Communicative Language Teaching in Classroom Activities

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Abstract

Students at the university need learning activities providing chances to practice their speaking, because students have different ability especially in communicative competency. That way, the lecturers at the university have implemented Communicative Language Teaching (CLT) activities to develop students' communicative competence. Based on the researcher's experience during the study at English language education department of one private university in Yogyakarta, there were problems found about the implementation of CLT activities in this department. The problem is every lecturer has different capability in applying CLT activities in their classroom.

Based on the problem mentioned above, this research aimed to explore the CLT activities implemented at the university level and also to investigate the students' perception on those activities. The researcher used qualitative method and used the observation to answer the first aim followed by the interview to answer the second aim. This research took place at one of the private universities in Yogyakarta. The total of the participants were four people from difference classes. After conducting this research, the researcher found three CLT activities that the lecturers implemented in their classroom

they are group discussion, presentation, and role play. The researcher also found that the students' perceptions on those activities. The students felt happy, they also believe they got some benefits from those activities, besides that there are some students who got some difficulties during the presentation activity.

1. Introduction

1.1 Background of study

Communicative Language Teaching (CLT) is known as a teaching method in English Language Teaching (ELT) in recent decades. This method is believed to be able to lead students to develop their communicative competency in English (Richards & Rodgers, 2001). A number of studies showed that the CLT activities have been implemented in every ELT to enhance learners' communicative competence.

For instance, based on the researcher experience during the study in English language education department program, there are a lot of activities implemented in the classroom categorized as CLT activities such as group discussion, presentation, role play, interview, and games. Besides that, the researcher found that every teacher have their own procedure in applying the activity. Every lecturer also has different capability in applying CLT activities in their classroom. With this different capability, this comes up as one of the problems in CLT activities implementation.

For example, one of the lecturer implements CLT activities in the classroom, but the lecturer sometimes gets difficulty in managing the class in oral communication so that he or she only focuses on the students who are good at speaking. Likewise, the other lecturer only focuses on the students who are not good at speaking. That way, the

students have not the same opportunity in the classroom activities. Thus, the researcher feels challenged in conducting the research on CLT in the classroom activities for the students at university level.

1.2 Research Questions

    1. What are the CLT activities implemented for a student in university level?

    2. What are the student perceptions on those CLT activities?

2. Literature Review

2.1 Definition of CLT

    CLT is a method which has a purpose to develop students' communicative competence, and every activity in CLT classroom forces students to practice English as much as possible. According to Vongxay (2013), the CLT is one of the most influential and effective language teaching methods enhancing learners' communicative capability. Richards and Rodgers (2001) stated that the goal of the CLT is to develop learners' communicative competence.

2.2 Principles of CLT

    There are five principles of CLT. Richards and Rodgers (2001) mentioned that there are five principles of CLT applied into classroom practices. First is learning by doing, second is authentic and meaningful communication orientation. Third is focusing on fluency. Fourth is integrating different language skills in communication. The last is learning from mistakes as a creative process.

2.3 Activities of CLT

    2.3.1 Discussion

The students can be more enthusiast in learning process because they work together with their friends, so they can think together to find right answers. Exley and Dennick (2004) stated that in a group work, students are more enthusiast and spirit in learning process because they can be encouraged to talk, think, and share much more readily than in a larger group discussion or whole of the class, so they can find a right answer effectively. The number of member in group discussion is around two people or more. Rahman, Khalik, Jumani, Ajmal, Malik, and Sharif (2011) defined that a group discussion in learning process comprises two or more students expressing, clarifying, and uniting their knowledge, experience, ideas and perceptions. There are several steps in implementing group discussion.

2.3.2 Presentation

Presentation is a CLT activity which forces the students to prepare all the materials in details so that they can explain and share the information about a specific topic front of the class or by standing up in a middle of the class. The presentation activity can be done by group presentation or individual presentation. Zitouni (2013) asserted that presentation is an activity that the presenters express their knowledge on a certain topic and show their oral communication concurrently in a group or individual work.

There are some difficulties that the students usually face during the presentation activity. The difficulties which students usually face in presentation are perception nervous, anxiety, unconfident and shy (Chuang, 2009, Abu El Enein, 2011, &Alwi&Sidhu, 2013). The other difficulty comes from the linguistic factors. Juhana

(2012) stated that some obstacles for students to present in the English class are dealing with linguistic factors such as lack of vocabulary, lack of understanding of grammatical patterns, and incorrect pronunciation.

2.3.3 Role play

Role play is a CLT activity which can make the classroom to be real life situation. Also, it includes plays, dramas, socio dramas, and simulation. Phuetphon, Chayanuvat, and Sitthitikul (2012) stated that role play is a communicative technique to improve students' fluency or communication skills after having discussion. Based on this theory, role play belongs to CLT activities which have the same goals with the CLT activities to develop students' communicative competency and also more focus on the fluency. Beside that role play also can develop students' teamwork skill. Maulany (2013) said that role play is really a valuable learning experience for both students and teachers, and within this context, a role play is employed to help promoting the development of students' teamwork skills.

3. **Methods**

3.1 Research design

The researcher used a qualitative method since it enabled the researcher to find out detailed information. Kamberelis and Dimitriadis (2005) as cited in Onwuegbuzie and Leech (2007) explained that qualitative research is a kind of investigations and explorations to find out the details information that the researcher collects the data by face to face and interacts with participants in a place of the research.

3.2 Research Setting

English Language Education Department (ELED) at one of the private universities in Yogyakarta was chosen as the setting to conduct this research because this major has already implemented the communicative language teaching as a method of teaching and learning process known based on the researcher's experience.

3.3 Research Participants

The participants of this research were four students at ELED in a private University in Yogyakarta. They were students of batch 2017 from different classes. The researcher chose those students by considering several factors. Firstly, the students of batch 2017 took a class of speaking and listening skill. The researcher chose the participants from different classes because students had different learning activity experiences, so that the researcher could get a lot of information from them. The researcher chose the participants based on their activeness during the classroom activity.

3.4 Research instrument

To answer the first research question the researcher did an observation to do qualitative study. According to Cohen, Manion, and Marrison (2011), observation offers an investigator the opportunity to gather 'live' data from naturally occurring social situation, and it also allows the researchers to record non-verbal behavior.

To answer the second research question the researcher used the interview as a research instrument to collect the data of students' perception to CLT activities implemented at ELED in a private University in Yogyakarta. Khan (2014) stated that an interview provides an exclusive opportunity to uncover rich and complex information from an individual.

4. Findings and Discussion

4.1 Observation Result of Classroom Activities

The lecturers implemented group discussion in their classroom, but every lecturer had the different number of group discussion members. Rahman, Khalik, Jumani, Ajmal, Malik, and Sharif (2011) defined that a group discussion in learning process comprises two or more students expressing, clarifying, and uniting their knowledge, experience, ideas and perceptions. There are several steps in implementing group discussion. The researcher believed that the group discussion belonged to CLT because it had several aspects. Firstly, this activity had the same goal of the CLT. Secondly, this activity consisted of one of five CLT principles in integrating different skills. For the last aspect, the role of the lecturers and students during this activity was the same as the lecturer's and students' role in CLT.

Based on the observation, the researcher found that the lecturers implemented the presentation activity in their classroom. There are three lectures were implemented group presentation and only one lecture who implemented individual presentation. This statement supported by Zitouni (2013) who stated that presentation is an activity which the presenters express their knowledge on a certain topic and show their oral communication concurrently in a group or individual. From this activity, the students could develop their English communicative competence. Thus, the presentation possesses was the same goal as the CLT to enhance students' communication skills (Richard & Rodgers, 2001).

Based on the observation, the researcher found that one lecturer implemented role play in her class. The students did role play with their group. They should firstly find a

group member so that they could work together to make a good role play. From this activiy, lecturer hoped that the students were able to develop the teamwork skill. The statement was supported by Maulany (2013) who said that role play is really a valuable learning experience for both students and teachers, and within this context, a role play is employed to help promoting the development of students' teamwork skills.

4.2 Interview Result of Student Perception

Based on the result of interview the researcher found the students' perception on the activities. The students felt happy with the activities. They also believe that those activities can give them some benefits. However the students also got some difficulties during presentation activity.

Mawar said, "I feel happy with group discussion activity because this activity was really fun and we also could find a right answer together, and I thought this activity could make students more enthusiastic in learning English,". Mawar's statement is in line with Exley and Dennick (2004) stated that in a group work students more enthusiast and spirit in learning process because they can be encouraged to talk, think, and share much more readily than in a larger group or whole of the class so they can find a right answer effectively.

Students also got some difficulties when they did the presentation. Mawar said, "When I presented the materials, I felt so difficult and unconfident because I felt nervous and shy to speak in front of many people." . The statements are in line with the experts' statement that the difficulties which students usually face in presentation are perception nervous, anxiety, unconfident and shy (Chuang, 2009; Abu El Enein, 2011; Alwi&Sidhu, 2013).

Beside that student also think they can get some benefits from role play activity. Melati mentioned, "When did a role play I can get a lot benefits as I could practice to speak different situation. I also could use my imagination in learning process so that I could develop my creativity." From this statement, it can be noticed that this activity can increase students' creativity because they have to use their imagination such as making the situation like a real life situation. According to Aliakbari and Jamalvandi (2010), role play as an activity for bringing real language situation into classroom is considerably effective in helping students to acquire the target language structure.

5. Conclusion

This research was conducted to explore the Communicative language teaching (CLT) in the classroom activities and to explore students'perception on those activities. To gather the data, the researcher used two instruments such as observation to answer the first research question and interview to answer the second research question. The observation was done in four classes which learn listening and speaking skill, and there were four participants from different classes who got involved in this research.

The first aim of this research was to explore the CLT activities implemented with the lecturer in a private university in Yogyakarta. Based on the observation the researcher found that the lectures implemented group work discussion, presentation, and role play activity into their class room. Those activities belonged to CLT because the activity consisted of five principles of CLT. The roles of the lecturers during the activities were as the instructor, moderator, and class controller. Besides, the role of the students during the activity ware active. Those roles described the role of the teacher and students in CLT method. The second aim of this research was to investigate students'perception on those

activities. Students' have perceptions on those activities. The students felt happy, they also believe they got some benefits from those activities, besides that there are some students who got some difficulties during the presentation process.

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