

## The Application of Communicative Language Teaching (CLT) in Developing University Students' Speaking Skill

Mahmud Layan Hutasuht, S.Pd., M.Hum  
FBS – Universitas Negeri Medan

### Introduction

Harmer, Jeremy *Third Edition* (2003:1) states although English is not the language with the largest of native or 'first' language speakers, it has become a *lingua franca*. A *lingua franca* can be defined as a language widely adopted for communication between two speakers whose native languages are different from each other's and where one or both speakers are using it as a *second language*.

One of the basic problems in teaching the foreign language is to prepare learners to be able to use the language. There are some needs and be able to do in order to speak in another language, one needs to know how to articulate sounds in a comprehensible manner, one needs an adequate vocabulary, and one needs to have mastery of syntax. The linguistic competence is so necessary because the linguistic competence also helps the student who wants to communicate to other people in the foreign language besides the student knows the vocabulary.

### What Is the CLT in Speaking Ability?

Harmer (2003:43) states that Communicative Learners: these are language use oriented. They are comfortable out of class and show a degree of confidence and a willingness to take risks which their colleagues may lack. They are much more interested in social interaction with other speakers of the language than they are with analysis of how the language works.

Richard (2008:2-4) states that communicative language teaching or CLT can be understood as a set of principles about the goal of language teaching how the learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom. With CLT began a movement away from traditional formats where the focus was on mastery of different items of grammar and practice through controlled activities, role-plays, group work activities, and project work.

Harmer, Jeremy (2003:84-86) states Communicative Language Teaching (CLT) is the name which is given to a set of beliefs which included not only a re-examination of what aspects of language to teach, but also a shift in emphasis in how to teach. The 'what to teach' aspect of the communicative approach stressed the significance of language functions rather than focusing solely on grammar and vocabulary. A guiding principle was to train students to use the language forms appropriately in a variety of contexts and for a variety of purposes.

### What Are the Activities in the CLT?

Activities in CLT typically involve students in real or realistic communication, where the accuracy of the language they use is less important than successful achievement of the communicative task they are performing. What matters in these activities is that students should have a desire to communicate something. They should have a purpose for communicating. The communicative activities are a desire to communicate, a communicative purpose, content not form, variety of language, no teacher intervention, no materials control. Communicative Language Teaching (CLT) has now become generalized 'umbrella' terms to describe learning sequence which aim to improve the students' ability to communicate.

Bowen (2007) states that the approach to language teaching that can be broadly labeled as communicative language teaching emerged in the 1970s and 1980s as the emphasis switched from the mechanical practice of language patterns associated with the Audio-lingual Method to activities that engaged the learner in more meaningful and authentic language use. Twenty years on it is interesting to look at the legacy of the communicative approach and to observe how current practice has been affected by its basic principles.

Most present-day practitioners would probably like to think that their classes are "communicative" in the widest sense of the word. Their lessons probably contain activities where learners communicate and where tasks are completed by means of interaction with other learners. To this end there will probably be considerable if not extensive use of pair, group and mingling activities, with the emphasis on completing the task successfully through communication with others rather than on the accurate use of form. During these activities the teacher's role will be to facilitate and then to monitor, usually without interruption, and then to provide feedback on the success or otherwise of the communication and, possibly, on the linguistic performance of the learners in the form of post-activity error correction. In terms of the organization of the lesson, the classic present, practice and perform model, where careful input of a particular structure is typically followed by controlled, less controlled and freer practice is likely to have been replaced by a more task-based approach, possibly on the lines of test, teach, test, where the learners are given a communicative task which is monitored by the teacher and then their language use while performing the task is fine-tuned by the teacher in a lesson stage which focuses on error correction or a particular form that is causing difficulties. This is typically followed by a further task-based stage, where the initial task is repeated or a similar task is performed, ideally with a greater degree of linguistic accuracy than during the first attempt.

Another feature will probably be that the traditional grammatical approach of starting the beginner's syllabus by presenting the present tense of the verb 'to be' will have been replaced by a more communicative focus, with basic introductions, requests and questions enabling learners to begin communicating in English from the very first lesson. It is probably fair to say that, as we look at

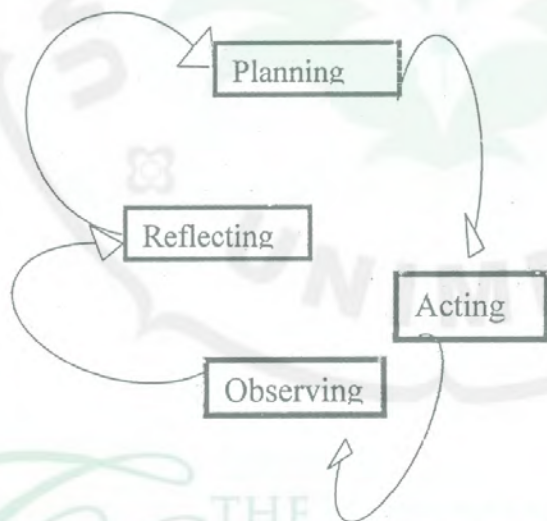
the language classroom of 2001, there will probably be a certain degree from stepping back from the extremes of the totally communicative classroom, with its obsession about reducing teacher talking time to a minimum and maximizing the opportunities for communication.

This type of approach tended to give the impression of a syllabus without direction and a sense of communication for communication's sake, producing the valid comment from at least one aggrieved learner: "Groups, groups, groups. Why do I have to talk all the time to my fellow students. I can do this in the coffee-bar!" What we will probably find now is a more balanced approach with opportunities for structural input (including practice of language patterns). There will, however, almost certainly be an emphasis on more authentic contexts with example sentences being at the very least semi-authentic and potentially of communicative use rather than arbitrary examples of form with little or no communicative value. In today's classroom we will probably also see a lot of authentic listening and reading material being used and far fewer contrived texts designed to illustrate grammatical form or present items of vocabulary and with no attempt to communicate a meaningful message to the listener or reader. Perhaps the most enduring legacy of the communicative approach will be that it has allowed teachers to incorporate motivating and purposeful communicative activities and principles into their teaching while simultaneously retaining the best elements of other methods and approaches rather than rejecting them wholesale.

#### Research Method

In this research, the method used is *Classroom Action research (CAR)*. This method is included in Qualitative Research by using the data which are collected in quantitative data. This Action Research aims to repair or recheck the previous work contextually and the result is not collected generalization, but the *Classroom Action Research* can be applied by other people who have the same background to the researcher's background (Supriyadi in MKKS Workshop, 2005).

Classroom Action Research emphasizes that a lecturer can study the factual problems in his class without having to leave the class. Kurt Lewin model is as basic of kinds of *Action Research*, especially in doing the *Classroom Action Research*. The basic concepts of *Action Research* which are made by Kurt Lewis are planning, acting, observing, and reflecting as one cycle.



#### Findings

##### A. Planning

In this planning, the lecturer explains about the materials which are focused on speaking skill. The speaking skill materials are begun from the students' personality in their life. The lecturer begins from the characteristics of students, their activities, and the hottest news.

In this planning, the lecturer gives the questions to the students one by one and group. They give the response directly. There are 40 (forty) students which are given the materials for speaking skill. 20 (twenty) students (50%) are very good response, they state that it is good planning in teaching speaking skills, 20 students (50%) are not very good response especially one by one. They said that they could not do speaking because they did not have basic in English. The lecturer tells that he teaches and guides them to do slowly because the lecturer wants the students can be communicative language by teaching – learning process in the class.

##### B. Action

When the process of learning is running in the class, the lecturer begins the first material about themselves such as their characteristics and their activities every day, they try to speak English little by little. They still make many mistakes in expressing the

words. Their tongues are still not flexible in expressing English words, but the classroom is more communicative language because they want to communicate to the lecturer and their friends when they are asked their friends.

30 students (75%) are very energetic to learn and speak English and 10 students (25%) just look at their friends who are speaking English. From 30 students, there are only 6 students (15%) who are fluent to speak English, 10 students (25%) are not so fluent to speak, and 14 students (35%) are still beginner to speak because they do not have many vocabularies.

The students want to speak or communicate to other students in the classroom, they can ask their friends about the characteristics of person whom they like and then the students are able to ask anything in their brain. The lecturer just guides them if they have a few mistakes so that they think that they have a friend who helps them if they get the difficulties in English.

### C. Observing and Reflecting

After the acting process has been done between the lecturer and students, the lecturer also gives the grouping assignment. They must find the tourists to be interviewed. They must communicate to the tourists for 30 minutes and the conversation must be recorded. After that they write the recording on the papers. They present the conversational results with the tourists in front of class, the other students are as audience and they can ask anything about the article.

Then the lecturer gives one hot topic about the teenagers' habit in choosing their partners. They have different opinions about the girl or man has more than one couple, they give the response for their friends' opinion with kinds of reasons. Most of students are active in the classroom discussions. The language teaching is so interesting because they are so communicative language in the classroom.

During the discussing process, the lecturer just observes the students' reflection to the presentation of friends. When the lecturer observes, the students have been communicative in speaking English even though they are not so fluent to speak because they must think the English words or sentences before they speak to their friends. The result of observation and reflection, there are 10 communicative students (25%) to speak English very fluently, and 18 students (45%) have spoken and communicated in English fluently, 10 students (25%) understand the meaning of English spoken (beginner to speak) and 2 students (5%) are lazy to try to speak English. The students' speaking skill has developed step by step because they are also not doubt or ashamed to speak up in the classroom. They always discuss about the easiest way to express the English words or sentences.

### Conclusion

From the findings, it can be concluded that communicative language teaching is so good and effective in teaching English language especially in developing university students' speaking skill. The university students want to develop their speaking skill besides their specific lessons, not special to learn English. Communicative Language Teaching needs much time to guide the university students because the lecturer must participate to the students in the teaching – learning process. The lecturer also has to know the students' background and understand about them.

The lecturer is able to share about their experience in studying English. The lecturer is also able to notice the grammar or structure of English besides the university students' speaking skill because sometimes, the university students are not interested in studying English.

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