

# THE IMPLEMENTATION OF COMMUNICATIVE LANGUAGE TEACHING (CLT) IN ENGLISH CLASSROOM

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**Abstract:** This article describes Communicative Language Teaching (CLT) in the twelfth grade students of State Senior High School in Surakarta in August-November academic year 2013/ 2014. The method used in the reasearch is descriptive method which is designed to analyze the communicative teaching learning occurred in the classroom. There data collection techniques used are in-depth interview, direct observation and document analysis. The researcher employed interactive model of data analysis which consists of three main components namely reduction of the data, presentation of the data, and conclusion or verification. The result of the research were as follows (1) teacher gave more chance and facilitated students for doing communication through various activities (2) all activities that occurred in the classroom are student-centered (3) social interaction was applied for teaching learning process in the classroom (4) authentic material was often used by teacher (5) teacher used various social interaction activities such as question- answer, group discussion, pair discussion, role play and game for facilitating students in communication.

**Keywords:** *communicative teaching learning, student- centered, communication.*

## INTRODUCTION

Curriculum in learning systems has three main points to achieve goal of learning. First is planning, in this stage, a teacher has to arrange a lesson plan. Every teacher has to arrange lesson plan completely and systematically, so learning interaction in the classroom can be interactive, inspiring, interesting, challenging and motivating students to participate in the classroom learning interaction. Second is implementation in classroom or learning process. Some

elements participate in this stage: teacher, students, learning aid, and topic. In this stage also learning method and model are used, so this stage is very important thing in learning process. Social interaction in learning process determines the success of the learning process in classroom. The last stage is developing. It means all learning process that had occured in classroom will be evaluated, so the teacher will understand whether learning process has been good or not yet.

Between three of the stages, the most important is the second one namely implementation. The quality of teaching learning process will be determined in this step. Teaching learning process is an essential educational process involving so many elements working together as the wholeness in achieving certain instructional goal. In teaching learning process, there are many methods. The latest method to teach language is communicative method. It is a method to teach language in which communication is the desired goal. According to Widdowson in Diane Larsen & Freeman (2000: 121) being able to communicate requires more than mastering linguistic structures. Students may know the structural or grammatical of the word but they cannot apply it in speaking English. Being able to communicate requires more than linguistic competence; it requires communicative competence. Competences are needed in communication based on Michael Canale in Douglas Brown (1994: 227- 228) (1) grammatical competence; (2) sociolinguistic competence; (3) discourse competence; (4) strategic competence.

CLT occurs through meaningful interaction. It can succeed or fail in classroom language learning depending on typical activity that has to be done with the interaction that takes place during the lessons. That is why interaction or learning process is so important in language learning situation. Rivers (1987: 4) states that interaction involves not just expression of one's own ideas but comprehension of those of others. Interaction simply means communication which implies more than one person. In other words, it can be said that language learning is two-way interaction among all the elements such as speaker, listener,

topic, etc in the classroom. Those elements play the same important role in determining whether the instructional goal is achieved or not.

To sum up, the interaction in the language classroom is very important in teaching learning process. It can create communicative atmosphere between a student and other students. Classroom interaction contributes to the learning process simply by providing target language practice opportunities. Therefore, understanding the communicative interaction happening in the language classroom is also very essential as it is the key to language learning for effective communication.

According to the pre- observation in the school, researcher found that teacher implemented English language teaching in the classroom communicatively. She delivered language teaching used some methods that could stimulate students for speaking. Even some activities that were done by students needed social interaction with each other, so the communication occurred in the classroom. But, method used is only some of techniques such as asking- answer, discussion, task based learning, et cetera. Teacher should combine other methods that can be used to make students communicating.

Communicative competence in teaching learning system can be seen in five components namely teacher, student, teaching learning process itself, material, and strategy. Learner is one important component which determines whether the goal of learning process succeeds or not. Willing in Tudor (1996: 115- 117) identifies four learning styles as follows (1) analytical learning style; (2) concrete learning style; (3) communicative learning style; (4) authority-oriented learning style.

By learning to communicate students will be more motivated to study a foreign language since they will feel they are learning to do something useful with the language (Larsen and Freeman 2000: 130). Moreover, students' roles in the classroom are not only coming, sitting, and listening what the teacher talks but also participating actively in the whole activities. So, the goal of teaching learning process can be achieved. The quality of learning process according Nurkamto (2004: 1) depends on three main points (1) level of participating and kinds of activity that followed students in class, (2) role of teacher in learning process, and (3) learning process atmosphere.

Next, Teacher in language teaching uses varieties method to make students understand. The goal most of the methods for students is to learn to communicate in the target language. Richard and Rogers (1993: 155) state that communicative language teaching aims to make communicative competence the goal of language teaching and develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication.

Then, CLT is the single method to develop learner-centered teaching in the classroom. Its basic principle underlying communicative method is that learners must not only study structure or grammar in English but must also improve to be able to use the language to get things done or to express something correctly and appropriately. There are some differences between 'the old-fashioned' method and communicative method used in recent years.

There are some techniques and materials associated with communicative method that can be used by teacher in

English learning. Diane Larsen and Freeman (2000: 132-134) mentions these following techniques and materials which can be used in the classroom of communicative method (1) authentic materials (2) scrambled sentence (3) language games (4) picture strip story (5) role play.

Basically, the techniques used in communicative method need social interaction because in social interaction the students can interact with each other. They can communicate using target language which is the aim of English teaching learning in the classroom.

Through interaction, communication occurs between teacher-students or student-student. So, it is similar with the ideas of Brown (1994: 159) that interaction is collaborative exchange of thoughts, feelings, or ideas between two or more people resulting in a reciprocal effect on each other. So, teacher and students have to stick together, have to cooperate together to create communicative teaching learning in the classroom. In this case, Tsui (1995: 6) states that teacher and students constantly interact with each other and make co-operative effort among them. Each participant has as much to contribute as every other participant in determining the direction and outcome of the interaction.

Interaction takes place mostly during lesson in the classroom. Tsui (1995: 1) says that classroom can be defined as a place where more than two peoples gather together for the purpose of learning, with one having the role of teacher. So, it can be said that classroom interaction is the actions interrelated and performed by the teacher and the learners during instructional process. Classroom interaction contributes to language

development simply by providing target language practice opportunities since is at once the subject of study as well as the medium for learning.

Based on the expert above, it can be concluded that communicative language teaching is integrated of some important component in the classroom such as teacher, students, teaching learning process, material and technique. They determine whether teaching learning can run communicatively or not.

The goals of this research are (1) to describe teaching learning process that occurs especially in English learning in the classroom, and (2) to identify the types of communication that occurs in the classroom.

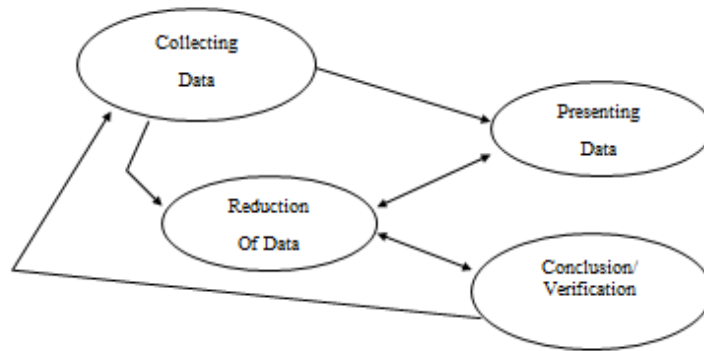
## RESEARCH METHODS

The method used in this research is descriptive. Arikunto (1996:243-244) states descriptive research is divided into explanative and developmental researches. The explanative descriptive research is carried out to describe facts and phenomena. In this case, we need data which are classified into qualitative one. Qualitative data are presented in words and quantitative data are presented in number.

The writer uses descriptive method to observe teaching learning process in the classroom of the twelfth grade students of State Senior High School in Surakarta. Miles and Huberman

(1992:20) state “Descriptive qualitative research goes through cyclical and interactive process that consists of four essential moments of collecting, reducing, presenting, and conclusion/verification”. Collecting is a process to develop and associate all the data trough observation, interview, recording, and document before it’s ready to use. The researcher sets the procedures and prepares everything related to the action; in this case the researcher observes the twelfth classroom, analyzes related documents and conducts interview. Reduction is the processes to choose, simplify, and transforms the raw data to be more organized. Presenting is the process when the researcher presents the result of observation of teaching learning process and information that have been arranged well in order to take the conclusion. Conclusion and verification are done after those steps. The researcher analyzes the collected data and concludes to find the result of the research. Drawing conclusion is one of the whole activity and configurative process. The researcher also does verification while the research takes place. In other word, the result of the research should be tested to get the validity of data. In this method, the researcher should be prepared to move back during the process of analysis called the Interactive Model by Miles and Huberman. The model of Interactive Model can be noted as in Figure 1.

*Figure 1. The Procedures of Interactive Model*



In this model, the types of activity in analysis are cyclical and interactive. Researchers should be prepared to move among the four steps namely data collection, then move back to the reduction activities, presenting data and conclusion verification during the process of data analysis in the study.

Collecting data here includes observing the twelfth grade students in August to November in academic year 2013/ 2014, interviewing the teacher and representative students and analyzing the document relate with the English language teaching.

The researcher conducted non participant observation. To meet the purposes of the research, the observation raises the questions related to the principal features of COLT (Communicative Orientation of Language Teaching) observation scheme proposed by Spada and Frohlich (1995). The scheme was designed to capture differences in the communicative orientation of second language instruction. The scheme consists of two parts in part A describes classroom activities in organizational and pedagogical terms and in part B describes the verbal interactions which take place within activities. Part A contains five major categories: activity description, participant organization, content, student modality, and materials. Part B consist of seven major categories use of target

language, information gap, sustained speech, reaction to form or message, incorporation of preceding utterance, discourse initiation, and relative restriction of linguistics form.

## RESEARCH FINDINGS AND DISCUSSION

The data which had been obtained from the field were reported according to observation in the classroom, interviewing with teacher and students, and document analysis such as lesson plan, handout, text book, et cetera. Here, research finding focus on communicative teaching learning occurred in the classroom and type of interaction identified communication in the classroom.

CLT occurred in the classroom interaction was researched in five main points of view the teacher, the students, the teaching learning process, the materials and the strategies.

Teacher positioned herself in the teaching learning process is as facilitator. It could be seen when the teacher gave explanation dealing with the topic in that day. The teacher gave some questions first about the topic that was being studied by students. In the beginning of lesson, there was question and answer between teacher and students, so there was communicative

way in the classroom interaction that had been done.

Another guidance that had been given by teacher was giving some clues or key words. They were needed by students to enhance their vocabulary when doing communication. More vocabularies students have, it is better for them to communicate fluently. Giving clues or key words was done before students did discussion or conversation. Not all words were written in the white board, teacher just gave some clues or key words dealing with the topic. With the helping words, the teacher expected that students could organize their words then applied them in doing communication with each other.

The teacher not only facilitates students' learning but also sometimes explains about grammar or structure of the sentence of the topic that was being learnt at glance. For instance, the topic of the lesson is explanation text, it is necessary for the students know little bit about language feature in explanation text such as simple present tense used, chronological sequence used, et cetera students were studying explanation text, it was little bit needed for the students knowing about language features in explanation text like simple present tense used. The other example is in narrative text, it has some language features like simple past tense and past continuous tense.

In the twelfth grade, indeed, the students had known well about the grammatical rule in the text, because they had learnt it a lot in previous grade. So, it was easy for the teacher, she did not explain about grammar anymore. She would remind the students about it if there was a student who had a problem about grammar. "Learning grammar is really important, but there is more important one

namely using English for communication" said teacher.

Since communicative teaching learning process is student-centered, the role of teacher in the classroom is neither dominant nor less important. Teacher just provides 'space' to be used by students for communication. Teacher argued that communication using English was useful not only in school when learning, but also when the students graduated from school then they faced the real world which in this globalization era English was so important. So, what is the teacher's role at now exactly? She tried to change the old paradigm of English learning teaching with the new paradigm which has goal English for communication.

For the students, communicative teaching learning in classroom was exciting for them because they thought it was important to be able communicate with each other in this globalization era using English. Next, they thought a friendly teacher was a key to make teaching learning process successful. Sometimes, if they were being taught by a friendly teacher, everything will be comfort and easy for learning.

Student-centered is the focus of teaching learning activity in the classroom. It is a deal of a new paradigm of English learning. The most of the activities or interactions in classroom such as question-answer, individual work, group work, game, discussion, et cetera should focus on students' need. It is expected that the students can take a 'big piece' part of teaching learning process and interaction in the classroom, so, they can learn more effective and can explore their ability to learn English communicatively.

Students seemed enthusiastic in question-answer. Here, students had

awareness to participate in teaching learning process, so they desired and interested to answer teacher's question. Furthermore, interesting topic which was being learnt also had role to stimulate in answering question.

Not all students felt confident in accepting teacher's question, although they could express all ideas in an answering. Some of them were nervous when they answered it because they felt lacking of vocabulary and felt frightened to speak up in class. It is the teacher's turn to motivate and to facilitate them in some ways, for instance in a group discussion. In group discussion, students could share one thought to other thought about an idea, so the task was so easy. Next, group discussion is a 'vehicle' to motivate students who have low ability even low motivation. If in a group there was a student who had good quality in English ability or had high motivation to learn English, automatically, this student would motivate other students. Teacher thought that student was not only study, study and study in the classroom but also had to have awareness what should they did in the classroom. Teacher expected students had awareness that the lesson was necessary for them, so they would learn more and more.

Students should not think "it is just lesson, may be I will not use it in daily life", if the pupils have this thought, they will not have sense of belonging the lesson and as the member of the twelfth grade, the consequences are students just sit in the seat, listen what they hear, and do what teacher ask, they do not have more positive value or appropriate reason to join in the classroom. They just know joining in the lesson is an order from parents not from themselves.

According to the teacher, the ancient paradigm has to be changed. Every lesson which has been delivered in the classroom has important thing in their life that must be learnt by students. From this belief, students will be interested to join teaching learning process. They will be 'the real student' who can be enthusiastic in learning every lesson. The consequences of this condition, students will be more often doing interaction in the classroom such as doing communication with each other, asking question to the teacher, working the task seriously and other activities.

Social interaction activities in the classroom is type of learning activities that engage students to communicate with each other in many kinds of social context such as giving a help, offering help, offer something, giving something, et cetera. It can develop students' ability in learning English especially to communicate with English. Social interaction is believed as effective way to involve ability in communication, through interaction students can communicate with each other. Some example activities of social interaction are discussion in group work, question-answer, game, role-play, et cetera. The activities can develop students' language skills which involve communication. The teacher employs some social interaction activities in order to relate the topic with the students' world.

During the observation, the observer found that the teacher initiated classroom activities with explanation in combination with question and answers. In opening, teacher also gave students question dealing with the topic. In this case, social interaction occurred between Teacher-Student(s) (T-S) sometimes teacher also asked to the whole students in

the class Teacher-Class (T-C). The question in the beginning lesson had function to make students focused what they would learn in that day, so students could prepare themselves to learn it.

Students were asked to make group work and group home, the member of group work was different with group home, so a student had two different groups. According teacher, a group could develop students' ability in English speaking, for in a group students had to do conversation relating the topic which they were talking about. They could not just keep silent. They had to cooperate with each other if they wanted to find the perfect result of discussion. Work in group is a strategy to give students chance to communicate with each other. In this teaching learning process, students will communicate to each other unconsciously. Automatically, they could improve their communication in English. Social interaction that occurred in this activity was Student-Student (S-S). For solving the students' problem when they worked in a group, sometimes teacher asked from a group to other group about the difficulties of the task. There was social interaction between Teacher-Group (T-G) in this activity.

English was used by both teacher and students almost during the lesson. It showed that English was both as the medium of instruction and the target language. Although, the native language still appeared in the classroom activities, it was less dominant.

Adding student-talk activity, students were asked to present the result of discussion in front of the classroom. Although, most of students read on the text, they had had chance to use English in learning. After presentation, teacher gave

chance to the other students to ask dealing with the result. So, some of students raised their hand actively. It described there were so many activities that developed students' speaking. Students ought to use it well if they wanted the goal of learning is achieved.

Based on the observation scheme, the material was often used by teacher was handout. Besides, teacher wrote down the short explanation on the white board to make students understood about the topic. The content of handout was based on the main skill which was being used. In reading skill, usually teacher put the complete text. When student was studying writing skill, teacher just put incomplete text which students would continue the remains text.

Teacher did not concern about the one of the skill, teacher preferred to use integrated skill in one teaching learning process. For instance, in reading skill, teacher also put speaking when question-answer section and in discussion, listening skill when a student or the teacher read a text or sentence loudly, and also writing skill when they were asked to do the task which had form essay.

By using various materials, the students would be more interested to learn since they could experience something new that they could not find if they learned merely based on the text book. Consequently, students would feel enjoyable and would want to study in the classroom continuously. It also could improve their ability in English.

Through certain strategy, teacher could facilitate students to communicate or could speak actively. Here, appropriate strategy could develop students' communication skill using English. There were some strategies used by teacher.



Most of them asked students to speak up in individual way, in pairs or in group. It was good because it could be learner- centered, most activities demanded role of the students. Some social interaction activities were done students when learning English in classroom for instance, question-answer, group discussion, group in pairs, scrambled sentences used, et cetera.

The topic which was delivered also has meaningful activity, every topic required students' experience or knowledge so students had to expand it. The teacher tried to apply communication in every activity which had been done by students, since she focused on communication or what the students needed to get things done than structured system of grammatical pattern or on linguistic criteria alone. Choice of topic based on certain genre text also was determined by students' interest. Teacher chose the topic which had approximate with the students' world, for instance in discussion text, students had to discuss about extracurricular in the school, there were two side in a group one side chose pro or agree about extracurricular activity in the school and the another side chose contra or disagree about that.

Sometimes students did error in speaking then the teacher directly gave correction. Indeed in communicative method used genuine everyday language was emphasized more than in formal language. Errors are tolerated and seen as a natural outcome of development communication skills. Although teacher used integrated skill in one topic, she always emphasized in speaking skill for communication. For instance when learning genre text about explanation text, it was reading text but teacher asked students to do some activities which

dealing with speaking skill such as students read aloud the text which would be learnt, students answered question which was given by teacher, or in students discussed about the text in group work even in pair work, et cetera.

Next, target language, English is as the main instrument for communication in the classroom not only as object of the study, so, when the teacher delivers speech in teaching learning process, she is expected using target language. From observation, teacher had spoken using English but sometimes she did not do it. Her reason was other languages were needed for ice breaking or doing joke.

Types of communicative interaction identified in the classroom were analyzed with the COLT observation scheme. In part A, coding process was done during the observation. The observer identified the interaction that happened between teacher to students or to class while teacher explained the topic together with question and answer. The teacher spent more time of the entire class time interaction exclusively with the whole class or individual students in each lesson (T ↔ S/ C). She also interacted with the students by initiating questions and answering students' questions.

The interaction mostly occurred in the form of verbal interaction. It is identified from COLT observation scheme part B. The coding and the analysis were done after the observation. The observer prepared a transcript of the learning act from video recording. The transcript was used to analyze the verbal interaction between the teacher and the students. It is characterized by seven features namely target language, information gap, sustained speech, reaction to form or message, incorporation of students or teacher

utterance, discourse initiation, and form restriction. Discourse initiation and form restriction were coded only for students' verbal interaction.

According to the data coding, the observer found the information gap of the teacher's verbal interaction was in form of giving and requesting information. The information requested mostly in form of the genuine one, meaning that the answer is not known in advance. She gave information while presenting the material. The utterances produced by the teacher were mostly identified as minimal although there are some sustained turns when the teacher produces utterances more than two clauses or sentences. She also reacted both to form and message conveyed by her students. Therefore, related to incorporation of students' utterance, the various ways which teacher reacted to the students' utterance, the observer analyzed seven categories coded from the transcript. Among them are correction, repetition, paraphrase comment, expansion, elaboration request and clarification request. It is coded in combination with message and under the feature of reaction to form or message.

## CONCLUSIONS AND SUGGESTIONS

To sum up, the writer stated that CLT really occurred in the classroom where the observation was conducted. It is based on the teacher's assumption that teaching English aims at effective communication. Besides, it was also proved by some students who learn English in order to apply it in real life.

CLT occurred in the teaching learning process could be identified from four aspects. The first from the teacher, teacher took a role as the facilitator for the students. It meant that the teacher gave

guidance for the students in order that they could be autonomous learners, those who were in charge of their own learning. The second, CLT could be seen from the students when they interact a great deal in various configurations, especially in pairs or small group, both with the teacher and the other students. It could be identified that the students were active engaged in some classroom activities. The third, teaching learning process contributed for communication activities and social interaction activities such as group discussion, pair discussion, question-answer et cetera. The fourth is from materials and the strategies. The teacher provided unrestricted materials to make the students get involved in the lesson. The materials include teacher-made and other materials that were closely related to the students' life.

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