research conducted by Inayah (2022), Putri (2019) and Kakomole et al.,(2022) who state that the advantages found are increasing student self- confidence, suitable for improving students' speaking skills, creating an active learning atmosphere, giving students lots of opportunities to practice and their vocabulary had increased from before.

The advantages found by researcher are that it only focuses on the meaning conveyed without emphasizing aspects of pronunciation and grammar, as well as other abilities such as reading or writing. This finding is supported by Djoko Sri Bomo (2021) who said that the CLT method emphasizes the speaking aspect of students more than grammar, pronunciation, writing, or reading. In addition, the researcher also found that the implementation of the CLT method in teaching speaking classes is not suitable for students who still have low or below-average ability. This finding is in line with Thamarana, (2015) who said

that the shortcomings of the CLT method include not prioritizing grammatical aspects or other skills such as writing or reading, and it is not suitable for students who still have low abilities.

However, there are also research findings that are not in line with this statement, where Thamarana (2015) also said that the lack of facilities such as native-speaking teachers and inadequate classrooms. This is in contrast to the researcher's findings which found that the classroom or native speaking teacher did not influence at all.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on research conducted through observation and interview techniques with respondents involving students and mentors in the Master of English Course (MOEC) Majene, researcher found that there were several techniques used by mentors in implementing the Communicative Language Teaching (CLT) method in teaching speaking skill, namely retell, dialogue, discussion, debate, and role play. The learning process is more student-oriented because students must actively participate, interact, and communicate individually and in groups. So, the mentor's role is to facilitate, motivator, communicator and supervise the learning process and provide an evaluation at the end of the class.

Researcher also found obstacles faced by students and mentors. The barriers mentors met were located in the students, namely their low English skills, such as lack of vocabulary, pronunciation, lack of confidence and students' different abilities. In contrast, the obstacles students face included a lack of vocabulary, a lack of the use of the target language, and mental attitudes, which include shyness, anxiety, depression, and lack of confidence.

B. Suggestion

1. For Teacher/Mentor

Researcher hope that mentors can always encourage or motivate students to appear confident. Researcher also hope mentors can maintain good relationships with students because this can affect students' self-confidence. Mentors are expected to be able to develop further the techniques used in implementing the CLT method, for example, by adding presentation techniques by providing media such as LCD or similar. This is so that students are more introduced to and take advantage of existing technology to make the teaching and learning process more natural.

2. For the Student

The students should be more action, creative, and has high self-confidence in learning English speaking. The students should practice in their daily life and explore their ability in speaking confidently.

3. For the Other Researcher

For the other researcher, this study may make other researcher reviewing further, sharp, critical, and comprehensive which is closed related to this investigation in order to reveal many aspects while implementing CLT.

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APPENDICES

Appendix 1. Research Permit

 **PEMERINTAH KABUPATEN MAJENE**
DINAS PENANAMAN MODAL & PELAYANAN TERPADU SATU PINTU
(DPM-PTSP)
Jln. Ammana Wewang No 12 Telp (0422) 21947 Majene-Sulbar 

IZIN PENELITIAN
Nomor : 387/IP/DPM-PTSP/MM/VIII/2023

Berdasarkan Peraturan Bupati nomor : 28 Tahun 2021 tentang Pendelegasian Penyelenggaraan Perizinan dan Non Perizinan Pada Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Majene, serta membaca surat Rekomendasi Penelitian Dari Badan Kesatuan bangsa dan Politik Nomor 070/401/VIII/2023 Tanggal 15 Agustus 2023 maka pada prinsipnya kami menyetujui dan **MEMBERI IZIN** Kepada :


| | |
|-----------------------|--|
| N a m a | : JASMANI GALSABILA |
| Pekerjaan | : Mahasiswa |
| N I M | : 10256119011 |
| Program Study/Jurusan | : S1 Tarbiyah dan Keguruan |
| Universitas | : STAIN Majene |
| Alamat | : Dusun Lamungan Desa Kurma Kec. Mapili Kab. Polewali Mandar |

Untuk melaksanakan Penelitian di Kabupaten Majene dengan Judul **"THE IMPLEMENTATION OF COMMUNICATIVE LANGUAGE TEACHING (CLT) METHOD IN TEACHING SPEAKING SKILL AT MASTER OF ENGLISH COURSE (MOEC) MAJENE"** dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan diharapkan melapor kepada pemerintah setempat dan atau tempat penelitian yang akan dilaksanakan.
2. Penelitian tidak menyimpang dari Izin yang diberikan.
3. Mentaati semua Perundang-Undangan yang berlaku dan mengindahkan adat istiadat setempat.
4. Menyerahkan 2 (dua) Exemplar copy hasil Penelitian kepada Bupati Majene Cq. Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu dan Badan Kesatuan Bangsa dan Politik Kab. Majene
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin ini tidak mentaati peraturan diatas.

Demikian surat izin ini dibuat untuk dipergunakan sebagaimana mestinya.

Dikeluarkan di : Majene
Pada Tanggal : 18-08-2023
Kepala Dinas



H. LIES HIRAWATI THAHIR, S.Sos, M.Adm.Pemb
Pangkat: Penjenjangan Utama Muda
Nip. 196805281992032011

Appendix 2. Check list observation

- 1st observation: Friday, 18 August 2023

| No. | Pernyataan | Jawaban | |
|-----|--|---------|-----|
| | | Ya | Tdk |
| 1 | CLT menyediakan situasi komunikasi nyata misalnya role-play, bercerita, diskusi, presentasi, kerja berpasangan, permainan, dll. | √ | |
| 2 | Kegiatan CLT lebih berpusat pada siswa dari pada guru | √ | |
| 3 | CLT lebih menekankan pada aktivitas melalui interaksi dan komunikasi dari pada menghafal | √ | |
| 4 | Fungsi bahasa lebih penting dari pada grammar dan kosakata | √ | |
| 5 | Kefasihan lebih penting dari pada akurasi | √ | |
| 6 | CLT menekan kan pada tugas kooperatif dari pada tugas individualistis bagi siswa | √ | |
| 7 | Guru memiliki dua peran utama: peran pertama adalah memfasilitasi proses komunikasi antara semua peserta di kelas, berbagai kegiatan dan teks. Peran kedua adalah berperan sebagai peserta mandiri dalam kelompok belajar mengajar | √ | |
| 8 | Guru selalu memberikan motivasi kepada siswa | √ | |
| 9 | Siswa harus banyak berpartisipasi dalam proses pembelajaran | √ | |
| 11 | Giswa Guru selalu mengoreksi kesalahan ketika pembelajar berbicara bahasa Inggris | | |
| 12 | Guru memberikan beberapa ungkapan latihan lisan dari setiap tuturan dari dialog yang diberikan. Bisa pengulangan seluruh kelas, setengah kelas, kelompok, atau individu. | √ | |
| 13 | Guru dan siswa berdiskusi tentang topik, fungsi, struktur, situasi, informasi, dll. | √ | |
| 13 | Guru/siswa dapat memberikan beberapa pertanyaan kepada siswa terkait topik tersebut | √ | |

| | | | |
|----|---|---|--|
| 14 | Guru dapat memberikan beberapa tambahan contoh dialog penggunaan komunikatif atau ekspresi atau struktur | √ | |
| 15 | Siswa melakukan praktek lisan didepan kelas secara berpasangan atau berkelompok. | √ | |
| 16 | Siswa lain atau guru juga dapat memberikan beberapa pertanyaan tentang topik dan situasi. Pertanyaannya terkait dengan pengalaman pribadi siswa tetapi masih memiliki korelasi dengan dialog atau topic | √ | |
| 17 | Guru dapat memberikan kegiatan tambahan misalnya permainan, kerja berpasangan, diskusi, dll. | √ | |
| 18 | Guru memberikan evaluasi kegiatan | √ | |

- The 2nd observation: Saturday, 19 August 2023

| No. | Pernyataan | Jawaban | |
|-----|--|---------|-----|
| | | Ya | Tdk |
| 1 | CLT menyediakan situasi komunikasi nyata misalnya role-play, bercerita, diskusi, presentasi, kerja berpasangan, permainan, dll. | √ | |
| 2 | Kegiatan CLT lebih berpusat pada siswa dari pada guru | √ | |
| 3 | CLT lebih menekankan pada aktivitas melalui interaksi dan komunikasi dari pada menghafal | √ | |
| 4 | Fungsi bahasa lebih penting dari pada grammar dan kosakata | √ | |
| 5 | Kefasihan lebih penting dari pada akurasi | √ | |
| 6 | CLT menekan kan pada tugas kooperatif dari pada tugas individualistis bagi siswa | √ | |
| 7 | Guru memiliki dua peran utama: peran pertama adalah memfasilitasi proses komunikasi antara semua peserta di kelas, berbagai kegiatan dan teks. Peran kedua adalah berperan sebagai peserta mandiri dalam kelompok belajar mengajar | √ | |
| 8 | Guru selalu memberikan motivasi kepada siswa | √ | |
| 9 | Siswa harus banyak berpartisipasi dalam proses pembelajaran | √ | |
| 11 | Guru selalu mengoreksi kesalahan ketika pembelajar berbicara bahasa Inggris | √ | |
| 12 | Guru memberikan beberapa ungkapan latihan lisan dari setiap tuturan dari topik yang diberikan. Bisa pengulangan seluruh kelas, setengah kelas, kelompok, atau individu. | √ | |
| 13 | Guru dan siswa berdiskusi tentang topik, fungsi, struktur, situasi, informasi, dll. | √ | |
| 13 | Guru/siswa dapat memberikan beberapa pertanyaan kepada siswa terkait topik tersebut | √ | |
| 14 | Guru dapat memberikan beberapa tambahan contoh dialog penggunaan komunikatif atau ekspresi atau struktur | √ | |

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| 15 | Siswa melakukan praktek lisan didepan kelas secara berpasangan atau berkelompok. | √ | |
| 16 | Siswa lain atau guru juga dapat memberikan beberapa pertanyaan tentang topik dan situasi. Pertanyaannya terkait dengan pengalaman pribadi siswa tetapi masih memiliki korelasi dengan dialog atau topic | | √ |
| 17 | Guru dapat memberikan kegiatan tambahan misalnya permainan, kerja berpasangan, diskusi, dll. | | √ |
| 18 | Guru memberikan evaluasi kegiatan | √ | |

- The 3rd observation: Tuesday, 22 August 2023

| No. | Pernyataan | Jawaban | |
|-----|--|---------|-----|
| | | Ya | Tdk |
| 1 | CLT menyediakan situasi komunikasi nyata misalnya role-play, bercerita, diskusi, presentasi, kerja berpasangan, permainan, dll. | √ | |
| 2 | Kegiatan CLT lebih berpusat pada siswa dari pada guru | √ | |
| 3 | CLT lebih menekankan pada aktivitas melalui interaksi dan komunikasi dari pada menghafal | √ | |
| 4 | Fungsi bahasa lebih penting dari pada grammar dan kosakata | √ | |
| 5 | Kefasihan lebih penting dari pada akurasi | √ | |
| 6 | CLT menekan kan pada tugas kooperatif dari pada tugas individualistis bagi siswa | √ | |
| 7 | Guru memiliki dua peran utama: peran pertama adalah memfasilitasi proses komunikasi antara semua peserta di kelas, berbagai kegiatan dan teks. Peran kedua adalah berperan sebagai peserta mandiri dalam kelompok belajar mengajar | √ | |
| 8 | Guru selalu memberikan motivasi kepada | √ | |
| 9 | Siswa harus banyak berpartisipasi dalam proses pembelajaran | √ | |
| 11 | Guru selalu mengoreksi kesalahan ketika pembelajar berbicara bahasa Inggris | √ | |
| 12 | Guru memberikan beberapa ungkapan latihan lisan dari setiap tuturan dari topik yang diberikan. Bisa pengulangan seluruh kelas, setengah kelas, kelompok, atau individu. | √ | |
| 13 | Guru dan siswa berdiskusi tentang topik, fungsi, struktur, situasi, informasi, dll. | √ | |
| 13 | Guru/siswa dapat memberikan beberapa pertanyaan kepada siswa terkait topik tersebut | √ | |
| 14 | Guru dapat memberikan beberapa tambahan contoh dialog penggunaan komunikatif atau ekspresi atau struktur | | √ |

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|----|---|---|---|
| 15 | Siswa melakukan praktek lisan didepan kelas secara berpasangan atau berkelompok. | √ | |
| 16 | Siswa lain atau guru juga dapat memberikan beberapa pertanyaan tentang topik dan situasi. Pertanyaannya terkait dengan pengalaman pribadi siswa tetapi masih memiliki korelasi dengan dialog atau topic | √ | |
| 17 | Guru dapat memberikan kegiatan tambahan misalnya permainan, kerja berpasangan, diskusi, dll. | | √ |
| 18 | Guru memberikan evaluasi kegiatan | √ | |

- The 4th observation: Wednesday, 23 august 2023

| No. | Pernyataan | Jawaban | |
|-----|--|---------|-----|
| | | Ya | Tdk |
| 1 | CLT menyediakan situasi komunikasi nyata misalnya role-play, bercerita, diskusi, presentasi, kerja berpasangan, permainan, dll. | √ | |
| 2 | Kegiatan CLT lebih berpusat pada siswa dari pada guru | √ | |
| 3 | CLT lebih menekankan pada aktivitas melalui interaksi dan komunikasi dari pada menghafal | √ | |
| 4 | Fungsi bahasa lebih penting dari pada grammar dan kosakata | √ | |
| 5 | Kefasihan lebih penting dari pada akurasi | √ | |
| 6 | CLT menekan kan pada tugas kooperatif dari pada tugas individualistis bagi siswa | √ | |
| 7 | Guru memiliki dua peran utama: peran pertama adalah memfasilitasi proses komunikasi antara semua peserta di kelas, berbagai kegiatan dan teks. Peran kedua adalah berperan sebagai peserta mandiri dalam kelompok belajar mengajar | √ | |
| 8 | Guru selalu memberikan motivasi kepada siswa | √ | |
| 9 | Siswa harus banyak berpartisipasi dalam proses pembelajaran | √ | |
| 11 | Guru selalu mengoreksi kesalahan ketika pembelajar berbicara bahasa Inggris | √ | |
| 12 | Guru memberikan beberapa ungkapan latihan lisan dari setiap tuturan dari topik yang diberikan. Bisa pengulangan seluruh kelas, setengah kelas, kelompok, atau individu. | √ | |
| 13 | Guru dan siswa berdiskusi tentang topik, fungsi, struktur, situasi, informasi, dll. | √ | |
| 13 | Guru/siswa dapat memberikan beberapa pertanyaan kepada siswa terkait topik tersebut | √ | |
| 14 | Guru dapat memberikan beberapa tambahan contoh dialog penggunaan komunikatif atau ekspresi atau struktur | | √ |

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| 15 | Siswa melakukan praktek lisan didepan kelas secara berpasangan atau berkelompok. | √ | |
| 16 | Siswa lain atau guru juga dapat memberikan beberapa pertanyaan tentang topik dan situasi. Pertanyaannya terkait dengan pengalaman pribadi siswa tetapi masih memiliki korelasi dengan dialog atau topic | √ | |
| 17 | Guru dapat memberikan kegiatan tambahan misalnya permainan, kerja berpasangan, diskusi, dll. | | √ |
| 18 | Guru memberikan evaluasi kegiatan | √ | |

- The 5th observation: Thursday, 24 August 2023

| No. | Pernyataan | Jawaban | |
|-----|--|---------|-----|
| | | Ya | Tdk |
| 1 | CLT menyediakan situasi komunikasi nyata misalnya role-play, bercerita, diskusi, presentasi, kerja berpasangan, permainan, dll. | √ | |
| 2 | Kegiatan CLT lebih berpusat pada siswa dari pada guru | √ | |
| 3 | CLT lebih menekankan pada aktivitas melalui interaksi dan komunikasi dari pada menghafal | √ | |
| 4 | Fungsi bahasa lebih penting dari pada grammar dan kosakata | √ | |
| 5 | Kefasihan lebih penting dari pada akurasi | √ | |
| 6 | CLT menekan kan pada tugas kooperatif dari pada tugas individualistis bagi siswa | | √ |
| 7 | Guru memiliki dua peran utama: peran pertama adalah memfasilitasi proses komunikasi antara semua peserta di kelas, berbagai kegiatan dan teks. Peran kedua adalah berperan sebagai peserta mandiri dalam kelompok belajar mengajar | √ | |
| 8 | Guru selalu memberikan motivasi kepada siswa | | √ |
| 9 | Siswa harus banyak berpartisipasi dalam proses pembelajaran | √ | |
| 11 | Guru selalu mengoreksi kesalahan ketika pembelajar berbicara bahasa Inggris | √ | |
| 12 | Guru memberikan beberapa ungkapan latihan lisan dari setiap tuturan dari topik yang diberikan. Bisa pengulangan seluruh kelas, setengah kelas, kelompok, atau individu. | | √ |
| 13 | Guru dan siswa berdiskusi tentang topik, fungsi, struktur, situasi, informasi, dll. | | √ |
| 13 | Guru/siswa dapat memberikan beberapa pertanyaan kepada siswa terkait topik tersebut | | √ |
| 14 | Guru dapat memberikan beberapa tambahan contoh dialog penggunaan komunikatif atau ekspresi atau struktur | | √ |

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|----|---|---|--|
| 15 | Siswa melakukan praktek lisan didepan kelas secara berpasangan atau berkelompok. | √ | |
| 16 | Siswa lain atau guru juga dapat memberikan beberapa pertanyaan tentang topik dan situasi. Pertanyaannya terkait dengan pengalaman pribadi siswa tetapi masih memiliki korelasi dengan dialog atau topic | √ | |
| 17 | Guru dapat memberikan kegiatan tambahan misalnya permainan, kerja berpasangan, diskusi, dll. | √ | |
| 18 | Guru memberikan evaluasi kegiatan | √ | |

Appendix 3. Students and Mentor's Questions

(Students and mentor questions adapted by Wahyuni (2015))

STUDENTS INTERVIEW QUESTIONS

1. Apakah anda merasa termotivasi untuk berbicara dalam pembelajaran yang menggunakan metode CLT ?
2. Apakah anda merasa bahwa speaking anda meningkat menggunakan metode CLT ?
3. Apakah metode CLT hanya melatih berbicara dengan fasih tapi tidak dengan grammar atau kemampuan lain ?
4. Kendala apa yang biasa anda hadapi dalam belajar speaking melalui metode ini?
5. Apakah vocabulary termasuk kendala dalam belajar speaking melalui metode ini ?
6. Bagaimana dengan pronunciation ? Apakah bisa menjadi kendala ?
7. Apakah anda merasa malu, deg-degan, atau tidak percaya diri saat berbicara ?
8. Diantara banyaknya teknik mengajar yang mana yang paling kamu suka ?
9. Apakah kamu merasa bahwa siswa lebih banyak berbicara daripada guru didalam kelas ?
10. Menurut anda apa kelebihan metode ini ?
11. Apakah metode CLT efektif dalam meningkatkan speaking ?

MENTORS INTERVIEW QUESTIONS

1. Menurut anda apa itu metode CLT atau Communicative Language Teaching ?
2. Apa yang menjadi tujuan anda dalam mengajarkan speaking ?
3. Bagaimana cara anda menyusun/mendesain proses pembelajarannya pake metode ini ?
4. Bagaimana cara anda membuat siswa aktif dalam pembelajaran speaking ?
5. Teknik apa saja yang sudah digunakan dalam penerapan metode ini?
6. Apakah disini juga menggunakan media dalam teknik diskusi kelompok ?
7. Apakah mentor memberikan umpan balik/evaluasi ?
8. Kesulitan atau kendala apa yang biasa anda temui pake metode ini ?
9. Apa yang menjadi kelebihan dan kekurangan metode ini ?

Appendix 4. Observation Documentation





Appendix 5. Students Interview Documentation



Appendix 6. Mentor Interview documentation



CURRICULUM VITAE



Jasmani Galsabila was born on 2nd March 2002 in Lamungan, Polewali Mandar, West Sulawesi. She has two older brother and a young brother. She is the 3rd child of Mr. Sa'ala and Mrs. Darma.

She started her education at MI Al-Ma'arif Lamungan in 2007-2011. Then, she continued her study at SMPN 2 Mapilli in 2013-2016. Then, in 2016-2019 she studied in MAN 1 Polman.

In 2019 she continued her study at State Islamic Collage of Majene (STAIN Majene), she took the English Education study program, Department of Tarbiyah and Teacher Training, and finished in 2023.