

**EXPLORING COMMUNICATIVE LANGUAGE TEACHING
(CLT) IN TEACHING SPEAKING SKILL ON EFL STUDENTS
OF SANTIWIT SONGKLA TECHNOLOGICAL
COLLEGE, THAILAND**

THESIS



Written by:

M Habibi Yunus Fajar Shodiq
SRN. 213101060005

**STATE ISLAMIC UNIVERSITY OF
KIAI HAJI ACHMAD SHIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
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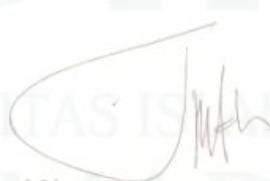
THESIS

Submitted to Islamic State University of Kiai Haji Achmad Siddiq Jember
To fulfill the requirement of Bachelor Degree (S. Pd)
Faculty of Tarbiyah and Teacher Training
English Education and Department

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THESIS

Has been examined and approved in partial
fulfillment of the requirements of Bachelor Degree of Education (S.Pd)
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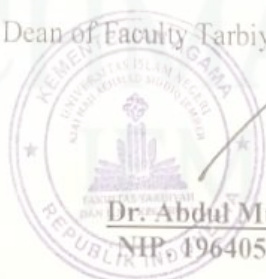
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MOTTO

يَا أَيُّهَا الَّذِينَ آمَنُوا اتَّقُوا اللَّهَ وَاقُولُوا قَوْلًا سَدِيدًا ﴿٧٠﴾

Meaning: “O you who believe! Keep your duty to Allah and fear Him, and speak (always) the truth.”¹

(Q.S Al-Ahzab: 70)



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¹ The Noble Quran, Translation by Dr. Muhammad Taqi-ud-Din al-Hilali and Dr. Muhammad Muhsin Khan, Online version, Access from <https://noblequran.com/>, Surah Al-Ahzab, Verse 70 (Accessed on 19th May 2025)

DEDICATION

I respectfully dedicate this thesis for:

1. My beloved parents, my father Alm. Budi Rahardjo and my mother Linda

Suriyani who have been being great motivations for me to finish this thesis.

To my mother, I truly appreciate and express my deepest gratitude for her constant prayers, reminders to take care of myself, and providing comforting words of encouragement when I felt down while working on this thesis. To my father, I dedicated this thesis to my father who has passed away during my college journey. He is one of the strongest reason of me in completing this thesis. Constant prayers are not forgotten by me for him, Rest in Peace my beloved father.

2. My dear brother and sister, Dimas Surya Perdana and Riski Ayu Amalia Sari.

I extend my heartfelt thanks for their continous support and being willing to listen to my complains when I felt down during the entire of my college process especially the process of writing this thesis.

ACKNOWLEDGMENT

First of all, I would like to express my gratitude to Allah SWT., who has blessed me with good health and ability to accomplish this thesis as the final project. Secondly may peace and solutotion to our prophet Muhammad SAW the last massager of God who has guided us from the darkness to brightness from jahiliyah to the islamiyah namely Islamic religion.

This thesis entitled “Exploring Communicative Language Teaching (CLT) in Teaching Speaking Skill on EFL Students of Santiwit Songkhla Technological College” compiled to fulfill one of the requirements for achieving this undergraduate degree of English Language Teaching of UIN Kiai Haji Achmad Siddiq Jember.

In addition I also would like to express my gratitude to the following individuals for their invaluable support and guidance throughout the completion of this thesis:

1. Prof. Dr. H. Hepni, S. Ag, M.M., as a Rector of State Islamic University of Kiai Haji Ahmad Siddiq of Jember who has given opportunity for me to study in this university.
2. Dr. Abdul Mu'is, S.Ag, M.Si., as the Dean of the Faculty of Tarbiyah and Teacher Training who has facilitated me to study in this faculty.
3. Dr. Nuruddin, M.Pd.I., as the Head of Islamic Studies and Language Education Department who had supported and facilitated me in every matters.

4. Dewi Nurul Qomariyah, S.S, M.Pd., as the Head of English Education Program who approved the title of this thesis and as my advisor who has guided, advised, and supports me in conducting the research and writing this thesis.
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6. All English Department lecture who gave me knowledge during my learning process.

I am truly indebted to all those who have contributed to the successful completion of this thesis. Thank you for your support, guidance, and belief in me. May Allah reward all those who have supported in this journey with kindness.

Jember, 22 May 2025

Author,

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ABSTRACT

M Habibi Yunus Fajar Shodiq, 2025: Exploring Communicative Language Teaching (CLT) in Teaching Speaking Skill on EFL Students of Santiwit Songkhla Technological College, Thailand

Keywords: *Communicative Language Teaching, Speaking Skill, EFL Student*

English in Thailand was still classified as foreign language. Nevertheless, there were several difficult factors of teaching EFL in Thailand. Most of studies showed that student's lack of motivation was still becoming the major problem faced by the teacher, and many other problems. It could be caused by their background as students who live in EFL country. Therefore, teacher should consider the right approach in teaching speaking skill to EFL students. Considering that, the teacher utilized an approach in teaching speaking skill namely Communicative Language Teaching (CLT) approach. Numerous previous studies had shown that CLT is the appropriate approach for teaching speaking skill.

Thus, the research question of this study were how is the implementation of communicative language teaching in teaching speaking skill on EFL students of Santiwit Songkhla Technological College, Thailand and what are the challenges faced by teacher in teaching EFL students and how are these challenges addressed. Further, this study aimed to explore the implementation of Communicative Language Teaching (CLT) in teaching speaking skill on EFL Students of Santiwit Songkhla Technological College Thailand and to discover the problems faced by the teacher during teaching EFL students and how these challenges be addressed.

Descriptive qualitative was the research design of this study. Observation, interview, and document review were techniques used in collecting data. The research subject used purposive sampling which involves 1 english teacher and 19 female students of 12th grade of Santiwit Songkhla Technological College. The data analysis used Miles Huberman's theory which includes data condensation, data display, and conclusion drawing. To show the validity of data, the researcher used triangulation technique and triangulation source.

The result of the research were as follows; (1) the exploration of the implementation of communicative language teaching (CLT) in teaching speaking skill on EFL Students of Santiwit Songkhla Technological College were divided into four: the goal, the material, the procedure and the evaluation. The goals were to give more opportunities for students to speak english, to enable students to speak english effectively by practicing real-life communication, and to improve students' confidence in speaking english. The material used was the real-life conversation at the airport. The procedure was divided into three phases: briefing phase, performance phase, and evaluation phase. (2) The challenges faced by the teacher were the students' background as EFL students, students and class

condition, and lack of motivation in learning English. The strategies of teacher to overcome these challenges were choosing the right approach or method in teaching which suitable for teaching speaking skill and providing motivational feedback to boost student's motivation and awareness about the importance of English in the future.

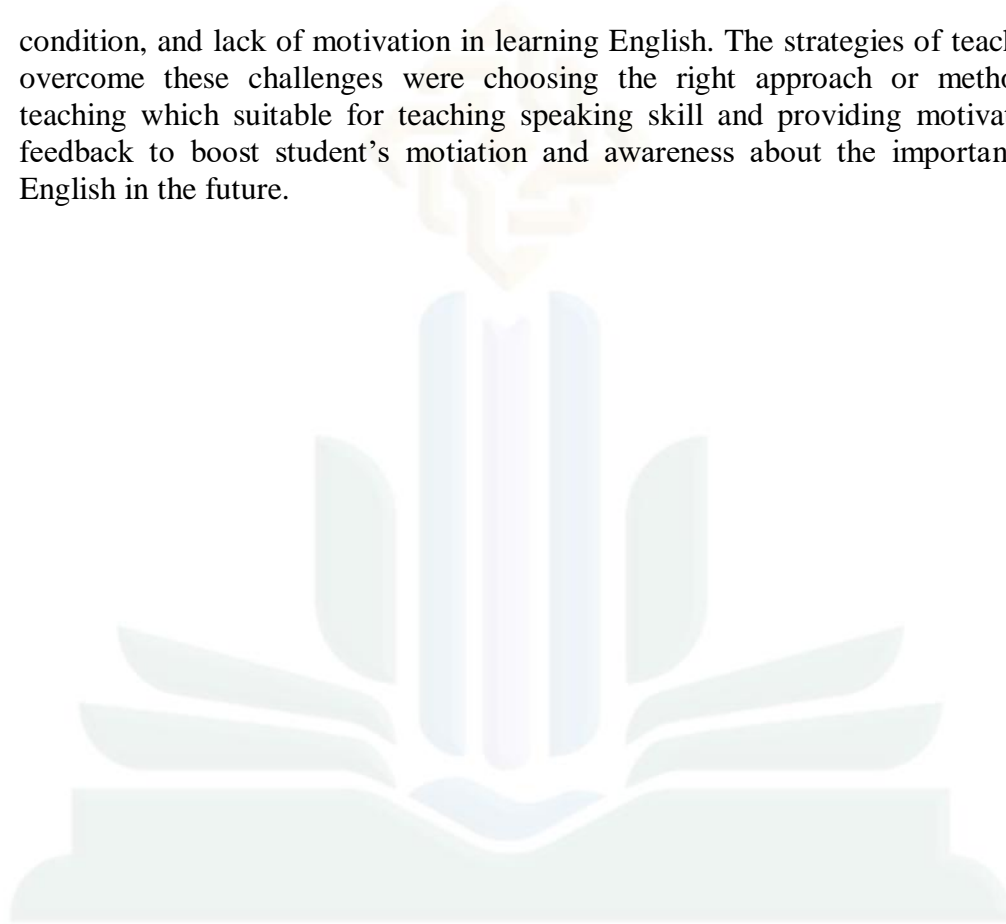


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CHAPTER I

INTRODUCTION

In this chapter, an overview of the research is provided. Including the background of the study, research questions, research objectives, research significance, definition of key terms and systematic of discussions.

A. Context of Study

In Thailand, English plays an important role in many aspects for Thai society. English in Thailand has a major role in Thai society.² Where it offers opportunities and opens an access to modern technology. Communication and professional advancement are also provided by English proficiency. Hayes also claimed that proficiency in English is one of the keys as a mediational tool in Thailand for its citizen.³

However, English in Thailand is still classified as a foreign language. As what noted in Smith that Thailand is described as a country where English is used as a foreign language or English as Foreign Language (EFL).⁴ Foreign language education is the teaching of a modern language that is neither an official language nor the mother tongue of a significant part of the population.⁵

It is related with English in Thailand that is rarely used in daily lives, because

² Joseph A. Foley, "English in Thailand," *RELIC Journal* 36, no. 2 (2005): 223–34, <https://doi.org/10.1177/0033688205055578>.

³ David Hayes, "The Value of Learning English in Thailand and Its Impact on Thai: Perspectives from University Students," *Asia Pacific Journal of Education* 36, no. 1 (2016): 73–91, <https://doi.org/10.1080/02188791.2014.924390>.

⁴ Larry E. Smith, "The Role of English in Thailand: Transition and Tradition," *PAAA Vol 19*, no. 1 (1988)

⁵ Aleidine J. Moeller and Theresa Catalano, "Foreign Language Teaching and Learning," *International Encyclopedia of the Social & Behavioral Sciences: Second Edition*, 2015, 327–32, <https://doi.org/10.1016/B978-0-08-097086-8.92082-8>.

Thailand is a country with one official language, Thai, and there is no L2 in Thailand. Wiriyachitra also mentioned the reason of why Thailand has always been a one official language country, because it was never been colonized and its concept of national ability.⁶ She noted that there has been proposal to make Thailand as two official language, Thai and English, but it has never materialized due to the reasons that mentioned above. Therefore, English proficiency in Thailand is lower than many countries in Asia such as Malaysia, Singapore, etc. Hayes shows that ELT in Thailand does not appear to be making gains in improving language proficiency as assessed by National Institute of Education testing and also the average score of Thais in TOEFL is below other regional countries (e.g Malaysia, Indonesia, Philipines).⁷ Another data shown at the speech given by the Minister of the Ministry of University Affairs on March 6, 2000, the average TOEFL scores of Thais are the same as for Mongolians but higher than for North Koreans and Japanese.

According to Foley, English is a compulsory subject of School in Thailand.⁸ In the new curriculum called Basic Education Core Curriculum, English is a compulsory subject in school starting at the level 1 until level 4. Wiriyachitra classified the level 1 as Grade 1-3 (Prepatory level) in primary school or it can be called as Pratom, level 2 as grade 4-6 (Beginning level) in primary school, level 3 as grade 7-9 (Expanding level) in secondary school or

⁶ a. Wiriyachitra, "English Language Teaching and Learning in Thailand in This Decade," *Thai TESOL Focus* 15 (2002): 4–9.

⁷ Hayes, "The Value of Learning English in Thailand and Its Impact on Thai: Perspectives from University Students."

⁸ Foley, "English in Thailand."

usually called as Matayom 1-3, and level 4 as grade 10-12 (Progressive level) or called as Matayom 4-6.⁹ Kaewkamnerd stated that the English curriculum in Thailand is based on the concept 4Cs, those are Content, Communication, Cognition and Culture.¹⁰ This concept is an essential element that become a base of integrated learning approach. Content refers to the specific learning content of the language being learned. Communication involves the use of language as a tool to communicate and social interaction for learning. Cognition concerns about the high order thinking skill development and the competence to analyze and evaluate the information. Culture is about understanding the cultural diversity and intercultural competence development. According to Marsh, incorporating the 4Cs concept in CLIL (Content and Language Integrated Learning) programs will build learners with communicative competence, critical thinking skill, and cultural awareness, it also helps them develop their content and language knowledge with more comprehensive and engaging learning experiences.¹¹

In line with this, Thailand has an education curriculum namely Basic Education Core Curriculum in 2008 which replaced effectually the 2001 Basic Education Curriculum. BEC 2008 was made to deal with the demands of

⁹ Wiriyaichitra, "English Language Teaching and Learning in Thailand in This Decade."

¹⁰ Kritpipat Kaewkamnerd et al., "Navigating the Landscape of CEFR-CLIL-Based Language Pedagogy in the Thai Context: A Captivating Journey Through Needs Analysis," *3L: Language, Linguistics, Literature* 29, no. 4 (2023): 194–213, <https://doi.org/10.17576/3L-2023-2904-13>.

¹¹ David Marsh, "Teaching and Learning English through Bilingual Education," *Cambridge Scholars Publishing*, (2012)

globalization era.¹² It is designed to prepare Thai students to settle the rapid economic, technological, and social transformations that were happening within the country. Nomnian also stated that BEC 2008 has a purpose to improve Thai students' quality in terms of English proficiency, a positive attitude in learning English, and a regional and global citizenship.¹³

Nevertheless, there are several difficult factors of teaching EFL in Thailand. Firstly, student's motivation in learning English is not always going well. Suwannatrai indicated that most teachers found difficulty in motivating student to learn English.¹⁴ They agreed that it is difficult to encourage student's focus in the teaching learning process because of the differences in their knowledge's background. Secondly, the school adequate facilities are lack in supporting students to practice their English every day.¹⁵ Thirdly, most students in Thailand were having anxiety while speaking English. Hadi M.S mentioned studies related with Thai students show reticence to speak English because of they are shy and too passive to communicate with the language.¹⁶ Of course, anxiety is still the current issues affecting Thai student's speaking

¹² Amrita Kaur, David Young, and Robert KirkPatrick, "English Education Policy in Thailand: Why Poor Result?" *English Language Education Policy in Asia*, Language Policy 11, DOI 10.1007/978-3-319-22464-0_16

¹³ Singhanat Nomnian, "Nomnian2013," *Kasetsart Journal of Social Sciences* 34, no. 3 (2013): 583–89.

¹⁴ Likhasit Suwannatrai, Narathip Thumawongsa, and Saiwaroon Chumpavan, "English Instruction Difficulties Perceived by Teachers in English as Foreign Language (EFL) Classrooms at the University Level in Thailand," *Rajapark Journal* 16, no. 47 (2022).

¹⁵ P Punthumasen, "International Program for Teacher Education: An Approach to Tackling Problems of English Education in Thailand," *The 11th UNESCOAPEID International Conference Reinventing Higher Education: Toward Participatory and Sustainable Development* 61, no. 1 (2007): 12–14,

¹⁶ Muhamad Sofian Hadi, Lidiyatul Izzah, and Mareena Masae, "Factors Affecting Speaking Anxiety of Thai Students During Oral Presentation: Faculty of Education in TSAI," *English Language in Focus (ELIF)* 3, no. 1 (2020): 79–88, <https://doi.org/10.24853/elif.3.1.79-88>.

skill inside and outside classroom. Researcher also found difficulties of Thai students' speaking at one of vocational high school in Southern Thailand.

After doing mini observation, researcher discover that most of them were showing reticence when delivering opinion in English or being asked by teacher, it is caused by their lack of confidence and also lack of vocabularies. It can be seen by the condition where the teacher asked the students about their opinion about the material being given, but they did not answer the question. Another factor affecting their speaking is the environment where they live did not support to practice English every day. They live in EFL Country where English is not a daily usage language. It affects their experience in learning English, they seldom to practice English outside the classroom. Based on the teacher's opinion when being interviewed, the students tend to think that English is not that important for job fields. So that is the reason of why many of they did not interest in learning English.

Whereas, one of the most important skills in English is speaking skill. Parupalli stated that the most significant skill to master foreign or second language learning is speaking skill.¹⁷ Among the four key language skills, speaking is considered to be the most important skill in learning a foreign or second language. Moreover, communication skill plays a vital role and become one of the skills that has to be mastered in this modern era. Thus, speaking is the most significant skill in order to communicate in this global

¹⁷ Srinivas Parupalli, "The Importance of Speaking Skills in English Classrooms," *Alford Council of International English & Literature Journal(ACIELJ)* 2, no. 2 (2019): 9,

world. Parupalli highlights the advantages of speaking skill. Those are to actively take a part in debate or activities either in pair or group discussion, to acquire more knowledge, to survive in the field of job, to develop the critical thinking, and many others.¹⁸ As given numerous advantages of speaking skill, teacher should focus more on this skill and prioritize it as it has a crucial role in the overall development of ELL's performance.

Therefore, teachers must consider various techniques and approaches of speaking skill to improve students' crucial element that is oral communication. There are many teaching approaches that educators can implement in classroom. Considering the purposes of ELT process that uses English as a communication tool, there is one teaching approach that teacher can apply in ELT classroom. This approach is widely regarded as appropriate method to be implemented to teach, namely CLT.

According to Richards and Rodgers, CLT is defined as an approach rather than a method. It denotes a range of principles that materialize communicative perspective on language and language learning, which can be applied to various classroom practices.¹⁹ CLT provide some activities that help students to improve their speaking skill, increase their pronunciation, have a better confidence in speaking and be able to speak fluently and

¹⁸ Srinivas Parupalli, "The Importance of Speaking Skills in English Classrooms,".

¹⁹ Jack C. Richards and Theodore S. Rodgers, "Major Language Trends in Twentieth-Century Language Teaching," *Approaches and Methods in Language Teaching*, 2010, 1–2, <https://doi.org/10.1017/cbo9780511667305.002>.

correctly.²⁰ So, CLT is an approach that applied communicative activities as path in teaching learning process. Even it is an old approach, but still can be chosen as an effective approach of teaching learning process especially in teaching speaking skill because it encourages students to speak frequently.

There are numerous ways of implementation of CLT to increase students' speaking ability in classroom. Mangaleswaran and Aziz mentioned some ways that can be applied in CLT.²¹ First, a pair work or group discussion. It can be done by conducting dialogues, problem-solving activities, community-oriented task, and role play. Second, fun-game learning also can be a tool. Such as, playing cards, story completion, picture describing, etc. Third, students also can practice formal speaking in classroom, such structured interview. So, any activities in classroom that is done with communicative intent is the characteristic of CLT. Further, teacher' creativity is also needed in implementing this approach to make the teaching-learning process more noteworthy.

The implementation of CLT has been largely utilized either in ESL or EFL countries. In Thailand, numerous studies about Communicative Language Teaching (CLT) have been conducted. Various studies conducted

²⁰ Ali Rezalou and Oktay Yagiz, "EFL Students' Perceptions and Attitudes toward Using Communicative Activities in CLT Classroom," *Shanlax International Journal of Education* 9, no. S2-Sep (2021): 112–24, <https://doi.org/10.34293/education.v9is2-sep.4376>.

²¹ Surajwaran Mangaleswaran and Azlina Abdul Aziz, "The Impact of the Implementation of CLT On Students' Speaking Skills," *International Journal of Scientific and Research Publications (IJSRP)* 9, no. 4 (2019): p8814, <https://doi.org/10.29322/ijsrp.9.04.2019.p8814>.

the implementation of CLT in secondary school,²² even in university level²³, investigating teachers' perceptions and the challenges regarding the implementation of the Communicative Language Teaching (CLT)²⁴, exploring teacher's belief and teaching practices about CLT²⁵, and many others.

Based on the teacher's opinion about why utilizing CLT as approach for teaching speaking, she explained that CLT is the appropriate approach to teach speaking even this approach can be classified as old approach but it is still worth to use. Additionally, CLT also provide many teaching methods and strategies, so the teacher did not have limited innovation to teach the students. Another reason mentioned by the teacher was the advantages of CLT make her fascinated to employ it. Additionally, the researcher also observed that the students were showing improvement of interest in learning English since the teacher utilize CLT. They were active in participating the activities provided by the teacher, such roleplaying as passenger and crew in airport.

Based on the background of the study that has been explained above, researcher intends to conduct a descriptive study of the implementation of Communicative Language Teaching (CLT), especially in teaching speaking

²² Patchaya Panpistharwee and Kasma Suwanarak, "Implementing the CLT Approach in Online Instruction during the COVID-19 Pandemic: Opportunities and Challenges Encountered by Thai EFL University Lecturers," *LEARN Journal: Language Education and Acquisition Research Network* 17, no. 2 (2024): 655–78.

²³ Abdul Rabbi Arrasul and Nabilla H. Pole, "The Implementation of Clt (Communicative Language Teaching) To Improve Pupils' Speaking Ability," *BABASAL English Education Journal* 2, no. 2 (2021): 26, <https://doi.org/10.32529/beej.v2i2.1449>.

²⁴ Pitchayada Sarikha et al., "Thai Efl Secondary School Teachers ' Perceptions And The Challenges Regarding The Implementation Of Communicative Language Teaching (Clt)," 2022.

²⁵ Chayanant Pitikornpuangpetch and Kasma Suwanarak, "Teachers' Beliefs and Teaching Practices about Communicative Language Teaching (Clt) in a Thai Efl Context," *LEARN Journal: Language Education and Acquisition Research Network* 14, no. 2 (2021): 1–27.

skill on EFL students in Santiwit Songkhla Technological College, Thailand. This study aims to explore how the implementation of CLT in teaching speaking skill on EFL students in Thailand is. Moreover, researcher also wants to investigate the challenges and problems faced by teachers in applying CLT and how these challenges are addressed.

B. Research Question

Based on the background of study above, the researcher formulated the following research question that will be answered in the result of this study

1. How is the implementation of communicative language teaching (CLT) in teaching speaking skill on EFL student of Santiwit Songkhla Technological College, Thailand?
2. What are the challenges faced by teachers while implementing CLT in teaching speaking skill on EFL students and how are these challenges addressed?

C. Research Objective

Based on research questions above, the objectives of this research were:

1. To explore the implementation of communicative language teaching (CLT) in teaching speaking skill on EFL students of Santiwit Songkhla Technological College, Thailand.

2. To investigate the challenges faced by teachers while implementing communicative language teaching (CLT) in teaching speaking skill on EFL students and to identify how these challenges are addressed.

D. Research Significance

In this research, researcher intends to provide some significant benefits in exploring CLT implementation. These significant benefits are classified into two types: theoretical ad practical significance

a. Theoretical Significance

Theoretically, this research is expected to evolve knowledge for teachers and other educational instructors, specifically in implementing CLT in teaching speaking skill. More than that, this research aims to discover the common challenges faced by the educators when implementing CLT and to find out how the way to solve these challenges.

b. Practical Significance

In terms of practical significance, this research will be beneficial for:

1. Education Practitioners

For education practitioners, this research will be provided as a recommendation to learn English, especially speaking skill so that they can improve their ability. They can find any interesting learning approaches and it can be one of the references.

2. English Teachers

This research is expected to provide a recommendation for educators, especially English teachers to discover a reference of teaching approach. This research will be useful for teachers in raising awareness of the need to serve teaching approach on students, especially on their speaking ability.

3. Future Research

For other researchers, the result of this research will provide a reference of the implementation of CLT in teaching speaking skill. This research also will serve a reference of the challenges faced by the teacher in Thailand when implementing CLT. So, it is expected to be one of the references of other researcher in conducting other studies.

E. Definition of Key Terms

The definition of key terms in this research focused on three components of variables, those are Speaking Skill, Communicative Language Teaching (CLT) and English as Foreign Language (EFL).

Communicative Language Teaching (CLT)

Communicative Language Teaching (CLT) is an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study. CLT also positions the teacher as a facilitator, rather than an instructor. Furthermore, the approach is a non-methodical system that does not

use a textbook series to teach the target language but works on developing sound oral and verbal skills prior to reading and writing.

Speaking Skill

Speaking is a part of the important skills in learning English. Speaking is an activity to express oneself in a situation or to express a sequence of ideas among people in a community by using verbal and non-verbal symbols in a particular language, situation, and context. As an essential tool for language teaching and learning, speaking can facilitate language acquisition and development, and it can be beneficial to learners' academic achievement as well as professional success. As an important aspect of language skills, English speaking should not be devalued but be developed in its own right. Therefore, good speaking competence is essential to English learners.

English as Foreign Language (EFL)

English as a Foreign Language (EFL) is the term used to describe the study of English by non-native speakers in countries where English is not the dominant language. This is not to be confused with English as a Second Language—also called English as an Additional Language—which is the practice of learning English in a predominantly English-speaking country.

Although English is used only as a foreign language in Thailand, it has played an important role in Thai education for more than a century. To teach English as a foreign language (EFL), several factors have to be taken into consideration such as choices about which language skills to teach and how,

where the language will be used, learning environment, selection of appropriate content and materials, and assessment criteria. These issues have been of major concern in the Thai educational system ever since English language teaching first began in Thailand.



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CHAPTER II

LITERATURE REVIEW

This chapter provided a literature review of the research. It consists of previous research and theoretical framework.

A. Previous Research

In the previous research, the researcher includes numerous previous studies related to recent study, then makes a summary of it, either the research has been published or not, such as thesis, dissertation, and many others.²⁶ Some related studies that have been conducted are as follows:

1. Ade Sumarna, (2024) has published a thesis for S1 degree at State Islamic University of Sultan Syarif Kasim Riau. The thesis is entitled “Implementation of Communicative Language Teaching (CLT) in Teaching English Spoken: A Case Study at SMKN 1 Tambuai.”²⁷ The research aims to explore the implementation of CLT in SMKN 1 Tambuai and also to discover the factors affecting the implementation of CLT. This study used a qualitative approach with a case study research design. English teacher and two students are included in this research as research participants. To collect the data, the researcher used observation, interview and document review. As the result of this study, the teacher implements CLT in accordance with the principles of CLT and the students also share their experiences and follow the process of CLT given by the teacher.

²⁶ Tim Penyusun, Pedoman Penulisan Karya Ilmiah, (Jember: UIN KHAS JEMBER press, 2023), 93

²⁷ Ade Sumarna, “Implementation of Communicative Language Teaching (Clt) in Teaching Spoken English : A Case Study at Smk n 1 Tambusai,” 2024.

However, positive and negative factors are found in the implementation of CLT. The positive factors were from the teacher and students experience on the implementation of CLT, the use of task, and also the development of speaking ability. While the negative factors come from the students, facility, and limited time of management. In summary, this research shows the suitability of the implementation of CLT in SMK 1 Tambuai with the process and principles of CLT.

This previous study has a relativity with current study. Both studies explore the implementation of CLT in teaching speaking or English spoken. However, it has some differences with the current studies. One of the differences is the research design used by the researcher. The previous study used a case study design and the current study utilize descriptive design. The second difference is previous research did not explore the challenges faced by the teacher while current research does. Another difference is the research location. Previous research was conducted in SMK 1 Tambuai, Indonesia while current research will be conducted in Santiwit Songkhla Technological College, Thailand.

2. Panpistharwee, P. & Suwannarak, K. (2024) wrote an article that has been published in *LEARN Journal: Language Education and Acquisition Research Network* entitled “Implementing the CLT Approach in Online Instruction during the COVID-19 Pandemic: Opportunities and Challenges

Encountered by Thai EFL University Lecturers”.²⁸ This research attempts to explore the teacher’s perception and their implementation on CLT during online classroom due to the pandemic of COVID-19 which had changed the system of teaching learning process in Thailand from face-to-face to online classes. This research employed mixed methods, those are quantitative and qualitative methods. As the results, the teachers perceive that implementing communicative-based learning in online classroom improved classroom interaction, encourage students’ engagement, and motivated students’ self-learning. However, numerous challenges such as lack of students’ discipline and attention, limited knowledge of technology, and problem with the class size were revealed as the obstruction in implementing CLT during online classes.

This previous study also related with current study. The implementation of CLT were revealed as the main topic in both studies. Another similarity was found in the purpose of exploring teachers’ challenges in implementing CLT. The location is different but it is same in country, previous research chosen three public universities in Bangkok as the location and current research will be located in vacation senior high school in Songkhla. Nevertheless, some differences were found in these two studies. Previous study applied mixed method of quantitative and qualitative methods while current study only used qualitative method.

²⁸ Panpistharwee and Suwanarak, “Implementing the CLT Approach in Online Instruction during the COVID-19 Pandemic: Opportunities and Challenges Encountered by Thai EFL University Lecturers.”

Another difference is the participant of the research. Current research takes teacher and student as part of this study while previous research focusing on teachers only.

3. Pitikornpuangpetch, C. & Suwanarak, K (2021) wrote an article that has been published in *LEARN Journal: Language Education and Acquisition Research Network* entitled “Teachers’ Beliefs and Teaching Practices about Communicative Language Teaching (CLT) in a Thai EFL Context”.²⁹ This study investigated the teachers’ beliefs about CLT and their teaching practices in classroom applying CLT. This research used qualitative methods which collect the data by conducting semi-structured interview, classroom observation and fieldnotes. The result of this research indicated that Thai teacher has a strong belief toward CLT principles because it conveyed benefits in terms of improving students’ communicative competence. Nevertheless, the teachers’ practices only adopted some CLT principles. Their teaching practices are affected by several reasons including local teaching context making it not in line with their beliefs regarding CLT principles.

The current research has similarities and differences with previous study. It is about to explore teachers’ practice in implementing CLT. The research method of this previous study is also having similarity with current research. However, the differences of both studies lie in the

²⁹ Pitikornpuangpetch and Suwanarak, “Teachers’ Beliefs and Teaching Practices about Communicative Language Teaching (CLT) in a Thai EFL Context.”

variable of the research. Previous research investigated the teachers' beliefs about Communicative Language Teaching (CLT) while current research investigates the challenge faced by the teacher in implementing CLT. Another difference is the research location.

4. Pimonwan Suphan (2020) from Mahasarakham University wrote a thesis for master degree entitled "Enhancing Speaking Ability of Vocational Students by Using Communicative Language Teaching".³⁰ This research attempts to explore students' speaking ability using communicative language teaching (CLT). Students' attitude toward CLT activities in increasing their speaking ability is also the aim of this research. The participants selected by purposive sampling were 25 vocational college students with mixed ability. The method of this research was classroom action research which prepared two lesson plans based on CLT principles and two cycles of action research. The result indicated that students' speaking ability increased after the implementation of Communicative Language Teaching (CLT) activities. It is determined by the score of pre-test and post-test. Exceedingly, the participants' attitude shows positivity toward the implementation of CLT in improving their speaking ability.

This previous research had similarity and difference with current study. The similarity is to analyze about CLT in enhancing speaking skill of students. However, the method of this previous study is different with

³⁰ Piwonman Suphan, "Enhancing Speaking Ability of Vocational High School Student by Using Communicative Language Teaching" (Thesis, Mahasarakham University, 2020)

current research. Previous research employed classroom action research method while current research uses qualitative method. Another difference is the purpose of the research. Previous study aims to improve students speaking ability by using CLT while current research focused on the implementation of CLT. The research location also has difference.

5. Arrasul, A. R. & Pole, N. H. (2021) from PBI FKIP Univeristas Muhammadiyah Luwuk wrote an article that has been published in *BABASAL English Education Journal* entitled “The Implementation of CLT (Communicative Language Teaching) to Improve Pupils’ Speaking Ability”.³¹ This research has a purpose to investigate the implementation of CLT whether it can improve students’ speaking ability or not. The method used in this research was quasi-experimental research. Pre-test and post-test were needed in this research. Participants of this research consisted of two classes which first class as experimental class consisting of 36 students and second class as control class consisting of 36 students. As the result, improvement of students speaking ability was revealed after implementing Communicative Language Teaching (CLT).

This previous study had similarity and differences with current research. The similarity is to analyze the implementation of CLT in teaching speaking skill. Nevertheless, the difference lies in the method used in both researches. Previous study applied quasi-experimental

³¹ Arrasul and Pole, “The Implementation of Clt (Communicative Language Teaching) To Improve Pupils’ Speaking Ability.”

research which included as quantitative approach while current research applies descriptive qualitative method. The purpose is also different in both studies. Previous study has a purpose to find out whether the implementation of CLT can enhance students' speaking ability or not while current research only focuses on the implementation of CLT in teaching speaking skill. Another difference is the research location.

B. Theoretical Framework

A. Speaking

a. Definition of Speaking

Speaking is a multifaceted construct. It means that we can't define speaking as one meaning that it is interrelated with our daily lives. Thornbury & Slade (2006) highlight this point this complexity come from speaking that being so general in our daily lives.³² So, the appropriate way to define speaking is by its functional, features, and conditions.³³

Seen from its features, speaking can be described as social and multisensory activities involving speech, where the topic of it is unpredictable. As stated in Thornbury & Slade (2006), speaking is social means that it establishes relationship and mutual agreement, preserve and change social identity, and concern about interpersonal

³² Scoot Thornbury and Diana Slade, "Conversation: From Description to Pedagogy," *Cambridge University Press*, (2006)

³³ Situjuh Nazara, "Students' Perception on EFL Speaking Skill Development," *JET (Journal of English Teaching)* 1, no. 1 (2011): 28, <https://doi.org/10.33541/jet.v1i1.50>.

skill.³⁴ This social element can be seen when people meet, exchange greetings, retell experiences, engage in small conversation, and many others because they want to establish a comfortable social zone of interaction.

Viewing from its function, speaking can be described as a path to communicate verbally for interpersonal and somewhat for transactional purposes.³⁵ There is a distinction between interactional and transactional language, where interactional language is used by people in social purposes as mentioned previously and transactional language engages people for service encounter purposes such as ordering food, booking a ticket, and so on.

Based on Conditions when it takes place, Van den Lier (1989) highlighted that usually speaking occurs when people are face to face.³⁶ Speaking typically occurs in small groups involving at least two people. It takes place within shared context, including social, cultural environment, situational and institutional.³⁷

In learning English context, speaking is defined by an intricate skill that embody interactions between speaker and listener. Brown defined speaking as an important skill that has to be mastered by

³⁴ Thornbury and Slade, "Conversation: From Description to Pedagogy,"

³⁵ David Nunan, "Second Language Teaching and Learning", *Boston: Heinle and Heinle Publisher*, (1999); 228

³⁶ Leo van Lier, "Reeling, Writhing, Drawling, Stretching, and Fainting in Coils: Oral Proficiency Interviews as Conversation," *TESOL Quarterly* 23, no. 3 (1989): 489, <https://doi.org/10.2307/3586922>.

³⁷ Scoot Thornbury and Diana Slade, "Conversation: From Description to Pedagogy,"

students, including grammar, pronunciation, vocabulary, fluency, comprehension, and task.³⁸ Speaking skill is also one of the hardest skills that have to be carried out in learning activities. It is considered as hardest skill because there were many problems caused lack of students' speaking ability. Such as lack of confidence, less of vocabulary had by students, even minimum of implementation on speaking at daily live.

b. The Function of Speaking

According to Richards (2008) theory about the function of speaking, there are three functions of speaking, speaking as interaction, speaking as transaction, and speaking as performance.³⁹

1) Speaking as interaction

Speaking as interaction can be defined as its function that has a particularly social function. This type of speaking can be called as interactional conversation because it provides particularly social interaction purposes. It is frequently encountered in our social daily life's interaction, such interpersonal dialogue. Interpersonal dialogue refers to the happening of the exchange message between two people or more who interact with each other directly. It concerned about gesture, words, facial expression or

³⁸ Brown, H. D, *Language Assessment: Principles and Classroom Practices*, New York: Longman, (2004)

³⁹ Jack C Richards, "Teaching Listening and Speaking: From Theory to Practice (RELC Portfolio Series)," *Cambridge University Press*, (2008): 19–24.

others that means of communication. Interactional speaking can be clearly seen when two or more people meet and they exchange greetings and messages, recount current experience, engage in small conversation, and so on. People do interactions because they intend to have a pleasant atmosphere of interaction. The aim point is more focus on the message that want to be presented by the speakers to others. That is interaction.

2) Speaking as transaction

Speaking as transaction refers to the condition which the point is on accomplishing what is said or done rather than merely social interaction. In terms of transaction, there are two types of it. First is the condition where the focus of transaction is only giving and receiving information. For example, students may be engaged in classroom group discussion. This type of transaction usually focuses on meaning and talking their way to understanding. In this case, accuracy may not be a primary as long as the information delivered clearly. Second is the transaction where the focus is on gaining goods or services. For example, when booking a plane ticket at airport, people usually ask the schedule, then the staff will tell the schedule, and book the ticket.

3) Speaking as performance

The third category of speaking is well known by speaking as performance. In terms of performance, it includes speech, public speaking, classroom presentation, public announcement and so on. This type of speaking is rather in the form of monolog than dialog, which means that kind of speaking in the form of monolog can be classified into speaking as performance. Dissimilarly with speaking as interaction and transaction, this kind of speaking pay more attention to the accuracy of language. So, using an appropriate format is important in this category. Speaking as performance is clearly exemplified in sales presentation, school debate, welcome speech, and so on.

c. Aspects of Speaking

Hughes indicates that there are five components of speaking, those are grammar, vocabulary, fluency, comprehension and accuracy⁴⁰

1) Grammar

Grammar is the combination of words that are put together to make a correct sentence.⁴¹ So, when we are studying grammar, it is like we are learning the rules of language. Grammar is very

⁴⁰ Arthur Hughes, "Testing for Language Teacher: Second Edition)", *Cambridge University Press*, (1989): 110.

⁴¹ Penny Ur, "A Course in Language Teaching; Practice and Theory", *Cambridge University Press*, (1996): 75.

significant in speaking. If we talk with someone using a certain language without applying the appropriate rules of formulating good and meaningful sentences of target language, the listener will leave us because they do not understand what we talk about.⁴² So, it is a fact that grammar is essential in maintaining a mutual understanding speaking. Grammar is not only important in writing, but also in speaking to enhance the way for communication.

2) Vocabulary

Vocabulary can be defined as the foundation of language. Penny Ur defines vocabulary as the words we teach in foreign language. She also stated that another component of speaking is needed to be taught in vocabulary such grammar, pronunciation, spelling, collocation, and so on. In short, vocabulary correlates with grammar, pronunciation, and spelling mastery. Vocabulary mastery is considered as the significant factor in building effective communication. Further, mastering much vocabularies will make learner easier to communicate either orally or written.

3) Fluency

Fluency can be defined as a capacity of speaking smoothly and easily which can be heard clearly. When someone speaking is free from long pause, that's also called fluency. As stated in

⁴² Indri Astutik, "Inter-Correlation Among Speaking Components Of The Fourth Semester Students ' Speaking Ability," n.d., 47–55.

Richards, fluency is the condition where the natural language happens with aims and mutual understanding of people, so it can be understood even though there are constraints in delivering the message.⁴³

Fluency becomes the ultimate goal of most language learners in speaking. Because, if students are fluent, it means they are able to communicate well. It needs much time to practice fluency. However, once a learner can speak fluently, he or she will be able to express or convey any ideas, thoughts, or experiences without hesitation or fear of being wrong. The appropriate manner to practice fluency is to practice speaking every day or can be done by script or memorized based on learner's ability.

4) Comprehension

The ability or capacity to understand or conceiving message of speakers is known as comprehension. Someone can be called as lack of comprehension if he or she deviated from the topic being spoken. Thus, comprehension means for speakers is the awareness of conveying the message to the listener in order to prevent miscommunication. Moreover, comprehension relates to listener for the ability to understand the message being communicated by

⁴³ Richards, "Teaching Listening and Speaking: From Theory to Practice (REL C Portfolio Series)."

the speaker. Particularly, comprehension lies on both understanding and responding to speech effectively.

5) Accuracy

The terms of accuracy deal with the validity or correctness of language. As stated in Underhill 1987, that accuracy in speaking is the correctness of using the target language.⁴⁴ Thus, it can be defined as being able to construct a clear sentence with a right word choice, pronunciation, vocabulary, and grammar. As what stated in Anastasya Cendra that accuracy relates with some linguistic factors, such good vocabulary, word diction, grammar and pronunciation of the target language.⁴⁵

d. Competence and Performance on Communication

In the theory of Dell Hymes, Competence on communication introduced a perspective on language use which distinguish the concepts between “Competence” and “Performance” in the context of communication.⁴⁶ This distinction was a reaction of earlier theory by Noam Chomsky which aimed to cover the broader social aspects of language use. Chomsky defined Competence as congenital knowledge of language rules which bring through the production of grammatically

⁴⁴ Nic Underhill, “Testing Spoken Language: A Handbook of Oral Testing Techniques. Testing Spoken Language” *New York: Cambridge University Press* (1987): 96

⁴⁵ Anastasya Cendra and Eric Sulindra, “Speaking Accuracy, Fluency, And Beyond: Indonesian Vocational Students’ Voices.” *LLT Journal: A Journal on Language and Language Teaching*. Vol 25 (2022): 379-394

⁴⁶ Dell Hymes. *Models of the Interaction of Language and Social Life*,. *New York: Holts Rinehart & Winston*, (1972)

correct sentences and Performance as the actual use of language in concrete situations which might be influenced by many factors.⁴⁷ This highlights that effective communication requires more than grammatical knowledge. It needs an understanding of how the function of language in social interactions. In the implication on education, it matters that teaching should focus not only on grammar but also on how language is used in various social context.

e. Factors Affecting Teachers in Teaching Speaking Skill

Penny Ur (2009) explains that there are some factors affecting teacher in teaching speaking skill, the explanation as follows:

1) Inhibition

Speaking is different from writing, reading, and listening activities. The difference relies on the requirement of speaking which requires a real-time level of exposure to the audience. Students are often inhibited from trying to say something in English. These barriers are shyness, fear of criticism, and fear of making mistakes to attract attention when they speak.

2) Nothing to say

Learners complain that they can't explain anything to say, they have no motive to express themselves.

⁴⁷ Noam Chomsky, "Aspects of the Theory of Syntax". *Cambridge, MA: MIT Press*. (1965).

3) Low or uneven participant

In one group Only one participant can speak at one time. this means that each has little time to talk. This problem is exacerbated by the tendency of some students to dominate, while others speak very or not at all.

4) Mother-tongue use

In classrooms where all, or some, learners use the same mother tongue, they are more likely to use it. Because it's easier to be "exposed" and feel unnatural to speak in a foreign language.

f. Strategies in Teaching Speaking Skill

a strategy is a systematic approach applied by language learners to overcome problems or achieve certain goals in language learning.⁴⁸ This strategy involves the use of structured techniques and methods to manage and utilize language information effectively, especially in the context of developing speaking skills. In the context of education, strategies are approaches that teachers use to support students in the learning process.

As mentioned by Penny Ur, Teachers have a variety of approaches they can implement during the teaching process. In

⁴⁸ Brown, H. D. "Principles of Language Learning and Teaching (5th Ed.)." *New York: Longman.* (2007)

speaking classes, there are several strategies that teacher can employ to enhance students' speaking abilities:⁴⁹

1) Using group works

Group work can increase speaking opportunities in limited time and can also reduce barriers for students who do not feel like speaking in front of the class.

2) Activities are based on simple language

In general, the level of language required for discussion should be lower than that used in language intensive learning activities in the same classes. The language used should be easy for the participants to understand, so that they can speak fluently and without hesitation. It is a good idea to teach or review basic vocabulary before starting the activity.

3) Choosing topics and tasks carefully to stimulate interest

In general, the clearer the purpose of the discussion, the more motivated participants will be to participate. When students are provided with appropriate topics and tasks, Students who are able to comprehend one another and possess adequate English proficiency will engage actively and with enthusiasm.

4) Providing guidance or training on discussion skills

To start a group discussion, each group must choose a leader. The leader's job is to make sure all members actively

⁴⁹ Penny Ur, "A Course in Language Teaching; Practice and Theory"

participate and give everyone a fair chance to speak. In the meantime, the leader is also in charge of keeping the discussion focused on the predetermined topic and directing the conversation towards a constructive conclusion. Thus, it is expected that each group member feels comfortable expressing their ideas and opinions, and the group discussion can produce creative solutions.

5) Ensuring learners speak the target language

The implementation of communicative language teaching, where a group member is designated to speak the target language, proved effective in raising participants' awareness of the importance of the target language. Although there were no any sanctions, the presence of these fostered a more purposeful learning environment and motivated the participants to participate actively. The best way to keep students using the target language is to (1) try to model them in the target language and (2) remind them to always use the language. The teacher reminds students to use the target language. In addition, it is also important to monitor students' activities.

From the above theoretical explanation, it can be seen that the strategies of teaching English based on Penny's assertion are five models; using group works, activities are based on simple language, choosing topics and task carefully, providing guidance or training in discussion skills, and ensuring students speak the target language

B. Communicative Language Teaching

A. Definition of CLT

Communicative Language Teaching (CLT) was found out in the late 1960s. It was discovered when the change of tradition of the British language teaching. Realizing that some approaches in that time didn't emphasize the functional and communicative potential of language, they consider the necessity of the focus on communicative proficiency rather than mastery on structure of language.⁵⁰

Communicative Language Teaching (CLT) can be defined as one approach in language teaching that emphasize a communication in theory of language then designed to be an instructional procedure, learning materials, classroom activities and techniques for teachers and also for students.⁵¹ A communicative competence become an ultimate goal in language teaching by using CLT. Therefore, communicative language teaching does not only aim for students' knowledge but also for their speaking ability.

So, Communicative Language Teaching is an approach of teaching a second or foreign language that involves communicative

⁵⁰ Jack C. Richards, and Theodore S. Rodgers, "Approaches and Methods in Language Teaching: Second Edition", *Cambridge University Press*. (2001): 153

⁵¹ Richards, and Rodgers, "Approaches and Methods": 155

activities in order to gain knowledge of students and improve students' speaking ability.

B. Teacher's Role in CLT

According to Richards & Rodgers, teachers have two types of roles in CLT. The first role is teachers as the facilitator between the students' communication activities. The second role is teachers act to be an independent participant within the learning-teaching group.⁵² So, teachers should be ready as the organizer in the process of students' communicative activity and obtain a student-centered classroom as much as possible in order to enhance students' communicative competence. Students also cannot get stop the learning activity as it goes naturally so it can focus on communicative purposes. This should be provided by teachers giving task based on real-life situation and real communication such as role-play, storytelling, group discussions, games, etc. in accordance with this, teachers should not always correct errors when students in speaking because it also helped to motivate students to be more confidence in conveying their ideas through speaking.

C. Students' Role in CLT

Students' role is also significant in Communicative Language Teaching. Richards and Rodgers stated that learner's role more

⁵² Richards, and Rodgers, "Approaches and Methods" : 167

focused on the communication process rather than mastery the linguistic structure.⁵³ As what explained above, Communicative Language Teaching is student-centered approach in which the students in classroom is given more attention. This approach expected students to actively participate in the activities arranged by teachers. In this situation, often there is no text provided, the structure rules are not presented, correction of errors may be infrequent or even may be absent, classroom arrangement is non-standard. Thus, students are expected to primarily active in interaction with each other.

D. Teaching and Learning Activity in CLT

The scale of types and activities in communicative language teaching is limitless. it serves exercises which enables students to obtain the goal of communicative competence.⁵⁴ Moreover, teaching and learning activities should cover the real-life situation and real communication for example role-play and simulation, storytelling, discussion, games, etc. The activities can be simulate to make an account in the bank, book a hotel room, ask for direction (information gap), or they may solve a puzzle together, sharing the information, arrange the story, and telling story.⁵⁵ Furthermore, to make students actively participate in classroom, the teacher should make an activity

⁵³ Richards, and Rodgers, "Approaches and Methods" : 166

⁵⁴ Richards, and Rodgers, "Approaches and Methods" : 165

⁵⁵ Jeremy Harmer, "The Practice of English Language Teaching", *Pearson Educative Limited*. (2007); 69

that involves problem solving activity such information gap.⁵⁶ So it can be assumed that group work practices which include two or more students also foster students to master speaking skill. Moreover, the students are more engaged on the cooperative tasks rather than individualistic tasks in the learning process

E. Procedure of CLT

According to some procedures suggested by Richards and Rodgers, there are several steps of CLT.⁵⁷ At first, the teacher provides a short dialogue to the students or discussion about the situation probably related with students' experiences. Secondly, teacher gives oral practice of each utterance of the dialog. It can be the entire class repetition, half-class, groups, or individuals. After those questions and answer is served related with the dialog. In this section, the question may 5W1H question. Next, the teacher can give some additional questions to the students related to their experience centered along the dialog theme. After that, the teacher can give some additional examples of the communicative use of expression or structure in the dialog. Next, the students make an oral practice for example role-play or simulation in front of the class in pair or group. Besides, other students or the teacher also can give some question about the topic and

⁵⁶ Maryska Firiady, "Communicative Language Teaching Through Speaking Activities Designed in a Textbook," *Language and Language Teaching Journal* 21, no. 1 (1998): 104–13, <https://doi.org/10.24071/llt.2018.210111>.

⁵⁷ Richards, and Rodgers, "Approaches and Methods" : 170-171

the situation. The questions are related to the students' personal experience but still have correlation with the dialogue or topic. The teacher can give additional activities for example games, pair-work, discussion, etc. And the last one, the teacher gives the evaluation of the activity. In this activity, students are expected to be more active in participating the communicative activities rather than the teacher who just become a facilitator of the class.

C. EFL (English as Foreign Language)

a. Definition of EFL

EFL (English as Foreign Language) can be defined as a study of English by people who live in such area which English is not used as daily communication tool or as means of first language communication.⁵⁸ Furthermore, learners have few chances to explore English for communication outside the classroom. Similarly, Harmer described EFL as a situation where learners were learning English in order to use it for communication with other English speaker in the world in which the student might be business people or tourist, further he stated that it might be students who were engaged in short courses conducted in English-speaking country such as USA, Canada, New Zealand, Britain or Australia.⁵⁹ Therefore, in this study, EFL is defined

⁵⁸ Agus Santoso, "Scaffolding an Efl (English As a Foreign Language) 'Effective Writing' Class in a Hybrid Learning Community," 2010, Docotr of Education, Queensland University of Tech.

⁵⁹ Jeremy Harmer, "The Practice of English Language Teaching"; 19

as non-native speakers living in non-native speaking environment and possibly taught by teacher which is non-native speaker of English.

b. EFL Students

According to Santoso, EFL students is learners who live in country where their own language is primarily spoken in daily lives and that these students might be required to learn English for academic purposes, for travelling activities to English-speaking country, and for business purposes. In additional, he also stated that EFL students might only have a few times studying English in a week, have a little opportunity to practice their English outside the classroom, and have little exposure to explore English outside the classroom.⁶⁰

In this study, EFL students is defined as non-native speaker learning English in non-native English area as their academic purposes and taught by non-native English teacher.

⁶⁰ Santoso, "Scaffolding an Efl (English As a Foreign Language) 'Effective Writing' Class in a Hybrid Learning Community.";24

CHAPTER III

RESEARCH METHOD

This chapter provides an overview of the research methodology used in this study. It includes research approach and design, research location, research participant, data collection, data analysis, validity of data and research procedure.

A. Research Approach and Design

In this study, researcher used Qualitative approach methodology. According to J. Gerring, qualitative is used non-comparable observation or observations that pertain to different aspects of a causal or descriptive question.⁶¹ Ary et.al (2010) stated that Qualitative Research is focus on depth of understanding rather than the analysis of numeric data. Qualitative research relies more on inductive approach rather than deductive approach. Further, he stated that qualitative research is more likely to use purposive sampling rather than random sampling. Another characteristic is that qualitative research is more likely to include extensive quotation rather than a statistical report.⁶² Therefore, the result of Qualitative Research is the description of phenomenon, individual, people, or places based on the fact. There are some different types of Qualitative Research Methodology, for example Descriptive Qualitative, Case Study, Action Research, Grounded Theory, etc. Besides, the researcher wants to know the implementation of CLT in teaching speaking

⁶¹ John Gerring, "Qualitative Methods," *Handbook of Research Methods in Corporate Social Responsibility*, (2017); 225–29, <https://doi.org/10.4324/9781315672632-5>.

⁶² Donald Ary, et. al, "Introduction to Research in Education", *Cengage Learning*, (2009).

skill in the classroom so that the researcher used Descriptive Qualitative as the design in this study.

Descriptive Qualitative is also known as Basic Interpretative Study. Descriptive design aims to comprehending the phenomenon using the collected data.⁶³ The data might be collected in several ways such as observation, interview and document review.

B. Research Setting

The Setting of this research was in Santiwit Songkhla Technological College, Thailand. Which is located in Ban Na, Chana District, Songkhla 90130, Thailand. The research location method was carried out purposively, it is called as choosing a research location by considering some reasons of the research area⁶⁴

The researcher chose this school as a location of research based on mini observation done by researcher showing that many students were lack of speaking skill. It is due to several reasons such as lack of vocabulary mastery, less confidence in speaking, even the unsupported environment to practice English every day. So, students need an appropriate treatment to train and improve their speaking skill.

C. Research Subject

The participant in this research consisted of one English teacher in Santiwit Songkhla Technological College as the collaborator. Another

⁶³ Ary, et al. "Introduction to Research in Education"

⁶⁴ Sugiyono, "Metode Penelitian Kualitatif dan Kuantitatif dan RnD", *Bandung: Alfabeta*, (2010).

participant of this research is EFL students of Santiwit Songkhla Technological College which is consisted of 19 students of 9th grade of vocational high school, a totaling 20 participants. The students were selected to participate in this study because the researcher observes the 9th grade students were lack of speaking skill.

D. Data Collection

To collect the data, researcher conduct some data collection techniques, including observation, interview and document review.

1. Observation

Observation is the technique of obtaining open-ended, first-hand information at a research location through people and place observation.⁶⁵

Observation is the basic technique of data collection in qualitative research. This type of data collection may allow researcher to determine what is said actually on the site. Through observation, researcher can also focus on the problem being researched and collect the essential data.

In this study, the researcher employed direct observation to observe how the implementation of CLT in teaching speaking skill on EFL students of Santiwit Songkhla Technological College and to observe the difficulty of the teacher in teaching EFL students.

⁶⁵ John Gerring, "Qualitative Methods,"

2. Interview

According to Donal Ary, et al, interview is defined as basic method for collecting qualitative data which is obtained from people about their opinion, beliefs, and feelings about situations based on their own words p.438. Interview is used to obtain data which cannot be obtained from observation, or it may be used to verify the observation. There are three types of interviews, those are structured interview, semi-structured interview, and unstructured interview.

In this research, the researcher used semi-structured interview. Semi-structured interview is a type of interview in which the questions are formulated but the format or question may be modified during the interview. The researcher used this method of interview because of its flexibility, allowing the adjustment and improvement of questions to guarantee comprehensive and accurate the information obtained. Through this interview, the researcher will gain the data specifically on how the implementation of CLT and the teacher's difficulties in teaching speaking using CLT. This interview supports the crosschecking the validation of collected data and makes sure that the statements of informants reinforce the result of observation.

3. Document review

Document review is a data collection technique that uses documents as proof of the research. It is utilized to gain understanding of

the phenomenon under study. The term of document refers to written, physical or visual material. So, document review can be of written or text-based artifacts such as textbooks, journal, policy statement, etc. or of non-written records such as videotape, audiotape, website images, etc.⁶⁶

Besides of utilizing observation and interview method, the researcher also utilized document review to collect the data in this research. The documents will be selected based on the understanding of how the implementation of CLT in teaching speaking skill on EFL students is, such the lesson plan and material. Another supporting documents also will be selected in this research, such the data of EFL students in the observed class. The collection of these documents is expected to gain more understanding and information of the research and to ensure the validity of the information.

E. Data Analysis

Qualitative data analysis involves organization of information and systematic of review from interview, document review, and observation to be comprehended and explained effectively. There are 3 stages of data analysis, these are⁶⁷:

1. Data Condensation

The first step is data condensation. It can be defined as selecting, concentrating, simplifying, abstraction, or altering data from a wide corpus

⁶⁶ Ary, et al. "Introduction to Research in Education"; 442

⁶⁷ Matthew B. Miles, A. Michael Huberman, Johnny Saldaña, "Qualitative data analysis: a methods sourcebook", *SAGE Publication*: (2014) 30-34

of written field notes of observation, transcript of interviews with participants, document review, and other empirical data or materials. By condensing the data, it allows to enhance the effectiveness of the data.

In this research, the researcher condensed the data gathered from the field notes, participants' interview, and document review. The chosen criteria were based on the implementation of CLT in teaching speaking skill and teacher's difficulty in teaching EFL students.

2. Data Display

The next stage of analyzing the data is called as data display. Data display means an organized and compressed information that allows to conclusion drawing. It is a visual representation of the finding of the research and the result of data analysis. Data display can be presented in several ways, such as diagrams, tables, maps, charts, or visual aid. This stage helps researchers to show or communicate their finding to the audience or reader effectively. It is a crucial component of reporting research that enhance the clarity and accessibility of findings of the research.

In this research, the researcher will display the condensed data that were arranged into notes following the sequence of research question. The data display started with the data or information related to the research objectives, including the implementation of CLT in teaching speaking skill and factors affecting teacher in teaching EFL students.

3. Conclusion Drawing

The last stage of analyzing data is drawing a conclusion. Conclusion drawing is the process of clarifying the data collected during the research. This stage of analysis involves identifying patterns, relationships and insights emerged from the data, and verbalize the ramification and significance of the research findings.

In this research, the conclusion drawing was derived from the data collected in the field. Term of the field here refers to Santiwit Songkhla Technological College, Thailand. The researcher concluded the data of the research by identifying and comparing the result of observation, interview and document review of the research.

F. Validity of Data

Validity is also one of the important parts in developing and evaluating measuring instrument.⁶⁸ According to Robert, Validity refers to the correctness or credibility of a description, conclusion, explanation, interpretation, or other sort of account.⁶⁹ In this research, the researcher used triangulation technique and triangulation source as to test the validity of the data.

Triangulation technique can be defined as determining the absolute data by crosschecking the same data from different technique. The

⁶⁸ Ary, et al. "Introduction to Research in Education"; 225

⁶⁹ Robert Yin. "Qualitative Research from Start to Finish" *New York: The Gulford Press*. (2011): 120

researcher obtained the data from the interview and observation. If the data was different, it means the data was no valid. Otherwise, if the data was same from the observation and the interview, so the data was valid.

Triangulation source can be defined as determining the absolute data by crosschecking the same data from different sources. Term of sources here refers to the informants of interview. After the researcher obtained the data from interview with some informants, then the researcher will crosscheck the collected data. If the data from informant was similar with other informant, so the data was valid.

G. Research Procedure

The researcher divided the stage of research procedure into three stages. These are as follow:

1. Pre-field stage

Pre-field stage is the process that began before the research was implemented, it includes:

- a. Arranging the research plan
- b. Selecting the research location
- c. Managing the agreement
- d. Deciding the participant of the research
- e. Prepare the research instrument

2. Field research stage

Field research stage is the main stage of the implementation of research, it includes:

- a. Apprehend background and objective of research
- b. Enter the research location.
- c. Participate actively in teaching and learning activity and collect data.
- d. Complete the data
- e. Post-field stage

Post-field stage is the stage that began after the research was implemented, it includes:

- a. Analyze data based on the research procedure.
- b. Finishing Agreement of research complete.
- c. Revise the report.

CHAPTER IV

RESEARCH FINDINGS

This chapter presents research findings and a discussion of the research. The finding is the information found in the field, while the discussion is the process of deciding or drawing a conclusion about the topic of this research, which is the morning conversation program. The findings and discussion are explained as follows:

A. Research Findings

1. The Implementation of Communicative Language Teaching (CLT) in Teaching Speaking Skill on EFL students of Santiwit Songkhla Technological College

In this part, the data were collected through Observation, interview, and document review. The researcher divided the implementation of CLT into 3 points, the first one is the goal of the implementation of CLT, the second point is about the material being used in the implementation of CLT, and the last point is about procedure of the implementation of CLT.

- a. The Goal of the Implementation of Communicative Language Teaching (CLT) in Teaching Speaking Skill at EFL Students of Santiwit Songkhla Technological College

From the observation in the class, the researcher found that the implementation of communicative language teaching gave more opportunities for the student to speak English in the class. They had numerous opportunities to communicate in English since they had to do

group discussions consisted of 3-4 students and role –play conversation. Group, pair or entire class discussion will improve the ability of students' oral skill to communicate each other. Further, the researcher also found that the goal of implementation of CLT is to enable students to speak English effectively by developing practical communication in real-life situation, taken from best practice of teacher and students in Santiwit Songkhla Technological College. for example, *"I'd like to reserve two seats to the Galapagos"* since they had to do role-play activities provided by the teacher. They had to make some conversation with their friends. The situations of the conversation were pretending to be at some public areas such airport. this role-play simulation emphasizes students to use authentic language and mimic real-life situation.⁷⁰

Teaching speaking by implementing Communicative Language Teaching especially using Role-play method is one of the interesting ways to do. The goals of implementing CLT in teaching speaking according to English teacher of Santiwit Songkhla Technological College, Miss Rita Afkarina, was:

"The goal that I want to achieve by implementing CLT in teaching English to student is to give them more opportunities to speak English. Because of their limited time to speak English outside the class, so I think it can help the students to have more opportunities to speak English inside the class by using Communicative language teaching. And also, I want to improve my student's confidence to speak English. By giving them many practices in speaking English, I hope it can improve their

⁷⁰ Observation in Songkhla-Thailand, 20th June 2024.

confidence to speak up. So, I think the appropriate approach to teach speaking is CLT.”⁷¹

The teacher said that the objectives of teaching speaking by implementing CLT approach are to give more opportunities for the students to speak English and to improve students' confidence.

It was also supported by the student whom researcher interviewed, she said;

“I think the goal of the teacher is to make us be confidence in speaking English. And also, by using this learning style we get more chances to speak English rather than just listening to the material”⁷²

The second student said:

“I think the purpose of teacher ordering us to do a role-play, to make us communicate effectively. Because by using real-life conversation we can know how conversation in real life look like. So, it makes our practice be effective.”⁷³

As what the teacher said, the students also feel having more chances to speak English and boost their confidence with the implementation of CLT itself.

So, it can be summarized that the goal of the implementation of CLT in teaching speaking skill on EFL students of Santiwit Songkhla Technological College were to give more opportunities for students to

⁷¹ English Teacher, Interview, Songkhla-Thailand, 28th of June 2024

⁷² Student A, Interview, Songkhla-Thailand, 28th of June 2024

⁷³ Student B, Interview, Songkhla-Thailand, 28th of June 2024

speak english, to enable students to communicate effectively by practicing real-life conversation, and to improve students' confidence in speaking english.

b. The Material of the Implementation of Communicative Language Teaching (CLT) in Teaching Speaking Skill on EFL Students of Santiwit Songkhla Technological College

From observations in the class, the material used by the teacher is real-life conversation spesifwically conversation at the airport. in the learning process, the teacher asked the students to do a role-play of the conversation based on real-life situation. The teacher asked the students to do a conversation based on the textbook or they can improve it by their own conversation. The conversation is the common conversation used at the airport. Every group has its scene simulation. The first group has to do a conversation as like people buying a ticket. For example *"I'd like to reserve two seats to the Galapagos"*. The second group has to do a conversation based on the situation while checking in at the airport, for example *"Can I see your ticket and passport please?"* The third group has to do a conversation based on the situation while on the airplane. For example *"would you like something to drink?"* Most of them improved the conversation from the book to their own ideas.⁷⁴

⁷⁴ Observation in Songkhla-Thailand, 21st of June 2024

The material being used is the common conversation on real life situation. It is very useful for them to know what a real-world situation looks like. Many of them never visit an airport, but after role playing based on real life conversation at the airport, they already know how to be in airport looks like.

Based on the interview with the English teacher, the researcher obtained a data about the material being used in the classroom while implementing CLT approach. The teacher said:

“I use the material that is provided by the school book. It is about real-life conversation. I think by practicing real life conversation they can understand what people talk each other in real world. And the theme of today’s section is conversation at the airport. This conversation consists of vocabulary section, grammar section, reading section, writing section and speaking section. But in this time, I emphasize the speaking section. I order the students to have a partner and do the role play based on the conversation available in the book. Either they want to improve it or not, I think it helps them a lot in improving their speaking skill.”⁷⁵

It is also supported by the first student in class, she said:

“The material is about real-life conversation at the airport. And my group get the duty to perform a role-play while buying ticket. My friend and I become the passenger who want to buy a ticket and my other friend become the airport staff who serve us.”⁷⁶

The second student said:

⁷⁵ English Teacher, Interview, Songkhla-Thailand, 28th of June 2024

⁷⁶ Student A, Interview, Songkhla-Thailand, 28th of June 2024

“The teacher gave us a conversation from textbook about being in airport. It is about people who come to the airport and want to have a flight. My group is role-playing while checking in at the airport. My friends become the passenger and I become the security who check their ticket and passport”⁷⁷

The students said that the material was given from textbook and it is about real-life conversation at the airport. And they practice it with their group.

The results of observations and interviews above were also supported by the textbook used by the teacher. In the textbook Unit 1, it provides some examples of conversation at the airport. it is appropriate with the task given by the teacher to the students which to practice about real-life conversation at the airport.⁷⁸

According to observation, interview and document review above, the researcher concluded the material used in the implementation of CLT in teaching speaking on EFL students of Santiwit Songkhla Technological College is role-playing a real-life conversation, particularly conversation at the airport. It encouraged the students to know how English speaker usually talk at the airport such while buying a ticket, checking in and boarding on the airplane.

⁷⁷ Student B, Interview, Songkhla-Thailand, 28th of June 2024

⁷⁸ Santiwit Songkhla Technological College, “Lesson Material”, 21st of June 2024.

c. The Procedure of the Implementation of Communicative Language Teaching (CLT) in Teaching Speaking Skill on EFL Students of Santiwit Songkhla Technological College

In the learning process, the use of Communicative approach is very essential. Because with the application of CLT students do not get knowledge theoretically but also practically. According to the observation in the class, the procedure of the application of CLT is divided by 3 phases. The first phase is briefing phase. In this step, the teacher briefed the students about what they will do in the class. The teacher told students that they will have an activity namely role-play. Further, the teacher also explained the material that is about real-life conversation. After explaining the material, she asked the students to make groups where each group consists of 3 or 4 students. The duty of each group was also explained by the teacher right after splitting the group. The first group has to do a role-play based on a situation while buying a ticket. The second group is based on a situation while checking in at the airport, and the third group is based on a situation while on the airplane. The teacher instructed each student to have a role in conversation, passengers, staff, security, and flight attendant were the example of the roles that each student has to choose. The second phase is performance. In this step, the teacher asked the students to come forward with their group to perform a role-play based on their conversation. They do the role-play well, and talk each other

like they were in a real airport. The first group do the conversation while buying ticket of airplane. Two of them have role as passengers and one of them become the staff who serve them buying a ticket. The second group do the conversation of checking in at the airport. Two of them become the passengers and one of them become the security who check their luggage, and the third group do the conversation while on the airplane. The scene was about the passenger who were confused looking for their seat, and the flight attendant help them to find their seat. After all groups have performed their role-play. Here comes the third steps, which is evaluation. The teacher appreciated the performance of all groups and also evaluate some things from it. The mispronounced word is the frequent mistake done by the students. The teacher corrected it by showing the right way to say and ask the student to repeat the word correctly. The incorrect structure of sentence was also evaluated by the teacher but she said that it doesn't really matter in practicing speaking, because the first important thing is the fluency in speaking.⁷⁹

From the interview with the English teacher, the researcher obtained some explanation about the steps of implementing CLT. She said:

“There are many ways of implementing CLT, and here I utilize the role-play method in teaching the material to the students. The first way to implement role play is briefing the students. I

⁷⁹ Observation in Songkhla-Thailand, 21st of June 2024

explain about the material today that is about real life conversation at the airport. And also I order the students to make a group of 3. Each group has a different conversation scene at the airport. The first group do the role-play of conversation while buying ticket, the second group do the role-play of conversation while checking in, and the third group do the role-play of conversation while on the airplane. After briefing, I give my student time to practice and discuss it first with their team. The next step is the show time. I order each group to come forward to practice the conversation in front of the class. After all groups have performed the role-play, I give some appreciation and evaluation of their performance including their pronunciation, the body language, and many others.”⁸⁰

The researcher also interviewed the students, and she said:

“At the first, the teacher briefed us about the material today. And she explained the activity that we will going to do. She split us into 3 groups and give each group different conversation. After that she give us time to practice it with our group, it is up to us either we want to improve it or not. The next is she asked us to come forward to perform the role-play each group. After all groups have performed, then she gave us some evaluation about our mispronounced word, or even the wrong structure of grammar”⁸¹

The second student said:

“When teacher come to our class, she opened the meeting by praying first. Then, she explained the material that we are going to learn and told us to make a group. After that, she ordered us to discuss with our group about the conversation. Then, we performed the role-play in front of the class. After all the groups had performed, the teacher gave feedback and comments about our performance.”⁸²

⁸⁰ English Teacher, Interview, Songkhla-Thailand, 28th of June 2024

⁸¹ Student A, , Interview, Songkhla-Thailand, 28th of June 2024

⁸² Student B, Interview, Songkhla-Thailand, 28th of June 2024

Based on the observation and interview above, the procedure of the implementation of CLT in teaching speaking skill on EFL students in Santiwit Songkhla Technological College concluded by the researcher was divided into 3 steps. The first step is briefing, including splitting group, explaining the material and rules for the activity, and preparing for the performance. The second step is the performance time. In this step, the students performed the role-playing with their group in front of the class. The last step is evaluation. At last, the teacher provided feedback and correction of the performance of the student.

2. The Challenges Faced by the Teacher in Implementing CLT in Teaching Speaking Skill on EFL students and How These Challenges can be Addressed

a. Students' background

Teaching English especially speaking skill on EFL students has been implemented in most of EFL country. The students' background has become the main challenge faced by the teacher. In observing the class, the researcher found the first challenge faced by the teacher is students' background. The students in Santiwit Songkhla Technological College came from EFL country, Thailand. It means their mother tongue was not English. Sometimes, they were difficult to pronounce an English word, such as "aisle", "airplane", "luggage", etc. it becomes the challenge for the teacher because she has to find an

effective way to make the teaching process must still run but not ignoring the students' difficulty in their pronunciation. In implementing communicative language teaching, the students are expected to communicate fluently. However, the students' nescience on pronouncing the word become the obstacle in communicating fluently. The main factor of this problem simply and solely comes from their environment background which Thai language is their mother tongue not English, so they were difficult to say some tricky words such as "aisle", "luggage", "passenger".⁸³

It is supported by the statement of the teacher in interview, she said:

*"Well, the students' background is the challenge for me in teaching English to them. Sometimes, I have difficulties to make them understand about the material. Moreover, their pronunciation was also difficult to be right in saying. It is because they were unfamiliar with English in their environment, that's why they did not know much about English. It becomes the challenge for me in teaching English especially at Thai students"*⁸⁴

So, from the observation and interview above, it can be concluded that students' background which is EFL students become the challenge for teacher in teaching English. Because EFL students' mother tongue is not English, they felt difficult to speak English. Some words become difficult for them to say it because the spelling and the

⁸³ Observation in Songkhla-Thailand, 22nd of June 2024

⁸⁴ English Teacher, Interview, Songkhla-Thailand, 28th of June 2024

pronunciation of those words were tricky. Thus, it becomes the challenge for the teacher in teaching English on EFL students.

b. Student and Class Condition

The second challenge in teaching EFL students particularly Santiwit Songkhla Technological College students is the student and class condition. Based on the observation done by the researcher, some of students were late getting into the class. Every student in Santiwit Songkhla Technological College had to stay in boarding school. Their dormitory was very close to the school. The building is to the left of the school building. So, when the rest time is started, most of them went back to their dormitory because it is near. It is the reason why they were late getting into the class when the learning time begin. At that time, the teacher was distracted by the students who enter the class while the teaching learning process was running. The teacher had to re-explain the material in the aftermath of the students' lateness. If the teacher didn't re-explain the material, the students would misunderstand about the things said by the teacher because they did not listen it from the beginning. It becomes the challenges of the teacher in teaching students who lived in dormitory close to the school. Whereas, the teacher had reminded them many times about getting into class on time but they always repeat the same mistake.⁸⁵

⁸⁵ Observation in Songkhla-Thailand, 22nd of June 2024

In the interview section, the teacher also said about her challenge in teaching the students regarding the students' condition.

She stated:

“And also, the condition of the students and this school also become the challenge for me. They often come late to my class because they have a rest in their room. Their dormitory was near to the school, which is why they often come late to the class when the lesson time begin after break time. I think it may waste the lesson time if they were late getting into the class because I have to explain back the material from the beginning. It has become the habit of Santiwit Students.”⁸⁶

From the observation and interview above, the researcher conclude that students and class condition also become the challenge for teacher in teaching English on EFL students, particularly Santiwit Songkhla Technological School students. It is caused by their habit that having a rest in their room while break time, as a result they were late coming to the class when the lesson began. It may disturb the teaching process of the teacher because she has to re-explain the material and it is such a waste of time.

c. Lack of Motivation

The lack of students' interest in learning also became the challenge faced by the teacher in teaching EFL student. Teaching English, especially to EFL students, requires the ability to control the emotional aspect of the student and it needs an excessive patience. The

⁸⁶ English Teacher, Interview, Songkhla-Thailand, 28th of June 2024

use of English itself in boarding school should be a normal thing and must be applied every day in this modern era. However, in the place where the researcher took research, he found that English is not applied properly.⁸⁷ Moreover, English is almost not used at all in their life at boarding school except for English lesson time. This is caused by the low of students' motivation to learn English. They also often feel insecure and unsure of their capability in English skills, so the application of English in their daily life is still difficult to implement. Thus, it becomes the next challenge faced by the teacher in teaching English on EFL students.

Like the following interview, the teacher said:

*“The most difficult challenge that I faced is the lack of students' motivation. Sometimes, there are students who said “it is difficult teacher”, “I’m lazy teacher”, and many others. So, I have to be patient in facing their emotional. The obstacle is their mindset is about English is not important in the future, so it makes them unmotivated in learning English.”*⁸⁸

It can be concluded from the observation and interview that another challenge faced by the teacher is the lack of students' motivation in learning English. The informant consider that English is not common thing among the students. As a result, students are less-interested in learning English.

⁸⁷ Observation in Songkhla-Thailand, 22nd of June 2024

⁸⁸ English Teacher, Interview, Songkhla-Thailand, 28th of June 2024

d. Strategies of Teacher in Teaching English on EFL students

Based on the observations and interviews with some English teachers in Santiwit Songkhla Technological College the researcher found several solutions for teacher in facing the difficulties of teaching English on EFL students.

The first solution is choosing the right approach in teaching English. The way teachers choose the approach is different from one another. It depends on the material, skill taught, and the interest of the students. Because there are some approaches suitable for teaching one material but not for other materials, one skill but not for other skills, and the interest of students also become the consideration in choosing the right approach. In the observation done by the researcher, he found that the teacher implemented the Communicative approach.⁸⁹ It is suitable for teaching speaking skill. The material about conversation is also appropriate to be taught by using CLT. The students also show some interest while the teacher implement this approach.

The result of observation above is supported by the statement of the teacher in the interview, teacher RA said:

“The best way to overcome the challenge I faced is making the right decision on what material and method I use for teaching. Because I think if the method used by the teacher is interesting, the students will enjoy the learning process. But if the method is boring, the students also will feel bored and the worst part is they will not listen to our explanation about the material. Yeah,

⁸⁹ Observation in Songkhla-Thailand, 22nd of June 2024

I use CLT approach in order my students not only to be active in the class but also enjoy the fun of learning. The important thing is I believe this approach and method can improve the ability of my students especially speaking skill”⁹⁰

The next solutions to address the challenge faced by the teacher is providing motivational feedback to the students. Based on the observation, the researcher found that giving motivational feedback also become the solutions for the teacher to overcome the challenge faced.⁹¹ The way to provide a motivation to the students is different from one teacher to another. For example, teacher RA motivated her students by telling them that English is very important in the future. It was found that the remarks such as “Good Job” or “Well done” made by the teacher have made the students feel appreciated by the teacher. It happened when the students answered questions from teacher and made a performance of speaking in front of the class. This is what can trigger students to be motivated in learning English.

The teacher said in the interview:

“Related to the lack of students’ motivation in learning English, we as teacher have to push the motivation of them. There are many ways of boosting spirit to the students. Personally, I give them motivation at every beginning of the lesson. I always tell them about how important English in the future is. I don’t want miss the small thing about appreciating them after they answer my question or after they have done some works. I hope it can be a motivation for them to be more interested in learning English.”⁹²

⁹⁰English Teacher, Interview, Songkhla-Thailand, 28th of June 2024

⁹¹ Observation in Songkhla-Thailand, 28th of June 2024

⁹² English Teacher, Interview, Songkhla-Thailand, 28th of June 2024

So, it can be concluded that there are some solutions done by the teacher in facing the challenges of teaching English on EFL students. According to the observation and interview above, the solutions can be summarized into two. The first one is by choosing the right way to teach. Making the decision of the method or approach would be used is essential for the teacher. Because it can decide the students to be interested in learning or not. The second solution is providing motivational feedback. The more motivation feedback gave to the students, the more chances of increasing motivation created.

B. Discussion

In this discussion, the researcher described the data obtained by the researcher from the field and previously presented in the form of data presentation. The following data were as follow:

1. The Implementation of Communicative Language Teaching in teaching speaking skill on EFL students of Santiwit Songkhla Technological College

The result of findings shows that the teacher implemented

- a. The Goal of the Implementation of Communicative Language Teaching (CLT) in Teaching Speaking Skill on EFL students of Santiwit Songkhla Technological College.

The goal of the implementation of CLT in teaching speaking skill on EFL students of Santiwit Songkhla Technological

College such as; first, it encourages students to have more opportunities to speak English in the class. The students will have more chances to communicate by using English if the teacher implement this kind of approach, because the activity of learning employed by the teacher enforced students to speak English. It aligns with the teacher's opinion in the interview, because of the limited time of students to speak English outside the class so she has to make them to speak English more inside the class. This finding was reinforced by the theory of Richards and Rodgers' assertion that in this approach, students have to participate a lot in speaking during the learning process.⁹³

Second, it is easier for students to speak English effectively by emphasizing practical communication based on real-life situation. Developing conversation based on real-life situation will make the students to be effectively communicate English with their friends. This finding was strengthened by the theory of Harmer's who stated that CLT provides real-life situation and real communication for example role-play and simulation, telling story, discussion, presentation, pair-work, information gap, games, etc.⁹⁴

Third, the goal of implementing CLT is to improve students' confidence to speak up in front of the class. Because by giving many practices of speaking, it will make the students be

⁹³ Richards, and Rodgers, "Approaches and Methods"

⁹⁴ Jeremy Harmer, "The Practice of English Language Teaching"

confident and fluent to speak English. It is supported by the statement of the teacher and students interviewed by the researcher who stated the same thing about it.

The goal of implementation of CLT in teaching speaking skill on EFL students of Santiwit Songkhla technological college from the findings and supported by theory could be concluded that; firstly, it provides more opportunities for students to speak or even communicate by using English in the class. Secondly, it made the students to speak English effectively by developing practical communication based on real-life situation. Thirdly, it can improve the students' confidence to speak English.

- b. The material of the implementation of CLT in teaching speaking skill on EFL students of Santiwit Songkhla Technological College

The finding of material of the implementation of CLT in teaching speaking skill on EFL students of Santiwit Songkhla Technological College is real-life conversation. Specifically, the real-life conversation at the airport. This finding is strengthened by the theory of Harmer that CLT is based on real-life situation or real communication.⁹⁵ It is also appropriate for students and suitable with the approach utilized by the teacher, Communicative Language Teaching. The conversation at the airport used in this class was divided into several situation such as buying a ticket,

⁹⁵ Jeremy Harmer, "The Practice of English Language Teaching";

checking in at the airport and getting into the airplane. The conversation was taken from the students' textbook in UNIT 1 and each group got the different situation as mentioned earlier. Additionally, the group may change or improve the conversations by their own idea in order they can express their imagination. Through their imagination, it will make them easier to understand the lesson.

The material in implementing CLT in teaching speaking skill on EFL students of Santiwit Songkhla Technological College from the findings which is taken from the observation crosschecked with interview and document review and reinforced by theory could be concluded that the material was real-life conversation specifically conversation at the airport which includes several situations such as buying a ticket, checking in and getting into the airplane.

c. The Procedure of the Implementation of Communicative Language Teaching in Teaching Speaking Skill on EFL students of Santiwit Songkhla Technological College

Based on findings, the procedure of the implementation of CLT was divided into three phases. First is briefing phase. In this phase, the teacher briefed the students about the material they are going to learn. They discuss the topic and describe the activity of the lesson. The group of students was also formed in this phase and

each group was given different situation of conversation. Some questions and answers about the lesson including material and steps were also delivered in briefing phase. It can be inferred that this phase is the preparation of the main learning process.

Second is performance phase. In this step, the students perform their practice on oral communication. They practice it with their group in front of the class. Each group perform their role-play based on the real-life conversation given by the teacher. In performing the role-play, the teacher did not correct the errors made by students during the activity. Because it can distract the focus of the group if the teacher interrupted the role-play simulation. In this time, students are trained to develop their competency especially in speaking skill including fluency, accuracy, etc.

Third is evaluation phase. The evaluation of the learning activity is done in this section. The teacher evaluated the students' performance including the incorrect pronunciation, mislead of structure, etc. Appreciation on students' effort is not forgettable to be given by the teacher.

In line with this, the theory of Richards and Rodgers also explain the procedure of CLT. the theory was as follow; first, the teacher gives a short dialogue and gives oral practice of each utterance of the dialog is given. It can be the entire class repetition,

half-class, groups, or individuals. Second, the teacher and students discuss about the topic, function, structure, situation, information, etc. Third, the teacher can give some questions to the students related to the dialogue. Fourth, the teacher can give some additional examples of the dialogue of the communicative use or expression or structure. Fifth, the students make an oral practice for example role-play or simulation in front of the class in pair or group. Sixth, the other students or the teacher also can give some question about the topic and the situation. The questions are related to the students' personal experience but still have correlation with the dialogue or topic. Seventh, the teacher can give additional activities for example games, pair- work, discussion, etc. Last, the teacher gives the evaluation of the activity.⁹⁶

In this theory, there are same and different steps of procedure with the findings.

The implementation of Communicative Language Teaching in teaching speaking skill on EFL students of Santiwit Songkhla Technological College from findings which obtained from observation and interview and reinforced by theory could be concluded into three steps. The first step namely briefing or preparation phase where in the findings has been stated and it can be the conclusion of first step until the fourth steps of the theory.

⁹⁶ Richards, and Rodgers, "Approaches and Methods"

The second step is the performance phase which has been mentioned in the findings and it is the same as the sixth step of the theory. Last but not least, the third step is evaluation phase which has been mentioned in the findings and it is the same as the last step of the theory.

2. The Challenges Faced by the Teacher in Implementing CLT in Teaching Speaking Skill on EFL students and How These Challenges can be Addressed

a. Students' Background

The first challenge faced by the teacher in implementing CLT in teaching speaking skill on EFL students was students' background. Students' non-native background present significant challenges for teacher. Requiring teachers to adapt their teaching method to cater to varying learning styles, cultural norms, and prior knowledge. The students of Santiwit Songkhla Technological College came from an EFL country, Thailand. The mother tongue of them is Thai not English, so it is pretty difficult for teacher to teach English to them. Sometimes, they had difficulties in pronouncing the word according to the right pronunciation because they had difference in accent. Thus, it becomes the major problem faced by the teacher.

b. Student and Class Condition

The condition of the place where the teacher implement CLT in teaching speaking skill on EFL students also become the challenge itself. Because the school building was near to the students' dormitory, so the students often came back to their dorm when break time. As a result, it made the students often getting into the class late. It might disturb the teaching learning process that has been started by the teacher. Thus, the condition of the students and class had become the challenge faced by the teacher

c. Lack of Motivation

The lack of students' motivation in learning English is a significant problem faced by the teacher, potentially leading to lower engagement in the classroom and reduced student outcomes. The reason of it can be described by two factors, Extrinsic and Intrinsic factors. Extrinsic factor may come from Lack of resources owned by school. Limited access to necessary materials and technology can hinder effective teaching and reduce motivation of students. Intrinsic factor may come from negative feelings towards teaching. Personal negative attitudes towards teaching can also impact motivation on learning.

d. Strategies of Teacher in teaching EFL Students

In facing the challenges, the teacher has prepared some strategies to address those challenges. The solutions can be

concluded into two. First is choosing the right approach in teaching the students. Approach or method become the influential factor in teaching-learning process. Because one of the success factor of learning process is the approach or method used by the teacher. Second is providing motivational feedback to the students. The lack of students' motivation can be enhanced by providing them some motivational feedback. By implementing this, teacher can create a more motivating and engaging learning environments where students feel supported and empowered to reach their full potential.



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CHAPTER V

CONCLUSION

In this chapter, the researcher elaborated the result of the study. Therefore, this chapter explains the conclusions and suggestions of the research.

C. CONCLUSION

Based on the result of the qualitative research with observation, interview, and document review techniques, the conclusions were as follows;

1. The Implementation of Communicative Language Teaching (CLT) in Teaching Speaking Skill on EFL students of Santiwit Songkhla Technological College.

The goal of Implementation of CLT in teaching speaking skill on EFL students of Santiwit Songkhla Technological College was discovered into three goals. First, it gives more opportunities for the students to speak English inside the class by practicing oral communication. Second, it enable to speak English effectively by developing practical communication base on real-life situation. Third, it improves the students' confidence in speaking English.

The material used by the teacher was real-life conversation especially at the airport which taken from students' textbook. It is divided into three situations; buying a ticket, checking in at the airport, and getting into the airplane. Each group had different situation of conversation.

The procedure of implementing CLT can be concluded into three phases. The first phase is briefing phase including giving short dialogue about the activity, discussing the topic of the lesson, splitting the group, and preparing the role-play by the group. Second is the performance phase. It is the time for the students to perform a role-play based on the real-life conversation at the airport. Third is evaluation phase which involves teacher in giving feedback and comments on the learning process.

2. The Challenges Faced by the Teacher in Implementing CLT in Teaching Speaking Skill on EFL students and How These Challenges can be Addressed

The challenges faced by the teacher can be concluded into three main challenges. First is Students' background which become the obstacle for students in adapting English language into their mother tongue. Second is students and class condition which become the next challenge of the teacher. Students often come late getting into the class because they have their break time in dorm. Third is lack of motivation which become the major problem in the teaching learning process. It can be caused by extrinsic and intrinsic factor. The strategies of teacher in overcoming these challenges were concluded into two solutions. First is choosing the right approach or method in teaching the students. It is the significant factor of the success in learning process. Second solution is providing motivational feedback to the students in order to enhance their motivation in learning and awareness in the importance of English.

D. SUGGESTIONS

Based on the result of the study, the researcher bring out some suggestions. The suggestions were as follows;

1. Headmaster

It is suggested to provide support to teacher in procurement of good quality of learning materials and facilitating the learning process. This support will ensure that the teacher's learning objectives are effectively achieved .

2. Teacher

A major responsibility for teachers is to plan teaching and learning activities efficiently while addressing students' needs to achieve effective educational outcomes. In suggestions, They should also assess and reflect on the use of instructional media, considering aspects such as its format, dimensions, and durability. By doing so, teachers can better support the attainment of learning goals.

3. Other researcher

The researcher would suggest Other researcher to explore the development of the students' speaking skill through the implementation of communicative language teaching. experimental research would be appropriate approach to assess the effectiveness of the implementation of this teaching approach in teaching speaking skill.



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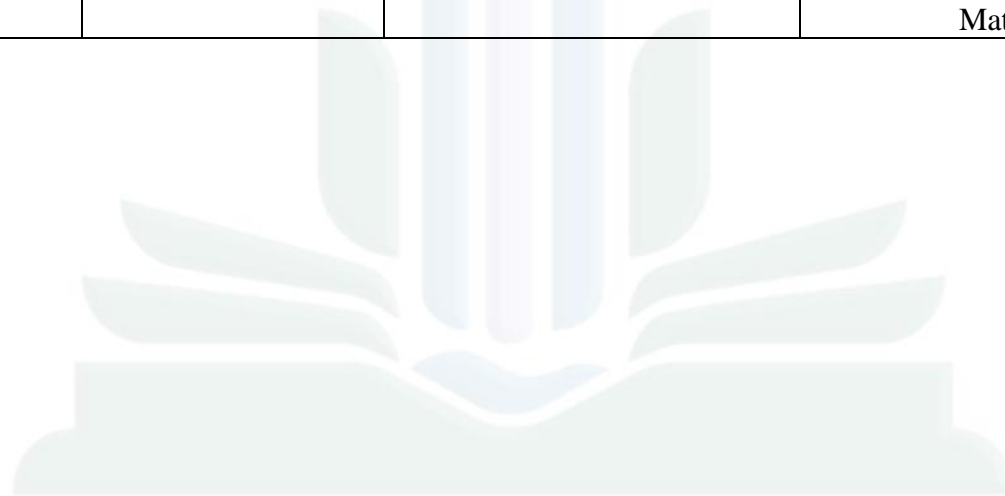
APPENDIXES

Appendix 1 Matrix of Research

MATRIX OF RESEARCH

Tittle	Variables	Indicators	Data Resources	Research Method	RQ
“Exploring Communicative Language Teaching (CLT) in Teaching Speaking Skill on EFL students of Santiwit Songkhla Technological College, Thailand”	A. CLT (Communicative Language Teaching)	<ol style="list-style-type: none"> 1. <i>The Goal of Implementation of CLT</i> 2. <i>The Material of Implementation of CLT</i> 3. <i>The Procedure of Implementation of CLT</i> 	A. Observation <ol style="list-style-type: none"> a. The implementation of CLT at Santiwit Songkhla Technological College, Thailand b. The Challenges faced by the Teacher in Teaching EFL Students 	<ol style="list-style-type: none"> 1. Research Approach : Qualitative 2. Research Design : Descriptive Qualitative 3. Data Collection : <ol style="list-style-type: none"> a. Interview b. Observation c. Document Review 4. Data Analysis : <ol style="list-style-type: none"> a. Data Condensation b. Data display c. Drawing and Verifying conclusion 	<ol style="list-style-type: none"> 1. How is the Implementation of Communicative Language Teaching in Teaching EFL Students of Santiwit Songkhla Technological College, Thailand?
	B. Speaking Skill	<ol style="list-style-type: none"> 1. <i>Definition of Speaking</i> 2. <i>Component of Speaking</i> 3. <i>Types of Speaking</i> 4. <i>Function of Speaking</i> 	B. Observation <ol style="list-style-type: none"> 1. Teacher of Santiwit 		<ol style="list-style-type: none"> 2. What are the challenges Faced by the Teacher in Teaching on EFL students and How

	C. EFL Students	<p>5. <i>Assesment of Speaking</i></p> <p>1. <i>The Challenges of Teacher in Teaching English on EFL students</i></p> <p>2. <i>How can These Challenges be Addressed</i></p>	<p>Songkhla Technological College, Thailand</p> <p>2. Student of Santiwit Songkhla Technological College, Thailand</p> <p>C. Document Review</p> <p>a. Lesson Material</p>	<p>5. Validity of Data:</p> <p>a. Triangulation Technique</p> <p>b. Triangulation Source</p>	<p>These Challenges can be Addressed?</p>
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INSTRUMENT OF INTERVIEW

A. Question for Teacher

1. In teaching speaking subject, why do you use Communicative Language Teaching as an approach, what goals do you want to achieve in implementing the CLT?
2. What material do you use in implementing CLT in teaching speaking?
3. How do you implement CLT? can you explain the procedure of the teaching process?
4. In this case, you teach EFL students. Do you face any difficulties in teaching EFL students while implementing CLT?
5. How do you overcome the difficulty you faced?

B. Question for Students

1. What do you think the goal of the implementation of the approach used by the teacher?
2. What material is given by the teacher?
3. Can you tell how the teacher implements the teaching approach?

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INTERVIEW

A. Interview questions for the teacher

No	Questions	Answer
1.	In Teaching speaking skill, why do you use Communicative Language Teaching as an approach in teaching the students, specifically what goals do you want to achieve in implementing the CLT?	the goal that I want to achieve by implementing CLT in teaching English to student is to give them more opportunities to speak English. Because of their limited time to speak English outside the class, so I think it can help the students to have more opportunities to speak English inside the class by using Communicative language teaching. And also, I want to improve my student's confidence to speak English. By giving them many practices in speaking English, I hope it can improve their confidence to speak up. So, I think the appropriate approach to teach speaking is CLT.
2.	What material do you use in implementing CLT in teaching speaking?	I use the material that is provided by the school book. It is about real-life conversation. I think by practicing real life conversation they can understand what people talk each other in real world. And the theme of today's section is conversation at the hotel. This conversation consists of vocabulary section, grammar section, reading section, writing section and speaking section. But in this time, I emphasize the speaking section. I order the students to have a partner and do the role play based on the conversation available in the book. Either they want to improve it or not, I think it helps them a lot in improving their speaking skill.
3.	How do you implement CLT? can you explain the procedure of it?	There are many ways of implementing CLT, and here I utilize the role-play method in teaching the material to the students. The first way to implement role play is briefing the students. I explain about the material today that is about real-life conversation at the airport. And also, I order the students to make a group of 3. Each group has a different conversation scene at the airport. The first group do the role-play of conversation while buying ticket, the second group do the role-play of conversation while checking in, and the third group do the role-play of conversation while on the airplane. After briefing, I give my student time to practice and discuss it first with their team. The next step is the show time. I order each group to come forward to practice the conversation in front of the class. After all groups have performed the role-play, I give some appreciation and evaluation of their performance including their pronunciation, the body language, and many others.

No	Questions	Answer
4.	<p>in this case, you teach EFL students. Do you face any difficulties in teaching EFL students while implementing CLT?</p>	<p>Well, the students' background is the challenge for me in teaching English to them. Sometimes, I have difficulties to make them understand about the material. Moreover, their pronunciations were also difficult to be right in saying. It is because they were unfamiliar with English in their environment, that's why they did not know much about English. It becomes the challenge for me in teaching English especially at Thai students. And also, the condition of the students and this school also become the challenge for me. They often come late to my class because they have a rest in their room. Their dormitory was near to the school, which is why they often come late to the class when the lesson time begin after break time. I think it may waste the lesson time if they were late getting into the class because I have to explain back the material from the beginning. It has become the habit of Santiwit Students. The most difficult challenge that I faced is the lack of students' motivation. Sometimes, there are students who said "it is difficult teacher", "I'm lazy teacher", and many others. So, I have to be patient in facing their emotional. The obstacle is their mindset is about English is not important in the future, so it makes them unmotivated in learning English</p>
5.	<p>How do you overcome the difficulty you faced?</p>	<p>The best way to overcome the challenge I faced is making the right decision on what material and method I use for teaching. Because I think if the method used by the teacher is interesting, the students will enjoy the learning process. But if the method is boring, the students also will feel bored and the worst part is they will not listen to our explanation about the material. Yeah, I use CLT approach in order my students not only to be active in the class but also enjoy the fun of learning. The important thing is I believe this approach and method can improve the ability of my students especially speaking skill. Related to the lack of students' motivation in learning English, we as teacher have to push the motivation of them. There are many ways of boosting spirit to the students. Personally, I give them motivation at every beginning of the lesson. I always tell them about how important English in the future is. I don't want miss the small thing about appreciating them after they answer my question or after they have done some works. I hope it can be a motivation for them to be more interested in learning English.</p>

B. Interview of the students

No	Questions	Answer
1.	what do you think the goal of the implementation of the approach used by the teacher?	<p>Student A: I think the goal of the teacher is to make us be confidence in speaking English. and also, by using this learning style we get more chances to speak English rather than just listening to the material,</p> <p>Student B: I think the purpose of teacher ordering us to do a role-play, to make us communicate effectively. Because by using real-life conversation we can know how conversation in real life look like. So, it makes our practice be effective</p>
2.	What material is given by the teacher?	<p>Student A: The material is about real-life conversation at the airport. And my group get the duty to perform a roleplay while buying ticket. Me and my friend become the passenger who want to buy a ticket and my other friend become the airport staff who serve us.</p> <p>Student B: The teacher gave us a conversation from textbook about being in airport. It is about people who come to the airport and want to have a flight. My group is role-playing while checking in at the airport. My friends become the passenger and I become the security who check their ticket and passport</p>
3.	Can you tell how the teacher implements the teaching approach?	<p>Student A: At the first, the teacher briefs us about the material today. and she explain the activity that we will do. She split us into 3 groups and give each group different conversation. After that she give us time to practice it with our group, it is up to us either we want to improve it or not. The next is she asked us to come forward to perform the roleplay each group. After all groups have performed, then she gives us some evaluation about our mispronounced word, or even the wrong structure of grammar</p> <p>Student B: When teacher come to our class, she opened the meeting by praying first. Then she explained the material that we are going to learn and told us to make a group. After that, she ordered us to discuss with our group about the conversation. Then, we performed the role-play in front of the class. After all the groups had performed, the teacher gave feedback and comments about our performance</p>

Appendix 4 Documentation



Interview with english teacher (Miss Rita Afkarina)



Interview with student (Hafnan Chewae)



Interview with student B (A-sha Tohraman)



The Teacher brief the student



The student make a group discussion



The student perform the role-play

UNIT ONE

At the airport

Objective:
To understand
foreign people at
the airport and give
service using English

I. Vocabulary Section

How many things can you name from these pictures?



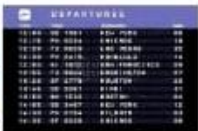
aisle seat
to arrive/arrival
to board
boarding pass
to book(a flight)
to check-in



customs
customs officer
to declare
to depart/departure
departure lounge
duty free
to fly/flight



flight attendant
gate
immigration
to land
luggage
to go straight to
overweight baggage fee



one way ticket
passport
passengers
pilot
plane
to take off
timetable



visa
round trip
runway
safety belt
to sit/seat
security check-point
stopover / layover

Practice I.

Fill in the following paragraph with the vocabulary from above.

Is it the first time you are travelling by _____ (1)? Well if it is so, there are some things you have to know about air travelling.

Depending on the country you are travelling, you will need to get a _____ (3) and a _____ (4) that are permissions to enter those countries. You will also need to _____ (5) your flight in advance to avoid problems in the last moment.

If you have your ticket now, you can start to prepare your _____ (6), for this, it is a good idea to know what clothes you should bring and put only the necessary items.

At the airport, the first thing to do is going to the _____ (7) in order to confirm that your documents are fine, leave your baggage and go through _____ (8) to show your boarding pass and finally you should go and wait for your departure at the _____ (9). Finally you can _____ (10) the plane and enjoy your trip.

English phrases used at the airport.

1) **Buying a ticket**

A: I'd like to reserve two seats to the Galapagos.

B: Will that be one way or round trip?

A: How much is a round trip ticket?

B: It's \$819. Will you pay by check or by credit card?

A: Here's my Visa Card. Can we get an aisle seat please?

B: You can choose your seat when you check in.

2) **Checking In**

A: Can I see your ticket and passport, please?

B: Here they are. Can we get one seat near the aisle?

A: Yes, that's no problem. You're in seats 27B and 27C.

B: Thanks. Where do we go next?

A: Go to Gate A8, straight ahead then turn left.

3) **On the Airplane**

A: Would you like something to drink?

B: Could I have Coke with no ice?

A: Here you are. Please fill out this form before the plane lands.

B: What is this form for?

A: It's a Customs and Immigration form. You will use that in the airport before you can enter the country.

A: Can I have a pillow? / a blanket? a pair of headphones? / a headset? some extra napkins?

B: Certainly. I will bring it/them right away.

4) The Arrival

A: Thank you for flying East West Airlines!

B: I had a good trip. Thanks for your help.

A: It was our pleasure and we hope to see you again.

5) Getting through Customs

A: Do you have anything to declare?

B: I just have one bottle of wine. It's a gift for my friend.

A: How much wine is in the bottle?

B: It contains 750ml.

A: That's fine. Have a nice stay.

A: Do you have anything to declare?

B: No, nothing. Only my personal items.

A: Please hand me the customs operation form.

B: Here it is.

6) Getting your luggage

A: At which carousel will our luggage be?

B: At number 5, over there.

A: Great! I'll get a cart right away.

B: Be sure you have your luggage ticket.

A: Yes, it is right here attached to my plane ticket.

7) Going through Immigration

A: What's in the small bag?

B: I have a laptop computer and some books.

A: Could you open it please and turn on your computer.

B: Sure. It will take a few moments to boot up.

A: Okay, everything seems okay. You can go.

8) Getting out

A: Excuse me, where can I get a taxi?

B: Go down to the end of the hall and the taxis are waiting just outside.

A: Thank you!

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Appendix 6 Lesson Plan

LESSON PLAN

Name of School : Santiwit STC
Lesson Subject : English
Class : 12
Main Material : **Conversations**
Time Management : 12 meetings @40 Menit

A. Goal of Learning

After following all the learning process, learners are expected to be able:

- Imitating some words about verb which correlate with situation that happens now
- Identifying the social functions, text structure, and language aspect in short transactional interaction text about situation that happens now
- Having more chances on speaking the target language inside the class
- Making a story about situation based on theme about real-life situation and correctly in usage context

B. Media and Learning Source








Media: Worksheet

Learning Source: Lesson Material on English Textbook

C. Procedure of Learning Process

Pre- Activity(15 Menit)	
Open the teaching learning with greeting and praying to start the lesson and check the absence of students.	
Connect the material/theme/activity of learning with students' experience and giving some questions to remind and connect the previous study.	
Explaining things those are going to be learned.	
Kegiatan Inti (90 Menit)	
Splitting group	Students are divided into groups consisted of 3-4 students and give each group different conversation based on textbook
Group Discussion	Teacher gives time for group to make a group discussion and discuss about the conversation they are going to perform and order them to develop the conversation provided by textbook
Performance	Each group is called to perform the role-play of conversation
Kegiatan Penutup (15 Menit)	
Teacher gives some evaluations on students' performance by providing some feedback and comments	
Teacher takes some conclusion on important points of the activities.	

RESEARCH JOURNAL

No.	Date of Time	Activity	Notes
1.	June 14, 2024	The researcher asked permission to conduct a research	
2.	June 20th, 2024	The researcher conducted an observation about the teaching and learning process	
3.	June 21st, 2024	The researcher conducted an observation about the teaching and learning process	
4.	June 22nd, 2024	The researcher conducted an observation about the challenges faced by the teacher	
5.	June 28th, 2024	The researcher conducted an interview with the teacher and students	
6.	June 29th, 2024	The researcher asked the file of lesson materials	
7.	July 13th, 2024	The researcher take the letter of research completion	

Thailand, 13 Juli 2024

Direktur Santiwit Songhkla Technological College Thailand


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Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

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State that thesis entitled **“Exploring Communicative Language Teaching (CLT) in Teaching Speaking Skill on EFL students of Santiwit Songkhla Technological College”** is truly my own work. It does not include any writings or publications that have already been authored or published by another individual, except for those cited in the quotation and bibliography. I am the only person who will be responsible, if anyone objected.

Jember, 20 May 2025

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