

**COMMUNICATIVE LANGUAGE TEACHING (CLT) IN  
TEACHING LISTENING TO THE EIGHT GRADE STUDENTS  
OF BILINGUAL PROGRAM AT SMP N 2 PONOROGO IN  
ACADEMIC YEAR 2013/2014**

**THESIS**



By

**ADHAN KHOLIS**

NIM : 210910028

**FACULTY OF EDUCATION  
ENGLISH EDUCATION DEPARTMENT  
STATE ISLAMIC COLLEGE OF PONOROGO  
STAIN PONOROGO**

**2014**

### ABSTRACT

**Kholis, Adhan. 2014.** Communicative Language Teaching (CLT) in Teaching Listening to the Eight Grade Students of Bilingual Program at SMP N 2 Ponorogo in Academic Year 2013/2014. Thesis, English Education Department, Tarbiyah Faculty, State Islamic College of Ponorogo (STAIN Ponorogo), Advisor 1 Dr. Hj. Siti Maryam Yusuf, M.Ag, Advisor 2 Winantu K. S. A., M. Hum.

**Keywords:** Teaching, Listening, Teaching Listening, Communicative Language Teaching (CLT)

Basically, teaching is very important in educational system. It plays important role in which an interaction between teacher and the students in the classroom. Indeed, listening is one of four basic competences in English, which has their own functions. At the reality, teaching and learning listening in the classroom is still far of expectation. Most of students still have low background knowledge and low intrinsic motivation, so that they are confused in listening activities and don't focus and concentrate on the lesson. It is very important to increase and develop the teacher's teaching in listening in order to the students are motivated in their learning. Thus, the writer chooses Communicative Language Teaching (CLT) to overcome those problems.

Furthermore, Communicative Language Teaching (CLT) can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom.

This research formulated the problems as follows: (1) How is the implementation of CLT in teaching listening? (2) What are the problems and teacher's efforts to overcome the problems in the using of CLT in teaching listening?. This research used qualitative descriptive research approach as the way to collect the data, and it's conducted in the eight grade students of bilingual program at SMP N 2 Ponorogo in academic year 2013/2014. The data in this research was collected through interview and documentation.

The writer concluded teaching listening steps as follows: (1) lead-in (2) teacher directs comprehension task (3) students listen for task (4) teacher gives the feedback (5) students listen sound again (6) teacher directs text-related task. The problems and teacher's efforts in the using of communicative teaching were the low students' background knowledge and teacher gave exploration to guide the students' mind in order to easy to understand the text, teacher was demanded to use English language as much as possible and teacher studied speaking and lesson plan, the students' answers was orally and teacher gave some clues to persuade the students try to answer the questions correctly by explaining the word, and students' participation

in listening activities was less and teacher tried to make the situation and condition in listening activities became enjoyable and meaningful.

## **CHAPTER I INTRODUCTION**

### **A. Background of the Study**

Listening is basic skill for different learning processes. It is an active behaviour in contrast to reading which is just a receiving of sound waves.<sup>1</sup>

Listening provided the basis for learning process in English course. Its also different with reading because activities that learners do in reading is just reading and understanding text. While, listening only received of sound.

There are three basic steps listening involves: hearing, understanding, and judging.<sup>2</sup> Firstly, the listeners hear the sound waves. Then, they understand about the content of the texts, and interpret what they have heard.

According to Alice, studies indicate that listeners take in raw speech and hold an image of it in short-term memory. Then they try to organize that image into its constituents, identifying both their content and their function of purpose.<sup>3</sup> The listeners try to remember the idea first in order to get sense in

---

<sup>1</sup>Susanne Flohr, Teaching Listening and Speaking, (Germany: GRIN Verlag, 2006), 3. <http://www.grin.com/en/e-book/142928/teaching-listening-and-speaking.com>. Accessed on May 21, 2014.

<sup>2</sup>Ibid.

<sup>3</sup> Alice Omagio Hadley, Teaching Language in Context: 2nd edition, (Massachusetts: Heinle & Heinle Publishers, 1993), 169.

listening activities. Then, they identify the content of the texts and try to write down the answer to the notes.

On the other hands, there are two important processes involved the top-down and bottom-up processes. Both of them have difference in processing information when the listeners hear the sound. The top-down means using our prior knowledge and experiences; the listeners know certain things about certain topics and situations and use that information to understand. Bottom-up processing means using the information we have about sounds, word meanings, and discourse markers like first, then and after that to assemble our understanding of what we read or hear one step at a time.<sup>4</sup>

Develop English ability is very important. The one ways to develop it through teaching and learning process. Teaching and learning process that is oriented for achieving certain students' competence should pay attention to the students need. Teaching and learning process using to help students understand English well and have ability to use English. Listening is one of English language skills that should be learnt first in learning. The students must comprehend it before studying the other skills such as speaking, reading, and writing, because listening is essential in English language. If the students would know English language well, they should comprehend listening well.

---

<sup>4</sup>Steven Brown, Teaching Listening, (New York: Cambridge University Press, 2006), 2.

Listening comprehension must be conducted by teaching in the classroom. Teacher must has great idea when they teach listening in the classroom in order to improve their teaching in the class. Teaching also must be meaningful to increase the students' interest in the classroom. Teacher and students should have good interaction in order to their teaching and learning process become enjoyable. Many steps that teachers do to teach listening in the classroom such as pre-listening, while-listening, and post listening.

Pre-listening means that the teacher makes the students aware of a situation and activates their prior knowledge. While-listening means that the teacher gives the students visual support or guiding questions beforehand. Post-listening is the stage where the students become active and work with what they had heard.<sup>5</sup>In pre-listening, teacher made sure the students toward the text that will be listened from the record. Then, teacher lead the questions and gave some examples related to the topic. In post-listening, the students listen sound and understand what they have heard.

In some case, the lesson provided for a preliminary stage whenteachers prepared learners for the listening exercise and for a finalstage during which the listening experience was reviewed.<sup>6</sup>Before listening activities was started, teacher gives the material to the students when teacher sets them for listening.

---

<sup>5</sup>Susanne Flohr, Teaching Listening and Speaking, 4.

<sup>6</sup> John Field, Listening in the Language Classroom, (Cambridge: Cambridge University Press, 2008), 13.

Teacher guides and leads the questions based on the material that will be learnt by the students.

During prelistening, teachers traditionally presented the new items of vocabulary that learners were about to encounter in the recording. In postlistening, they checked the answers to comprehension questions and explored the language of the recording.<sup>7</sup> Teacher and students discuss new vocabulary related to the text in order to the students easy to understand the content of the text. In the last of listening activities, the students check their answer.

In fact, in listening comprehension some listeners found difficulty when they listen the sound. Nunan suggest that there are four clusters of factors which can affect the difficulty of oral language tasks: these relate to the speaker (how many there are, how quickly they speak, what types of accent they have); the listener (the role of the listener – whether a participant or eavesdropper, the level of response required, the individual interest in the subject); the content (grammar, vocabulary, information structure, background knowledge assumed); support (whether there are pictures, diagrams, or other visual aids to support the text).<sup>8</sup> In this case, listening is influenced by some aspects. Firstly, its caused by the speaker. Sometimes the speaker spoke too fast. Secondly, listening is based on the role of listener. The listeners are from

---

<sup>7</sup>Ibid.

<sup>8</sup> David Nunan, *Language Teaching Methodology: A Textbook for Teachers*, (United Kingdom: Prentice Hall International Ltd, 1991), 24.

different levels. They have different competence each others when they caught and comprehend the content of the text. Indeed, the students have lack of participation in listening activities. Some students are bored with listening because they didn't interestwith the subject. Thirdly, the substance of the listening's text is too complex that contents are various kinds such as grammar, vocabulary, etc which caused the students are difficult to comprehend it. Fourth, the text also doesn't give someclues such as a pictures that can encouragedthe students are easy to answer the questions.

In the eight class of bilingual classroom, sometimes teacher gets difficulty in teaching listening. Some listening activities in the class make pupils up, make them move about, create movement or noise and sometimes make them bored and don't concentrate on the lesson.<sup>9</sup>The students get tired when they do listening activities because of receiving voice or sound for a long time. The students also obtain difficulty when they answered the questions related to the text because of low background knowledge, so that they cheat each others to get right answers. Most of them still confused toward the questions that given by teacher. During the lesson, the students are often doing the other activities that can makes the learning becomes not effective and noisy. When teacher offered them to open the page of material from English lesson book, the students don't know the page of material, so they still ask to others. They don't

---

<sup>9</sup>Wendy A Scott and Lisbeth H. Ytreberg, Teaching English to Children,(New York:Logman, 1992), 22.

focus and concentrate toward the lesson. Indeed, they don't know what the content of the text. The students often found the difficult words from the text, so they are confused to understand the meaning. On the other hand, the students have low intrinsic motivation to study English lesson, especially in learning listening. Its also caused by lack of motivation that given by teacher in classroom, so the students became bored and don't concentrate in listening activities. Therefore, teacher must consider how best he can motivate the students to listen confidently and what are the best strategies or method to help them achieve sound listening skills and concentrate on the lesson.

Teacher must use some approaches and methods in teaching listening skill to help the students to concentrate on the lesson and understand the text. There are also some approaches and methods that helped teacher to teach listening more comfortable.

Communicative Language Teaching (CLT) is one of the approach. Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom.<sup>10</sup> In the classroom, teacher and students try to interact each others, makes good interaction in order to their teaching and learning process become meaningful. Teacher also facilitates students

---

<sup>10</sup>Jack C. Ricard, *Communicative Language Teaching Today*,(New York: Cambridge University Press, 2006), 2.

when they do listening activities by giving feedback to students when listening activities was done. Teacher used approach in teaching listening by giving the motivation before listening activities, explaining the objectives of study, and so on.

Communicative language teaching is an approach and a philosophical orientation that connects classroom-based language learning with the language that the learners need in order to communicate outside of the classroom.<sup>11</sup>In CLT, teaching is connected with student's language experience in their daily life when they are talking with others outside of the classroom, so the students are easy to study in the classroom.

Communicative Language Teaching (CLT) refers to both processes and goals in classroom learning.<sup>12</sup> In classroom activities, the students and teacher conduct teaching and learning process to rise the objectives of learning. They interact each others, making decision in order to get value of the learning process.

Communicative approach is based on the premise that what we do in the classroom should have some real-life communicative value. Real-life listening is integrated into such an approach.<sup>13</sup>The output its approach is that the

---

<sup>11</sup>Caroline T. Linse, *Practical English Language Teaching: Young Learners*, (New York: McGraw Hill, 2005), 56.

<sup>12</sup> Sandra J. Savignon, *Interpreting Communicative Language Teaching: Contexts and Concerns In Teacher Education*, (London: Yale University Press, 2002), 1.

<sup>13</sup> John Flowerdew & Lindsay Miller, *Second Language Listening: Theory and Practice*, (New York: Cambridge University Press, 2005), 12.

students can communicate with others in real-life. They can use their own language in different situation. For instance, outside class they can use their own language with others. They practice to talk, chat, sharing, and so on.

Communicative approach brings the “implications” of communication to language teaching. These implications have to do with a wider perspective on language and on language learning. The communicative approach looks at what people do with language and how they respond to what they hear.<sup>14</sup>In communicative teaching, the students should be active and give contribution in learning process. In listening activities, the students hear and respond what the speaker intention.

Communicative language teaching aims broadly to apply the theoretical perspective of the communicative approach by making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication.<sup>15</sup>In this case, communicative competence is the purpose to increase the students' communication and language teaching in the classroom, easily in listening comprehension. Students try to integrate between listening and speaking in listening activities.

Communicative language teaching created a great deal of enthusiasm and excitement when it first appeared as a new approach to language teaching in

---

<sup>14</sup>Ibid.

<sup>15</sup> Diane Larsen Freeman, *Techniques and Principles in Language Teaching*, (New York: Oxford University Press, 2000), 121.

the 1970s and 1980s, and language teachers and teaching institutions all around the world soon began to rethink their teaching, syllabuses, and classroom materials.<sup>16</sup> Communicative approach made and built the students' interest when this approach was introduced in language teaching. In learning, teacher thinks how to teach well in class by making lesson plan that based on syllabus. Teacher also makes materials that must be appropriated by syllabus. Another characteristic of the communicative approach is the use of authentic materials. Its considered desirable to give students an opportunity to develop strategies for understanding language as it is actually used by native speakers.<sup>17</sup> In listening, teacher uses some language materials authentic to native speaker from other sources. It made the students have chance to understand English language easily and they can imitate the right speech from the native speaker.

In addition, if students hear only unnatural language in the classroom, their first experience of hearing authentic spoken English in the real world can be demoralizing.<sup>18</sup> Students are lack of experience if they just received unnatural material. So, teacher chose the appropriate materials that it based on the students needed in class related to authentic materials.

---

<sup>16</sup>Jack C. Ricard, *Communicative Language Teaching Today*, 9.

<sup>17</sup> Diane Larsen Freeman, *Techniques and Principles in Language Teaching*, 129.

<sup>18</sup> Tricia Hedge, *Teaching and Learning in the Language Classroom*, (New York: Oxford University Press, 2006), 67.

Zekariya emphasizes that “CLT approach features low profile teacher roles, frequent pair work or small group problem solving, students responding to authentic samples of English, extended exchanges on high interest topics, and the integration of the four basic skills, namely speaking, listening, reading, and writing”.<sup>19</sup>Based on this statement, in CLT approach, teacher has less roles. Teacher is demanded to use English language as much as possible when they give instruction to the students in teaching and learning process.Indeed, the students’ learning is combined by pair work or group to face the assignments. The students are also given the authentic material andthey used the four basic skills.

Based on all the explanations above, the writer would like to explain more about Communicative Language Teaching (CLT) in teaching listening. CLT makes students became active in their learning process. In addition, students enjoy whendoing the listening activities. They are motivated in teaching and learning process. The writer choose CLT in teaching listening because CLT is used by teacher in teaching learning process, especially in teaching listening. The writer describes CLT in teaching listening. Teaching listening must be connected by communicative approach, in order to the students not become bored and passive in their listening activities in the class. The situation of listening activities become enjoyable by giving motivation, feedback, etc. The

---

<sup>19</sup>Zekariya Ozsevik, “The Use Of Communicative Language Teaching (CLT): *Turkish EFL Teacher’s Perceiced Difficulties In Implementing CLT In Turkey*, “ (Thesis, University of Illinois, Urbana, 2010), 44. [http://www.ideals.illinois.edu/ozsevik\\_zakariya.pdf](http://www.ideals.illinois.edu/ozsevik_zakariya.pdf). Accessed on April 29, 2014).

object of this study is the eight grade students of SMP N 2 Ponorogo. The writer choose SMP N 2 Ponorogo, because the eight class of bilingual teacher used CLT when teaching listening. So that, the writer is interested to give this research with the title “**Communicative Language Teaching (CLT) in Teaching Listening to the Eight Grade Students of Bilingual Program at SMP N 2 Ponorogo in Academic Year 2013/2014**”.

## **B. Research Focus**

This study is focused on the using of Communicative Language Teaching (CLT) in Teaching Listening to the Eight Grade Students of Bilingual Program at SMP N 2 Ponorogo, especially about:

1. The implementation of Communicative Language Teaching (CLT) in teaching listening to the eight grade students of bilingual program at SMP N 2 Ponorogo in academic year 2013/2014.
2. The problems and teacher's efforts to overcome the problems in the using of Communicative Language Teaching (CLT) in teaching listening to the eight grade students of bilingual Program at SMP N 2 Ponorogo in academic year 2013/2014.

## **C. Statement of the Problems**

Based on the background of the study, the writer investigates the specific problems as follows:

1. How is the implementation of Communicative Language Teaching (CLT) in teaching listening to the eight grade students of bilingual program at SMP N 2 Ponorogo in academic year 2013/2014.
2. What are the problems and teacher's efforts to overcome the problems in the using of Communicative Language Teaching (CLT) to the eight grade students of bilingual Program at SMP N 2 Ponorogo in academic year 2013/2014.

#### **D. Objectives of the study**

1. To describe the implementation of Communicative Language Teaching (CLT) in teaching listening to the eight grade students of bilingual program at SMP N 2 Ponorogo in academic year 2013/2014.
2. To explore the problems and teacher's efforts to overcome the problems in the using of Communicative Language Teaching (CLT) to the eight grade students of bilingual program at SMP N 2 Ponorogo in academic year 2013/2014.

#### **E. Significances of the study**

The result of this study is expected to be beneficial for:

1. Theoretically

The result of the research can be used as the reference for those who want to conduct a research in teaching listening using Communicative Language Teaching (CLT).

## 2. Practically

The result of this research is expected to be beneficial for:

### a. The Students

This research is expected to the students, particularly they comprehend the spoken text in listening activities by using Communicative Language Teaching (CLT) easily.

### b. The Teacher

The writer hopes that the result of this study increases the teacher's teaching skill, especially in teaching listening by using Communicative Language Teaching (CLT).

### c. The Other Researchers

This research is expected to give knowledge to others in order to explore the other researcher related to Communicative Language Teaching (CLT).

## **F. Research Methodology**

### **1. Research Design**

Research designs are plans and the procedures for research that span the decisions from broad assumptions to detailed methods of data

collection and analysis.<sup>20</sup>The writer makes planning and procedures to conduct the research to get data from some sources.

There are three types of research designs such as qualitative, quantitative, and mixed methods.<sup>21</sup>In this research, the writer applied qualitative descriptive as a research design. The writer explored the phenomena more by describing it.

Descriptive research often illustrates a relevant but nonquantified topic involving a well-focused research questions.<sup>22</sup>Descriptive research didn't measure and quantify the topic, but described the phenomena of something that taken from some sources.

The purpose of descriptive research is to generate knowledge that describes something – the opinion of an identified group.<sup>23</sup>In this research, the writer described CLT in teaching listening.

The descriptive approach to qualitative research is useful when researchers want to undertake a study which utilises the principles of qualitative research design to explore situations but do not identify a clear theoretical focus found in other approaches to qualitative

---

<sup>20</sup> John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, (California: SAGE Publications, Inc, 2009), 3.

<sup>21</sup> *Ibid.*

<sup>22</sup> Elaine R. Monsen and Linda Van Hom, *Research Successful Approach*, (United States of America: American Dietetic Association, 2008), 5.

<sup>23</sup> William L. Goodwin & Laura D Goodwin, *Understanding Quantitative and Qualitative Research in Early Childhood Education*, (New York: Teachers College Press, 1996), 33.

research.<sup>24</sup>The writer used the descriptive approach because the writer just describes CLT.

Qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem.<sup>25</sup>

In this case, qualitative research is used to understand about the social or human life either individuals or groups.

Qualitative research is an umbrella term for a wide variety of approaches to and methods for the study of natural social life.<sup>26</sup>

Qualitative research is seen as a approach or method to know about the nature of social.

Qualitative is a field of inquiry in its own right. It crosscuts disciplines, fields, and subject matter. Qualitative research also defined as multimethod in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative research study thing in their natural setting, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them. Qualitative research involves the studied use and a collection of a variety of empirical materials-case study, personal experience, introspective, live story, and interview, observational, historical, interactional and visual texts-that describe routine and problematic moments and meanings in individuals' lives.<sup>27</sup>

---

<sup>24</sup> Collette Clifford, *Nursing and Health Care Research: A Skills-based Introduction*, (New York: Routledge, 2013), 79.

<sup>25</sup> John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 4.

<sup>26</sup> Johnny Saldana, *Fundamentals of Qualitative Research: Understanding Qualitative Research*, (New York: Oxford University Press, 2011), 3.

<sup>27</sup> Norman K. Denzin & Yvonna S. Lincoln, *Handbook of Qualitative Research*, (California: SAGE Publications Inc, 1994), 1-2.

Qualitative is a process of research to discover the facts about something that has happened. Qualitative research is also a natural approach to interpret something. It means that qualitative research discusses something that consists of phenomena, making something can be understood, and interpreting in the last process of research. Indeed, qualitative research is research that uses collecting data from sources such as people's experiences and individual's life. Qualitative uses interview, observational, and deep interaction between the researcher and informant to get the data.

From the statement above, qualitative is seen as an approach to conduct research by using processes, methods of inquiry that interpret the phenomena of something in the world. It also involves the collection of data from some sources, someone's experience, interview, observational, etc.

The goal of qualitative descriptive studies is a comprehensive summarization, in everyday terms, of specific events experienced by individuals or groups of individuals.<sup>28</sup> The writer gets knowledge from the teacher. The writer wants to present the brief of research result and try to give the meaningful research.

---

<sup>28</sup>Vickie A. Lambert & Clinton E. Lambert. Qualitative Descriptive Research: An Acceptable Design. *Journal of Nursing Research*, (online), Jilid 16, No.4 Tahun 2012. <http://www.tci-thaijo.org>, Accessed on April 29, 2014).

Sandelowski in Vickie states that qualitative descriptive research should be seen as a categorical, as opposed to a non-categorical, alternative for inquiry; is less interpretive than an 'interpretive description' approach because it does not require the researcher to move as far from or into the data; and, does not require a conceptual or highly abstract rendering of the data, compared to other qualitative designs.<sup>29</sup> In this statement, qualitative descriptive research is seen as the way to determine the object. It is also used for investigation information that taken from data. In research, the writer described the data deeply in order to the data became clearly and more detail.

According to the explanations above, the writer concluded that qualitative descriptive research is a kind of research which is conducted by the researcher to describe something more detail than quantify the data and it emphasized on the direct communication between the researchers and the research object in the process of collecting data.

## **2. Researcher Role**

In Gold's classic typology of naturalistic research roles outlined four modes through which observers may gather data: the complete participant, the participant-as-observer, the observer-as-participant,

---

<sup>29</sup>Ibid.

and the complete observer.<sup>30</sup> In this case, in qualitative research, the researcher has four roles. Firstly, the researcher chose and decided the informant. Secondly, the participant as observer. It means that the participant also observed the subject. Thirdly, the researcher observes their subjects when they conduct interviews. The last, the researcher removed from their setting in order to easy to complete their research. The researcher observes without participating.

In this research, the writer is a key instrument, as the full observer and asa data collector, while other instruments support the data.

### **3. Research Setting**

This study taken place in SMP N 2 Ponorogo. It located at Jl. Jendral Basuki Rachmad No. 44 Ponorogo. Some reasons in selecting the place are:

- a. English is taught to the students of SMP N 2 Ponorogo.
- b. The place of the research is reachable;
- c. Comunicative Language Teaching (CLT) is frequently applied in teaching listening to the eight grade students of bilingual program at SMP N 2 Ponorogo in academic year 2013/2014.

### **4. Data Sources**

---

<sup>30</sup> Norman K. Denzin & Yvonna S. Lincoln, Handbook of Qualitative Research, 379.

Data source is subject where the data can be obtained.<sup>31</sup> It means that data source is subject or somebody that can give the data as material or analysis for research. Data source consists of primary and secondary data.

The primary data are those which are collected afresh and for the first time, and thus happen to be original in character.<sup>32</sup> Its collected by the investigator himself for the purpose of a specific inquiry or study.<sup>33</sup> Primary data is taken in first time when the researcher doing the research. The writer collected primary data during the research and obtained the primary data either the recording and transcript of interview related to the implementation of CLT. In this research, the writer took the English Teacher of Bilingual Class as the respondents.

The prominent data source on research subject are group of words and an action, and the rest are an additional content like documents and so forth.<sup>34</sup> In this research, the writer used primary data from the result of interview as a main data. The primary data that the writer used is about teaching listening using communicative language teaching (CLT).

---

<sup>31</sup>Sumber data adalah subjek darimana data dapat diperoleh. Look on, Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2002), 81.

<sup>32</sup> C.R. Khotari, *Research Methodology: Methods and Techniques*, (New Delhi: New Age International (P) Ltd, 2004), 95.

<sup>33</sup> Mukul Gupta and Deepa Gupta, *Research Methodology*, (New Delhi: PHI Learning Private Limited, 2011), 59.

<sup>34</sup>Sumber data utama dalam penelitian adalah kata-kata dan tindakan, selebihnya adalah tambahan seperti dokumen dan lainnya. Look on, Lexy Moleong, *Metodologi Penelitian Kualitatif* (Bandung: PT. Remaja Rosdakarya, 2009), 157.

The secondary data are those which have already been collected by someone else and which have already been passed through the statistical process.<sup>35</sup> Secondary data may either be published data or unpublished data. In secondary data may included the books, magazines, newspaper, historical documents, etc that published by someone. Indeed, the sources of unpublished data are diaries, letters, unpublished biographies and autobiographies, etc.<sup>36</sup>. In this research, the writer used the documents as a secondary data that included teacher's lesson plan and field notes related to the teacher's teaching listening. The lesson plan is about teaching listening using CLT. Its just to support the primary data.

## 5. Techniques of Data Collection

In collecting the data, the writer used documentation and interview.

### a. Documentation

Documents are prepared for personal rather than official reasons and include diaries, memos, letters, and field notes and so on. Documents closer to speech, require more contextualize

---

<sup>35</sup>C.R.Khotari. Research Methodology: Methods and Techniques, 95.

<sup>36</sup>Ibid.,111.

interpretation.<sup>37</sup> The writer used documents such as field notes and lesson plan to support the data.

Document means any written material or the film, not a record, which are not prepared because of the demand for an investigator.<sup>38</sup>

Document includes the materials that taken from informant when conducting the research.

Suharsimi Arikunto says that: “documentation, coming from document, its a something written. In executing documentation method, the researcher investigates the written object like books, megazine, document, regulations, meeting notes, daily notes and so on.<sup>39</sup>

From the statements above, the writer concluded that documentation is one of the techniques used to obtain the data from the document and written materials. In this research, the writer took documents such as the recording of implementation of CLT in teaching listening, field notes, photo, and lesson plan that related to teaching listening that used by teacher of Eight grade students of SMP N 2 Ponorogo.

---

<sup>37</sup> Norman K. Denzin & Yvonna S. Lincoln, *Handbook of Qualitative Research*, 392.

<sup>38</sup> Dokumen adalah setiap bahan tertulis ataupun film, lain dari record, yang tidak dipersiapkan karena adanya permintaan seorang penyidik. Look on, Lexy Moleong, *Metodologi Penelitian Kualitatif*, 161.

<sup>39</sup> Dokumentasi, dari asal katanya dokumen, yang artinya barang-barang tertulis. Di dalam melaksanakan metode dokumentasi, peneliti menyelidiki benda-benda tertulis seperti buku-buku, majalah, dokumen, peraturan-peraturan, notulen rapat, catatan harian, dan sebagainya. Look on, Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2002), 158.

This documents are used to get the whole data connected with teaching listening using Communicative Language Teaching (CLT) for the eight grade students of bilingual program at SMP N 2 Ponorogo in academic year 2013/2014.

b. Interview

An interview is a purposeful conversation usually between two people (but sometimes involving more) that is directed by one in order to get information.<sup>40</sup> In this case, interview is conducted by dialogue or more people to get new something in life. The writer interviews with a teacher in order to get information about teacher's teaching.

The interview is a conversation, the art of asking questions and listening. It is not a neutral tool, for the interviewer creates the reality of the interview situation. In this situation answers are given.<sup>41</sup> People ask each others about something in order to get information from informant. The interviewer gives some questions and the informant listens and gives the answers. The answers are from the reality of situation or phenomena. It means that the answers are pure from reality.

---

<sup>40</sup> Margot Ely etc, *Doing Qualitative Research: Circles within Circles*, (London: Falmer Press, 1991), 58.

<sup>41</sup> Norman K. Denzin & Yvonna S. Lincoln, *Handbook of Qualitative Research*, 353.

Interview formats can range from highly structured, consisting of a set of prepared and specific questions to be asked in a particular order of each participant, to unstructured, consisting of nothing more than a general list of topics for possible exploration.<sup>42</sup> In this case, interview is also consist of structured and unstructured interview. In structured interview, there are some specific questions that made structurally by the researcher. Then, these questions are asked to the some informants. While, unstructured interview contents of questions that arranged unstructurally by the researcher.

At the root of in-depth interviewing is an interest in understanding the lived experience of other people and the meaning they make of that experience.<sup>43</sup> Interview is used to understanding about people experience. In this research, the writer used a deep interviewing. The writer interviews deeply with the teacher related to the teacher's teaching listening using communicative language teaching. By having an depth interviewing with respondents, the writer can obtain information easily about teaching listening using communicative language teaching. The writer hold an interview with,

---

<sup>42</sup> Johnny Saldana, *Fundamentals of Qualitative Research: Understanding Qualitative Research*, 32.

<sup>43</sup> Irving Seidman, *Interviewing as Qualitative Research: A Guide for Researchers in Education & the Social Sciences*, (New York: Teachers College Press, 2013), 9.

1) Umini, S.Pd, as the English teacher of bilingual program. The writer interviews her to get the data about the efforts of teacher to increase the teacher's teaching skill, especially in teaching listening. The writer wants to know about the implementation of CLT in teaching listening, the problems in the using of CLT approach, and the teacher's efforts to overcome the problems in the using of CLT.

## 6. Techniques of Data Analysis

Data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that accumulated to increase understanding of them and to enable you to present what you have discovered to others.<sup>44</sup> The writer arranged the transcript of interview in order to make a data, so the data can be understood to others.

On the other hand, data analysis is the last process of the research before writing the report of the research. It is used to answer the question and to prove the hypothesis that will be done.<sup>45</sup> Before writing the report, the writer conducted the data analysis to answer the questions.

---

<sup>44</sup> Robert C. Bogdan and Sari Knopp Biklen, *Qualitative Research for Education: An Introduction to Theory and Methods*, (Nedham Heights: Allyn and Bacon, 1992), 153.

<sup>45</sup> Purnawan Junadi, *Pengantar Analisis Data*, (Jakarta: Rineka Cipta, 1995), 2.

Data analysis involves collecting open-ended data, based on asking general questions and developing an analysis from the information supplied by participants.<sup>46</sup> The writer collected the data first based on the questions that given to the participants and analyzed the result of data collection that includes some information from participants.

Qualitative data analysis consists of three current flows as activity: data reduction, data display, and data verification.<sup>47</sup> Firstly, the writer selected the appropriate data and ignored the unnecessary data. Secondly, the writer organized the data and made conclusion in the end. Each of the stages are presented in the following:

a. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions.<sup>48</sup> In this stage, the writer separated the accurate data from the inaccurate ones. Through the data reduction, the writer focused on the data related to the using of communicative language teaching that will be analyzed.

b. Data Display

---

<sup>46</sup> John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 184.

<sup>47</sup> Matthew B Miles and Michael Huberman, *Qualitative Data Analysis: An Expanded Sourcebook*, (California: Sage Publication, 1994), 10.

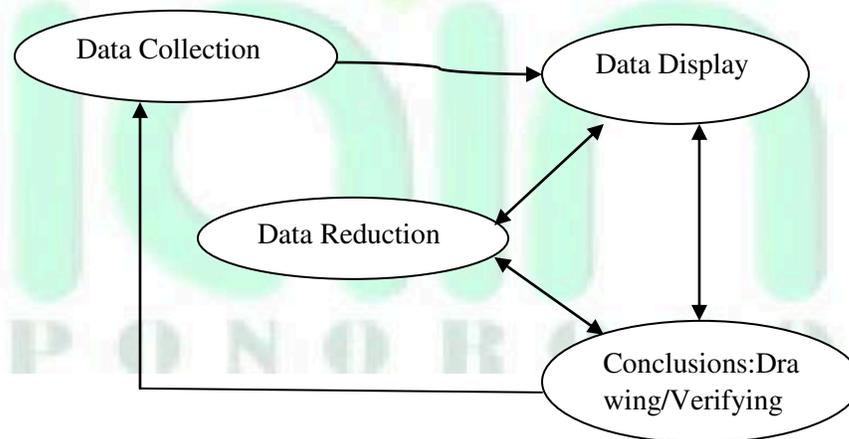
<sup>48</sup> *Ibid.*

Data display is an organized, compressed assembly of information that permits conclusion drawing and action.<sup>49</sup> The data display made the collected data easier to understand. In this stage, the writer presented the using of communicative language teaching.

c. Conclusion Drawing/verification

In this stage, the writer made conclusion. The conclusions are also verified as the analyst proceeds. Verification may be as brief as a fleeting second thought crossing the analyst's mind during writing, with a short excursion back to the field notes.<sup>50</sup> The conclusion is the answer of the writer's problems related to the using of communicative language teaching.

Data analysis steps shown in the picture as below:



<sup>49</sup>Ibid.,11.

<sup>50</sup>Ibid.,11.

Figure 1.1  
Component of Data Analysis: Interactive Model <sup>51</sup>

## 7. Checking the Data Validity

Validity of data is important concept that renewable from validity concept and reliability concept.<sup>52</sup>The level of data validity can be done by using techniques:

1. The strenuously observation. It means that the writer found the characteristics and elements in the situation that relevan with the chosen issues. The writer can conduct by:
  - a. Observing the teacher's implementation in the using of Communicative Language Teaching (CLT) in teaching English to the eight grade students of bilingual program at SMPN 2 Ponorogo in academic year 2013/2014.
  - b. Studying it specifically until the writer found the appropriated data.
2. Triangulation. Triangulationisa techniquethat utilizesthe data validity checkingsomethingelse outthat dataforchecking

---

<sup>51</sup>Ibid.,12.

<sup>52</sup>Keabsahan data merupakan konsep penting yang diperbaharui dari konsep kesahihan (validitas) dan keandalan (reliabilitas). Look on, Lexy J. Moleong, Metodologi Penelitian Kualitatif , 171.

purposes as a comparison to the data.<sup>53</sup> The writer compared the data that got from interview with the data from documentation. Triangulation is measuring distances between objects by making observations from multiple positions.<sup>54</sup> Its aimed to make the study of the data investigated become more comprehensive. In this research, the writer used triangulations technique with the data source. The writer compared and checks the validity of collected information through the different time and tool in the qualitative method. It can be reached by:

- a. Comparing between the collected data from documentation with the collected data from interview.
- b. Comparing between what people say commonly with what the writer says personally.
- c. Comparing between the collected data from interview with the content of interlaced document.

## **8. Research Procedure**

In this research, there are four research procedures as below:

- a. Planning

---

<sup>53</sup>Triangulasi adalah teknik pemeriksaan keabsahan data yang memanfaatkan sesuatu yang lain di luar data itu untuk keperluan pengecekan atau sebagai pembandingan terhadap data itu. Look on, Lexy J. Moleong, Metodologi Penelitian Kualitatif, 178.

<sup>54</sup>William Lawrence Neuman, Sosial Research Methods: Qualitative and Quantitative Approaches, (Needham Heights: Allyn and Bacon, 2000), 124.

This procedure includes arranging the research plan, choosing the research location, organizing permission, choosing the informants, and preparing the research equipment.

b. Application

This procedure includes:

- 1) Understanding the research preparation
- 2) Entering the field
- 3) Interacting with the subject while collecting data

c. Data analysis

It includes analyzing data along after collecting data

d. Writing the research report.

## **G. Organization of the Thesis**

Chapter 1 : Introduction.

This chapter introduces the whole of the research that involves: background of the study, research focused, statement of the problems, objectives of the study, significances of the study, research methodology and organization of the thesis.

Chapter 2 : Review of Related Literatures.

This chapter gives the explanation about the theory of teaching, listening, listening comprehension, teaching listening,

classification of listening, method to improve communicative listening ability, Communicative Language Teaching (CLT), characteristics of CLT, methodological principles of CLT, the roles in communicative classroom, the problems in the using of CLT, the teacher's efforts to overcome the problems in the using of CLT, and previous study.

### Chapter 3 : Research Findings.

This chapter contains the common data description involving about the implementation of Communicative Language Teaching (CLT) in teaching listening, the problems and teacher's efforts to overcome the problems in the using of CLT to the eight grade students of bilingual program SMP N 2 Ponorogo in academic year 2013/2014.

### Chapter 4 : Discussion.

This chapter contains of data analysis included the using of Communicative Language Teaching (CLT) in teaching listening, the problems and teacher's efforts to overcome the problems in the using of CLT to the eight grade students of bilingual program SMP N 2 Ponorogo in academic year 2013/2014.

### Chapter 5 : Conclusion and Recommendation.

This chapter consists of the conclusion of the research and recommendation.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Theoretical Background**

The writer has some theories that are relevant studied such as teaching, listening, teaching listening, and CLT. Those all is used as the main ingredient in connecting with the theme of the discussion.

##### **1. The Nature of Teaching**

Teaching is very important in educational system. It plays important role in which an interaction between a teacher and students in the classroom activities. They are many definitions of teaching defined from many different point of views.

According to Douglas Brown, teaching is guiding and facilities learning, enabling the learner to learn, setting the condition for learning.<sup>55</sup>In teaching, teacher is guiding and facilitating the learners in teaching and

---

<sup>55</sup>H. Douglas Brown, Principles of Language Learning and Teaching, (New York: Pearson Education, Inc, 2007), 8.

learning process in order to the learner can be easy to learn in the classroom. Teacher also sets the situation and condition well, so the students become comfortable in learning.

In another hand, teaching can defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.<sup>56</sup>Teacher gives knowledge by giving the materials that appropriate with the lesson of study. Teacher also guides and gives instruction to the students when they are difficult in learning process in the classroom.

From some definitions above, the writer concluded that teaching is process to help learners getting knowledge and learning to do something. It cannot be separated from educative activities and must be viewed as a process of systemizing, conditions, task material and opportunities in order to help students acquire and construct new knowledge.

## **2. Listening**

Listening is one of four basic competences in English, which have own functions. Listening as a major component in language learning and teaching first hit the spot light in 1970s with James Asher's work on Total

---

<sup>56</sup>Ibid.

Physical Response.<sup>57</sup> Listening is part of skills in English beside speaking, reading, and writing. Listening is also the main component in English which must be understood by the learners when they study English first. The listeners must have wide background knowledge to understand the spoken text in listening activities.

Listening is an active, purposeful process of making sense of what we hear. Listening is also a receptive skill that it requires a person to receive and understand incoming information (input).<sup>58</sup> In listening, the listener just receives and understands what the speaker's intention is from the sound that contains some knowledge and information.

The active nature of listening means that, no less than in speaking, the learner must be motivated by a communicative purpose. This purpose determines to a large extent what meanings and he must listen for and which parts of the spoken text are most important to him.<sup>59</sup> Listening also must be taught by communicative teaching, so listening activities not only teacher play the record and the students listen what the speaker's intention, but also the students must be motivated by the teacher in order to become enthusiastic and know more about the content of the text.

---

<sup>57</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (New York: Addison Wesley Longman, 2001), 247.

<sup>58</sup> David Nunan, *Practical English Language Teaching*, (New York: McGraw Hill, 2003), 24.

<sup>59</sup> William Littlewood, *Communicative Language Teaching: An Introduction*, (Cambridge: Cambridge University Press, 1981), 67.

Listening is the act of assigning meaning to what is heard. Listening is a primary conduit by which individuals acquire information.<sup>60</sup> In this case, listening is process to get meaning from the speech based on what the people have heard in the record.

The most important factors of which listening is composed are the knowledge of linguistic structures, the number of vowel and consonant phonemes (liaison, elision), rhythm (syllable-timed or stress-timed), intonation, prior knowledge, attention and the short- and long- term memory.<sup>61</sup> In listening, many parts that should be known and learnt by the learners such as component of linguistics, such as phonemes, rhythms, intonation, etc. All of those should be understood by learner when the students are conducting listening activities.

From the explanations above, the writer concluded that listening is activities that conducted by students consists of receiving, responding, and interpreting information from the sound waves in the record and it connected by the students' knowledge.

### **3. The Nature of Listening Comprehension**

The nature of listening comprehension means that the learner should be encouraged to engage in an active process of listening from meanings,

---

<sup>60</sup> Lizbeth A. Barclay, *Learning to Listen/ Learning to Learn: Teaching Listening Skills to Students with Visual Impairments*, (New York: AFB Press, 2012), 4.

<sup>61</sup> Susanne Flohr, *Teaching Listening and Speaking*, 3.

using not only the linguistic cues but also his nonlinguistic knowledge.<sup>62</sup>

The learner uses not only their comprehension about knowledge of linguistic structures, but also they must have background of knowledge to understand the content of the text.

Listening is not a one-way street and it's not merely the process of an unidirectional receiving of audible symbols. One faced-the first step-of listening comprehension in the psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to the brain.<sup>63</sup> Listening not only hears about sound in the radio or tape recorder but also the listeners hear and respond what the speaker intention widely.

Listening as comprehension is the traditional way of thinking about the nature of listening. Indeed, in most methodology manuals listening and listening comprehension are synonymous. This view of listening is based on the assumption that the main function of listening in second language learning is to facilitate understanding of spoken discourse.<sup>64</sup> Listening comprehension is regarded as nature process of listening to get information. In the classroom, teacher conducts listening activities in order to facilitate the students in understanding of spoken texts.

---

<sup>62</sup> William Littlewood, *Communicative Language Teaching: An Introduction*, 67.

<sup>63</sup> H. Douglas Brown, *Teaching by Principles: An Intective Approach to Language Pedagogy*, 249.

<sup>64</sup> Jack C. Ricard, *Teaching Listening and Speaking: From Theory to Practice*, (New York: Cambridge University Press, 2008), 3.

From all the definitions stated above, the writer can conclude that listening comprehension is regarded theoretically as an active process in which individuals concentrate on selected aspects of aural input, form meaning, from passages, and associate what they hear with existing knowledge, it also a structural process of transferring data from the speaker through media and acceptable in sense of hearing.

#### **4. The Essential of Teaching Listening**

There are three different stages of teaching listening: pre-listening, while-listening and post-listening. Pre-listening means that the teacher makes the students aware of a situation and activates their prior knowledge. While-listening means that the teacher gives the students visual support or guiding questions beforehand. Post-listening is the stage where the students become active and work with what they had heard.<sup>65</sup> In pre-listening, teacher made sure the students toward the text that will be listened from the record. Then, teacher lead the questions and gave some examples related to the topic. In post-listening, the students listen sound and understand what they have heard.

In some case, the lesson provided for a preliminary stage when teachers prepared learners for the listening exercise and for a final stage during

---

<sup>65</sup>Susanne Flohr, Teaching Listening and Speaking, 4.

which the listening experience was reviewed.<sup>66</sup>In this case, teacher also gave the material to the students when teacher prepared and made sure the students and for final stage.

In teaching listening, teacher must choose appropriate courses. Most of these courses are structured in the same way. They typically contain chunks of spoken language which take between three and seven minutes to play.<sup>67</sup>Teacher must choose the appropriate materials based on the students' level. The material should contain some pieces of spoken language.

## **5. The Classification of Listening**

There are several kinds of listening process and explain as below:

### **a. The Bottom-Up Process**

Bottom-up processing means using the information we have about sounds, word meanings, and discourse markers like first, then and after that to assemble our understanding of what we read or hear one step at a time.<sup>68</sup> The learners use the some comprehension such as sounds, vocabulary, and conjunction to understand the text easily when they read and listen in the first time.

---

<sup>66</sup> John Field, *Listening in the Language Classroom*, 13.

<sup>67</sup> Gillian Brown, *Teaching the Spoken Language*, (Cambridge: Cambridge University Press, 1983), 56.

<sup>68</sup> Steven Brown, *Teaching Listening*, 2.

With bottom-up processing, students start with the component parts: words, grammar, and the like.<sup>69</sup> In listening, students use their knowledge about vocabulary and grammar to understand the content of the text and to make sense of the sounds that speech presents to us.

### **b. The Top-Down Process**

The use of inside the head knowledge, that is, knowledge which is not directly encoded in words, is known as the top-down view of listening.<sup>70</sup> People use their knowledge related to the text when they read or listen in the first time.

Top-down models emphasize the use of previous knowledge in processing a text rather than relying upon the individual sounds and words.<sup>71</sup> When the listeners hear the sound, they use general knowledge to process a text in order to interpret it easily.

Top-down means using our prior knowledge and experiences; we know certain things about certain topics and situations and use that information to understand.<sup>72</sup> Students use their background of

---

<sup>69</sup> David Nunan, *Practical English Language Teaching*, 26.

<sup>70</sup> David Nunan, *Language Teaching Methodology*, (New York: London: Prentice Hall, 1991), 18.

<sup>71</sup> John Flowerdew, *Second Language Listening Theory and Practice*, (New York: Cambridge University Press, 2005), 25.

<sup>72</sup> Steven Brown, *Teaching Listening*, 2.

knowledge and experiences to know things from the text when the students understand the text.

## 6. The Method to Improve Communicative Listening Ability

Tsinghong Ma suggests a basic methodological model for the teaching of receptive skills. The model has five basic stages which are:<sup>73</sup>

### a. Lead-in

Here the students and the teacher prepare themselves for the task and familiarize themselves with the topic of the listening tasks and exercises. One of the major reasons for this is to create expectations and arouse the students' interest in the subject matter of the spoken or written text.

### b. Teacher directs comprehension task

Here the teacher makes sure that the students know what they are going to do. Are they going to answer question, fill in a chart, complete a message pad or try and re-tell what they heard/saw? This is where the teacher explains and directs the students' purpose for listening.

### c. Students listen for task

---

<sup>73</sup> Tsinghong Ma. An Empirical Study on Teaching Listening in CLT. *International Education Studies Journal*, (online), jilid 2, No.2 Tahun 2009. <http://www.ccsenet.org/journal.html>, Accessed on April 29, 2014).

The students then read or listen to a text to perform the task the teacher has set.

d. Teacher directs feedback

When the students have performed the task the teacher will help students to see if they have completed the task successfully and will find out how well they have done. This may follow a stage in which students check their answers with each other first.

e. Teacher directs text-related task

Teacher will then probably organize some kind of follow-up task related to the text. Thus if the students have filled a form based on a heard discussion, the text-related task might be to discuss in groups the same or related topic.

From the explanation above, the writer can conclude that there are steps to improve communicative listening ability such as firstly, teacher gives a leading question before starting listening activities. Then, teacher directs comprehension task. After that, students listen the record from tape recording or radio directly. Then, teacher gives feedback by asking them when they get difficulty in listening. Finally, the students answer the questions and discuss together in the end of listening activities.

With the development of communicative approaches to language teaching, and particularly with the increasing popularity of authentic materials, classroom activities have become more closely related to the sorts of thing learners are likely to want or need to do outside the classrooms. With low-level learners, the activity rather than the listening text is modified to make the task easier. Instead of being expected to extract the full meaning of the text, the listener might only be required to determine the number of speakers or to identify the number of key words.<sup>74</sup> The following shows how the activity rather than the text can be adapted.

The first time they hear the text, they might be asked to identify how many speakers they hear. The second time, they hear the text, they can be given a list of key words and asked to nominate how often they hear the words. Next, they can be given phrase to identify. Lastly, they can be asked to identify the number of questions they hear.<sup>75</sup> These activities are exemplified below.

1. Listen to the tape. How many speakers can you hear?
2. Listen to the tape a second time. How many times can you hear these words? (Tick the column)

Clinic – Doctor – Appointment – Surgery – Name

---

<sup>74</sup>David Nunan, *Language Teaching Methodology*, 26

<sup>75</sup>*Ibid.*, 27.

3. Listen again and circle the words you hear
  - a. Hold the phone, please
  - b. Hold the line, please
4. Listen to the tape one more time. How many questions can you hear?<sup>76</sup>

## **7. Communicative Language Teaching (CLT)**

### **a. Definition of CLT**

Communicative language teaching (CLT) made its initial appearance in the early 1970s as a reaction against the theoretical assumptions underlying situational language teaching. It was decided that there was a need for language teaching to focus not just on the mastery of grammatical structures but also on communicative proficiency.<sup>77</sup> Communicative approach comes in language teaching because its to advance teaching methodology when the situational language teaching is felt less of contribution in teaching learning

---

<sup>76</sup>Ibid.

<sup>77</sup>Phillip Elwell, *The Push Towards Communicative Language Teaching and Its Impact on the Korean Classroom* (Germany: GRIN verlag, 2011),3.<http://www.grin.com/en/e-book/182284/The-Push-Towards-Communicative-Language-Teaching-and-Its-Impact-on-the-Korean-Classroom>. Accessed on May 21, 2014.

process. In CLT, teaching not only focused on grammatical structures, but also communicative proficiency.

Communicative Language Teaching is viewed as an approach or philosophy to teaching, not a set method; it sees fluency and the ability to communicate in a variety of settings and in a variety of ways (verbal and nonverbal, written) at the core of teaching and learning.<sup>78</sup> In this case, communicative approach is seen as approach not a method. It needs fluency and skill to communicate with others in teaching learning process.

Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom.<sup>79</sup> In the classroom, teacher and students try to interact each others, makes good interaction in order to their teaching and learning process become meaningful. Teacher also tried to facilitate students when they do listening activities by giving feedback to students when listening activities was done.

---

<sup>78</sup> Betsy Parrish, *Teaching Adult ESL A Practical Introduction*, (New York: McGraw-Hill Companies, 2004), 31.

<sup>79</sup> Jack C. Richard, *Communicative Language Teaching Today*, 2.

Activities that are truly communicative, according to Diane, have three features: information gap, choice, and feedback.<sup>80</sup> In communicative listening activities, the activities that conducted by the students are information gap and choice. Some questions may include a multiple choice or fill in blank. Teacher gives feedback to the students in listening activity.

Communicative approach or Communicative Language Teaching (CLT) is the name which was given to a sets of beliefs which included not only a re-examination of what aspects of language to teach, but also a shift in emphasis in how to teach.<sup>81</sup> Communicative approach not only discussed about how to teach in the classroom, but also explained about the teacher's difficulties when they are teaching in the classroom.

Communicative Language Teaching (CLT) is generally regarded as an approach to language teaching. As such, CLT reflects a certain model or research paradigm, or a theory. It is based on the theory that the primary function of language use is communication.<sup>82</sup> Communicative language teaching is regarded as a

---

<sup>80</sup> Diane Larsen Freeman, *Techniques and Principles in Language Teaching*, (Oxford: Oxford University Press, 2000), 129.

<sup>81</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (London: Longman Group Ltd, 1991), 84.

<sup>82</sup> Klaus Brandl, *Communicative Language Teaching in Action: Putting Principles to Work*, (Washington: Pearson Prentice Hall, 2007), 5.

approach in teaching of language. Its based on the function of language that it is for communication.

Jack Richardstates, "One of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language".<sup>83</sup> The characteristic of CLT gave the functional aspects to language teaching. One of the basic assumptions of communicative approach is that students will be more motivated to study a foreign language since they will feel they are learning to do something useful with the language they study.<sup>84</sup>With the communicative approach, the students are motivated with the teaching learning process, so that, they enjoy to study a foreign language.

Also, teachers give students an opportunity to express their individuality by having them share their ideas and opinions on a regular basis. This helps students to integrate the foreign language with their own personality and thus to feel more emotionally secure with it.<sup>85</sup>In learning, students have chance to express and share their opinion when they answer the questions orally.

Another characteristic of communicative approach is the use of authentic materials. Its considered desirable to give students an

---

<sup>83</sup> Jack C. Ricards, *Approaches and Methods in Language Teaching*, 155.

<sup>84</sup>Diane Larsen Freeman, *Techniques and Principles In Language Teaching*, 130.

<sup>85</sup>Ibid.

opportunity to develop strategies for understanding language as it is actually used by native speakers.<sup>86</sup> In listening, teacher used some language materials authentic to native speaker from other sources. Common to all versions of Communicative language teaching is a theory of language teaching that starts from a communicative model of language and language use, and that seeks to translate this into a design for an instructional system, for materials, for teacher and learner roles and behaviors, and for classroom activities and techniques.<sup>87</sup> In this case, communicative approach is seen as model or design that included the system, choosing materials, the roles of teacher and learner in classroom, and some activities in the classroom.

#### **b. Characteristics of CLT**

CLT has some characteristics as Douglas Brown states below:

- 1) Classroom goals are focused on all of the components (grammatical, discourse, functional, sociolinguistic, and strategic) of communicative competence.
- 2) Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not

---

<sup>86</sup> Ibid., 132.

<sup>87</sup> Jack C. Ricards, *Approaches and Methods in Language Teaching*, 158.

the central focus, but rather aspects of language that enable the learner to accomplish those purposes.

- 3) Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.
- 4) Students in a communicative class ultimately have to use the language, productively and receptively, in unrehearsed contexts outside the classroom. Classroom tasks must therefore equip students with the skills necessary for communication in those contexts.
- 5) Students are given opportunities to focus on their own learning process through an understanding of their own styles of learning and through the development of appropriate strategies for autonomous learning.
- 6) The role of the teacher is that of facilitator and guide, non an all-knowing bestower of knowledge. Students are therefore encouraged to construct meaning through genuine linguistic interaction with others.<sup>88</sup>

---

<sup>88</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 43.

From the explanations above, the writer can conclude that the characteristics of CLT focuses on all aspects of language. Communicative approach is also designed to persuade the students to use their language to be meaningful. The students also focus on learning process by using their own studying style. The fluency and accuracy in this case are also important. In communicative teaching, the teacher acts as a guidance and facilitator when the students learn language in the classroom.

### **c. Methodological Principles of Communicative Language Teaching (CLT) Approach**

CLT also has some principles that can be used by a teacher in teaching and learning in the classroom. Klaus Brandl defined methodological principles as a list of design features that can be generally regarded as being facilitative to second language acquisition. The following list, adapted from Doughty and Long, serves as a guideline for implementing communicative language teaching (CLT) practices.<sup>89</sup>

#### **1) Use Tasks as an Organizational Principle**

For decades traditional methods of language teaching have used grammar topics or texts (e.g., dialogues, short stories) as a basis for

---

<sup>89</sup> Klaus Brandl, *Communicative Language Teaching in Action: Putting Principles to Work*, 7.

organizing syllabus. With CLT methodologies this approach has changed; the development of communicative skills is placed at the forefront, while grammar is now introduced only as much as needed to support the development of these skills.

## 2) **Promote Learning By Doing**

A task-based approach to learning implies the notion of learning by doing. This concept is not new to communicative language teaching methodologies, but it has been recognized and promoted as a fundamental principle underlying learning throughout history by many educators. It is based on the theory that a hands-on approach positively enhances a learner's cognitive engagement.

## 3) **Input Needs to be Rich**

Considering the rich input we each experience and are exposed to while developing our native tongue, growing up speaking in our native languages means that we are exposed to a plethora of language patterns, chunks, and phrases in numerous contexts and situations over many years. Such a rich exposure to language ultimately allows us to store language in our brains that we can retrieve and access as whole chunks. Needless to say, there is no way we can replicate this rich input in the classroom alone in order to develop native-like language skills. Nevertheless, the input provided needs to be as rich as possible. As Klaus Brandl put it, rich input entails “realistic samples of

discourse use surrounding native speaker and non-native speaker accomplishments of targeted tasks”. This makes one of the most obvious necessities in teaching a foreign language that the student get to hear the language, whether from the teacher, from multimedia resources (TV, DVDs, video and audio tapes, radio, online), from other students, or any other source, and furthermore be exposed to as rich a diet of authentic language discourse as possible.<sup>90</sup>

#### 4) **Input Needs to be Meaningful, Comprehensible, and Elaborated**

A fundamental prerequisite for learning to occur is that the information we process must be meaningful. This means the information being presented must be clearly relatable to existing knowledge that the learner already possesses. This existing knowledge must be organized in such a way that the new information is easily assimilated, or “attached,” to the learner’s cognitive structure. The necessity of meaningfulness is not in particular new to CLT.

#### 5) **Promote Cooperative and Collaborative Learning**

In general education, cooperative or collaborative learning has long been recognized as a strong facilitator of learning. In such an approach, classrooms are organized so that students work together in small cooperative teams, such as groups or pairs, to complete activities. In

---

<sup>90</sup> Klaus Brandl, *Communicative Language Teaching in Action: Putting Principles to Work*, 12.

second language learning environments, students work cooperatively on a language-learning task or collaboratively by achieving the goal through communicative use of the target language. Particularly in the latter case, if the learning tasks are designed to require active and true communicative interaction among students in the target language, they have numerous benefits on attainment.

**6) Focus on Form**

In contrast, a focus on form approach to explicit grammar teaching emphasizes a form-meaning connection and teaches grammar within contexts and through communicative tasks. Doughty and Long point out that overwhelming empirical evidence exists in favor of a focus-on form approach, hence they proclaim it a fundamental methodological principle in support of CLT and task-based language instruction.

**7) Provide Error Corrective Feedback**

In a general sense, feedback can be categorized in two different ways: positive feedback that confirms the correctness of a student's response. Teachers demonstrate this behavior by agreeing, praising, or showing understanding. Or, negative feedback, generally known as error correction, which has a corrective function on a student's faulty language behavior. As learners produce language, such

evaluative feedback can be useful in facilitating the progression of their skill toward more precise and coherent language use.

#### 8) **Recognize and Respect Affective Factors of Learning**

Over the years, consistent relationships have been demonstrated between language attitudes, motivation, performance anxiety, and achievement in second language learning. Needless to say, all teachers eventually experience how learners feel about the target language or how their attitude toward it impacts their motivation and subsequently their success. As Klaus Brandl put it, a learner who is motivated “wants to achieve a particular goal, devotes considerable effort to achieve this goal, and experiences in the activities associated with achieving this goal”.<sup>91</sup>

From the explanations above, the writer can conclude that the principles of CLT are use tasks as an organizational principle, promote learning by doing, input needs to be rich, input needs to be meaningful, comprehensible, and elaborated, promote cooperative and collaborative learning, focus on form, provide error corrective feedback, and recognize and respect affective factors of learning.

---

<sup>91</sup> Klaus Brandl, *Communicative Language Teaching in Action: Putting Principles to Work*, 21.

In other hand, Richards has different principles of CLT. He summarized the overarching principles of CLT as following:<sup>92</sup>

1. Make real communication the focus of language learning.
2. Provide opportunities for learners to experiment and try out what they know.
3. Be tolerant of learners' errors as they indicate that the learners are building up their communicative competence.
4. Provide opportunities for learners to develop both accuracy and fluency.
5. Link the different skills such as speaking, reading, and listening together, since they usually occur so in the real world.
6. Let students induce or discover grammar rules.

In this case, the principles of CLT approach are that CLT makes students be active in classroom. In addition, teaching and learning must be meaningful, teacher gives the chances to the students to correct the errors in their leaning. The students also use four English skills in their learning in order to the teaching and learning process can be meaningful.

In other hand, there are also founded some key principles of CLT.

Its based on Richards and Rodgers summarized:

---

<sup>92</sup> Jack Richard, Communicative Language Teaching Today , 13.

1. The goal of instruction is learning to communicate effectively and appropriately
2. Instruction is contextualized and meaning-based.
3. Authentic materials are incorporated from the start.
4. Repetition and drilling are used minimally.
5. Learner interaction is maximized; the teacher acts as a facilitator of learning.
6. Fluency is emphasized over accuracy.
7. Errors are viewed as evidence of learning.<sup>93</sup>

From the statements above, the writer can conclude that in CLT approach many of principles such as the teacher's instruction in learning is important to persuade the students become active in their learning. Then, the materials are used in learning is authentic material. Teacher also drills to the students minimally. Indeed, in teaching, teacher become a facilitator. The teacher gave feedback if the students found the difficulty in their learning.

#### **d. The Roles in the Communicative Classroom**

---

<sup>93</sup>Betsy Parrish, Teaching Adult ESL A Practical Introduction, 32.

The type of classroom activities proposed in CLT also implied new roles in the classroom for teachers and learners. Learners now had to participate in classroom activities that were based on a cooperative rather than individualistic approach to learning.<sup>94</sup> The students should be active not passive in the classroom. They can discuss each others in their group when they do the lesson.

The teacher facilitates communication in the classroom. In this role, one of his major responsibilities is to establish situations likely to promote communication. During the activities, he acts as an advisor, answering students' questions and monitoring their performance.<sup>95</sup> In teaching and learning process, teacher facilitated the learners to use their own language. Teacher persuaded the learners become active in listening activities. Teacher also guided and helps them if the students find difficulty when they answer the questions.

Teachers now had to assume the role of facilitator and monitor rather than being a model for correct speech and writing and one with the primary responsibility of making students produce plenty of error-free sentences, the teacher had to develop a different view of learners' errors and of her/his own role in facilitating language learning.<sup>96</sup>

Teacher not only as a model for students in learning, but also teacher

---

<sup>94</sup> Jack C. Richard, *Communicative Language Teaching Today*, 5.

<sup>95</sup> Diane Larsen Freeman, *Techniques and Principles in Language Teaching*, 128.

<sup>96</sup> Jack Richard, *Communicative Language Teaching Today*, 5.

know and give attention more toward the students' errors when they used the own language.

Moreover, teacher needs to motivate their students, as well as provide them with a comfortable classroom atmosphere for language learning.<sup>97</sup>Teacher gives motivation to the students before and after teaching and learning process. In listening activities,teacher makes situation and condition become comfortable in order to the students enjoy in listening and concentrate on lesson.

Zakariya states that the roles of teacher in CLT consist of, but are not limited to, coordinator and manager of activities, language instructor, source of new language, consultant when needed, as well as participant.<sup>98</sup>Teacher as a guidance in teaching learning process. Teacher also an instructor, source of knowledge, and the director for the learner in the classroom.

According to David Nunan, teacher has three main roles in the communicative classroom. The first is to act as facilitator of the communicative process, the second is to act as a participant, and the third is to act as an observer and learner.<sup>99</sup> In this case, teacher has some roles in teaching and learning such as teacher facilitated the

---

<sup>97</sup> Zekariya Ozsevik, "The Use Of Communicative *Language Teaching (CLT): Turkish EFL Teacher's Perceived Difficulties In Implementing CLT In Turkey*, 43. Accessed on April 29, 2014

<sup>98</sup>Ibid.

<sup>99</sup> David Nunan, *Designing Tasks for The Communicative Classroom*, (Cambridge: Cambridge University Press, 1989), 87.

students when they negotiated each others in learning, teacher as a model for learners, and also as a observer when the learner study in the classroom.

**e. The Problems in the Using of Communicative Language Teaching (CLT)**

Teachers has some problems or difficulties when they are using communicative approach in teaching process.

Some characteristics of CLT make it difficult for a nonnative speaking teacher who is not very proficient in the second language to teach effectively. Dialogues, drills, rehearsed exercises, and discussion (in the first language) of grammatical rules are much simpler for some nonnative speaking teachers to contend with.<sup>100</sup>This drawback should not deter one, however, from persuing communicative goals in the classroom. Technology (such as video, television, audiotapes, the Internet, the web, and computer software) can aid such teachers.<sup>101</sup>

Tricia Hedge, for example comment on the heavy linguistic demands made by communicative language teaching on non-native teachers whose energy is ‘inevitably used up in the constant struggle with their own language deficiencies, leaving only a small fraction for

---

<sup>100</sup> H. Douglas Brown, *Teaching by Priciples: An Interactive Approach to Language Pedagogy*, (New York: Logman, 2001), 44.

<sup>101</sup> *Ibid.*

attending to their students' problems'.<sup>102</sup> His argument is essentially for restraint in introducing communicative language teaching to non-native teachers, selecting the more moderate ideas for materials and methodology and being cautious with the more farfetched.<sup>103</sup>

Zakariya emphasizes that "CLT approach features low profile teacher roles, frequent pair work or small group problem solving, students responding to authentic samples of English, extended exchanges on high interest topics, and the integration of the four basic skills, namely speaking, listening, reading, and writing".<sup>104</sup>

Zakariya also further states that CLT discourages pervasive teacher- controlled drills, quizzing of memorized material, and extensive explanation on forms of English.<sup>105</sup> In this case, teacher should drill the students in learning process, giving the material that contents of memoration, and explaining English language clearly.

Mansour Khoosa and Mashoume Yakhabi argued that one of the most difficult problems in making classroom learning communicative is the absence of native speakers. Apparently, CLT are more successful in English as a Second Language (ESL) context because students have

---

<sup>102</sup> Tricia Hedge, *Teaching and Learning in the Language Classroom*, 70.

<sup>103</sup> Ibid.

<sup>104</sup> Zekariya Ozsevik, "The Use of Communicative Language *Teaching (CLT): Turkish EFL Teacher's Perceived Difficulties In Implementing CLT In Turkey*, 44.

<sup>105</sup> Ibid.

the motivation to work on oral English because they need it in their lives.<sup>106</sup>

In contrast, in English as a Foreign Language (EFL) context, due to some physical limitations, such as the purpose of learning English, learning environments, teachers' English proficiency, and the availability of authentic English materials, CLT meets much more difficulties during its application.<sup>107</sup>

On the other hand, in a setting where English is a foreign language, students usually learn with low intrinsic motivation; English may be deemed irrelevant with students' needs because the language is not part of their everyday life.<sup>108</sup>

#### **f. The Teacher's Efforts to Overcome the Problems in the Using of CLT Approach**

There is evidence to suggest that teachers who have more freedom in decision-making and who see value in a communicative approach, either because its goals coincide with their learner's needs or because

---

<sup>106</sup>Mansour Khoosa and Mashoume Yakhabi, Problems Associated with the Use of Communicative Language Teaching in EFL Contexts and Possible Solutions. *International Journal of Foreign Language Teaching and Research*, (online), jilid 63-76, No.1 Tahun 2012. [http://jfl.iaun.ac.ir/article\\_4185\\_0.html](http://jfl.iaun.ac.ir/article_4185_0.html), accessed on June 26, 2014).

<sup>107</sup> Ibid.

<sup>108</sup> Ibid.

they see value in the kinds of activities it offers, can adjust the approach to suit their own circumstances.

Sano, Takahashi, and Yoneyama in Tricia Hedge, to quote one instance, have argued that in Japanese secondary-school classrooms the need to use English is not strongly felt because it does not have an extensive role in Japanese society. For this reason, teachers have redirected their communicative goals toward self-expression and personal growth in students rather than towards authentic communicative needs in the world outside the classroom.<sup>109</sup>

Indeed, by regarding the classroom as a small community and emphasizing the subjective side of human communication, we can provide classroom experiences which involve both learning English and general human development.<sup>110</sup>

Tricia Hedge gives a further example of how the cultural tradition in vietnam of students forming 'family groups' with peers in their classes at university has had its own effect on the use of groupwork. Teacher and students using communicative materials such as the

---

<sup>109</sup> Tricia Hedge, *Teaching and Learning in the Language Classroom*, 71

<sup>110</sup> *Ibid.*

Headway course will adapt the methodology advocated in creative ways to suit their need to work collaboratively but as a whole class.<sup>111</sup>

These examples show how teachers and learners have found an optimal match between communicative goals and procedures, and their own context. They provide interesting argument and support for locally generated methodology.

As established earlier, many students will have to use English in their future careers. To make this fact more immediate and real to the students, perhaps the teaching materials should be changed to reflect these specific needs. Data could be gathered from real people who use English in their careers, and integrated into lesson plans in addition to travel, correspondence and other potential uses already recognized.<sup>112</sup>

On the other hand, English EFL teachers presently employed should be given the opportunity to improve their skills. In order for these teachers to make progress, they must be given what they need to make it work. Schools will have to make serious commitments toward

---

<sup>111</sup>Ibid.

<sup>112</sup>Mansour Khoosa and Mashoume Yakhabi, Problems Associated with the Use of Communicative Language Teaching in EFL Contexts and Possible Solutions. *International Journal of Foreign Language Teaching and Research*, (online), jilid 63-76, No.1 Tahun 2012. [http://jfl.iaun.ac.ir/article\\_4185\\_0.html](http://jfl.iaun.ac.ir/article_4185_0.html), accessed on June 26, 2014).

giving teachers the time and opportunity to attend training regularly, and, if possible, sabbaticals to study abroad.<sup>113</sup>

## B. Previous Study

This study needs some previous research as a consideration theory. The detail explain as below:

The first previous research finding that can be used as a consideration theory is taken from Lutfiana Kusuma Wardani (210907032) titled “Teaching Listening Using TOEIC Oriented Program For The Twelfth Grade Accountancy’s Students Of SMKN 1 Ponorogo In Academic Year 2010/2011”.

The researcher above used qualitative research as research methodology and the result of this study are “Teaching Listening using TOEIC can improve their English mastery particularly in listening comprehension, teaching listening using TOEIC oriented program is promotes three stages of teaching and learning process including pre-activity, while-activity, and post- activity, and the advantages of TOEIC oriented program to the students included comprehend spoken English and helping the students to improve their knowledge concerning with the vocabularies and grammatical section.<sup>114</sup>

---

<sup>113</sup>Ibid.

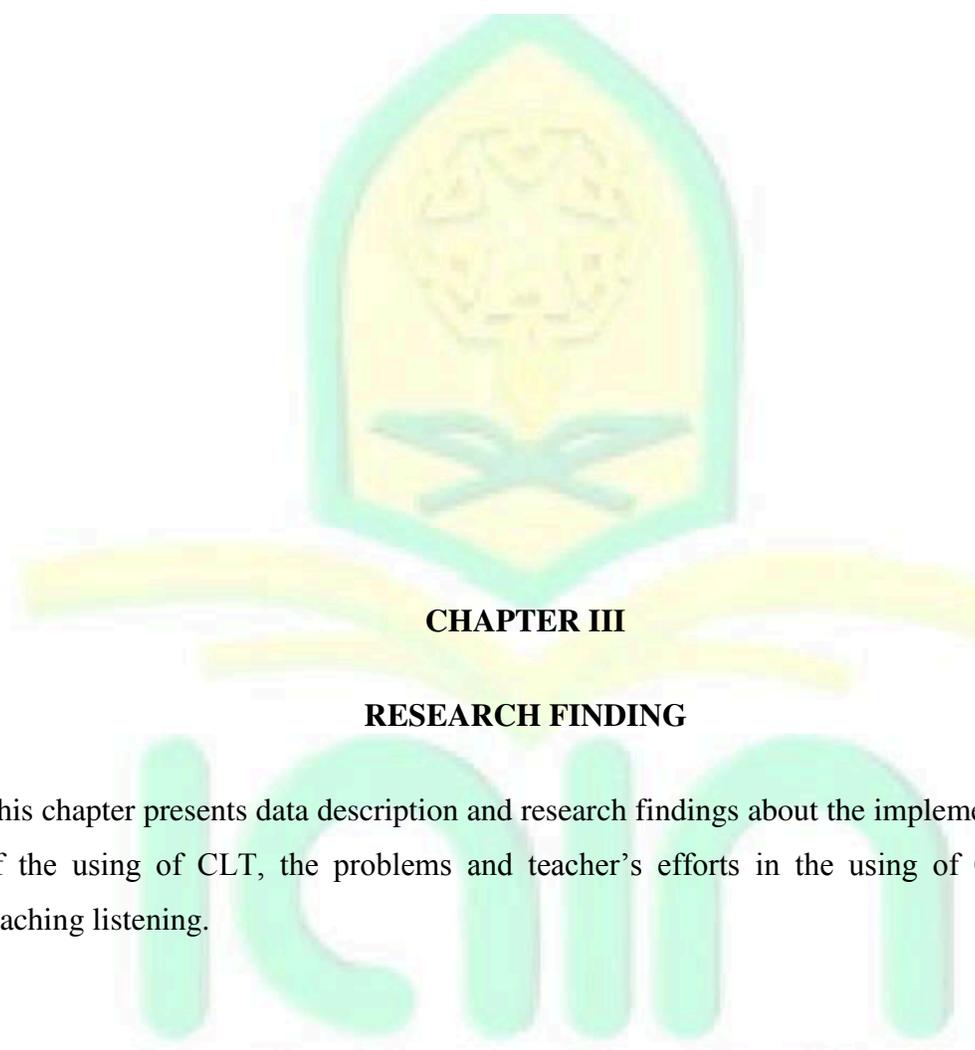
<sup>114</sup>Lutfiana Kusuma Wardani, *Teaching Listening Using TOEIC Oriented Program For The Twelfth Grade Accountancy’s Students Of SMKN 1 Ponorogo In Academic Year 2010/2011* (Ponorogo: STAIN PO, 2011), 70.

The second previous that can be used as a consideration theory is taken from Widya Dwi Astuti S.A titled “Teaching Listening Comprehension Using Song Dictation Qualitative Research In MA Al- Mawaddah Ponorogo. The researcher above used qualitative research as research methodology and the result of this study are “In listening process, there are three activities: Before listening plan for listening task such as lesson plan and material, during listening teachers ask the students to listen to the cassette and fill the gaps with the suitable word. Then the students study and understand the texts of song. The advantages of song dictation in teaching listening comprehension at MA AL- Mawaddah Coper Jetis Ponorogo for teacher are the students feel more enjoy, interest, they have good interaction and the melody and rhythm of songs help to maintain the natural rhythm and stress of speed which can be easily lost by dictation sentences at a slow pace.<sup>115</sup>

From all the previous research findings explained above, the researcher convincing that the study of “Communicative Language Teaching (CLT) in Teaching Listening” never researched by any other researchers so far. The writer will state the using of Communicative Language Teaching (CLT) in Teaching Listening, the problems and teacher’s efforts to overcome the problems in the using of Communicative Language Teaching (CLT).

---

<sup>115</sup>Widya Dwi Astuti S.A, Teaching Listening Comprehension Using Song Dictation Qualitative Research in MA AL-Mawaddah Ponorogo (Ponorogo: STAIN PO, 2011), 72.



### **CHAPTER III**

#### **RESEARCH FINDING**

This chapter presents data description and research findings about the implementation of the using of CLT, the problems and teacher's efforts in the using of CLT in teaching listening.

- 1. The Implementation of CLT in Teaching Listening to the Eight Grade Students of Bilingual Program at SMP N 2 Ponorogo in Academic Year 2013/2014**

Listening is very essential in English learning. It is also one of English skills that must be learnt by students in the classroom. Listening must be conducted by teaching in the class. Teaching listening should be conducted with comfortable and enjoyable in what situation and condition in order for the students not become bored and tired in listening activities. In teaching, teachers use some approaches and methods to improve and help their teaching and learning process in order for teachers and students to enjoy with learning in the classroom.

Teachers use communicative language teaching when they teach listening in the classroom such as the teacher of SMP N 2 Ponorogo in class eight grade of Bilingual program. Teachers integrate four skills in teaching listening. So, the listening activities not only teachers play the recorder and the students do exercises after listening, but also teachers introduce background knowledge, discussing and negotiation each other. Firstly, teachers give greeting to the students. Then, teachers and the students pray together before starting teaching and learning process. Teachers also ask the students about the students' experience. Teachers give the model or examples related to the topic to them before listening activities. Teachers try to explore the students' mind by giving brainstorming to know how far the students understand about the topic of the listening text before conducting listening section. Then, teachers give motivation by explaining the importance of material that will be studied at that time. Indeed, teachers don't give the material directly to the students

when listening activities will be done, but teacher interacts with students, such as Mrs. Umini, S. pd stated:

*“Basically, in teaching and learning listening, we don’t give the materials directly to the students. Teacher must give an exploration to know how far the students’ comprehend toward the material or topic that will be given. So that, the students are guided in order to the students’ mind can focus with the material that will be learnt”. Indeed, teacher is also demanded to use English language much and correctly when giving the instruction and explanation the material to the students in listening activity.”<sup>116</sup>*

In listening activities, teacher gives a leading question firstly based on material which will be taught in the class. Teacher gave the simple question. Teacher also asked about the students’ activities during holiday. For example, what did you do yesterday? Teacher and students discuss and negotiate about the topic that will be listened in the record, so that the students not become panic when they faced the various texts. Then, teacher shared the listening material and offered to the students to find the difficult words from the text. Teacher gives about ten vocabulary in their listening text before the students listen sound from the record. After that, teacher makes sure that the students know what they are going to do. Then, the students listen the sound from the record about twice or three times. On the other hand, teacher also gives feedback and checks their answer before discussing together. The students

---

<sup>116</sup> See Appendix 2

have chance to speak English when they wished to express their idea or opinion to teacher in the classroom.

Based on the documentations, teacher used some teaching stages or steps when conducting listening activities as following as:<sup>117</sup>

### **Step 1:Lead-in**

Here the students and teacher prepare themselves for the task and familiarize themselves with the topic of the listening tasks and exercise. Then, teacher gives motivation to the students by discussing about the student's life experience that it related to the topic of the text that will be learn in the class.

### **Step 2:Teacher directs comprehension task**

Teacher makes sure that the students know what they are going to do. Teacher explained the objectives of learning and topic of the text that will be studied together in that day.

### **Step 3: Students listen for task**

Teacher turns on the cassette twice or three times. Then, the students read or listen to a text to perform the task that teacher has set.

### **Step 4:Teacher gives the feedback**

---

<sup>117</sup> See Apendix 1

Teacher will help the students to see if they have completed the task successfully and will find out how well they have done. For instance, teacher gives the simple questions to the students such as, “How many speakers can you hear?”.

#### **Step 5: Students listen the sound again**

Teacher turns on the cassette one again. Then ask them “How many times can you hear these words?”

#### **Step 6: Teacher directs text-related task**

Teacher will then probably organize some kinds of follow-up task related to the text. Then students and teacher discuss together about the result of listening activities that has done in the class. In the end, teacher concludes the learning material and gives the information related to the lesson that will be done in next day.

Based on interview with Mrs. Umini said that there are some procedures to teach listening as following as:

1. Exploration
2. Turning on the audio (Its not just one time, if the students not understand yet or this time I will turn on, firstly, I will turn on the audio till end. Secondly, I will turn on part to part. Then, that is not

only turn on the audio one time but also turn on it repeatedly. Its can be three times in order to the students not become panic)

3. Answering the questions
4. Turning on the audio again
5. *Checking the students' answers related to the what they have heard.*<sup>118</sup>

In communicative teaching, the material that usually used by teacher in listening activities is authentic text. It is from native speaker such as America's and English people. Teacher used many materials in teaching listening. Teacher also choosed the appropriate materials to the students. The material is based on the students' level or the students' needed, such as Umini S,pd state:

“In listening, all texts can be used such asrecount, narrative, report, and advertisement. All materials can be used in listening and those are steps that must be passed *in learning English language.*”<sup>119</sup>

The material is also appropriated with the syllabus and lesson plan that teacher made. Teacher taught based on syllabus and lesson plan. Beside that, teacher took the material from many sources. Teacher can

---

<sup>118</sup> See Apendix 2

<sup>119</sup> See Apendix 2

use some books, but the material must be appropriated with syllabus, such as Umini said:

“We teach not stand on books, but we teach based on syllabus and lesson plan, while the source are from other sources that not swerve with the syllabus and lesson plan.”<sup>120</sup>

In addition, in teaching listening using communicative approach, the student's answers toward the questions interrogated with oral activities, such as students rise their hand and answer the questions orally not by written in the white board. It's done one by one to find the correct answer. Teacher gives the students the opportunity to answer the questions. When the students answer the questions orally, teacher observe and correct the word. Teacher asks to the students to spell and give meaning to the word. So, listening activities are also correlated with student's pronunciation and fluency when the students answering the questions, such as Umini stated:

*“In learning listening the students' answer related to questions are orally, but in reading may be the answer is written”.*<sup>121</sup>

In teaching listening, the role of teacher as facilitator in their learning process. Teacher facilitated the students by giving feedback

---

<sup>120</sup> See Appendix 2

<sup>121</sup> See Appendix 2

when they didn't understand with the content of the texts. Teacher also walks around the class to check them if they have difficulties in answering the questions during listening activities and helps them to guide in their listening activities. Teacher also makes them be sure with the texts that will be listened before conducting listening activities in order to they not become panic when they listened in the classroom.

Mrs. Umini says:

“In teaching listening, teacher as a facilitator, so the teacher just give *facilitation to them when the learning was done.*”<sup>122</sup>

In the end of learning, teacher gives the conclusion based on the material that has learnt at that time and announces to them the material that will be discussed in next time. Teacher also remembered the students about the topic that will be learnt in next meeting and giving motivation to them in order to they can ready and study in home.

## **2. The Problems and Teacher's Efforts to Overcome the Problems in the Using of Communicative Language Teaching (CLT) in Teaching**

---

<sup>122</sup> See Apendix 2

## **Listening to the Eight Grade Students of Bilingual Program at SMP N 2 Ponorogo in Academic Year 2013/2014**

Teaching listening using communicative approach practically is used by teacher of Bilingual Class in SMP 2 Ponorogo. Teacher used this approach to develop their teaching in the classroom. Many reasons why teacher used CLT approach as a approach to teach listening. For instance, teacher wanted the students are more motivated in their listening activities. The students are hoped can understand the content of the text easily. But, beside that, when teacher used communicative approach in teaching listening, teacher found some difficulties and problems. The problems are from some aspects such as the students have low background knowledge when they must be faced on spoken text. Most students didn't understand the content of the text. They felt difficult when they comprehend the text. They also found the new vocabulary from the text. Those all makes the students are confused when they listen the sound waves.

Such as Mrs. Umini state: "Sometimes, when the learning was done, there are *some students who didn't understand toward the topic that will be listened in sound system, so that they still asked with other friends.*"<sup>123</sup>

During teaching listening, teacher and the students discuss and negotiate each other. Teacher gives the model to them before listening activities. Teacher

---

<sup>123</sup> See Apendix 2

also explain the topic of the material before the students listen the sound from the record. In addition, teacher asked to the students to find out the difficult words and discussed it together in order to the students are easy to understand the text. In this case, teacher gave about ten difficult words from the text and asked to students to find out it in their dictionary. Teacher gives a lot of time to them to read text in order to they understand more about topic before listening activities. They should read text till they understand what they have read. Teacher doesn't start listening section if the students don't ready toward text. Teacher gives chance to them to understand text before listening section. Such as Mrs.Umini state: "Before listening activities were done, I also asked to the students to find the difficult words in the text, so that the students *understand about the contents of that text.*"<sup>124</sup>

The second problems are teacher also must used English language in the classroom fluently and accurately. Teacher is demanded to use english language as well as possible and as much as possible when giving instruction to them. When teacher gave the feedback to the students, teacher should speak English well. Teacher just uses Indonesian language when students don't understand more, so teacher explained by using Indonesian language. But, all activities in listening activities, teacher is demanded to use English language when gave instruction to the students.

---

<sup>124</sup> See Apendix 2

Such as Mrs. Umini state: “In using communicative approach, teacher is demanded to use English language well and right when giving instruction and explaining the material or giving feedback to the students.”<sup>125</sup>

Such as Mila said : “In my opinion, listening is comfortable, but sometimes teacher explained the material not clearly, so that it can make me little confused.”<sup>126</sup>

From this problems, teacher studied about pronunciation and lesson plan herself before teaching in the classroom in order to the teaching is done clearly and effectively. Teacher must become the good model for the students in correct speech. Teacher thought the way to teach listening become enjoyable by studying before entrance to the classroom. Teacher also brought the notes about the material and write the English pronunciation to the difficult words.

Such as Mrs. Umini state: “Before I am teaching in the classroom, I studied about the lesson plan and speaking such as pronunciation when giving the *instruction to the students in the class in order to learning is done clearly.*”<sup>127</sup>

The third problems are the student’s answers toward the questions are orally. The students should integrate the four skills in English language, namely speaking, reading, and writing. The students don’t write down the answers in white board. They only read their answers based on what they have heard.

---

<sup>125</sup> See Apendix 2

<sup>126</sup> See Apendix 2

<sup>127</sup> See Apendix 2

Teacher ask to the students to rise their hand one by one to find the correct answer. In this case, they must use their own english language fluency and accurately when answering the questions in listening activities.

Such as Mrs. Umini state: “The students sometimes found the difficulty when they answered the questions. They are still wrong in pronouncing the word or *sentence*.”<sup>128</sup>

On the other hands, one of students give opinion such as Suryaningtyas said :“I feel difficulty in translating and understanding the question. Sometimes, the questions are too difficult to understand because of long question and when answering the questions I felt difficulty to pronounce it because teacher asked the students to answer orally and fluently.”<sup>129</sup>

Teacher combinate between listening and speaking skill in listening activities in order to the students not only hear the speaker intention, but also they can use their own english language fluently and accurately.

From this problems, teacher corrects their answer orally by giving feedback when the students answered the questions. Teacher gives some clues to persuade them try to answer the questions correctly by explaining the word. Teacher gave chance to other students to help each others.

---

<sup>128</sup> See Apendix 2

<sup>129</sup> See Apendix 2

The last problems are from the student's participation in the listening activities. Some of them didn't focus and concentrate with the listening course.

Such as Suryaningtyas said: "In my opinion, listening in the class is useful. *But, the teacher's explanation is less and the class's condition may be noticed before conducting listening. Most of friends not ready yet with listening so that they asked each others.*"<sup>130</sup>

The students are low participation when they listen the record because they feel tired and didn't understand the speaker's intention. These problems make them to cheat and chat each other when they are answering the questions. It also wasted a time during answering the questions. Sometimes, the students made the noise when teaching and learning process was done. They didn't ready toward the lesson.

Then, teacher has some efforts to overcome it. Teacher tried to make the situation and condition in listening activities becomes enjoyable and meaningful in order to the students have good participation in the classroom. For instance, teacher makes them be sure toward the texts before playing the record. Indeed, teacher make a game or quiz when the students answered the questions. Teacher tried to make them become enthusiasm and spirit in answering the questions orally.

---

<sup>130</sup> See Apendix 2

Such as Mrs.Umini state: “I give the students some clues when they are difficult to answer the questions. I also make a game, one of them rise their hand fast in answering the questions, so that the listening learning not *become bored.*”<sup>131</sup>

In listening activities, teacher made a game to persuade the students become active in learning process. Teacher gave the chance to them to give their opinion or answers. If one of them answered the questions right, teacher gives addition value or score and the other students give congratulation. The students rise their hand and answered the questions orally and the others listen and ready to answer too if the first students answered false. They compete each others in learning process.

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

In this chapter, the writer discusses the result of the research which conducted in SMP 2 Ponorogo in eight grade of bilingual program in academic year 2014/2015

---

<sup>131</sup> See Apendix 2

about teaching listening using communicative approach, the problems and teacher's efforts in the using of communicative language teaching in teaching listening.

**A. The Implementation of CLT in Teaching Listening to the Eight Grade Students of Bilingual Program at SMP N 2 Ponorogo in Academic Year 2013/2014**

Based on the result of interview and documentation that has done by the writer in SMP N 2 Ponorogo to the eight grade students of bilingual program, the writer could identify that teaching listening using communicative language teaching is used by teacher. In listening activities, firstly, teacher gives greeting to the students and pray together before conducting listening section. Teacher guided the students to explore their mind how far they understand toward the material that will be learnt first. Teacher doesn't share the material directly, but teacher makes the students become sure through the listening activities. In addition, teacher gives the model or examples related to the topic before listening activities are started. On the other hand, teacher also gives the leading questions that related to the students' experience.

In this case, the writer think that teacher tried to persuade the students become active and interested toward the listening before starting the listening section. Teacher gives brainstorming ideas to the students in order to they didn't confuse toward the material. Teacher guided them to the topic, so the students not become panic and nerveous when they faced some listening texts. Teacher

also try to make the material become easy to be understood by the students by relating the students' experiences in daily life. This makes the students are interested with the topic that will be listened from the record. Teacher should give the input more to the students in every meeting in the classroom. Teacher also ought to remembered the materials that has done before, so the students can easy to continue the next material. Input must be meaningful and comprehensible in order to the students knew about the English lesson.

Teaching listening must be meaningful to the students. They not only listen what the speaker meant from the record, but also they must know what the contents of the texts, because listening is active learning process. Listening activities should be done with the enjoyment situation, not pressing the students' achievement in order to the students not become panic and nervous when they must be faced with the spoken text which has most structure there. With listening, students know and add their knowledge and information from spoken texts.

From the result of documentation, there are steps or stages to teach communicative listening include **Lead-in, teacher directs comprehension task, students listen for task, teacher directs feedback, students listen for task again, and teacher directs text-related task**. The writer thinks that these steps can makes students become interested with listening activities. Teacher also became easy to explain the material because the steps have significance each others. The students can use their background knowledge

when conducting listening activities. In Lead-in, teacher gives motivation and leading question related to the text before listening was done. The writer thinks that its one of technique to explore the students' mind in order to they didn't panic with the spoken text. In this case, motivation is very important to persuade them to learn English lesson actively, because if the students like to study English, they are easy to catch the material. On of way to persuade the students become active is leading question. Teacher asked to the students about their activity or experiences that should be related to the topic that will be learn in listening activities. Teacher tried to relate the questions with the material. Then, teacher explained the objectives of learning. The students must know the objective of learning, what should they do in teaching and learning process, what the lessons are at that time. After that, the students listen sound from the record.

In this case, teacher can manage how long the record will be played in listening section. The writer thinks that students are impossible to catch the meaning just one time, so that teacher can repeat the record about twice or three times. Teaching and learning become effective and efficient. After the students finished listening section, teacher asked to them if they have some difficulties during listening. Teacher also asked about the students' answers. If the students still not completed the answers, teacher replayed the record one or twice to make them become sure.

The writer thinks that the teacher's negotiation is very important, because teacher also as a facilitator in the classroom when the students found the problems or difficulties. The students also needed the attention more from teacher, so that the students didn't nervous in learning. Finally, at the end of learning, teacher and the students discussed the result of learning. Teacher asked the students to express their answer by rising hand and explaining the words.

Based on the interview that conducted to the teacher of Eight grade students of bilingual program in SMP N 2 Ponorogo, teacher uses exploration before listening activities was started. Teacher doesn't play the record directly and students listen it, but the students is guided to explore their mind toward the topic. The writer thinks that exploration becomes the right method in communicative approach when the teacher used it to teach listening. Teacher can explored their mind to guide their mind to the topic. Teacher in this case also should has psychologycal ability to instruct and set their condition become calm and enjoyable before listening activities are started. Teacher makes them becomes sure toward the text that will be faced by them, so it can help the students are interested and concentrate on the lesson. This technique also can makes the students didn't panic when they must be faced the new spoken text and teacher can managed their situation and condition becomes conducive.

In communicative approach, the students answered toward the questions orally. They don't write their answer in whiteboard, but they read their answer

and spell the word one by one to get the correct answer. Teacher gives the opportunities to them to share their idea and the other students listen and attend what the correct answer. In this case, the writer thinks that listening activities also integrate with the other skills such as speaking, reading. This helps students become active in listening process. They not become passive toward the teaching and learning process. Teacher also can know their speaking skill rather than listening. Indeed, students in communicative class are also demanded ultimately have to use the language productively and receptively. Classroom tasks must therefore equipt students with the skills necessary for communication in those contexts. Its also one of the principles of communicative teaching that learning must be done by doing, so that the students don't passive in learning.

In teaching listening using communicative approach, teacher is as a facilitator in teaching learning process. Teacher also as a guidance when the students found the difficulties in their learning process. So, the students can do listening activities clearly. In this case, the writer thinks that teacher just serves and helps them when they are difficult to understand the texts even the questions related to the text. In addition, the learning is focused on students centre. The students can use their background knowledge to help their learning process in listening activities. So, teacher just observes and walks around the class when the students listen the record. In this case, teacher just helps them when they found the difficulty toward the contents and

questions. In this case, teacher also should use positive feedback. For example, teacher demonstrated the behavior by agreeing, praising, or showing understanding. Teacher must respect about their answer in order to they can correct the answer by spirit, so that they are not pressured with the teacher' corrective feedback. Teacher also must be tolerant of students' errors as they indicate that the students are building their communicative competence.

**B. The Problems and Teacher's Efforts to Overcome the Problems in the Using of Communicative Language Teaching (CLT) in Teaching Listening to the Eight Grade Students of Bilingual Program at SMP N 2 Ponorogo in Academic Year 2013/2014**

Teaching and learning process also has some difficulties when teacher used their approach/method/technique in their class. This is caused by some aspects either from students mistakes or teacher itself. In teaching listening using communicative approach, teacher found some problems when conducting listening activities such as low students' background knowledge. Most of students don't know about the content of the text. They still understand the sentence word by word, so that if they don't know the next sentence, they repeat the previous sentence to understand more again. Indeed, they are rare to read the English literature books. When the students are faced the material, they are confused to understand the word. Teacher has efforts to overcome the

problems. Teacher try to introduce the new vocabulary to them related to the text. Teacher wrote about the ten difficult words in each materials. The students must find the meaning each words before reading the listening text. They can open their dictionary to find it. Indeed, teacher also gives the model to them before listening activities and explains the topic of the material before the students listen the sound from the record.

From this problem, the writer think that students still has less of knowledge because they are still eight grade students. Sometimes they dont know what the topic. Students should read more about the English literature, so that they can add some knowledge from other books. They should also understand other lessons. The writer also thinks that the teacher's efforts can makes the students are easy to understand the content of the text. The students become active in searching new words in their dictionary, so that they can add their vocabulary in understanding the text. They also have spirit to learn English lesson. But, beside that they must study more about vocabulary. They can make some notes that written in notebook, so when they don't know the difficult word, they can open their written. They also can bring everywhere they want to memorize it.

The second problems are teacher should use English as much as possible when they give instruction and explanation to the students. Teacher as a model for the students, so teacher used more English language carefully when taught in the classroom. The teacher's teaching must become meaningful for

students that can make the students are motivated to speak English in the classroom. Communicative teaching is a new challenge for teacher when teacher wanted to teach meaningfully in the classroom. Teacher studied about lesson plan and try to speak clearly before teaching in the classroom. Teacher also studied about pronunciation in order to when teacher gave some instruction to the students, teacher can pronounce well and right.

In this case, the writer thinks that the teacher is demanded to use English language more. Teacher must give the right speech to the students in order to teacher is not joked with the students in learning. On the other hand, teacher should give the best performance in the classroom, so that teaching and learning become effective. Indeed, the writer thinks that teacher must has good performance when teacher taught the lesson in the classroom. This also can improve the teacher's teaching skill. If teacher has good attitude, the students will imitate what teacher do in the classroom. So, its good way that teacher needed for study before teaching in the classroom. The institute should give some trainings to all English teachers in order to they can teach English effectively. For example, teacher must be given training or seminar about how to teach and speak well in the classroom. Teacher also must study more, because teacher is figure in education institute. Some native speakers can give good contribution in English language education. If teacher doesn't have professional in teaching, so that teaching and learning will be bored.

The third problems are the students' answers toward the questions are orally. The students rise their hand when they answered the questions one by one. They must pronounce the word or vocabulary fluently and right. Some students are still wrong when they pronounced the word. They are not bahaved to speak English in anytime, anywhere, they meet their friends. So that, teacher gives some clues to persuade them try to answer the questions correctly by explaining the word. Teacher interacts with the students when they answer the questions. Teacher explained the word by giving simulation or examples related to the word and students try to guesst that word. Beside that, teacher gives chances to other students to answer the question. This activity is done step by step to get the right answers. If the students have finished their answer, then they spell the word. This method also helped the students to study about pronunciation. This is clear that this approach makes them to communicate each other in learning process, so that they understand what the right answer related to the texts. This solution also makes the students to think before answering. They must consider about what should the students do before acting.

In this case, the writer thinks that the students are still lack of pronunciation and spelling the word. Sometimes, the sound from the record is difficult to catch right, so that when the students answered the questions, they are still confused. English also may be deemed irrelevant with the students' needs because the language is not part of their everyday life. They not behave to use

English language when they spoke, talk, or chat with their friend in the classroom. Beside that, they are still not confident with themselves when they want to express their idea or speak English in front of the classroom. Indeed, teacher used a way to help the students try to answer correctly and fluently. Teacher can interact together in learning. This also can create and build the communicative teaching and learning in the classroom. Teacher can give speaking training to improve their pronunciation outside classroom.

The fourth problems are low students' participation toward the lesson in the class. Most of them often didn't focus and didn't give attention toward the listening section. During the lesson, the students often doing the other activities that can makes the learning becomes noisy. They also make the noise by talking each others during listening activities, so that they don't understand about the content of the texts that given by teacher and they feel bored and tired because of hearing the sound waves. Then, teacher tried to make the situation and condition in listening activities become enjoyable and meaningful in order to the students have good participation in the classroom. Teacher makes a game in order to they become active in learning process.

In this case, the writer think that the problems rise when the students not enthusiam with listening section first, so when the students listen the sound they felt bored and tired. They still have low intrinsic motivation in doing listening section. They still depend with others. For example, when the students are offered by teacher try to find the new vocabulary, most of them

are still lazy to open their dictionary. Teacher must has the way to help them become focus and happy in listening activities. Students also have less of background knowledge that caused them felt difficult to understand the text. Indeed, the writer thinks that this solution can makes the students study actively than before. They becomes conscious and curious to know what the content of the texts. The students can share their idea or answer each other toward the game, so that they are happy doing listening activities. Teacher can asked the students to make a group to share their answers, making negotiation to find the right answers, so that the listening activities have the good atmosphere in the classroom. On the other hand, this show that their learning in the class was done by cooperative and collaborative learning. They can shared their idea each others to discuss the right answers.

## **CHAPTER V**

### **CONCLUSION AND RECOMMENDATION**

#### **A. Conclusion**

This research focused on teaching listening using communicative language teaching (CLT) to the eight grade students of bilingual program in SMP N 2

Ponorogo in academic year 2014/2014. Based on the research findings and discussion, the writer concluded that:

1. The using of Communicative Language Teaching (CLT) in teaching listening is that teacher gave the exploration first before listening activities was conducted in the classroom. Teacher didn't share the material directly, but teacher and the students discuss and negotiate toward the topic that related to the text. Teacher also gave the examples to direct the student in order to they know what the topic that will be listened at that time, so they didn't become panic and nervous. There are some stages to teach communicative listening in the classroom as following as: **Lead-in, teacher directs comprehension task, students listen for task, teacher gives the feedback, students listen sound again, and teacher directs text-related task.** In listening, teacher as a facilitator and guidance in teaching and learning that teacher just helped and monitored their learning. The materials are given to the students are authentic texts that include the native speaker.
2. Teacher has some difficulties when they used the Communicative Language Teaching (CLT) in teaching listening. These problems are coming from some aspects such as the low students' background knowledge toward the text, teacher is demanded to use English language as much as and as well as possible in giving instruction and explanation

because teacher also as a model for the students' advance, the students answered the questions orally, and students' participation in listening activities are less. Indeed, teacher has some efforts to overcome those problems in the using of Communicative Language Teaching (CLT) in teaching listening as follows: teacher gives exploration to guide the students' mind in order to easy to understand the text and asked them to find the difficult words from the text, teacher studied speaking and lesson plan before teaching, teacher gives some clues to persuade them try to answer the questions correctly by explaining the word, and teacher tried to make the situation and condition in listening activities become enjoyable and meaningful in order to the students have good participation in the classroom.

## **B. Recommendation**

### **1. For Institution**

SMP N 2 Ponorogo school should encourage and support the English teachers to use Communicative Language Teaching (CLT) in teaching to increase and improve their teaching, especially in teaching listening. Besides, the institution should hold regular meeting with English teachers

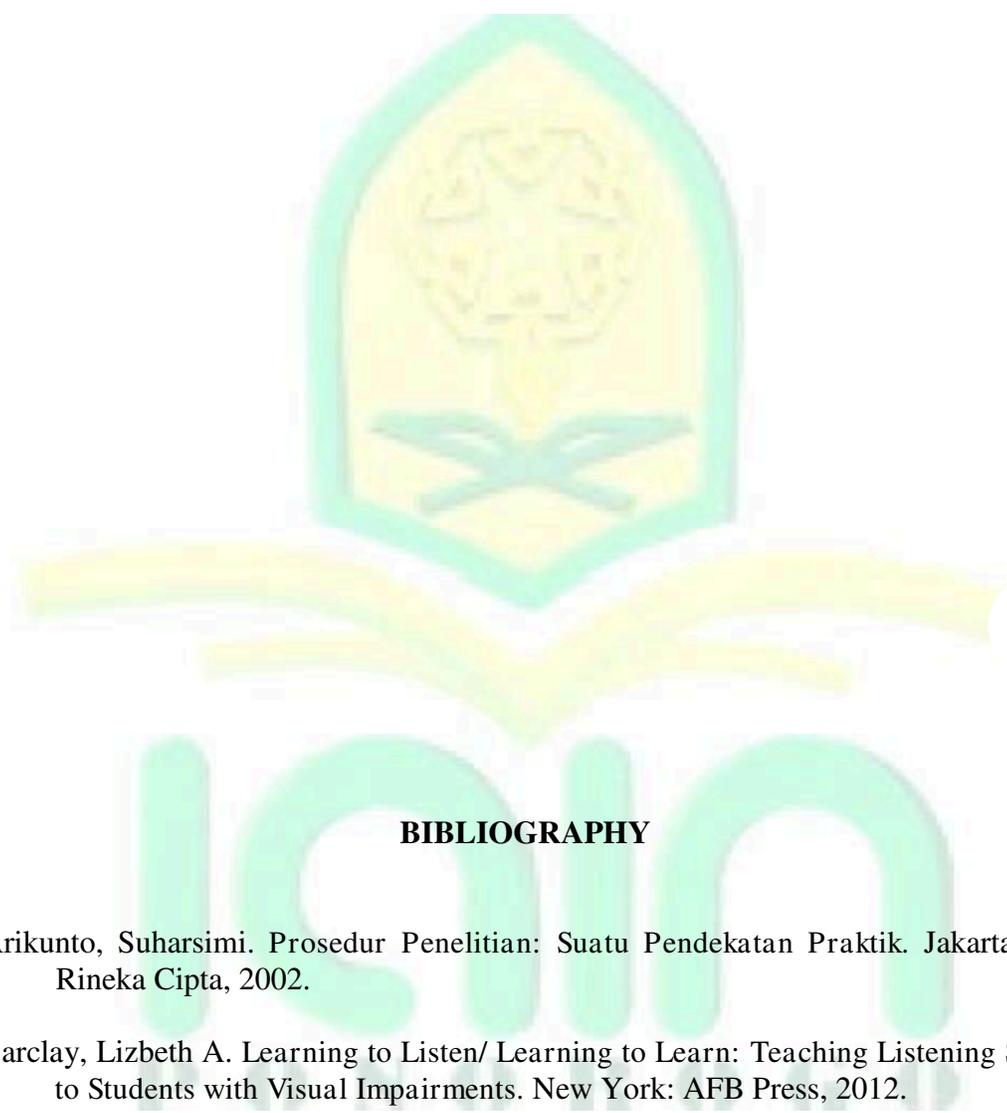
in order to discuss about the problems that faced in teaching and to find out the best solutions.

## **2. For Teachers**

Listening is basic skill that students must comprehend it. In learning process, the students face some difficulties when they listen the sound from the record. Indeed, the students didn't interest with listening, so they feel bored in learning. Therefore, teachers should use the appropriate approach to teach listening course in order to the teacher can motivated them and made the situation and condition became comfortable in listening activities. One of the ways that teachers can do is by applying Communicative Language Teaching (CLT). Teachers can guide and facilitate in learning process by giving motivation and exploration related to the listening activities, so the students can concentrate on the lesson and they feel interested with the listening activities.

## **3. For the Other Researchers**

The other researchers should use Communicative Language Teaching (CLT) in teaching English language in the classroom, especially in teaching listening, because this approach is suitable to persuade the students become active and enjoyable in teaching and learning process.



## BIBLIOGRAPHY

- Arikunto, Suharsimi. *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: PT Rineka Cipta, 2002.
- Barclay, Lizbeth A. *Learning to Listen/ Learning to Learn: Teaching Listening Skills to Students with Visual Impairments*. New York: AFB Press, 2012.
- Brandl, Klaus. *Communicative Language Teaching in Action: Putting Principles to Work*. Washington: Pearson Prentice Hall, 2007.
- Brown, H. Douglas. *Principles of Language Learning and Teaching*. New York: Pearson Education, Inc, 2007.

- Brown, H. Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Logman, 2001.
- Brown, Gillian. *Teaching the Spoken Language*. Cambridge: Cambridge University Press, 1983.
- Brown, Steven. *Teaching Listening*. New York: Cambridge University Press, 2006.
- Creswell, John W. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. California: SAGE Publications, Inc, 2009.
- Clifford, Collette. *Nursing and Health Care Research: A Skills-based Introduction*. New York: Routledge, 2013.
- Elaine R. Monsen and Linda Van Hom. *Research Successful Approach*. United States of America: American Dietetic Association, 2008.
- Field, John. *Listening in the Language Classroom*. Cambridge: Cambridge University Press, 2008.
- Flowerdew, John. *Second Language Listening Theory and Practice*. New York: Cambridge University Press, 2005.
- Harmer, Jeremy. *The Practice of English Language Teaching*. London: Lo Group Ltd, 1991.
- Hedge, Tricia. *Teaching and Learning in the Language Classroom*. New York: Oxford University Press, 2006.
- John Flowerdew & Lindsay Miller. *Second Language Listening: Theory and Practice*. New York: Cambridge University Press, 2005.
- Junadi, Purnawan. *Pengantar Analisis Data*. Jakarta: Rineka Cipta, 1995.
- Khotari, C. R. *Research Methodology: Methods and Techniques*. New Delhi: New Age International (P) Ltd, 2004.
- Larsen Freeman, Diane. *Techniques and Principles in Language Teaching*. New York: Oxford University Press, 2000.
- Linse, Caroline T. *Practical English Language Teaching: Young Learners*. New York: McGraw Hill, 2005.

- Littlewood, William. *Communicative Language Teaching: An Introduction*. Cambridge: Cambridge University Press, 1981.
- Margot Ely etc. *Doing Qualitative Research: Circles within Circles*. London: Falmer Press, 1991.
- Matthew B Miles and Michael Huberman. *Qualitative Data Analysis: An Expanded Sourcebook*. California: Sage Publication, 1994.
- Moleong, Lexy. *Metodologi Penelitian Kualitatif*. Bandung: PT. Remaja Rosdakarya, 2009.
- Mukul Gupta and Deepa Gupta. *Research Methodology*. New Delhi: PHI Learning Private Limited, 2011.
- Neuman, William Lawrence. *Sosial Research Methods: Qualitative and Quantitative Approaches*. Needham Heights: Allyn and Bacon, 2000.
- Nunan, David. *Designing Tasks for the Communicative Classroom*. Cambridge: Cambridge University Press, 1989.
- Nunan, David. *Language Teaching Methodology: A Textbook for Teachers*. United Kingdom: Prentice Hall International Ltd, 1991.
- Nunan, David. *Practical English Language Teaching*. New York: McGraw 2003.
- Omagio Hadley, Alice. *Teaching Language in Context: 2nd edition*. Massachusetts: Heinle & Heinle Publishers, 1993.
- Parrish, Betsy. *Teaching Adult ESL a Practical Introduction*. New York: McGraw-Hill Companies, 2004.
- Ricards, Jack C. *Approaches and Methods in Language Teaching*. New York: Cambridge University Press, 2001
- Ricard, Jack C. *Communicative Language Teaching Today*. New York: Cambridge University Press, 2006.
- Ricard, Jack C. *Teaching Listening and Speaking: From Theory to Practice*. New York: Cambridge University Press, 2008.
- Robert C. Bogdan and Sari Knopp Biklen. *Qualitative Research for Education: An Introduction to Theory and Methods*. Nedham Heights: Allyn and Bacon, 1992.

- Saldana, Johnny. *Fundamentals of Qualitative Research: Understanding Qualitative Research*. New York: Oxford University Press, 2011.
- Savignon, Sandra J. *Interpreting Communicative Language Teaching: Contexts and Concerns in Teacher Education*. London: Yale University Press, 2002.
- Seidman, Irving. *Interviewing as Qualitative Research: A Guide for Researchers in Education & the Social Sciences*. New York: Teachers College Press, 2013.
- Wendy A Scott and Lisbeth H. Ytreberg. *Teaching English to Children*. New York: Logman, 1992.
- William L. Goodwin & Laura D Goodwin. *Understanding Quantitative and Qualitative Research in Early Childhood Education*. New York: Teachers College Press, 1996.
- Elwell, Phillip. *The Push Towards Communicative Language Teaching and Its Impact on the Korean Classroom*. Germany: GRIN verlag, 2011) <http://www.grin.com/en/e-book/182284/The-Push-Towards-Communicative-Language-Teaching-and-Its-Impact-on-the-Korean-Classroom>. Accessed on May 21, 2014.
- Flohr, Susanne. *Teaching Listening and Speaking*. Germany: GRIN Verlag, 2006 <http://www.grin.com/en/e-book/142928/teaching-listening-and-speaking.c/> Accessed on May 21, 2014.
- Mansour Khoosa and Mashoume Yakhabi, Problems Associated with the Use of Communicative Language Teaching in EFL Contexts and Possible Solutions. *International Journal of Foreign Language Teaching and Research*, (online), jilid 63-76, No.1 Tahun 2012. [http://jfl.iaun.ac.ir/article\\_4185\\_0.html](http://jfl.iaun.ac.ir/article_4185_0.html), accessed on June 26, 2014).
- Tsinghong Ma. An Emqirical Study on Teaching Listening in CLT. *International Education Studies Journal*, (online), jilid 2, No.2 Tahun 2009. <http://www.ccsenet.org/journal.html>. Accessed on April 29, 2014).
- Vickie A. Lambert & Clinton E. Lambert. Qualitative Descriptive Research: An Acceptable Design. *Jurnal of Nursing Research*, (online), Jilid 16, No.4 Tahun 2012. <http://www.tci-thaijo.org>, accessed on April 29, 2014).
- Zekariya Ozsevik. *The Use Of Communicative Language Teaching (CLT): Turkish EFL Teacher's Perceived Difficulties In Implementing CLT In Turkey*. (Thesis, University of Illinois, Urbana, 2010), 44.

[http://www.ideals.illinois.edu/ozsevik\\_zakariya.pdf](http://www.ideals.illinois.edu/ozsevik_zakariya.pdf), accessed on April 29, 2014).



