Communicative Language Teaching in Classroom Activity

A Skripsi

Submitted to the Faculty of Language Education

In a Partial Fulfillment of the Requirement to Obtain the Degree of

Sarjana Pendidikan

Written by:

Putri Azswarini
20140810058

English Language Education Department

Faculty of Language Education

Universitas Muhammadiyah Yogyakarta

2018
Approval Sheet
Communicative Language Teaching in Classroom Activities

Universitas Muhammadiyah Yogyakarta
Language Education Faculty
English Education Department

We hereby approve the Skripsi of

Putri Azwarini
20140810058
Candidate for the degree of Sarjana Pendidikan

May 17, 2018

___________________________
Evi Puspitasari, S.Pd, M.Hum.
The Skripsi Supervisor

May 17, 2018

___________________________
Sri Rejeki Murtiningsih, S.Pd., M.Ed., Ph.D.
Examiner 1

May 17, 2018

___________________________
Gendroyono, S.Pd., M.Pd.
Examiner 2

Accepted

Yogyakarta, May 17, 2018

___________________________
Dr. Suryanto
Dean of Language Education Faculty
Declaration of the Authenticity

I am a student with the following of identity:

Name : PutriAzswarini
NIM : 20140810058
Program study : English Language Education Department
Faculty : Faculty of Language Education
University : UniversitasMuhammadiyah Yogyakarta

Certify that the skripsi entitled “Communicative Language Teaching in Classroom Activity” is definitely my own work. I am completely responsible for the content of this skripsi. Others’ opinion or findings included in this skripsi are quoted in accordance with ethical standards.

Yogyakarta, 16 April 2018

PutriAzswarini

NIM: 20140810058
Motto

“March forth, whether you are light (being healthy, young and wealthy) or heavy (being ill, old, and poor), strive hard with your wealth and your lives in the cause of Allah. This is better for you, if you but knew” (QS At-Taubah - 41)
Acknowledgment

*Alhamdulillahirabbil’alamiin*, my highest gratitude and honor goes to Allah *SubhanahuWata’ala* for always guiding, strengthening and blessing me, so that I could finish my skripsi.

This skripsi would not be completed without having many supports from many people. My deep gratitude and appreciation go to Mrs. Evi Puspitasari, S.Pd., M.Hum as my best supervisor who has always been willing to guide me in his fatiguing time. Thank you for your carefully reading, beneficial correction, and valuable suggestion.

I would like to thank to my Examiners, Mrs. Sri Rejeki Murtingsih, S.Pd., M.Ed., Ph.D and Gendroyono, S.Pd., M.Pd. for encouraging me. I also thank to all lectures of English Education Department of Universitas Muhammadiyah Yogyakarta for all the knowledge and experience. Thank you for providing a very nice place to learn. My thankfulness also goes to my participants who took their valuable time to participate in my research. For my Parents, thank you for the big love ever that you give to me. For my friends, thank you for the togetherness and supports.

Last but not least, Insan Cahyadi., S.Ip. thank you for your support, motivation, love, encouragement, jokes and happiness. Thank you so much for making me laughs when I feel down or even I do not want to smile.

PutriAzswarini
Abstract

Students at the university need learning activities providing chances to practice their speaking, because students have different ability especially in communicative competency. That way, the lecturers at the university have implemented Communicative Language Teaching (CLT) activities to develop students’ communicative competence. Based on the researcher’s experience during the study at English language education department of one private university in Yogyakarta, there were problems found about the implementation of CLT activities in this department. The problem is every lecturer has different capability in applying CLT activities in their classroom.

Based on the problem mentioned above, this research aimed to explore the CLT activities implemented at the university level and also to investigate the students’ perception on those activities. The researcher used qualitative method and used the observation to answer the first aim followed by the interview to answer the second aim. This research took place at one of the private universities in Yogyakarta. The total of the participants were four people from difference classes. After conducting this research, the researcher found three CLT activities that the lecturers implemented in their classroom they are group discussion, presentation, and role play. The researcher also found that the students’ perceptions on those activities. The students felt happy, they also believe they got some benefits from those activities, besides that there are some students who got some difficulties during the presentation activity.
Keyword: CLT, CLT activities, Students’ perception toward CLT activities
# Table of contents

Approval Sheet ................................................................. ii

Declaration of the Authenticity .............................................. iii

Motto ................................................................................... iv

Acknowledgment ................................................................. v

Abstract .............................................................................. vi

Table of contents .................................................................. viii

Chapter One ......................................................................... 1

Introduction ......................................................................... 1

Background of the Study ..................................................... 1

Identification of the Problems .............................................. 2

Delimitation of Study .......................................................... 3

Research Questions ............................................................. 3

Purposes of the Research ..................................................... 4

Significances of the Research .............................................. 4

Outline of the Research ....................................................... 5

Chapter Two ......................................................................... 6

Literature Review ............................................................... 6

Definition of CLT ............................................................... 6

The principles of CLT ........................................................ 7
Teachers’ and Students’ in CLT ................................................................. 10
Activities of CLT ......................................................................................... 11
Related Study ............................................................................................... 18
Conceptual Framework .............................................................................. 19
Chapter Three ............................................................................................. 22
Methodology ................................................................................................. 22
Research Design ......................................................................................... 22
Research Setting .......................................................................................... 23
Research Participants .................................................................................. 24
Research Instrument ................................................................................... 25
Data Collection Procedures ........................................................................ 28
Data Analysis Technique ............................................................................ 29
Chapter Four ............................................................................................... 32
Finding and Discussion ............................................................................... 32
Observation Result of Classroom activities ........................................... 32
Interview Result of Student Perception ................................................... 41
Chapter Five ............................................................................................... 48
Conclusion and Recommendation ........................................................... 48
Conclusion ................................................................................................... 48
Recommendation .......................................................................................... 49
References .................................................................................................... 50