

The Application of Communicative Language Teaching Method in English Language Learning

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ABSTRACT

English learning in Indonesia is a compulsory from elementary grade school, and this is not easy for the teacher and the learner because the mother tongue of Indonesia is Bahasa and we do not have the concept of second language. The problems that happening often are the lack of interest and the motivation of the learners when they learn English, mostly happens because the method used by the teacher is deemed as boring and unsuitable for them. This study uses qualitative method to understand the function, benefit, and the usage of Communicative Language Teaching and to solve the problems on learning English in Indonesia.

Keywords: learning motivation, Communicative Language Teaching, method, problems

INTRODUCTION

English is a popular foreign language in Indonesia, even some neighboring countries of Indonesia have adopted English as a second or secondary language of the country. Today the use of English has been recognized internationally and is used by most countries as a second language. English is also often used to communicate between countries if someone does not know or master the language of the country, so that it can be a midpoint for solving language problems or language barriers. At this point it can be concluded that English has become an important factor in human life (Muhammad Hatta, Sutardi, dan Bambang Pramono, 2012). In the life of an academic, we often find the use of English in various domains, one of which is in studying and in research. There are various problems in mastering English, starting from hearing, pronunciation, reading, to writing related to English (Syahputra 2006). English lessons have actually been learned from an early age in Indonesia, but schools seem to fail in bringing students to master these four English skills. Teachers seem to be more dominant in teaching existing theoretical theories compared to direct demonstrations through oral and written which should be done by students (Budiarti 2020). To date, has a student ever mastered all four English skills thoroughly? Especially for teenagers, the answer is no, although there are, there are very few of them. In fact, it is not uncommon to encounter a student who does not master English skills at all, even though English has been taught since grade 1 elementary school. Teacher creativity is very influential on the course of learning

activities. The teaching method used can certainly be assessed for suitability depending on the students taught and the results of the learning evaluation carried out. Therefore, the learning method used must be interesting and communicative so that students' interest and enthusiasm for learning can be maintained properly. Student activeness and creativity can be increased by the Communicative Language Teaching (CLT) method. Richards (2008) mentioned that the purpose of CLT is communicative language teaching, so that it can be better absorbed by students. Advocates of CLT go beyond simply teaching grammar rules in the target language, arguing that learners will acquire communicative competence through meaningful use of the language. The personalized needs of every student are the focus of the communicative approach. Acquiring the necessary abilities quickly and satisfactorily can be achieved by making the language relevant to the real world rather than the classroom.

LITERATURE REVIEW

English is the primary language of instruction for English as a Second Language (ESL) in England, where Communicative Language Teaching (CLT) originated. Concepts surrounding the teaching of second languages were evolving in the early 1960s, and the underlying theoretical frameworks were also being reconsidered. CLT originated at this period of reevaluation. According to Galloway, educators and linguists who had grown unsatisfied with the Audio-lingual and Grammar Translation techniques of foreign language training could be regarded to have created the communicative approach. According to S. Venkatesvaran, the functions of Language can be divided into seven functions; instructional to give orders; regulatory to regulate a person's speech act; interactional to interact with other individuals; personal to express opinions and expression; heuristics for learning and experimenting; imaginative to create; and representatives to communicate. Communicative Language Teaching (CLT) is a learning methodology that is considered revolutionary in environments where English is used as a first language or English as Second Language (ESL) and environments where English is not used as a first or second language or English as Foreign Language (EFL) (Jayesh M. Patel, 2013). In this domain, English language education in Indonesia is included in the EFL category which does not integrate English into the secondary language of the country. Until now, if we look again, even though the curriculum has been changed to the revised 2013 curriculum which prioritizes student creativity, there are still often teaching old methods such as the lecture method which is the method previously most often used by teachers in Indonesia. Communicative language teaching (CLT) has been widely implemented by various countries and for various levels of education, and is applied in conjunction with various other types of combined methods to produce an interesting and not boring communicative method (Istiqomah, 2010).

CLT principles quoted from D.L. Freeman: (1) Use The destination language should be used whenever possible. (2) Being able to capture information provided by the speaker is one of the goals of achieving competence in communicating. (3) The target language is a

means of learning, but the purpose of learning. (4) A function can have a wide variety of linguistic forms. Because the focus of learning is the factual use of language, different types of linguistic forms are used on the same occasion.(5) Students must learn language skills above sentence level. They must learn about cohesion and coherence that combines several sentences into one. (6) The element of play in learning is one of the important elements. In communication there is always an element of exchanging ideas with others. (7) Mistakes made are understandable and even considered natural in the development of language skills. (8) The teacher is tasked with triggering communication activities in learning activities. (9) The social context in communication activities is very important in giving meaning in communicating. (10) A person's grammar and vocabulary follow and balance the patterns of the interlocutor.

To optimize the time available to each student for learning to negotiate meaning, more attention should be paid to active ways of learning, such as pair or group collaboration in problem solving projects. A common misconception is that group and pair work may be used in any situation. Group and/or pair work in the classroom, however, shouldn't be seen as a necessary tool that is always employed and may even be unsuitable in certain situations. Group and/or pair work are more adaptable and practical learning strategies than that implies. They are active learning environments that support students in negotiating meaning and participating in problem-solving exercises. Working in pairs or groups gives students a tangible indication that they have some control and choice, but genuine choice must be included in order for students to feel that they have some influence over their education. As a result, real choice must be used in conjunction with pair and group work for the following reasons: (1) they can give students a somewhat safe space to test ideas before presenting them to the public; (2) they can result in more developed ideas, which can boost confidence and improve communication; and (3) they can offer knowledge and skills that can complement those of their partners, which can increase task success (Brown, 1996).

RESEARCH METHOD

The research method used in writing this scientific article is a qualitative research method that focuses on discussing CLT learning methods. Qualitative research methods are research that emphasizes data collection through qualitative methods (Johnson & Christensen, 2012). This research focuses on aspects of learning that have been going on so far in Indonesia. The approach used by the author is subjective, personal, and socially constructed (Berger and Luckmann, 1990).

RESULT AND DISCUSSION

English Learning in Indonesia

English has been studied in all parts of the world and is recognized as an international language. Indonesia is one of the countries that has recognized and made

English as a formal subject in schools starting from the first grade of elementary school. English teaching in Indonesia itself has been going on for a long time and it is mentioned that it has been applied to grade 4 elementary students since 1994 (Istiqomah, 2010). Communicative Language Teaching (CLT) or Language Teaching communicatively uses a communicative approach by the teacher which is intended to stimulate students' communication skills in carrying out various linguistic activities provided in learning activities. In CLT, language is used as a tool to communicate. With a communicative approach, learning from Language itself is emphasized more on the side of meaning than sentence structure and vocabulary to obtain accuracy and appropriateness in the use of the Language (Canale & Swain, 1980). According to D. L. Freeman in CLT, "Almost everything that man does has a communicative intent; Students certainly use language to carry out their activities with others, such as when playing, learning, role-playing, and completing assigned tasks".

The relationship between CLT and English learning problems in Indonesia

English language learning in Indonesia currently refers to the rules regulated in the 2013 curriculum, which requires students to be active participants in learning and teachers as mediators who help the course of learning. But the purpose of learning is unfortunately not always achieved by the methods and learning models used by teaching staff. For example, with conventional methods or lectures that are still often used today. In this method, the teacher plays a big role, even almost all activities stick to the teacher and students only become listeners. Of course, this can make some students feel bored and label the lessons taught uninteresting. This is where CLT comes in as a method that matches the curriculum applied by the Ministry of Education and Culture.

The Application of CLT to English language learning

CLT has principles that provide teaching excellence and communicative learning that can improve students' mastery of English. The following is the procedure for learning English using CLT:

1. The teacher drills the use of the destination language after briefly explaining the purpose of learning, then the teacher gives students time to explore and practice the material explained with the intention of familiarizing students with using the destination language, errors that occur in this stage do not need to be corrected and left, but recorded. The reason is so that students can dare to use the destination language (English) first, because courage in using a language is a major step in language freedom (Neha Aggarwal, 2013).
2. The teacher provides material that has been designed in advance with a creative discussion communicative learning method, the teacher provides material and then throws various questions to students so that students can think creatively.

3. After the material giving and discussion session is over, the teacher discusses the students' mistakes recorded earlier and provides various inputs in overcoming these errors.
4. The teacher gives students another opportunity to try again to do the same thing to give students experience and use the material that has been taught correctly.

With this learning procedure, students are expected to master all the material provided by the teacher. In the first procedure, students are expected to increase their courage in expressing what is known about the material discussed and familiarize themselves with communicating with other class components. In the second procedure, students are given a briefing on the material taught, the debriefing used also uses creative communicative methods which are expected to make students get a communicative learning experience that can help students absorb the material effectively and hone students into learners who can think creatively. In the third procedure, the teacher provides direction regarding the errors contained in the first procedure so that students can understand which parts are wrong, the causes of errors, and how to correct them. That way students can understand self-evaluation techniques for the future. In the fourth procedure, the teacher provides opportunities back to students with the aim of making students able to apply the learning results provided, so that they can distinguish and feel directly the comparison between before and after learning.

CONCLUSION

One of the newest humanistic teaching methods is communicative language instruction. The method that prioritize language use and give students more chances to practice their target language despite its limitations. These days, the majority of students learning English as a second or foreign language are primarily concerned with their ability to communicate effectively and independently in a range of authentic contexts. Fluency and accuracy are produced simultaneously by using this strategy if accuracy and fixing grammatical faults are also taken into account in CLT. The use of the Communicative Language Teaching learning method is very helpful for students in understanding English language learning, because communication factors are the most important factor in language. With CLT, students can use the goal language in real time with the teacher as a guide and moderator who provides direction and corrects mistakes that occur, so that students can hone the four English language skills actively and creatively in learning English. As a medium of communication, and since CLT may help students communicate successfully in everyday situations, it is assumed that CLT may accomplish the true purpose of teaching language. Since language is a tool for communication and CLT may help students communicate effectively in everyday situations, it follows that CLT may help students achieve the real purpose of language instruction, which is to increase their communicative competence.

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