

**THE IMPLEMENTATION OF COMMUNICATIVE LANGUAGE
TEACHING PRINCIPLES IN TEACHING BUSINESS LETTER
WRITING AT GENTA ENGLISH COURSE**

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ABSTRACT

Letter writing is one of the communication form that only can be done by writing. writing skill is skill that can not be gotten by naturally, unlike speaking. White in Khoo (1981) writing is not natural talent. Due to the difficulty, CLT is one of teaching English approaches that highly recommended that has goal to develop the student's communicative both in speaking and writing. The aim is to identify the teaching at GENTA English course in teaching business letter writing class, first, about the process of teaching, the obstacles, the factors obstacles, and the strategies to solve the obstacles. The design of this research is qualitative descriptive, the qualitative method employed for analyzing the implementation of CLT principles in teaching business letter writing at GENTA English Course. The instruments used to collect the data are: interview guide line, observation checklist, and documentation. The result for different finding, (1) The process which includes the preparation (syllabus, lesson plan, material, and attendance list), implementation (pre-teaching, whilst- teaching, and post-teaching), and evaluation, (2) the obstacles faced by teachers and students: some groups did not work significantly, time is sometimes over, the students are too noisy, (3) the factors caused the obstacles faced by teachers and students: the random grouping, time management, the topic is too interesting, students are enjoying the topic, and (4) the strategies to solve the obstacles: teacher may do the grouping considering the active students as the leading agent of each group, teacher should carefully plan the time management, teacher may give some limitations to the students' participation in the classroom, and add more meetings so that the goals are achieved.

Key word: business letter, CLT Principles, teaching writing

INTRODUCTION

Writing and *speaking* are two forms of communication, writing is not so easy as the speaking one that be effective way to communicate in any language, but written is hard to get. Even though written is difficult, letters, and others (memo, formal proposal, etc) only can be done by the written form. People can express their idea systematically by writing. In English classroom developing student's writing skill is priority by considering the importance of the writing skill, among other skills.

Writing skill is skill that can not be gotten by naturally, unlike speaking. White in Khoo (1981) writing is not natural talent. The scientist believes that

writing is difficult to be taught because there are some rules and procedures that must be understood and to be taught to them. Writing becomes very difficult for nonnative speakers because they are expected to write something that shows mastery on the elements of a new language (Rachmayanti, 2013).

Business letter is the letter which is written for business purposes. Crowther (2007) states the purpose of the business letter will lead to some kind of action from both the sender and the recipient of the letter. Thus, writing business letters require good communication skills and knowledge of the business letter conventions. Different from the personal letter, in business letter the language should be formal, direct and clear.

The same as other functional writing, business letter writing is also communicative as stated by Gartside (1986), writing a letter is just like holding a conversation by post. He added that in business letter, the letter itself represent the person who write it. In other words, in order to create a good impression of the writer, the letter should be written in an effective way.

In order to write an effective business letter, there are some points that the writer should consider. First, the writer should consider about the recipient of the letter. The addressee of the letter influences the language which is used in the letter, the tone and style of writing it. The next consideration is the reason or the purpose of writing the letter. It can be, to ask some information to a company, to apply for a job, to order some product and others. After that, the writer should also consider about what information that the writer need to put in the letter to be conveyed to the recipient. This point depends of the purpose of writing the letter. Finally, what is the writer expect from the recipient, whether the writer expects the recipient to give some information, to consider about the writer's application, and others.

Beside the above consideration, there are some other business letter writing conventions that writer should follow in order to write good business letters. The conventions are based on the type the business letter. Some of the general conventions of the business letter that should be included in writing any business letters are salutation, introduction, the body of the letter, the closing, the complimentary closing and signature of the writer. In short, writing an English letter writing is not an easy task to do as there are many things that should be considered and many conventions that should be learned in order to make an effective business letter writing.

According to Brown (2001) said that a simplistic view of writing would assume that written language is simply the graphic representation of spoken language. Writing is more complex than this; hence writing pedagogy is important, as Brown states by claiming that writing is as different from speaking as swimming is from Walking (2001).

Due to the difficulty, approach should be selected in order teachers who teach writing could guide the learners in the process of writing in order to make them easier to write. In course the curriculum is especially designed to enable the students to use the practical English in their real life. Hence, the teaching approach that will be applied should be communicative.

Communicative language teaching (CLT) is one of teaching English approach that highly recommended. This approach has goal to develop the student's

communicative both in spoken and written. In Indonesia, the communicative language teaching has also been applied in English classroom, especially at the course where the students are prepared with certain ready used skill and the ability to communicate in English both in spoken and written form. Savignon (2002) proposes that communicative language teaching is not exclusively concerned with the teaching of English for oral communication only, but the principles can also be applied equally to the teaching of English reading and writing. As the explanation, it also can be used in teaching writing skill as well as the other two skills and any English teacher should treat the teaching writing as teaching speaking skill, so that the teaching writing's goal can be achieved.

Communicative language teaching (CLT) is approach that emphasize in communicative activity. Based on Garton and Grave (2017) define that CLT as an teaching approach with meaningful communication as its ultimate goal while Barrot (2018) considers that CLT as a way of teaching in which the utilization of communicative activities and target language aims to develop learners' competence of understanding and exchanging different ideas, behavioral modes, values, beliefs and cultures. Although the definitions provided by scholars vary, it appears that they all stress the essence of CLT as genuine communication rather than simply learning such linguistic knowledge as vocabulary, grammar and structure of a language. In Yim's words (2016), the aim of CLT is to foster the capacity of individuals to create and construct utterances (spoken and written) which have the desirable social value or purpose.

The principles of Communicative Language Teaching that argued by Jack C. Richards are (Richards and Schmidt, 2002)

1. Learners use a language through using it to communicate
2. Authentic and meaningful communication should be the goal of classroom activities
3. Fluency and accuracy are both important goals in language learning
4. Communication involves the integration of different language skills
5. Learning is a process of creative construction and involves trial and error.

This is a simple good theory that claimed by Richard (2002), he claimed that the important activities are using English. Whatever skill that will be used by students, it does not make problem in communicative language teaching theory, although this theory not as detail as Harmer said but this theory will be easier to do in Indonesia, which is English as second language acquisition (SLA). While the weakness of this theory is third principle because it will feel difficult thing to do, moreover in the new material that they have already known.

Having reviewed some general principle of CLT previously, Hong (2008) outlined four of the principles which are mainly concerned with the skill of writing. The principles are understanding the culture difference, adjusting the roles of teacher, student and the material, incorporating the process of learning with the product of writing, and combining the all four basic skills

The previous research was entitled "*Development of Story Writing Skills through Communicative Approach at Secondary Level in Pakistan*" by Ahmad at all (2020). The main aim of this study was to observe the effect of communicative

teaching on story writing skills among 9th graders. Relevant literature revealed that story writing skills can be increased through a communicative approach. Quasi-Experimental design, that is, pretest post-test non equivalent control group design was used. Threats to internal/external validity were undertaken properly. Two groups were selected to collect data to achieve the above-stated aim. The creative compositions related to story writing skills were evaluated in the light of scoring rubrics. The data were analyzed using t-statistics. The communicative approach is recommended for teaching dialogue writing.

Therefore, the writer was in a very big curiosity to know more on the teaching of business letter writing using CLT principles in Kampung Inggris. Hence, in this research the writer wants to research "the Implementation of Communicative Language Teaching Principles in Teaching Business Letter Writing at GENTA English Course" Pare Kediri. GENTA English Course is situated in English Village (Kampung Inggris Pare) which is a good atmosphere for English learners and has been legalized by Education Authorities for 17 years, located at Kemuning street No. 39, Tulungrejo, Pare, Kediri. This institution has a variety of programs that can improve our English language skills. The motto of the Genta is a master of character, who learns not only English but also attitude. For the clapper mission "Mastering English easily and in a short time, Preparing professional English teachers, and Cultivating a harmonious, sincere, simple, independent and innovative spirit". Genta's vision is Fostering a Generation of the Nation with Quality and Morals of Karimah. With the existence of a vision and mission that clap, which is not only learning English but also attitude.

There are 3 programs created by Genta, Genta English Course, Genta Diploma, and Genta holiday. Genta English course is the first GENTA programs. Namely an educational English language course that offers classes: Basic, Intermediate, advance, specific purposes, TOEFL, IELTS, etc. Basic Regular (program + dormitory two months) is a Basic English package for the general public. Basic Intensive (program + dormitory one month) is the same program as Basic Regular, but it is more condensed with the material, broadcast time, and more serious. Five times goes to class in a day (vocabulary class, grammar class, speaking class, grammar club, speaking club), five times comes in a week (Monday - Friday).

Intermediate Regular (program + dormitory two months) is an advanced class program of the Basic Class. The material is continuous with the material in Basic Class. Intermediate Intensive (program + dormitory one month) this program is also the same as Intermediate Regular, the difference here is that it is even more intense because the class level is higher and the time is only one month. Five times goes to class in a day (vocabulary class, grammar class, speaking class, grammar club, speaking club), five times comes in a week (Monday - Friday).

Advanced level, (program + dormitory a month) in this level the lesson that be taught such as (writing, reading, translation). Three times goes to class in a day (writing class, reading class, translation class), three times comes in a week (Monday - Friday). And one of the program that has been choosen is spesific purposes class(Business letter writing), (program+ dormitory a month) in this level the students just need study about letter in a meeting every day and five times in a week (Monday –Friday)

Based on research context about CLT principles in teaching business letter writing, the research question was used are; (1) how is the process (in the term Preparation, implementation, and evaluation) of teaching business letter writing using communicative language teaching (CLT) principles at GENTA English Course? (2) what are the obstacles faced by teacher and students in the class while teaching and learning English process using communicative language teaching (CLT) principle in business letter writing at GENTA English Course? (3) what factors caused the obstacles faced by students and teacher of teaching and learning of business letter writing using communicative language teaching (CLT) principles at GENTA English Course? and (4) how are the strategies to solve those obstacles in teaching and learning English process using communicative language teaching (CLT) principle in business letter writing at GENTA English Course?. Therefore, researcher is in a big intention to experience a research in GENTA English Course Kampung Inggris Pare. Through this research the writer wants to analyze how the implementation of communicative language teaching principles in teaching business letter writing at GENTA English Course is.

METHOD

The researcher used qualitative approach in this research which is about how to describe the results of discovery and making an overview. The main characteristic of qualitative data is not dealing with number as in quantitative. The research design used for this research is a descriptive qualitative to obtain information related to current phenomenon and presented toward determining the nature of situation and condition at the time of the research activities, not giving them any treatment then describing the fact as it exists naturally.

This research is held in GENTA English Course, on Kemuning street, Pare, Kediri, East Java on 2nd march 2020, that applying communicative language teaching as approach in teaching writing. It built since 2003 by M. Qomar, M.Pd as the director and the owner. Having 30 teachers that teaching speaking, writing, and all subjects about English, it has a special program (business letter writing) and GENTA usually uses CLT as the approach of teaching it. The key informant of the research was the owner, manager, 3 tutors, and some students.

The researcher collected data through observation, interview, and documentation. In addition, the researcher also used some other instruments to collect the data. The researcher can also call as an instrument. It means that she had a big role in doing the research. In other word, the success of the research greatly depended on this role. In this research, the researcher used four instruments in collecting the data. The instruments were observation checklist, interview guidelines, and documentation

The researcher finds program that has been consistent at GENTA English course, the program is business letter writing, the program which is needed by someone who want to join in a company. Then, the writer decided the tittle, sending the framework of research to the academic advisor, collecting information and revising the research framework that has been revised by the advisor. For the research implementation, the researcher asked the permission to observe in this course, then observing research subject, submitting research schemes to supervisor,

taking and interpreting data result in the form of description patterns under the findings.

The concept of writing a report is based on the writing format following to the research report by the faculty. The research starts writing from the chapter 1 (introduction) which refers to 5 sub chapters, research context, research focus, research objectives, significant of research, and definition of key term, followed by chapter 2 the discussion related to the study of literature under the focus of research that contains theories and previous research findings that are still related to the focus of research, followed by chapter three, that is the research method that is consisting of 8 sub chapters, (1) research design, (2) research setting, (3) key of informant, (4) research as key instrument, (5) technique of collecting data, (6) data analysis, (7) The trustworthiness of data, and (8) research procedure, followed next chapter (four), which discusses research findings and discussions. This chapter at least contains the description data related to findings and discussions of research result, and the last chapter is closure, it contains of the conclusion of the data and the suggestions.

FINDINGS AND DISCUSSION

According to the research focuses, there are four points that can be discussed; The process of teaching business letter writing using CLT principles, The obstacles faced by teacher and students, The factors caused the obstacles, The strategies to solve those obstacles. Here are the detail:

1. The Process of Teaching Business Letter Writing using CLT Principles

After analysing the data, the researcher found The process of teaching business letter writing using CLT principles in GENTA which includes the preparation (syllabus, lesson plan, material, and attendance list), implementation (pre-teaching, whilst- teaching, and post-teaching), and evaluation applied in the classroom is as follows: (1) The preparation of CLT in teaching business letter writing done by teacher of GENTA English course is including the preparation of syllabus, lesson plan, material, and attendance list, (2) the implementation of CLT principles in teaching business letter at GENTA English course is consisting of three different steps: pre-teaching(Teacher did the pre-teaching in writing class of GENTA English course well based on the lesson plan prepared and the teaching guide line from GENTA English course such as setting the class, reciting Qur'an, checking attendance and giving motivation. It must be highlighted at the last point, giving motivation to students) , whilst-teaching (the teacher gives the rule to use English in teaching and learning process, if the students break the rule, they get the punishment that has been agreed, the teacher divides the class into 5 groups, the teacher informs to the students about material will be learned, the teacher asks to the students to identify part of the letter in group, the teacher evaluates the students work in front of class, the students make a letter that has been explained individually, the teacher corrects the students worksheet) , and post-teaching (post teaching in GENTA English Course for the writing class is done by giving and asking students feedback to evaluate the whole teaching process and to improve the next teaching quality. Afterwards, teacher gave motivation to students related to the material taught to make sure that students are enjoying the class and know why they

learnt the material), (3) The student's writing output in GENTA English course is measured by giving 2 types of different tests, written and spoken, to get their score for further discussion to determine their writing output.

The process that is applied in the classroom is suited to the theories of communicative language teaching implementation, such as Garton and Grave (2017), Barrot(2018), in Yim's word (2016), Ibrahim(2017), Harmer. J (2000), Richard J (2002), and Hong (2008) which agreed that communicative language teaching activities are a desire communicate, a communicative purpose, content not form, variety language, no teacher intervention, and no material control.

2. The Obstacles Faced by Teacher and Students

The obstacles found by researcher were not much influencing the whole teaching process and performances. This is line with the previous researches by Ahmad (2020) & Ngozi (2018) that CLT is suited to use in teaching writing such as business letter writing and has shown better result on students understanding of writing. The obstacles found were, accidentally some groups did not work significantly as the members are decided randomly while some are too active since they have more active members, time is sometimes over before the goal of teaching is achieved, and the students are too noisy when the super active students dominated the class discussions. Regardless of those obstacles, the teaching of business letter writing in the class was successful and can be said the obstacles are tackled well.

3. The Factors Caused the Obstacles

There are some factors listed by the researcher, they are as follows; the random grouping sometimes groups the active students with those who are also active and the less active ones with those who are less active or even passive, time management planned sometimes did not suit the students condition so it is sometimes perfectly enough or over before the goal of the teaching is achieved, the topic is too interesting and the class is so fun, therefore the students are sometimes too active and the class got noisier, further students are enjoying the topic and sometimes the communication between teacher and students are going over the topic. The factors mentioned above than cause some obstacles such as some students are not actively participating the discussing and the time is not enough to do the whole activities the class.

These facts are in line with Nunan (1989) states that students' role is as negotiant of meaning. He believes that to reach the goal of communicative language teaching approach, the students should be actively participated in the language classroom. In writing classroom for example, the students should be given more time to practice writing rather than spending along time to listen to teacher's presentation about the writing. Ansyar (2004) proposes that the language competence can only be reached through lots of language experience. So, no matter how the students comprehend the theories of a language, without experiencing it they will never achive the compenetenence of the language which is the main purpose of learning the language.

4. The Strategies to Solve Those Obstacles

There are some strategies to solve some obstacles in teaching business letter writing in GENTA. There are: (1) teacher may do the grouping not randomly but considering the active students as the leading agent of each group, (2) teacher should carefully plan the time management and suit it with the topic taught. If the time seems to be not enough, teacher should either add meetings or controll the session to be more effective, (3) teacher may give some limitations to the students' participation in the classroom, and (4) add more meetings so that the goals are achieved.

Based on those findings, researcher can conclude that the strategies done by teachers are to achieve the best writing class experience and to motivate students in accomplishing the specific goal of writing. It is in line with Murcia (1991) also states that in English classroom teacher should present activities which are meaningful to the students and which will motivate them to become committed to sustaining that communication is intended to accomplish a specific goal.

CONCLUSIONS

Based on the findings and discussions, the researcher can conclude that the process of teaching business letter writing using CLT principles in GENTA which includes the preparation (syllabus, lesson plan, material, and attendance list), implementation (pre-teaching, whilst- teaching, and post-teaching), and evaluation applied in the classroom is as follows: (1) The preparation of CLT in teaching business letter writing done by teacher of GENTA English course is including the preparation of syllabus, lesson plan, material, and attendance list, (2) the implementation of CLT principles in teaching business letter at GENTA English course is consisting of three different steps: pre-teaching(Teacher did the pre-teaching in writing class of GENTA English course well based on the lesson plan prepared and the teaching guide line from GENTA English course such as setting the class, reciting Qur'an, checking attendance and giving motivation. It must be highlighted at the last point, giving motivation to students) , whilst-teaching (the teacher gives the rule to use English in teaching and learning process, if the students break the rule, they get the punishment that has been agreed, the teacher divides the class into 5 groups, the teacher informs to the students about material will be learned, the teacher asks to the students to identify part of the letter in group, the teacher evaluates the students work in front of class, the students make a letter that has been explained individually, the teacher corrects the students worksheet) , and post-teaching (post teaching in GENTA English Course for the writing class is done by giving and asking students feedback to evaluate the whole teaching process and to improve the next teaching quality. Afterwards, teacher gave motivation to students related to the material taught to make sure that students are enjoying the class and know why they learnt the material), (3) The student's writing output in GENTA English course is measured by giving 2 types of different tests, written and spoken, to get their score for further discussion to determine their writing output.

The obstacles faced by teacher and students in the class while teaching and learning English process using communicative language teaching (CLT) principles in business letter writing at GENTA English Course are as follows: Obstacles faced by teachers are; (1) accidentally some groups did not work significantly as the

members are decided randomly while some are too active since they have more active members, and (2) time is sometimes over before the goal of teaching is achieved. The obstacles faced by students are, (1) too noisy when the super active students dominated the class discussions, and (2) time is sometimes over before the goal of the program achieved.

Factors caused the obstacles faced by students and teacher of teaching and learning of business letter writing using communicative language teaching (CLT) principles at GENTA English Course are as follows: The factors caused the obstacles faced by teachers are, (1) the random grouping sometimes groups the active students with those who are also active and the less active ones with those who are less active or even passive, and (2) time management planned sometimes did not suit the students condition so it is sometimes perfectly enough, or over before the goal of the teaching is achieved. The factors caused the obstacles faced by the students are, (1) the topic is too interesting and the class is so fun, therefore the students are sometimes too active and the class got noisier, (2) students are enjoying the topic and sometimes the communication between teacher and students are going over the topic.

The strategies to solve the obstacles faced by teachers are: (1) teacher may do the grouping not randomly but considering the active students as the leading agent of each group, (2) teacher should carefully plan the time management and suit it with the topic taught. If the time seems to be not enough, teacher should either add meetings or control the session to be more effective. The possible strategies to solve the obstacles faced by students are: (1) teacher may give some limitations to the students' participation in the classroom, and (2) add more meetings so that the goals are achieved.

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