

**PROJECTING COMMUNICATIVE LANGUAGE TEACHING (CLT)
IMPLEMENTATION IN TEACHING SPOKEN LANGUAGE AT SECONDARY
SCHOOL**

Shofiah Nur Azizah
Siliwangi University
Shofiahnurazizah02@gmail.com

Yusup Supriyono
Siliwangi University
yusupsupriyono@unsil.ac.id

Agis Andriani
Siliwangi University
agisandriani@unsil.ac.id

Abstract: The interconnected between communicative competence and Communicative Language Teaching (CLT) has been recognized as the most common approach in promoting communicative competence in language teaching. Moreover, it has been implemented by many English as Foreign Language (EFL) countries involved in Indonesia. This study aims to determine the CLT implementation as performed by an EFL teacher in teaching spoken language at Secondary School. To achieve the aim, this study used a descriptive case study as a research design. The participant of the study was an EFL teacher who implements CLT in teaching spoken language. The data were collected through semi-structured interviews, classroom observation, and document analysis. The result of the data collection was analyzed by using Qualitative Data Analysis from Miles, Huberman, and Saldaña (2014). The findings revealed that the CLT implementation has been performed by an EFL teacher through three components. Those are seen from the teacher's way of deciding the material, being a facilitator in the teaching-learning process, and applying teaching-learning strategies. This research indicates that the use of the CLT approach could facilitate learners to develop communicative competence skills.

Keywords: *communicative language teaching, spoken language, English as a foreign language*

INTRODUCTION

English is seen as an essential language to be mastered in this era, especially in communication. One of many approaches to guide learners in mastering English is communicative language teaching. Communicative Language Teaching (henceforth CLT) is a set of language teaching principles to improve communicative competence through the varieties of language classroom activities with a teacher as a facilitator and emphasizes learners' role in the classroom (Richards, 2006; Owen & Razali, 2018). The notion means that CLT plays a role as one of the language learning approaches for gaining communicative competence naturally. Evidently, in the context of English as Second Language (ESL) learners, the CLT had positive impacts on their English learning such as developing vocabularies, being confident more, developing new ideas, empathy, fluency, collaboratively, and motivated more in learning (Owen & Razali, 2018; Mangaleswaran & Aziz, 2019; Arain, Khadim, Jatoi & Manzoor, 2020; Eddie & Aziz, 2020; Carranco, Cristina, Garcés, & Graciela, 2021). Because of that, this approach was considered as one of the core teaching principles in current English to achieve learners' communicative competence (Arain, et al., 2020).

Furthermore, based on the result of the researcher's preliminary observation in the process of determining the data shows that Indonesia as an English as a Foreign Language

(EFL) country that used Curriculum 2013 (*K-13*) applies CLT in the teaching-learning process, particularly in teaching spoken language at Secondary School. In this context, there is an EFL teacher who implements CLT and presents the material that connects to the learners' life, at the time she did the information gap activity. The information gap activity was required learners to interact for achieving communicative competence as the characteristic of the CLT approach (Richards, 2006). Therefore, English interaction is required in the process of promoting spoken language or basic communicative skills before more complex language proficiency to gain communicative competence (Brown & Yule, 1983; Richards, 2006).

Besides, the researcher was invited to join the English teachers' organization (*MGMP English*) gathering. At the time, the teachers discussed the kind of English materials and how to create learners' communicative competence as the goal of *K-13*. Therefore, as a response to the learning objective of English language teaching at Secondary School, the teacher who uses the CLT approach explained her experiences in promoting spoken language to gain learners' communicative competence and she proved her lesson plan. For the reason of some teachers' point of view, the teacher who uses the CLT approach was recognized has a good ability in creating classroom interaction using the CLT approach. Referring to an issue of teaching spoken language using CLT performed by an EFL teacher as a response to the English learning objective of *K-13* at Secondary Schools, the researcher wants to know about her implementation of CLT principles.

Many previous studies discussed the CLT in teaching speaking since the previous studies focused more on the impact of CLT on ESL students' speaking skills (Owen & Razali, 2018; Mangaleswaran & Aziz, 2019; Arain, et al., 2020; Eddie & Aziz, 2020; Carranco, et al., 2021). While this study focused more on how an EFL teacher performs CLT in teaching spoken language to create learners' communicative competence at one of the Secondary Schools in Tasikmalaya. Consequently, a teacher who would implement CLT in English learning should focus more on the way how to teach spoken language through the CLT approach in creating learners' communicative competence.

RESEARCH METHODOLOGY

The research design in this research was a descriptive case study, which focused on describing a contemporary phenomenon in a real-life context (Yin, 2003). In this research, the researcher described real-life experiences on teacher's implementation of CLT principles in teaching spoken language at Secondary School. The phenomenon for this descriptive case study is an EFL teacher response to the objective of English language teaching based on *K-13* at Secondary School in creating learners' communicative competence through CLT, whereas an EFL teachers' implementation of CLT in teaching spoken language at Secondary School become the case of this research.

The participant involved in this study was an EFL teacher who has good experience in implementing CLT. The data of this study was qualitative data obtained from the teacher's interviews, classroom observation, and document analysis. In this context, to confirm and check the data, triangulation by the method will be used (Miles, Huberman & Saldana, 2014). Furthermore, the data were analyzed using Miles, Huberman, and Saldana's (2014) model analysis. This data analysis method was used because it offers convenience and time efficiency in analyzing the data. The data analysis process is data condensation, data display, and drawing and verifying conclusions.

RESULT AND DISCUSSION

Three main themes emerge that refer to the CLT implementation as performed by an EFL teacher in teaching spoken language at Secondary School are: (1) deciding teaching-learning material, (2) being a facilitator in the teaching-learning process, and (3) applying teaching-learning strategies.

Deciding teaching-learning material

In deciding teaching-learning material, the teacher uses authentic material, shows how and what to say the words, teaches grammar and vocabulary, and provides authentic communication. The use of authentic material has implemented through using a YouTube video and Google websites in her teaching-learning process. In this context, the teacher showed video YouTube material to support learners' comprehension. By means, except the English book resources, the teacher took additional material from a YouTube video and Google website because she believed that both of them could emphasize learners' communication into the real-life language. For the reason that, communication in real-life settings necessitates the use of authentic materials (Ray, 2020). Moreover, it could provide disclosure to real language and relate more to the learners' needs.

Excerpt 1

"Yes. I use authentic material and that is very important. Usually I use existing material from books, YouTube, and Google to find related materials". (Teacher's interview)

Due to giving authentic material, the teacher showed a YouTube video in the CLT opening activities. The teacher instructed learners to identify the video. It purposed to create learners' understanding of the material. On the activity, the learners could engage the point of the material. However, after showing the video in the pre-teaching-learning activities, the learners were able to understand easily the whole of the material.

Excerpt 2

The teacher showed a quantifiers video from YouTube. Then, she said, " Okay, now look at the screen! Let's see first, I will show you a conversation of quantifiers. Look at the screen!" (Teacher's classroom observation)

Besides, the lesson plan guided the teacher to deliver additional material from YouTube and Google. In the first of core-teaching-learning activities, the teacher showed the video before explanation. Learners' comprehension of the main material was engaged. However, the learners seem interested to learn spoken English more.

Excerpt 3

The learners are motivated and focused on the material of expressing and asking people's presence, nouns, and animals in a certain amount (some and any) with observing the video from YouTube (https://www.youtube.com/watch?v=SOvjAuD6Yks). (Teacher's lesson plan)

Through using authentic material the teacher could engage learners' knowledge easier. Besides in the case of this Secondary School, the learners were forbidden to use the gadget and they could not play a supporting material of their topic. However, when the teacher showed

and gave them a YouTube video or any additional material from Google, the learners would be interested more to learn because it exposed them to learn by real language and related more closely to their needs.

In creating learners' communicative competence, the teacher taught the synonym word to use and how to say the word with drilling. The teacher told that she not only created learners to enrich vocabulary only. However, she would produce synonym words to understand more and train learners how to pronounce the words in the core-teaching-learning activities. As Tekliuk (2020) described, giving a choice of what and how to say would direct learners to exercise communicative competencies. In this situation, the teacher has directed learners through giving synonym words and made drilling.

Excerpt 4

"..Especially in my English teaching-learning process, I try to make learners rich in mastering vocabularies, so I mean that I have to emphasize to them how to say not only about what to say". (Teacher's interview)

In the core-teaching-learning activities, the teacher directed learners to understand her description. There, she produced synonym words to gain learners' understanding. The teacher expected could figure out it. However, she tried to use learners' daily language to create learners' understanding. Then, the learners could engage what is the teacher means.

Excerpt 5

The teacher gave a synonym word to understand her description. Then, she said, "So, the quantifier is a word that is usually written or expressed before the noun. Yes, Quantifier is a word that is usually written or expressed before a noun. Okay, so the purpose is? What is the meaning of the purpose? (No one knows). Then, the teacher said, "aim aim, or aim" (Teacher's classroom observation)

Due to the teacher's lesson plan, in the core of teaching-learning activities, the teacher asked learners to produce a sentence. After producing a sentence, the teacher should train learners to pronounce the words through a drilling session. However, the learner could learn how to pronounce the word through drilling.

Excerpt 6

The learners were asked to read the example of simple present tense then do the drilling. (Teacher's lesson plan)

Looking at the data above, the teacher did not teach about the material only nonetheless she taught how to say it too. However, although teaching the synonym words is not guided in the lesson plan, the teacher is trained to give the synonym words continuously. It intended to create learners more understanding and had rich words. Besides, the teacher trained learners' pronunciation. It could be seen that the teacher trained learners' pronunciation for helping learners to have appropriate pronunciation in gaining communicative competence.

The teacher was not only facilitating learners' learning but also sometimes introducing learners to the grammar and vocabulary. For instance, the teacher did not give the grammar and vocabulary immediately. In this context, the teacher would introduce vocabulary based on the situational context. In this context, when the learners learned about quantifiers and

sometimes they did not know the vocabulary related to the material, they would ask the teacher. At the point, presenting vocabulary is necessary. For the reason that, vocabulary is a tool for understanding, expressing, and communicating with others (Ukute, 2019). In the teaching-learning process, the teacher gave learners vocabulary based on the learners' question or sometimes she gave the vocabulary immediately, it was based on the situation.

Moreover, introducing grammar is necessary for the learners. Further, grammar has the important role in language learning and it is one of many language elements to support communication (Moe, 2019; Andriani, Yuniar & Abdullah, 2021). Therefore, the teacher would take time for introducing grammar follow the material. Generally, sometimes the teacher presented the direction of using grammar and introduced the vocabularies in the core or post-teaching-learning activities.

Excerpt 7

"I give learners the freedom to express something related to the topic. However, I will discuss the structure of the sentence is. I will not give it directly. I do not give the vocab immediately but teaching vocabulary derives from learners' questions based on their vocabularies they did not know before". (Teacher's interview)

Based on classroom observation, the teacher taught a little bit about grammar in the core of teaching-learning activities. However, the teacher encouraged learners' responses in discussing the grammar material. Then, the teacher gave the vocabulary through learners' needed. The learners asked the teacher about the vocabulary that they did not know at the time of comprehending the material. She taught grammar and vocabulary to follow the material. It rose based on learners' questions. The teacher was guided learners in presenting grammar and vocabulary. It happened through presenting learners into sentences or discussing the material. However, the step of teaching vocabulary is not directed in the lesson plan. Nonetheless, the teacher had her special ways to teach grammar in the core of teaching-learning activities based on the context.

The teacher has given authentic communication to the learners by providing the audio from the YouTube video and the barcode from the Erlangga English book to practice listening. In this context, the teacher provided authentic communication through the conversation of YouTube video. Sometimes, she scanned the barcode from Erlangga English book in ErLBook Reader as the application to scan Erlangga book barcode then she could present the audio to the learners for doing listening practice. It intended to give opportunities for the learners to listen to authentic communication. Through providing audio from YouTube video and the barcode from Erlangga English book to practice listening, the teacher told that she always provide them with the main of CLT activities.

In teaching spoken language, the teacher invited learners to come to the computer laboratory and provided video from YouTube in the CLT opening activities. Providing video is one of the teacher's strategies to introduce learners to authentic communication. There, the learners listened to the speaker's example in expressing spoken language material.

In the teacher's lesson plan, it is seen that the teacher should show a YouTube video to the learners to know the real language to use on the audio in the first activities of the core-teaching learning activities. There, the teacher instructed learners to listen and identify the video. Therefore, the learners would be helped to understand more the material. Moreover, in another material, usually, the teacher provided audio to present authentic communication to the learners. The sources, it was provided in the Erlangga English book through barcode. In this

context, the teacher should scan the barcode of the application of the ErLBook Reader for the application to scan the Erlangga book barcode. Then, the teacher would get the audio to present to the learners. Therefore, learners could get the rehearsal of real-life target task through authentic communication (Esfandiari & Gawhary, 2019).

Being a facilitator in teaching-learning process

In being a facilitator in teaching-learning process, the teacher should be more creative in creating learners' understanding, gives stimulus, and being classroom organizer. In creating learners' understanding of the speaker's or writer's purposes, the teacher has a strategy to be creative more in creating learners' understanding by relating the material into learners' daily language, asking learners' comprehension, and replaying the material to create learners' understanding more. Through the implementation, learners were able to be more communicative in the teaching-learning process. Therefore, the teacher wanted that the learners could figure out the speaker's or writer's intention.

Excerpt 8

"We as a teacher must be more creative to create learners' understanding, like informing learners with their daily communication is provided on the English material. So, the way to create learners' understanding is driving learners to the contextual teaching-learning and I always make repetition to create more learners' understanding well". (Teacher's interview)

In the pre-teaching-learning activities, the teacher did an apperception as repeating the previous material. It purposed to make sure that the learners had understood their previous material and already to learn another material. In this case, the learners responded teacher's question well. After doing question and answer, the teacher took them into the new material.

Excerpt 9

The teacher did an apperception about quantifiers. The teacher said, "What is the difference between a few and a few?" (Teacher's classroom observation)

Due to the teacher's lesson plan, on the post-teaching-learning material the teacher created reflection with the learners. In this context, the teacher took learners into their daily language. Moreover, the learners were responded to the teacher's question with their daily language. However, the teacher could engage learners' understanding here.

The teacher's strategy to create learners could figure out the speaker's or writer intended to be creative more in informing the spoken language material. Like in showing the video in CLT opening activities as the source of the material, the teacher would replay it more. Besides, the teacher drove learners into their daily language and introduce the material in-depth. Those ways are not directed in the lesson plan, but the teacher drove learners into their daily language and introduce the material in-depth to engage learners' understanding more until they could figure out the speaker's intention. As Burkhonova (2021) described, part of being communicatively competent is being able to understand the speaker's or writer's intention. However, the teacher has been tried to create learners' understanding of the topic.

The teacher's responsibility to establish learners' engagement in promoting communication material is to give learners stimulus by correlating their daily language with

the material, relating the topic to the social context, and building learners' background knowledge. However, the teacher believed that learners would get rich background knowledge through making the correlation with their daily language. Therefore, the learners could be engaged more in the material. In this context, the learner would imagine what they usually produced and tried to correct it through the learning process.

Excerpt 10

"I build learners' background knowledge by bringing them into their daily language first, then I make a correlation between their daily languages with the material that I will deliver. It is for gaining learners' engagement on the material that they will learn. Although I believe that they will not know about much, many, little, or few are quantifiers. However, the way to introduce quantifiers is by giving learners' stimulus".
(Teacher's interview)

In the pre-teaching-learning activities through promoting communication, the teacher stimulated learners by providing sentences to take learners on the material. The teacher correlated the material based on learners' daily language and made body language on it. However, it could make them easier to comprehend the material

Excerpt 11

The teacher promoted the material by giving sentences to guide learners into the material. The teacher said, "I usually walk, I usually walk on the, I am sorry sorry. I usually walk in the yard (The teacher practiced it). I am sitting on the chair (The teacher practiced)." (Teacher's classroom observation)

Furthermore, in the pre-teaching-learning activities of the teacher's lesson plan that the teacher should guide and take learners into the sentences for engaging the material. It purposed to build learners' background knowledge. After engaging learners in the material, learners were required to produce a sentence to check their engagement before learning the material more. However, the teacher could create learners' understanding easier through building learners' background knowledge.

The teacher gave learners stimulus in promoting communication in the pre-teaching-learning activities. The teacher's way in promoting communication such as making relation with learners' daily language to promote the topic, relating the topic to the social context, and building learners' background knowledge. However, in those activities, the teacher could engage learners' comprehension to understand the material. For the reason that, an event necessitates careful preparation and the ability to create a learning environment that provides learners with an ensured source of stimuli and keeps them engaged (Grytsiak, 2019).

In setting up communicative activities, the teacher acted as a classroom organizer by leading the teaching-learning activities, determining learners into the groups for doing the discussion, helping learners in Kahoot time, giving essential material based on learners' needed although is not directed in the teacher's lesson plan, paying attention to the learners, and encouraging learners center during the teaching-learning process. In this context, the teacher told that she had been an advisor during the classroom activities. Besides, she told that she would determine the groups and the topic to discuss in small group discussions. Then, in the core-teaching-learning activities, the teacher would answer learners' questions and gave them an example to make learners' understand. The teacher has planned to do Kahoot as one of the quantifier materials. There, the teacher would guide learners on how to operate a laptop in doing Kahoot. Because the teacher expected that not all of the learners could operate laptop

In the pre-teaching-learning activities, the teacher leads to begin the subject by greeting the learners and *bismillah*. Then, the learners responded to the teacher communicatively as a sign that they were already learning English. After getting learners' readiness, the teacher directed learners into the core-teaching-learning activities. However, the teacher could lead the learning activities well.

Excerpt 12

The teacher greeted learners with greetings. The teacher said, "Assalamu'alaikum Wr.Wb. Good morning! How are you in this morning?" The teacher began the subject with bismillah. The teacher said, "Now, let's begin our lesson today by reciting bismillah together." (Teacher's classroom observation)

Due to the pre-teaching-learning activities, the teacher should organize the time of classroom activities. There, the teacher should begin the lesson. In this situation, the learners would follow the teacher's instruction. However, in this situation, the teacher did not order a learner to lead the class to read the prayer. Due to the situation, the learners were not in an unconditional situation. Therefore, to create a good situation the teacher led the opening teaching-learning activities by herself.

Due to the data above, the teacher acted as a classroom organizer to emphasize learners in engaging communicative competence. As Chaovanapricha and Chaturongakul (2020) described, the teacher has a big role during the teaching-learning process such as being a lesson planner, learning organizer, and class activities designer. Therefore, many activities guided by the teacher such as leading the teaching-learning activities, determining learners into the groups for doing the discussion, helping learners in Kahoot time, giving essential material based on learners' needed although is not directed in the teacher's lesson plan, paying attention to the learners, and encouraging learners center during the teaching-learning process. However, the teacher has facilitated learners to have communicative competence and to understand more on the material.

Applying teaching-learning strategies

In applying teaching-learning strategies, teaching focuses on communicative competence, emphasizes on the process of communication than language form, operates the language in the classroom, uses games, allows the learner to express their ideas and opinion, ignores learners' errors, encourages communication in interaction, creates social event, and introduces language form. In the CLT classroom, the teacher had to focus on learners' communicative competence by encouraging learners to respond, directing learners to speak using the target language during teaching-learning activities, encouraging learners to communicate in English more through applying spoken English material in translation sessions, and trying to make English communication is a habit by training them through giving and changing the form of the sentences. In this context, the teacher-directed learners to speak English as the target language and taught learners that English is not only the object of the study. The main of many teacher's strategies to create learners' focus on communicative competence is encouraging learners to communicate in English more during the teaching-learning process.

Excerpt 13

"One of the ways to get an English learning objective using CLT is to know how to teach using CLT strategy which focuses on learners' communicative competence, and

how to build learners' English interaction. I usually encourage learners to interact in English in the classroom" (Teacher's interview)

Talking about focusing on learners' communicative competence, in the pre-teaching-learning activities. The teacher invited learners to communicate in English. As Mollel (2021) described, English is an interactive tool in the classroom, not primarily material to be studied. Therefore, in the classroom observation that the teacher encouraged learners to respond to her greetings. On this occasion, the learners presented various responses. Although, many of them were produced the common language use. However, from the pre-teaching-learning activities, the teacher had focused on encouraging learners' communicative competence.

Excerpt 14

The teacher greeted learners with greetings. The teacher said," Assalamu'alaikum Wr.Wb. Good morning! How are you in this morning?" (Teacher's classroom observation)

Based on the teacher's lesson plan, in the pre-teaching-learning activities, the teacher was directed to greet learners and to ask learners' conditions. In this context, the learners were responded to the teacher's greeting communicatively. Most of them were responded to the teacher with the common response, while several learners were responded with their various responses. However, the teacher did not instruct learners to respond in the same way.

Excerpt 15

The teacher greets learners. (Teacher's lesson plan)

During the teaching-learning process, the teacher focused on communicative competence. In focusing learners to communicate more, the teacher did many modification strategies from the lesson plan. The teacher tried to focus on many ways such as encouraging learners to respond, directing learners to speak using the target language during teaching-learning activities, encouraging learners to communicate in English more through applying spoken English material in translation sessions, and trying to make English communication is a habit by training them through giving and changing the form of the sentences. In this case, the learners could work on the teacher's strategies. However, there the teacher could get learners communicative competence.

During the CLT teaching-learning process, the teacher emphasized the process of communicative rather than language form by encouraging learners to communicate more without focusing on the language form. The teacher told that language form would be mastered along with the time of the communicative process. It is in line with Eng and Peidong (2021), who stated that the CLT classroom was suggested to improve the process of learners' communicative competence rather than language form. Therefore, the teacher encouraged learners to communicate more. Along with that, the learners would consider the right and the false language form.

Excerpt 16

"...I will emphasize their speaking competencies and their communicative competence first. While learners' awareness of mastering language form will be mastered". (Teacher's interview)

In the pre-teaching-learning activities, the teacher has been seen that she would encourage learners' communicative competence in responding to her questions. She checked learners' attendance and expected responses from the learners. At this moment, the learners gave the responses communicatively. Although many of them responded with ungrammatical sentences, the teacher did not consider it. It purposed to gain learners' communicative competence.

Excerpt 17

The teacher checked learners' attendance and ignored learners' ungrammatical sentences. The teacher said, "Who does not come today?", then a learner responded to her as, "Farisa comeback. Halwa". (Teacher's classroom observation)

On the spoken English teaching-learning process, the teacher emphasized the process of communication rather than mastering the language. Those strategies are not directed in the lesson plan, but the teacher did many modification strategies on the situation. It is intended to build learners' communicative competence. She taught that learners would master language form through the process of communication. Although the teacher did not give many spaces to communicate more in the post-teaching-learning activities. However, the teacher has been tried to focus on the process of communication to create learners' communicative competence.

The teacher operated language in the class by producing complex language which concludes cohesion and coherence sentences to gain learners' engagement. Therefore, she produced complex language as an example for the learners and expected it could be implemented by the learners. She began step by step to operate with language at the discourse with the learners, an example she brought learners into the mother language at the last of the study to understand my statement and gave them another example of complex language.

Excerpt 18

"In the teaching-learning activities, I use complex language or sentences and I try to teach them complex language." (Teacher's interview)

In the pre-teaching-learning activities, the teacher did an apperception to take learners back to the previous activities. It purposed to make a strong learners' comprehension on the material. In this situation, the teacher used cohesive and coherent sentences to encourage learners to understand her description. As Pan (2021) stated cohesion and coherence are important for directing learners to be able to receipt and respond to languages However, the learners could understand the teacher's description and respond teacher's questions well.

Excerpt 19

*The teacher did an apperception about quantifiers. The teacher said, "In the previous meeting, we have studied quantifiers. So, I wanna ask you. Do you still remember what a quantifier is? (The learners were responded communicatively) Oke, the word that is usually written **or** express before the noun". (Teacher's classroom observation)*

The teacher used cohesive and coherent sentences during the teaching-learning process. It is not directed in the lesson plan, but the teacher gave the best strategy to create learners' communicative competence. She expected through using cohesion and coherence that learners could understand her explanation more. Besides, the teacher wanted learners could produce

cohesive and coherent sentences too. However, the teacher tried to train them to work on language step by step.

In improving learners' communicative competence, the teacher used games by providing Kahoot and the question and answer quiz. In this context, Kahoot acted for measuring learners' understanding and providing learners to learn language from the real language in the core-teaching-learning activities. In the Kahoot games, the learners could not see the questions on their laptop screen and it was only the shapes such as box, triangle, kite, etc. Because of that in playing Kahoot, the learners should focus on the teacher's screen. Sometimes the teacher read the questions by herself. On it, learners should make good attention to the teacher. However, some of them asked their classmate to retell the question. Thus, the learners would produce a real language on the Kahoot.

Excerpt 20

".. For quantifiers themselves, I have prepared it. The game is educational, it is from Kahoot. There is a unique thing in playing Kahoot, like when we show the question on the projector screen and learners will only see the question there. It means the learners will not find the question on their laptop but only from teachers sharing the screen on the projector screen. Sometimes, they are mis-pressed to choose the answer, it is because they only code on their laptop without any questions there. Sometimes, the learners are unfocused too in answering the questions through the codes of the square, triangle, and kite. Kahoot encourages learners to focus more on learning". (Teacher's interview)

At the computer laboratory, the teacher gave the Kahoot games. The learners have seen interest because they did not play any technological tools. Although they are interested in playing Kahoot, they should focus more on answering the questions. Sometimes, the learners asked each other several questions that they did not understand. Based on the teacher's lesson plan, the teacher should give Kahoot games in the core-teaching-learning activities. It purposed to encourage more learners' communicative competence. As Al-Karawi (2020) argued creating learners' interaction and communication in the classroom is the goal of playing language games. In this context, the learners could communicate with each other spontaneously. Moreover, the teacher did Kahoot to create real language communication between learners during the learning. The teacher did Kahoot and a question-answer quiz to create a real language in the main of CLT activities. Although a question-answer quiz is not directed in the lesson plan, the teacher modified the strategy to gain learners' communication and interaction. Thus, the learner has successfully communicated in the process of Kahoot and question and answer the quiz. Besides, they could train their selves to listen and respond to their classmate. However, communication can be achieved through games (Al-Karawi, 2020).

In creating learners' communicative competence, the teacher allowed learners to feel free in expressing their ideas and opinion. It is to improve their communication ability. The teacher encouraged them to communicate more related to the material especially. However, the teacher said that usually there could be found several learners communicated out of the material, and of course, there would be a learner or learners who always remind their friend to keep going on the material. On another side, the teacher found that several learners expressed sentences in the wrong way, and usually, there would be a learner or learners who always remind their friend to correct it. In this case, the teacher did not interrupt their communication and allowed them to express their ideas and opinion to each other.

Excerpt 21

“I allow learners to do something as long as it does not violate the teaching-learning process. Whether learners want to express their opinions or ask about another topic, however, those should be related to English and of course, I will give them freedom. The example when I teach at 8D, sometimes some of the learners communicate using unsuitable expressions. But, her friend tells her that she is mistaken and tells her opinion to express something. There, I never talk to them silently, never”. (Teacher’s interview)

When the teacher did an apperception in the pre-teaching learning activities, she encouraged learners to share what they have known. Many learners expressed their ideas and opinion about the expression of inviting someone. After doing an apperception the teacher asked learners’ background knowledge related to the material that they would be learning. Some of the learners express their background knowledge communicatively. Based on the teacher’s lesson plan in the core-teaching-learning activities, the teacher should give the occasion to the learners to give the questions based on the material. Along with Toro, Minuche, Tapia, and Paredes (2019), they stated that learners should be allowed to make the effort to participate and express themselves, it does not matter if they were using the words properly, at least they should try to improve their language skills through continual practice.. At this time, the learners were allowed to communicate. The topic to discuss could be their obstacles in comprehending the material, ideas, and opinions. However, giving learners occasion to communicate is in the same meaning as creating learners’ communicative competence.

Allowing learners to express their ideas and opinion is one of the important things to improve learners’ ability in communication. The strategy is not directed in the lesson plan. Nonetheless, the teacher enforced it in the teaching-learning process to engage more learners’ communicative skills. There, the teacher did not interrupt learners’ errors immediately and never talk to them to be silent learners if they did an error. However, the learners encouraged learners to communicate more. By inviting learners to communicate more during the teaching-learning process, asking questions based on the material, on it she allowed learners to express their ideas and opinion. Then, the learners could be more confident in communication.

Ignoring learners’ errors is one of the teacher’s ways to create learners’ communicative competence. It means, the teacher did not ignore learners’ errors fully, nonetheless, she guide them in her special ways. First of all, is reminding learners’ errors through joking. Therefore, the teacher did not want to make her learners down in producing English communication. However, making a joke was the best way to notice and correct the learner’s error.

Excerpt 22

“When learners make mistakes in English communication in the English teaching-learning process, I remind them through joking. It is for making them unoffended of their mistakes”. (Teacher’s interview)

Based on the pre-teaching-learning activities the teacher checked learners’ attendance. In this situation, the teacher checked learners’ absence from the paper permission. It is seen that the teacher purposed to encourage learners to tell the reason for their classmate’s absence. In this situation, some of the learners were given unclear information and some of them were respond use ungrammatical sentences.

The teacher created enjoyable classroom teaching spoken language for the learners. In the class, the teacher did not judge learner error directly and it is not directed in the lesson plan. As Mirbabayeva (2021) stated if the learners make language errors, the errors are excused to promote fluency. However, to engage learners' communicative competence she ignored learners' errors. She noticed learners' errors first then reminded them through joking. It is intended to not make learners down in communication. Sometimes, the teacher only smiles in attending to learners' errors or she created classroom discussions to aware of learners' errors. However, ignoring learners' errors is not explained in the teacher's lesson plan. Nonetheless based on this situation the teacher always keeps tolerating the learners' errors to create learners' communicative competence. Based on the CLT classroom, the teacher enforced learners to encourage communication interaction by classroom discussions and learners' interaction. In this context, the teacher promoted the spoken language material through classroom discussion. The teacher told that learners seemed enthusiastic in responding to her question. There, learners had the awareness to participate in the teaching-learning process. Furthermore, familiarizing learners to communicate with the interesting topic like their daily language had a role to create their communicative interaction.

Excerpt 23

"My teaching planning in introducing quantifiers is doing classroom discussion first and I will ask their background knowledge about quantities. Usually, I heard that learners said," Is there much water?" So, they said much water, much water, and sometimes the water is not too much. In their daily activities, they often pronounce it. So, I will use the sentences to gain learners' comprehension and communication. There, learners will know that they will learn about the amount". (Teacher's interview)

Due to the classroom observation, at the pre-teaching-learning activities, the teacher checked learners' attendance. There, the learners got unclear information of the learner's absent reason. Then, she wanted to make sure the reason and asked the present learners twice. In this situation, most of the learners were looking to interact with each other to give the right information. However, communicative interaction happened through encouraging learners' respond on giving the information of learner's absence. Based on the pre-teaching-learning activities, the teacher checked learners' attendance. In this situation, the learners were responded teacher's question with various responses. Therefore, the teacher did not emphasize learners to respond to her question in the same way to create learners' communicative competence. Moreover, learners could respond to it communicatively. The teacher provided communicative interaction activities in encouraging learners' communicative competence. Through classroom discussions and learners' interaction, the teacher could encourage learners to interact with English. According to Eisenring & Margana (2019) described, interaction may provide learners with a fantastic opportunity to express themselves while also encouraging others to gather information. Nonetheless, due to the limited time of the subject, the teacher did not order learners to create a peer dialog to provide learners' interaction as the lesson plan guide. However, the teacher was modified teaching-learning activities by performing the dialog from their English book only. Besides, learners' interaction was happened through looking for learners' consideration to perform.

In setting up CLT classroom activities, social events are created by the teacher through instructing learners to do a role-play by performing peer dialog in the core-teaching-learning activities. Here, at the core-teaching-learning activities that the teacher guided learners to do

role play to perform the dialog in front of the class. That was given an essential meaning to the learners' utterance. Moreover, in the context of doing role play, the learners should imagine what they are.

Excerpt 24

".. I instruct them to make a dialogue that uses quantifiers and they have to practice it". (Teacher's interview)

Based on the teacher's observation, it was seen that the teacher brought learners to create the social event. Due to the limited time, the teacher could not instruct learners to create peer dialog. However, the teacher could modify teaching-learning activities. For this reason, the learners were guided to perform the available peer dialog from their English book immediately. There, the learners should focus on their role and be trained to build social events. Moreover, performing dialog is guided in core-teaching-learning activities of the teacher's lesson plan. In this context, the teacher directed learners to create the social event. At the time, the teacher guided learners to do role play in front of the class. Furthermore, the learners could train their interaction ability on the event. Based on the data above, the teacher had to create a social event to engage learners' communicative competence. As Armnazi and Alakrash (2021) described, the primary goal of CLT is to improve a learners' communicative competence, which is defined as the ability to comprehend language input and use it as an output in a social context. Therefore, in the teaching-learning process that the teacher instructed learners to do a role-play through performing peer dialog in the core-teaching-learning activities. In performing dialog, the learners are trained to act appropriately with their roles in their dialog. Through providing social context, the learners were expected to be able to be communicative learners.

The teacher introduced language forms in the classroom by using language forms during teaching-learning activities and presenting language forms based on the learners' context. Usually, she explained to learners on language form at the last of the learning. Although sometimes, the teacher rose the language form in the middle of learning. Nonetheless, to engage more learners' understanding she restated how to use language form appropriately at the end of the learning. It purposed for informing learning to know the kind of language forms and expected to they could apply it in their daily activities.

Excerpt 25

"... I raise the appropriate language form in the middle of the subject, then I emphasize language form in the last of the subject. I explain the appropriate language form, then remind learners to apply it in their daily activities." (Teacher's interview)

Based on pre-teaching-learning activities, the teacher read learners' attendance. She tried to use language form appropriately. It purposed to give a good example to the learners and expected learners to figure out their teacher. Hence, to strengthen learners' communicative abilities, teachers should learn and seek ways to integrate language form with other linguistic features through any happenings based on learners' needs in their context (Tichachart, 2020). However, the learners would adopt their language environment.

Excerpt 26

The teacher checked learners' attendance. The teacher said, "Who does not come today". (Teacher's classroom observation)

In the teacher's lesson plan, there is no guidance to introduce language form textually. However, the teacher used language form to introduce learners into the language form appropriately. Due to the concept of communicative competence using language form is one of the communicative competence components. Thus, the teacher tried to introduce language form to the learners all the time. Therefore, the teacher has been tried to communicate with the learner using language form appropriately. Based on the findings of data collection, the teacher had implemented the CLT principles. On the other hand, the teacher has not given the way to express alternative forms to express as one of CLT principles. It is expected to the less of direction in the teacher's lesson plan. In addition, due to the teacher's activities, the teacher could not give the specific information of her CLT strategies in the interview session.

In short, the CLT approach could facilitate an EFL teacher to gain learners into the target language and create learners' communicative competence. In this context, the learners' need facilitated on the CLT activities through providing whole-task practice, motivation, natural learning, and social context (Eisenring & Margana, 2019). Similarly, in this research the teacher as a facilitator provided teaching-learning practice such as listening practice and drilling to train learners' pronunciation, motivating learners by encouraging learners' respond to communicate more, presenting language form with learners' daily language in the teaching-learning process, and providing social context such as group discussion and doing role play. When learners were facilitated to be communicative competence through CLT activities the teacher developed learners' competence in critical thinking too (Winch, 2019). Therefore, the teacher supported learners to do a role play for providing learners opportunities to think and to use their creativity. Moreover, through various CLT activities, the learners could be motivated more to learn English. Whereas, the learning of a second/ foreign language could be successful through motivation (Garhani & Supriyono, 2021). Furthermore, with all those teachers' implementation of the CLT principles, the teacher has succeeded in creating learners' communicative competence.

CONCLUSION

The CLT is an approach used by an EFL teacher at one of the Secondary Schools in Tasikmalaya in teaching spoken language material. It helped the teacher to create learners' communicative competence. Therefore, the teacher implemented the CLT principles through various implementation, such as (1) deciding the material, (2) being a facilitator in the teaching-learning process, and (3) applying teaching-learning strategies. Further, those teachers' implementation could facilitate learners to have communicative competence and develop learners' critical thinking. However, the CLT approach was implemented by the teacher in teaching spoken language successfully.

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