

Teaching Speaking with Communicative Language Teaching (CLT) Approach

Darmawan^{1*}, A A Dewi¹, Mashuri¹, and S M Setiana²

¹English Department, Universitas Tadulako, Jl. Soekarno Hatta Km. 9, Palu, Sulawesi Tengah, Indonesia

²Japanese Language Education Department, Universitas Komputer Indonesia, Jl. Dipatiukur No. 112, Bandung, Jawa Barat, Indonesia

*darmawan1981@gmail.com

Abstract. This research is an evaluative study to see how far the principles of the approach of Communicative Language Teaching is implemented by lecturers in form of learning activities in Speaking course at the English Department, Tadulako University and students responses regarding activities Arrangements in Speaking course. This evaluative study used the CIPP model (Context, Input, Process, and Product) developed by Stufflebeam et al. and focus only on Input and Process components. The subject of research consists of four lecturers of Speaking course and eight students who have enrolled in speaking course. The research instruments were questionnaire and interview. The data indicated that in general lecturers always use the Communicative Language Teaching approach with varied activities in the learning process. However, not all of the students are happy with activities arrangements in the Speaking course.

1. Introduction

Speaking is one of four language skills that play an important role in the context of global communications. Although speaking skills have become one of the compulsory and prerequisite subjects and have even been distributed in four semesters in the curriculum at the undergraduate level of English Department at Tadulako University, speaking skills and the ability of students are not sufficient yet. Based on the interaction with the students, the researchers found that there are many students in the English Department are still reluctant and even some students are not able to communicate orally in English. Thus, the researcher assumes that one of the causes of low student speaking ability is that the strategy or approach used by the lecturer in the class has not been effective to encourage every student to be actively involved speaking activities. In fact, one of the responsibilities of lecturers of speaking course is to facilitate students to be able to develop speaking skills. Therefore, the students are expected not only to be able to communicate orally in the classroom but also to be able to communicate in their daily life as well as for global communication purposes.



There is a great expectation deal with the inclusion of speaking course in the curriculum at the undergraduate level of English Department. One of them is that by having sufficient communicative skills, students are expected to compete and to be able to elevate competitiveness at the international level, ability on accessing international trade and the modern economy, scientific knowledge and expertise, as well as technological developments and innovation [1, 2].

Some researchers argue that the development of globalization is closely related to the strength and dominance of English [3, 4]. Therefore, to meet the demands of globalization and the modernization of life, it requires an understanding that we are a part of a global society (Hamied, 2012 p.63). Thus, it generates a common perception that the global community is a society that can compete and adapt to the global culture and values. With the rapid development of information and communication technology, science, and global competence [1], including the ability to master adequate English as a language of global communication [6, 5]

Referring to the description of the gap between the objectives and practices that occur in speaking learning activities of the undergraduate students of English Department, then this research investigated how lecturers implemented a communicative approach in the teaching of Speaking.

The ability of oral communication in English actively is a key requirement for students who take speaking courses. Therefore, in every meeting, a lecturer is required to apply the Communicative Language Teaching (CLT) approach. It is expected that students' oral communication ability will increase after taking Speaking course. However, there are many students whose speaking ability has not improved yet.

Based on the above elaboration, the purpose of this study is: (1) to reveal the strategies that are used by lecturers in implementing the principles of Communicative Language Teaching (CLT) approach in teaching speaking; and (2) to explore students' opinions related to the strategies used by lecturers in speaking course. The research significances are the formation of an effective pedagogical thinking framework for the development of speaking skills that can be used as a basis for curriculum development, instructional design, the availability of learning support facilities, and as a basis for developing comprehensive communication competency assessment system.

Practically, the results of this study are also expected to provide empirical facts about the problems of teaching speaking. These facts can be used as the basis for the curriculum of developers and policymakers to improve the speaking learning system involving the formulation of competencies, teaching materials, learning strategies, and assessment systems.

2. Methodology

Referring to the objectives of the research above, the type of this research is evaluative research aims at investigating of the application of Communicative Language Teaching (CLT) approach in teaching speaking at the English Department in Tadulako University. The purpose of this evaluation research is to determine the merits, values, and usefulness of a learning program [7]. The evaluation model used in this research is CIPP (context, input, process, and product) [8]. In this study, researchers used only two components in CIPP, namely Input, and Process. INPUT evaluation includes lecturers and students. Aspects that were investigated by the lecturers are their ability to manage the classroom, their creativity in using media and teaching facilities in the speaking course. Two aspects that are investigated by the students, their motivation and interest in speaking course. In PROCESS evaluation, it was investigated the implementation of speaking teaching strategies to meet the objectives of the curriculum. The subjects of this study were eight students of English Department at Tadulako University which have enrolled in Speaking course and four lecturers of Speaking courses.

In collecting and analyzing the data, this research used mixed quantitative and qualitative methods. The assumptions of using qualitative and quantitative methods are to understand the research problem and have a better question when compared to using only one method of research. The mixed-method is a good research design to be used as the strength of qualitative and quantitative data [9]. The researchers can also do the triangulation model through these the implementation of method combination. In this research, researchers used two models of triangulation, they are a triangulation of data sources and

method triangulation [10]. Triangulation of data sources is the use of different data sources in which one data source is cross-checked to other data sources. The method triangulation is data collection using several methods. In this research, the researchers used method combination and triangulation in revealing the problems that occur in the speaking course at the English Department at Tadulako University.

Table 1. Component, Aspects of Evaluation, and Instruments

CIPP components	Objectives	Aspects of evaluation	Instruments
Input	To assess and identify the strategies undertaken in order to achieve the objectives of a program.	Lecturers - Learning Program Plan (Lesson Plan, Syllabi); - English proficiency Students - Motivation; - Interest in learning English.	- Interview - Questionnaires
Process	To provide information during the implementation process of a program.	Implementation of Speaking teaching strategies that include: <ul style="list-style-type: none"> • Forms of learning activities; • Media and learning facilities; • Classroom management skill. 	- Interview - Questionnaires

3. Result and Discussion

The result of this research is translated into two evaluation components, namely input evaluation, and process evaluation. The evaluation of inputs described two things. First, findings of the readiness of learning conducted by lecturers that include the existence of learning documents such as lesson plan, syllabus, and teaching materials. Second, finding of the students' interest in speaking courses. Evaluation of process described the finding of the strategies or techniques that were used by lecturers in learning Speaking through the application of *Communicative Language Teaching* approach and the students' opinion about the techniques or strategies that were used by lecturers and their classroom management in the speaking course. The finding was obtained through questionnaires and interview techniques to four lecturers of Speaking course and eight students who have enrolled in speaking courses.

The first aspect to be the focus of evaluation on input components is planning. From the distribution of questionnaires to the lecturers of Speaking subjects, it was found that 100% of lecturers acknowledge that they used the Communicative Language Teaching approach in speaking course. Similarly, when they were asked about the readiness of teaching, 100% of the lecturers of speaking courses stated that they have adequate preparation before starting the teaching and learning process. Example of their teaching readiness is the availability of a lesson plan, syllabi, and learning materials used in the Speaking courses have prepared such learning documents, however, they did not show the documents to the students.

The second aspect is the students' motivation and interest in learning the Speaking course. The result of an interview with the students indicated that some of them said that they like studying speaking; some others said that sometimes they like and sometimes do not like studying speaking course. The result of this interview will be discussed in the discussion section.

The aspect that becomes the focus of evaluation on process component is the application of strategy in learning Speaking which includes the forms of learning activities, media, and learning facilities, as well as the lecturers' skill on classroom management.

From the distribution of questionnaires to the lecturers and the students, it was found that in the application of Communicative Language Teaching approach, there are many similarity and differences of activities used by lecturers of Speaking course.

The four (4) lecturers as the respondents said that 100% of them used the Pair Work technique, 100% used Group Work techniques, 100% using Discussion techniques, and 75% using Role Play techniques. Only 25% of lecturers stated that they use Dialogue, Monologue, and Speaking Games in their speaking class. Students responded to this aspect was 50% Good, 37.5% *Very Good*, and 12.5% *Best* on the lecturers' ability to apply the teaching speaking strategies or techniques. On the classroom management, student ranks the lecturer's skills at 50% *Good*, 37.5% *Very Good*, 12.5% *Best*. For the aspect of learning media, 75% of the students revealed that *sometimes* lecturers use learning media, 12.5% said the lecturers *always* use learning media, and 12.5% stated that the lecturers never use learning media on speaking class. And for the interview result, the respondents said that most of the lecturers have good English proficiency.

The use of the Communicative Language Teaching approach among lecturers in Speaking is considered evenly since the four lecturers who responded to this study acknowledge that they use the approach in speaking learning, although the learning activities are different from one lecturer to other. In language learning and inactivating discussion skill of the students, the use of the Communicative Language Teaching Approach becomes a necessity. Communicative Language Teaching is one of the most effective and popular approach in language teaching [11, 12], and the use of this approach is intended to promote student communication competence [13]. However, it does not mean that the use of this approach satisfies and delights all learners who enroll in Speaking courses. As revealed in the results of interviews with students who have enrolled in the course that some of them were happy with the teaching techniques applied by the lecturers, but some were unhappy. Investigation of the possibility of such displeasure reveals that students were unhappy because they feel that with a large number of students in a class, communicative activities tend to be ineffective. The number of students per class is ranging from 30-40, and is considered to be the main cause of some communicative activities to be ineffective.

Students pointed out that if there is one topic of the discussion carried out using a certain technique such as dialogue, the entire class will get their turns in the next two to three meetings as with a big number of students in a class, time allocation per meeting is considered inadequate to finish class activities. Class activities become ineffective because students who have first finished the dialogue will automatically become observers until the session is completed without doing any activities. Another thing that makes Speaking becoming less attractive for students is the lack of teaching media usage.

In the aspect of readiness to teach, lecturers of speaking course always make a preparation. This is revealed from the statement of lecturers and also the results of interviews conducted to several students. The readiness of lecturers in teaching include the availability of teaching documents such as lesson plan, syllabus, and teaching materials. However, due to the time constraints in conducting this research, the researcher has not analyzed the conformity of the learning documents to the real speaking condition. Students also acknowledged that although lecturers appear to be ready for teaching, teaching documents such lesson plans and syllabus, are rarely shown to students.

In the aspect of the implementation of the Communicative Language Teaching approach, each lecturer uses different techniques, but remains within the frame of the communicative approach. Activities used in learning Speaking include pair work, group work, dialogue, monologue, discussion, role-play, and speaking games. According to some students that the average lecturer in using the activities mentioned above is considered effective in learning Speaking. But in the aspect of media utilization, Lecturers rarely use teaching media. Only few lecturers use the media in speaking class. According the result of student interview that they sometimes feel unhappy with the Speaking activities since the lecturers apply very traditional way of teaching without using any teaching media. The use of

instructional media such as videos featuring native speakers who are in dialogue or monologue becomes an attraction for students in improving their speaking skills.

4. Conclusion

From the findings above, it can be concluded as follows: (1) in input evaluation, it is revealed that lecturers tend to always use Communicative Language Teaching approach in teaching Speaking and also revealed that they always make preparations in the aspects of teaching documents. However, due to the limited time of this study, researchers have not analyzed the suitability of learning documents with its implementation. Students also revealed that although the lecturers always look ready for teaching, however, the lecturer rarely show the teaching documents to students. In the aspect of learning motivation, students tend to have high motivation engaging in speaking courses. However, some students show their low motivation toward English. The reason of the students' low motivation is due to the ineffectiveness of techniques used by lecturers in teaching large classes with large numbers of students; (2) in the evaluation process it is revealed that the lecturers always apply Communicative Language Teaching approach with different techniques. In the application of these learning techniques, the students' assessment of the lecturers tends to be good. In terms of English language proficiency and class management, lecturers tend to be good in both. However, in the aspect of teaching media usage, the lecturers still rarely use it. In fact, the use of instructional media such as showing examples of conversations conducted by native speakers of English can increase students' motivation in improving communicative skills.

References

- [1] OECD 2015 *Education in Indonesia: Rising to the Challenge* (Paris: OECD Publishing)
- [2] Lauder A 2008 The Status and Function of English in Indonesia: A Review of Key Factors. *Makara, Social Humaniora* **12** 1 9-20
- [3] Kirkgoz Y 2009 Globalization and English Language Policy in Turkey. *Educational Policy*. **23** 5 663-684
- [4] Kirkgoz Y 2007 English Language Teaching in Turkey. *RELC Journal*. **38** 2 216-228
- [5] Hamied F H 2012 English in Multicultural and Multilingual Indonesian Society. In Kirkpatrick A & Sussex R (Ed.) *English as International Language in Asia: Implication for Language Education* (New York: Springer) pp 63-78
- [6] Zhang F & Liu Y 2014 A Study of Secondary School English Teachers's Belief in the Context of Curriculum Reform in China. *Language Teaching Research*. **18** 2 187-204
- [7] Gall M D Gall J P & Borg W R 2003 *Educational Research: An Introduction*. (Boston: Pearson Education, Inc.)
- [8] Stufflebeam D 1985 *The CIPP Model for Program Evaluation*. Madaus G F, Scriven M S & Stufflebeam D L *Evaluation Models: Viewpoints on Educational and Human Service Evaluation*. (Boston: Kluwer-Nijhoff Publishing)
- [9] Cresswel J W 2012 *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*. (Boston: Pearson Education, Inc.)
- [10] Ali M 2014 *Memahami Riset Perilaku dan Sosial*. (Jakarta: PT. Bumi Aksara)
- [11] Larsen-Freeman D & Anderson M 2011 *Techniques and Principles in Language Teaching* (3rd ed). (New York: Oxford University Press)
- [12] Han Z 2002 Rethinking The Role of Corrective Feedback In Communicative Language Teaching. *RELC Journal*. **33** 1 1-34
- [13] Canale M & Swain M 1980 Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*. **1** 1-47.