

**THE USE OF COMMUNICATIVE LANGUAGE TEACHING (CLT)
IN TEACHING SPEAKING RECOUNT TEXTS TO THE EIGHTH GRADERS OF SMPN 28 SURABAYA**

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Abstract

Speaking is the way to communicate with other people to deliver creative ideas orally (Brown, 2004). Even though, in speaking class students are demanded to keep on speaking there are still some who stay passive. Through the use of *Communicative Language Teaching (CLT)*, students are driven to work in pairs by sharing and finding information, delivering their ideas freely, helping to check their partner's tasks, and receiving the feedback. This research is descriptive qualitative aiming to describe the implementation of *Communicative Language Teaching (CLT)* in teaching speaking recount texts to the eighth graders of SMPN 28 Surabaya and the students' speaking performances by focusing on their fluency. The result reveals that the implementation of CLT was in line with the procedures in doing the activities modified from Richard (2006). They are mechanical practice, meaningful practice, communication practice, and feed back. From the students' speaking performances, it can be seen there were various levels of the students' fluency ranging from poor to excellent. In conclusion, CLT could be implemented in teaching speaking to make the students keep practicing and help them deliver their ideas confidently.

Keywords: *Speaking, Teaching speaking, Recount Texts, CLT, The Eighth Grade Students.*

Berbicara merupakan alat untuk berkomunikasi dengan orang lain yang bertujuan untuk menyampaikan ide kreatif secara lisan. Bahkan di dalam kelas berbicara siswa diminta untuk terus berbicara masih ada beberapa siswa yang pasif. Melalui Communicative Language Teaching (CLT) siswa dituntut untuk bekerja bersama pasangan dengan berbagi dan mencari informasi, menyampaikan ide mereka secara bebas, membantu dan mengoreksi pekerjaan pasangan, dan mendapat umpan balik. Penelitian ini merupakan deskripsi kualitatif yang dimaksudkan untuk mendeskripsikan penenerapan Communicative Language Teaching (CLT) di dalam mengajar berbicara teks recount untuk siswa kelas delapan SMPN 28 Surabaya dan penampilan berbicara siswa dengan focus pada kefasihan berbicara mereka. Hasil mengungkapkan bahwa pelaksanaan dari CLT telah sesuai dengan prosedur- prosedur dalam melakukan aktifitas yang modifikasi dari Richard (2006). Prosedur tersebut adalah berlatih mekanik, berlatih bermakna, berlatih komunikasi, dan umpan balik. Berdasarkan hasil dari penampilan berbicara siswa, terlihat bahwa terdapat bermacam-macam hasil dari kefasihan siswa mulai dari sangat jelek sampai sangat bagus. Kesimpulannya, CLT dapat diterapkan dalam mengajar speaking untuk membuat siswa berlatih terus menerus dan membantu mereka menyampaikan ide mereka secara percaya diri dalam speaking.

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INTRODUCTION

Curriculum in 2013 has been implemented in several schools in Indonesia. Curriculum 2013 contains four main competencies from KI 1 to KI 4: spiritual, social, knowledge, and skill aspect. The teacher has an authority to choose the skills that he wants to develop during the teaching learning process. Whenever the teacher wants to develop one skill competence, she could directly focus on one basic competence. There were four skills that are required to be taught in teaching English: listening, reading, speaking, and writing.

Speaking is a product of creative arrangement in communication among people (Brown, 2004). Based on that statement, speaking means the productive skill which produces words orally. In other words, speaking is the way of communication among society in expressing the people's thoughts. Clark and Clark (1997: 223) define that speaking is fundamentally an instrumental act. According to Clark and Clark, the silent students would never act if they have no jobs to talk in the class. Some activities can make the silent students to actively speak inside of the class. However, the teacher is the actor who should be responsible on making the silent students become active in the speaking class.

Horwitch (1986:125) indicates that Indonesian students have a frustrating mental to study the foreign language. The students' frustrating mental makes them feel anxious which makes them passive and difficult to deliver their ideas confidently in speaking. It can be proven by the students' performances which are unnatural. There were frequent errors in structure and pronunciation, the use of basic vocabulary, and there were hesitation with frequent pauses in speaking. The lack of speaking practice may cause those problems to rise.

However, the teacher is the actor who should be responsible on making the silent students become active. It means that the teacher should create interesting and effective teaching-learning process in the class by using some appropriate technique to solve those problems. As one kind of the techniques in language teaching, CLT is hoped can lead the students to actively speak through the activities in the class by working in groups or pairs.

Richard (2006) says that *Communicative Language Teaching (CLT)* is viewed as a system for the expression of meaning whose main function of language is to permit the interaction and communication. Thus, this

technique makes the students collaborate with their friends in groups or pairs in speaking activities. From that reason, the researcher observes that CLT can help the teacher to make the students confident and active in delivering their ideas orally in the class by giving them the activities. Through the activities, the students are provided opportunities to communicate using the target language (Lee, 2000). In this purposeful technique process of CLT, Morrow (1981) says that there are three features in common: information gap, choices, and feedback. Information gap is one of the best ways to make communicative speaking activities whereas the students have different information from each other in accomplishing the tasks. This refers to the fact that in real communication, people normally communicate to get information they do not possess. In communication, the speaker has choices of what and how she will say, but if they tightly controlled to speak in the activity, it would eliminate the choices which are not really communicative (Larsen-Freeman, 2000). True communication is purposeful, that the listeners have an opportunity to provide the speaker with such feedback

Moreover, the previous study conducted from the thesis entitled "*The Application of Communicative Language Teaching (CLT) method to Improve Speaking Ability*" by Siti (2013) also discussed about "CLT". The result of that study shows that the students can improve their speaking ability after using "CLT" with the discussion activity. However the research in the previous study used experimental method. It is apparent from the previous study that it is possible for CLT to be implemented in several English classrooms in Indonesia. One of the teachers who implement CLT is the English teacher of SMP Negeri 28 Surabaya. However, the teacher using CLT in teaching speaking needs a simple passage of the material. Then, telling the experience in recount texts for the eighth grade students of junior high school must be the simple one of the materials to use in speaking. Thus, in this study the researcher conducts the research of using CLT in teaching speaking recount with the purpose to show how the technique of *Communicative Language Teaching (CLT)* practice works and see the students' speaking performances by focusing on their fluency in speaking.

Concerning with the introduction, the researcher makes two research questions:

1. How is the implementation of Communicative Language Teaching (CLT) as a technique in teaching speaking recount to the eighth graders of SMP Negeri 28 Surabaya?

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2. How is the students' speaking performance in speaking recount texts while the Communicative Language Teaching (CLT) is implemented?

RESEARCH METHOD

This research was designed in descriptive qualitative research with the purpose to describe the implementation of CLT in teaching speaking recount based on the teacher's and the students' activities in a particular school, that is in SMP Negeri 28. Firstly, the researcher studied the details which were achieved through a basic interpretative in qualitative research.

Basic interpretative studies described and interpreted phenomena or processes (Ary, Jacobs, Sorensen, & Razavieh, 2010). It was shown that the research design was a particularly suited in describing the implementation practice works by using various data collection techniques. This research utilized the description of the result of the implementation of *CLT* in teaching speaking recount and the results of the students' speaking performances during the implementation.

Based on introduction above, the subject of this research were the teacher and the eighth grade students of SMP Negeri 28 Surabaya. The researcher used purposive method to gain the participants of this research. Purposive method is one of the strategies in making participants of the study by grouping them according to preselected criteria pertinent to a particular research questions (Mack, Woodson, MacQueen, Guest, & Namey, 2005). The researcher collected some public schools who implemented the 2013 curriculum and *Communicative Language Teaching (CLT)* in English teaching. Eventually, SMPN 28 Surabaya was finally chosen as the setting of this research. Based on the material needed to complete this study, the researcher chose one of the ten eighth grade classrooms of the school. From the population in the school, it could be stated that every classroom had the same chances to be taken as a subject. The class of VIII J was proposed by the teacher for the researcher to do the research, which consisted of 20 female students and 17 male students in the class. Based on the number of participants, the researcher took several students as the representatives who reflected the level of the students' speaking performances which were focused on the students' fluency.

The data were utilized to describe the implementation of *Communicative Language Teaching*

(*CLT*) in teaching speaking recount texts to the eighth graders and the students' speaking performances during the implementation. There were two sets of data to be analyzed. The first data were the descriptions of the students' and teacher's activities in the teaching learning process which were observed by using observation sheets. Ary et al, (2010) conclude that observation sheet contain two parts: the description of telling about who, when, and what is done and the reflection of telling about what the researcher does during the teaching learning process. Thus, the researcher was driven to make good notes in observing the activities in the class. The second data were the descriptions of the students' speaking performance results during the implementation which were transcribed in written forms.

The data were described by using the research instruments. Observation sheet as the first instrument was used to collect the data for the first research question. While the students' speaking performance results was the instrument to collect the data for the second research question by using audio recording and speaking fluency rubric as tools. In this research, the implementation and the observation were conducted in three meetings

In this research, the researcher applied the theory of qualitative data analysis by Ary et al (2010) that consists of familiarizing-organizing, coding-reducing, and interpreting-representing. Familiarizing and organizing were the first stage of analyzing data of this research. In this research, the researcher would familiarize herself with the data (Ary, 2010). The researcher paid attention to the activities between the teacher and the students and observed the implementation and listened repeatedly to the spoken data. After being familiar with the data, the researcher organized the data and analyzed them. The second stage was coding and reducing. For the first research question, the researcher coded the data in the criteria, indicator, description, and reflection of the observation sheet then reduced the data without putting the data which were not related to the research. In the second data, the students' speaking performances were coded into some level. Level VP was indicated as Very poor, PA was indicated as Poor to Average, AG was indicated as Average to Good, and GA was indicated as good to excellent. In reducing the data, the researcher focused only on the students' fluency to be discussed by taking the sample of the students' speaking performances that had been collected. The last stage was interpreting and representing. Ary et al (2010) state that interpretation is about emerging the meaning, telling whatever it exists, providing an explanation and developing the reasonable explanations. To interpret the

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data, the researcher used some theories of speaking fluency to interpret the data in details. In addition, this interpretation would be understandable by the availability of the visual representation of the data.

RESULT OF THE STUDY

The Implementation of Communicative Language Teaching (CLT) in Teaching Speaking Recount

Based on the result of the observations, CLT could make the students actively speak and confidently deliver their ideas in order to make them speak fluently by giving them some activities (Richard, 2006). The process of the implementation was effective. It was proven from the implementation that was in line with the procedures that were proposed by Richard (2006).

In the first meeting, the teacher brainstormed the students about the recount text as the material by giving them a picture before introducing them to specific topic. The teacher asked some questions related to the picture and the students' job was answering those questions orally. In this activity, it was called mechanical practice which was the first procedure of CLT. After developing the students' knowledge, the teacher divided them in pairs and started to introduce the first topic about "Experiences in Holiday". In pairs, the students did interview task to share their experiences in holiday. By doing the interview task, the students found and shared the information related to the topic as the feature of CLT in information gap. Those activities were done in the meaningful practice as the second procedure of CLT. Choices were the next feature in CLT that made the students had a choice to deliver their ideas freely. Here, the students reconstructed the information of their partner's story by retelling it with their own words and presenting the story in front of the class as the communicative practice which is the third procedure of CLT. Therefore, the presentation and giving feedback as the last procedure could not be done in the first meeting because the time was not enough.

In the next meeting, the teacher reviewed the students' previous knowledge. Then, the teacher asked the students to present and retell the recount story of their partners. After each student came forward to present the speaking performance, the teacher's job was giving them some feedback to encourage them to be better in speaking. From those activities, what the teacher and the students did belong to the communicative practice and feedback. Since the time was still ten minutes, the teacher introduced the topic for the next meeting shortly and

asked them to prepare the story in the next meeting based on the new topic.

In the third meeting, the students were brainstormed about the materials of recount text with different topic "embarrassing experiences." In the mechanical practice, the teacher gave some knowledge about some vocabulary related to the topic in order to brainstorm them. Then, they were back to work in pairs to do the activities as in the previous meeting. In the meaningful practice, the students could work more efficiently because they prepared their tasks before. Thus, in the third meeting, the implementation of CLT with some activities could be fully finished. The procedure of CLT that were implemented by the teacher in teaching speaking recount was in line with the theory of Harmer (2007) that says the first goal of teaching speaking is to convey the information and to facilitate exchanges of goods and service. The second goal is to maintain a good relationship among people.

The activities inside of the classroom were run well. It was proven from the students being able to deliver their ideas in speaking confidently. Therefore, the classroom goals are focused on all of the component in communicative competence, the students have to use the language ultimately, productively, receptively, in unrehearsed activities and kept the teacher just become the facilitator and feedback giver as the characteristic of CLT (Larsen and Freeman 2000).

The Students' Speaking Performances during the Implementation Communicative Language Teaching (CLT)

To describe the students' speaking performances, the researcher used a speaking fluency rubric which was adapted from Pearson Education (2005). The scoring for speaking fluency rubric comprised the aspects of fluency, such as grammar, vocabulary, pronunciation, speaks smoothly and the expression and gesture while speaking. After all aspects were analyzed, the students' level of speaking fluency was revealed. The researcher took the data by using audio recorder then, she transcribed the oral data in written forms to get the valid ones.

Related to the results of the students' speaking performances during the use of CLT in teaching speaking recount, it was shown that the results of the students' fluency were varied in the difference levels although they were in the same grade. It was proven from the quality of their fluency in delivering the story which was quite

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different. The researcher took four students as the representatives to represent each level of the speaking fluency. The four students were put in the categories of very poor, poor to average, average to good, and good to excellent. The results of the students' speaking recount showed that the performances in the third meeting were better than in the second one. It was apparent from the vocabulary that the students used which were various compared to the one used in the first meeting. The second topic made the students open their knowledge up in vocabulary. The topic of "embarrassing moments" could enhance the vocabulary by making them often open the dictionary. In the third meeting, the students seemed enthusiastic. They looked more confident in speaking. It was concluded that the interaction which occurred in working an activity gave the opportunities to speak and be confident to deliver the students' ideas orally. The activities of CLT were done in order to make them more fluent in speaking.

CONCLUSION

By looking at the results that were discussed earlier, the researcher draws two conclusions of this research:

1. The implementation of *Communicative Language Teaching* (CLT) in teaching speaking recount to the eighth grade students of SMPN 28 Surabaya was in line with the procedures that were adapted from Richard (2006). It was seen that the students actively spoke in pairs and could deliver their ideas in speaking confidently. The students did the interview task and reconstruct the information of their partner's story with their own words. They became more confident in presentation in front of the class by practicing their speaking constantly with the activities before.
2. Based on the second research question, the researcher focused on seeing the students' speaking fluency. The students' speaking performances were analyzed on speaking fluency rubric which consisted of five aspects on fluency and was categorized in some level that were adapted from Pearson Education (2005). The five aspects to evaluate the students' fluency in speaking recount included the various vocabulary; the use of grammar; speaks smoothly; the pronunciation; and then the gesture and expression. From the results of the students' speaking performances, it was concluded that there were various results of the

students' fluency. Some students could be categorized in average to good and good to excellent level, but there were also few students who were included in a very poor and poor to average level.

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