

A PAPER

# **COMMUNICATIVE LANGUAGE TEACHING (CLT)**

To fulfill an assignment of Speaking for Elementary School Course



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## **A. Introduction**

This paper explain about Communicative Language Teaching (CLT). It contains the explanation about the meaning of CLT, characteristics of CLT, basic principle of CLT, implementation of CLT in teaching speaking to children, challenges of implementing CLT, the advantages and disadvantages of CLT. This paper is used to fulfill the task from one of our subject in 6th semester, it is Speaking for Elementary School. We hope there are many beneficial from this paper, especially for us as university student in order to develop our knowledge in teaching speaking to Elementary School students. By making this paper, we can know more how to teach speaking using CLT to Elementary School students. Another benefit is we can share about CLT to people who read this paper.

## **B. Communicative Language Teaching**

According to (Linse, 2005; Meza, 2012; Turkeyen, 2014), Communicative Language Teaching or CLT, found in the changes of British language teaching tradition in 1960s. It became known in the 1970s until now. The idea came from the Council of Europe experts investigation, especially Wilkins. Wilkins develop the idea based on the theory of Chomsky and Hymes which believe the language teaching should make the students understand the meaning and express the communication, rather than learn about grammatical structure. The people who contribute in CLT relate with the Council of Europe, they are Wilkin, Widdowson, Candlin, Brumfit, Keith Johnson, and other British experts. The application of the idea is became Communicative Approach or CLT.

In the context of CLT, it usually use communicative approach as a continuation. CLT allow students to learn English through meaningful communication. CLT emphasized how students can communicate with others and learn language. It means that there must be a connection between classroom learning and the real life situation where the students use language. An activities in this approach can make students speak. For examples role play, interviews, get the informations from the other students, games, pair work, learning by teaching,

etcetera (Richards, 2006). CLT usually used for teaching a second language in Indonesia.

There are some opinion from the experts in defining CLT. Nunan (Linse, 2005, pg 56) say that “Communicative Language Teaching or CLT is an approach and a philosophical orientation that connects classroom based language learning with the language that learners need in order to communicative outside of the classroom”. It means that language teaching in the classroom can make the students focus on getting the meaning and make the students acquire fluency. It can affect students learning outside the classroom so that students can also have fluency in communicating in their environment.

Whereas according to another opinion, Communicative Language Teaching (CLT) refers to both processes and goals in classroom learning. Richards 1997 in (Richards 2006, pg 90). believes that :

Communicative Approach in language learning is an approach that is used in learning the second language or foreign language that emphasizes on the improvement of communicative ability”, that is “the ability of applying the language principle in order to produce grammatical sentences and understand ‘when, where, and to whom’ the sentences used.

From some definitions above, Communicative Language Teaching emphasize students to communicate with the other people in the classroom, or out the classroom. In the communication we need many people to communicate with us. We think, CLT appropriate with speaking, especially for students in Elementary School. Because it can relate student – student, students – teacher, and their environment.

### **C. Characteristic of CLT (Communicative Language Teaching)**

There are five characteristics of CLT (Applebaum, 2007; Nunan,1991 cited in Richards, 2006) :

1. An emphasis on learning to communicate through interaction in the target language.

In applying CLT, the teacher should consider the target language. The teacher teaches students with the target language that him/her want to accomplish during the meeting in the class. It can be on one day or two day in one weeks. For example, students were able to determine the number, color, type of animal, type of fruit.

2. Introduction of authentic text and materials in the lesson. An emphasis on learning to communicate through interaction with other students.

The learning process need an authentic materials that reflect the meaning and demands of real life situations. In CLT, teachers can use text, video, images, dialogue text, and conversation text as the media. It emphasizes on how students fluently communicate and interact with others.

3. The provision of opportunities for learners to focus, not only on language but also on the learning process itself.

In addition to requiring the student to focus on the target language from the teacher, learning process should also be meaningful. It makes the students will be able to take the benefit from the learning process.

4. An enhancement of the student's own personal experiences as important contributing elements to classroom learning.

Student's experience of language in their environment, will facilitate them to communicate both in the classroom or outside the classroom. Their experience allows teachers to make communicative learning.

5. An attempt to link classroom language learning with language activities outside the classroom.

CLT attempt to connect classroom language learning with experiences outside the classroom. It based on a student's language which is accepted in his neighborhood. So, CLT can help the students to communicate fluently.

#### **D. Principles of CLT**

In teaching and learning process, absolutely there is communication. Communication should be run well between teacher-students, students-students, etc. By communication, message or information which we want to know, will be easy to get. Then, for the implementation, the teacher should notice some principles about CLT. According to Finocchiaro and Brumfit (1983) in (Richards and Rodgers, 2001) the principles are:

1. Interaction is needed

In CLT, the important thing is interactions. The teacher needs interactions to support communication activity. With interactions, the teaching and learning process can be better.

2. Meaning is paramount

In previous discussion about audiolingual, it was already explained that the use of audiolingual more concerned structure between the meaning from the sentences. But in CLT, know the meaning of the structure it is more important.

3. The material should be contextual

Teacher should find the material which contextual with the students's life. Because it can be easier for teachers to explain something, especially to build communication with the students. For the students, contextual material will make them interest.

4. The use of L1 is accepted

The teacher can tolerate the students to speak their L1. But, the teacher should guide them to use English.

5. The goal is communicative competence

The teacher should always remember, if the goal of teaching and learning process is build the students to have communicative competence and they can communicate with the other people (parents, friends, etc). So, the activity that apply in the classroom should focus on the goal of communication.

6. Language is created by the individual

In the process of learning, there are many trial and errors would be happen to students. But, it is a common thing for the students, because that is the real process of learning.

### **E. Implementation of CLT in Teaching Speaking to Children**

In line with the principles of CLT, the teacher can implement CLT in teaching speaking. According to Richards and Rodgers (2001), there is a role for the teacher and the students:

1. Teachers roles

The teacher as a fasilitator, mediator, informant, motivator, and many more. So, with the all of teachers role, the teacher should be a good communicator for students. The teacher should facilitate the communication in teaching and learning process with good activity which make students interest.

2. Students roles

Students's role as a giver and receiver, negotiator, and interactor. The students should not only know the language forms , but also its meaning. The students can be better if the teacher give the general activities. And the activities should be contextual with the students life. It can help the students to know how to interact and communicate.

The techniques of CLT are:

#### **Story Telling**

We think this technique is appropriate, because when the teacher tell the story, she use pictures to relate communication with the students. Then, in the middle of the story, the teacher can make an interaction by asking students to predict the next story.

#### **Role Play**

The role play is an activity that involves children directly to play a role, because at the moment we can role play the story and build communication with the others.

### **Presentation and discussion**

Presentation and discussion can build a relationship between the group and the audience. In presentation and discussion we can communicate between each other to discuss something.

### **Questions and answers**

In teaching and learning process will be better if the teacher can make the students active to follow the process of learning. It means that if the teacher gives some questions, the students can answer it. So, it can make the meaningful learning process, because with question and answer there is communication between teacher-students.

## **F. Advantages and Disadvantages of CLT**

CLT has some advantages, there are :

- In CLT, language acquired through communication. The students will learn language by communicate each other. It makes them more understand the function of language.
- CLT increase interaction between teacher-students and students-students (Turkeyen, 2014). It makes both teacher and students active in the learning process.
- CLT provides the opportunities for the students to speak. Every students should speak in order to communicate something. It will also trigger their self confidence and make them enjoy talking more.
- The students can learn target language in enjoyable way (Turkeyen, 2014). They will use their natural language and communicate as they talk in their real life. So they will not realize if they are learning speaking, because the learning process is set as creative and contextual.

While there are some disadvantages :

- It is difficult for the teacher to check every students language, especially in a big number of students (Wenjie, 2009).

- CLT can not be used in early level of learner because they should have more vocabulary to communicate. For early learner, they need control practice.
- Not all students can communicate according to teacher's expectation, because students have many characteristics such as shy person. Students with low levels of proficiency in the target language will be difficult to participate in communicative activities.
- CLT focus on fluency, not accuracy (Richards, 2006). It allow students to speak naturally without grammatical structure. It makes them will have difficulty in next stage, for example in writing.

### **G. The Challenges of Implementing CLT in Teaching Speaking to Elementary School in Indonesia**

There are some challenges that will be faced when we use CLT in teaching speaking to Elementary School students.

- Teacher's point of view
  - The teacher should master speaking in English, in order to be a model for the students. She/he should has a high level of speaking skill in English (Ozsevik, 2010). This affect when students raise his hand and ask some question, the teacher should answer it well in English. It means that teacher should use English all the time.
  - Being a good fasilitator and motivator is really needed in CLT. Teacher should trigger the students to speak and make them have self convidence to speak up even if they speak with wrong pronunciation and in wrong grammar.
  - Teacher should choose the material that can be use out the class. Because the focus from CLT is to make students can communicate in the class and also outside the class. The material suppose to be a material that can trigger the students to communicate with their own language ability.
  - The monitoring ability of the teacher should be good. When students work in pair or group to communicate, the teacher must control them and give a guidance.
  - The teacher should design appropriate assessment to evaluate with CLT. It can use rubric scale, or another assessment instrument.



- Student's point of view
  - The students should be active in the learning process. While the characteristic of the students are different. Shy students should be given a chance to communicate and participate in the learning process.
- Classroom's point of view
  - If the number of students is too big, it makes the situation should be controlled well by the teacher (Wenjie, 2009). In CLT, every students need to be given an opportunities to speak. But if there are so many students and the teacher can not control it, the class will be chaos and noisy.
  - Make sure the time is enough. Activities in CLT spend a lot of time because every student should be able to speak. It means that the teacher need more time to apply CLT. Teacher should balanced the material and the time.

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