

# English Teacher's Methodological Competence in Implementing Communicative Language Teaching in Teaching Speaking

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**Abstract**—Teachers' ability to implement Communicative Language Teaching (CLT) affects the students' communicative competence. CLT was designed to improve the students' communicative competence characterized by authenticity, real-world simulation, and meaningful task. English teacher. However, a little attention has been addressed on how CLT improves students' communicative competence that students show varied response in learning English particularly speaking. This qualitative study examines the methodological competence of English teachers in implementing CLT in teaching speaking. The goal to be achieved is to describe the implementation of CLT by two English Teachers at sixth female class of Special Education Program, Nurul Hakim Islamic Boarding School, Lombok. The data were obtained by conducting classroom observation and an interview with both of the English Teachers. The data obtained were analyzed by using Miles and Huberman Model. The result of this study indicates that English teachers did not implement CLT appropriately. More specifically, the classroom activities did not suitable with the classroom that best facilitate learning in CLT. However, some students showed a passive attitude in the classroom during teaching and learning process. This study recommends that English teachers has to implement CLT appropriately in order that students' communicative competence can be developed well.

**Keywords**—English teacher's methodological competence; ICT; teaching speaking; NurulHhakim Islamic boarding school

## I. INTRODUCTION

Developing students' ability to speak fluently and accurately is not an easy work. Teachers must possess various methods of teaching English. Sacrifice and patience are needed in order to manage the classroom. In that way, English teachers can manage the English Language Teaching classroom easily. There are many methodologies to facilitate students to be able to speak fluently and accurately. One of them is Communicative Language Teaching. As the name suggest, the main purpose of this method is that to build the students' communicative competence. Communicative competence enables the students to communicate in real situation with native speakers as well as foreigners. As the result, the communication's purpose can be reached. Besides, communicative competence possessed by the students lead

them to the gate of success. For instance, there are many exchanges programs offered by government to empower the students. As the requirement, the applicants must have ability to communicate in English actively. Meaning that, mastering English will ease them to get involved in such program. Therefore, to prepare the students become globally competitive, the government has included English as a primary subject taught in formal school. Furthermore, communicative competence can be gained by the students if teachers implement CLT well. In this case, methodological competence is crucial.

Regarding the ability of using English, students believe that their competency in using English must be developed. Nowadays, numerous people desire to develop their command of English or to ensure that their children achieve good command of English [1]. Consequently, English language teaching has developed rapidly. The demand for ability to communicate with English is grown significantly. It obviously can be seen as the impact of English is one of communication tool used globally. As the result, English language teaching has to adapt with such situation. Furthermore, the growing need for communication skills in English has created a huge demand for English teaching around the world. English language teaching keeps growing. Learners set the goal to be able to master English to a high level of accuracy and fluency. This situation gives impact to the English language teaching itself in many aspects such as the quality of language teaching, teaching materials and teaching resources. The demand for English globally has created a huge demand for quality language teaching and language teaching materials and resources. In addition to English language teaching in Indonesia, the qualification of English teacher is significantly affected the teaching and learning process. The teaching material as well as teaching methodology implemented will also affect the students' performance. The students' performance was affected by lack of English teachers and absence of teaching and learning materials [2]. Therefore, the qualified teacher is one of the key factors in learning English.

In relation to the implementation of teaching method in classroom, teachers still implement teacher-centered method [3]. As the consequence, the opportunities given to students are

not significant. As the result, the competence of students is not adequate. The problem of was that the role of individual accountability in CL implementation in Indonesian secondary school EFL classroom? Therefore, to answer the problem the study was expected to take out and explore a role that individual accountability in CL plays in Indonesian EFL Classroom, i.e. giving the learning opportunities to use the target language. In EFL context, students only learn English as a part of school curriculum meaning that there are many restrictions such as teachers' language ability, the accessibility of teaching properties and material, and governments' policy [4].

English teachers as the facilitator in the classroom need to be examined in term of the methodological competence in implementing CLT principles. It is because the English teacher has already possessed huge capability in teaching English as Foreign Language. Furthermore, experiences are also has been acknowledged by them during the English language teaching. So that, It is important that methodological competence in implementing Communicative Language Teaching principles needs to be examined as well as the importance of developing students' communicative competence particularly speaking. Methodological competence was determined through the sub competences that foreign language teachers should have in order to be considered competent from the methodological stands point [5]. Therefore, this research needs to be conducted. The central phenomenon of this research is the students have different response in learning English particularly speaking. So that it is important to be investigated. This part presents the identification of the research problems. There is a major issue stated in the background above that is English teacher's methodological competence in implementing communicative language teaching principles in teaching speaking. Therefore, the question of this research is that how is the implementation of CLT in teaching speaking? The next parts of this paper presents about the methodology of this research.

## II. METHOD

This study used a descriptive qualitative research describing the English teachers' methodological competence in implementing Communicative Language Teaching in teaching speaking. This study was conducted at the sixth grade female classroom of Special Education Program, Nurul Hakim Lombok. There were two English teachers as the participants. The data obtained by conducting classroom observation and an interview. The data obtained was analyzed by using Miles and Huberman Model including data collection, data reduction, data display and drawing conclusion [6].

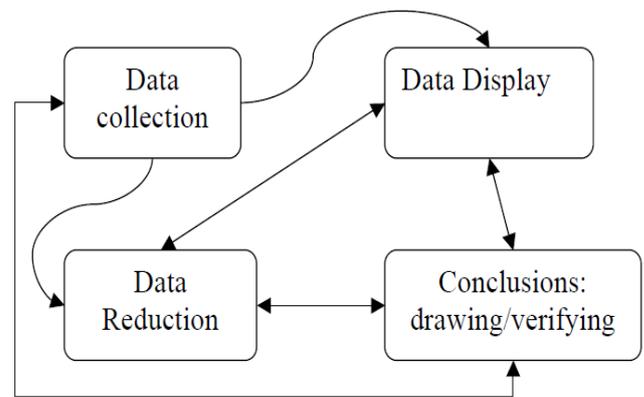


Fig. 1. Miles and Huberman analysis model.

## III. RESULTS AND DISCUSSION

This research was completely done at the sixth grade students of Special Education Program of Nurul Hakim Boarding School. There were two English teachers observed.

TABLE I. CLASSROOM OBSERVATION RESULT

No.	Items	ET.1	ET.2
1.	Learning topic	Narrative story	Showing direction
2	Classroom activity	Presenting narrative story	Dialogue in pairs, games
3	Students' accountability	Listen to their friends with no interaction	Listen to their friends with interaction
4	Teachers role	Sitting on the chair	Standing in the front of classroom

### A. The Implementation of CLT

This part presents about some aspects were investigated including the goals of language teaching, how learners learn a language, the kinds of classroom activities, and the roles of teachers and students in the classroom.

1) *The goal of language teaching:* The basic principle of CLT is that setting the goals of language teaching. As a mandatory of the curriculum that the outcome of language learning must develop the students' communicative competence, English teachers were set the goals as it was stated. Communicative competence is a basic tenet of sociolinguistics defined as what a speaker needs to know to communicate appropriately within a particular language community [7]. Communicative competence includes four aspects of language, including knowing how to use language for a range of different purposes and functions, how to vary our use of language according to the setting and the participants, how to produce and understand different types of texts, and how to maintain communication despite having limitations in one's language knowledge. Every time the teachers come into the classroom, the teachers always deliver the goals of the teaching. Teachers invited the students to get involved in the learning to be active.

2) *How learners learn a language:* Earlier views of language learning focused primarily on the mastery of grammatical competence. The language was viewed as habit and therefore, any error must not be produced. Language learning was viewed as process of mechanical habit formation [8]. Good habits are formed by having students produce correct sentences and not through making mistakes. In contrast to the statement, CLT did not suggest such claim. Principles of CLT concern on the learners produce language throughout trial and error. In this study, English teachers gave the students freedom to produce the language without any interference. It did not mean teachers gave the errors went away without any correction.

In relation to how learners learn a language, this study investigated the process of teaching and learning. The teachers triggered the students practicing English in turn by giving them a task. As suggested by CLT principles, CLT gives the learners more responsibility and involvement in the process of learning. In other words, learner-centeredness takes precedence over teacher-centeredness [9]. During the process of teaching and learning, the students frequently produce some errors. Besides, lack of vocabulary was being a problem faced by the students. Overcoming these problems, the teachers listened and gave correction. In term of lacking vocabulary, the teachers invited the students to find out the words through guessing other words that was similar. In addition, exploration outside classroom was also done by the teacher. It was done to encourage the students and to build the students' confidence as what ET.2 stated in the interview.

3) *The kinds of classroom activities:* The type of classroom activities intended in CLT give implication to the role of the teacher and students in classroom. Students have to be involved in the classroom activities cooperatively rather than individually. Students need to make themselves comfortable in peers, group discussion or pair works. Besides, students in CLT class are active participants in their own learning process. Learner-centered, cooperative, collaborative learning is emphasized, but not at the expense of appropriate teacher-centered activity. Furthermore, the role of teacher in Communicative Language Teaching is primarily as a facilitator and guide. By that means, the teaching and learning process can be run well as it is required. Therefore, students have to be encouraged to construct meaning through linguistics interaction with teacher or other students genuinely. There was a different kind of classroom activities done by ET.1 and ET.2. ET.1 implemented narrative classroom activity. Every student was asked to prepare a narrative story. They were given some times to prepare their story after that each student presented the story in front of the classroom. In this case, the classroom activity was not appropriate with the classroom activities that best facilitate learning in CLT. Furthermore, the students' communicative competence could not be developed because the communication was not face-to-face but closed to memorizing words.

On the other hands, ET.2 implemented map-reading activities. Teacher asked the students to work in pairs. The

learning material was that giving direction. In this learning activity, the students were also given a chance to practice the dialogue. After all of the students finished the dialogue, the teacher gave a game. The game was giving direction. Interestingly, all of the students were enthusiast. Comparing to the ET.1 classroom activity, ET.2 classroom activity could be appropriate to the CLT classroom. Many other activity types in CLT including Task-Completion activities such as puzzles, games, map-reading, and other kinds of classroom tasks as long as the focus is on using one's language resources to complete a task.

4) *The roles of teachers and learners in the classroom:* In addition to the classroom activities, the roles of teacher is also considering as the important thing in CLT. The type of classroom activities put into practice affect the roles of teachers and learners in the classroom. In relation to this, the students have to take part in classroom activities in a cooperative mode rather than individualistic mode of learning. Students must become comfortable with listening to their peers in group or pair work tasks, rather than relying on the teacher for a model. Students are encouraged to construct meaning through genuine linguistic interaction with other students and with the teacher.

Based on the classroom observation, the teachers gave the students chance to practice their English. At the same time, teachers kept monitoring the situation of the classroom as well as the language produced by the students. When there were any errors were committed by the students, the teachers gave the correction. In that way, the errors could be minimalized. The role of teacher is that of facilitator and guide, not at all-known font of knowledge that will fulfill the students' inquiry instantly. The teacher is an empathetic coach who values the students' linguistic development. As suggested by the principle of CLT, teachers who had been investigated had played the role as the guidance and facilitator in the classroom.

#### IV. CONCLUSION

As the conclusion, the English teachers should give more attention on how to implement CLT in teaching speaking including: 1) the goals of language teaching, 2) how learners learn language, 3) classroom activities, and 4) the role of teachers and learners in the classroom. The goal of learning is that to improve the students' communicative competence. It can be achieved by giving chance to the students to communicate with English in the real situation. Dialogue in pairs was more suitable than narrative story. The teacher takes a position as a facilitator in the classroom. In that way, the teachers should give a proper situation of which students can practice communicating with English. Therefore, for a successful communication the students need not only to increase the knowledge about the language but also to develop communicative competence. As the impact, they can broadly communicate with international friendship [10].

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