



THE COMMUNICATIVE LANGUAGE TEACHING IN ENGLISH TEACHER SERVICE AT MTs AL-FITHRI CIMAUNG

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Article History:

Accepted August 2024;

Revised September 2024;

Approved November 2024.

Abstract: English communicative learning is crucial for students' development, enabling them to pronounce correctly, write, speak, interpret vocabulary, and memorize. However, some students may not pay attention to the material, leading to distractions. This research identifies the advantages and disadvantages of using communicative learning in English education. It found that teachers can modify methods based on individual student characteristics and abilities. The use of CLT improved students' grades and experiences, while also fostering interest and individual guidance. Overall, effective communication learning is essential for student success.

Keywords: communicative, communicative language teaching (CLT).

INTRODUCTION

Learning is not just about giving instruction; it's about becoming a better person. It's a mental effort to learn something. Social theory, a reductionist psychological approach, emphasizes relationships and interplay between individuals, examining interactions with various actors. It also highlights the importance of language in human life, as it serves as a medium of communication among societal members. Understanding the significance of learning in depth is crucial for applying qualitative research methods effectively. Language comprehension involves two domains: speech instrument sound and messages inferred from a sound stream. Humans use language for communication, and vocabulary

is the collection of words used to form sentences. Learning vocabulary is essential for linguistic proficiency and enhancing speaking abilities.

Language comprehension covers two domains: speaking sounds and their meanings. Humans use language for verbal and written communication, conveying feelings, wants, and thoughts. Vocabulary, a person's collection of words, is crucial for language proficiency, and increasing vocabulary leads to improved linguistic proficiency. English the official language of Commonwealth nations and is widely spoken. Beginners need a strong vocabulary foundation for understanding. Teaching English in elementary school aims to provide high proficiency for higher education. The difficulty in learning English generally is the lack of confidence. The use of inappropriate learning method will hinder the process of learning English so that the child will find it difficult to accept the learning of English duo to the choice of the wrong learning method. The lack of motivation in the learning process is to convince the students that they are able to learn English, and there are still more difficulties in the English learning process in secondary school.

Learning resources are crucial for classroom instruction, with a learning model serving as a roadmap. Teachers must effectively apply instructional strategies to achieve learning objectives. A positive learning environment requires solid learning materials and skilled management of the classroom, fostering a high-quality learning experience. To produce a qualified learning process, a learner needs teacher and good methode in the classroom. The methods in accordance with the needs in the classroom. The methods of learning applied can lower the quality of the learning process itself; thus, the improvement of the learning results of students in the school can be carried out with the use of the appropriate learning method by the teacher.

Communicative language teaching is a method that can give students the opportunity to interact more by practicing specific skills learned in class, either reading, writing, or dialogue. However, its speciality compared to the demonstration method is that the method communicative language learning makes students more active in learning; student become more courageous to practice something and not afraid; students are active in responding; this increases the student awareness of responsibility for a given task; and students experience the skills practiced. In fact, in the part of world education

teachers has used the classic method of lecturers, so the teaching of teachers is monotonous and boring. It can affect the interest and motivation of students in lessons.

The lecture method tends to result in disappointing learning activities. Although the method is boring yet there are times also necessary. Based on the observations that have been made by researchers in the MTs Al-Fithri Cimaung district of Bandung, it seems clear that students are not able to master English vocabulary well. Many Students, in terms of pronunciation, still look rigid in terms of understanding, memorizing, and writing, despite their ability to master it. During the English learning process, most students do not attention to the lessons taught by the teacher. Students are more focused on things they do, such as chatting.

When students are interested in learning methods, they will remain focused on the teaching and learning process, and when students enjoy the learning method, they will easily accept the learning taught by the teacher. Based on the observations of the researchers, they raised the theme of learning English because of the learning in the eighth grades at the MTs Al-Fithri. There were some obstacles, including a lack of motivation, teacher constraints, and poor methods. The researchers chose the research place in class VIII at MTs Al-Fithri because they wanted to know the development of the learning process of English subjects in class VIII at MTs Al-Fithri using communicative language teaching, and because of the strategic research place for research as well as a supportive learning environment.

METHODOLOGY

Qualitative research methods can be interpreted as methods used to examine certain populations or samples. Data collection uses research instruments, analysis, and qualitative data with the aim of testing the established hypotheses. Qualitative research methods are often called

naturalistic research methods because the research is carried out in natural conditions (natural settings). It is also called the ethnographic method because, initially, this method was widely used for research in the field of cultural anthropology (Darmadi 2013).

Define qualitative methods as certain traditions in social science that fundamentally depend on observing humans in their own area and relating to these people in their

language and in their terms. The qualitative research method is also a research method that places more emphasis on aspects of in-depth understanding of a problem rather than looking at problems for generalization research. According to qualitative research theory, in order for the researcher to be truly qualified, the data collected must be complete, namely in the form of primary data and secondary data.

With this method, the researchers aim to look at a case as a whole as well as real events or incidents to look for their specificity and characteristics. The form of case studies can be descriptive, exploratory, or explanatory. Descriptive case studies describe a symptom, fact, or reality. Explorative means finding out more deeply about a particular case and then providing a hypothesis. Explanatory, namely seeking information on aspects and causal arguments. In this study, researchers used a descriptive form of data that describes a symptom, fact, or reality at the research site. This method usually starts by discussing the uniqueness of a particular case. Then proceed with looking for theories or information about the same case in journals or other academic media. Then data collection, either through interviews or other informal speakers.

FINDINGS AND DISCUSSION

Communicative Language Teaching (CLT)

CLT is influenced by Stephen Krashen's hypothesis, advocating exposure to language input just beyond the learner's current proficiency level. The Common European Framework of Reference for Languages (CEFR) provides a contemporary theoretical framework that resonates with CLT principles, categorizing language proficiency based on communicative competencies across various contexts. In essence, CLT amalgamates these diverse theoretical foundations to create an approach that prioritizes meaningful communication. Social interaction, and learner-centeredness, aiming to equip language learners with the skills needed for authentic language use in the real world (Malika Kiyamiddinovna 2023).

Qualitative research is a method of inquiry that involves collecting and analyzing non-numerical data to understand concepts, opinions, or experiences. In the context of CLT activities in the classroom and investigate teachers' perceptions of those activities. This study found that the lecturers implemented group discussion, presentations, and role-

play activities in their classrooms. The students felt happy and believed they benefited from those activities, although some students faced difficulties during the presentation activity. In summary, qualitative research can be used to explore the implementation of CLT activities in the classroom and investigate students' perceptions of those activities. It can provide valuable insight into the effectiveness of CLT and help teachers improve their teaching practices.

Characteristic of the method of communicative language teaching

The communicative language teaching method offers a dynamic and holistic approach to language learning, putting authentic communication at the heart of the learning process. With a focus on the use of language in a real context, CLT seeks to create relevant and meaningful learning experiences so that it can motivate students to continue to develop their language competence. According to the Ms. Susi, the characteristics used in CLT are mostly visible and ongoing texts and situations, which are often found in daily learning activities. The sample material included short stories, dialogues, and scenarios relevant to student life. The purpose of using authentic material is to increase the relevance of learning to real-world situations.

Special feature of the method communicative language teaching

Speaking of course comparisons first, the educational objectives in schools are usually more general and comprehensive, covering a range of subjects aimed at providing broad basic knowledge. On the contrary, education in course institutions is often more focused on specific hobbies. The result is that student knowledge, such as foreign languages, technical skills, or specific hobbies. The result is that students tend to be superior in English courses both, in terms of knowledge and experience. Secondly, the duration and schedule of the study are also different. Schools have more fixed and structured schedules, usually lasting throughout the academic year with a fixed daily or weekly schedules. They can last for a short time, like a few weeks or months, and the schedule can be tailored to suit the needs of the student

Different types of student behavior at MTs Al-Fithri and Course Class

The differences in student behavior between MTs Al-Fithri and course class based on the results of interviews at the two schools reflect various aspect of the learning environment, teaching methods, and different learning purposes. Student behavior is often

influenced by formal structures and strict curricula. Students tend to show more passive behavior when in class, follow the instructions of teachers strictly, and focus on meeting academic requirements. Some students prefer academic achievements such as exam scores and homework to active involvement in language learning, students are more passive in class and focus on pursuing academics.

Students at MTs Al-Fithri are often bound by strict and limited schedules in terms of flexibility of study time. Finally student at MTs Al-Fithri are more likely to show obedient behavior and follow rules strictly, given the more formal and structured school environment. This behavior reflect a more supportive learning environment and encourages exploration and creativity. And other behaviors according to Ms. Susi are influenced by external motivation, competition and individual achievements.

Influence of Communicative Language Teaching

The communicative language teaching method (CLT) has a significant impact on language teaching, especially in improving the student's communicative competence. Based on the results of an interview with Ms. Susi the influence of CLT method in school is very helpful in learning activities, although it may not be guaranteed that every student is able to speak English. The researcher understanding of the influence of CLT on learning, CLT help students see the relevance of use in real-world situations. Simulation materials and situations enable students to apply what they learn in everyday life more effectively. The overall positive impact suggests that CLT is a dynamic and holistic approach to language teaching that not only improves students language competence but also their social, cognitive, and students master the target language more effectively and meaningfully.

Student Barriers and how to deal with them

Obstacles to language learning for students can arise from a variety of factors, including low motivation, speech anxiety, limitations in learning materials, and a lack of opportunity to practice the target language in a real context. The obstacles she is experiencing in the context of learning English have various factors among them; lack of learning support tools, broken home, culture, and lack of motivation. To overcome them is not an easy thing and requires mature analysis and the right action. The researchers found that low activation could be caused by a lack of relevance of the learning material to the

student's daily life or an uninteresting teaching method. Speaking anxiety often arises from a fear of making mistakes or being negatively evaluated by classmates. In addition, restrictions on the learning material that do not support the needs and interests of students can hinder the learning process. The lack of opportunity to practice the language in real-life situations is also a significant obstacle, as students do not gain the practical experience necessary to master the language well.

CONCLUSION

Communicative language teaching (CLT) has an impact on students' English learning outcomes. Learning results with the method of communicative language teaching have a positive impact on learning. This can be demonstrated by the results of interviews with English teacher at MTs Al-Fithri after being treated using the model. This research can support learning using the method of communicative language teaching (CLT) in the review of the results of teacher interviews in this study. The suggestion for further research is to involve factors directly related to students who may have new findings, such as student learning styles, their involvement in the learning process, the support provided by teachers, the environment, and everything related. In addition, research can consider variations and implementations of CLT to see how specific modifications can affect learning outcomes. In a theoretical context, this research makes a significant contribution to our knowledge of the effectiveness of CLT, in line with the findings of previous analysis studies. Therefore, further research is needed to understand the context and conditions that affect students' English learning outcomes in this learning model. It is hoped that in the future there will be a study of the impact of CLT so that it will be easier for researchers to fill in the shortcomings in this study.

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