



The Implementation of Communicative Language Teaching Method in Learning Speaking for Junior High School

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Abstract

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The purpose of this study is to investigate teacher procedures when using the CLT technique in teaching speaking, as well as to understand students' answers and opinions about the use of CLT methods in the classroom. As a research design, the author employs interviews and field notes. The authors analyze instructors' and students' learning activities regarding speaking in the classroom using CLT utilizing interviews and field notes. The benefits of employing CLT include that teachers conduct question-and-answer sessions with students, and the frequency with which students respond to learning activities such as answering questions is increasing. As a result, one of the challenges of Communicative Language Teaching is that students continue to feel anxious and nervous if they make mistakes during the learning process. Based on the results of the study, students indicated that CLT aided them in the process of learning to speak English. This can drive students to learn since they believe that using CLT is more interactive. For students to use these strategies, teachers' roles are critical. Students find it easier to follow the learning process and gain knowledge about the role of language in learning. It is proposed that students apply the strategy in the learning process when learning speaking skills.

Keywords: CLT, speaking classroom, speaking skill

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INTRODUCTION

One of the ultimate aims of language learning is the ability to communicate, both orally and in writing (Sitorus, 2019). Humans may express themselves and convey their opinions about something via communication. Speaking is one of the abilities that may be mastered to increase oral communication skills when learning English. Because English has become an international language and is used internationally, kids are required to acquire and understand it in school as a second language after Indonesian. Speaking learning must take into account at least four factors: fluency, pronunciation, grammar, and body language (Saputra, 2015). To enable students to communicate in English, schools and teachers must provide students with opportunities to practice speaking in English.

However, many students are less active in the speaking classroom due to a lack of self-confidence, which can be attributed to a lack of support from their environment as well as a lack of vocabulary and pronunciation skills. Speaking to communicate is focused on how one can convey knowledge to others; nonetheless,



many students are puzzled about how to explain their thoughts. This is a compassion, because oral language, such as speaking, is one of the most important foundations in language development (Yasin, Aziz, & Jannah, 2017). Aside from a lack of vocabulary, most students find it difficult to express themselves in the speaking classroom due to a lack of support from their peers and professors. Some kids even know what they want to say but are hesitant to speak it out loud for fear of being mocked if they make a mistake. This is why, in a speaking classroom, many students prefer to remain passive speakers (Saputra, 2015).

With regard to the factors that prevent students from actively participating in speaking classes, the instructor must be able to devise teaching methods and strategies to address these issues (Manalullaili, 2015). The Communicative Language Teaching (CLT) method, which requires students to connect with their classmates and utilize English to converse (Yuliawati & Aprilia, 2019), is one of the teaching methods that can boost student participation in speaking classes. Because CLT is a method in which students practice speaking and communicating with their peers, Richard and Rodgers (2014) stated in Yuliawati & Aprilia (2019) that this teaching method also uses games, role-plays, and other media to encourage students to participate actively in the classroom. As a result, adopting the CLT method in the speaking classroom increases the likelihood of students actively participating.

Many earlier studies on the use of CLT approaches in language learning have been conducted. Hayat (2017) did a study to see if the Communicative Language Teaching (CLT) approach can improve students' speaking accuracy and fluency; the result suggests that there is a considerable rise between before and after giving students CLT learning. Julista (2018) has also done research targeted at increasing students' speaking skills using the CLT approach; the result also reveals that using the CLT method improves students' speaking skills. Reski (2020) analyzed the effectiveness of the CLT method in teaching English speaking skills using role-play as the media; the final result shows that this method is very effective because students enjoy learning using this method and can easily understand the learning material. Hien (2021) wrote a paper that focuses on determining the benefits and drawbacks of CLT in comparison to other methods, as well as trends and implementation challenges.

Previous research has mostly focused on the effectiveness of using the CLT approach in the speaking classroom, as well as its benefits and drawbacks. As a result, the researchers opted to explore the use of the CLT technique in teaching speaking by English teachers, particularly in Junior High School, as well as how students reacted to the usage of the CLT method for them when learning speaking. Researchers can better grasp the outcomes from both sides by researching from the perspectives of teachers and students.

METHODS

This research aimed to investigate how teachers implement communicative language teaching method in teaching speaking and how the students respond to the usage of that method. Therefore, the researcher conducted this research with a qualitative approach using case study as the research design where it used to generate an in depth and multi-faceted understanding of an issue in its real-life context (Crowe, Cresswell, Robertson, Huby, Avery, & Sheikh, 2011). By using the case study research, the researcher was collecting the data by a real-life context, employs triangulations, and investigate the matter by using an observation (Gerring, 2007). This type of research design was suitable for this research because this allows the researcher to study the problem in its real-life context by observing the process. In addition, the researcher was also collecting the additional data by completing the interview with the participants.

RESULTS & DISCUSSION

Results

The results of interviews conducted with (one) English Teachers and four (4) 8th graders in students' Junior high school 5 Karawang Barat will be presented in this chapter. This general research is based on how teachers experience and students respond in implementing Communicative Language Teaching in learning to speak.

Implementation of Communicative Language Teaching in Learning Speaking

Based on observations and interviews, the instructor claimed that when adopting communicative language education in learning to speak, the teacher must pay attention to the students' qualities. The teacher also emphasized that each class has its ways and that we must understand the personalities of the students. Furthermore, the teacher is continuously looking for the best treatment that the students would appreciate and understand.

As a result, the teacher can fulfill their duty as a facilitator of the communication process with students in classrooms using a variety of activities and texts. The teacher always encourages students by informing them that it is okay to make errors when speaking English and that they should not be afraid to utilize English. To do this, the teacher begins with little steps such as establishing regulations that require children to utilize English when going to the restroom. The teacher thinks that all great things begin with tiny steps.

However, when learning to speak English, the student must act as a negotiator between the learning process and the object of learning, whilst the teacher incorporates experience based on the students' surroundings. Additionally, the students should participate independently.

Students Responses to the Usage of Communicative Language Teaching Method in Speaking Classroom

The students' response towards learning speaking with Communicative Language Teaching

Based on the result of observation and interviews that have been conducted, the students give both the positive and pessimistic response of the usage of Communicative Language Teaching. The positive response is that the students enjoy the English learning when the teachers teach with Communicative Language Teaching methods, especially in the speaking classroom. In addition, the students also feel interested in Communicative Learning Teaching that the teachers use because the CLT method creates more interaction in the classroom environment. Therefore, the pessimistic response from the Communicative Language Teaching is that the students are still feeling anxious and they are nervous if they make mistakes when they speak in the learning process.

Communicative Learning Teaching in speaking classrooms motivates students

Based on the results of interviews that have been conducted, most students are more motivated to speak English in the classroom while the teacher is using Communicative Learning English. The students stated the Communicative Language Teaching method in speaking classrooms helped them to interact more with the surroundings. They also stated that they enjoy the classroom because the explanation from the teacher can easily be understood and they can express themselves and speak up about their own opinion while discussing something in the classroom.

Students who practice this method have high learning motivation, more creativity, more bravery, and are more active in the learning process than those who use traditional learning methods. Therefore, students also feel they have more time to interact with teachers and friends using English. Some students even stated that they are now able to communicate with their friends using the English language to discuss something. They also help each other while having difficulty saying the things that they want to convey in English.

Discussion

Teacher Implementing of Communicative Language Teaching in Learning Speaking

Based on the research findings, the teacher has to pay attention to the students' characteristics while implementing communicative language teaching in learning speaking. This attitude is needed because different students have different characteristics and different ways of speaking. As Saputra (2015) stated some students may know what they want to say, but they are afraid to express it because of their fear and this makes them prefer to be passive speakers in the speaking classroom. By using the CLT method after understanding students' character and finding the exact treatment that can be enjoyed by the students, it will be easier for students to build their confidence to speak English while they are learning to speak (Manalullaili, 2015).

Richards & Rodgers (2001) highlight that the teacher needs to involve real communication in learning activities. To implement this, the teacher always encourages the students to familiarize themselves with using English in the

classroom to communicate like to use English when they want to go to the toilet for example. This is in line with Larsen Freeman in Hayat (2017) that teachers need to encourage communication among students in the classroom as the co-communicator with them. In the CLT method, the students should independently contribute in the classroom by trying to interact with their classmates during class activities and use English to communicate (Yuliawati & Aprilia, 2019). By trying to communicate using English with their classmates during the speaking classroom, the students will be familiar with using English and may be able to actively participate in more speaking activities in the future without fear of making mistakes even before they start.

Students Responses to the Usage of Communicative Language Teaching Method in Speaking Classroom

There are two types of students' responses regarding the usage of communicative language teaching methods in the speaking classroom: the positive and the pessimistic responses.

During the CLT implementation in the speaking classroom, the students enjoy their learning and feel interested to engage in the classroom activities because the CLT method creates more interaction in the classroom environment. Most students are more motivated to speak English in the CLT speaking classroom because it helps them to interact more with their surroundings and they have more time to interact with teachers and friends using English.

Moreover, the explanation from the teacher can easily be understood and they are able to express themselves and speak up about their own opinion while discussing something in the classroom (Reski, 2020). After participating in the implementation of the CLT method, the students have higher learning motivation, more creativity, more bravery, and are more active in the learning process (Hien, 2021). Some students stated that they are now able to communicate with their friends using the English language to discuss something and help each other while having difficulty saying the things that they want to convey in English (Julista, 2018).

In CLT classes, students who have higher levels and lower levels of English can both participate in classroom activities since CLT classes provide meaningful tasks and real-life situations to develop students' speaking abilities (Richard in Hien, 2021). However, the students sometimes are still anxious and nervous if they make mistakes when they speak in the learning process since they don't usually need to be active in the class activities. But even so, the students are still trying their best in the CLT classes.

CONCLUSION

Based on the results of the study, it can be seen that students stated that they were helped in the process of learning to speak English with Communicative Language Teaching. This can motivate students to learn because students feel that the use of Communicative Language Teaching is more interactive. The methods make students not feel bored easily while studying. The material in the class-based Communicative Teaching

several times so that students can easily adapt to this method. However, in this method there are still some obstacles, the students still feel anxious and they are nervous if they make mistakes in the learning process.

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