Teaching English for Elementary School Students through Communicative Language Teaching

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ARTICLE INFO	ABSTRACT
	The aim of the implementation Communicative Language Teaching (CLT) in learning process is to change the teacher-centered learning process into student-centered learning, where students have the freedom to move and discuss all available materials. The method is given to students in grades three to six at SDN Jambangan during the *Kampus Mengajar* program. The CLT method is divided into four, namely the Communicative English teaching method, the practice question method, the question and Answer Session method, the guessing game method. Further, when learning is carried out, it was designed to make communicative activities such as games so that students don't feel bored. This learning process can provide opportunities for students to improve their language skills by using communicative English teaching methods. The findings showed that it is very helpful for educators to provide what is the right method to help students in dealing with existing problems and make learning fun. The students were active during the teaching and learning process. They did the teacher's instruction cooperatively. Therefore, it can be concluded that learning can be carried out well and feels light when using the right stages. This research also helps the researcher to gain new experiences, which are very valuable experiences for life.

Introduction

Along with the times, competition in the world of industry and the world of work today can be said to be very tight. So that in order to prepare and develop human resources (HR) to face changes in social, cultural, world of work and rapid technological advances, the government seeks to improve the quality of education in Indonesia. To achieve this, the Ministry of Education, Culture, Research and Technology *(Kemdikbud)* issued a breakthrough that is expected to produce quality human resources and graduates, namely *Merdeka Belajar - Kampus Merdeka* (Abrejo et al., 2019).

Kampus Mengajar is part of the *Kampus Merdeka* program which aims to provide opportunities for students to learn and develop themselves through activities outside of class lectures. In this *Kampus Mengajar* program, students are placed in 3T elementary schools (Front, Outermost, disadvantaged throughout Indonesia and help improve

literacy and numeracy in these schools for approximately 5 months. *Kampus Merdeka* is one of the policies issued by the Minister of Education and Culture *(Kemdikbud)*, Nadiem Makarim, with the aim of eliminating the distance between universities and industry (Kuwat & Ghozali, 2018). Further, from several selected elementary schools that fall into the 3T category in Rembang Regency, the primary school that was my target was SD Negeri Jambangan. Jambangan State Elementary School is located on Jln. Lodan-kalipang KM.2, Jambangan, Kec. Sarang, Kab. Rembang Prov. Central Java. This school is located in the easternmost sub-district of Rembang Regency, in other words, far from the city, which makes them lagging behind in education, such as the lack of knowledge of English education.

Education is part of a learning process carried out by all human beings (Barham et al., 2019). The purpose of education is to prepare students to be able to face a rapidly changing life in the future. Based on the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System Article 20, states that learning is a process of interaction between students and educators and learning resources in a learning environment. AECT (Association for Education Communication and Technology) states that learning resources are all sources (which include people and goods) that may be used by the learner either independently or in a combined form, usually in informal situations to provide ease of learning (Septy Lesia & Petrus, 2021).

Further, the data observation resulted that one of the obstacles faced is the unavailability of a special syllabus for English subjects. Although as a local content subject, English must still have its own syllabus. In terms of teachers who have less potential when providing learning, because there is no English teacher at SDN Jambangan. Thus, it is the homeroom teacher who directly teaches the students, even though they have the ability to teach simple English but sometimes it makes the teachers feel difficult (Fitriani et al., 2019). This is also due to the lack of learning about effective methods of teaching English and the lack of practice time for them to practice the methods they have learned. Thus, what happens is that English grammar is still taught in isolation and sufficient practice is not given in an integrated manner with the four language skills (speaking, listening, writing, and listening skills). Furthermore, points out the fact that most English teachers teach English by writing down one focus of English grammar rules, explaining these rules, providing example sentences, asking students to make sentences according to the grammar rules that have been set introduced and translated the sentence into Indonesian (Yulianti et al., 2019).

To overcome the above problems, the right solution is to use the method of teaching English with a communicative approach to students at SDN Jambangan. The communicative approach or commonly referred to as Communicative Language Teaching (CLT) is an approach in teaching a foreign language or a second language that emphasizes interaction, both as a means and as a goal of learning a foreign language (Handayani, 2017). In applying this approach language learning is not only determined by how to teach certain aspects of the language but also seeks various exercises that provide opportunities for students to improve their language skills. CLT here aims to change the teacher-centered learning process into student-centered learning, where students have the freedom to move and discuss all available materials. Furthermore, Rizqi, (2020) suggests that active communication will not occur if students only memorize sentence patterns so that

students must be trained to seek and find the meaning of the sentences they are studying.

Furthermore, from the explanation above concludes that communicative language teaching is considered best as an approach rather than a method. So, although a reasonable degree of theoretical consistency can be seen at the level of language and learning theory, at the level of design and procedure there is greater room for individual interpretation and variation than most methods permit (Hartati, 2017). It could be that one version among the various proposals for syllabus models, exercise types, and classroom activities may gain wider approval in the future, giving Communicative Language Teaching the same status as other teaching methods. On the other hand, different interpretations might lead to homogeneous subgroups.

Communicative Language Teaching emerged at a time when teaching English was poised for a paradigm shift. Situational Language Teaching was no longer felt to reflect the appropriate methodology for the seventies and beyond (Indrilla & Ciptaningrum, 2018). CLT appealed to those seeking a more humanistic approach to teaching, where the interactive process of communication received priority. The rapid adoption and implementation of the communicative approach also resulted from the fact that it quickly assumed the status of orthodoxy in English language teaching circles, receiving the sanction and support of prominent British applied linguists, linguists, publishers, as well as agencies, such as the British Council (Sholah, 2019).

Now that the initial wave of enthusiasm has passed, however, some of the claims of CLT are being looked at more critically (Indriyanti & Prasetyo, 2018). The application of the communicative approach raises important issues for teacher training, materials development, and testing and evaluation. Questions that have been raised include whether the communicative approach can be applied at all levels in language programs, whether it is equally suitable for ESL and EFL situations, whether it requires existing grammar-based syllabi to be abandoned or simply revised, how such an approach can be evaluated, how suitable it is for non-native teachers, and how it can be applied in situations where students must continue to take grammar-based tests. These types of questions will definitely require attention if the communicative movement in language teaching continues to gain momentum in the future. Therefore, this present study is conducted to know the implementation Communicative Language Teaching (CLT) in teaching English for elementary school students.

Syllabus in CLT Method

The discussion of the nature of syllabus has been central in Communicative Language Teaching. We have seen that one of the first proposed syllabus models was described as a notional syllabus, which specified semantic-grammatical categories (e.g., frequency, motion, location) and categories of communicative functions learners needed to express (Prastikawati, 2021). The Council of Europe expanded and developed this into a syllabus that included descriptions of the objectives of foreign language courses for European adults, the situations in which they might typically have to use a foreign language (e.g., travel, business), the topics they might need to talk about (e.g., personal identification, education,

shopping), the functions for which they needed language (e.g., describing something, requesting information, expressing agreement and disagreement), the notions utilized in communication (e.g., time, frequency, duration), as well as the vocabulary and grammar needed (Sasstos, 2020). The results were published as Threshold Level English and were an attempt to determine what is required in order to achieve a reasonable level of communicative ability in a foreign language, including the language items needed to realize this "threshold."

Teacher's Role in CLT Method

Several roles are assumed for teachers in Communicative Language Teaching, the importance of certain roles being determined by the views CLT adopts. Expert describes the teacher's role in the following terms (Putri et al., 2015).

The teacher has two main roles: the first role is to facilitate the communication process between all participants in the class, and between these participants and the various activities and texts. The second role is to act as an independent participant in the teaching-learning group. This latter role is closely related to the objectives of the first role and arises from it. This role implies a set of secondary roles for the teacher; firstly, as a resource organizer and as a resource himself, secondly as a guide in classroom procedures and activities. The third role for the teacher is that of researcher and learner, with much to contribute in terms of appropriate knowledge and abilities, actual experience and the observed nature of learning and organizational capacity (Taufikurohman, 2018).

Objectives of Communicative Language Learning

The objectives of the CLT in Teaching English, stated that it discusses the following levels of objectives in the communicative approach (Ramadhani & Lestiono, 2017):

1. integrative and content level (language as a means of expression)
2. linguistic and instrumental levels (language as a semiotic system and learning object);
3. affective level of interpersonal relations and behavior (language as a tool for expressing values and judgements about oneself and others);
4. the level of individual learning needs (remedial learning based on error analysis);
5. the level of general education extra-linguistic goals (language learning in the school curriculum).

These are proposed as general goals, applicable to every teaching situation. Specific goals for CLT cannot be defined beyond the level of specification, as such an approach assumes that language teaching will reflect the particular needs of the target learners. These needs may be in the domains of reading, writing, listening, or speaking, each of which can be approached from a communicative perspective (Sumarsono & Mbato, 2021). The curriculum or instructional objectives for a particular course will reflect certain aspects of communicative competence according to learners' ability levels and communicative needs.

Research Methods

This study applies descriptive qualitative in the teaching and learning process through Communicative Language Teaching (CLT) this is given to students at grades three to six at SDN Jambangan during the *Kampus Mengajar* program. The CLT method is divided into four, namely the communicative english teaching method, the practice question method, the question and Answer Session method, the guessing game method. And when learning is carried out I try to make communicative activities such as games so that students don't feel bored.

The following is an explanation of the method steps, namely (1) Teaching Communicative English: this stage, I explain the material using a communicative approach in teaching English by using a target language that is adjusted to the level of elementary school students. (2) Giving practice questions: the second stage I gave practice questions related to the material that had been explained. The goal is to train students in teaching the target language (TL) according to what has been previously set. (3) Gives Q&A Session: the third stage I gave a question and answer session. The goal is to train them to dare to express what they don't understand from the explanation of the material given. This is also part of the communicative approach method in teaching English. (4) Gives a guessing game: the last stage I gave a game for the students, namely a guessing game. This game is done before going home from school so students are motivated to think about the right and right answers. It also helps students to have the courage to build their confidence to present their answers.

Findings

This phase describes the findings of the implementation CLT (Communicative Language Teaching) during the teaching and learning process in elementary school students. Further, at this stage, this explains the material using a communicative approach in teaching English by using a target language that is adjusted to the level of elementary school students. The point is that at this stage also explains the material using a communicative approach by making students feel close and comfortable when learning takes place. For example, when I explain the material, I try to attract their attention by making direct contact with their eyes, paying more attention and as much as possible making the learning fun so that they don't feel bored.

By providing fun learning, it is done by inviting them to occasionally joke, sing, and tell funny stories. In that way, educators and students can have an attachment and comfort with each other, this makes learning feel light and students feel unburdened during learning. And when learning, the English material using language that makes them understand as much as possible, by providing a translation and explaining slowly. Furthermore, teaching English using targets that are adjusted to the level of elementary school students. That is by adjusting the abilities of students, by understanding their abilities and knowing what problems they face when learning English.

At this stage, the teacher also explained the material in stages, namely by providing the most basic material and then giving an explanation that increases slowly at the next meeting.

For example, when I give material about animals I will give an explanation of the kinds of animals first. Then at the next meeting I will explain the grouping of animals, such as animals that can be kept and those that cannot be kept or wild animals. Then the next meeting I will explain the characteristics of animals and the limbs of animals. This kind of learning is very effective for students because it can provide opportunities for students to think and explore the world of their imagination.

Students and Teacher's Interaction

In the second stage I gave practice questions related to the material that had been explained. The goal is to train students in teaching the target language (TL) according to what has been previously set. In this second stage, it means that after I deliver the material to the students, I ask questions related to the material.

In practice questions, there are questions that serve to stimulate students' memory so that they can fill out questions properly. In this process the most important thing is the process of answering the question itself, not based on the results. Because students are taught to enjoy all the learning processes that take place, so that they can start something with all their heart and carry it out well without thinking about the results. And this can be said that students are accustomed to learning to remain confident in their abilities. Students will be taught how important the value of honesty and struggle to answer their own questions without the help of others. This will make students build self-confidence as well as build students' spirit in answering the questions given.

In addition, in the third stage the teacher gave a question and answer session. The goal is to train them to dare to express what they don't understand from the explanation of the material given. This is also part of the communicative approach method in teaching English. Therefore, the intention is that I give a question and answer session and this session is carried out after I explain the material that I have explained earlier. This session is an important session in learning English and other learning. Because the question and answer session make students express their confusion about the material presented. This session is also very helpful for teachers to be able to find out what confusion and problems make students not fully understand the material that has been delivered. And from these problems, the teachers will be more focused and tend to pay more attention to aspects that help learning so that it can be conveyed properly.

The main purpose of this question and answer session stage is to help train them to be brave enough to express what they don't understand from the explanation of the material given. This is also part of the communicative approach method in teaching English. Here we as teachers must be able to provide space for students to be able to express their confusion, problems and curiosity that they feel during the question and answer session. And for educators at this stage is an important moment to answer all questions and teach them to understand and understand the discussion of the material being taught. At this stage it is also very helpful for students to develop an approach between educators and students, because at this stage students will develop a sense of trust in educators because they have helped to answer questions that students find difficult to answer.

Giving a Simple Learning Game

At the last stage I gave a game for the students, namely a guessing game. This game is done before going home from school so students are motivated to think about the right and right answers. It also helps students to have the courage to build their confidence to present their answers. At this last stage, what I mean is that I give a game that is a guess about the material that I conveyed earlier. This is very helpful in developing the memory of students to be able to recall the vocabulary they have learned. When this game is done before going home from school, the students will try to answer quickly because if they answer questions quickly and correctly they are allowed to go home first. At this stage it is also very beneficial for students because it makes them motivated to think about the right and correct answers.

In addition, this last stage also helps students to have the courage to build their confidence to present their answers. And when there are students who answer wrong, then the student will try to keep looking and remembering the correct answer. On the other hand, if there are students who answer the question correctly, they will feel proud of themselves for being able to dare to try.

Students' Language Skills

The Communicative Language Teaching (CLT) approach is a method that is widely chosen by English language teachers in various language schools; especially those orientated towards English-speaking countries. In practical terms, CLT aims to train and improve students' language skills according to contexts and situations that occur in real life. So, there are two factors that teachers need to focus on to build students' communication skills (especially orally); namely fluency and accuracy.

Fluency

The fluency aspect includes students' fluency in pronunciation, intonation, and organizing the flow of speech. Before fluency, students should be introduced to certain situations while introducing appropriate expressions. Once students are able to remember and feel familiar, they begin to be trained to pronounce the expression correctly.

At this stage, some students may feel shy, afraid, or uneasy because they are not used to saying the expression. So, the teacher can package this speaking activity with pairing group strategies, games (hot potato or various other games), or presentations. Tell the students not to feel guilty if their pronunciation is not correct or even wrong. This will give them a sense of security and motivation to keep working towards their goal.

Some students may also need a little more time in the process of remembering the expressions to talk about. The teacher can write part of the expression and let the students complete the rest of the expression (scaffolding technique) on the board. Students can also write the expression in their books. Once the students get used to it, the writing will be erased.

Accuracy

After fluency, the next aspect is accuracy. When students feel safe, motivated, and familiar with the training of certain expressions, students begin to build their language accuracy level through the study of sentence structure. The purpose of learning sentence accuracy is for students to get used to the correct pronunciation of sentence structures. If later in their development, students choose to reduce words or use slang, their ability and memory with the basic sentence structure is not lost.

Students will learn about the details of English structures; such as the use of subject and predicate, the use of tenses, and the explanation of the context of more complicated sentences according to their function. They can also recognize the intonation when certain expressions are used.

The challenge that teachers may face is boredom and lack of enthusiasm due to the seriousness of the language structure material. Therefore, teachers can design activities at this stage with games (jumbled words, fill in the blanks, or other typical games) and ask students to take notes. If these two factors are integrated in the English learning process, it is expected that students will get used to building their language communication skills independently (Apsari, 2018).

Discussion

From these findings, it can be concluded that learning can be carried out well and feels light when using the right stages. It is in line with the research conducted by Wijayatiningsih & Yuniarti (2019). It gives continuous with the given theory. In applying this approach language learning is not only determined by how to teach certain aspects of the language but also seeks various exercises that provide opportunities for students to improve their language skills. The method used in this learning is to apply a communicative language approach which is not only determined by certain aspects of the language, but it seeks various exercises that provide students to develop and improve their language skills.

In the aspects of students' interaction and the language skills, it could be said that CLT also emphasizes the development of language skills holistically, namely by developing all communicative skills (listening, speaking, reading, and writing) simultaneously and interrelated. It is considered in the theory stated in (Sumarsono & Mbato, 2021; Tuan, 2010) that this approach develops communicative skills such as listening, speaking, reading, and writing, so that students can learn and apply the language learned in real situations. Other benefits, CLT makes learning more fun and interesting by providing realistic and fun communicative situations for students, thereby making learning more fun and interesting for students. It also provides relevant context: CLT provides content that relates to real life, such as social, political, economic, and cultural topics, so students can learn language in a relevant context.

Moreover, CLT improve the students' fluency and accuracy during the learning English skills. The learning activities make students more active in learning: CLT emphasizes social interaction and active participation of students in learning, thus

making students more active in learning. In addition, the implementation of CLT in the classroom can improve students' communicative abilities, make learning more fun and interesting, provide relevant contexts, develop language skills holistically, make students more active in learning. Thus, CLT is very beneficial for both teacher and students in the process of teaching and learning (Octaviana, 2017).

Furthermore, Tuan (2010) suggests that active communication will not occur if students only memorize sentence patterns so that students must be trained to seek and find the meaning of the sentences they are studying. Learning using this communicative approach method is said to be successful and successful in developing and making effective learning for students. And learning English using this communicative approach has proven to be effective in making significant and targeted changes. This is evidenced by the increase in vocabulary that is remembered by students and also the increase in student responsiveness. Further, the positive impact of the success of this communicative approach method can be seen in the increasing aspects of students' self-confidence which is increasing rapidly.

Conclusion

Overall, this research can provide opportunities for students to improve their language skills by using communicative English teaching methods. So that in this research it is very helpful for educators to provide what is the right method to help students in dealing with existing problems and make learning fun. In addition, a fun learning can make its own encouragement for students to continue to develop their mindset and also expand in increasing their potential. And Communicative Learning in this study can be said to have covered all the things that educators want to achieve, namely being able to provide students with comfort and proper direction. Because this communicative learning method can bring us educators closer to students.

This research also helps the researcher to gain new experiences, which are very valuable experiences in his life. By having this experience, the researcher wants to share his experiences as outlined in this study. Thus, it is hoped that this research will not only can help educators are also expected to motivate prospective educators to be more enthusiastic to dare to try to solve challenges with full confidence, that everyone can do the best version of himself.

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