

## ***STUDENTS' PERCEPTION OF COMMUNICATIVE LANGUAGE TEACHING (CLT) APPROACH***

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<b>Article history:</b>	<p style="text-align: center;"><b>Abstrak</b></p> <p>Tujuan utama dari penelitian ini adalah untuk mengetahui persepsi siswa tentang pendekatan komunikatif. Angket penelitian persepsi siswa terhadap pendekatan komunikatif dibagikan kepada 65 siswa kelas XI SMA Unklab Airmadidi. Data kemudian dianalisis dengan menggunakan metode persentase dan deskriptif kuantitatif. Hasil penelitian menunjukkan bahwa persepsi siswa terhadap pendekatan komunikatif adalah tinggi, suasana kelas yang ramah dan siswa memiliki hubungan yang baik dengan guru mereka. Penelitian ini menyajikan rekomendasi sesuai dengan temuan penelitian bagi para guru dan siswa. Pertama-tama, guru harus mahir dalam teori belajar-mengajar, meningkatkan pengetahuan pribadinya, dan menguasai cara dan sarana dalam mengajar. Guru perlu mengetahui keterampilan siswa untuk mendorong minat siswa dalam belajar. Rekomendasi penelitian ini dapat membantu siswa untuk mengenal minat mereka guna meningkatkan keterampilan berbicara mereka. Kemudian, peneliti menyarankan bagi peneliti selanjutnya untuk mengetahui lebih lanjut bagaimana keterampilan berbicara dapat dikembangkan dengan menggunakan pendekatan komunikatif.</p>
<b>Received</b> Februari 2023	
<b>Received in revised form</b> Februari 2023	
<b>Accepted</b> Maret 2023	
<b>Available online</b> April 2023	
<b>Keywords:</b> Persepsi siswa, Pendekatan Komunikatif.	
<b>DOI</b> <a href="http://dx.doi.org/10.23960/Kata">http://dx.doi.org/10.23960/Kata</a>	

### **I. INTRODUCTION**

English is concern of many countries including Indonesia. English has four skills that consist of listening, speaking, reading, and writing. All of the skills are a part of a language to express the idea or to send message, information, and knowledge. In Education, learning English has an important role. Qismullah et al.

said that “English is gaining more attention in Indonesia due to its global status, and the number of private schools that teach in both English and Indonesian is increasing” (p. 114). In Indonesia, some students understand theories and knowledge but are difficult to practice. Teachers’ responsibility is needed to improve students’ English language skills.

The influence of schools on students' academic performance is derived from a student's perception rather than the "objective" reality of the activities and interpersonal relations in the educational environment. Process factors include students' perception that affect in learning (Campbell et.al, 2001). Therefore, students' perception is one of the important aspects for the teacher's teaching performance. Teacher should know the role of students' effort and involvement in learning English. As recommended by Pratt (1997), to understand the effects of teaching on students' learning, educators must move beyond seeking to understand teaching method competence.

Teaching English is a part of education. Guiding the learners with the certain strategies is decided by educator (Bas & Beyhan, 2019). The efficiency of teaching and learning depends on the teaching methods, strategies, and approaches that the teacher applies. Students perceived that understand the learning material is needed. Learners who gotten the material that can apply to, they would be more comfortable, hence making needed improvement in their learning (Sarfraz, Mansoor, & Tariq, 2015). Teachers can

use approaches as one of the ways to enhance students' skills in English. One of them is Communicative Language Teaching (CLT). According to Das (2014), that "CLT is best considered as an approach rather than a method" (p. 112). Communicative language teaching is an approach to language teaching that emphasizes interaction as both means and the ultimate goals of study. Making the students can understand the intention and expression of the writers and speakers is the main point of the approach (Desai, 2015). Talking about English is one of the things that related with communication. Sreehari (2012) said that "CLT focusses on improving learners' communicative competence" (p. 88). According to CLT, the goal of language education is the skill to communicate in the target language.

English is a common language that is used in every country so far. In education, teaching English has serious meaning to enhance students' knowledge. Therefore, English is global language. Learning language skills is something that must be known to identify English. School around the world emphasizes a move toward more communicative teaching with interactive student-centered learning. But teachers who have grown-up in cultures

which often have teachers-centered classrooms, examination and curriculum, and large classes, there is often a mismatch between theoretical and reality. That is the problem that still occur in the education world. Though most students in current era want a pleasant classroom atmosphere that create by teachers so students feel comfortable in the classroom. According to Conroy et.al. (2009), “creating a positive and engaging classroom atmosphere is one of the most powerful tools teachers can use to encourage students’ learning and prevent problem behaviors from occurring”. The other problem is the teachers who do not understand what students’ perception, feel and want. In addition, the problem makes the teaching process is not going well. The varied perception between teachers and students can create a gap that effects the content used in the language learning activities (Lindsay & Aldred, 2000). Because of some of these obstacles, students’ perception is needed to create a good leaning. Based on those facts, the researcher is interested to conduct a research study entitled “The Students’ Perception of Communicative Language Teaching (CLT) Approach”.

The main purpose of this study is to describe about students’ perception of Communicative Language Teaching (CLT) approach. After this study was concluded, the researcher is expected to describe students’ perception of communicative language teaching (CLT) approach. The researchers also wants to help teachers in teaching with their teaching is one of the required competencies in their professionalism; how they create and develop their teaching method through CLT approach to help students speaking skill in English to be improved. This study is focused on Students’ perception of Communicative Language Teaching (CLT) approach. The subject of this study is limited to the students of grade XI at SMA Unklab Airmadidi during the school year 2018/2019. The researchers delimited in teachers’ use of Communicative language teaching (CLT) approach. The subject of this study is limited to the students of grade XI at SMA Unklab Airmadidi during the school year 2018/2019 who were present at that time when the researchers distributed the questionnaire. The researchers cannot control how respondents answer the questionnaire. They just answer it according to their perception. This study only focused on the

students' perception of Communicative

Language Teaching (CLT) approach.

### III. RESULT AND DISCUSSION

This section provides the results, the interpretation of the data, and the discussions. Specifically, this section presents students' perception of communicative language teaching (CLT) approach.

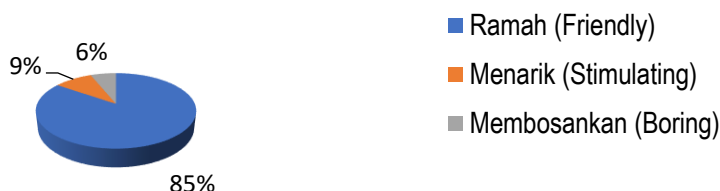
### *Students' Perception of Communicative*

#### *Language Teaching (CLT) Approach*

To find students' perception of communicative language teaching (CLT) approach, percentages and descriptive analyses are used.

Table 4.1: Bagaimana anda menggambarkan suasana kelas anda?  
(How do you describe the atmosphere of your class?)

Options	Ramah (Friendly)	Menarik (Stimulating)	Membosankan (Boring)	Total
Number	55	6	4	65
%	85%	9%	6%	100%

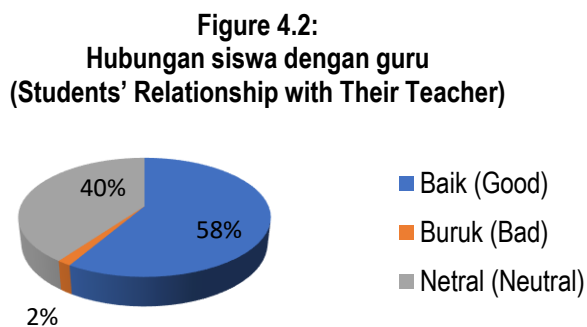


Generally, communicative classroom requires a friendly atmosphere. Teachers should create a pleasant atmosphere in order to motivate their students and let them interact freely. The result in the table above shows that 55 students making up 85% describe their classroom atmosphere as friendly whereas 6 participants represent 9% declared that their classroom

is stimulating. 4 remaining students making up 6% declare that their classroom atmosphere is boring. It assumes that this small portion don't like the different activities used by their teacher especially discussion activities where student are obliged and forced by their teacher to speak and give their opinions.

Table 4.2: Bagaimana kedekatan antara anda dan guru anda?  
(What is the type of the relationship between you and your teacher?)

Options	Baik (Good)	Buruk (Bad)	Netral (Neutral)	Total
Number	38	1	26	65
%	58%	2%	40%	100%

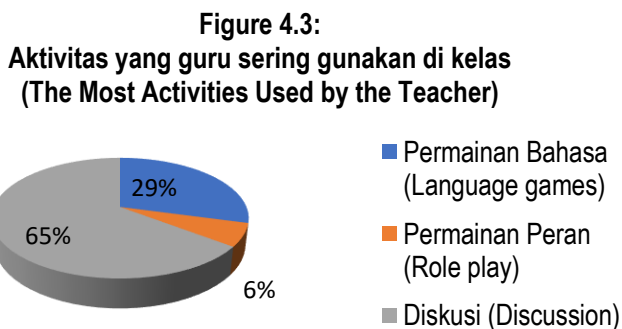


A quick look at the table above shows that (38) participants making up (58 %) affirmed that their relationship with their teachers is good; which means that they can speak and use the language freely without the control of the teacher. The teacher in a communicative classroom

should talk to her learners even outside the classroom and she should not put any obstacles between her and the learners. On the other hand (26) students translated to (40%) state “neutral” and 1 of the participants (2%) state “bad “.

**Table 4.3: Kegiatan apa yang paling banyak digunakan guru anda?**  
**(Which activity does your teacher use most?)**

Options	Permainan Bahasa (Language games)	Permainan Peran (Role play)	Diskusi (Discussion)	Total
Number	19	4	42	65
%	29%	6%	65%	100%



A quick look at the table above shows that the majority of teachers use discussion activity. (42) Students' answers translated to (65%) go for “discussion”. From here, it can be said that discussions activity is the most preferred activity by the oral expression teachers because it gives the

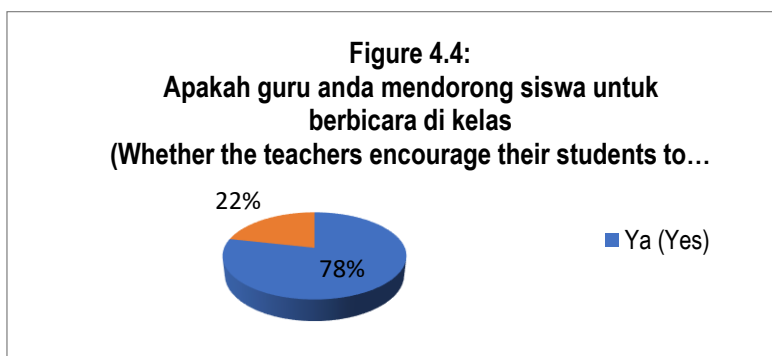
students the opportunity to use the language and express their different points of view. (4) Students represent (6%) state “role play” and (19) of the participant translated to (29%) declared “language games”. Teachers of oral expression should use different activities to motivate

their students to use the language and break the routine of the classroom by

using gaming activities to let the students speak and learn in an enjoyable way.

Table 4.4: Apakah guru anda mendorong anda untuk berbicara di dalam kelas?  
(Does your teacher encourage you to speak in the classroom?)

Options	Ya (Yes)	Tidak (No)	Total
Number	51	14	65
%	78%	22%	100%

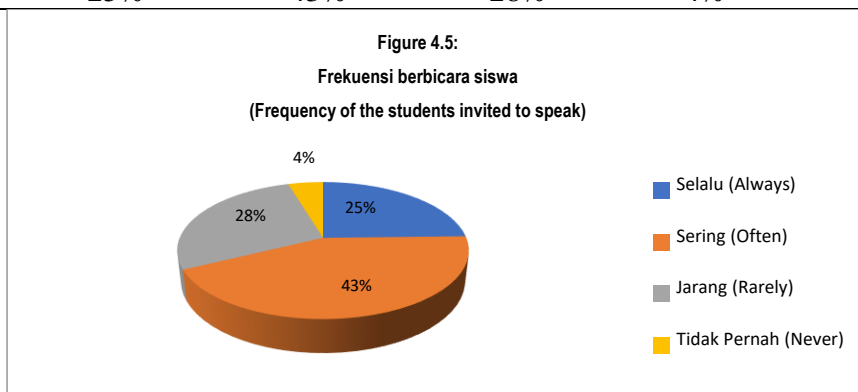


The aim of this question is to know whether the teacher encourages her students as much as possible to speak. (51) Participants from the whole sample making up 78% go for “yes”. It is assumed that the teacher motivates them

by creating a pleasant atmosphere, choosing the topic that the students are interested in since the students who are not motivated, they will never speak. In the other hand, a small portion 14 students the equivalent of 22% go for “no”.

Table 4.5: Seberapa sering guru anda mengundang anda untuk berbicara?  
(How often does your teacher invite you to speak?)

Options	Selalu (Always)	Sering (Often)	Jarang (Rarely)	Tidak pernah (Never)	Total
Number	16	28	18	3	65
%	25%	43%	28%	4%	100%



The aim of this question is to know if the teacher invites her learners to speak and

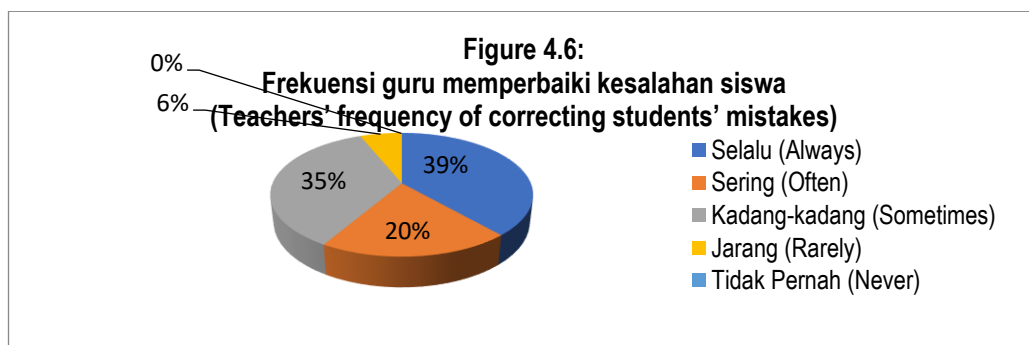
encourage them to take risks and to use the language. The results reveal that 16

participants the equivalent of 25% go for “always” and 28 students making up 43% state that the teacher often invite them to speak while 18 participants represent 28% go with rarely and 3 students making up 4% respond with never. Generally in

communicative language teaching the teacher should always invite the students to speak and use the language and help them to reduce their anxiety and fearfulness.

Table 4.6: Seberapa sering guru anda memperbaiki kesalahan anda?  
(How often does your teacher correct your mistakes?)

Options	Selalu (Always)	Sering (Often)	Kadang-kadang (Sometimes)	Jarang (Rarely)	Tidak pernah (Never)	Total
Number	25	13	23	4	0	65
%	39%	20%	35%	6%	0%	100%



A remarkable characteristic in communicative language teaching is the tolerance attitude towards students' errors especially grammatical errors. A quick look at the table above shows that (25) students making up 39% go for always which means that the teacher continually corrects their mistakes. It can be said that the teacher should not correct students' mistakes each time to let them interact

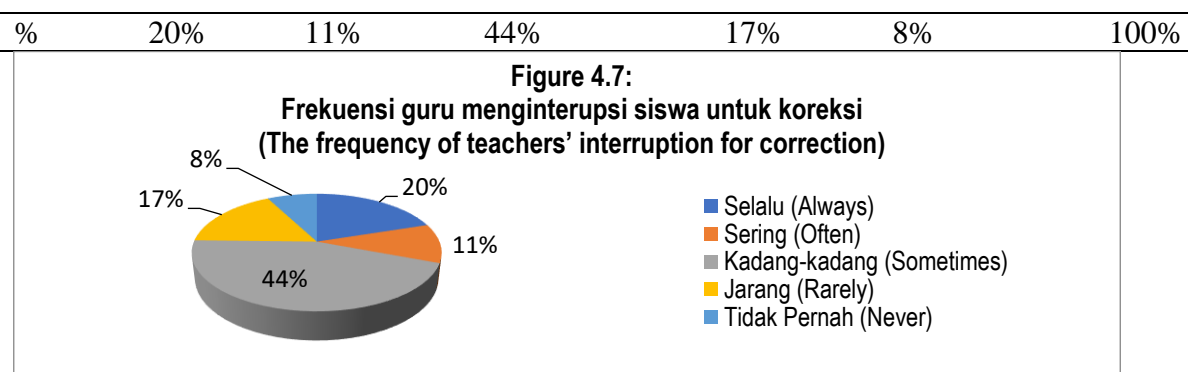
without fearing of making errors since the teacher correction increases learners' anxiety and hesitation. (13) Participants state often making up 20% while 23 students making up 35% go for sometimes. 4 students the equivalent of 6% answer with rarely and none of the student declared that the teacher never correct their mistakes.

Table 4.7: Seberapa sering guru anda menginterupsi anda untuk memperbaiki kesalahan?

(How often does your teacher interrupt you to correct your mistakes?)

Options	Selalu (Always)	Sering (Often)	Kadang-kadang (Sometimes)	Jarang (Rarely)	Tidak Pernah (Never)	Total
Number	13	7	29	11	5	65



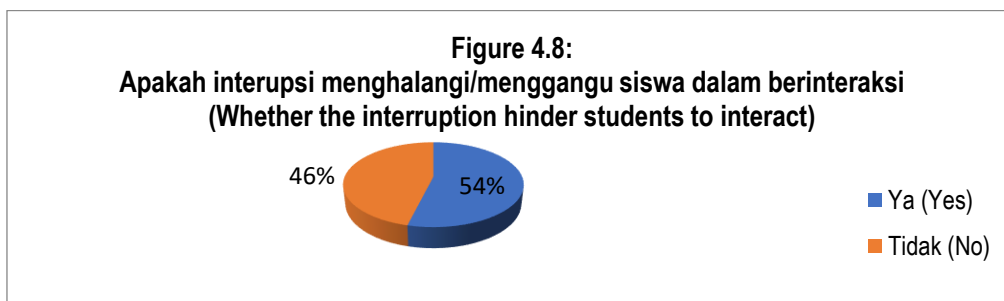


The aim of this question is to know whether the teachers interrupt their students when they make errors to correct them or not. (29) students from the whole sample making up (44%) state “sometimes” which is considered to be very encouraging number because teacher should not interrupt their students each time when they are speaking in order to avoid making them fear or anxious and

she has just to correct serious mistakes. (13) participants represent (20%) declared that they are always interrupted by their teachers whereas (7) others representing (11%) declared often and (11) subjects the equivalent of (17%) answer with rarely. In contrast, (5) Students making up (8 %) declared that they have never been interrupted by their teacher.

Table 4.8: Apakah interupsi guru menghalangi anda untuk berinteraksi?  
(Does teachers' interrupt hinder you to interact?)

Options	Ya (Yes)	Tidak (No)	Total
Number	35	30	65
%	54%	46%	100%



A quick look at the table above shows that (30) students the equivalent of (46%) go for No; the interruption does not hinder them to interact. It is assumed that these students have no problem with

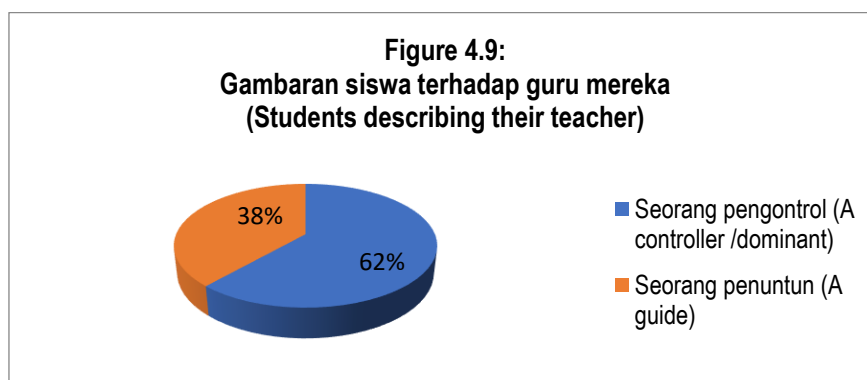
interruption of the teacher, and they prefer to be corrected by their teacher whenever they make a mistake to improve their learning. In contrast, (35) participants making up 54% declared “yes”, the



interruption hinders them to interact. It corrected by their teacher each time when  
can be said that this portion of students are they make mistake.  
shy and inhibited and don't like to be

Table 4.9: Bagaimana anda menggambarkan guru anda?  
(How would you describe your teacher?)

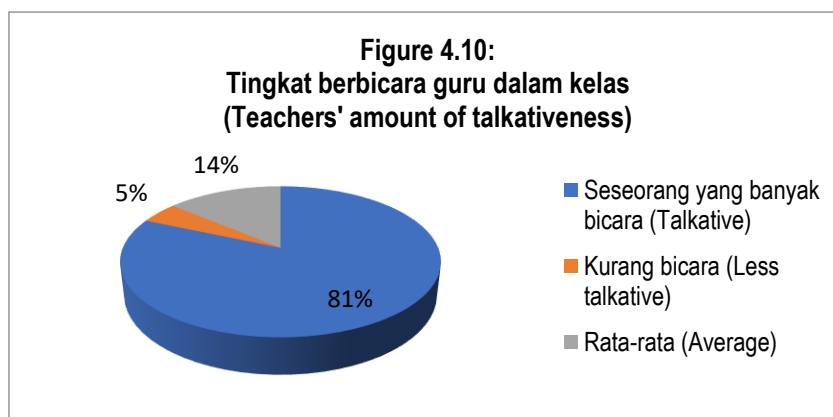
Options	Seorang pengontrol (A Controller /dominant)	Seorang penuntun (A Guide)	Total
Number	40	25	65
%	62%	38%	100%



Generally, in communicative language teaching the teacher is a guide, facilitator and assessor in order to facilitate the learning process and make the students use the language freely and reduce their anxiety. (40) Participants making up (62%) describe their teachers as a controller (dominant). It is assumed that some students describe their teacher as a controller the activities in the classroom. Whereas, (25) Students making up 38% from our sample declared that their teacher is a guide. It is assumed that the students describe their teacher as a controller in the classroom.

Table 4.10: Gurumu adalah?  
(Your teacher is ...)

Options	Seseorang yang banyak bicara (Talkative)	Kurang bicara (Less Talkative)	Rata-rata (Average)	Total
Number	53	3	9	65
%	81%	5%	14%	100%



Commonly, the teacher of oral expression (81%) declared that their teacher is should be less talkative and give the talkative. On the other hand (9) participant opportunity to the learners to talk and making up (14%) state that their teacher is express themselves and give their average. Whereas 3 students the opinions. A quick look at the table above equivalent of (5%) declared that his reveals that (53) participants making up teacher is less talkative.

To summarize the data, the researcher put them into this following table:

Table 4.11

No.	Statements	Options	%
1.	The classroom atmosphere.	Friendly	85%
2.	Students' relationship with their teacher.	Good	58%
3.	The most activities used by teacher.	Discussion	65%
4.	Whether the teacher encourage students to speak.	Yes	78%
5.	Frequency of the students invited to speak.	Often	45%
6.	Teacher's frequency of correcting students' mistake.	Always	39%
7.	The frequency of teacher's interruption for correction.	Sometimes	44%
8.	Whether the interruption hinder students to interact.	Yes	54%
9.	Students describing their teacher.	A controller (dominant)	62%
10.	Teacher's amount of talkativeness.	Talkative	81%
Mean score		High	61%

Based on the findings can be concluded that the students' perception of communicative language teaching (CLT) approach were high. In this study, the result also found several main points. Most of students describe that the classroom atmosphere is friendly, and also students have a good relationship with their teachers. The results of this study also found that discussion is the teachers' used most in the classroom. Teacher often encourages the students to speak in English. Teachers also interrupt their students when make errors. But more than

half of the students feel that the interruption can hinder to speak, and the students feel the teacher teach as a controller in the classroom. Through this research it can be seen that communicative language teaching (CLT) can encourage students' participation and promotes confidence. Moreover, communicative activities can create a pleasant atmosphere where the teacher acts as a guide and facilitator to make the learners feel comfortable to participate in the classroom. However, it depends on what teachers do in the classroom.

#### IV. SIMPULAN

Based on the conclusion, this study presented recommendation regarding the findings of this research for the teachers and students. First of all, teachers must be an advanced in learning-teaching theory, improve their personal knowledge, and master the ways and means of teaching. Knowing students' skill is needed by teacher to encourage students' interest in learning. Teachers have a role as a facilitator. In communicative language teaching, teachers have to create a pleasant classroom atmosphere with different activities like discussion, role plays, and language games. It can be reduce students' afraid and anxiety to be

active in the classroom. Next, teachers should less talkative so the learners can talk more and express their own opinion. The recommendation might help the students to know their passion that can improve their speaking skill. Furthermore, the researchers suggested for future researcher to find out more how speaking skill can be developed by using communicative language teaching (CLT) approach.

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