Research article

Communicative Language Teaching Approach Potential for English Language Teaching

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Abstract.
Communicative language teaching or CLT has some potential benefits to be applied for English language teaching or ELT. This article reviews some previous studies about the potential based on library study. The potential could be gained for the scope of material, pedagogic process, and teachers' and students' competence. The materials could be extended as large as possible, but it is still limited for proper issues. Materials based on real-life or daily life contexts are recommended to be applied, and artificial materials should be avoided. The pedagogic process could be improved because the communicative approach brings social skills for students. It could be applied to both young and adult learners. English teachers could also develop their skills as managers of classroom interaction. Moreover, students could gain communicative competence for social purposes because it is the main purpose of CLT. CLT is an approach that does not provide a specific method. Teachers must decide appropriate single or combination of methods to gain communicative competence for the field application. The main conclusion is that CLT is recommended for a language teaching program whose purpose is to give communicative competence.

Keywords: communicative, English, teaching, approach

1. Introduction

English teaching-learning occasion is usually oriented to imply communicative occasion and competence. English language teaching or CLT approach is close with the social implementation of the communicative occasion. It is very easy to be understood because language application for social interaction and practice must be included for any language study type. It is why the communicative approach of CLT is needed to increase its effectiveness, efficiency, and competence target.

Communicative competence in ELT is complex so that English practitioners or teachers need to understand it deeply before applying CLT approach. Understanding communicative competence appropriately guides English practitioners to prepare material and strategies for applying CLT properly. In terms of linguistic, competence refers to

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knowledge of syntax, morphology, phonology, and social utterance [1]. Communicative competence is how to conquer applied linguistic skills. Then, a leaner must be able to practice it in social life. Communicative competence could be concluded to be a result of training and learning. It is not only about natural talent. Formal CLT is one of the recommended programs to imply it. In addition, the accuracy of constructing and expressing meaning is one of the communicative competencies [2]. A learner or speaker gets a task to make an interlocutor understand his or her speech or writing. [3] also define that communicative competence is not only about knowing the language but also how to use it in real communication. Communicative competence could be begun by learning concepts and theories.

Communicative approach application implies some perspective of ideal English classroom practices. A communicative approach can be applied through some methods. One of them is CLT. The dominant content of classroom interaction is language [4]. Language has double functions in communicative approach application as both content and vehicle of interaction. The language application must be meaningful and interactive simultaneously. Communication ability for cross-cultural could also be one beneficial purpose of applying language [3]. Another perspective is applying a communicative approach through thematic projects such as geographical, cultural, environmental, literary, and biological [5]. Students will not only get communicative skills but also other subjects or disciplines knowledge to break down monotonous language classroom teaching.

Teachers' application of CLT is one representative of the communicative approach. In applying the communicative approach, English teachers must be adaptable to the situation that they face. [4] find communicative approach application highly varies according to teaching and teacher conditions. The communicative approach application requires teachers' creativity. They should be creative to develop their concept. [6] find a formulation of teachers' social interaction to apply the communicative approach for classroom teaching-learning activities which is correlating language activity as closely as possible with linguistic capabilities. Teachers should be aware of their position as a manager in applying communicative approach. Effort and motivation are modal to apply the communicative approach which could give benefits for learners automatically. Teachers' position is vital and beneficial in applying for communicative approach and CLT program.

The application of the communicative approach has good potentials for English students. They will not only get communicative competence, but also other benefits. Social

skill interaction is one of the benefits for them. They could train themselves to inter-act with their friends in class teaching situations. The communicative approach gives learners more control and autonomy for their learning through group-centered work activities and the content of instruction [4]. Students will be trained to be independent practitioners by applying the communicative approach. On the other hand, teachers' rules and contributions are still important in communicative approach application.

CLT is a recommended application of the communicative approach. CLT has a direct application of the communicative approach. Its characters are to encourage students or learners to participate in social interaction directly. Integration of CLT and communicative approach makes a good concept of communicative competence orientation for the field application. [7] propose a checklist of CLT characters which three of them are focusing on meaningful communication, interaction, and effectiveness for a classroom domain. CLT is flexible to be applied to explore its benefits.

Based on the background and viewpoint, this article has a purpose to compile and review CLT or communicative language teaching application for English language teaching or ELT. The materials were taken from some previous studies which were reviewed by the writer. This article is a library study of CLT application for ELT.

2. Communicative Language Teaching Potential Application

CLT application is discussed from six aspects which comprise terminology, materials, teachers' role, students' position, potential obstacles, and alternative strategies. All of them are based on previous study reviews and exploration. Results of the review are proposed for English practitioners or teachers.

CLT has specific terminology or understanding that makes it becomes different from other linguistic disciplines. It is not only related to communicative competence purpose, but it has special value to be offered to English practitioners. Based on his research findings and theoretical review, [8] concludes that CLT is original from Hyme's notion of communicative competence that integrates various knowledge and performance effective communication. CLT does not only give attention to the target or purpose orientation of communicative competence, but also the process behind the teaching-learning activities. Knowledge integration means CLT is open for any material of its teaching-learning. The material is not just for language materials. In addition, integration performance means CLT is adaptable for the development of its method application. A teacher gets authority to develop CLT concept for language teaching practice. It is also

adaptable in combination with other language teaching types. The limitation is that it must still have a purpose to give communicative competence to learners.

Materials of CLT should support teachers to give communicative competence to students which could be begun from a formal textbook. It is because the application in a formal education must apply official textbook. [9] recommends the integration of foreign language textbooks and classroom practice. Teachers' task is to adapt teaching methods with the textbook. The textbook cannot be changed because it usually contains an official target of teaching for teachers. Teachers are demanded to arrange textbook material so that their teaching method could be effective and efficient. They must be able to eliminate the risk of getting running out of time to accomplish an official target of teaching-learning. The adaptation must be considered carefully so it will not disturb the official program of teaching-learning.

On the opposite side, textbook material has some lacks that need to be managed, adapted, and improved by teachers. Based on interview results, [10] finds learners get difficulty transferring what they have got from traditional grammar teaching in real-life situations. In addition, the electic approach should be applied to combine communicative with traditional teaching grammar [10]. In this case, traditional grammar material and teaching are inappropriate with CLT concept and purpose. It is easy to be recognized because traditional grammar has a character of a teacher-oriented activity. A teacher is a controller in traditional grammar teaching. On the other hand, [10] also reminds using classroom language style and character for main material is not effective to give communicative competence to learners.

Teachers' roles and position is a manager of classroom activity. Although CLT is student-centered teaching-learning, teachers still get an important role to ensure that students follow the main concept. The flexible application requires serious control to keep study practice limitations. [11] finds teachers face complex problems such as overcrowded classes, low students' proficiency, time constraints, facility aids, etc. Teachers are demanded to be creative managers who could manage situational and unpredictable classroom situations. It is assumed that the most challenging is to encourage students to be cooperative with the program because CLT requires much of students' effort. [8] concludes that teachers could manipulate the situation that is being faced. Manipulation is about how to manage the situational problem as quickly as possible. It also gives a special challenge to a teacher to still keep the teaching process quality to be as well as possible. They could face a situation to choose between decreasing process quality or manage students' cooperative attitude. Teachers do not only face teaching practice problems, but also psychological problems. Teachers'

position is a good leader in a classroom activity. They must be able to imply a good impression of CLT practice to students so that students feel comfortable with the classroom condition. Getting students' good psychological condition is an important starting point to apply CLT. Students' cooperative attitude could help teachers reducing their hard effort of managing classroom conditions.

The application of CLT places students in a specific position to adapt and apply it maximally. Their rules are not only users and passive participants, but also create their effort to practice the concept. CLT application requires students to be active learners to explore the prepared material, so improvement is always possible to be carried out in the learning process. [12] finds students' ideal position is to demonstrate a relaxed atmosphere and enjoy the activities. Students are expected to enjoy the verbal and non-verbal communication application. [5] propose expectation for students is to memorize new lexical quickly and use them in learning new vocabulary units, and be more active in monologue and dialogue. Students are expected to get new linguistic knowledge and skills quickly and apply them properly. In this case, it needs to clarify that students are encouraged to learn and practice both written and spoken materials. They are expected to get balance knowledge and skills. One recommendation for students' position is active and creative learners which means they should be given authority to develop and create their authentic material. Teachers' rule is to give direction and limitation of the practice and control the process and result quality. Teachers and students are a partner to apply the communicative concept or schema that creates conducive classroom learning and training practice.

Empiric and potential obstacles are found in CLT application. It represents a fact that teachers should be aware to eliminate the negative potential. Preparation and adaptation are the first steps to eliminate it. Based on the empiric research results, [12] finds obstacles for practitioners which are; 1).spending more time to prepare and begin each communicative activity to explain it to students, 2).finding a method to help students understanding difficult vocabulary, and 3).spending more time to give an example of appropriate pronunciation to students. The potential obstacle could be explored rather than it. Other potential and efforts for teachers are; 1).spending more time to select appropriate materials, 2).preparing natural condition of classroom and explaining the occasion to students, 3).making instrument for classroom and self-evaluation, 4).managing and controlling students' activity, 5).evaluating the result of the training. Meanwhile, students also get potential obstacles and effort which are; 1).learning and mastering linguistic skills especially new vocabularies and grammar before practicing communicative occasion, 2).learning and acquiring expression and

communication rules, 3).getting additional knowledge which is related to teachers' material, 4).managing their attitude and respect to the program, 5).making good cooperative attitude with their friends in the practice. All teaching approaches and methods must have potential obstacles and effort demands. It just depends on the participants' motivation and effort to manage and get maximum results. Good preparation and application management is a key success to gain the approach or method purpose and concepts.

Another method is encouraging students to be active in social interaction settings. [13] proposes suitable methods for CLT in Chinese which follows steps of; 1).integrating communicative function into linguistic teaching which means grammar rule encourages students to construct a meaningful sentence, but it is far from the communicative target, 2).developing students' cultural awareness in the target language which means cultural awareness manifest both in language and behavior, 3).incorporating situational constraints into language teaching, 4).making good activities. The sequence of the method represents how to integrate linguistic material with social issues including cultural perspectives. The environment of the communication practice could be alternative materials to be exposed. Teachers are demanded to be creative and innovative. They must understand what their students' social interaction passion is. Cultural material involvement must be managed carefully because it could contain sensitive issues or material.

A combination of methods for CLT application could increase benefit potential, and decrease negative potential. Every method must have lacks and strengths so that the combination method could explore all strengths simultaneously. [14] suggest combining inductive and deductive methods in teaching grammar and combining verbal and non-verbal material in applying CLT. The traditional method of deductive which is combined with the verbal application of the inductive method proposes an alternative way to imply effective grammar teaching through verbal practice. At the present day, it is not a rationale to contrast two different methods of teaching a foreign language especially English. Teachers' task is to combine both method strengths in a convenient formula to be accepted by students. Antithesis for a method in the future day could be placed to be an improvement program.

3. Conclusions

The communicative language teaching approach is one solution to break down the slow movement of foreign language learners' linguistic skill development. Material,

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method, situation setting, and cooperative work among teachers and students are success factors to gain communicative competence through CLT application. CLT is an approach that means it does not provide a specific method and complete teaching program. Both teachers and students could get benefit from the characteristic. Teachers' rule is manager and instructor whose authority to limit the program. They also get the main task to get students' passion to be cooperative in communicative teaching programs. On the other hand, students get the authority to develop their creativity and communicative skill potentials. Students get an opportunity to develop and change the material of learning practice in the middle of the process. One important aspect is the material and atmosphere of real-life or daily life practice to conduct an effective CLT program. It is not recommended to apply classroom language and material for CLT program because it could disturb the development of the communicative process.

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