CHAPTER I

INTRODUCTION

This chapter discusses some of the keys issues such as background of research, research problems, aims of study, reasons for choosing the topic, scope of study and significances of study.

1.1 Background of Research

Basically education is a process to help the human being to develop their capabilities so that they are able to face the changes happened in their life. This is based on the opinion that each human or individual has capability to develop her/himself in terms of intellectual, social and other potential capabilities.Intellectual capability is capability to think and to involve with the work of brain especially in academic purpose. Social capability is capability to have a relation and share with other people in society. Meanwhile, emotional capability is capability to work using feelings that is related with emotional aspects of people.

In order to develop the quality of Indonesian people, the development in this country is focused on the education program. The education program is one of the government programs that are focused on the improvement of individual potencies. Through the education program, an individual is facilitated in order to achieve their maximum development. Therefore, education should get an emphasis either from the government, society and the stakeholder in a certain education institution.

During the development of education in this country, curriculum is always changed according to the demands of needs. The changes are made in terms of the

orientation of the education, strategies in achieving the goals, and also in terms of curriculum content. The changes are made in order to achieve better quality of education from time to time.

The changes described above ends at the changes on the pattern and learning strategy that is implemented by the teachers at school. In this aspect, the subjects taught at schools are oriented to facilitate the learners in developing their potencies.

Nowadays, English remains as the subject considered difficult so that the students are not interested in learning it. The opinion influences much the students motivation in learning English, and the result is that the students learning achievement is not satisfying. The facts show that the students are passive, they are reluctant to ask or to answer questions, and they are not motivated to use English either in classroom activity or in the school environment.

In classroom context, the students different characteristics should be facilitated in order to achieve maximum development and result of student learning. The strategy that is used to facilitate the difference, for example, by matching the level of difficulty of the materials with the time needed, using media effectively, implemeting strategy that is suitable with the material that the students will learn, and using the instrument of evaluation that really measure the students ability in understanding the material they have learned.In some cases based on the field survey, it shows that most of the teaching activities especially for developing the students' speaking skill many teacher uses methods such as translating, grammar focus, and memorizing certain words (noun, verbs, adjectives) without focusing on the development of students' speaking competence. At some schools,

English teachers use communicative approach eventhough the use of this approach is still not as good as expected. In addition, the use of the approach does not meet the objectives of learning activities.

Therefore, in order to achieve the learning goals and objectives the teacher must have understanding about the classroom management. The classroom mamagement does not only include the activity in checking students attendance in the classroom but also how the teacher uses the learning strategy, how teacher relates the previous knowledge with the new material, how teacher uses instructional media, how teacher creates active teaching and learning activity, how teacher monitors the students activity, and how the teacher conducts the evaluation to measure the result of the students learning.

From some aspects that have been mentioned above, one that is considered important is how to create an interactive teaching and learning activity. Interactive teaching and learning activity means that the teacher can facilitate the students learning by empowering all students potencies that is shown by students-centered activity. In this case, the role of the teacher is only as a facilitator of learning. The teacher has also a role as observer in order monitoring the students progress during the teaching and learning activity in the classroom.

The students active role is shown by activities in asking question, giving comment, opinion, and giving argument intensively. The students also active in working with their classmates either in pairs or in groups. Especially in English, the students role can be seen in activities such as ability to ask questions, giving commnets, defining certain terms, explaining a process. All of the activities will expose the students' ability to speak or communicate in English. Moreover,

according to the goal of English curriculum of Senior High School, the students are expected to be able to understand many kinds of texts, the characteristics, and the communicative purpose of each text. (Kemendiknas, KTSP 2006).

In order to achieve the goal, many English teachers apply approaches or strategies. One of the approaches is Communicative Approach (CA). This approach is used to encourage the students to actively communicate in English by involving them in the situation which close to their real life. Speaking activity performed by the students shows the students' communicative competence. Brown (2007: 53) stated that communicative competence is essentially interactive nature of communication. Through communication students are able to practice their knowledge about language they are learning. This has to be supported with the use of authentic materials or expression related with the students' real context in the classroom as Brown (2007: 69) stated that communicative approach in teaching is emphasized on how language is used, what language is expressed, and what communicative functions people performed with language.

In Communicative Approach the students are facilitated to interact with their friends during the teaching and learning process. The students are encouraged to express theirselves in conveying messages or ideas by using English. The approach enables the teachers to create authentic materials so the students will have chance to develop their language competence. In this approach the teachers act as facilitator of learning. Nevertheless, the use of Communicative Approach in real context shows that not all English teachers could not apply it appropriately in their teaching in order to meet the objective of their learning activities. The use of this approach is also not supported by the use of authentic

materials through which the students can be introduced to the real use of the language they are learning.

Because of some strengths of this approach and the result of some survey on the real context, the researcher is interested in doing a research about the implementation of Communicative Approach in the classroom. The research will be a descriptive research. The title of the research is formulated as follow: "**A Study on the Implementation of Communicative Approach in Teaching Speaking**" (**A Research Conducted at SMA Negeri 1 TelagaKabupatenGorontalo**).

1.2 Research Problems

Based on the title above, the research problems can be formulated as follows:

1. How is the implementation of Communicative Approachin teaching speaking at grade ten?

2. How is the implementation of Communicative Approach in teaching speaking at grade eleven?

3. How is the implementation of Communicative Approach in teaching speaking at grade twelve?

1.3 Aims of Study

This research is aimed at describing:

1. The implementation of Communicative Approachin teaching speaking at grade ten.

2. The implementation of Communicative Approach in teaching speaking at grade eleven.

3. The implementation of Communicative Approach in teaching speaking at grade twelve.

1.4 Reasons for Choosing the Topic.

There are some reasons for choosing this topic, namely:

1. Speaking ability is one of the four language skills needed to develop in order to enable the students to communicate with others.

2. The students have ability in speaking that can be developed through the teaching and learning activity in the classroom.

3. Communicative Approach is not yet applied in teaching of speaking in the classroom.

4. Communicative Approach is one of the teaching approaches considered beneficial and meaningful to improve the students' speaking ability.

1.5 Scope of Study

This research is limited on the description about the implementation of Communicative Approach in teaching speaking at students of grade ten, eleven, and twelve at SMA Negeri 1 Telaga Kabupaten Gorontalo. Each grade hasone class the objects of the research. So the total classes that are observed are 3 (three) classes. Each class is observed twice. In each class, the activity of research is focused on the implementation of Communicative Approach in the teaching of speaking in the classroom. In this case, the researcher observes the activity of the teacher and also the students in the implementation of communicative approach in the teaching.

1.6 Significances of Study

The research is expected to have benefits such as:

1. Discovering the strengths and the weaknesses of the implementation of communicative approach in the teaching of speaking on students at SMA Negeri 1 Telaga.

2. Giving new ideas of the implementation of Communicative Approach in teaching speaking especially at SMA Negeri 1 Telaga Kabupaten Gorontalo.

3. The result of research will be one of references in implementing Communicative Approach in teaching speaking.

CHAPTER II

THEORETICAL BASE

This chapter presents the review of related to literature. It concerns with the theoretical understanding as the references of this study. The references that was discussed are; Concept ofSpeaking, Problems in Teaching Speaking, Concept Of Communicative Approach In Teaching Speaking, and Principles in Implementing Communicative Approach In Teaching Speaking And Review of Related Study.

2.1 Concept of Speaking

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998). This definition means that by speaking one can have a process of construct and share meaning by using linguistic symbols (verbal or non-verbal) that occurs inmany various context. This also means that communication can only happen if there is an idea or meaning needed to convey and develop an oral relation with other people.

Speaking is also defined as the way to use or be able to use a language for vocal communication which has variety of meaning (New World: 1996: 861).Through the activity of speaking, one can convey the message, information, ideas, opinions and his/her feelings orally. This is in line with what Brown (1994) stated that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Speaking activity involves more than one speaker or utterer in which they share information, ask question, etc.

In relation with the understanding of the language the speaker use in communication, Tarigan (1986: 15) proposed some ideas related to expressions of ideas, thoughts or opinions. He mentioned five components namely: 1) speaking activity involve the use of linguistic symbols, 2) speaking activity involve two speakers or more, 3) speaker should has a purpose, meaning, and interesting in speaking, 4) speaker is the user of language in which one can express ideas and thoughts through words, and 5) speaker needs certain response from other.Therefore, in producing spoken language, one should have capability in involving the linguistic symbols, interacting with other people, having information ormessage to convey by using certain words to be responded by other people.In order to have such capability, one needs time to practice to use a certain language to build communication with others. In classroom context, teachers must provide much opportunity to the students to practice English as one of foreign languages they have to study.

2.2 Problems in Teaching Speaking

Learning to speak English as a foreign language requires more than knowing its grammatical and semantic rules. Learners must also acquire knowledge of how native speakers use the language in the context of structured interpersonal exchange. It is the reason why speaking the English language is difficult for the learners.

In school context especially at Senior High School, English is one of compulsory subjects that should be taught to the students. The teaching of English involvestheteaching of other language skill such as listening, reading and writing.

The teaching of speaking in classroom context is carried out integrativelythose skills. It is done based on the standard competency and basic competencies provided in KTSP Curriculum. KTSP Curriculum requires the students to be able to perform their speaking ability exposed in form of transactional and interpersonal dialogues involving some particular expressions (KTSP, 2006). This ability can only be developed in some ways so the students are expected to have such competencies and can use them in their daily life context.

It is not easy to reach the goals. The teachers face many problems in terms of the ways to develop the students' speaking ability. The problems among other things are: language teaching is not focused on communicative skill. The language teaching is only emphasized on the mastery on grammar, how to answer the question, and how to produce a short essay text with simple use of grammar and vocabulary. The students are not encouraged to apply the language to communicate with their friends in the classroom. Another problem is that the teaching of speaking is not taught together with cultural understanding where the language is used, so the students will find difficult to use the language when they meet the native speakers. The problem is also found at the classroom context where the teachers do not involve the students in collaborative activities that help them to develop their language competence. This problem is generally found at schools especially in language classroom.

Therefore, the language teaching in classroom should be focused on involving the students in activities that enable them to develop the students language competence.

2.3 Concept of Communicative Approach in Language Teaching

The Communicative Approach is developed by Robert Langs MD in the early 1970's. It is a new theory or paradigm of emotional life and psychoanalysis that is centered on human adaptations to emotionally -charged events- with full appreciation that such adaptations take place both within awareness (consciously) and outside of awareness (unconsciously).

In relation with the English learning, communicative approach is one emphasized on interactive language learning. It is contrary to any traditional methods such as 'grammar-translation method', or 'audio-lingual method'. The principal goal of communicative approach is to develop 'communicative competence.In communicative approach, language learners are exposed to experience with the real use of the language they are learning. In this case, the activity makes the learners possible to perform their competence in using the language. It also allows the learners to have much practice in order to improve their speaking competence maximally.

Moreover, Morrow (1981) mentioned three principles of the communicative language teaching, namely: 1) know what the teacher's doing, 2) emphasize on the whole parts of teaching, 3)process is important. The three principles implies that communicative language teaching focuses on the activities to give opportunities to the students to 'work' with the language they are learning. Communicative language teaching is also focused on the use of the language that is not close to the students real life. In this case, teaching activities should be directed to develop the communicative competence through the process activity in

which the students will have experiences on how to use the language. The process activities can be done by involving students in lots of exercises of how to use the language in their daily classroom activity.

Meanwhile, the feature of communicative approach in language teaching among other things are: 1) meaning is paramount, 2) dialogs, if used, center around communicative functions and are not normally memorized, 3) contextualization is a basic premise, 4) language learning is learning to communicate., 5) reading and writing can start from the first day, if desired, 6) communicative competence is the des ired goal (i.e., the ability to use the linguistic system effectively and appropriately), 7) teachers help learners in any way that motivates them to work with the language, 8) students are expected to interact with other people, either in the flesh, through pair and group work, or in their writings (Richards &Theodores, 1999:67)

The function of spoken language are interactional and transactional (Richards, 2002: 208). Interactional means that spoken language is used to maintain social relationship, while the transactional means that the spoken language is used to convey information and ideas.Therefore, the English teachers must focus their teaching in providing students with opportunities to build meaningful communication through interacting with their classmates. The interaction can be created in some interactive activities, for example: small talk, discussion, role play, simulation, etc.

2.4 Principles in Implementing Communicative Approach in Teaching Speaking

The use of Communicative Approach in language classrooms should consider some principles (Richard and Theodores, 1999; Harmer, 2007) namely:

1) It has communicative purpose, through which the learners learn a language by using it to communicate,

2) Authentic and meaningful communication should be the goal of the classroom activities,

3) Fluency is an important dimension of communication,

4) Communication involves the integration of different language skills, and

5) Learning is a process of creative construction in involve trial and error.

6) Less intervention of teacher

7) Focusing on content, not form

These principles have close relation to each others. Therefore, it becomes very important to understand that the main goal of learning language is to involve the students inlot of practices of real use of the language using authentic materials provided in integrative different language skills. This is quite different from traditional language classroom in which the teacher ask the students to use their imagination and place themselves in that situation without real-experiencing with the use of that language.

In communicative approach the teachers will find themselves talking less and listening more. They will also be the active facilitators of students' learning. This means that the students do most of the speaking, active in communicative exercise in the classroom and mostly leaving their seats to complete their tasks.

By this situation, the students will gain confidence in using the target language in general and they will be more responsible managers of their own learning.

The main goal of communicative approach is that the students are able to use the language fluently and effectively (Dikdasmen, 2002: 23). In fact, the result of the pre-observation in real contextthe fluently and the effectiveness of the use of language is still not yet the ultimate goal of the teaching activities of speaking. In order to achieve the goal, the teacher should design the teaching activity with pragmatic, authentic and functional technique. In this case, the students are encouraged to use the language productively through communicative learning activities.

The communicative approach in language teaching can be done through the activities such as: scramble sentences, communicative games, picture strip story, and simulation and role play (Morrow, in Dikdasmen,2000: 26).These activities can be develop in variety forms according to the language skill the teacher wants to develop. These activities should be designed to give opportunity for the students to use the language in daily classroom activities.

All the explanation above can be summarized in features of communicative approach in language teaching, those are: 1) an emphasis on learning to communicate through interaction in the target language, 2) the introduction of authentic texts into the learning situation, 3) the provision of opportunities for learners to focus, not only on language but also on the lerning process, 4) an enhancement of the learner's own personal experiences as important contributing elements to classroom learning, 5) An attempt to link classroom language learning with language activities outside the classroom.

In the classroom that uses communicative approach, teacher creates activities that involve the students to work in pairs or in group, facilitate students to work cooperatively with their classmates, so that the students can increase their fluency, and they are encouraged to develop their confidence. All the activities are intended to reach the goal that is to develop the students communicative competence.

2.5 Review of Related Studies

The result of research related to the use of Communicative Approach is a research conducted by Huang and Shih-Jen (1997) at Fooyin Institute of Technology-Taiwan. The research is focused on the Communicative Language Teaching Approach in a Multimedia Language Lab. This research is designed to apply the Communicative Language Teaching Approach with computer assistance. The students were paired in groups and assigned a topic for every meeting in the class, and used the topic in playing a computer simulation. The result of the research shows that students found themselves enjoy the fun of playing. Besides, they were required to present either oral or written English to show the level of their understanding. In this approach, the teachers act as coach or director to create the flow of the communication for the whole class. This enhanced the students' motivation and participation in teaching and learning activities. Another research is done byUtomo, (2004) at the students of eight year of SMP Brawijayaconcerning the teaching of reading comprehension by using Communicative Approach through songs and games. The result of the study is thatthe students can answer the questions from text or passage communicatively and objectively either in oral or written form. It also shows that the students are

more able to practice the language in classroom and make some improvement on some aspects of speaking assessment, and the approach increase the students' participation and motivation in learning.

CHAPTER III

METHODOLOGY OF RESEARCH

In this chapter, the research method deals with the present study discuss includes these major components such as, setting and time of research, research design, Data source, technique of collecting data, and technique of analyzing data. Each part is described in the following:

3.1 Setting and Time of Research

This research was conducted at SMA Negeri 1 TelagaKabupatenGorontalo.It is located at Limboto Street number 10 Desa. Mongolato, Kecamatan. Telaga, Kabupaten. Gorontalo.

The research was carried out from the beginning of July 2011 until mid of August 2011 in First Semester of Academic Year 2011-2012.

3.2 Research Design

The design of the research is descriptive qualitative. The researcher did the observation in the classrooms. The observation is focused on the implementation of Communicative Approach in the teaching of speaking, especially at tenth grade, eleventh grade and twelfth grade. Each grade is observed twice so that the total meeting is six meetings. After the researcher obtains data form the observations, and then the researcher describes all activities performed by the teachers and the students in the teaching and learning activity. The data is describedqualitatively.

3.3 Data Sources

The source of the data of this research is English teachers at SMA Negeri 1 Telaga, in Academic Year 2011-2012 that consist of 3 teachers. The three teachers represent the English teacher of grade ten (1 teacher), the English teacher of grade eleven (1 teacher), and the English teacher of grade twelve (1 teacher). In order to get the data, the research conducted observations addressed on the teaching and learning activities especially on the teaching of speaking. The observation is done twice for each class in each grade. So the total observation conducted in six. Meanwhile, the total number of the students is 92 students. All the students are spread in threeclasses in which class X-5 has 30 students, XI-IPA4 has 31 students and XII-IPA4 has 31 students.The observation is also addressed on the students' activities during the teaching and learning process.

3.5 Technique of Collecting Data

Data of research is collected by the following procedures:

1. Observing the teaching and learning process especially in the teaching of speaking at grade ten, eleven and twelve.

2. Each class is observed according to the schedule of teaching with different English teacher for each grade. Each class is observed twice. So there are two meetings for each class with different material for each meeting.

3. The teaching and learning activity by using communicative approach implemented by the teacher is recorded by using video camera and using observation form. The observation form contains the indicators of communicative approach modified by Morrow (Dikdasmen, 2002). The

instrument includes: the role of the teacher, the role of the students, instructional material, and teaching activities.

4. The result of the recording and observation is then analyzed based on the indicators in the instrument.

The indicators of communicative approach include teacher role, student's role, materials, and teaching activities.

- *Teacher role*, consists of: asking students to pray before beginning the lesson, relating material with the students' prior knowledge, facilitating students to brainstorming about the material that will be learned, facilitating students to work in group, encouraging students to actively participate in the classroom activity, encouraging students to ask questions, facilitating students to give comment/ opinion on their friends' answer, relating the activity with the students' real life, using instructional media to facilitate students' activities, and assessing the process activity.

- *The students role:* consists of: actively involved in brainstorming activity, actively involved in collaborative activity, actively participated in the activity of using the language, asking questions/ giving opinion/comment, relating the activities with real life situation, concluding the material they've just learned.

- *Materials:* consists of: using authentic materials, close to the students' real life, taught orderly (from simple to complex), supporting the development of communicative competence.

- *Teaching activities:* consists of: using communicative approach, creating collaborative activities, supporting the development of communicative competence, provide feedback on the students language performance.

These indicators are formulated based on opinions of some experts (Robert Lang, 1970; Larsen-Freeman, 1986; Morrow,2000;Dikdasmen, 2002) about the characteristics of Communicative Approach, and Richards (2002) about the development of Communicative teaching of language. The opinions are then reformulated in form of indicators used in observing the teaching and learning process that uses Communicative Approach.

3.6 Technique of Analyzing Data

After collecting data by observing the teaching and learning in the classroom, the researcher analyzes the data obtained. Process of analyzing data is done since the activity of observation is finished. The data analyzing includes codification, presentation, interpretation, and conclusion. Following is the steps of analyzing data adapted from Furchan (1982: 437) and Mantja, (2002:24).

Codification.In this step, the data are grouped and given the code. The codification is made on the data that relate with the result of the observation about the implementation of Communicative Approach in the teaching of speaking. The codification includes the code of the classes that are observed, the meetings which is conducted by the teachers, and the material which is taught in the class. The tenth grade is symbolized by code A, the eleventh grade is symbolized by code B, and the twelfth grade is symbolized by code C. The first meeting is symbolized code 1, and the second meeting is symbolized by code 2. So the first meeting at the tenth grade has code A-1, the second meeting has code A-2. The first meeting

at the eleventh grade has code B-1 and the second meeting has code B-2. The first meeting at the twelfth grade has code C-1 and the second meeting has code C-2. Meanwhile, the material that is taught by the teacher includes kinds of expression that are based on the syllabus in curriculum. The material is symbolized by code Exp-1 and Exp-2. Exp-1 means kind of expression that is taught at the first meeting, and Exp-2 refers to kind of expression taught at the second meeting.

Data Presentation. After codification, the researcher arranges and presents the data based on the focus of research that is about the implementation of Communicative Approach. The data is then compared with the indicators of communicative approach included in the instrument of research. The data is presented in form of description. The description is about the implementation of communicative approach in tenth grade, eleventh grade and twelfth grade. After that, the description is also focused on the comparison between the implementation of communicative approach carried out in the classroom in gradetenth, eleventh and twelfth

Data Interpretation. The interpretation is done by describing the result of the observation and related with the indicators that are included in the research instrument. The interpretation of the data is based on the result of the recorded activity and the result of the observation. The interpretation is focused mainly on the teacher and students activity. Especially the result of the observation, the description and the interpretation is focused on what the teacher did and what the teacher did not do the teaching and learning activity by implementing communicative approach in their teaching. The interpretation also include the students role in the teaching and learning process. The interpretation on the

aspects of material and teaching activities are included in the interpretation on the teacher and students role.

Data Conclusion. In this step the researcher draws the conclusion based on the interpretation presented before. The conclusion is done followed by checking validity of data analyzing through triangulation. Triangulation is done by reviewing the result of the observation, and discussing with researcher collaborator. After that, the researcher draws the conclusion about the result of the research.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the research findingsand the discussions. The data collected through the data collection process are analyzed and discussed here related to the theories and concept from related literature. This chapter is presented based on the result of the observation on the implementation of communicative approach in teaching speaking at students of ten, eleven and twelve grade of SMA Negeri 1 TelagaKabupaten. Gorontalo.

4.1 Research Findings

It has been mentioned at the first chapter that the aims of the research are: describing the implementation of Communicative Approachin teaching speaking at tenth grade, describing the implementation of Communicative Approach in teaching speaking at the eleventh grade and describing the implementation of Communicative Approach in teaching speaking at the twelveth grade. In order to meet the aims, the researcher conducted an observation on three English teachers at SMA Negeri 1 Telaga. The observation was focused on the implementation of communicative approach in teaching speaking at grade X, XI, and XII. The observation was conducted by using the video camera and supported by the use of observation form or observation checklist. The research findings includes:the result of the observation on the implementation of communicative approach in teaching speaking at grade ten, eleven and twelve.

In the following the researcher presents the description about the implementation of communicative approach in teaching speaking at grade tenth, eleventh, and twelfthgrade.

4.1.1 The Result of Observation on the Implementation of Communicative Approach in Teaching Speaking at Grade Ten

The implementation of communicative approach in teaching speaking at grade ten the teaching activity was conducted in two meetings. The activitieswere recorded by video camera and supported by the use of observation checklist. Teaching and learning process was conducted in 90 minutes for each meeting.The result of the observation can be described as follows:

In the first meeting, the activity was begun with praying. After that the teacher provided leading questions such as: "What do you think about introduction? How about greeting? Then the teacher described the situation when the expression is used. Then the teacher asked the examples of introduction from students after giving the example of the use of the expression thestudentsusually use in their daily life by using the students name. The teacher wrote the examples from the students on the board,thenexplain the use of expression in daily life. In this activity the teacher mostly used Indonesian language to give more explanation to the students. After that the teacher asked students to perform dialogue about how to introduce theirselves to others. Some students performed in front of the class, and then they practice the way to introduce other people to their friends.

Teacher seemed very relax and the students were confident to perform in front of the class. The teacher appreciated the students performance by saying thank you. Then the teacher gave time about twenty-five minutes for the students to arrange the conversation. The teacher asked the students to work in pairs (without changing/moving their seats) while monitored students' activity. The students looked very seriously in practice with their friends. Some students looked

shy and some show less attention to the activity. After that, the teacher asked the students to perform the conversation. Two girls students were involved in a conversation expressing how to introduce and greet. Two boys were handling a conversation, shaking hands while introduced each other. Other students applause for the performance.

During the observation, therewasno process assessment or checklist/speaking rubric used in this meeting. Therefore, the teacher could not have the accurate data about the result or score of the students' performance. After the students performed their conversation, the teacher reinforced the students and gave support by saying, "I think this is very easy for you".In the end of the activity, the teacher closed the meeting by saying: "I will give you homework about the expression; each student makes the conversation about introduction and greeting. After that the teacher said "any question about the material?"The students answered: "No". Ok, so please do your homework".

In the second meeting the result of the observation can be described as follow: the teacher checked the students attendance, then the teacher informed the material that would be learnt. The material was about announcement. The teacher asked: 'what do you think about announcement?"Students answered: "pemberitahuan". Then teacher asked the students the examples about announcement in the school. The teacher used Indonesia language. Then she said: "Raise your hands". Teacher related the material to the students daily activity at school such as the activity of student organization. One of the students read the example of announcement (halal bi halal). Other students gave example about example of announcement from students organization. Other students gave

applauses. Then the teacher explained kinds of announcement based on situation: formal or informal and media that can be used to provide the announcement such as radio, newspaper (formal), and spoken form as informal announcement. The teacher then asked the students to arrange dialogue and said: "it is up to you what kind of announcement you will make". After that teacher went around monitoringstudents activity.Students were asked to write the announcement individually. Some time later students read their announcement in front of the class. There was no use of process checklist of the students activities. The teacher just observed without putting some data or score of the students' performance. After the students performed, the teacher corrected the students performance. The teacher then highlighted the material about announcement. Teacher asked whether there is questions about material or not. Teacher gave homework to the students.

The teacher role.The teacher role in this meeting the activities generally include: 1) Praying together, 2)checking students attendance, 3) providing leading questions to the material,4) Question and answer with the students, 5) asking the examples of the materials from the students,6) writing the examples on board, 7) explaining the material, 8) giving reinforcement on the students performance, 9) asking students to work in group, 10) facilitating students to perform, 11) monitoring students activity, and 12) closing activity.

The students role. The students role in thisactivity includes: 1) Praying together, 2) answering question, 3) giving the examples of the use of the expression in students daily life, 4) arranging conversation, 5) practicing with their friends, and 6) performing the conversation.

In both meeting, the studentswere very active. It showed that most of the students were actively involved in the teaching and learning activity. They were involved in collaborative activity when they arranged the dialogue in teir groups, practicing the dialogue with their partner, and when they are performing the dialogue in front of the class. Before the studentsperformedthe dialogue in front of the class, the teacher asked them to arrange dialogues. The dialogues were about the expression of greeting, introduction and leave taking. After that, the students practiced the dialogues with their partners. When they felt satisfied and confident to perform, the teacher gave the opportunity for them to perform the dialogue in front of the class.

Based on the observation, it seemed that the students were very happy. Nevertheless, there were some students who still have low confident and low ability in pronouncing the words contained in the dialogue. After performing the dialogue, other students gave applauses for the performers. The applause from other students is a form of a compliment that can raise their motivation in learning.

In the second meeting, the students did activity to perform an announcement in front of the class. Each studentswas given opportunity to write an announcement. After that, the teacher asked them to perform or to announce the information in front of the class. Some of the students' announcement wasabout the schedule of school activity, and some were about information about holidaysactivity.In this case, the teacher in classroom act as a facilitator and motivator. The students involved more actively in performing the dialogue assigned to them. Sometimes, teacher asked the other students to give comment or

opinion about their friends' performance. Based on the observation it seemed that classroom activity was dominated by the students' activity in performing their speaking ability, eventhough not all of the students could perform it well.

Based on the result of the observation on both meetings, it showed that the implementation of communicative approach in the teaching activity in classroom has been well conducted. This could be seen in the result of the recorded activity undertaken in the class that all student are actively involved during the classroom activity. The teacher acted only as a facilitator and motivator of learning activity.

4.1.2 The Result of Observation on the Implementation of Communicative Approach in Teaching Speaking at Grade Eleven

The implementation of communicative approach in teaching speaking at grade eleven was conducted in two meetings. The activitieswere recorded by video camera and supported by the use of observation checklist. Teaching and learning process was conducted in 90 minutes for each meeting. The activities in both meetings are described in the following:

In the first meeting, the activities that are observed include: greeting from the students, the teacher checked studentsattendance, the teacher asked studentstoprepare their book and dictionaries, teacher informed the material that is: expression of relief and asking material the students have learnt in last meeting. While sitting down the teacher asked the examples of the expression from the students. During the teaching the teacher used English and supported by teacher's gesture so the students understand the instruction better. For some moments

studentswerebusy to do their task (arranging dialogue). The students were allowed to use dictionary to help them in formulating sentences in the dialogue.

In the process of teaching activity, the teacher kept monitoring and guiding the students to finish their work. The studentswerevery enthusiastic with the activity. Teacher asked the students to perform in front of the class. Two male students performed the expression, then followed by female students. Teacher said thank you for the studentsperformance.The teacher used the process checklist of studentsperformance. Some students looked very shy to perform in front of the class.Eventhough there were some mistakes the students enjoyed their performance. Some students confirmed the draft of the dialogue to the teacher, and the teacher gave some corrections to reformulate the sentences.

Sometimes students forgot the dialogue and it made other students laughingbutthe teacher keeps encouraging them. Students' dialogue containedsituations they always experience in their daily life (new special friend, failing in the examination, getting disease, meeting the idol, etc). At certain situation the students were very enjoyful with theirrfriends performance. Then the teacher asked the students whether they have understood the material about expression of relief and pain and then gave homework about it. Finally the teacher closed the meeting by saying"thank you for the attention and goodbye".

In the second meeting the material was about the expression of pleasure and displeasure. The result of the observation includes: checking student attendance, giving information about what activity the students will do at that meeting. Teacher read some expressions in the book (example of pleasure). Then the teacher checked the students homework. Teacher asked students to open

dictionary and looked for the meaning of some words related to the expression. Teacher kept sitting down while asking some questions to the students. After that the teacher wrote some words related to the expression on the board (e.g delighted), it's really a great pleasure!). Some students consulted their work to the teacher, and the teacher guided them to complete the dialogue. Then the teacher asked students to perform in front of the class. The dialoguewasabout students activity at home. The expression is, for example, "Why are you sad?".Sometime teacher did not pay attention to the students performance, she was seriously checked other students' work.

Therefore, the class became very noisy because all students were busy with their own work. After that the students performed their dialogue. The example of the dialogue is: "are you ok? Ican'tgo with you because I'm sick". Other example was"I'm pleasure about it but,….When the students' performed in front of the class, the teacher always corrected the students pronunciation. For example: the word "now" is pronounced as "no", the teacher corrected it by saying "naw".Another result of the observation on this activity showed that the teacher could not manage the classroom well. Some male students were just playing marbles on his hands while otherswereworking with the dialogue. At the end of the meeting the teacher asked students to pray together and closed the meeting.

It has been previously explained that the teaching of speaking at grade eleven was conducted in two meetings. The materialof the first meeting was the expression of relief and pain. In the second meeting, the material was about the expression of pleasure and displeasure. The result of the observation on both meetings can be highlighted as follow:

Teacher role: Based on the result of the observation, the teacher role in both meetings include the activities as follow: 1) greeting, 2) checking students attendance, 3) asking studentstoprepare their book and dictionaries, 4) informing the material that will be learnt, 5) asking students the examples of the expression from the students, 6) monitoring and guiding the students to finish their work, 7) facilitating students to work in group, 8) facilitating students to perform in front of the class, 9) monitoring students activity, 10) assessing process activity, 11) correcting students work, 12) reinforcing students performance, 13) closing the activity.

Student role. Both in the first and second meeting, the role of the students include: 1) greeting, 2) answering the teacher question, 3) giving the examples, 4) arranging dialogue, 5) performing dialogue in front of the class, 6) relating material in the dialogue with the students experience in their daily life.

In both first and second meeting the students really enjoyed the activities. It showed that the students are encouraged to do their activities especially when they were given task to arrange dialogue containing expressions thatthey use in their daily life. The expression was, for example, "I feel very pleasure", to state feeling of pleasure. In the activities, each students have performed their best especially in showing their speaking skill or speaking competence.

The result of the observation showed that the implementation of communicative approach in both meetings have been done well by the teacher. In spite of there is no use of instructional media, the communicative approach has been expressed either by the teacher role and the students role. It showed that the role of the students mostly dominate the overall classroom activities.

4.1.3 The Result of Observation on the Implementation of Communicative Approach in Teaching Speaking at Grade Twelve

The result of the observation on the implementation of communicative approach in teaching speaking at grade twelve can be described as follow: the teaching activities were conducted in two meetings. The activitieswere recorded by video camera and supported by the use of observation checklist. Teaching and learning process is conducted in 2 x 45 minutes or 90 minutes in one meeting. The activities in both meetings are described in the following:

The detaildescription about the result of the observation on the implementation of communicative approach in teaching speaking at grade twelve included activities: the teacher checked the students attendance. After that she informed the material to the students and wrote it on the board, related the material to the students real life. Then she asked examplesfrom the students and wrote them on the board. In this activity the teacher did not use LCD projector because the supporting tool in the classroomwas damaged. So the teacher explained the material to the students, and then asked questions and answer about it. Next, she gave chance to the students to answer the question given by other students. Then she related the material to the students real life. The example of the material that was close to students real life was, for example expression of promising. The student gave the example such as: "I promise I will love you forever". The teacher then asked "Do you ever make promise like that?The teacher explained the material interactively to the students. There were also some examples from the students about the expression of admitting mistake, that was: "yes, it is my fault", "that's my mistake". Example of expression of promising: "I

promise I will notdo it again", "I swear!".After that she asked the students to sit in pairs to arrange the dialogue containing the expressions. She then wrote what the students would do on the board. The students were given time ten up to fifteen minutes to arrange dialogue. After that the teacher went around to check the students work. She said "good" to reinforceas well as compliment the students' work. Then teacher corrected the students work especially in reformulating sentence. Some students practiced the dialogue in their seat before they performeditin front of the class. In order to gain the students' attention the teacher said " your friends will perform the dialogue, please pay attention here".

In this activity, the teacher used checklist to monitor the process of the students'activities. It seemed that the students performed as if they were involved ina real conversation. Some students acted like they did usually in real life, for example: looking for something lost. The teacher said very good to compliment and reinforce the students. Meanwhile, some students created dialogue and performeditin their seat by using very loud voice. They were very confident to perform in front of the class.The students createdmaterial that close to their real life or real experience, for example: somebody loose her friend's good, a girl sees her friend smoking in the school and will report it to the teacher. Some students were not confident so they asked whether they could repeat their performance or not.Teachercomplimented by saying, "that is a very good performance of your friends" and reinforcedthestudentsperformance by saying: "some of you have shown a very goodperformance. Finally the teacher closed the activity by saying: "Time is enough, that's all for today, there will be more for tomorrow. Thank you

for the participation, and I want you to review the material at home. Ok, goodbye".

In the second meeting the result of the observation includes activities: greeting from the teacher, "how are you today". The students answered "fine, thank you". After that the teacher checked the students attendance. Then she provided information about new material and question and answer about the material. When the teacher asked example about the expression about giving suggestion from the students, some gave examples like: ""I suggest you to go to the doctor", I suggest you to go to supermarket".

Then the teacher wrote the students examples on board. The teacher related the expression with the students' use of the expression in real life.Another material taught by the teacher in this meeting is expression of requesting and commanding. Example of the requesting were: "please tell me", "can I borrow your pen please?". The example of expression of commanding were: "open the door","attention", etc.The teacher said that they will move to other activities that is arranging dialogue. The teacher facilitated the student to work in pairs to arrange dialogue. After that, the teacher checked whether the task has been finished or not, then the students performed the dialogue in front of the class. The students performed action as if they were in a real life situation. The students took the table and the chair and performed the dialogue: "hello Maya, hi, how areyou? And so on. The teacher reinforced the students performance by saying: "Very good". Students acted more actively and interactively (bringing bag and some books). Students got out from their seats to perform the dialogue. Students seemed very appreciative to the dialogue shown by their expressive face. During the

activity, the teacher usedchecklist for the studentsperformance. In performing dialogue, students showed their feelings: sad, angry, serious, painful, etc.All students enjoyed the activities. At the end of the lesson the teacher asked whether the students have understood the material or not. She said: "Do you understand". Finally the teacher closed the activity by saying: "you have performed your dialogue very well and I'm glad to say thank you for you performance. In the next meeting we are going to study other expressions, see you next time".

It is said that in the first meeting of the teaching of speaking by using communicative approach at grade twelve is focused on materials about expressions of giving suggestion, requesting, complaining, and giving instruction. Meanwhile, in the second meeting the students learn about the expressions about blaming, accusing, admitting mistake and promising. The description about activities in the first and second meeting focused on the teacher and the students role is described as in the following:

*Teacher role.*The teacher role in the teaching of speaking by using communicative approach is indicated by activities: providing information about the material that the students will learn at that meeting, relating material with the students prior knowledge, facilitating brainstorming activity about the material that will be learned, facilitating students to work in group, encouraging students to actively participate in classroom activity, encouraging the students to ask or answer questions, facilitating students to give opinion or comment on their friend's answer, relating activity with the student real life, and assessing process activity. The following is the descriptions in detail: 1)The teacher provided information about the material that the students will learn at that meeting. In this

activity the teacher informed the students about the new materials and wrote them on the board. 2) The teacher related the material with the students prior knowledge. In this activity the teacher related the new material with the knowledge the students had before especially one that is related with their real experiences. 3) The teacher facilitated brainstorming activity about the material that students will learn. The teacher provided some questions that lead the students to learn the new materials. 4) The teacher facilitated students to work in group. In order to do the task, in this case to arrange dialogues containing expressions of giving suggestion, requesting, complaining and giving instruction, the teacher asked them to work either in pairs or groups. 5) The teacher encouraged the students to actively participate in classroom activity, facilitated students to ask or answer questions, to give opinion or comment on their friend's answer, and related the activity with the students' real life. All these activitieswere done by the teacher while assisting and monitoring the students activity in groups. In these activities the teacher sometimes asked questions to groups about their work gaveinputs on the students group work and sometime related the material and activity with the students real experiences. 6). the teacher assessed the process activity. During the process activity the teacher assessed the students performance by writing score in the scoring list. The assessment was focused especially on the students performance in speaking.

The students role. In this meeting, the studentswere asked to arrange dialogues contain expression of blaming, admitting mistake and promising. Firstly, the students were provided with the information about the activity they will do in this meeting.Before beginning the activity to arrange the dialogue, the

teacher asked the students about the use of the expression that they ever make in their real life. Then the students sit in groups in order to arrange the dialogue. In groups they discussed about the material that will be used in the dialogue. In their activity the students wrote some expressions, for examples expression of accusing and blaming: "hey, you lost my wallet", "what? You blame me? Oh, no, not me". Other expression was admitting mistake such as: "I didn't mean to do that. I'm very sorry. Please forgive me", and expression of promising: "I promise I will not do it again", etc. During the process in arranging dialogues, the teacher monitored thestudentsactivity while giving some suggestions to complete their dialogue with the correct expressions. At the end of the activity, the students were given a homework as the follow up activity.

Based on the result of observation on both meetings, it can be stated that generallythe implementation of communicative approach in teaching speaking to the students at SMA Negeri 1 Telagahas been undertaken by the English teachers at the school. The implementation of this approach in the tenth, eleventh and twelfth grade is successful in terms of encouraging students to be actively involved in the teaching and learning activity. The teaching of speaking becomes more interactive in which the students are actively and motivated to perform their speaking competence.

The students performance in the implementation of communicative approach includes their performance when they were practicing the dialogue with their partners and when they perform the dialogue in front of the class. In the six meetings that the researcher has observed, all of the teachers did not use the instructional media.

4.1.4 Comparison between the Implementation of Communicative Approach atGrade Ten, Eleven and Twelve

In general, the result of the observation on the implementation of communicative approach at grade ten, eleven, and twelve has similarities and also differences. The similarities were about the competence that the teachers need to develop. The competence was focused on the developing students speaking skill where the students study the expressions they usually use in their daily life. It was not surprising that most of the students are very interested in doing their activities. Another similarity was on the use of instructional media. The three English teachers did not use instructional media in supporting the teaching and learning activity.

Nevertheless, the students were kept encouraged either in arranging dialogue and performing it in front of the class. The teachers seemed having capabilities to raise the students participation by using interactive language and activity. The difference was on the kinds of material the students learned in each grade. In grade ten the students learned about the expression of greeting and introduction (first meeting) and spoken announcement (second meeting). In grade eleventhe students learned about the expression of relief, pain (first meeting) and expression of pleasure and displeasure (second meeting). In grade twelvethe students learned about the expression of giving suggestion, requesting, complaining, giving instruction (first meeting) and expression of blaming, accusing, admitting mistake and promising (second meeting).

The result of the observation on the implementation of communicative approach in teaching speaking showed that the approach was very effective to

build the students speaking competence. The reason was that the students can practice to use the language or the expression in classroom activities. Communicative approach that was implemented in the teaching was emphasized on the students' activity in arranging dialogue and practicing it in front of the class. The dialogues contain expressions that the students usually use in their daily life. The result of the observation shows that the three teachers who implemented the approach have good teaching skill and they were able to persuade the students to perform their competence as well as possible.

Based on the result of the observation on the implementation of communicative approach in teaching speaking, it could be said that the implementation of the communicative approach at students of grade ten, eleven and twelve is not only beneficial for developing students speaking competence but also made the students having more self-confidence. It is finally concluded that the implementation of communicative approach in teaching speaking to the students enablethem to express theirselves by using contextual language through which they can share idea, information, and message to other people. Nevertheless, there are still some weaknesses of the implementation of Communicative approach in the teaching of speaking to the students. It can be mentioned, for examples: the teachers did not use instructional media that can be used to support the implementation of the approach. Another weakness is that the teacher did not create various activities in applying the Communicative approach, like debating, simulation, and some others. The activities conducted in classroom looked similar either in grade ten, eleven, and twelve.

In spite of similarity of the communicative activities applied in grade ten, eleven, and twelve, it seems that the teacher of grade twelve shows more interactive ways in facilitating the students to perform their speaking competence. In her teaching, the teacher relates materials to the students experience in their real life. This helps students to be able to figure out what kind of expressions they will include in their dialogue assigned to them. After composing short conversations or dialogue the students perform them in front of the class. Here the students have more opportunities in expressing their ability performing the dialogues with some creative activities by using real object in the classroom such as table and chair, books, wallet, cigarette to support the content of the dialogue they are performing. The dialogue itself contains events that usually happen in students' real life at school. It also shows that most of the students are actively involved in the activities.

4.2 Discussion

After presenting the result of the observation on the implementation of communicative approach in teaching speaking to the students of grade ten, eleven and twelve, the researcher can elaborates the discussion about it as in the following:

4.2.1 The Implementation of Communicative Approach in Teaching Speaking at Grade Ten, Eleven, and Twelve

In this research, the researcher has conducted observations on the implementation of communicative approach in teaching speaking. The observation is undertaken six times with twice observations foreach grade. The observation is done atthe beginning of first period (first semester) that is in the

month of September. In this period, the material is about speaking skill. In each grade, there are some different materials the teacher should teach to the students based on the Kurikulum Tingkat SatuanPendidikan (KTSP) 2006.

Speaking ability, in school curriculum context, is an ability to use language or expression either in classroom context or in daily life situation in order to build communication with other people. This means that speaking ability shows the capability of students to use some expressions that are included in school curriculum. Related with this, it can be exposed the definition of speaking by Holt, et.al. (1966:776) that speaking is also defined as the way to use or be able to use (a language) for vocal communication.Through the activity of speaking, one can convey the message, information, ideas, opinions and his/her feelings orally. This is in line with what Brown (1994) states that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Speaking activity involves more than one speaker or utterer in which they share information, ask question, etc. Considering this, the research which is addressed on the implementation of communicative approach of teaching speaking shows that the ability to speak is shown by how far the students can share information and how can they convey it through conversation they have arranged before in their group work. The students' performance in speaking also show how deep their understanding in including the expression they learn in the conversation they have. In relation with the result of the observation, it indicates that the teachers are able to develop the students speaking skill by implementing communicative approach. This approach can be applied in many various activities such as: role play, simulation, debating, etc. The development of the students

speaking skill is also supported by the use of language or expression that is related with the students real life. These expressions are included in the material of each grade as contained in the syllabus of curriculum.

The materials of speaking skill are varying on different grade. At grade ten, the material of the first meeting is about the expression of greeting and introducing. For the second meeting the material is about announcement (spoken announcement). At grade eleven, the material of the first meeting is about the expression of relief and pain, while on the second meeting the material is about expression of pleasure and displeasure. At grade twelvethe material of the first meeting includes the expression of giving suggestion, requesting, complaining and giving instruction. At the second meeting the material is about expression of blaming, accusing, admitting mistake and promising. All of the expressions are included in Standard Competence of Speaking especially in Basic Competence of 3 and 4.

The material the students learn at grade ten, eleven, and twelve was very close to the students real life. The expression included greeting, introduction, spoken announcement (grade ten), expression of relief, pain, pleasure, displeasure (grade eleven), and expression of giving suggestion, requesting, complaining, giving instruction, blaming, accusing, admitting mistake, and promising (twelve grade). By involving in the conversation actively the students have experience how to communicate with other people, have opportunities to 'work' with the language they are learning.This is in line with Morrow (1981) mentioned that three principles of the communicative language teaching, namely: 1) know what

the teacher's doing, 2) emphasize on the whole parts of teaching, 3) process is important.

The three principles mentioned above implies that communicative language teaching focuses on the activities to give opportunities to the students to 'work' with the language they are learning. Communicative language teaching is also focused on the use of the language that is close to the students real life. In this case, teaching activities should be directed to develop the communicative competence through the process activity in which the students will have experiences on how to use the language. The process activities can be done by involving students in lots of exercises of how to use the language in their daily classroom activity.

Based on the research findings, it shows that the three English teachers at SMA Negeri 1 Telaga have mostly fulfilled the principles of communicative language teaching. Firstly, knowing what the teacher's doing. In this case, the three English teachers know well what competence they have to build, and what skill the students have to develop. The result of the observation indicates that the teachers intend to build the students speaking competence, and they know how the students should be involved in his activities in order to develop their speaking skill. Secondly, the emphasis on the whole parts of teaching.

In this research, the result of the observation shows that the activity in developing students speaking competence mostly dominate the overall classroom activities.The teachers emphasize their teaching activity in encouraging and facilitating students to work with the language, that is arranging dialogue and then perform it in front of the class. Thirdly, the process is important.Based on the

result of the observation, it shows that the teachers keepthe students to remain actively participate in the teaching and learning process. Two of the three teachers uses the process checklist in which the teacher can obtain accurate data or score about the students performance in front of the class. By using process checklist, the teachers can monitor the students progress in terms of the development of their speaking ability or speaking competence.

The result of the observation on the implementation of communicative approach in the teaching and learning activity in the classroom allows the students to learn a language through using it to communicate. It also allows the teacher and students to create authentic and meaningful communication as the goal of the activities. The implementation of communicative approach in teaching speaking can also increase the students fluently. The students learn how to pronounce the words correctly by practicing it with their pairs or group. The implementation of communicative approach also enablethe teacher and students to integrate different skill. In this case, the teacher ask the students to arrange or compose a dialogue through activity of writing and then perform the dialogue in front of the class.

It also enables the students to make creation of the dialogue that involve trial and error. In this case the students learn how to improve their performance and also improve their speaking through the mistakes. In the implementation of communicative approach in teaching speaking, the teacher can facilitate students to learn a language through using it to communicate. This requires the use of authentic material which is close to the students real life. Therefore, the students can achieve the goal of classroom activities that is to develop the students speaking skill. The use of this kind of material enable the students to arrange

dialogue easily because it contains the expression or language that they usually use in their daily life.

Furthermore, the implementation of communicative approach in teaching speaking can increase the students fluency. Besides, the result of the observation also shows that the students in each grade are involved in integrating different language skill. In this case, they arrange the dialogue firs (writing skill) and then performing the dialogue in front of the class (speaking skill). This integrated skills occur simultaneouslyeventhough the emphasis is only on the development of speaking skill. It also shows that the development of speaking skill is passed through the trial and error activities. The students perform first, after that when there is something to improve based on the teachers' correction so the students will perform again. Therefore, the studentscan gradually improve their performance in speaking.

Meanwhile, what has been observed in the activity of the research has relation with the features of communicative approach in language teaching as proposed by Richards &Theodores, 1999: 64), those are: 1) meaning is paramount, 2) dialogs, if used, center around communicative functions and are not normally memorized, 3) contextualization is a basic premise, 4) language learning is learning to communicate., 5) reading and writing can start from the first day, if desired, 6) communicative competence is the des ired goal (i.e. the ability to use the linguistic system effectively and appropriately), 7) teachers help learners in any way that motivates them to work with the language, 8) students are expected to interact with other people, either in the flesh, through pair and group work, or in their writings. All these aspects are

experienced by teachers and students during the implementation of communicative approach in teaching speaking at grade ten, eleven, and twelve.

Generally, it can be stated that the communicative approach has been applied in the teaching of speaking especially at grade ten, eleven, and twelve. Through this activity the students can develop their communicative competence and this can be very useful for the students to practice the language in their daily life.The use of communicative approach in the teaching of speaking especially on the students at those grades shows that it is very important to relate the material being learned with the students real experiences in their daily life. When the teacher try to relate the material with the use of the expression in their daily life, the students will be automatically concerned on it and will give quick response. This creates the interactive activity between the teacher and the students.The expressions which are close to the students real life that can be mentionedare, for examples, the expression of greeting (how are you, how do you do), introducing (hi, my name is .., Mom, this is my friend,Sila) and leave taking (goodbye, bye-bye, see you later, see you tomorrow).

At grade eleven, the expressions are about relief, pain, pleasure and displeasure. The examples are: I feel pleasure, it really hurts me, I'm very glad to …. All of the expressions can be experienced by the students in their daily life. At twelve grade, the expressions the students learn are giving suggestion, requesting, complaining and giving instruction. The examples of the expressions are: why don't you go to the doctor?, why don't you look for another one?, I suggest you to… (giving suggestion), please bring my books, would you like open thedoor please? (requesting), this book is not as good as I think (complaining), and stand

up, open your dictionary (giving instruction). All these materials require the activities in which the students arrange the dialogues by themselves by using those expressions. After arranging the dialogue, the students are given opportunities to practice it in pairs at their seats. When they feltconfident and was ready to perform, they came to in front of the class to carry out the conversation. Most students did their task very well. In spite of there were some students who did not perform well, the classroom became very interesting.

This was because the students are involved in an interactive activity. The interactive activity can be actually exposed when the material is about the one which is close to the students real life or students' real experience. The interactive activity is one that characterize the implementation of communicative approach in teaching. Morrow (1981) has mentioned that one of principles of communicative language teaching is interactive activity. This is supported by Brown (1994) who stated that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Speaking activity involves more than one speaker or utterer in which they share information, ask question, etc. The result of the observation showed that this aspect has been fulfilled.

In relation with the English learning, communicative approach is one emphasized on interactive language learning. It is contrary to any traditional methods such as 'grammar-translation method', or 'audio-lingual method'. The principal goal of communicative approach is to develop 'communicative competence'. In communicative approach, language learners are exposed to experience with the real use of the language they are learning. In this case, the activity makes the learners possible to perform their competence in using the

language. It also allows the learners to have much practices in order to improve their speaking competence maximally. Therefore, teaching speaking skill by using communicative approach is considered more effective than using other approach.

Communicative approachsupport the development of the students speaking skill as well as building the students self-confident. Furthermore, in the implementation of communicative approach there are some other indicators provided by Morrow (1992) that should be fulfilled. Some of the indicators are: relating the material with the students' prior knowledge, facilitating students to work in group, encouraging the students to be actively involved in the activity, motivating students to ask questions, give comment/opinion, relating the material and the activity with the students' real life, and assessing the process activity.

In relation with the result of the observation, it seems that some indicators of communicative approach in the teaching of speaking have been fulfilled. The use of Communicative Approach in language classrooms should consider some principles, namely: 1) learners learn a language through using it to communicate, 2) authentic and meaningful communication should be the goal of the classroom activities, 3) fluency is an important dimension of communication, 4) communication involves the integration of different language skills, and 5) learning is a process of creative construction in involve trial and error.

Meanwhile, the main indicators of communicative approach in teaching speaking are: relating the material with the students' real life, facilitating students to work in group, encouraging students to speak, motivating students to ask and answer questions, using authentic material, assessing process activity and supporting the development of students speaking competence have been fulfilled.

In six meetings that have been observed, it shows that all of the teacher at the school haveimplemented the communicative approach in the teaching of speaking. Some activities of the teachers are: relating the material with the students' prior knowledge, facilitating students to work in group, encouraging the students to be actively involved in the activity, motivating students to ask questions, give comment/opinion, relating the material and the activity with the students' real life, and assessing the process activity.

Teaching speaking by communicative approach is characterized by there are little contribution of the teacher on the teaching. The activity should be be mostly dominated by students. The teachers act as facilitator of learning as well as the motivator for the activity carried out. Based on the result of the observation, it showed that students dominate the activity; they were active in communicative exercise in the classroom and mostly leaving their seats to complete their tasks. By this situation, the students gain their confidence in using the target language in general and they were more responsible for their own learning. It is important to note that the implementation of communicative approach in the teaching of speaking is very crucial in order to make a meaningful and tight relationship between the teacher and the students. The students feel very close to the situation in which the material has been designed to involve them in using the language or expression that they use in their real life.

Based on the observation, it shows that the students are encouraged to speak by performing the dialogue they have arranged in front of the class.Firstly, the students arrange the dialogue with their partners. While doing this the teachers go around to guide as well as to monitor the students activity. When the students

perform their speaking skill in front of the class the teacher that use assessment rubric of speaking. The assessment of speaking includes fluency, accuracy and performance. This is a good practice through which the teacher can assess the students' ability in speaking. The teachers can follow the students' progress from time to time. Therefore, the students will be motivated to increase their competence in using the expressions or the language.

The main goal of communicative approach is that the students are able to use the language fluently and effectively (Dikdasmen, 2002: 23). In order to achieve the goal, the teacher should design the teaching activity with pragmatic, authentic and functional technique. In this case, the students are encouraged to use the language productively through communicative learning activities. Relating with this, the three English teachersat school where the researcher did the research have implemented most of the indicators of communicative approach. The teacher has designed the teaching activities that enable the students to be actively involved in the activity. The teacher also relates the material wit the students real experiences that they usually do in their daily life. In short, the result of the observation conducted by researcher indicated that the three English teachers at the school have successfully implemented the communicative approach in teaching speaking.

Related with the content of the national curriculum (KTSP), it can be said that the teaching based on KTSP curriculum is addressed on the achievement of the standard competence in which the students are expected to be able to use English in their daily life and to use it in accessing knowledge form various learning resources (KTSP, 2006). The role of Communicative Approach in

supporting the goal of KTSP especially in developing students' competence in Englishbecome important in assisting the teacher achieve the goal. Communicative Approach allows the teacher to develop the students' communicative competence through the practice of the language in classroom by using the real material and activities.

The content of KTSP especially in developing students competence in English requires the teachers to be more creative in designing their teaching and learning activities. Most of the material in the KTSP curriculum provide much opportunities for the teacher to present and discuss the materials about situation and the current development of knowledge and technology in the world. This is very beneficial to arouse the students' interest and motivation in learning. The use of Communicative Approach consequently is not only for school context only but also for more wider use of language in the students' real life.

4.2.2 The Limitation of Study

This study is conducted at Senior High School SMA Negeri 1 Telaga that is focused at the implementation of Communicative Approach in teaching speaking at grade ten, eleven, and twelve. Based on the description about the result of the observation, it can be concluded that implementation of Communicative Approach in teaching speaking has been applied well by all the English teachers at the school. Nevertheless, the researcher still has limitations related to the research that has been conducted. First, there is limitation of time for conducting observation. The observation is only done twice for each teacher at each grade. This is actually not enough for observing more explored activities of the approach. Secondly, the activity of research is conducted at the same time with

the teaching ofinterpersonal and transactional dialogues in the classroom. Therefore, the researcher is not able to observe more about the implementation of Communicative Approach in teaching speaking in the material of essay texts such as descriptive, recount, narrative, news item, procedure (grade ten), report, hortatory and analytical exposition texts (grade eleven), explanation and discussion texts (grade twelve). Performing speaking competence with these kinds of material is certainly more challenged either for students or teacher. The students and teacher have more chance to expand the communicative activities in teaching the materials than teaching interpersonal and transactional dialogues as the researcher has observed.

CHAPTER V

CONCLUSSION AND SUGGESTIONS

This chapter I present a conclusion of research and suggestions which are related to the research previous study.

5.1.1 Conclusion

Based on the research findings and the discussion that have been presented in previous chapter, it can be concluded that the implementation of communicative approach in teaching speaking is really important. By implementing the communicative approach the students can learn how to function the language in expressions they usually use in their daily life. In the implementation of communicative approach, the teacher involves the students in lot of practices of real use of the language by using authentic materials in more interactive ways.

The implementation of communicative approach which is supported by collaborative activity enables the students to work together, share, and control their improvement each other. It also increse of the quality of teacher and students role. All English teachers that have been observed have implemented the communicative approach in teaching speaking to the students.

Overall, the result of the research which is addressed on the implementation of Communicative Approach in teaching speaking to the students shows that the implementation of Communicative Approach either in grade ten, eleven, or twelve show that it is beneficial for creating a more meaningful teaching and learning activities, supporting the students' speaking competence by involving in the use of language in real life, and increasing the students'

participation in classroom. The students also seemed more enthusiastic and happy that create a fun and enjoyful learning.

5.2 Suggestions

From the conclusions mentioned above, the researcher can provide some suggestions as the following:

1. The implementation of communicative approach in the teaching of speakingcanbe done not only in the classroom but also out of classroom. This will benefit for the students to feel more relax with the situation compared with the activity carried out in the classroom.

2. The English teachers can improve their practice in terms of the implementation of communicative approach in teaching speaking by creating more various activities like role play, simulation, debating, etc.

3. It is suggestedto the English teachers to use authentic material which is close to the students' real life or experience in order to create more meaningful communication in the classroom.

4. It is also suggested to the English teachers to use instructional media to enable the students to develop their communicative competence better, make them more attracted and motivated in showing their speaking competence.

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Appendix 1

Teaching Activities at Grade Ten (First Meeting)

Teacher explains material to students

Teacher writes material on board

Students practice the dialogue

Students practice the dialogue

Teacher monitors students' activity

Giving applause for the students

Apendix II

Teaching Activities at Grade Ten (Second Meeting)

Checking students attendance

Explain material to the students

Students read the first draft of

Other students write the draft of

Asking the students' first draft of

Students sometimes read the

Apendix III

Teaching Activities at Grade Eleven (First Meeting)

Checking students attendance

Students listen to the teacher's

Students read their first draft of

Students consult their first draft

Students perform the dialogue

Teacher monitors the students' activity

Apendix IV

Teaching Activities at Grade Eleven (SecondMeeting)

Explaining material to students

Students are involved in collaborative

Question and answer with the students

Students consult their drafts

Teacher's assessing students

Students are actively involved in the

Teaching Activities at Grade Twelve (First Meeting)

Teacher explains material to the

Teacher check the students' work

Teacher guides the students writing

Students perform the dialogue

Teacher's assessing students'

Students are involved in

Apndix VI

Teaching Activities at Grade Twelve (Second Meeting)

Checking studentsattendance

Explaining material to the students

Students perform the dialogue in front of the class

Going around to monitor students'

Teacher's assessing students'