TEACHER'S COMMUNICATIVE LANGUAGE TEACHING (CLT) STRATEGIES IN IMPROVING THE SPEAKING ABILITY OF THE HOSPITALITY STUDENTS (A CASE STUDY AT SMKN 5 BARRU)

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Abstract

The descriptive study focused on investigating CLT strategies employed by the English teacher in hospitality classrooms to improve the hospitality students' speaking abilities. This research conducted a mixed method design with the quantitative analysis applied in small proportion only to measure the mean score of pre-test and post-test students speaking improvements. The participants in this study involved one teacher and one class from twelfth-grade (XII) students of hospitality at SMK N 5 Barru that consisted of 20 students. Observation with field notes and interviews were used as instruments for data collection. This research utilized Richards's (2006) three practices of mechanical practice, meaningful practice, and communicative practice as the basis in investigating the CLT strategies used by the teacher. The data were analyzed in three major steps such as data reduction, data display, and conclusion drawing proposed by Miles & Huberman (1994). The findings indicated that the English teacher mostly used meaningful and communicative practices rather than mechanical practices. In applying CLT strategies to improve the hospitality students speaking abilities, the teacher mostly provided active discussion activities and worked in pairs or groups with the encouragement of integrating some additional tools such as the online platforms and applications. Moreover, cumulative score analysis from pre-test and post-test verified that the level of speaking proficiency in hospitality students demonstrated a 57.5% improvement, leading to the enhancement in their speaking score, which was classified as moderate categorization. The findings of this study concluded that CLT strategies that applied by

the teacher helped improve the students speaking abilities gradually, as these applications also serve the purpose of engaging and captivating students in language learning by encouraging them with opportunities to utilize technological advancements in developing their language skills.

Keywords: Communicative Language Teaching strategies, Teaching Practices, Learning Activities, Speaking Improvements.

1. Introduction

Over the years, the English language has become an integral part of our daily lives, acting as a national and worldwide communication tool. English is the most effective means of communication that bridges the gap between countries with diverse backgrounds, facilitating interconnections and acquiring pertinent information in various professions, commerce and education. Hossain (2015) indicated that English is gradually been mediated in each communication domain in region and global contexts. As a consequence, the demand for education in the English language will inevitably become a necessity among all nations throughout time.

In Indonesia, English is acknowledged as a foreign language and the annual growth rate of English education has been increased. Gradually, people are progressively starting to recognize its significance. For that reason, the President of Republic Indonesia, Joko Widodo had prioritized vocational high schools in recent years since it is expected that Indonesia will have a large number of productive age people in the coming years, precisely in year 2020. He added that the current speed at which the world is changing right now calls for an immediate response in the form of better educational possibilities, including for vocational high schools (Damarjati, 2017). Similarly, Taufan et al. (2021) examined through the SMK Development Authority (Direktorat Pembinaan SMK) that the Government of the Republic of Indonesia firmly believes that English is one of the top objectives since having communication abilities in English will make SMK graduates more competitive. In regard with this, a communicative language teaching (CLT) activity serves as one of the essential strategies for facilitating effective conversation and two-way exchanges that English teachers can adopt in the classroom. Formerly, CLT which also known as communicative approach was Noam Chomsky's theory that was introduced in the 1960s focused on competence and performance in language learning. Since the beginning of its development in the 1970s and 1990s, which came up with the idea of broader communicative competence, CLT has been a major source of influence on language teaching practices around the world that emphasize communicative course planning (Littlewood, 1981; Richards, 2006). In this view, creating a communicative strategy requires students to complete numerous tasks that subconsciously affect their speaking

abilities, critical thinking, and problem-solving abilities. Students can be placed in real-life contexts and given the opportunity to interact in target language through the use of communicative strategies as well as Richards and Rodgers (1986) pointed out that communicative activities emphasize on communication and real-life situations.

In addition, according to Yusri et al. (2018) and Mantasiah (2020), studying English has been extensively examined since the majority of job openings nowadays call for applicants to be fluent in a foreign language. Therefore, most students in today's classroom intend to become immersed in English by learning both written and spoken English rather than merely to achieve good results. In the context of four basic English skills, speaking is considered the most challenging when teaching a foreign language. Pammu (2021) mentioned that fluency and accuracy in speech are essential in speaking performance. This is supported by Chastian (1971), states that simply listening to a speech is not enough for students to acquire the ability to speak because obviously, learning to speak a language is much more complicated than learning to understand a spoken language. In certain situations, a person may face some difficulties in speaking in order to explain his thoughts, opinions, or feelings to others. Thus, being able to communicate is essential and teaching language with the knowledge that speech is acquired mostly through communication is equally important.

For that reason, Rivers (1968) claims that teachers have to provide enough opportunities for students to develop speaking skills in order to overcome the speaking problem encountered by students in learning a foreign language. A language teacher should encourage students to engage in meaningful communicative activities on meaningful topics through teacher-to-students or student-to-student engagement (Chaney & Burke, 1998). This is supported by Nasmilah et al. (2021), who highlight that teachers' feedback as a source of input is crucial in assisting students to improve their speaking skills. In brief, teachers here play a main role in creating a classroom environment, authentic activities, and meaningful communication that promote oral language in expressing the language into speaking.

Based on the preliminary study at SMK N 5 Barru, the teacher said, generally, the quality of students who are proficient in English is still at a level that needs to be improve, especially in terms of their ability to speak the language. Organizing sorts of strategies in order to engage the students in the classroom is needed. She added, in 2014, the school established a hospitality program, making it the first and the only vocational high school in Barru disrict that offered this program and thus, it took a lot of effort for the English teacher to set strategies for teaching the students since this program is relatively new and more exposed in the context of communication. Referring to that claim, Ariatna (2012) also put it sharply that significant changes in the

instruction of English as a second or foreign language have occurred in recent decades, where numerous scholars have placed significant emphasis on exploring the most efficient strategies throughout the years for teaching communicating abilities as well.

Thus, having the gap mentioned above, this research investigated the communicative language teaching (CLT) based on teaching strategies that are most often applied by English teacher to encourage and facilitate the students' participation in this form of interaction. The future outcome will make the teacher's teaching process more practical, applicable, and accessible. Therefore, in relation to the statement above, the researcher was interested in how the English teacher at vocational high school, with a focus on the use of communicative strategies for hospitality students in order to assist them in improving their speaking skills.

2. Literature review

The current research signifies a discussion of teacher's CLT strategies which concerning the types of activities that are appropriate in CLT for promoting interaction in English classrooms. According to Gustiani (2012) and Monroe (2021), Communicative Language Teaching (CLT) is described as an approach to naturally acquiring a language and achieving performance in communicative through interaction. Ying (2010) asserted that CLT is an approach to teach a second language that focuses on interaction as both the medium and the main goal to learn a language. In this sense, the teacher of language comes to teacher strategy as a way to set up and organize action and activity in achieving the goals of the lesson based on the methods or approaches used in teaching language (The Mariam Webster Dictionary cited in Hasanova et al., 2021). In short, following the approaches applied to achieve the objective and goal of the lesson, this study focused on research that investigates the teacher's action planned and designed by using this CLT in order to improve the hospitality students speaking abilities.

According to Moss and Ross-Feldman, cited in Komol and Sasitorn (2020), communicative activities can facilitate the development of learners' speaking skills by providing or placing them in an authentic communicative context. CLT in the realm of language learning, refers to the objectives of language instruction, the mechanisms of how learners acquire a language, the types of classroom activities employed and the respective roles of both instructors and students within the learning environment (Richards, 2006). As constructed by Littlewood (1981), there are various strategies that can be applied in the learning process, such as drill, role-play, pair work, and dialog practice. He classified into functional communicative activities and social interaction activities which are significant types of strategy in CLT. Moreover, Richards (2006)

categorized CLT activities into three kinds of practices such as mechanical, meaningful and communicative. The mechanical practice refers to a controlled practice activity which students can successfully carry out such as reading activities and practicing the sentences aloud without necessarily understanding the language they are using. Meanwhile, meaningful practice refers to an activity where language control is still provided but students carrying out in meaningful practice and communicative practice focuses on using language within real communicative context such as pair work (Littlewood, 1981; Moon, 2000; Baleghizadeh; 2009), role-play (Brown, 2004; Blatner, 2009, Huang in Rahayu, 2015), open-ended discussion activity (Westbrook, 2011; Setiadi, 2012), and presentation (Burhanuddin, 2021). In line with this point of view, Yogyakarta (2018) also recommends those three major practices that can be used in CLT classrooms as practical activities to develop students speaking abilities.

Speaking refers to the activity of communication and is a key aspect of acquisition and instruction in the second language. Speaking is a kind of communication (Richards & Rodger, 2001 ; Kayi, 2006), sharing meaning, and expressing ideas through the application of verbal and non-verbal symbols in a number of circumstances (Kayi, 2006). Therefore, it can be described that speaking relates to proper interaction as a way to express themselves. Thus, it is necessary to know how to say things effectively since speaking integrates general knowledge with structure, form, and function (Richards & Rodgers, 2001). In short, the implementation of speaking in EFL (English as a Foreign Language) classroom activities intends to make students skilled in selecting the suitable words and sentences to use in any given situation. There are four components in speaking, which are pronunciation, grammar, vocabulary, and fluency and coherence. Pronunciation, referring to Brown (2004), is the process by which students generate clearer speech in order to examines how language sounds fluctuate and pattern. Meanwhile, grammar refers to constructing words and sentences which students must be able to appropriately organize a sentence in conversation and differentiate grammatical forms as a way to optimize spoken and written language skills (Heaton, 1987). According to Syakur (1987), the total number of words in a language is referred to as its vocabulary and without a sufficient vocabulary, one can quietly hard to communicate effectively or share their thoughts, either verbally or in written form. While fluency itself is the ability to communicate freely without stopping or hesitating (Harris, 1977). Richards et al. as cited by Syahbuddin (2008) state that fluency is the features which give speech the qualities of being natural and normal, including native like use of pausing rhythm, intonation, stress, rate of speaking and use of interjections and interruptions that also assists people learn how to perceive or realize the truth about a situation or an idea and what it means to understand it thoroughly (Syakur, 1987). Hence, individuals can be classified as proficient in

English and good in speaking abilities if they succeed in the four primary parts of speaking components, which are pronunciation, grammar, vocabulary, and fluency and coherence.

3. Research Methodology

The mixed-method design was employed in this research with a pre-test and post-test design during the students' interview only to see the speaking ability profile of the students before and after the teacher applied the treatment by CLT approach. The participants were selected using the technique of purposive sampling in which the participant in this research included the English teacher and one class from twelfth-grade (XII) students of hospitality at SMK N 5 Barru that consisted of 20 students, as they were the objective and suitable sources to find out the preference toward the employment of the teacher's CLT strategies. The six selected students from hospitality's twelfth-grade (XII) then were chosen merely to measure their speaking improvements.

This study used kinds of research instruments such as a nonparticipant observation with field notes, interviews, and documentation. A nonparticipant observation in the classroom also conducted, meaning that the researcher was not participating in the scenario directly (Gay, 2006). The observation guideline referred to the three practices; mechanical, meaningful, and communicative practices as proposed by Richards (2006). On the other hand, the teacher's interview questions were adapted from Wahyudi in Khalida (2020) which consisted 10 interview questions since the selections of these questions were more relevant to the objective of the current research, which is to discover the CLT types and how the teacher applied CLT in the hospitality classroom to improve the student's speaking ability. Moreover, The researcher has provided five interview questions for the selected hospitality students derived from and based on Patton (2002), who outlined the 6 types of information that the researcher requires to relate to the study, such as behavior or experience, opinion or belief, feelings, knowledge, sensory and background or demographic.

In carrying out the research, the researcher employed a pre-test via interview with the six selected hospitality students and recorded the students' speaking to assess the students' speaking ability. The researcher then attended the class with the English teacher in order to conduct observation. The nonparticipant observation was carried out to observe and make sure that the teacher implemented CLT in the classroom as well as found out the kinds of CLT being used and how the implementation of CLT strategies in teaching-learning process to improve the student speaking skills. Moreover, in order to strengthen the collected data from the observation and have in-depth knowledge about the practice of CLT strategies in the classroom, the researcher

interviewed the English teacher. The researcher then conducted post-test interviews with the six previously selected hospitality students from twelfth grade (XII) and recorded the students' speaking skills as well. The researcher provided a score to the student's pre-test and post-test based on the rubric speaking ability of the IELTS Australia and Cambridge Assessment English in Fauziyah (2016). The data analysis then analyzed into three major steps; data reduction, data display and conclusion drawing or verification based on Miles and Huberman in Yendra (2018). The category of calculating the collected data in numerical paradigm using by the SPSS analysis version 25 based on the formula from Gay (2006) to get the mean score of the students as follows:

$$\bar{X} = \frac{\Sigma X}{N}$$

Where:

$\bar{X}$ = Mean Score

ΣX = Total Score

N = The number of scores

To find out the percentages of students' speaking improvement is identified by using the following formula:

$$P = \frac{X2 - X1}{X1} X 100$$

Where:

P = The Percentage of Students' Speaking Improvement

$X1$ = The Mean Score of Pre-Test

$X2$ = The Mean Score of Post-Test

(Gay in As, 2018)

Furthermore, the percentage result of the students' speaking improvement then be categorized, described, and interpreted based on the classification of students' speaking scores from Mustakim and Ismail (2018) as following below:

Table 1 The Classification of Students' Speaking Scores

No	Classification	Criteria (Scores)
1	Excellent	86 – 100
2	Good	71 - 85
3	Fair/Average	56 – 70
4	Poor	41 – 55
5	Very Poor	≤ 40

4. Result and Discussion

Result

A. Data Reduction

i) Observation

Based on the data observation checklist throughout the six meetings, the researcher found that the language teaching for hospitality program carried out by the English teacher was in line with the CLT principles' feature with the three practices of activities in CLT were also executed as a strategy to improve the student's speaking ability. Furthermore, the observation results are as follows:

a) The teacher made real communication the focus of language learning.

b) The teacher allowed the students to try out what they knew and be tolerant once they made errors in their speaking.

c) The teacher provided opportunities for students to develop both accuracy and fluency.

d) The teacher linked the skills such as speaking, reading, and listening together since they usually occur in the real world.

e) Students are permitted to invent or discover grammar rules.

f) Students gained input for their pronunciation and expression in speaking through the application of mechanical activities.

g) The teacher delivered the material in a meaningful way.

h) The teacher emphasized more on having discussion activities.

i) Most of the students were still passive in the learning process.

j) Students struggled with vocabulary, sentence structure, and how to pronounce the words well.

k) Students lacked confidence and motivation to speak using the target language because they feared being laughed at.

l) Students combined English and Indonesian language in speaking.

From the observation data above, the researcher concluded that the teacher's CLT strategies aligned with the theory based on the observation guidelines. It is shown in points a, b, c, d, e,f,g,h, and the researcher omitted or reduced points i,j,k, and l because they were not the teacher's CLT strategies in improving the students speaking ability, instead of indicating the problems in mastering speaking skills and the impact of difficulties in learning speaking skills. Furthermore, the researcher dropped the data that did not need to be analyzed in this research, as follows: the teacher's greetings and the activity about reciting prayers before and after the learning process.

ii) Interview

The interview result showed various practice activities were used by the English teacher as her teaching strategies to achieve communicative objectives in the classroom. The teacher revealed that kinds of methods and applications such as open-ended discussion, presentation, and role-play activities incorporating with online platform tools were employed in delivering the material. Furthermore, the problems in implementing CLT were: students lacked of confidence and motivation and feared of making mistakes. Hence, the researcher did not need to omit or reduce the interview data with the English teacher because the data required was consistent with the interview guidelines adapted from Wahyudi in Khalida (2020), as the researcher needed to get in-depth knowledge about the practice of CLT strategy and to strengthen the observational data. Furthermore, the researcher also did not need to remove or eliminate the interview data from the hospitality students based on the research findings from the pre-test and post-test interviews in order to determine their progress and capability in speaking English mainly because all of the findings data are required to assess the students' improvement in speaking the target language.

B. Data Display

i) Observation

Table 2 Classroom Observation Result

No	Observation Guidelines	Observation Notes
1.	**Principles in CLT (Richards, 2006)**	
	1) Make real communication the focus of language learning.	• The teacher attempted to get involve the students in speaking such as doing a simple conversation during the classroom activity. • The teacher guided the students' communication ability by using bilingual language in teaching-learning process.
	2) Provide opportunities for learners to experiment and try out what they knew	The teacher encouraged students to use the target language in any situation they encountered as the English class began.
	3) Be tolerant of learners' errors as they indicate that the learner is building up his or her communicative competence	The teacher clarified and corrected the students' errors during discussion sessions or at the end of the learning class activity.
	4) Provide opportunities for learners to develop both accuracy and fluency.	The teacher emphasized both; the student's ability to communicate in the target language and the use of the language based on the communicative expression.

	5) Link the different skills such as speaking, reading, and listening together since they usually occur so in the real world.	The teacher facilitated students with additional tools and applications, including video recording, Google Docs, Whatsapp, WordWall, YouTube, and the Canva application to attract students and get them more excited and motivated to learn English in various aspects.
	6) Let students induce or discover grammar rules.	The teacher invited students to explore the appropriate sentence structure in the conversational language function they had learned.
2.	**Types of CLT (Richards, 2006)**	
	Mechanical Activities (Controlled practice activity- students can fully implement it without needing to understand the language they are using. E.g., repetition drill, substitution drill)	The teacher implemented a repetition drill only in a few meetings, such as having the class read aloud together and asking the students to practice what was read from the given dialogue as a way to practice and fix the students' pronunciation in their utterances.
	Meaningful Activities (Language control is still provided, but when practicing, students are required to make meaningful choices. E.g, paraphrase drill, wh-questions, information gap, jigsaw, etc.)	The teacher provided the language teaching through questions based on the material taught in each meeting, including fill-in-the-blank activities, sentence formation, and playing games such as quizzes. The teacher invited the students to consider appropriate conversational phrases and expressions and then allowed the students to express them verbally.
	Communicative Activities (using language within a real communicative context E.g, discussion, pair work, role-play,oral presentations, interview.)	1) The teacher provided a discussion scenario for every learning activity in the classroom through 'open answer questions' in order to encourage the students to participate in exchanging ideas among themselves by trying to express it using the target language. 2) The teacher carried out the role-play based on student experiences and real-life circumstances, which allowed them to become familiar with the target language as well as to promote student critical thinking and problem-solving in practicing the language. 3) The teacher Instructed students to do presentations on a topic related to the hospitality industry.

ii) Interview result

a) The English teacher

Table 3 English Teacher Interview Result

NO			A conclusion of teacher's answer
1.	The implementation of CLT on speaking skills	1.	The main focus of the teacher in teaching speaking skills is to provide students with opportunities to acquire the language through listening and then apply it through speaking.
		2.	The teacher facilitated a meaningful learning process.
		3.	The teacher created a non-threaten atmosphere in which the lesson plan was still based on *'Kurikulum Merdeka'*
		4.	The teacher incorporated a fun and creative learning environment.
		5.	The teacher made a pair work/group discussion, provided dialogue and quizzes.
		6.	The teacher encouraged discussion activity and used media as additional tools in teaching the language.
		7.	The teacher focused on 3 rubrics; pronunciation, grammar, and vocabulary.
		8.	The teacher prioritized developing students' speaking confidence by tolerating their errors.
2.	Problems in Implementing CLT on speaking skills	1.	Students lacked of motivation; they were passive in class.
		2.	Students had difficulty in understanding what their teacher said.
		3.	Students have difficulty getting the words out.
3.	Ways to overcome the problem in implementing CLT on the speaking skill.	1.	The teacher applied bilingual language or code-switching in classroom activities.
		2.	The teacher developed cognitive learning.
		3.	The teacher attempted to restrict students from using languages other than English during the class.
		4.	The teacher encouraged the use of any appropriate application as a supporting tool for the students in learning the language.

b) The Hospitality Students

Table 4 The Mean Score of Pre-test and Post-test Speaking Performance

	N	Minimum	Maximum	Mean	Std. Deviation	Std. Error Mean
Pre-test	6	4.00	4.00	4.0000	.00000	.00000
Post-Test	6	4.00	8.00	6.3333	1.50555	.61464

Table 4 shows that all of the participants in pre-test interview have a minimum and maximum total score of 4 in their speaking ability measurement, with only having 1 band score for each aspect of the speaking assessment in which also indicated that there is no communication possible and no rateable using the target language in responding the researcher's interview questions. This is because the participants typically preferred to respond all the questions in Bahasa Indonesia and they needed to be translated to know the question's meaning. The researcher also noticed that the participants were hesitant to get the words out using the target language, even though they could understand a little about what the researcher was asking. From the pre-test result, the participants only got a mean score of 4.0. Thus, it can be said that before the English teacher consistently applied her CLT strategies during the six meetings, most of the participants struggled and had difficulty speaking using the target language.

On the other hand, it was found in the post-test interview that a score of 4 remained the lowest score obtained by participants, with a score of 8 as the highest, which also indicated there was an improvement in their speaking ability. The score result still received the lowest possible score since some of them reluctant to respond using the target language. Even though it was noticed that the interview questions still required translation and the participants more often mixed their languages in answering the questions, it is noteworthy that most of them showed positive growth and progress in each aspect of the speaking assessments, especially in pronunciation and vocabulary aspects. Thus, from the post-test result, they got a mean score of 6.3, in which the participants' speaking ability were considered improved after the English teacher implemented the treatment of CLT strategies consistently during the six meetings. Therefore, the table below reveals the percentage result of students' speaking improvement by using the formula from Gay in As (2018):

Table 5 The percentage result of students' speaking improvement

No	Test	Mean Score	Improvement (%)
1	Pre-test	4.0	57.5%
2	Post-test	6.3	

The table illustrated above indicates the mean score of the participants speaking performance from pre-test to post-test, with the difference between the mean score was 2.3. This highlights that students' speaking ability which included six selected students who acted as a representative of their class, showed a positive progress after the treatment of CLT carried out consistently by the English teacher. Hence, based on the total score, this resulted that students' abilities in speaking having a 57.5% improvement which the score could be classified as average or fair category, meaning that the teacher's CLT strategy positively affected the speaking ability of hospitality students during the teaching and learning process in the classroom.

C. Drawing Conclusion/Verification

In this section, the data explained from the data display were drawn a conclusion and verified the answer to the research questions.

a) The types of teacher's CLT strategies in improving the speaking ability of the hospitality students

Based on the data from the observation guidelines, the researcher concluded the types of CLT strategies in improving hospitality students' speaking ability, as shown as follows:

i. The teacher used mechanical practice as proper pronunciation practice for the students.

ii. The teacher focused and emphasized applying CLT in meaningful and communicative practice, which exposes and promotes the students to communicate in a meaningful way.

b) The application of teacher's CLT strategies in improving the speaking ability of the hospitality students.

In this part, the researcher gathers all the results of data from field notes based on her observations, documentation, and interview with the English teacher in order to figure out the way the teacher applied the CLT as her teaching strategies in the classroom during the teaching and learning process. The researcher discovered the application of teacher's CLT strategies in classroom interaction as follows:

i. The CLT strategies applied to students on individually through presentation assignments.

ii. The CLT strategies that applied by the English teacher emphasized conversation or interaction in pair work, working in groups and discussion activities with the integration of technology advancements such as the use of extra tools and applications; video or voice recording, WhatsApp, WordWall, Canva, and YouTube.

iii. The CLT strategies are implemented by employing code-mixing during teaching or explaining activities in the classroom since the use of

bilingual language is still required because the students still lack the ability to understand their teacher when consistently speaking by using the target language.

c) The hospitality students' language skills showed development; it was found that the percentage of students speaking improvement increased by 57.5%, which falls into the average/fair category, and thus it was indicated that positive progress in the students speaking abilities after the treatment of CLT strategies employed by the teacher.

Discussion

After conducting the research by considering the types of CLT strategies used by the teacher in the hospitality classroom to enhance the students' speaking performance, the researcher identified that the teacher principally set her CLT strategies in classroom interaction same as proposed by Richards (2006), such as mechanical, meaningful, and communicative practices to help improve the hospitality students speaking ability pertaining the topic material so that students could acquire the target language, share information, and work more efficiently. This finding aligns with Kusumawati & Theresia (2015) research, which discovered that the teacher applied these three practices as CLT strategies in teaching speaking to the eighth graders of SMPN 28 Surabaya as a way for generating communication in the classroom. The study from Milal and Jannatul (2019) also found and strongly believed that mechanical, meaningful and communicative practices as kinds of activities for CLT strategies in which teachers should ideally follow when conducting language teaching and learning process in their classrooms since the implementation of this strategy, teachers must consider not only whether learners engage in meaning-focused activities, but also whether such activities, including tasks and texts, are linked to real-life out-of-class communicative interactions. Then, this study research also found that the English teacher most frequently used meaningful practice and communicative practice, which is in line with Muthmainnah (2016), who discovered that among the three types of practices, meaningful and communicative were most frequently attempted to be highlighted and used as CLT strategies by the teacher in English corner to enhance students' speaking skills through facilitated the activity that students could express their language freely and provided questions on the whiteboard so that students can practice it. Courtney (2020) also put it sharply that meaningful and communicative practices were dominantly used as CLT activities to activate and maintain a communicative classroom; rather than simply memorizing grammar or vocabulary for drills and exams, students must demonstrate an ability to use the language in real-world contexts.

In accordance with the data interviews from the pre-test and post-test, the researcher also discovered that the hospitality students' speaking ability indicated an improvement by 57.5%. It seems that the

encouragement of students' ability to speak English has been affected by the teacher's CLT strategies, which greatly assist the teacher during their learning process. According to the research findings, this is aligned with Mangaleswaran & Azlina (2019), who discovered that after the implementation of CLT, even though students still lacked appropriate vocabulary and grammar during speaking practices, however, students' overall speaking skills improved slightly, with a 7% improvement. This is also consistent with Fu'adiayah (2021), who found that the students got a mean score of 64.40 on the pre-test before the application of CLT and a slight increase to 75.95 in the post-test, indicating that the students' speaking ability improved 17% after the application of CLT in the eleventh-grade class at SMA IT Bangkinang, even though it is noted that some students still lack the ability to articulate their thoughts in English when interacting.

Furthermore, another interesting aspect of this study is that the English teacher strongly supports and encourages students to use extra tools and applications in each activity in the implementation of her CLT tactics, including the use of speaking and interaction through video or voice recordings, WhatsApp applications, Google Docs, YouTube, WordWall, as well as the Canva application to get them interested in editing the results of their conversation videos and having more brief conversations by using the target language. The finding of this study also in line with Kholstinina et al. (2021) which revealed that since the evolution of CLT was first advocated in 1970s, the usage of internet resources as a modern approach to CLT has proved extremely beneficial and great assistance to students in developing their English proficiency. This is also supported by Indrastana & Renata (2020) claim that engaging with the internet and browsing some other application, such as implementing YouTube vlogging in teaching-learning speaking, leads the students of a non-English department in Politeknik Negeri Jember to reflect on their speaking practice, thereby improving their oral communications. Thus, it can be considered that this strategy should take into account for the present learning process since the generation nowadays needs kinds of online learning as a medium to boost their motivation. Therefore, it can be interpreted that although the students' linguistic abilities were still limited, the way the teacher presented the materials could be designed in a various way with the involvement of some alternative tools such as technology advancements to create an exciting and enjoyable activity in the classroom and thus, can give the students more exposure to speak in real-life conversation, share information without restrictions, and to make the process of language teaching become effective.

5. Conclusion and Suggestion

Conclusion

The result of this study has raised an essential basis for considering the teacher's CLT strategies in enhancing the hospitality students' speaking abilities. This study has provided information regarding the application of the teacher's CLT strategies employed for the twelfth-grade of hospitality students in which this school was the only vocational high school in Barru district that offered hospitality program. During the teaching process, meaningful and communicative practices were more widely used, while mechanical practice remained the least used, which means that the alternative in promoting speaking and making the language produce contributed to the teacher's CLT strategies. It was verified from the cumulative score analysis confirmed that the speaking proficiency of hospitality students experienced a 57.5% improvement, resulting in their speaking score falling within the moderate or satisfactory range, which also shows that the students demonstrated gradual enhancement in their speaking abilities. Hence, talking about its relation to the application of the teacher's CLT strategies, the lesson activity is structured around a meaningful scenario that aims to facilitate the students' comprehension of appropriate conversational formations and develop their capacity to express themselves through communicative practice. The teacher tends to focus on practicing the target language for the students by utilizing some tools or applications as supplement in-class instruction when conducting kinds of CLT activities that make the learning fields of their study more valuable and accessible.

The teacher dedicated her teaching strategies in a way she is able to effectively improve her hospitality students' language production, particularly in sharing and expressing ideas orally for their English class through many ways, starting from balancing the input received and the output produced as a precise way to take an action to recognize and have a deeper understanding of the language. Although it seems the CLT strategy commonly overcomes many obstacles during the implementation since the students pretty hard in learning the target language due to low proficiency in English and lack of motivation, it also cannot be denied and must be taken into account that every learning patterns constantly changes and students have different levels in acquiring the language. In a comparable way, the teacher takes the initiative to engage students more frequently with the use of internet, light communication through daily conversation, open discussion and exciting learning activities. It is worth noting that developing student's language skills through the application of CLT becomes meaningful and interactive in the learning activity, which involves the students' use of effectively practicing in generating the language based on their level such allowing them to retain information as much as possible

throughout the teaching and learning process. Consequently, it can be concluded that learning also evolves over time and the teacher tries to keep up with current developments about the learning styles applied by today's students in integrating the treatment of CLT strategies as the teacher plays a crucial role in meeting all of the fundamental aspects requirements that students have in terms of their comprehension and generating active thought processes to assist their language skills, particularly in their speaking abilities.

Suggestion

This study has provided an overview of the pedagogical strategies in applying CLT that was carried out by the English Teacher at SMK N 5 Barru, a vocational high school that provides a course of study in the field of hospitality. Pointing to the findings and conclusion presented in the earlier section regarding the minor use of mechanical practice that refers to pronunciation drills or reading and reciting dialogues, the researcher suggests the teacher should consider to use this practice frequently since it is necessary for the students to develop their accuracy in pronunciation. This practice could be beneficial for the hospitality students in generating their own conversations by learning or picking up the sentence patterns and vocabulary from the drills and subsequently applying them in speech.

In response to the results of the study, the researcher also suggests the English teacher could either maintain or diversify the approach of utilizing the appropriate application as a platform in implementing CLT strategy since the student tend to exhibit greater enthusiasm to engage in interactive activities and heightened sense of responsibility in learning the language when e-learning based is incorporated into the CLT activity. Since it was acknowledged that target language learning was less attractive to them, this method should be perceived as an opportunity to increase their motivation and self-confidence, as well as to achieve student comprehension efficiently in broader way, so that language knowledge acquisition and practice could be effective.

Moreover, due to the teacher's aspirations to carry out CLT, it may be imperative for the teacher to become reflective as the teacher is expected to be conscious and more explorative about the suitable CLT strategies tailored to her instructional practices for the hospitality students in classroom activities. The teacher also recommended willingly welcoming any feedback so that the teacher can obtain more enlightening view regarding the students' needs and difficulties they encountered. Hence, the teacher could seek more alternative ways of action for their fields of study based on the students' proficiency level that might ease them to do language production become apparent and 'real' in which also can be the best support and assistance in the process to ensure their progressive in communicative skills both inside and beyond the classroom.

The primary limitation of this study is that the results presented are derived from only one vocational high school, particular to the English course of the hospitality program, and were obtained from a limited number of participants consisting of a single English teacher and the twelfth-grade students. A recommendation for further research is required to consider broadening the research about the implementation of CLT by involving a more significant number of hospitality students in different schools to address their practical needs of speaking and their communicative needs in a more comprehensive manner. Another suggestion for future research is to consider involving many teachers from various schools so that other educators could obtain inputs on the best practice strategies used by each of them in implementing CLT and effectively make the teaching and learning process meaningful.

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