

IMPLEMENTATION OF COMMUNICATIVE LANGUAGE TEACHING TECHNIQUE IN TEACHING ENGLISH AT SMP MUHAMMADIYAH 1 SRAGEN

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Abstrak

Communicative Language Teaching merupakan suatu pendekatan yang menekankan komunikasi sebagai tujuan utamanya. CLT menggunakan bahasa sebagai alat komunikasi, yang terdiri dari keterampilan-keterampilan dasar seperti mendengarkan, berbicara, menulis, dan membaca. Tujuan dari penelitian ini adalah untuk mengidentifikasi peningkatan yang diperoleh siswa setelah diajarkan menggunakan CLT dan untuk mengidentifikasi manfaat dan tantangan dalam penggunaan CLT dalam pembelajaran Bahasa Inggris. Metode yang digunakan oleh peneliti adalah deskriptif kualitatif dengan pengumpulan data melalui wawancara dan observasi. Hasil dan simpulan dari penelitian ini adalah adanya peningkatan semangat dan motivasi sebagian besar siswa dalam belajar, mereka juga merasakan bahwa penggunaan CLT lebih menarik dan modern. Dengan metode kerja kelompok dan presentasi yang diberikan oleh guru, siswa juga akan dituntut untuk lebih berpikir kritis dan melatih keterampilan berbicara dan membaca mereka untuk mendeskripsikan suatu objek.

Kata Kunci: Communicative Language Teaching, Teknik Pembelajaran

Abstract

Communicative Language Teaching is an approach that emphasizes communication as its main goal. CLT uses language as a means of communication, which consists of basic skills such as listening, speaking, writing, and reading. The purpose of this study was to identify the improvements obtained by students after being taught using CLT and to identify the benefits and challenges in using CLT in learning English. The method used by the researcher is descriptive qualitative with data collection through interviews and observations. The results and conclusions of this study are an increase in the enthusiasm and motivation of most students in learning, they also feel that the use of CLT is more interesting and modern. With the group work and presentation methods given by the teacher, students will also be required to think more critically and practice their speaking and reading skills to describe an object.

Keywords: Communicative Language Teaching, Technique Learning

1. INTRODUCTION

Learning English is a compulsory subject in school. One of the languages taught in schools is English, which helps students enhance their language skills. Learning English is mostly intended to improve communication skills. (Hockett, 1984) That English is an important language to be used in every field of human life, such as communication, economics, education, science, technology, and so on.

And the fact says that English is used most in international relations. Each school is obliged to create a way in enhancing the quality of students' English either teaching technique for each teacher or available facilities and infrastructures like libraries and others. With this increase, it is very much possible for students to develop an interest again in learning English or in English itself.

Communicative Language Teaching, or CLT, refers to a language teaching approach that has communication as its main goal. This type of teaching approach is typified by the learning of languages through actual social contacts such as conversations, presentations, and discussions in the classes. Communicative Language Teaching uses language as a means of communication, which involves basic skills such as listening, writing, speaking, and reading. By working with CLT, students are focused on learning the language through actual social interactions, such as conversations, presentations, and discussions. In its implementation or application, CLT also offers content in real-life form, for example, social, political, and cultural, so that students can learn about the language and absorb it in a more relevant context. In this research, the teacher as research subject stressed the students' speaking ability. The objectives of the implementation for the strategy are that students can read with good pronunciation; students have to be able to understand a text through understanding the meaning. According to Savignon, (1987), CLT according to David Nunan lists five major elements, which are: the first emphasis given to learning to communicate through interaction in a target language, which is the English Language; the second being the introduction of authentic texts into learning situations; third, providing opportunities for students to focus, not only on the language but also on the learning process itself. Fourth, increase of students' personal experiences as an important element contributing to classroom learning. And the last one is an attempt to link language learning in the classroom with language activation outside the classroom.

Based on its history, CLT is a fairly good approach strategy by prioritizing students to master the target language or English well, although previously there were also various approach methods that had been used and applied in teaching English, but they were not as effective and were considered insufficient. to improve students' communication skills, namely speaking, writing, listening and reading. Therefore, researcher in the research this time chose to discuss the application of CLT which was considered quite good in improving students' communication skills, especially at SMP Muhammadiyah 1 Sragen.

This research is similar to the findings of (Toro et al., 2018) that the use of CLT techniques in teaching English using the repetition, pair and group work methods are the main strategies used by the teacher to help students develop communicative competence. Researchers also found similarities with the findings of (Losi & Muslim Nasution, 2022), that by implementing CLT students felt more enthusiastic and happy with English language learning activities through communicative activities, such

work, etc. They are also more motivated to communicate in English in class. By theory, CLT plays important in the succesful of english learning and teaching process, this result of the research matched.

However, this research has differences with previous researchers with the existence of problems in varied teaching and development in the present era. The difference between this study and the previous study is that the study conducted by the researcher emphasized the application of CLT and the use of photo and video media as an intermediary tool between teachers and students in learning activities. While the previous study discussed the influence of CLT on improving students' oral skills

2. METHOD

This researcher selected descriptive qualitative because the layout of this observes. The qualitative studies specialize in Implementation of Communicative Language Teaching at SMP Muhammadiyah 1 Sragen. Qualitative research also can be interpreted as descriptive studies and then analyzed with an inductive technique. Qualitative studies have the meaning of exploring and knowledge individuals or corporations characterized by using social or human troubles. Researchers use qualitative case studies. Descriptive qualitative research is an inquiry process of understanding based on distinct methodological tradition of inquiry that explored a social or human problem (Damayanti, 2014). Researcher use descriptive qualitative method to describe the content and results of research that has been carried out using the data collection techniques used by researchers.

The research was carried out at SMP Muhammadiyah 1 Sragen because the researcher was wanted to explorize the location of the research is to provide in-depth insight into CLT's Implementation and the reasearch focuses on media used such as photo, video, and real thing. This research is related to the teaching English skill especially reading and speaking. This approach will facilitate the exploration of the research needs and situation under investigation. The first of three essential components of a research design is the study subject. The success of the research is determined by selecting the appropriate research topic (Hu et al., 2011) English teacher and students of 9A class, they provide a comprehensive framework for understanding how CLT Implements in EFL Classroom Teaching and how students engage with this instructional approach in a school-specific context.

3. RESULT AND DISCUSSION

3.1 Findings

This study found that there is a correlation between the application of Communicative Language Teaching using photo, video, and real object media with increasing student motivation and students' English skills, especially reading and speaking.

1. The Improvement meet by the students after being taught using Communicative Language Teaching

By implementing the Communicative Language Teaching technique in English learning in class 9A, the majority of students feel very helped and motivated. The positive impacts felt by 19 out of 25 students are:

- a) Students find it easier to understand the material.
- b) Students become more interested and enthusiastic in learning English.
- c) Learning becomes more fun and interactive.
- d) Students become more confident in interacting with friends and teachers using English.
- e) Students feel that the use of photos and videos makes it easier to understand the meaning of the material presented because they can visualize the meaning of the object.
- f) Students become more active during class learning because the use of CLT techniques that prioritize speaking and reading can trigger students to be more active in speaking English

The negative effects of implementing CLT felt by 6 out of 25 class 9A students are:

- a) The implementation of CLT in class 9A can result in a lack of supervision and guidance by English teachers to students.
- b) Learning feels boring and the material is a little difficult to understand.
- c) Lack of direct interaction between teachers and students.

So, it can be concluded that the use of Communicative Language Teaching techniques on student learning in class 9A of SMP Muhammadiyah 1 Sragen has positive and negative impacts on students, based on the interview results it can be concluded that 19 out of 25 students felt that their speaking and reading skills had improved, and felt more motivated to be active and enthusiastic in learning English. English teachers use CLT as a communication tool that involves students' basic skills which include listening, reading, writing and speaking. In this case, the teacher emphasizes improving and teaching that focuses on speaking skills using CLT techniques.

This technique uses a teaching approach that emphasizes interaction as the means and goal of the learning process. By implementing English into learning, it is hoped that students can improve their speaking skills. The example is the teacher invites students to speak English by starting with simple words that are often used in everyday life. In implementing CLT, a teacher must use certain media as tools and supporting facilities to improve students' speaking skills. In this research, the teacher as the research subject revealed that the use of photo media from the internet, videos, and objects found around students can be media or tools to train students in learning by means of students describing the objects or photos.

a) Methods used in teaching English using Communicative Language Teaching

Apart of presentations and discussions, teachers also use methods that require students to practice independently to improve their speaking skills, namely by being asked questions repeatedly until students answer with the correct pronunciation. The teacher also doesn't just let the students answer incorrectly, but the teacher provides feedback in the form of an evaluation by giving the right example so that the students can imitate it until it is correct. The English teacher also gives each student the opportunity to make a presentation so that other students are motivated. The teacher asks questions using simple words and repeats them every meeting. Examples of simple words used in conversational questions are:

Teacher: Alif...Good morning!

Alif: Good morning mam.

Teacher: What time do you get up, Alif?

Alif: I get up at five o'clock, mam.

The English teacher emphasizes pronunciation in Alif's answer "I get up at five o'clock" until the pronunciation is better and correct. Previously, students were still lacking in pronunciation of the sentences underlined, but the teacher encouraged and gave students continuous examples so that students' pronunciation became better.

2. The benefits and challenges of implementing CLT in Teaching English

In this case, there are two benefits and three difficulties felt by the teacher. 19 students felt that with this technique, their English skills, especially speaking and writing, had improved and they felt helped, while the other 6 felt that the CLT technique reduced the intensity of communication between students and teachers, and gave a boring impression. The advantage of using Communicative Language Teaching techniques felt by English teachers is that students are more encouraged to be more active in class and are better able to recognize the surrounding environment due to the use of objects around them as learning tools. Apart from that, supporting factors also exist in each method, especially in implementing CLT, Lab. English and mobile phones are one of the factors that support students in implementing CLT. This is one of the supporting factors because there are many things that can be learned and explored, especially English as a tool of international communication and it will be more fun than studying English in a more traditional way, so students will become more motivated.

Apart from the advantages, there will definitely be problems faced by an English teacher in teaching English. The English teacher at SMP Muhammadiyah 1 Sragen explained that using the Communicative Language Teaching technique in class 9A at SMP Muhammadiyah 1 Sragen requires a little longer time because it adapts to the students' needs and abilities. Apart from that, students are also less motivated and less enthusiastic, this makes English teaching a bit hampered

because they believe that learning English using unattractive methods will make them feel difficult. Students often lost their focus can also be a problem faced by English teachers at SMP Muhammadiyah 1 Sragen. With the problems and obstacles faced, english teachers also prepare ways to overcome these problems. English teachers often make sudden orders to students who are not focused to make other students always focus on the lesson. For the example is:

“Take the trash under your chair!”

As a way to maintain students' speaking and reading skills, teachers also give assignments individually and always do "drilling" or train students' dexterity and skills three times in one meeting. With the use of media such as photos and videos via cellphone, as well as objects around them, students' responses were also very good. students take English lessons with more enthusiasm and motivation, they are happy with the way the teacher uses the teaching methods applied. To overcome existing problems, apart from using the drill method, the teacher will also ask almost the same questions at every meeting. Students who lack mastery of English will be asked questions in English and must be answered in English repeatedly at the next meeting. Some students also feel that by implementing CLT using photo and video media via gadgets, they feel that there is a lack of sufficient interaction between teachers and students.

3.2 Discussion

This research has established the objectives of this research; to identify the improvements meet by the student after being taught using Communicative Language Teaching, and to identify the benefits and challenges of the using of Communicative Language Teaching in English Learning. In this section, researcher will present the overall findings from the research data collected to answer all of the research questions in this study, that are; improvements meet by the students after being taught by using Communicative Language Teaching, and the benefits and challenges of implementing in teaching english. Based on the findings of the research, many students feel happy when taught using Communicative Language Teaching (CLT) techniques. They feel more interested because the English teacher uses more modern and interesting media, so their response to learning becomes better and more attractive. However, for the development of English, especially in reading and speaking skills, some students experience a little difficulty because they are not used to the English sentences that are taught or asked. media photos, videos, or even real objects around them can build their enthusiasm for the learning being carried out. Based on observations and interviews with class 9A English teachers at SMP Muhammadiyah 1 Sragen, not only students who have English language abilities and skills experience increased enthusiasm for learning and understanding of learning, but students who lack English language skills and abilities are also trained and become understand more about the CLT techniques used in teaching.

This research is similar to the findings of (Toro et al., 2018), that the use of CLT techniques in teaching English using the repetition, pair and group work methods are the main strategies used by the teacher to help students develop communicative competence. Researchers also found similarities with the findings of (Losi & Muslim Nasution, 2022) that by implementing CLT students felt more enthusiastic and happy with English language learning activities through communicative activities, such as role playing, group work, etc. They are also more motivated to communicate in English in class. By theory, CLT plays important in the succesful of english learning and teaching process, this result of the research matched.

4. CLOSING

Research at Muhammadiyah 1 Sragen Junior High School has provided very important information in a comprehensive understanding of how to implement Communicative Language Teaching Technique in teaching English.

To answer the first research question, the improvement experienced by students is speaking and reading skills, as well as student learning motivation which can be said to have increased due to the implementation of this technique. English teachers use Problem-based Learning to find out students' needs in fulfilling the improvement of speaking and reading skills with good pronunciation. English teachers at SMP Muhammadiyah 1 Sragen apply the pair and group work, and presentation methods as a way to train students in improving the English skills needed. Apart from students, English teachers also face challenges. In implementing CLT, English teachers are required to be more patient and need a little more time. In addition, the use of innovative media must also be implemented to maintain students' enthusiasm and motivation for learning English.

In conclusion, the application of communicative language teaching techniques at SMP Muhammadiyah 1 Sragen has a good influence on the development of students' English skills, as well as the innovation in English learning carried out by English teachers at SMP Muhammadiyah 1 Sragen. In addition, the application of this CLT technique also has advantages and disadvantages that can be considered by English teachers in implementing learning.

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