

The Enhancing of Speaking Skill Through the Application of
Communicative Language Teaching (CLT) Methode at X Restaurant
Class of State Vocational High School Praya Tengah.

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ABSTRACT

Keyword: *Speaking Skill, CLT Methode*

English is an International language that widely used in Indonesia beginning from Play Group to the University. Learning English is a must for the students in all of the schools, especially in State Vocational High School Praya Tengah. Being one of the most important subjects that need to be comprehended and mastered by its user. The main problem of this research is the Speaking Skill of X Restaurant students have not maximized. Therefore, it would be needed to use a teaching learning metode to enhance their skill in Speaking English. Communicative Language Teaching (CLT) is one of the methodes used in teaching learning process. Using this metode, hopefully the students' English achievement especially in Speaking Basic Competency 5th which is Describing Events will be enhanced.

The main objective of this research is to improve the teaching learning English in Speaking skill especially Describing Events that can be easier to be comprehended by the students through Communicative Language Teaching (CLT) metode. The action Hypotheses made by the researcher is "Communicative Language Teaching (CLT) metode will enhance the Students' Speaking Skill in Learning English".

This research used Classroom Action Research that has four stages: 1) Plan, 2) Action, 3) Observation, and 4) Reflection. These four stages are organized in two cycles. The sources of data are the Speaking achievement of X Restaurant students and photograph. The data of the research are the students' achievement, and the students' process achievement, recorded of oral test, and observation.

Based on the analysis result, it was found that the average of the students' process achievement in the first cycle is 63.71, and in the second cycle is 65.62. The average of the students' achievement in the first cycle is 87.50, and in the second cycle is 91.88. It is significantly change. Therefore, the English teaching learning process through

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Communicative Language Teaching (CLT) metode can enhance the students' Speaking ability. Communicative Language Teaching (CLT) metode makes the classroom situation become attractive, variative, and joyful.

BACKGROUND

Speaking is a natural human activity that is very natural, through speaking humans interact with each other. Humans convey their desires, express their hearts, and reveal who they are through Speaking. Speaking is a basic human thing to achieve life goals. Speaking requires one rule, namely language. According to Parera, (1997: 26), states that: "Language is a system of sound symbols that are meaningful, structured, and have rules used to communicate between members of the community who wear them; language is natural; language is a set of habits". Based on the above reasons, the researcher concluded that language is needed by humans to communicate and interact with each other.

The ability to speak through language, especially foreign languages, makes it easy for humans to communicate. The first foreign language that is widely known throughout the world, namely English, is studied from Elementary School to College. There are four language skills that must be understood, namely: listening (listening), speaking (speaking), reading (reading), and writing (writing). English is composed of various complex sentence patterns that require students to have the ability to use and construct meaningful and correct sentences. English has certain levels in school, so it's easier to understand. As in Vocational High Schools, English is studied in a general sense, for example how to form a sentence with a given pattern.

According to Thornbury, (2005: 5) states:

"Speaking is a skill, and as such need to be develop and practised independently of the grammar curriculum. Speaking is interactive and requires the ability to co-operate in the management of speaking turns."

Tarigan (2008:16) states that: "Speaking is the ability to pronounce articulated sounds or words to express, express or convey thoughts, ideas, and feelings. Speaking is a system of audible and visible signs that utilize a number of muscles and muscle tissue of the human body for the purpose and purpose of combined ideas or ideas.

So, it can be concluded that speaking is one of the language skills used to convey someone's thoughts and feelings to obtain information. One of the foreign language that is learnt in school is English. English has certain levels in school, so it's easier to

understand. As in Vocational High schools, English is studied in a general sense, for example how to form a sentence with a given pattern.

Researcher chose speaking, because this ability plays an important role in communicating, especially with the international community. Describing events was chosen because these basic competencies will be studied by class X students, in semester 2, but the use of speaking skills especially for students in class X Restaurant is still not optimal.

Researcher used the Communicative Language Teaching (CLT) learning method as one of the learning methods used in Classroom Action Research (CAR) in the teaching and learning process.

Scrivener (2005: 40) states: "Methods and approaches that are widely known are as follow:

1. The Grammar-Translation Method,
2. The Audio-lingual Method, and
3. Communicative Language Teaching (CLT), is divided into two version, as follow:
 - a. Strong CLT
 - b. Weak CLT

The researcher chose the Communicative Language Teaching (CLT) learning method, because the researcher assumed that through the Communicative Language Teaching (CLT) learning method, it was hoped that it could improve students' understanding in learning English, especially the ability in speaking.

RESEARCH METHODS

The research method used is a classroom action research method. Researcher used the classroom action method because there were problems in understanding the students of class X Restaurant at SMKN Praya Tengah in the academic year of 2018/2019 in English lessons, namely the basic competencies of Describing Events, which need to be improved.

In carrying out this research, the researcher carried out 2 cycles, which applied the Communicative Language Teaching (CLT) learning method. Researcher will carry out the cycle until students can get the maximum score.

Result of 1st cycle

Following up on the results obtained from the observation data in cycle I, the researcher added the Minimum Score (MS), because the English MS for class X in the 2018/2019 school year was 75, and when compared with the scores obtained by students who had a range 1-6,

then the student's score will be under the MS. Therefore, the researcher took the initiative to create a range of values that were in line with the values, namely the range of 50-100. It turns out that the value shown in table 3.1 shows that student activity in learning has not been maximal, and the scores obtained by students still have to be remedialized.

When observing the results of peer observations, it can be examined that the teaching and learning process and the overall characteristics of student learning outcomes are varied. And for teaching and learning activities, the observer concluded that; "At the first meeting there were still students who were not focused. Also giving suggestions, namely: "For the next meeting, hopefully the students will be given confirmation. However, the overall class average score above the MS is: 87.50. So the researcher plans to continue to cycle II, with the research in cycle II, it is hoped that student activity and grades can be maximized, namely above the MS, and no students are remedial.

Result of 2nd cycle

Following up on the results obtained from the observation data in cycle II, it turns out that the values shown in table 6 show that student activity in learning is maximal, because no student has to be remedial.

When observing the results of peer observations, it can be seen that the teaching and learning process and the characteristics of student learning outcomes as a whole have increased when compared to cycle I. And for the observation of teaching and learning activities, the observer concludes that; "The teaching learning process goes according to plan." Also giving suggestions, namely: "Because it has a positive impact on improving learning, this activity needs to be carried out continuously."

Overall the class average score above the MS is: 91.88. Researcher plans to stop his research because the results obtained by students are already maximal.

So the researcher concluded that speaking learning in the Basic Competencies of Describing Events using the Communicative Language Teaching (CLT) method was successful, because of the increase in the scores obtained by students in cycle II.

RESEARCH RESULTS AND DISCUSSION

A. Description, Analysis, Research Process and Results

1. Cycle I

a. Description of the Learning Process

The research that the researcher conducted was learning activities on speaking skills at the 5th Based Competency, namely Describing Events through the Communicative Language Teaching (CLT) method. The researcher carried out this learning activity in three stages, namely the initial, core, and final stages. Researcher compiled a Lesson Plan (LP). In the LP, the researcher described the initial, core and final activities.

In the early learning activities, researcher opened learning activities with greetings. Students read the al-quran, then prepared to receive the learning material that day. Researcher checked the classroom situation, by taking attendance, and checked the cleanliness of the class. Researcher described the basic competencies that will be studied and their relation to the previous LP. Students answered questions about the material that has been received in the previous time and answered questions about the material to be taught. Researcher reviewed the material to be taught. Researcher continued to the core learning activities.

In the core learning activities, the researcher first gave an overview of the English scores of students in the Accounting expertise program in the previous year, especially in their not optimal speaking skills. The researcher then gave a brief introduction to the Communicative Language Teaching (CLT) learning method. In the first cycle, the first meeting, LP No. 1, the researcher chose the group leader based on the scores that the students had previously achieved, namely the highest score among other students. Then the group leader selected his group members so that there were 4 or 5 people. The researcher will teach the material, namely There is ... / There are ..., then the researcher prepared a picture of the activity that is happening. The researcher called each group leader to take a picture. The group leader might not tell what picture he is holding. Each group member asked the group leader about the picture using Yes / No Questions. The group leader only answered questions with Yes / No. If a group has guessed the picture correctly, the group says "Bingo". The group learning activities continued with different materials, namely the material in the 2nd lesson plan Like and dislike. The researcher divided

the questionnaire about likes and dislikes to each group leader. Each member of the group got a questionnaire. Each group member did a question and answer process about Like and dislike. After all members in the group were recorded. So members of one group mingle with other groups and do a question and answer. Each group member must ask at least 10 students. After completing the data collection process. The researcher asked, who liked to do the activities listed in the previous form.

In cycle II, LP 3. Researcher provided material about the Present Continuous Tense. Researcher shared two similar but different images to each group. Each group wrote as many differences as possible in the picture. Researcher gave 10 minutes. When finished, each group reported how many differences they found. In LP 4. Researcher still teach the same material, namely Present Continuous Tense but with different images. Researcher provided pictures of an event or incident. Each group got one picture. Each group writes as many activities as possible in the picture, using the Present Continuous Tense. Researcher gave 10 minutes. When finished, each group reported the results of the discussion in front of the class. The same method was used for the two lesson plans above.

In the final activity of learning in Cycle I, students took the test. The problem is as follows:

Table 4. 1 The Questions of cycle I

Like and Dislike

No	Kind of hobbies	No.	Name of participants
1.	Do you like swimming	1.	
2.	Do you like fishing	2.	
3.	Do you like watching TV	3.	
4.	Do you like listening the music	4.	
5.	Do you like gardening	5.	
6.	Do you like eating baso	6.	
7.	Do you like cooking	7.	
8.	Do you like football	8.	
9.	Do you like shopping	9.	
10.	Do you like cat	10.	
11.	Do you like flower	11.	
12.	Do you like eating	12.	
13.	Do you like reading	13.	

14.	Do you like chatting	14.	
15.	Do you like browsing	15.	
16.	Do you like travelling	16.	

The researcher asked the students to memorize about Like and Dislike and made reasons for it. The researcher conducted the Like and Dislike test based on the numbers listed in the questionnaire. The researcher determined three different numbers for each student. Students did the question and answer according to the number specified. Researcher recorded students' test results, because the data needed were students' speaking activities.

b. Learning Process Analysis

Learning Describing Events material turned out to be more communicative and not boring, because of the use of the Communicative Language Teaching (CLT) method, student activism in learning increased. These are shown in table 4.2 below.

Tabel 4.2. Achievement Process score of cycle 1

No.	Name	Type/Code Process Achievement			Total	Final Score
		Activness (1-4)	Willingness (1-4)	Participation (1-4)		
1.	AS	3	3	2	8	66,67
2.	AJ	3	3	2	8	66,67
3.	BP	2	3	3	8	66,67
4.	CS	3	3	3	9	75,00
5.	DN	3	3	3	9	75,00
6.	DF	3	3	3	9	75,00
7.	DI	1	3	2	6	50,00
8.	DV	3	3	3	9	75,00
9.	DD	3	2	3	8	66,67
10.	EE	2	2	3	7	58,33
11.	ERU	2	2	3	7	58,33
12.	EK	3	2	3	8	66,67
13.	FO	1	2	2	5	41,67
No.	Name	Type/Code Process Achievement			Total	Final Score
		Activness (1-4)	Willingness (1-4)	Participati		

				on (1-4)		
14.	FS	3	2	3	8	66,67
15.	FG	1	2	3	6	50,00
16.	FF	2	2	3	7	58,33
17.	GM	2	2	3	7	58,33
18.	GP	2	3	3	8	66,67
19.	HH	3	3	3	9	75,00
20.	IS	1	3	3	7	58,33
21.	IP	2	3	3	8	66,67
22.	LY	3	3	3	9	75,00
23.	N	1	3	3	7	58,33
24.	PN	2	3	3	8	66,67
25.	RSN	2	2	3	7	58,33
26.	RDY	2	3	3	8	66,67
27.	RR	3	3	3	9	75,00
28.	SDA	2	2	3	7	58,33
29.	SW	1	2	3	6	50,00
30.	U	2	2	3	7	58,33
31.	UDU	2	2	4	8	66,67
32.	YD	2	2	5	9	75,00
Total		70	81	95	246	1975,01
Average		2,18	2,53	2,96	7,68	63,71

The value of the student learning process in the first cycle was not optimal, because there were still students who had not shown active learning. Because the average value of the learning process in the first cycle is 63.71.

Table 4.3 Achievement Learning Score in cycle 1

Speaking Score of X Restaurant										
Cycle 1										
NO	NAME	1	2	3	4	5	6	MS	Scale 50-100	
1	AS					v		75	90	
2	AJ					v		75	90	
3	BP					v		75	90	
4	CSN					v		75	90	
5	DN				v			75	80	
6	DF					v		75	90	
7	DI					v		75	90	
8	DS				v			75	80	
9	DD				v			75	80	
10	EE				v			75	80	
11	ER					v		75	90	
12	EK					v		75	90	
13	FO				v			75	80	
14	FS					v		75	90	
15	FDG					v		75	90	
16	FF					v		75	90	
17	GM					v		75	90	
18	GDP						v	75	100	
19	HH						v	75	100	
20	IS				v			75	80	
21	IP				v			75	80	
22	LY						v	75	100	
23	N				v			75	80	
24	PN				v			75	80	
25	RSN			v				75	80	
26	RD				v			75	80	
27	RR				v			75	80	
28	SDA					v		75	90	
29	SW					v		75	90	
30	U						v	75	100	
31	UDU					v		75	90	
32	YD					v		75	90	
		Class Average							75	87,50

The value of student learning outcomes in cycle one was not optimal, because even though the class average score was above the MS, there was still 1 student who was remedial, namely, Retno who got a score of 70.

The acquisition of the average value of learning outcomes in cycle one was 87.50 then the researcher presented the acquisition of student learning outcomes in cycle I as follows.

- a. Students who get a score of 100 = 4 people
- b. Students who get a score of 90 = 16 people
- c. Students who get a score of 80 = 11 people
- d. Students who get a score of 70 = 1 person

Following up on the results of the learning process value acquisition above, it can be concluded that:

- a. Students who score 100 will have abilities at the level of Advanced 'Vocational' Proficiency
- b. Students who score 90 will have abilities that are at the level of "Vocational" Proficiency
- c. Students who score 80 will have abilities equivalent to Basic "Vocational" Proficiency Plus
- d. Students who score 70 will have abilities equivalent to Basic "Vocational" Proficiency

a. Analysis of Learning Outcomes

Student learning outcomes in cycle 1. There are still students who are remedial, namely R, but the class average score is more than the MS. The average value of student learning outcomes in cycle 1 was 87.50. The value of the learning outcomes is more than the MS.

Furthermore, researcher reflects on the student learning process in the cycle

one, as follows:

- a. There are still students who haven't really studied yet
- b. There are still students whose activity has not yet been seen
- c. Student participation is still lacking
- d. Students' abilities vary

Based on the reflection above, the researcher plans to carry out the learning action in cycle II.

2. Cycle II

a. Description of the Learning Process

As in the first cycle of the implementation of this research, researcher carried out learning activities. Researcher divided this learning activity into three stages, namely the initial, core, and final stages. Researcher made lesson plans as a reference for learning activities. The lesson plan was a revised lesson plan from the first cycle lesson plan. The researcher described the implementation of this learning in detail and clearly.

In the early learning activities, researcher opened learning activities with greetings. Students read the al-quran, then prepared to receive the learning material that day. Researcher checked the classroom situation, by taking attendance, and checking the cleanliness of the class. Students answered questions about the material that has been received in the previous

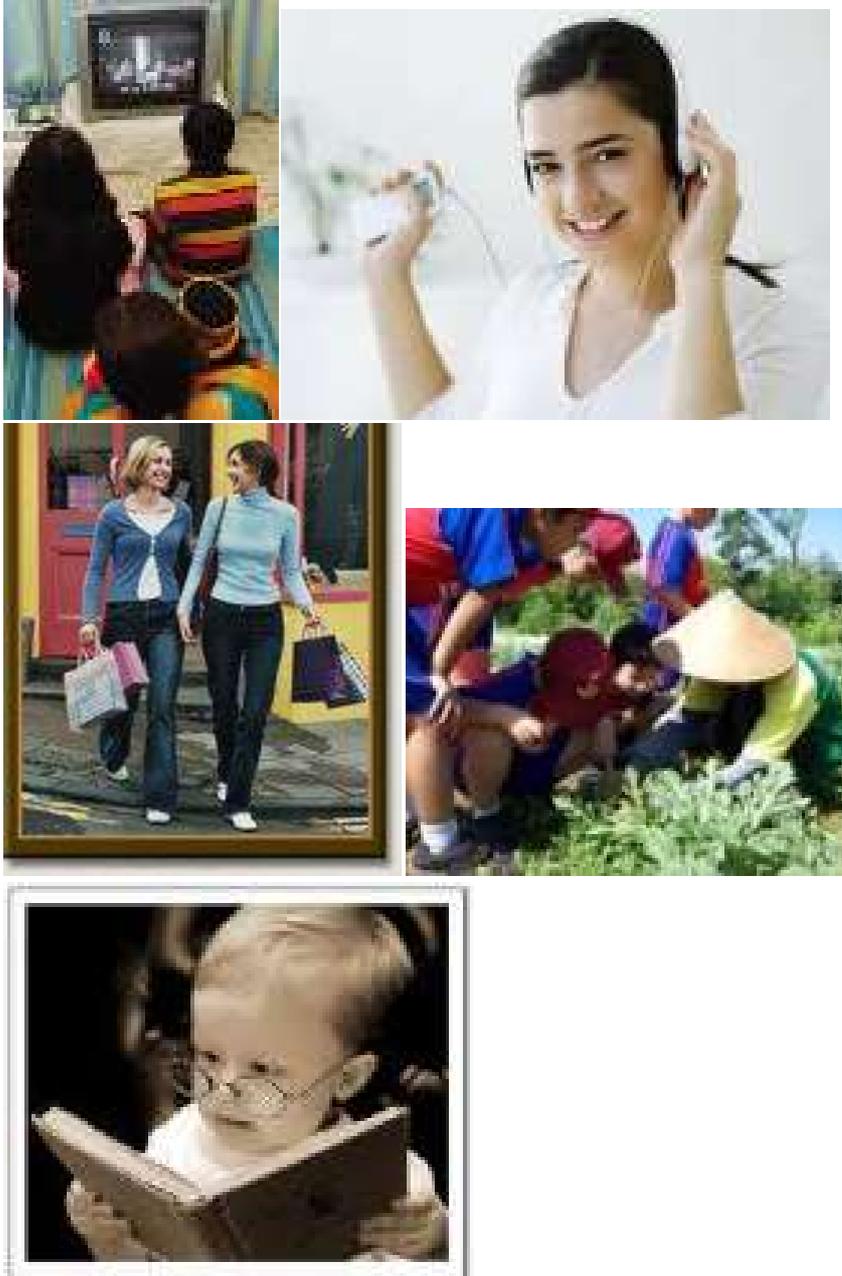
time and answer questions about the material to be taught. Researcher reviewed the material to be taught. Researcher continued to the core learning activities.

In the core learning activities, the researcher first gave a review of the class average score at the 5th KD which has exceeded the MS, namely 87.50. But there is still 1 student who has to remedial, because his score is below the MS. The researcher then gave a brief introduction to the Communicative Language Teaching (CLT) learning method. Students sit in groups that have been determined in cycle I. The researcher will teach the first sub-discussion, namely the Present Continuous Tense, then the researcher prepares 2 pictures about similar but different activities. The researcher called each group leader to take the 2 pictures. Each group writes as many differences as possible in the picture. Researcher gave 10 minutes. When finished, each group reports how many differences they found. In LP 4. Researcher still teach the same material, namely Present Continuous Tense but with different images. Researcher provides pictures of an event or incident. Each group gets one picture. Each group writes as many activities as possible in the picture, using the Present Continuous Tense. Researcher gave 10 minutes. When finished, each group reports the results of the discussion in front of the class. The same method is used for the two lesson plans above.

In the final activity of Cycle II learning, students took the test. The pictures were downloaded from Google (2011: 1):

Figure 4.1 Cycle II Test Questions

Use there is/there are and Present Continuous Tense to the following picture!



The researcher distributed the picture 2 days before the test started to each student. Researcher told students not to tell the picture to other students. Students made their own list of questions, students concluded about the activities on the pictures they receive. The researcher conducted tests on two students with different pictures. Every student didn't know each other's pictures. Researcher recorded students' speaking activities.

b. Learning Process Analysis

Learning material for Speaking Describing Events turned out to be more lively and not boring, because of the use of the Communicative Language Teaching (CLT) method, students' activeness in learning increased. Shown in table 4.4 below.

Tabel 4.4 Achievement Process score of cycleII

No.	Name	Type/Code Process Achievement			Total	Final Score
		Activeness (1-4)	Willingness (1-4)	Participation (1-4)		
1.	AS	3	4	4	11	73.33
2.	AJ	3	3	4	10	66.67
3.	BP	3	3	3	9	60.00
4.	CS	4	4	4	12	80.00
5.	DN	3	4	4	11	73.33
6.	DF	3	3	3	9	60.00
7.	DI	3	3	3	9	60.00
8.	DV	3	3	3	9	60.00
9.	DD	3	2	3	8	53.33
10.	EE	3	4	3	10	66.67
11.	ERU	4	3	3	10	66.67
12.	EK	3	3	3	9	60.00
13.	FO	4	3	3	10	66.67
14.	FS	3	3	3	9	60.00
15.	FDG	4	3	3	10	66.67
16.	FF	3	4	3	9	60.00
17.	GM	3	3	3	9	60.00
18.	GP	3	4	4	11	73.33
No.	Name	Type/Code Process Achievement			Total	Final Score
		Activeness (1-4)	Willingness (1-4)	Participation (1-4)		

19.	HH	4	4	4	12	73.33
20.	IS	3	4	4	11	73.33
21.	IP	2	3	3	8	53.33
22.	LY	4	4	4	12	80.00
23.	N	2	3	3	8	53.33
24.	PN	3	3	3	9	60.00
25.	RSN	4	3	4	11	73.33
26.	RDY	4	4	3	11	73.33
27.	RR	3	4	3	9	60.00
28.	SDA	3	4	3	9	60.00
29.	SW	4	4	4	12	80.00
30.	U	4	4	3	11	73.33
31.	UDU	3	3	3	9	60.00
32.	YD	3	3	3	9	60.00
Total		107	109	106	316	2099, 98
Average		3,25	3,40625	3,3125	9,875	65,62 438

Table 4.5 Achievement Learning Score cycle II

Speaking Score of X Restaurant									
Cycle 2									
NO	NAME	1	2	3	4	5	6	MS	Scale 50-100
1	AS					v		75	90
2	AJ					v		75	90
3	BP					v		75	90
4	CSN					v		75	90
5	DN				v			75	80
6	DF					v		75	90
7	DI						v	75	100
8	DS						v	75	100
9	DD				v			75	90
10	EE				v			75	80
11	ER					v		75	90
12	EK					v		75	90
13	FO						v	75	100
14	FS					v		75	90
15	FDG					v		75	90
16	FF						v	75	100
17	GM					v		75	90
18	GDP					v		75	90
19	HH						v	75	100
20	IS					v		75	90
21	IP					v		75	90
22	LY						v	75	100
23	NAME					v		75	90
24	PN					v		75	90
25	RSN						v	75	100
26	RDY					v		75	90
27	RR					v		75	90
28	SDA					v		75	90
29	SW						v	75	100
30	ULFAH DEWI UTAMI						v	75	90
31	UDU					v		75	90
32	YD					v		75	90
Class Average								75	91.88

The score of the student learning process in cycle II was maximal, because there were no students who were remedial, and the average score was greater than the MS, which was 91.88.

The acquisition of the average value of the learning process in cycle II was 65.62, then the researcher presented the acquisition of the value of the student learning process in cycle II as follows.

- a. Students who get a score of 100 = 8 people

- b. Students who get a score of 90 = 21 people
- c. Students who get a score of 80 = 3 people

Following up on the results of the learning process value acquisition above, it can be concluded that:

- a. Students who score 100 will have abilities at the level of Advanced 'Vocational' Proficiency
- b. Students who score 90 will have abilities that are at the level of "Vocational" Proficiency
- c. Students who score 80 will have abilities equivalent to Basic "Vocational" Proficiency Plus

c. Analysis of Learning Outcomes

Student learning outcomes in cycle II were successful. There were no students who had remedial and the class average score was more than MS. The average value of student learning outcomes in cycle II was 91.88. The value of the learning outcomes is more than the MS.

Furthermore, researcher reflects on the student learning process in the cycle II, as follows:

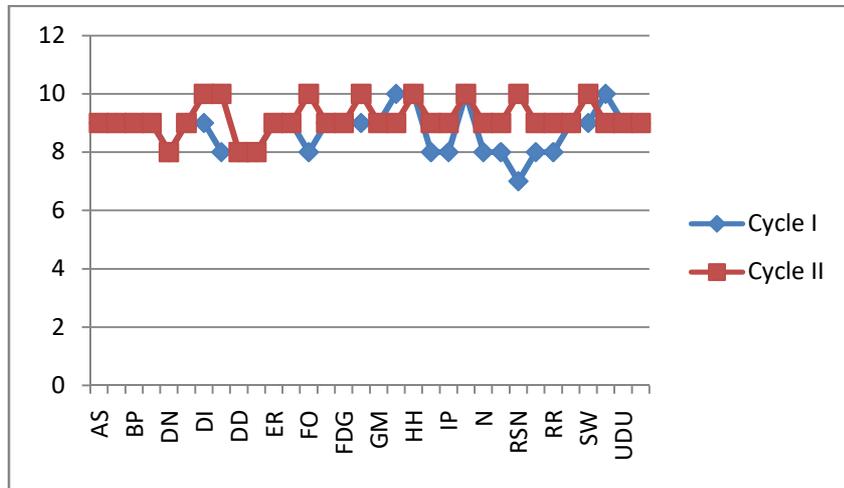
- a. Almost all students have seriously studied
- b. There are still students whose activity has not yet been seen
- c. Student participation is visible
- d. Students' abilities vary

Based on the reflection above, the researcher plans to end this classroom action research, because the average score obtained by students has exceeded the MS, namely: 91.88

B. Discussion of Research Results

The researcher finished this research smoothly without a hitch, the value obtained was varied. The researcher assumed that this study was successful because the class average score in cycle II increased from cycle I. The acquisition of student scores during the study, namely in cycle I and cycle II, is illustrated in graph 4.1 below:

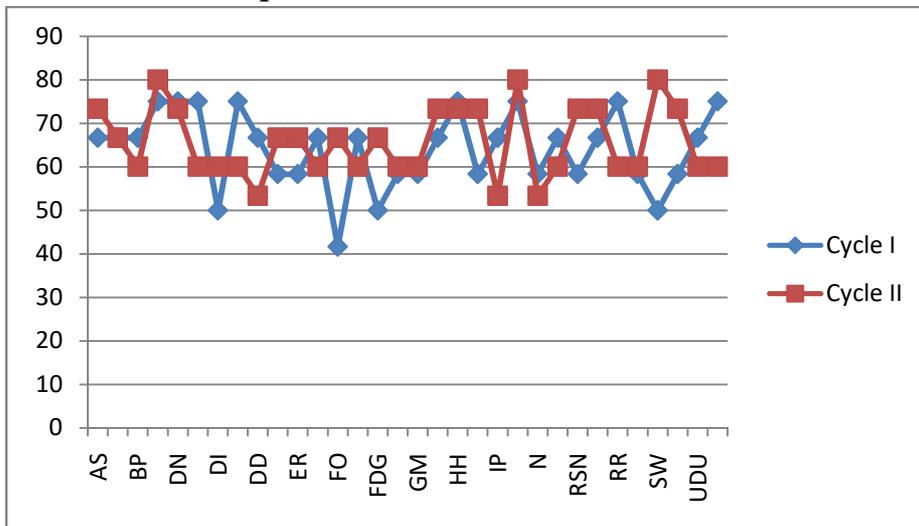
Graph 4.1 Achievement Learning Score form cycle I and II



From graph 4.1 above, it can be seen that there is a significant increase in student learning scores after the research was carried out. The success of this research was proven during the implementation of learning. Where students are able to express the ability of Speaking Describing Events with good grades.

The results of this study indicate that the formulation of research problems and research objectives can be answered, and the objectives of this research have been achieved as expected. It is indicated by the value obtained by students in each cycle there is a change.

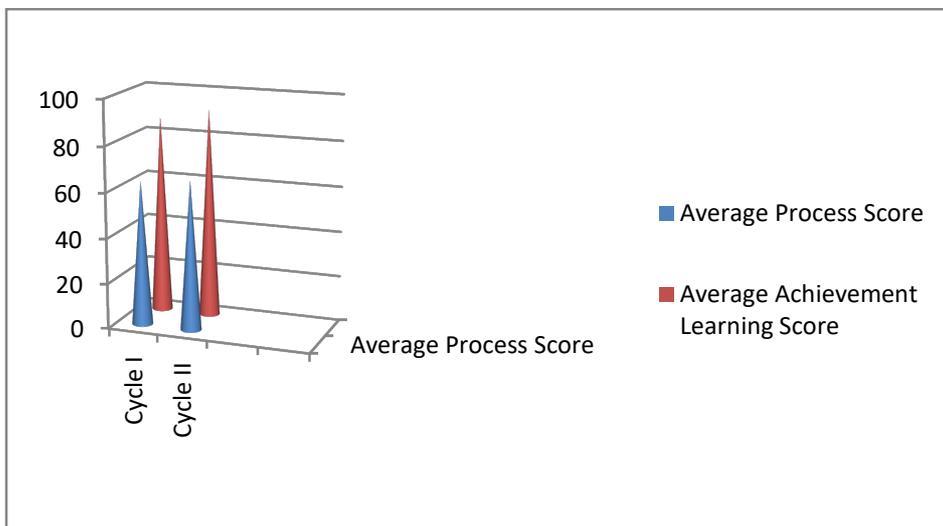
Graph 4.2 Achievement Process Score



From graph 4.2 above, it can be seen that there is an increase in the value of the student learning process after the second cycle research was carried out. The success of this research was proven during the implementation of learning. Where students are able to express the ability of Speaking Describing Events with an increased value of the learning process.

The value of the learning process in the first cycle was 63.71, while the value of the student learning process in the second cycle was 65.62. The value of learning outcomes in cycle I was 87.50, while the value of learning outcomes in cycle II was 91.88. For more details, the researcher describes it in the following graph 4.3.

Graph 4.3 Average Learning Achievement and Process score



In graph 4.3 above, it can be seen that the acquisition of process values and student achievement score is always changing. Thus, the researcher can state that this research is successfully supported by the approach the researcher uses, namely the Communicative approach. This means that the Communicative Language Teaching (CLT) method can improve the ability to express Speaking Describing Events in class X Restaurant students of SMKN Praya Tengah in the 2018/2019 academic year. It turns out that there are several factors that support the success of this study, namely: the researcher regulates the teaching and learning process properly supported by a communicative method, namely the Communicative Language Teaching (CLT) method. And the second is the teaching itself which uses teaching tools, namely pictures. The results of using the right

method coupled with the use of teaching tools in the form of pictures can actually increase student interest and participation in learning, so that the grades achieved by students are also satisfying. The action hypothesis that the researcher proposes which reads "By using the Communicative Language Teaching (CLT) learning method will improve the speaking ability in English learning" is acceptable.

CONCLUSION

Based on the results of the research that the researcher has carried out, the conclusions are obtained, namely:

1. Students' learning ability is still lacking. This is due to their lack of knowledge in understanding something new. They are still not skilled at distinguishing which is Present Continuous Tense and which is Simple Present Tense. Therefore, they are still confused in distinguishing the two tenses.
2. The results of the calculation of the data obtained, that the value of the learning process in the first cycle was 63.71, while the value of the student learning process in the second cycle was 65.62. The acquisition value of learning outcomes in cycle I was 87.50, while the value of learning outcomes in cycle II was 91.88, the researcher assumed that this study was successful, because there was an increase in the value of the learning process, namely in cycle I, 87.50 and cycle II, 91.88. This means that there is a significant effect of the use of the Communicative Language Teaching (CLT) method on improving speaking skills. So, the action hypothesis proposed by the researcher can be accepted.
3. Based on the results of the data contained in Chapter 3, there is a significant difference between the value of the learning process in cycle I and the value of the learning process in cycle II, as well as the value of learning outcomes in cycle I and the value of learning in cycle II, it turns out that there are increasingly changes. increased. Therefore, the researcher concluded that the teaching of Speaking Describing Events material at SMKN Praya Tengah, should use the Communicative Language Teaching (CLT) method because it has been proven that after the research was carried out, the teaching and learning process became more attractive, varied and fun.

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