

# Analysis the Implementation of Communicative Language Teaching and Classroom Interaction in the Effort to Increase Learners' Speaking Skills

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## Abstract

Communicative language teaching (CLT) is 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 (Richard, 2006:2). Classroom interaction occurs in the process of applying CLT which requires the participation of both learners and teacher. The study aims at finding out how CLT and classroom interaction implemented collaboratively in the effort to increase learners' speaking skill at private senior high schools in Ruteng, Flores. It's mixed method research combining the use of descriptive quantitative and qualitative study design with phenomenological approach. For the purpose of quantitative study, it's chosen 123 students by using cluster random sampling, meanwhile for the purpose of qualitative data, it's chosen 12 students and three English teachers by using purposive sampling. The research result showed that CLT characteristics (82=66.7%) and teacher's role (98=79.7%) were mostly categorized as high level of CLT implementation. Meanwhile, material, media and learners' role were mostly categorized as medium level. English teachers always involve their students in the productive activities. However, they mostly used book or hand out as the media to deliver materials. Integrating technology into classroom, using games as one of method to cheer up the students boredom hardly ever undertaken. Regarding the implementation of classroom interaction; initiation was mostly in the category of low level (76=61.8%). Students mostly do the activities of learning English designed by teacher. They are not engaged with learning autonomy that leads them to have self learning habit. Consequently, students are only able to accomplish the simple tasks.

**Keywords:** Communicative Language Teaching; Communicative Language Teaching; English speaking skills;

## 1. Introduction

The purpose of learning English at Senior High Schools is to provide students knowledge and competency so they have the ability to possess language skills, pass the test, are able to use English in real life context, and get preparation before going forward to higher education.

Hymes (1972) in (Richard and Rodger, 2001:159) states that the goal of language teaching is for communicative competence in which a speaker has the ability to communicate well in a speech community. Hymes adds that a person who obtains communicative competence obtains both knowledge and ability for language use. Richards and Renandya (2002:204) stated that someone is considered to have effective oral communication if he has the ability to use the language appropriately in social interactions. It involves both verbal communication and paralinguistic elements of speech such as pitch, stress, and intonation. Nonlinguistic elements such as gestures, body language, and expressions are needed in conveying messages directly without any accompanying speech.

Even though students have a lot of opportunity to learn English, it is obvious that learning objectives haven't been gained maximally. Students don't have courage to express their idea orally in English, even in simple sentences. They are reluctant, hesitant, and afraid of making mistakes (Fauzan, 2014). They have low concentration, lack of discipline and boredom (Songbatumis, 2017). Yulia (2013) through her study found that English was difficult to be used in class since the classroom instruction was conducted mostly in the low variety of Bahasa Indonesia. The researcher's preliminary study through interview to a senior high school English teacher in Ruteng also identified that most students have lack of English vocabulary and have no courage to speak in English. They are afraid of making mistakes. Moreover, students obtain bad scores in the mid-test, semester test, school test even national examination.

Based on the data published by national education department, the average scores of National English Test result achieved by NTT high school students are lower than what other provinces achieved. In scope of

the regencies, the average scores achieved by senior high schools students in Manggarai regency are as follows 2015 is 54,15, 2016 is 57,68, and 2017 is 42,25 (Puspendik Kemdikbud, 2017).

To cope with these problems, school authorities and English language teachers should consider the importance of implementing Communicative Language Teaching (CLT) and classroom interaction in the classroom.

Communicative language teaching is one of the teaching approaches that should be applied to develop students' speaking skill. It is developed by creating meaningful activities in which students negotiate meaning, use communication strategies, correct misunderstanding, and work to avoid communication breakdown (Richard, 2006:14). Some studies have revealed the effectiveness of implementing CLT to increase students speaking skill (Mangaleswaran and Aziz, 2019; Al-Garni and Almuhammadi, 2019).

Canale and Swain (1980) in (Richard and Rodger, 2001:160) described the analysis of communicative competence. They identified four competencies which refer to grammatical competence, sociolinguistics competence, discourse competence, and strategic competence. Communicative language teaching is 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 (Richard, 2006:2). Richard furthermore stated that the goals of implementing communicative language teaching is for communicative competence. It refers to the ability to produce sentences in a language.

Other determinant factor that should be considered in English language learning and teaching in the effort to increase learners' speaking skill is Classroom Interaction. Interaction in a classroom involves both the teacher and all participants. According to Tsui (1995:6) in Preston (2010:6) classroom interaction is a co-operative effort and activity among participants. Each participant plays the role to determine the direction and outcome of the interaction. Interaction has to be managed by the teacher and all participants. It's because interaction is obviously something people do together collectively.

Although interaction is a co-operative effort of all participants in a classroom, there are some aspects controlled or managed by the teacher, and one of which is the input provided. It is affirmed by Wagner (1994:8) in D. Rossi, et al. (2013) that Interactions do not occur only from one side. There must be mutual influence through giving and receiving messages in order to achieve communication. Wagner adds that there must be reciprocal events that occurs naturally at least two objects and two actions in interaction. It actually refers to the communicative process which involves interaction at least between two people who share a list of signs. This can be achieved through implementing different student and teacher roles, exposing students to a varied classroom organization, employing a variety of activities, helping students to express themselves and encouraging their use of communication strategies. Students try to use target language. If the two implications are joined, then a pleasant classroom atmosphere is gained.

Existing research on interaction tends to focus on three main types as significant in the realisation of learning outcomes in classroom interaction (Bernard et al., 2009; Miyazoe & Anderson, 2010; Rhode, 2009; Swan, 2003 in D. Rossi, et al., 2013:24). These types of interaction are Learner-content interaction, Learner-learner interaction, and Learner-teacher interaction.

## **2. Methods**

The study was conducted at private Senior High Schools in Ruteng, Flores covering three Schools; SMA Santu Fransiskus, SMA Santu Aquinas, and SMA Bintang Timur. In order to obtain research objective, it's used mixed method which combines the use of descriptive quantitative and qualitative study design with phenomenological approach. The population of the study including grade XI Private Senior high Schools students in Ruteng, Flores numbered 190 students. The students were still actively learning English as one of the compulsory subject. In order to achieve a valid and reliable result of the research, it's used cluster random sampling. The samples were taken randomly from different schools. For the purpose of questionnaire technique, it's used model of samples determination developed by Isaac and Michael with error level of 5%. Therefore, 123 students were chosen as the samples of the research. Meanwhile, employing a qualitative research design and phenomenological approach, the data for this study were mostly collected through interview completed by observation, Focused group discussion and documentation. For the purpose of deep interview, the participants were 3 English teachers and 12 students taken purposefully from different schools. In collecting data, the researcher used questionnaire, individual interview, documentation, participative observation and Focus Group Discussion. The data then were analyzed quantitatively and qualitatively. The quantitative data are analyzed descriptively. The questionnaire contains two major aspects studied consisting of the implementation of CLT and Classroom Interaction with a total of 40 items, and offered a choice of five Likert-scale responses for each item described: 1=never or almost never true of me, 2=generally not true of me, 3=sometimes true of me, 4=generally true of me, and 5=always or almost always true of me. To interpret the CLT and Classroom Interaction frequency, the writer followed Schmenk, Schulze

and Hamann’s (2005) scale in Xiao (2007:145). That is, averages of 4.0 – 5.0 are considered exceptionally high implementation of CLT and Classroom interaction; averages of 2.1 – 3.9 are regarded as medium and averages of 1.0 – 2.0 are designated as exceptionally low. Meanwhile the qualitative data were analyzed by implementing model of analysis proposed by Miles and Haberman consisting of data collection, data reduction, data display, and conclusion (Sugiyono, 2013).

### 3. Results And Discussions

#### 3.1 The implementation of CLT in English language learning and teaching in private senior high schools in Ruteng

There are four aspects of communicative language teaching explained and described in this part namely CLT characteristic, materials and media used in teaching, learners’ role and teacher’s role.

##### 3.1.1 Frequency and level of CLT Characteristics implementation which are focused on communicative competence, and not restricted to grammatical or linguistic competence

Table 1. The frequency of CLT Characteristics implementation

Item	CLT CHARACTERISTIC	Mean	SD	Category
1	In English class, I am taught reading comprehension material, read text aloud and answer questions based on the text.	3.9593	.91793	Medium
2	In English class, I am taught grammar, writing sentences, paragraphs and even text to improve my writing skills.	3.9268	.99318	Medium
3	In English class, I was given an example of a conversation by the teacher (Teacher as a model in practicing dialogue)	4.2195	.98793	high
4	In English class, I was given the opportunity to read out dialogue and practice dialogue in pairs	4.2927	1.05373	high
5	In English class, I was given the opportunity to be involved in group discussions, ask and answer questions	4.1382	1.02689	high
6	In English class, I was given the opportunity to be involved in the game so I am not getting bored	3.7398	1.15827	Medium

Table 1. shows the frequency of participants’ response regarding the implementation of CLT Characteristics. The item number 4 gains 4.29 as the most implemented CLT Characteristics (In English class, I was given the opportunity to read out dialogue and practice dialogue in pairs). The item number 6 gains 3.73 as the least implemented CLT Characteristics (In English class, I was given the opportunity to be involved in the game so I am not getting bored).

Table 2. Level of CLT characteristics implementation

CLT Characteristics		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	low	4	3.3	3.3	3.3
	Medium	37	30.1	30.1	33.3
	High	82	66.7	66.7	100.0
	Total	123	100.0	100.0	

Table 2 shows level of CLT characteristics implementation in the effort to increase speaking skill. It can be seen that CLT characteristics implementation was mostly in the category of high level.

Richard (2006:3) stated that the goal of Communicative language teaching is for communicative competence. Competence refers to the knowledge we have of a language that accounts for our ability to produce sentences in a language. It refers to knowledge of the building blocks of sentences (e.g., parts of speech, tenses, phrases, clauses, sentence patterns) and how sentences are formed. If it refers to CLT objectives as stated by Richard, English teachers at private senior high schools in Ruteng have employed practical activities as the implication of CLT characteristic implementation. They are in the effort to increase students ability to produce sentences in English such as involving the students in the group discussion, practicing the dialogue in pair or group, telling a story based on students experience, providing students opportunity to propose questions in English even asking them to do the presentation in English. However, engaging the students with English games hardly ever done by English teachers (item number 6) gains 3.73 as the least implemented CLT Characteristics. Whereas, games are useful to cheer up the classroom atmosphere, to arouse students’ motivation and attention, to relax a strenuous situation and to have some fun (Leo (2013:143). Students are taught grammatical competence, but it’s introduced at the latter phase (In

English class, I am taught grammar, writing sentences, paragraphs and even text to improve my writing skill), gains 3.92 categorized as medium CLT Characteristics implementation).

### 3.1.2 Frequency and level of the material and media used in teaching

**Table 3.** Frequency of material and media used in teaching

Item	Materials And Media Used In Teaching	Mean	SD	Category
1	In English class, I was taught material related to everyday life	4.0325	1.15187	High
2	I study English material based on the government curriculum (K13) and syllabus which was later found in English textbooks	3.6911	.87899	Medium
3	Teacher uses LDC as a medium in delivering English learning materials	3.3171	1.16870	Medium
4	The teacher uses audio or video relating to the material being studied to practice listening skills	3.3577	1.2422	Medium
5	The teacher uses books or hand outs as a medium in English teaching and learning activities	4.1870	1.11876	High

Table 3. shows the frequency of participants’ response regarding the implementation of material and media used in teaching. The item number 5 gains 4.18 as the most media used in learning and teaching (The teacher uses books or hand outs as a medium in English learning activities), and item number 1 gains 4.03 as the most material learnt (In English class, I was taught material related to everyday life).

**Table 4.** Level of Materials and Media Used

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	4	3.3	3.3
	Medium	63	51.2	54.5
	High	56	45.5	100.0
	Total	123	100.0	100.0

Table 4 shows level of material and media implementation in the effort to increase learners’ speaking skill. It can be seen that material and media implementation was mostly in the category of medium level.

Based on the survey as stated in table 3, it was found that In English class, books or hand outs (item number 5 gains 4.18) as the most media used in teaching, and the materials related to everyday life were the most delivered materials (number 1 gains 4.03). Table 4 shows more data that the implementation of material and media used in teaching was mostly in the category of medium level. The finding was confirmed through interview that English teachers delivered the materials correlated with everyday life, and used English books provided by school or government as the main and mostly media in delivering the materials to students. Meanwhile the use of English videos, audio and LCD is hardly ever done. They are applied in certain needs and learning context. In one school studied, the use of English videos, audio, and LCD is sometimes run in accordance with the objectives of teaching and learning activities such as speaking class which is oriented to increase students speaking skill. However, other schools hardly ever used videos or audios or LCD in teaching and learning activities.

Now days, integrating technology into classroom learning is a key. By using technology, students have wide opportunity and are able to see tutorials online, access course information and submit assignments. Moreover, students are able to instantaneously discuss opinions with peers. They can review presentations for supplementary information to deepen learning. Solely employing a didactic approach can prevent students from optimally processing and applying their knowledge, and negatively impacts their ability to conceptualize material and practice skills. By integrating technology into classrooms, teachers are in the effort to increase student engagement (ETS, 2013 in Paolini, 2015:29). To this extend, the research found that since English teachers only used book provided by school or government as the main and mostly media in delivering materials to the students, the integration of technology into classroom is hardly ever made, students had limited access of learning sources, learning media which decrease students learning self encouragement and participation.

### 3.1.3 Frequency and level of Learners’ role implementation

**Table 5.** Frequency of Learners' role

Item	Learners' Role	Mean	SD	Category
1	I am actively involved in group discussion in learning activities	3.9593	1.00326	Medium
2	I am actively involved in practicing dialogue or conversation based on my own will (without being asked by teachers)	3.6829	1.01882	Medium
3	I speak English with friends in class without being asked by the teacher	3.1301	.95779	Medium
4	I look for other reading sources to increase my English skills	3.4715	1.04274	Medium
5	I actively answer questions from teachers in class	3.6016	.89388	Medium

Table 5 shows the frequency of participants' response regarding the implementation of learners' role. The item number 5 gains 3.95 (I am actively involved in group discussion in learning activities) as the most implemented learners' role. Item number 3 gains 3.13 (I speak English with friends in class without being asked by the teacher) as the least implemented learners' role in learning and teaching.

**Table 6.** Level of Learners' role

Learner's Role		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	7	5.7	5.7	5.7
	Medium	72	58.5	58.5	64.2
	High	44	35.8	35.8	100.0
	Total	123	100.0	100.0	

Table 6 shows level of learners' role implementation in the effort to increase speaking skill. It can be seen that learners' role implementation was mostly in the category of medium level.

Based on the survey as stated in table 5, it was found that involving in group discussion in learning activities (item number 5 gains 3.95) as the most implemented learners' role. However, speaking in English to classmates (Item number 3 gains 3.13) as the least implemented learners' role in learning and teaching. Table 6 shows more data that learners' role implementation in learning English was mostly in the category of medium level. The finding was confirmed through the interview. Learners only actively participate in the activities designed by the teachers such as group discussion, practicing dialogue in pairs, and looking up the meaning of some vocabularies in the dictionary. Other productive activities which are conducted by the learners' own awareness hardly ever done. Learners pay more attention to the activities which are oriented to improve English scores in the mid test and final test.

Learners' involvement and effort are key factors to the success of language learning. Involvement and engagement are the main components in students' learning. Having students work in small groups on experiential tasks allows them to brainstorm, learn from one another, and collaboratively apply knowledge (Webber, Krylow, & Zhang, 2013; Paolini, 2015). Involving students in collaborative and interactive activities is the initial stage which leads them to be autonomous learners. In this research, students seem to play their role maximally whenever teachers monitor their activities. In order to maximize students' role, English teachers may work individually with students to help them accept responsibility for their performance, increasing their self-motivated involvement. Moreover, teachers ask students what they want to learn and accomplish by the end of the course. Teachers as well provide timely and expert feedback assists students in understanding course material (Paolini, 2015:27; Assiddiq, 2019).

### 3.1.4 Frequency and level of Teacher's role

**Table 7.** Frequency of Teacher's role

Item	Teachers' Role	Mean	SD	Category
1	The English teacher delivers material to be studied at the beginning of the lesson, provides explanations, and makes practical examples that are easy to understand	4.3333	1.05323	High
2	The teacher stands up, walks around the class and helps students who find difficulties in learning	4.3171	1.09632	High
3	The teacher provides opportunities for students to ask and answer questions	4.1057	1.09255	High
4	The teacher provides corrections to student errors at the end of lesson activities (in the final summary)	4.1707	.92955	High

Table 7 shows the frequency of participants' response regarding the implementation of teacher's role. The item number 1 gains 4.33 (The English teacher delivers material to be studied at the beginning of the lesson, provides explanations, and makes practical examples that are easy to understand) as the most implemented

teacher’s role in learning and teaching. Item number 3 gains 4.10 (The teacher provides opportunities for students to ask and answer questions) as the least implemented teacher’s role.

Table 8. Level of Teacher’s Role

Teacher's Role		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	8	6.5	6.5	6.5
	medium	17	13.8	13.8	20.3
	High	98	79.7	79.7	100.0
	Total	123	100.0	100.0	

Table 8 shows level of teacher’s role implementation in the effort to increase learners’ speaking skill. It can be seen that teacher’s role implementation was mostly in the category of high level.

Based on the survey as stated in table 7, it was found that delivering material to be studied at the beginning of the lesson, providing explanations, and making practical examples (item number 1 gains 4.33) as the most implemented teacher’s role in learning and teaching. However, providing opportunities for students to ask and answer questions (Item number 3 gains 4.10) as the least implemented teacher’s role. Table 8 shows more data that teacher’s role implementation was mostly in the category of high level. The finding was confirmed through the interview. In learning and teaching, English teachers applied their role as an educator, moderator, facilitator and motivator as well. As educator, they delivered the materials to the students in sequence and systematically from the beginning to the end of meeting in accordance with the lesson plan they have prepared. As a moderator the teachers moderated students’ activity by creating the necessary conditions for them to analyze, reflect and reconceive the current knowledge in a cooperative manner (Kudryashova, et.al., 2016:464). As facilitator, they designed technique and learning method by involving the students in the group discussion, dialogue practice, question and answer. Certain English teacher sometimes provides English games to help the students cheer up when they seem to be bored. They helped the students finding out the solutions when their students are facing the difficulties. Teachers don’t stay at one place. They always stand up, walk around the room, ask and answer the students’ questions. As motivator, English teachers encouraged the students to possess English speaking skill through continuous practice. Moreover, teachers gave correction anytime the students made mistakes during learning process or mostly at the end of the meeting a long with conclusion.

Even though English teachers have applied their role, it contributes little to promote learners learning autonomy to increase their own speaking ability, however (Ja, 2017:105). In this research, learners seem to participate actively only in the activities designed and monitored by the teachers. What else, students obtained less opportunity to propose and answer questions in English as one of the activities that should be undertaken to drill learners self confidence and self autonomy, in the next stage to increase speaking ability and skill.

### 3.2 The implementation of Classroom Interaction in English language learning and teaching in private senior high schools in Ruteng

There are three aspects of Classroom Interaction explained and described in this part namely 1) feelings acceptance, praises or encouragement, and ideas use or acceptance, 2) giving directions, criticisms or authority justification, and 3) initiation

#### 3.2.1 Frequency and level of feelings acceptance, praises or encouragement, and ideas use or acceptance

Table 9. Frequency of feelings acceptance, praises or encouragement, and ideas use or acceptance

Item	Feeling acceptance, praises or encouragement, and ideas use or acceptance	Mean	SD	Category
1	I myself do most of the talk to my partners in the classroom in oral Expression.	3.2683	.91502	medium
2	I am always glad to get the opportunity to interact with my friends	4.0163	.95800	high
3	When I feel that the class environment is in good condition, I am encouraged to participate in all class activities.	3.9919	1.11249	medium
4	I don’t like asking questions when it’s study time. I like to find out the solution myself.	2.5610	1.26197	medium
5	I provide less opportunity to interact with my teachers and my friends.	2.2846	1.32764	medium
6	When I think about what I don’t know, I am most likely to keep it.	2.4878	1.28908	medium
7	In a study group working on difficult material, I am more likely to participate and contribute my ideas.	3.5772	.93219	medium

8	To a friend of mine who is encountering a trouble, I tend to directly help him / her.	3.7398	1.09273	medium
9	When I am instructed to take part in a discussion, I can join anybody.	4.1057	.96507	high

Table 9 shows the frequency of participants' response regarding the implementation of feelings acceptance, praises or encouragement, and ideas use or acceptance. The item number 9 gains 4.10 (When I am instructed to take part in a discussion, I can join anybody.) as the most implemented feelings acceptance, praises or encouragement, and ideas use or acceptance in learning English. Item number 4 gains 2.56 (I don't like asking questions when it's study time. I like to find out the solution myself.) as the least implemented feelings acceptance, praises or encouragement, and ideas use or acceptance.

**Table 10.** Level of feelings acceptance, praises or encouragement, and ideas use or acceptance

Feeling acceptance, praises or encouragement, and ideas use or acceptance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	1	.8	.8	.8
	medium	99	80.5	80.5	81.3
	high	23	18.7	18.7	100.0
	Total	123	100.0	100.0	

Table 10 shows level of feelings acceptance, praises or encouragement, and ideas use or acceptance implementation in the effort to increase learners' speaking skill. It can be seen that feelings acceptance, praises or encouragement, and ideas use or acceptance implementation was mostly in the category of medium level.

Based on the survey as stated in table 9, it was found that having the ability to join anybody in group discussion (item number 9 gains 4.10) as the most implemented feelings acceptance, praises or encouragement, and ideas use or acceptance in learning English. However, asking questions to teacher or classmates in study time (Item number 4 gains 2.56) as the least implemented feelings acceptance, praises or encouragement, and ideas use or acceptance. Table 10 shows more data that feelings acceptance, praises or encouragement, and ideas use or acceptance implementation in classroom interaction was mostly in the category of medium level. The finding was confirmed through the interview.

Students are enthusiastic when they were asked by the teacher to involve in the interaction with their classmates in the form of group discussion and pair or group dialogue practices. At the beginning of activities, students admitted that they were shocked and felt less confident. In the process they enjoyed it. Even they considered that the time wasn't enough to complete the activities.

Previous research showed that students who experience positive emotions can foster well-being and improved their outcomes (Williams, Childers, & Kemp, 2013 in Paolini, 2015:26). In the classroom, such students also experience higher levels of motivation, and demonstrate behaviors that lead them to academic success including studying, attendance, enhanced participation, and increased understanding of course materials. Moreover, they had a more positive outlook on their academic accomplishments. Pang (2010) in Paolini (2015:27) stated it supposed instructors apply activity-based learning strategies. It's done to empower then enhance students meta cognitive abilities that to further stimulate students, by applying classroom information to their own lives. By doing it, students increase their self-regulation skills. They as well are able to take responsibility for their learning and application of material.

On the other hand, students didn't ask questions to teacher when they found difficulties dealing with materials learnt. They preferred to find the answer by their own. They found in the book or internet. They asked the questions to their classmates and teacher when they didn't find the answer in the book or internet. Even superior students tried to compare teacher's answer to the answer they found. Some other students who are inferior didn't ask questions to teacher since they had less vocabulary of English, less motivated and less confident.

### 3.2.2 Frequency and level of giving directions, criticisms or authority justification

**Table 11.** Frequency of giving directions, criticisms or authority justification

Item	Giving Directions, Criticisms or authority Justification	Mean	SD	Category
1	I find it's difficult to communicate something to my teacher and friends.	2.7724	1.30455	medium
2	I don't really like the teachers who tend to let the students discuss independently in a group about certain topics. It's a waste of time.	3.0163	1.40831	medium
3	I don't like the teachers who always speak English all the time. I cannot interact with them in English too.	3.3171	1.45601	medium
4	In case I am criticized either by the teachers or classmates, I tend to deny it.	1.9837	1.13790	high

Table 11 shows the frequency of participants' response regarding the implementation of giving directions,

criticisms or authority justification. The item number 4 gains 1.13 (In case I am criticized either by the teachers or classmates, I tend to deny it) as the least implemented giving directions, criticisms or authority justification in learning English. Item number 3 gains 3.31 (I don't like the teachers who always speak English all the time. I cannot interact with them in English too) as the most implemented giving directions, criticisms or authority justification.

**Table 12.** Level of giving directions, criticisms or authority justification

Giving directions, criticisms or authority justification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	26	21.1	21.1	21.1
	medium	82	66.7	66.7	87.8
	High	15	12.2	12.2	100.0
	Total	123	100.0	100.0	

Table 12 shows level of giving directions, criticisms or authority justification implementation in the effort to increase learners' speaking skill. It can be seen that giving directions, criticisms or authority justification implementation was mostly in the category of medium level.

Based on the survey as stated in table 11, it was found that refusing or denying the critics from teacher or classmates (item number 4 gains 1.13) as the least implemented giving directions, criticisms or authority justification in learning English. Meanwhile, refusing the teacher who always speaks in English during the class (Item number 3 gains 3.31) as the most implemented giving directions, criticisms or authority justification. Table 12 shows more data that giving directions, criticisms or authority justification implementation in classroom interaction was mostly in the category of medium level. The finding was confirmed through the interview. All students interviewed didn't agree if English teacher speaks English all the time in the classroom. Students agree with the teachers who switch the language they use as a medium of interaction and material delivery. The main consideration is that most students in the classroom have lack of English vocabulary as the key to understand what teacher says. And based on the study, English teacher at private senior high schools in Ruteng use both English and Bahasa Indonesia as the media of interaction with the students, and in students opinion, English teachers know their background, learning preference and level of English ability. Gurney (2007:91);Setiananingrum & Saleh (2016:12) stated that good teaching is provided by effective interaction between the teacher and the students, creating an environment that respects, encourages and stimulates learning through experience. Students are provided model of English as target language. Thus English teacher creates English circumstances in classroom that encourage students to experience using English as a medium of interaction with teacher and classmates. The less teachers uses English as a medium of interaction, the less opportunity students get to engage with speaking.

### 3.2.3 Frequency and level of initiation

**Table 13.** Frequency of Initiation

Item	Initiation	Mean	SD	Category
1	When I meet teachers, I seldom greet them	1.6341	1.11081	High
2	I can only answer the questions that are easy	2.7398	1.14403	Medium
3	It's more important to me that an instructors not encourage me to listen to them when they explain	1.8862	1.19564	high

Table 13 shows the frequency of participants' response regarding the implementation of initiation. The item number 1 gains 1.63 (When I meet teachers, I seldom greet them) as the least implemented initiation. Item number 2 gains 2.73 (I can only answer the questions that are easy) as the most implemented initiation.

**Table 14.** Level of Initiation

Initiation		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	76	61.8	61.8	61.8
	Medium	40	32.5	32.5	94.3
	High	7	5.7	5.7	100.0
	Total	123	100.0	100.0	

Table 14 shows level of initiation implementation in the effort to increase learners' speaking skill. It can be seen that initiation implementation was mostly in the category of

Based on the survey as stated in table 13, it was found that students always greet their teachers when meeting them (item number 1 gains 1.63) and it's the mostly implemented initiation. The ability to answer easy questions (Item number 2 gains 2.73) is the next implemented initiation. Table 14 shows more data that level of initiation implementation was mostly in the category of low level. The finding was confirmed through the interview. Low initiation solely deals with two major problems. First, students mostly do the activities dealing with learning English when they get assignments given by the teachers such as memorizing vocabularies, writing stories, answering questions based on the passages, building up sentences and other classroom activities designed by the teacher. Consequently, students are only able to accomplish the simple tasks. Students are not engaged with learning autonomy that lead them to have self learning habit which is in the final stage bringing them to increase speaking ability. Second, English teacher even school authority hasn't provided the policy that makes the students speak up English. English teachers focused on the materials contained in the syllabus and books which are oriented to upgrade the test scores. School authorities don't provide English circumstances for the students to foster speaking practices habit. The study found that, from the three schools studied, there is only one school that employ "English day" at school, but it's implemented inconsistently. Other schools have applied school literacy in which students are provided the opportunity to read any learning sources at school. The limitation is that schools haven't yet created the indicator of accomplishment of the policy.

#### 4. Conclusion

Based on the findings, it can be concluded that there are only two aspects of CLT categorized as high level of implementation; CLT characteristics (82=66.7%) and teacher's role (98=79.7%). Meanwhile, material, media and learners' role were categorized as medium level of. The data of interview confirmed that English teachers always try to involve their students in the productive activities in the group discussion, presentation, question and answer, and dialogue practice. It's usually conducted at the phase of teaching and learning process or at the core part of teaching and learning activity. However, English teacher mostly used book or hand out as the main media to deliver the materials. Integrating technology into classroom, using games as one of method to cheer up the students boredom hardly ever undertaken. Regarding the implementation of classroom interaction, feelings acceptance, praises or encouragement, and ideas use or acceptance implementation (99=80.5%), giving directions, criticisms or authority justification (82=66.7%) were mostly in the category of medium level. Meanwhile, initiation was mostly in the category of low level (76=61.8%). The data of interview confirmed that students mostly do the activities dealing with learning English when they get assignments given by the teachers such as memorizing vocabularies, writing stories, answering questions based on the passages, building up sentences and other classroom activities designed by the teacher. Consequently, students are only able to accomplish simple tasks. Students are not engaged with learning autonomy that lead them to have self learning habit which is in the final stage bringing them to increase speaking ability. Moreover, English teacher even school authority hasn't provided the policy that makes the students speak up English. English teachers focused on the materials contained in the syllabus and books which are oriented to upgrade the test scores. School authorities don't provide English circumstances for the students to foster speaking practices habit. From the three schools studied, there is only one school that employ "English day" at school. It's implemented inconsistently, however. Other schools have applied school literacy in which students are provided the opportunity to read any learning sources at school. The limitation is that schools haven't yet created the indicator of accomplishment of the policy.

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