

COMMUNICATIVE LANGUAGE TEACHING

Artipah

Abstract

The purpose of this writing is to present one of the methods in teaching english as a second of foreign language. Actually a teacher will choose the best method for is /her class, however it also depends on the needs of the class. There are many method that preceded comminicative language teaching it is known as CTL for short. CTL as a method teaching english as a second or foreign language arose because of the needs of the learns. CTL is the engagement of leaenrs in communicative in order to allow them to develop their communicative competence. In CTL the role of the teacher is really significant. One the roles is to lessen teacher centered classrom management skills. On the other hand , some teachers have a little burden if they do not get proper and adequate training. By using CTL it is expected that the classroom activities are going to be well conducted finally, the goal and the end result of the learning is satisfying for both parties, the teacher and the leaners.

Keyword : *CTL, communicative competence*

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INTRODUCTION

Language teaching methods may be conveniently characterized by three principal dimensions. The first one is language focus. Then, the second is meaning learning. Finally, the third one is grammar learning. These three principal dimensions involve theories which have been realized in principal second-language teaching methods.

With the above three principal dimensions in mind, we will examine a second and foreign language teaching method which we call Communicative Language Teaching. It is usually called CLT for short. The origins of Communicative Language Teaching are to be found in the changes in the British language teaching tradition dating from the late 1960's. When Audiolingualism was rejected in the United States, British applied linguists began to call into question the theoretical assumption underlying Situational Language Training. British applied linguists then emphasized another fundamental dimension of language that was inadequately addressed in current approaches to language teaching at that time. It was the functional and communicative potential of language.

Functions were based on assessment of learners needs and specified the end result. That is the goal of an instructional program. The term communicative attached itself to programs that used a functional-notional syllabus based on needs assessment. From then on, the language for specific purposes (LSP) was launched

The increasing interdependency between the

European countries necessitated a need for a greater effort to teach adults the principal languages of the continent. New goals were set in language teaching profession. They are as follows: The paramount importance of communication aspects of language. The increasing interest in meaningful learning. The growing centrality of the learner in teaching processes. The subordinate importance of structural teaching of language. Notional / functional dimension of language

Applied linguists and philosophers addressed another fundamental dimension of language: the functional and communicative potential of language. The speech act theory showed that we do something when we speak a language. We use language (Halliday 1975) to get things, to control behavior, to create interaction with others, to express personal feelings, to learn, to create a world of imagination, to communicate information.

In the early 1970's, Wilkins (1972) proposed a system of dividing communicative speech into two aspects: *functions* and *notions*. Functions (called Speech Acts in linguistics) involve requests, denials, complaints, excuses, etc. and are expressed through whole sentences. Essentially the learner is provided with a means for performing a given function. For example, learners maybe told that there are various ways to make a request: they may be told 'Shut the window', 'Please shut the window', 'Would you shut the window?', 'Would you mind shutting the window?', 'Will you be so kind as to shut the window?', etc.

(Wilkins, 1976, p. 51).

Notions are expressions of frequency, quantity, location, etc. These are typically words or phrases within a sentence. For example, students may learn 'I often go to the movies', 'I have a lot of friends', and 'He's standing by the window'

In other words, a 'notion' is a particular context in which people communicate. A 'function' is a specific purpose for a speaker in a given context. For example, the 'notion' of shopping requires numerous language 'functions' such as asking about prices or features of a product and bargaining.

Communicative Language Teaching (CLT) is an approach to the teaching of second and foreign languages, emphasizes interaction as both the means and the ultimate goal of learning a language. It is also referred to as "Communicative Approach".

The terms that best represent the collaborative nature of what goes on are interpretation, expression, and negotiation of meaning. The communicative competence needed for participation includes not only grammatical competence, but also pragmatic competence.

II. DISCUSSION

Communicative Language Teaching (CLT) can be seen to derive from a multidisciplinary perspective. It includes linguistics, psychology, philosophy, sociology, and educational research. Its focus has been the elaboration and implementation of programs and methodologies that promote the development of functional language ability through learner participation

in communicative events.

Adapted from the familiar 'inverted pyramid' classroom model proposed by Savignon (1983), it shows how, through practice and experience in an increasingly wide range of communicative contexts and events, learners gradually expand their communicative competence. It consists of grammatical competence, discourse competence, sociocultural competence, and strategic competence.

The four competences will be discussed as below:

- Grammatical competence refers to sentence-level grammatical forms. It is the ability to recognize the lexical, morphological, syntactic, and phonological feature of a language. Then, learners must be able to make use of these features to interpret and form words and sentences.
- Discourse competence is concerned not with isolated words or phrases but with the interconnectedness of a series of utterances, written words, and/or phrases to form a text, a meaningful whole. The text might be a poem, an e-mail message, a sportscast, a telephone conversation, a short story, or a novel.
- Sociocultural competence extends well beyond linguistic forms and is an interdisciplinary field of inquiry having to do with the social rules of language use. Sociocultural competence requires an understanding of the social context in which language is used for the roles of the participants, the information they share, and the function of the interaction.
- Strategic competence is the coping

strategies that we use in unfamiliar contexts to imperfect knowledge of rules or limiting factors in their application such as fatigue or distraction. With practice and experience, we gain grammatical, discourse, and sociocultural competence.

By definition CLT puts the focus on the learner. Learner communicative needs provide a framework for elaborating progress goals in terms of functional competence. This implies global, qualitative evaluation of learner achievement as opposed to quantitative assessment of discrete linguistic features. CLT is not a new idea. Throughout the long history of language teaching, there always have been advocates of a force on meaning, as opposed to form, and of developing learner ability to actually use the language for communication. According to the communicative approach, in order for learning to take place, emphasis must be put on the importance of these variables:

- Communication: activities that involve real communication promote learning.
- Tasks: activities in which language is used to carry out meaningful tasks supports the learning process.
- Meaning: language that is meaningful and authentic to the learner boosts learning.

Discussion of CLT not infrequently lead to question of grammatical or formal accuracy. CLT favor learner self-expression without regard to form. Grammar is important, and learners seem to focus best on grammar when it relates to their communicative needs and

experiences. Communicative competence obviously does not mean the wholesale rejection of familiar materials. There is nothing to prevent communicatively-based materials from being subjected to grammar-translation treatment, just as there may be nothing to prevent a teacher with only an old grammar-translation book or her disposal from teaching communicatively.

Later, there might even be an explanation of the grammar involved. There might be even a structure drill, such as letting the student substitute other past participles in a sentence: 'I wish I could have drunk it', 'I wish I could have had it', 'I wish I could have got it'. However, such techniques are only employed in the interest of assisting the students to communicate their ideas.

There are at least three adjectives to describe Communicative Language Teaching (CLT). Here are the three adjectives chosen to describe CLT: challenging, interesting and unpredictable. The explanation would be one by one as follows. The first adjective is challenging. Why is Communicative Language Teaching (CLT) challenging? As a non-native speaker of English a teacher of CLT must work and learn harder than those native speaker teachers. The teacher must learn of how to pronounce the words in English correctly. She/he has to try hard to be fluent in English so that the students will not complain about her/his speaking skill. Then, the second adjective to use is interesting.

Communicative Language Teaching (CLT) method is interesting because communicating with other people in English is

always interesting. Besides, talking to other people about certain topic in English is really interesting. It is because everybody can share their ideas and thought in the same language. The last adjective is unpredictable. Sometimes, a teacher comes to his/her class with a lesson plan. The question is: will it work? We do not know what is going to happen in our class. Therefore, she/he needs to be prepared for something unpredictable. Instead of preparing a lesson plan, she/he needs to prepare plan A, plan B or plan C.

In this passage the discussion only puts one of the aspects in Communicative Language Teaching (CLT) design. It is the roles of the teacher. The teacher has at least three roles when she/he conducts the class using this method. Firstly, the teacher is as a need analyst. It is the teacher's responsibility to determine learners' language needs. It can be done through one-to-one sessions with students. They can talk about the learning style, learning assets and learning goals. Secondly, the teacher is as counselor. As a counselor, a teacher is expected to be a good example of an effective communicator. He/she is seeking a way to maximize speaker's intention hearer's interpretation. Finally, the third one is that the teacher functions as a group process manager. It is required to lessen teacher-centered classroom management skills. The teacher is responsible for organizing the classroom as a setting for communication and communicative activities. However, non-native teachers may feel less than comfortable about such procedures without special training. The focus

on fluency and comprehensibility in Communicative Language Teaching (CLT) may cause anxiety among teachers.

CLT is not exclusively concerned with face-to-face oral communication. The principles of CLT apply equally to reading and writing activities. They involve readers and writers engaged in the interpretation, expression, and negotiation of meaning. The goals of CLT depend on learner needs in a given context. CLT does not require small-group or pair work. Group tasks have been found helpful in many contexts. They are as a way of providing increased opportunity and intonation for communication.

The essence of CLT is the engagement of learners in communication in order to allow them to develop their communicative competence. The terms sometimes used to refer to features of CLT include process, oriented, task-based, and inductive, or discovery oriented, CLT cannot be found in any one textbook or set of curricular material. CLT is properly seen as an approach or theory of intercultural communicative competence. It is to be used in developing materials and methods appropriate to a given context of learning.

III. CONCLUSION

The concern of CLT's advocates is to get people to communicate by any means possible. This implies that every teacher should focus on her/his fluency to fit the needs of the learners. A teacher must also be very creative to modify the activities, the teaching aids and materials. The requirements are

difficult. It is because not all classrooms can allow for group work activities and for teaching aids and materials. CLT can succeed, as long as teachers don't completely reject the need for the structure provided by grammar. Teachers must strive for moderation and shouldn't neglect the merits of other methods. CLT, in the hands of a balanced teacher, can bring new life and joy to the classroom. Its vitality makes it an important contributor to language learning approaches.

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