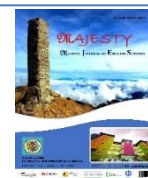




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The Implementation of Communicative Language Teaching (CLT) in Teaching English

Umiyati Jabri¹✉; Ita Sarmita Samad²

English Education Program, Universitas Muhammadiyah Enrekang, Indonesia

Email: umiyatijabri@gmail.com¹; itaneverendita@gmail.com²

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ABSTRACT

This research was aimed at finding out the way of the teacher in implementing of Communicative Language Teaching (CLT) in teaching English at class of SMPN 1 Enrekang, exploring the media, problems, and types of CLT activities that students prefer. The population of this research was the teachers and the students of SMPN 1 Enrekang. The sample was three teachers and two classes. In this research, the data were obtained through three kinds of instruments namely, observation checklist, interview, and questionnaire. The result showed the ways of teacher in implementing of CLT were the teachers used principles of CLT methodology stated by Richards (2006:13). Moreover, the researcher found two other ways. Firstly, the teacher always tried to use creative ways/activities in applying Richards's principles of CLT methodology in order not only to motivate and interest but also to decrease the boredom of students in learning English. Secondly, the teacher showed her sympathy, sensitivity, and understanding to their students' needs and problems. Generally the problems encountered by the teachers were the students rarely communicated with others using English in daily life so they are lack of English proficiency. The media used by teacher were authentic materials, non-authentic material, listening exercises, internet, and computer based program. The result of questionnaire calculation is about 49.71. This result is in *like* categories as stated in Liker scale. Based on the data, the top rank of CLT activities that students prefer was task completion activities (100% of students).

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INTRODUCTION

Millions of people want to improve their command of English or to ensure that their children achieve a good command of English. "If English is not your mother tongue, you are strongly motivated to learn it, because you know, it will put you in touch with more people than any other language; but at the same time you know it will take a great deal of effort to master it, and you may begrudge that effort" (Crystal, 2003:3).

Because the importance of English, it becomes a major subject in Indonesia which means all students must learn English during the school time. Nowadays, many students learn English although they are more focused on the grammar or linguistic forms. They are lack of communicating when they are invited to communicate in English. They are maybe good at written but not at oral Ismail, I. (2019). Actually, they understand when people talk in English but they cannot speak in English. The goal of learning a language is to communicate with the language not only in form written but also orally Samad, I., & Ismail, I.

Problem above is an important task for the teacher to teach English where the students can talk in English not only focused on the linguistic forms. The teacher should encourage the students to speak in English in daily life.

In language teaching, there are some teaching strategies that are shown by the linguist in Rogers and Richard (1986: 14-142). They are The Oral Approach and The Situational Language Teaching, The Audio-lingual Method, Communicative Language Teaching, Total Physical Response, The Silent Way, Community Language Learning, The Natural Approach, and Suggestopedia.

In this research, the researcher focuses on CLT because she thought that this method can encourage the students to communicate with other in real situation using English, where teaching procedure are organized to help the students to communicate using the target language Ismail, I., & Tini, T. (2020). The students are taught to use the language in real situation rather than practicing the rules or studying how language works because the main aim of CLT is to help students achieve the communicative competence.

Based on the curriculum of a set of education, where the students are hoped to develop communication competency orally and written in order to increase national competency in global world (cited by Government of Makassar City in Curriculum of SMPN 1 Enrekang Academic Year of 2009/2010:19). Moreover, it is needed to identify the types of CLT activities that students prefer in order not only to achieve the goals but also to motivate and interest the students in learning English Hasan, H., & Ismail, I. (2020).

Based on the condition, the researchers felt excited to conduct a research entitled "The Implementation of Communicative Language Teaching in at SMPN 1 Enrekang". This school is expected to prepare the students to compete in globalization era. According to Bamgbose (2001:357) cited by Anwar (2009:409), English is recognized as the dominating language in the world as globalization comes to be universally accepted in political and academic discourse. The development of 'globalization' has been associated with the dominance of the English language (Bottery, 2000:6).

RESEARCH METHODOLOGY

The method of this research is descriptive qualitative method. It is aimed to describe a descriptive account of the implementation of CLT in teaching English at class of SMPN 1 Enrekang.

The procedure of collecting data in this research covers several steps. First, the researcher visited the school in where the teachers as the sample of this research. The second step, the researcher explained to schools officers about the purpose of the study and the procedures would be involved. The third step, the researcher met the English teachers to decide the time when the researcher observed the teaching and learning process and conduct the interview. The forth step, the researcher observed teaching and learning process in the classroom for four meeting for each teacher. The last step, the researcher interviewed the English teacher

Descriptive analysis is used in analyzing the data, in which the researcher analyzed the data collected through the instruments previously mention. Firstly, the researcher collected the data that was gained by observing the teaching and learning activity in the classroom and next interviewing the English teachers and also the students. Secondly, the researcher analyzed the data through data reduction in which the researcher summarized, chose the main things, and focused on the important points. After reducing the data, the next step was data display, in which the researcher analyzed and described the data quantitatively. The last step was conclusion (drawing/verifying) in which the researcher took the conclusion about the result of analyzing the data.

The instruments used in this research are direct observation, interview, and questionnaire. The procedure of collecting data are: 1). The researcher does the direct observation in the school/ classroom. 2) The researcher interviews the teachers to gather information about the way and the problem that teachers faced in implementing CLT. 3) The researcher distributes the questionnaire to the students to gather information about the activities of CLT preference. The point values might to respond to each statement.

FINDINGS AND DISCUSSION

This part discusses previously stated the result of the research based on the problem statement, those problem statements are: (1) The ways of the teacher in implementing the CLT, (2) The media used by the teachers in implementing CLT, (3) The problem encountered by the teachers in implementing CLT, (4) The types of CLT's activities students prefer.

1). The ways of the teacher implement the CLT

- a. Characteristics of CLT. Based on the direct observation and interview the researcher found that the teachers applied all the characteristics above in implementing CLT. Based on the observation and interview, the researcher found that SMPN 1 Enrekang has program to their students called 'self-development'. The students are given a chance to develop their skills in English outside the school time. This program does in Saturday, so that students in this school will enter

their chosen program, they don't study in their classroom like usual. For example if they are interested in English, they can join in English club where they would be trained. They would be trained how to make a speech, how to pronounce it, etc.

- b. Objectives of CLT. SMPN 1 Enrekang implemented the CLT to achieve those goals above. Moreover, based on the interview, the researcher found that the teachers add some objectives of implementation of CLT in this school. They are: developing communication competency orally and written in order to achieve functional literacy, having awareness of the essence and importance of English in order to increase national competency in global world, and developing students understanding about the relevance between language and culture.
- c. The researcher found that to achieve the objectives, the teachers always try use English in the class to communicate with their students, if the students don't understand the teachers do not translating it into mother tongue but using the body language or figure or action. So that the students are accustomed to using English when they talk with the English teachers even in the outside the classroom or English lesson unconsciously.
- d. SMPN 1 Enrekang provided extra time to the students to learn English (called "LES"). Once a week the students are taught English after school time (after 2 o'clock in the afternoon). LES usually is just given for third year students but in

this school first and second year students are also given.

- e. Types of CLT activities. The teachers used all the CLT's activities above. Based on the interview, the researcher found that the teacher use those activities related to the materials and students interest. They usually don't use same activities in the same class or grade because it depends on the students interest. The teachers will use activities that students in the class prefer because every class has different interest. For example, the teachers use song in class VII.1 and role play in class VII.3 in teaching same materials.
- f. Learners' role in CLT. Learners do the role's above. Based on the observation and interview, the researcher found the teachers helped the learners how to do those roles, give them guidance to learn because they are still teenagers.
- g. Teachers' role in CLT. The teachers did the roles above in implementing CLT. Moreover, based on the observation and interview, the researcher found that the teacher do other roles such as, prompter, participant, and creator. The teacher was very active in making good atmosphere in the class so that the students were more motivated to learn. For example, based on the class observation, the researcher found when teacher enter the classroom, she starts the materials with song so the students felt refresh before starting learning and are really motivated to learn.

The researcher found that the teacher was very creative in teaching.

They know their students well. They know what their students' interest. For example, based on the researcher observation in the classroom, students class VII.1 is quite interesting in song. The teacher created a song that related to the materials, the students learn with fun condition.

2). *The media used by the teachers in implementing CLT*

Table 1. *The media used by the teachers in implementing CLT*

No	Activity	Yes	No	Note
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1.	Non-authentic materials	√
2.	Authentic materials	√
3.	Listening exercises	√
4.	Internet	√
5.	Computer-based program	√

(Christine Meyer)

Based on the table 1, it shows that the teachers used all the teaching media. Moreover, based on the observation and interview, the researcher found that in choosing materials, the teachers would consider that whether the media could make their students enjoy or motivated in learning the materials.

3). *The problems encountered by the teachers in implementing CLT*

Table 2. *The problems encountered by the teachers in implementing CLT*

No	Kegiatan	Ya	Tidak	Ket
<i>Caused by teacher</i>				
1.	Deficiency in spoken English		√	
2.	Deficiency in strategies and sociolinguistic competence;		√	
3.	Lack of training in CLT		√	
4.	Few opportunities for retraining in CLT;		√	
5.	Misconceptions about CLT		√	
6.	Little time for and expertise in material development		√	
<i>Caused by students</i>				
1.	Low of English proficiency	√		
2.	Little motivation for communicative competence			
3.	Resistance to class participation			
<i>Caused by educational system</i>				
1.	Large class		√	
2.	Grammar-based examination		√	
3.	Lack of support		√	
<i>Caused by CLT itself</i>				
1.	CLT's inadequate account of EFL teaching		√	
2.	Lack of effective and efficient assessment instrument		√	

(Zekariya Ozsevik, 2010:50)

Based on the table 2, it indicates the teacher face problem caused by the students in implementing CLT. It is lack

of English proficiency. Moreover, based on interview, the researcher found that every teacher has different problems in

implementing CLT. It can be seen as follow:

- a. First teacher: the low of students' English proficiency.
- b. Second teacher: the low of students' communication in daily life using English, the low of students' motivation in learning English, and the low of students' English proficiency.

4) *The types of CLT's activities students prefer*

The result of questionnaire calculation showed that the students' average is about 49.71. This result is in *like* categories as stated in Liker scale. It means that the students like CLT activities that teacher applied in teaching and learning English in the classroom.

CONCLUSION

Based on the result of research that has been explained in the previous chapter, the researcher concludes that:

- 1). The ways of teacher in the implementation CLT were (a) Make real communication that the focuses on language learning (b) Provide opportunities for learners to experiment and try out what they know (c) Be tolerant of learners' errors as they indicate that the learners is building up his or her communicative competence (d) Provide opportunities for learners to develop both accuracy and fluency (e) Link the different skills such as speaking, reading and listening together, since they usually occur together in the real world (f) Let students induce or discover grammar rules (g) the teacher always try to use creative ways/activities in order not only to motivate and interest but also to decrease the boredom of students in learning English (h) the teachers showed her sympathy, sensitive, and

understanding of her students' needs and problems. 2) In general, the problems encountered by teacher in implementing CLT were caused by the students. They were low of students' English proficiency and lack of students' communication in daily life using English. 3) The media used by the teacher in implementing CLT were authentic text, non-authentic text, listening exercises, internet, and computer-based program. 4) The result of questionnaire calculation showed that the students' average is about 49.71. This result is in *like* categories as stated in Liker scale. It means that the students like CLT activities that teacher applied in teaching and learning English in the classroom. Based on the data, the top rank of CLT activities that students prefer was task completion activities (100% of students). 5) Type of CLT activities that students prefer was task completion activities.

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