

COMMUNICATIVE LANGUAGE TEACHING (CLT) MANIFESTATION IN AN EFL CLASSROOM

Oleh:

Dwiky Ahmad Effendi,

Dr. Dian Novita, S.Pd., M.Pd

Program Studi Pendidikan Bahasa Inggris

Universitas Muhammadiyah Sidoarjo

Juni, 2024

Table Of Content

INTRODUCTION

RESEARCH QUESTION

METHODS

FINDINGS AND DISCUSSIONS

CONCLUSION

Introduction

Definition of the topic

According to (Nggawu & Thao, 2023) Communicative Language Teaching (CLT) encourages English language learning through interaction, emphasizing the use of English as a means of communication contextually.

Observation

At SD Islam Sabilillah Sidoarjo. The activities include Warming Up, Presentation, Opinion-Sharing, Role-Play, Group-Work.

Introduction

This study aims to elaborate the manifestation of CLT in the learning process to gain students' understanding of English materials through the forms of classroom activities.

Previous Research

Name of Researchers	Year	Result
Noori	2018	CLT classroom concentrates on communication that makes them communicative.
Al-Khamisi	2022	CLT is one of the most influential and effective language teaching approaches
Daar and Ndorang	2020	Classroom interaction occurs in the process of applying CLT which requires the participation of both learners and teacher.

Introduction

Why is it important?

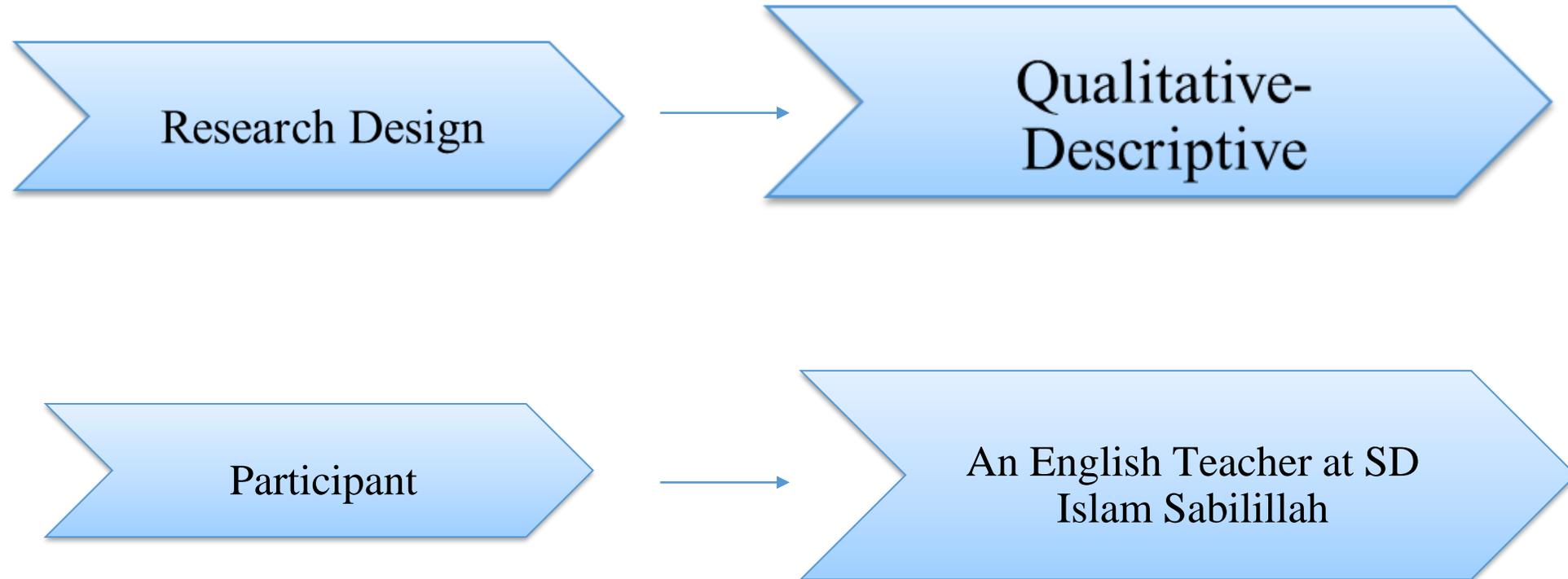
The majority of existing research often focuses on the perspectives of teachers in high levels of education such as High School. There is a notable gap in literature exploring the perspective of teachers, preferences in EFL classrooms in the Elementary school. According to (L.O Nggawu) a comprehensive understanding of the teachers' perspective is essential for refining CLT practices and ensuring they align with the diverse needs and expectations of EFL learners

Introduction

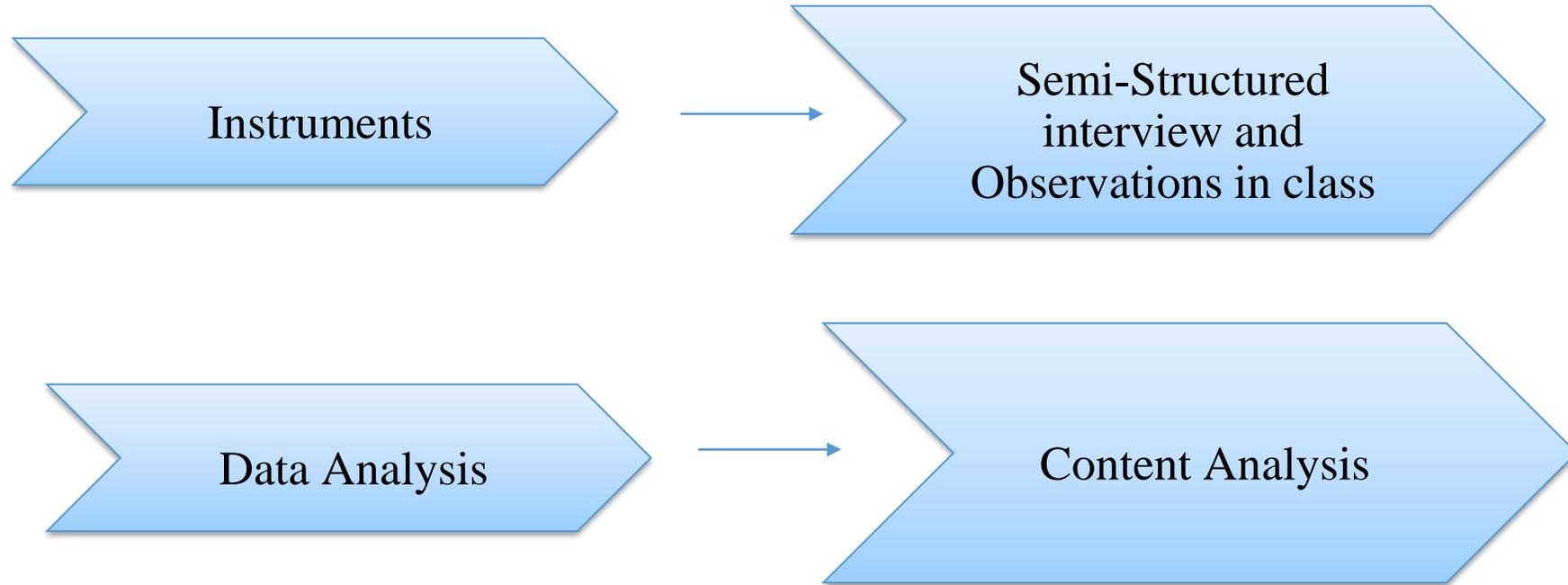
Research Question

How does the English teacher build an approach through CLT in EFL classroom?

Methodology



Methodology



Findings and Discussions

Warming up

Presentation

Opinion-Sharing

Role Play

Group Work

Classroom Activities	Observations	Interviews
Warming up (singing a song)	The teacher asked everyone to stand up and sing a song together, the title of the song was “How Are You Today?” It also encouraged the students’ condition because after singing, the teacher asked the students a question “How Are You Today?”	The teacher conveyed the warmer activities can enhance students’ attraction in the class. Additionally, it would be beneficial for students along with the teacher to build chemistry and to be fresher before the students received the materials.
Presentation	The teacher provided slides of PowerPoint and showed the pictures of public places which also included an elaboration of it.	The teacher explained that the use of PowerPoint was truly helpful in delivering materials to the students because it could contain clear audio and visual presenting pictures and voice as media to make students understand upon the topic discussed.
Opinion-Sharing	The teacher asked every student “Have you been visited public places?” etc., and the student answered directly to share their opinions	The teacher elaborated that opinion sharing is a crucial part in performing CLT because students can be more interactive by given a space to state and speak up in the class in connected with the topic being discussed.

Findings and Discussions

Warming up

Presentation

Opinion-Sharing

Role Play

Group Work

Classroom Activities	Observations	Interviews
Role-Play	The students were asked to act like they were in a public place and tried to make a short conversation about it.	The teacher showed that the use of role play in English class can be an ultimate way because it shows the enthusiasm of the students in pursuing English topic in class.
Group Work	The students were divided into several groups and they were given pictures of public places so each group should write what is the public place on whiteboard quickly	The teacher emphasized that group discussion to the students can dig their chemistry along with their classmates which it is indirectly can broaden their confidence in participating classroom activities.

Discussions

- The manifestation of CLT into the 2nd graders at an Islamic Elementary School in Sidoarjo has brought about considerable insights and stimulating discussions regarding its effectiveness in teaching English through a variety of dynamic classroom activities.
- As a result, students have shown noticeable improvements in their language skills and a renewed spirit for learning English.
- It encourages the highlight of the efficacy of CLT in establishing a vibrant, interactive learning environment that stimulates students to actively participate in meaningful language usage.

Conclusion

- The fundamental pillar of CLT, which encompass mechanical, meaningful, and communicative practices, serve as the cornerstone principle guiding the methodology explored within the purview of this study. This pedagogical approach emphasizes the importance of integrating language learning with real-life communication skills, thereby nurturing students' ability to effectively interact and convey messages in English
- Through the strategic deployment of CLT methodologies, educators' endeavor to create vibrant and engaging learning environments that inspire students to actively engage with the English language, thereby equipping them with the linguistic skills and communicative competence necessary for success in an increasingly interconnected world.

