

DIDAKTIKA

JURNAL ILMU PENDIDIKAN DAN PENGAJARAN

Lecturer's Written Feedback and Students' Perception and Response In "Proposal Writing" Class at English Department Muhammadiyah University of Jember

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Peran Ketrampilan Komunikasi Interpersonal Pada Guru sebagai Dasar Pelaksanaan Pengembangan Karakter Pada Anak Usia Dini

Siti Nur' Aini

Upaya Guru Dalam Meningkatkan Komunikasi Efektif Pada Siswa Penyandang Autisme di Taman Kanak-Kanak Cahaya Nurani

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Penggunaan Metode Tutor Sebaya Untuk Meningkatkan Kemampuan Memahami Unsur Intrinsik Cerpen Pada Mahasiswa Semester VI Tahun Pelajaran 2011/2012

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Permainan Sosial sebagai Media Pembelajaran Emosi dan Sosial Pada Anak Usia Dini

Istiqomah

Communicative Language Teaching : An Alternative Approach In Speaking Class

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COMMUNICATIVE LANGUAGE TEACHING : AN ALTERNATIVE APPROACH IN SPEAKING CLASS

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Pembelajaran *speaking* dalam bahasa Inggris, selalu menjadi hal penting dan menarik untuk dikaji dan dikembangkan. *Communicative Language Teaching* (CLT) merupakan pendekatan alternatif yang bisa dilakukan dalam pembelajaran *speaking* bahasa Inggris. Pendekatan ini memperhatikan lebih fokus pada kemampuan komunikasi siswa. Dengan karakter fungsi bahasa sebagai alat komunikasi, pendekatan ini mengarahkan guru untuk bisa memberikan fasilitas dan dorongan kepada siswa untuk bisa berkomunikasi dan berinteraksi secara maksimal, sehingga siswa mendapatkan pengalaman belajar *speaking* dalam proses pembelajaran.

Kata Kunci : *Communicative Language Teaching (CLT), alternative approach.*

INTRODUCTION

Approach of teaching English develops from time to time. The basic reason about it is to improve the quality of education itself. An approach should be tried to improve students' skills, knowledge, and also motivation, especially in learning English.

There are four integrated skills that must be learned and mastered by students, those are: reading, writing, listening, and speaking. Speaking as one of those skills which is always included in every English teaching because it is used to express their idea, feeling, and also to make a communication in the target language.

Moreover, Haycraft (1978:11) states that most students need to learn how to use English rather than how to analyze it. In line with this, Littlewood (1995:10) also states that language not only in terms of its structures (grammatical and vocabulary), but also

in terms of the communicative functions that it performs. It shows that interaction and communication is the primary function of language.

Relates to the condition and situation in speaking class, there are some students still unable to use the target language for their communication purpose. Varies problems the students have about speaking. Some students are lack in vocabulary while communicating to others in the target language; some of them are in trouble with the grammar; some of them still get problem because of very little practice; and unfortunately, some of them have low motivation to improve themselves in using the target language. To overcome these common problems, there must be some ways and solution to improve the student speaking ability through the available teaching method. In this case, it is suggested to chose one of the appropriate teaching method that can improve the student speaking ability, because the teaching

method also determines and influences the student achievement and ability (Maslow, 1954:74).

DISCUSSION

Communicative Language Teaching (CLT)

Larsen-Freeman (1986, in Beale 2002) states that Communicative language teaching (CLT) has been an influential approach for at least two decades now. The term of communicative carries an obvious ring of truth: we 'learn to communicate by communicating'. Richard and Rodgers (2001:160) state that since the mid-1970s the scope of Communicative Language Teaching has expanded. Both American and British proponents now see it as an approach (and not a method) that aims to (a) make communicative competence the goal of language teaching and (b) develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication. Further Howatt (1984, in Richard and Rodgers 1981:66) distinguishes between a "strong" and a "weak" version of Communicative Language Teaching:

There is, in a sense, a 'strong' version of the communicative approach and a 'weak' version. The weak version which has become more or less standard practice in the last ten years stresses the importance of providing learners with opportunities to use their English for communicative purposes and, characteristically, attempts to integrate such activities into a wider program of language teaching.... The 'strong' version of communicative teaching, on the other hand, advances the claim that lan-

guage is acquired through communication, so that it is not merely a question of activating an existing but inert knowledge of the language, but of stimulating the development of the language system itself. If the former could be described as 'learning to use' English, the latter entails 'using English to learn it.'

There have been recurrent attempts to take stock of communicative language teaching and to identify its characteristic features (e.g. Richard and Rodgers, 1986:9). Besides that CLT is debated. It should be considered an approach or a methodology or what exactly communicative language teaching is. At the more abstract end, there is general agreement that communicative language teaching involves an emphasis on communicating by means of the foreign language (the way in which this idea is expressed tends, as here, to be so vague as to make it difficult to disagree with): at the practical classroom end (Belchamber :2004).

According to Norri (2003) communicative language teaching is a method that concerns with teaching English as a foreign language. It is to help the students to be involved in activities to achieve a better learning and give them the freedom to negotiate with their interlocutors. It is supported by Bacon (2001) that CLT is a method which focuses on learner-centered, emphasizes communication and real-life situations.

Whatever the situation may be as regard actual teaching practice, communicative language teaching is well established as the dominant theoretical model in ELT. Hattiger (1984, in Rifa'i 2007:2) suggests that the communicative language teaching has become a new metaphor in CSL/EFL language acquisition. This new metaphor is a need

which will encompass new role teachers fulfill in the communicative language classroom and in the classroom teacher involved with tagging, creating an atmosphere and moving the participant or the student which the interaction materials symbolize communicative goals.

Based on this view, the learning activity in the classroom must be emphasized in learning a language through using it rather than recourse to language analysis. Beside that the teacher must be able to develop the concept of communicative competence for the student, so the learning material for this class must be adjusted to the real context of life.

According to Nunan (1991, in Rifa'ei 2007:10), CLT places great emphasis on helping the student use the target language in a variety of contexts and places great emphasis on learning language functions this means that successfully learning a foreign language is assessed in term how well learners have developed their communicative competence. CLT always tries to build in student's ability to apply knowledge. Communicative language teaching emphasis on viewing language as a system for communication, it takes the learners to the real context of communication in which the learners have the opportunity to talk about what they are learning and also it encourages the learners to communicate fairly, naturally about the subject that is important to what they are doing (Ellis, 1992 in Rifa'i, 2007:10).

Communicative language teaching is strongly associated with the number of particular activity types, such as: problem solving, role play, interview, information gap, game language exchange, survey, pair work and learning by teaching. All these learning abilities are the ways of helping the learners to practice speaking needed to put their knowledge of the foreign language into use (Thomson, 1996:12 in David, 2005:2). This communicative language teaching is

very worth to be known and it has given better impact on the students' ability and pedagogy, which is really appropriate to implement in speaking class.

The Theory of Communicative Language Teaching

According to Richard and Rodgers (1986:69), the communicative approach in language teaching starts from a theory of language as communication. The goal of language teaching is to develop what Hymes (1972) referred to as communicative competence. It is supported by Canale (1983, in Beal 2002) that communicative competence refers to 'the underlying systems of knowledge and skill required for communication'.

Littlewood (1981:1) states that one of the most characteristic features of CLT pays systematic attention to functional as well as structural aspect of language, combining this into a more fully communicative ability, its mean using procedures where learner's work in pairs or groups employing available language resources in problem solving tasks.

At the level of language theory, Communicative Language Teaching has a rich, if somewhat eclectic, theoretical base. Richard and Rodgers (2001:161) state that some of the characteristics of this communicative view are as follows.

1. Language is a system for the expression of meaning.
2. The primary function of language is for interaction and communication.
3. The structure of language reflects its functional and communicative uses.
4. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

The Objective of Communicative Language Teaching (CLT)

Norri (2003) states that communicative language teaching aims at developing procedures for the teaching of the four skills that acknowledge the interdependence of language and communication. It aims at having students become communicatively competent. Communicative competence requires being able to use the language appropriately in a given social context. This requires the knowledge of the linguistic forms, meanings and function. Students must be able to manage the process of negotiating with their classmates.

Piepho (1981, in Richards & Rodgers, 1986:73) explains that there are five objectives of CLT such as follows.

1. An integrative and content level (language as a means of expression)
2. A linguistic and instrumental level (language as a semiotic system and an object of learning)
3. An effective level of interpersonal relationships and conduct (language as a mean of expressing values and judgments about one self and other)
4. A level of individual learning needs (remedial learning based on error analysis).
5. General educational level of extra-linguistic goals (language learning within the school curriculum).

The Principle of Communicative Language Teaching

According to Noori (2002), The principles of this CLT are:

1. Language as it is used in real context should be introduced.
2. Students should be able to

figure out the speaker's or writer's intentions.

3. The target language is the vehicle for classroom communication.
4. One function may have many different linguistic forms.
5. Opportunities should be given to students to express their ideas and opinions.
6. Errors are seen as the natural outcome of the development of communication skills.
7. Fluency is much more important than accuracy.
8. Creating situations to promote communication is one of the teacher's responsibilities
9. The social context of the communicative events is essential in giving meaning to the utterances.
10. The teacher acts as an advisor during communicative activity, a facilitator of students' learning, a manager of classroom activity, or a co-communicator.
11. When communicating, a speaker has a choice about what to say and how to say it.
12. Students should be given opportunities to develop strategies for interpreting language as it is actually seen by native speakers
13. Students are communicators and are actively engaged in negotiating meaning
14. Language is used a great deal through communicative activities such as games, role-play, problem solving
15. Communicative activities have

three features: information gap, choice and feedback

Teaching Activities of Communicative Language Teaching

Littlewood (1986:76) states that the teacher might hope to achieve through communicative activities in the classroom which can make the language learning. In line with this, Richards and Rodgers (1986:76) assert that classroom activities are often designed to focus on completing tasks that is mediated through language or involve negotiation of information and information sharing. Further Littlewood (1981:20) mentions the various examples of communicative activities, distinguish two main categories such as functional communication activities and social interaction activities as a major activity type in communicative language (CLT), functional communication activities include such tasks as learners comparing sets of picture and noting similarities and different, working out a likely sequence of events in a set of picture, discovering missing features in a map or picture, one learners communicating behind a screen to another learner and giving instructions on how to draw a picture or shape, or how to complete a map; following directions and solving problem from share clues.

Social interaction activities include conversation and discussion session, dialogues and role plays, simulation, skill, improvisation and debates. In this case Wikipedia (2006) supports that classroom activities used in CLT are Role Play, Interviews, Information Gap, Games, Language Exchanges, Surveys, and Pair Work. In teaching second or foreign language classroom activities, the teacher should be selected in choosing classroom activities to make the class more interested.

The Role of Communicative Language Teaching

The Teachers' Role

Several roles are assumed for teachers in CLT, the importance of particular roles being determined by the view of CLT adopted. Breen and Candlin (1980, in Richard and Rodger, 2001:166) describes teacher roles in the following terms:

1. The teacher is to facilitate the communication process between all participants in the classroom, and between these participant and the various activities and texts.
2. The teacher is to act as an independent participant within the learning teaching group.

The Learners' Roles

Breen and Candlin (1980:110) in Richard and Rodgers (2001:167) describes of learner's roles as negotiator-between the self the learning process, and the objects of learning-emerges from and interact with the role of joint negotiator within the group and the classroom procedures and activities which the group undertake. The implication for the learners is that he should contribute as much as he gains, and thereby learnt in independent way.

CONCLUSION

Communicative Language Teaching (CLT) as an alternative approach facilitates the student to gain meaningful experience in learning speaking english. The approach give the proportional role to the teacher as the facilitator to convey the student to do practices in speaking english both in group an in independent way.

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