

THE IMPLEMENTATION OF COMMUNICATIVE LANGUAGE TEACHING (CLT) TO TEACH SPOKEN RECOUNTS IN SENIOR HIGH SCHOOL

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ABSTRACT

The research objectives of the study are to describe the implementation of teaching and learning of spoken recounts and to investigate the students' responses to the use of Communicative Language Teaching for spoken recounts. This research analyzes the gathered data qualitatively. This research describes the phenomenon that happens in the classroom. The data of this study were students' behavior and responses in learning spoken recount by using CLT. The subjects were students of grade ten consisting of 34 students. Observation and interview were employed to collect data in teaching spoken recount through three activities (presentation, role-play, and doing procedure). The research findings show that CLT enhance Students' speaking in learning recounts. Based on students' achievement graph the students' grammar, vocabulary, pronunciation, fluency and performance have significantly increased. It means students' spoken recounts performance is increased. If presentation was placed in the end of activity steps, the students' spoken recount performance would be even better. In conclusion, CLT implementation with its three practices contributes to students' speaking in learning recounts and even CLT leads students to have courage in constructing meaningful communication confidently.

Key Words : Communicative Language Teaching (CLT), Recounts, Speaking, Students Response

Background

In learning English, Indonesian students are expected to be able to communicate fluently and accurately based on the social context. Students are hoped to be able to convey meaning and various spoken text that have certain communicative purpose, text structure and linguistics as Hymes stated (1971) cited in Brown (2007:218) theory of communicative competence consists of the interaction of grammatical, psycholinguistic, sociolinguistic, and probabilistic language components. It means that speaking is the key competence to develop in communication. Therefore, pronunciation, structure, vocabulary, content, and fluency are important aspects in communication to acquire speaking competence for students. CLT is asking teachers to look closely at what is involved in communication, the goal is to enable students to communicate in the target language and students need knowledge of the linguistic forms, meanings, and functions. (Larsen-Freeman, 2000:134; Littlewood, 1981; Richards, 2006).

Recount is one of common text types used in writing. It is the unfolding of a sequence of events over time and reconstruct past experience

(Derewianka, 2008). And (Watkins, 2005) support by saying recounts are sequential texts that do little more than sequence a series of events. This text genre is proposed to assist students to learn English especially in past tense.

Many students in senior high school in Kuaro of this study indicate that their English ability is still low. It is known from the result of their achievement report last semester and interview from the teacher. Students are difficult to make simple past sentence and they are confuse in changing the verb form. They study in the conventional way in understanding English for simple past. Moreover, Larsen-Freeman (2000) stated that teacher is responsible to establish situations likely to promote communication. Therefore, teachers should have responsibility in creative way in exploring material to be given to students especially in increasing speaking skill by using recounts.

The students actually do not study vocabulary, grammar, fluency, and pronunciation to improve the students' speaking capability rather than just following the English lesson. Thus, recounts was chosen because it is important strategy for the

students and it is one of text genre, which is taught for students in grade ten based on syllabus and CLT support to teaching spoken recounts. CLT accommodates students to be free in expressing their idea, mind, and feeling without afraid of making mistakes, especially in learning recounts. Where a simple past is a basic structure for recounts, it is not an easy for students to explore their opinions in speaking practice. However, CLT aids them to still feel free in practice the speaking in the class. Errors and mistakes are something that can not be avoided in learning target language, as long as students are brave in speaking practice and the errors can be eliminated in process then it can be accepted.

In this semester, there is recounts material that should be given to students and this is a chance to increase students' linguistic ability in simple past by using recounts by not disremember the meaningful communication in the class.

A research by Sari (2013) was focused on the use of CLT approach to teach speaking recount text and the students' speaking result during the implementation of CLT approach to students of eight graders of SMP Negeri 2 Jombang. By emphasizing the students' task, which was in the form of recount monologue speech. They were asked to deliver a monologue speech about their unforgettable experience. The result of their speaking task showed that most of the students could speak fluently, with good organization, pronunciation, performance, and appropriate vocabulary.

Whereas, the results of Ozsevik (2010) study showed that Turkish EFL teachers, whilst aware of the achievements, observe many difficulties in implementing CLT in their classrooms. These difficulties stem from four directions, namely, the teacher, the students, the educational system, and CLT itself. The results suggest that despite showing keen interest in change and being eager to identify CLT, Turkish teachers are not rather optimistic about the complete adoption of CLT. Thus, feel that only by overcoming the difficulties from those four sources and by establishing more favorable conditions for the implementation of CLT can teachers truly benefit from CLT in their English classrooms.

In addition, Ahmad and Rao (2013) conducted a study of applying in teaching English as a foreign language. The study focuses on investigate the comparative usefulness of the grammar translation method and communicative language teaching approach in teaching English at the intermediate level. The result found that the communicative approach is better than the traditional method in

teaching English at the higher secondary level in Pakistan.

One study focuses on the use of CLT in a matter of speaking recount skill using monologue speech. Another study finds the difficulties in applying CLT in the classroom; and last study found that using communicative approach is better than traditional method. However, the present study focuses on implementing CLT in teaching recount speaking in senior high school English. The study applies the activities of students in using CLT for teaching speaking recounts in the class to students of grade ten. According to Yule (2001:6) language is as a tool of communication because "(i)nteractionally, spoken language is intended to maintain social relationships, while transactionally, it is meant to convey information and ideas."

The research questions formulated based on the the background above are:

1. How does the teacher implement CLT to teach spoken recounts in grade ten of senior high school?
2. How do students respond to the use of recounts in CLT speaking?

RESEARCH METHODS

Research design of this study used descriptive qualitative in the implementation of Communicative Language Teaching (CLT) to teach spoken recounts in senior high school. The study described speaking learning activities through recounts, which were used by senior high school students. In conducting the research, research design plays an important role in obtaining data. It is the way to gain information from the subject. In the case of this study, describing and investigating speaking learning by recounts, which were used by senior high school students, the investigation as they were in natural setting became the main concern.

The qualitative research has a natural setting. In this study, the observer came into the classroom to observe the learning process, to interview the students to get information deeply and to describe the speaking learning activities used by them.

The subjects in this study were 34 of tenth grade, 17 males and 17 females. The range ages are 16 – 17 years old homogenous in their ages, ability in English, types of speaking learning strategies and achievements in English. They have an equal chance of being selected. Homogenous purpose sampling was used in this study. Ary (2010:430), states that homogenous sampling selects a group that is

considered homogenously in attitudes, experiences, and so on. In obtaining the sample, time, money, and effort become consideration.

Research was conducted for five meetings. The first meeting started on November 2015. To know detailed about the schedule of the research see table 1.

Table.1 Research Time Table

Meetings	Date	Topic
1 st	Monday, November 9, 2015	Pre Research Observation
2 nd	Thursday, November 12, 2015	Telling Holiday
3 rd	Monday, November 16, 2015	Role-play of News Report
4 th	Thursday, November 19, 2015	Making a Cup of Tea
5 th	Friday, November 20, 2015	Post Research Observation

From the table, it can be seen there are five meeting in this research. First meeting was at 9 November 2015. The activities were doing pre observation, shared questionnaires, and pre-test. Second meeting was named as first meeting in implementation phase, on Thursday 12 November 2015. This meeting was used to teach recounts with a topic "Telling Holiday" through Presentation followed by Discussion. Third meeting was on Monday 16 November 2015 as the second implementation of CLT in the class; the topic was reporting news of accident in Mecca. Fourth meeting was on Thursday 19 November 2015 as the third implementation of CLT in the class. The topic was doing procedure of making a cup of tea. The last meeting was the fifth meeting on Friday 20 November 2015; a post-test was done to know the result of the implementation by gaining the last data.

The data of this study were the students' verbal activities while using recounts in learning speaking in their process. The verbal data is in the form of sentences they make in recounts task and utterances of the students while they were using the recounts in the class. In this study, the researcher used observation. According to Creswell (2012:213), "An observation is a process of collecting data and information by observing people and places at the research site". An observation technique is technique which is performs during an observation. The researcher has observed the teaching-learning process

from beginning to the end of the activity. Field notes were use during the observation.

Data analysis was used to verify the research data to be appropriated in answering the research questions. The data was analyzed inductively. The data of the observation, questionnaire, students' task-assessment of speaking, interview and document data-lesson plan were used to describe what was happening in the classroom during the learning process. The data was used to find out and proof the recounts used by students in mastering speaking.

According to Matthew B. Miles (2014) Qualitative Data Analysis consists of three concurrent flows of activity: (1) data condensation, (2) data display, and (3) conclusion drawing/verification.

RESEARCH FINDING

Before the implementation was applied in the class, it was found that the student were not attractive in joining the class activities, not confident in involving the speaking tasks, and not having good speaking ability. It was happened because the student never got a different way in learning English.

Seeing the condition initiates a research to find a way to give a different learning experience and help students to increase their speaking ability. Therefore, CLT was chosen to be a way as the implementation in up-grade students' spoken recount. This research was done completely and found some findings, which were important for the students and teacher. The findings were about the implementation of CLT to teach spoken recounts in grade ten of senior high school and students respond of CLT in the class.

The implementations of CLT in teaching speaking in the class, which are available as parts of recount topics are three activities (1) students' presentation and discussion activities in telling holiday, (2) role-play in reporting News activities, (3) group work in procedural activity. Steps in implementation CLT consists of three stages. The first stage is opening. In opening stage the teacher greeted the students cheerfully by saying salam then asking the class leader to start the class by praying after that checks students' presence by calling their name and continued the class by recalling their memory about recounts. At the second stage teacher explaining recounts and elaborating it by giving some examples in making the recounts then explained the concept recounts, by inviting the students to play questioning and answering game. Teacher explained the recounts by choosing certain topic, it was telling

about students' holiday. Students' wrote an experience story in that topic minimum three paragraphs by using recounts generic structure after that teacher checking their works and gave a feedback. Students' check their vocabularies on the dictionary and discussed with their friend. They presented one by one in front of the class about 5 minutes. Another students give questions related with their topic from their friend and the teacher is as mediator in their conversation. In closing stage teacher give review of today's topic, about recounts within telling holiday topic and giving feedback to the students'.

Students' responses are the crucial result to know the implementation of CLT in the class. It was that teaching spoken recount by using CLT with presentation followed by discussion made students confidence and fluent in conversation. This finding affects students' psychological condition to the next activities. CLT helped them to express their idea, mind, and feeling with low hesitation.

The students looked enjoy in practicing the role-play. From role-play activity, the students getting more confidence and they were more expressive in practicing their English. CLT lead them in applying spoken recount even mistakes were occurred but not in main tense, simple past.

All the students enjoy the class, they gained knowledge about recounts that applied in speaking, and their confident was increase to speak in front of other students. they brave in giving question and answer in front of the class. Finally, CLT has already chosen to be the method to overcome all of students' problems assisted them to have better ability in speaking.

Discussion

Teaching recounts that should be practiced in speaking was not an easy thing because students should learn the recounts structure then used it in presentation. Implementing CLT in this activity helped the students indeed, especially in conducting discussion rather than the presentation session.

The target language system will be learnt best through the process of struggling to communicate. It means that even they were doing effort hardly in understanding speaker's language and responding it; at least they could get the message and acquire new knowledge within the communication. Their speaking had some errors grammatically but because meaning is paramount, then their discussion could be run well and teacher mediated them to understand the topic.

Applying CLT allowed them to speak without worrying in making mistakes.

Because communicative competence is the desired goal (i.e., the ability to use the linguistic system effectively and appropriately) in CLT then making mistakes in writing is tolerated but in a condition, there should be a feedback. Making mistakes is actually as a part of learning in using the language, using the linguistic system effectively and appropriately in a sentence. This is done to produce a meaningful discourse in a communication. Even though CLT is focusing on the mean of communication, it does not mean to disregard a structure in a sentence. Structure contributes much in making meaningful communication. Spoken recount needs a past form and if students cannot produce a past form sentence to convey their idea, then it can be said as a failure in conducting a purposeful communication. Because mistakes and errors happened among them then teacher should provide a feedback. Feedback given to students is in order to counter their mistakes and errors, to remind them a form in recounts and to avoid it become a fossilization. Feedback given in a matter of how language is used in conversation. It was done when they conducted their presentation, had a discussion, or practiced procedural recounts. Feedback was given by not directly blame them but more to conduct an asking and answering form. It means teacher gave a chance to students to answer and negotiate their answer with their understanding.

CLT has deep roles in assisting students to express their imagination, due to CLT allowing any device that helps the learners according to their age, interest, etc. The use of students' native language is accepted where it is feasible. Reporting news was something new for the students. They only see the job application on television but practicing it without pressure will make them flow in expressing their selves and can understand how it feel to be a news reporter.

As the main concept of CLT; comprehensible pronunciation is sought. Based on this statement, the procedure of making a cup of tea was well written in a paper but it might be improvised well in practice. They practiced, as it is a part of communication so the effective communication is sought.

Savignon (2006:209) states that, "The essence of CLT is the engagement of learners in communication in order to allow them to develop their communicative competence". Involving students in class activities actually is a way to lead

them to the venue of communication in order to develop their communication competence.

Teaching spoken recount in the class to students is following the steps in teaching process as written in lesson plan. There are three main activities; opening, main, and closing activity. Teachers apply those steps of activities in the class in implementing CLT in teaching spoken recount. In CLT, the communicative activities are functional communicative activities and social interaction activities (Richards, 2006).

Students' ability to build a discussion gives impact to them. Pairs feedback is known to influence their next works in making written recount. Then this also influences their awareness in practicing spoken recount.

A way to transferring a written text into speaking is honestly not easy for the students. Their difficulties involve within are making a recounts that should be follow the generic structure in making it, then compose sentences into paragraph, next is delivering systematically idea based on the topic given, then practice it into speaking, which is some components that influence to have good speaking. From memorizing idea, delivering the idea, and making good performance. Finally, good performance in applying recounts in speaking is not disappointing. They practice in front of the class personally, or in pairs and group can be said good. Moreover, they enjoy the class. Their smile shows the joyful class.

According to Mary Spratt (2005:34) "Speaking is a productive skill, like writing. It involves using speech to express meanings to other people". We learn a language, native or foreign, for communicative purposes. People speak to maintain existing social relationships and to make new ones. Students involved both speaking and writing skills. Students were stimulated to express what was stated in mind as their idea in spoken and written is as a product to simplify and make the formal saying process. Then a way in asking students to prepare their speaking by making the written script was accepted because written script help students to organize their speech.

Students had opportunity in conducting presentation. They might feel how to do improvisation in front of the class. Based on the students response data result showed that most students were exiting in doing the performance. The performance of students actually is as a venue to explore what they want to say by managing it in written script.

Students' characters of senior high school grade X are creative, impressive, and energetic. These conditions boosted them to enjoy the class actively, and easily helped the teacher to create CLT activities in the class.

By choosing presentation followed by discussion, it was an activity that proven could encourage students' spoken recount. It was that teaching spoken recount by using CLT with presentation followed by discussion made students confidence and fluent in conversation. This finding affects students' psychological condition to the next activities. CLT helped them to express their idea, mind, and feeling with low hesitation.

CLT has already chosen to be the method to overcome all of students' problems assisted them to have better ability in speaking. Generally, all students enjoy the class, they gained knowledge about recounts that applied in speaking, and their confident was increase to speak in front of other students.

Therefore, varieties activities are needed to give different experience in learning. From role-play activity, the students getting more confidence and they were more expressive in practicing their English. CLT lead them in applying spoken recount even mistakes were occurred but not in main tense, simple past. Errors are accepted as it was still can be meaningful contextually, but students still get feedback from teacher.

Their spoken recount were getting better, they looked more cheerful, expressive, and confident. Their fluency flew better and encouraged them to speak outside of the class. Joyful learning in CLT implementation directed students to study spoken recount happily. This feeling made them felt free in presenting the recount. Mistakes are tolerated as long as they could construct meaningful speaking and discussion.

Students' involvement in the class is also good. They participated in joining the pair or group work task. They were active in asking and answering the teacher or the presenter. They looked confident in performing the presentation start from individually or group work.

The students' presenting in front of the class by bringing their script, it is allowed for the students in order to deliver their idea. They realized that transferring recounts into speaking were not simple; therefore, pauses sometimes happened in the middle of their presentation. They were struggling to present it better and he was succeed in doing the presentation.

CONCLUSION

The main communicative language teaching principle in this research is applying the CLT basic components; mechanical, meaningful, and communicative practices, which are implemented in the class. Those components are basic of CLT in teaching practice in the class, especially for recounts. Students are enhanced to be active in the class by applying those components of CLT. To get deeper how the basic components applied in the class, the teacher divides the teaching process into three phases; first phase for opening, second phase for main activity, and third phase for closing. All topics and activities, which include in those phases lead students to do spoken recount.

Topics prepared for the students that manifest the CLT were "Retelling Holiday", conducting role-play as news host for "Accident in Mecca", and doing procedure of "Making a Cup of Tea", which are supported with various activities. Those topics were run well in the class and help the students to have good performance in speaking. CLT releases students to practice their speaking in the class by putting contextualization as a basic premise. By giving different learning experiences, students will attempt to communicate from the very beginning phase even translation maybe used in acquiring the target language meaning. The performance of speaking is measured by giving score on grammar, vocabularies, pronunciation, fluency, performance, and comprehension. It can be said success if the score accomplish the passing grade from the school (score 70).

Because recount means facilitating students to text and conveying it through speaking in order to make listener understand the message in the conversation then making written script is a way to express students mind and organize their idea more systematic. The script, which represents students' idea, will be presented through speaking in those three activities above and by this CLT helps students to have the effective communication.

From the result discussed, it can be seen that the students have good progression in all aspects of speaking skills. It clarifies students' significant progress in the class through all activities. In presentation activities, students' grammar achievement is lowest. Based on 3 activities given to students; presentation, role-play, and making procedure acquired result that only 17 students who get 70 above because the students still cannot adapt and apply the grammar in use but for other activities. Even, the result of presentation of the students was

low but the students speaking performance generally are very good, as a proof that most students got above the minimum score, but in pronunciation, fluency, and performance most students get 70 above, it is because students has already get exposed by the CLT implementation.

Put in briefly, CLT boosts students spoken recounts ability by giving students different experience in learning, stimulate students to use grammar in conversation naturally, to conduct meaningful conversation and build a communicative talk in the class.

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