

# THE IMPLEMENTATION OF COMMUNICATIVE LANGUAGE TEACHING (CLT) TO TEACH SPOKEN RECOUNTS IN SENIOR HIGH SCHOOL<sup>12 13</sup>

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## ABSTRAK

Tujuan dari penelitian ini adalah untuk menggambarkan penerapan metode Communicative Language Teaching/CLT untuk pembelajaran spoken recount. Penelitian ini menelaah data yang kualitatif. Penelitian ini menggambarkan fenomena yang terjadi di dalam kelas. Data studi ini adalah perilaku dan respon para siswa dalam pembelajaran spoken recount dengan menggunakan metode CLT. Subjek penelitian ini adalah para siswa kelas X SMA Negeri 1 Kuaru yang terdiri dari 34 siswa. Observasi dan wawancara dilakukan dalam rangka untuk mengumpulkan data dalam mengajarkan spoken recount melalui tiga aktivitas (presentasi, bermain-peran, serta melakukan prosedur). Dalam penelitian ini ditemukan beberapa hal antara lain bahwa CLT meningkatkan kemampuan berbicara siswa dalam pembelajaran recount. Berdasarkan pada grafik peningkatan, disimpulkan bahwa tata bahasa, kosakata, pengucapan, kefasihan, serta performa siswa mengalami peningkatan. Ini berarti bahwa performa spoken recount dari para siswa meningkat. Andaikata presentasi ditempatkan di bagian akhir dari langkah-langkah aktivitas, performa spoken recount para siswa bahkan akan lebih baik lagi. Kesimpulannya adalah bahwa implementasi metode CLT beserta tiga praktiknya berkontribusi pada peningkatan kemampuan berbicara para siswa dalam pembelajaran recount dan bahkan metode CLT mengarahkan mereka untuk memiliki keberanian dalam mengonstruksi komunikasi yang bermakna dengan percaya diri.

**Kata kunci:** Communicative Language Teaching (CLT), recount, berbicara, respon siswa

## BACKGROUND

In learning English, Indonesian students are expected to be able to communicate fluently and accurately based on the social context. Students are hoped to be able to convey meaning and various spoken text that have certain communicative purpose, text structure and linguistic features as Hymes stated (1971) in Brown (2007:218) theory of communicative competence that consists of the interaction of grammatical, psycholinguistic, sociolinguistic, and probabilistic language components. It means that speaking is the key competence to develop in

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communication. Therefore, pronunciation, structure, vocabulary, content, and fluency are important aspects in communication to acquire speaking competence for students. CLT is asking teachers to look closely at what is involved in communication, the goal is to enable students to communicate in the target language and students need knowledge of the linguistic forms, meanings, and functions (Larsen-Freeman, 2000:134; Littlewood, 1981; Richards, 2006).

Recount is one of common text types used in writing. It is the unfolding of a sequence of events over time and reconstruct past experience (Derewianka, 2008). Similarly, (Watkins, 2005) says that recounts are sequential texts that do little more than sequence a series of events. This text genre is proposed to assist students to learn English especially in past tense.

Many students in senior high school in Kuaro of this study indicate that their English ability is still low. It is known from the result of their achievement report last semester and interview from the teacher. It is difficult for the students to make simple past sentences and they are confused in changing the verb form. They study in the conventional way in understanding simple past tense. Larsen-Freeman (2000) states that teacher is responsible to establish situations likely to promote communication. Therefore, teachers should have responsibility in creative way in exploring material to be given to students especially in increasing speaking skill by using recounts.

The students actually do not study vocabulary, grammar, fluency, and pronunciation to improve the students' speaking capability rather than just following the English lesson. Thus, recount was chosen because it is important strategy for the students and it is one of text genres, taught for students in grade ten based on syllabus, using CLT method. CLT accommodates students to be free in expressing their idea, mind, and feeling without being afraid of making mistakes, especially in learning recounts. Where a simple past is a basic structure for recounts, it is not easy for students to explore their opinions in speaking practice. However, CLT aids them to still feel free in practicing speaking in the class. Errors and mistakes are something that can not be avoided in learning target language, as long as students are brave in speaking practice and the errors can be eliminated in process then it can be accepted.

In this semester, there is recount material that should be given to students and this is a chance to increase students' linguistic ability in simple past tense by using recount by not disregarding the meaningful communication in the class.

A research by Sari (2013) focused on the use of CLT approach to teach speaking recount text to students of eight graders of SMP Negeri 2 Jombang, by emphasizing the students' task, which was in the form of recount monologue speech. They were asked to deliver a monologue speech about their unforgettable experience. The result of their speaking task showed that most of the students could speak fluently, with good organization, pronunciation, performance, and appropriate vocabulary.

Ozsevik (2010) study showed that Turkish EFL teachers, whilst aware of the achievements, observe many difficulties in implementing CLT in their classrooms. These difficulties stem from four directions, namely, the teacher, the students, the educational system, and CLT itself. The results suggest that despite showing keen interest in change and being eager to identify CLT, Turkish teachers

are not rather optimistic about the complete adoption of CLT. Thus, only by overcoming the difficulties from those four sources and by establishing more favorable conditions for the implementation of CLT can teachers truly benefit from CLT in their English classrooms.

In addition, Ahmad and Rao (2013) conducted a study of applying CLT method in teaching English as a foreign language. The study focused on investigating the comparative usefulness of the grammar translation method and communicative language teaching approach in teaching English at the intermediate level. The result found that the communicative approach is better than the traditional method in teaching English at the higher secondary level in Pakistan.

From the previous studies, it is clear that one study focused on the use of CLT in a matter of speaking recount skill using monologue speech. Another study found the difficulties in applying CLT in the classroom; and last study found that using communicative approach was better than traditional method. However, the present study focused on implementing CLT in teaching recount texts in senior high school. The study investigated the activities of students of grade ten. According to Yule (2001:6) language is as a tool of communication because “(i)nteractionally, spoken language is intended to maintain social relationships, while transactionally, it is meant to convey information and ideas.”

The research questions formulated based on the background above are:

1. How does the teacher implement CLT to teach spoken recounts to students in grade ten of SMA Negeri 1 Kuaro?
2. How do the students respond to the use of recounts in CLT speaking?

## **RESEARCH METHOD**

Research design of this study is descriptive qualitative in the implementation of Communicative Language Teaching (CLT) to teach spoken recounts in senior high school. The study described speaking learning activities through recounts, which were used by senior high school students. In conducting the research, research design plays an important role in obtaining data. It is the way to gain information from the subject. In the case of this study, describing and investigating speaking learning by recounts, which were used by senior high school students, in natural setting became the main concern.

The qualitative research has a natural setting. In this study, the observer came into the classroom to observe the learning process, to interview the students to get information deeply and to describe the speaking learning activities used by them.

The subjects in this study were 34 of tenth grade, 17 males and 17 females. The range ages are 16 – 17 years old homogenous in their ages, ability in English, types of speaking learning strategies and achievements in English. They have an equal chance of being selected. Homogenous purposive sampling was used in this study. Ary (2010:430) states that homogenous sampling selects a group that is considered homogenous in attitudes, experiences, and so on. In obtaining the sample, time, money, and effort become consideration.

Research was conducted for five meetings. The first meeting started on November 2015. To find out in detail about the schedule of the research, see the table 1 below.

Table 1:  
Research Time Table

Meetings	Date	Topic
1 <sup>st</sup>	Monday, November 9, 2015	Pre Research Observation
2 <sup>nd</sup>	Thursday, November 12, 2015	Telling Holiday
3 <sup>rd</sup>	Monday, November 16, 2015	Role-play of News Report
4 <sup>th</sup>	Thursday, November 19, 2015	Making a Cup of Tea
5 <sup>th</sup>	Friday, November 20, 2015	Post Research Observation

From the table, it can be seen that there are five meetings in this research. First meeting was at 9 November 2015. The activities were doing pre observation, distributing questionnaires, and administering pre-test. Second meeting was actually the first meeting in implementation phase, on Thursday 12 November 2015. This meeting was used to teach recounts with a topic “Telling Holiday” through Presentation followed by Discussion. Third meeting was on Monday 16 November 2015 as the second implementation of CLT in the class; the topic was reporting news of accident in Mecca. Fourth meeting was on Thursday 19 November 2015 as the third implementation of CLT in the class. The topic was doing procedure of making a cup of tea. The last meeting was the fifth meeting on Friday 20 November 2015; a post-test was done to know the result of the implementation by gaining the last data.

The data of this study were the students’ verbal activities while using recounts in learning speaking. The verbal data were in the form of sentences they made and utterances of the students while they were using the recounts in the class. In this study, the researcher used observation. According to Creswell (2012:213), “An observation is a process of collecting data and information by observing people and places at the research site”. An observation technique is technique which is performed during an observation. The researcher has observed the teaching-learning process from beginning to the end of the activity. Field notes were use during the observation.

Data analysis was used to verify the research data, in answering the research questions. The data were analyzed inductively. The data of the observation, questionnaire, students’ task-assessment of speaking, interview and document data-lesson plan were used to describe what was happening in the classroom during the learning process. The data were used to find out and proof which recounts used by students in mastering speaking.

According to Matthew B. Miles (2014) Qualitative Data Analysis consists of three concurrent flows of activity: (1) data condensation, (2) data display, and (3) conclusion drawing/verification.



## RESEARCH FINDINGS

Before the implementation was applied in the class, it was found that the students were not attractive in joining the class activities, not confident in involving the speaking tasks, and not having good speaking ability. It happened because they never got a different way in learning English.

It was the condition that triggered the researcher to conduct the research in order to find a way to give a different learning experience and help students to increase their speaking ability. Therefore, CLT was chosen to be a way as the implementation in up-grade students' spoken recount. This research was done completely and found some findings, which were important for the students and teacher. The findings were about the implementation of CLT to teach spoken recounts in grade ten of senior high school and students respond of CLT in the class.

The implementations of CLT in teaching speaking in the class, available as parts of recount topics, included three activities (1) students' presentation and discussion activities in telling holiday, (2) role-play in reporting News activities, (3) group work in procedural activity. Steps in implementation CLT consists of three stages. The first stage is opening. In the opening stage, the teacher greeted the students cheerfully by saying *salam* and then asked the class leader to start the class by praying. After that, the teacher checked the students' presence by calling their name and continued the class by recalling their memory about recounts. At the second stage, the teacher explained recounts and elaborated it by giving some examples in making the recounts, and then explained the concept recounts, by inviting the students to play questioning-and-answering game. The teacher explained the recounts by choosing a certain topic. It told about students' holiday. Students wrote an experience story about that topic in minimally three paragraphs by using recount's generic structure. After that, the teacher checked their works and gave a feedback. Students checked their vocabularies on the dictionary and discussed with their friends. They presented one by one in front of the class about 5 minutes. Other students gave questions related with their topic from their friends and the teacher was the mediator in their conversation. In closing the stage, the teacher gave a review of today's topic and then gave a feedback to the students'.

Students' responses are the crucial result to know the implementation of CLT in the class. It was that teaching spoken recount by using CLT with presentation followed by discussion made students confidence and fluent in conversation. This finding affects students' psychological condition to the next activities. CLT helped them to express their idea, mind, and feeling with low hesitation.

The students looked enjoy in practicing the role-play. From role-play activity, the students getting more confidence and they were more expressive in practicing their English. CLT lead them in applying spoken recount even mistakes occurred but not in main tense, simple past.

All the students enjoyed the class. They gained knowledge about recounts that applied in speaking, and their confident in speaking in front of other students increased. They had courages to ask questions and give answers in front of the

class. Finally, CLT method has already chosen to be the method to overcome all of the students' problems. It assisted them to have a better ability in speaking.

## DISCUSSION

Teaching recounts that should be practiced in speaking was not an easy thing because students should learn the recounts structure then used it in presentation. Implementing CLT in this activity helped the students indeed, especially in conducting discussion rather than the presentation session.

The target language system will be learnt best through the process of struggling to communicate. It means that even they were doing effort hardly in understanding speaker's language and responding it; at least they could get the message and acquire new knowledge within the communication. Their speaking had some errors grammatically but because meaning is paramount, then their discussion could run well and teacher mediated them to understand the topic. Applying CLT allowed them to speak without worrying in making mistakes.

Because communicative competence is the desired goal (i.e., the ability to use the linguistic system effectively and appropriately) in CLT then making mistakes in writing is tolerated but in a condition, there should be a feedback. Making mistakes is actually as a part of learning in using the language, using the linguistic system effectively and appropriately in a sentence. This is done to produce a meaningful discourse in a communication. Even though CLT is focusing on the mean of communication, it does not mean to disregard a structure in a sentence. Structure contributes much in making meaningful communication. Spoken recount needs a past form and if students cannot produce a past form sentence to convey their idea; then it can be said as a failure in conducting a purposeful communication, because mistakes and errors happened among them then teacher should provide a feedback. Feedback given to students is in order to counter their mistakes and errors, to remind them a form in recounts and to avoid it become fossilization. Feedback is given in a matter of how language is used in conversation. It was done when they conducted their presentation, had a discussion, or practiced procedural recounts. Feedback was given by not directly blame them but more to conduct an asking and answering form. It means teacher gave a chance to students to answer and negotiate their answer with their understanding.

CLT has deep roles in assisting students to express their imagination, due to CLT allowing any device that helps the learners according to their age, interest, etc. The use of students' native language is accepted where it is feasible. Reporting news was something new for the students. They only see the job application on television but practicing it without pressure will make them flow in expressing their selves and can understand how it feel to be a news reporter.

As the main concept of CLT; comprehensible pronunciation is sought. Based on this statement, the procedure of making a cup of tea was well written in a paper but it might be improvised well in practice. They practiced, as it is a part of communication so the effective communication is sought.

Savignon (2006:209) states that, “The essence of CLT is the engagement of learners in communication in order to allow them to develop their communicative competence”. Involving students in class activities actually is a way to lead them to the venue of communication in order to develop their communication competence.

Teaching spoken recount in the class to students is following the steps in teaching process as written in lesson plan. There are three main activities; opening, main, and closing activity. Teachers apply those steps of activities in the class in implementing CLT in teaching spoken recount. In CLT, the communicative activities are functional communicative activities and social interaction activities (Richards, 2006).

Students’ ability to build a discussion gives impact to them. Pairs feedback is known to influence their next works in making written recount. Then this also influences their awareness in practicing spoken recount.

A way to transferring a written text into speaking is honestly not easy for the students. Their difficulties involve within are making a recounts that should be follow the generic structure in making it, then compose sentences into paragraph, next is delivering systematically idea based on the topic given, then practice it into speaking, which is some components that influence to have good speaking. From memorizing idea, delivering the idea, and making good performance. Finally, good performance in applying recounts in speaking is not disappointing. They practice in front of the class personally, or in pairs and group can be said good. Moreover, they enjoy the class. Their smile shows the joyful class.

According to Mary Spratt (2005:34) “Speaking is a productive skill, like writing. It involves using speech to express meanings to other people”. We learn a language, native or foreign, for communicative purposes. People speak to maintain existing social relationships and to make new ones. Students involved both speaking and writing skills. Students were stimulated to express what was stated in mind as their idea in spoken and written is as a product to simplify and make the formal saying process. Then a way in asking students to prepare their speaking by making the written script was accepted because written script help students to organize their speech.

Students had opportunity in conducting presentation. They might feel how to do improvisation in front of the class. Based on the students response data result showed that most students were exiting in doing the performance. The performance of students actually is as a venue to explore what they want to say by managing it in written script.

Students’ characters of senior high school grade X are creative, impressive, and energetic. These conditions boosted them to enjoy the class actively, and easily helped the teacher to create CLT activities in the class.

By choosing presentation followed by discussion, it was an activity that proven could encourage students’ spoken recount. It was that teaching spoken recount by using CLT with presentation followed by discussion made students confidence and fluent in conversation. This finding affects students’ psychological condition to the next activities. CLT helped them to express their idea, mind, and feeling with low hesitation.

CLT method was chosen to be the method to overcome all of students' problems assisted them to have better ability in speaking. Generally, all students enjoy the class, they gained knowledge about recounts that applied in speaking, and their confidence was increased to speak in front of other students.

Therefore, various activities are needed to give different experience in learning. From role-play activity, the students getting more confidence and they were more expressive in practicing their English. CLT lead them in applying spoken recount even mistakes were occurred but not in main tense, simple past. Errors are accepted as it was still can be meaningful contextually, but students still get feedback from teacher.

Their spoken recount were getting better, they looked more cheerful, expressive, and confident. Their fluency flew better and encouraged them to speak outside of the class. Joyful learning in CLT implementation directed students to study spoken recount happily. This feeling made them felt free in presenting the recount. Mistakes are tolerated as long as they could construct meaningful speaking and discussion.

Students' involvement in the class is also good. They participated in joining the pair or group work task. They were active in asking and answering the teacher or the presenter. They looked confident in performing the presentation start from individually or group work.

The students' presenting in front of the class by bringing their script, it is allowed for the students in order to deliver their idea. They realized that transferring recounts into speaking were not simple; therefore, pauses sometimes happened in the middle of their presentation. They were struggling to present it better and he succeeded in doing the presentation.

## **CONCLUSION**

The main communicative language teaching principle in this research is applying the CLT basic components; mechanical, meaningful, and communicative practices, which are implemented in the class. Those components are basic of CLT in teaching practice in the class, especially for recounts. Students are enhanced to be active in the class by applying those components of CLT. To get deeper how the basic components applied in the class, the teacher divides the teaching process into three phases; first phase for opening, second phase for main activity, and third phase for closing. All topics and activities, which include in those phases lead students to do spoken recount.

Topics prepared for the students that manifest the CLT were "Retelling Holiday", conducting role-play as news host for "Accident in Mecca", and doing procedure of "Making a Cup of Tea", which are supported with various activities. Those topics were run well in the class and help the students to have good performance in speaking. CLT releases students to practice their speaking in the class by putting contextualization as a basic premise. By giving different learning experiences, students will attempt to communicate from the very beginning phase even translation maybe used in acquiring the target language meaning. The performance of speaking is measured by giving score on grammar, vocabularies,



pronunciation, fluency, performance, and comprehension. It can be said success if the score accomplish the passing grade from the school (score 70).

Because recount means facilitating students to text and conveying it through speaking in order to make listener understand the message in the conversation then making written script is a way to express students mind and organize their idea more systematic. The script, which represents students' idea, will be presented through speaking in those three activities above and by this CLT helps students to have the effective communication.

From the result discussed, it can be seen that the students have good progression in all aspects of speaking skills. It clarifies students' significant progress in the class through all activities. In presentation activities, students' grammar achievement is lowest. Based on 3 activities given to students; presentation, role-play, and making procedure acquired result that only 17 students who get 70 above because the students still cannot adapt and apply the grammar in use but for other activities. Even, the result of presentation of the students was low but the students speaking performance generally are very good, as a proof that most students got above the minimum score, but in pronunciation, fluency, and performance most students get 70 above, it is because students has already get exposed by the CLT implementation.

Put in briefly, CLT boosts students spoken recounts ability by giving students different experience in learning, stimulate students to use grammar in conversation naturally, to conduct meaningful conversation and build a communicative talk in the class.

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