

EFL STUDENTS' PERSPECTIVES ON THE USE OF CLT IN LEARNING SPEAKING AT SIXTH GRADE SDN CIPETE 2 SERANG

Nita Noviyanti Rahayu *1

UIN Sultan Maulana Hasanuddin Banten Serang, Indonesia
nitanoviyantirahayu2810@gmail.com

Sheefmy Natwila Puteri

UIN Sultan Maulana Hasanuddin Banten Serang, Indonesia
sheefmynatawila11@gmail.com

Abstract

This research explores the perspectives of sixth-grade students at SDN Cipete 2 Serang regarding the use of Communicative Language Teaching (CLT) in English Learning. A qualitative descriptive method was used in this research. The results showed that students had a good understanding of the concepts and objectives of CLT, which they acknowledged was more effective than traditional methods. They feel more comfortable and involved in the learning process, although some students still feel nervous when speaking in front of their friends. This method has proven effective in improving students' speaking skills and self-confidence, as well as increasing their interest and motivation in learning English. However, some of the difficulties faced included language and focus barriers during long-lasting activities. Interaction between students, teachers, and classmates increases, creating a more relaxed and supportive classroom atmosphere. Students provide input for improvement, including the use of visual media, a variety of activities, and constructive feedback from teachers.

Keywords: Communicative Language Teaching (CLT), EFL Students, Students' Perspectives, Speaking Learning.

INTRODUCTION

Talking is one of the ways humans interact with one another, according to Willis (2015). Because it is ingrained in our brains, Speaking is a more vital skill than other abilities. Working memory in the brain is organized in an extremely basic way because it influences pupils' self-perceptions and thoughts in social settings. Understudies need to interact with others to become proficient communicators. Despite this, youngsters in Indonesia find it difficult to have second language proficiency in English. They find it difficult to complete the homework set by their teachers since they are improperly learning English. Consequently, to facilitate learning for all students, English teachers must figure out the best approach to teach EFL speaking skills.

People acknowledge that among the explanations for way English as an Exterior Lingo (EFL) talking in Indonesian colleges isn't operating profitably is that there isn't enough time. They most prominent time is two hours a week, or 28 hours every term, to enable them to examine English. Concurring to (P Country & Newton, 2009), it is

¹ Correspondence author.

stated that speaking does not develop nearly as much as other abilities such as examining, tuning in, as well as writing. sharpening is necessary. It proved to be among the causes of understudy' of English as a inaccessible lingo are not very successful at what they do. In contrast to what J. Newton and Nation said, which was that talking telephones must occupy 25% of all hours that are taken into consideration, this invalidates their statement. At any point, point educators try to facilitate their kids' conversations, however, they do so just as regularly conceivable encounter an assortment of other challenges. The essential issue that is brought up has to do with unease.

As stated by Richard and Rodgers (2001), understudies typically express unease when required to communicate in English without having made any prior plans. Because of this information, they are afraid of making mistakes. They also worry that their friends will make them seem like repulsive people or that the teachers will be basic to them. The tiny problem is that when teachers choose a subject they are unfamiliar with, understudies become disinterested. Understudies may not be able to express their opinions in this situation because they lack sufficient knowledge of the topic. According to Robert, it causes problems for pupils when their instructors ask them to answer inquiries in English since they do not understand the differences between English terms and often find it difficult to use their language when communication is required.

The third issue is that a sizable a section of the understudies for the lesson possess inadequate English language skills. The majority final understudy are located at the middle-of-the-road level, with a tiny percentage at the advanced level. In Indonesia, there are a tonne of these courses. This is frequently a huge problem as every understudy may be required to take advantage of opportunities to enhance their speaking English. The problem is made worse by the teacher's propensity to concentrate during class discussions on the more sophisticated and astute understudy. Therefore, students who produce mediocre work and do not understand the texture will either say nothing at all or watch their classmates achieve over their expectations.

Richards and Rodgers (2001) state that a speaker must have a certain technique to address the difficulties that understudies have when speaking. One method of tongue learning that highlights the value of interlanguage interactions is called communicative language teaching (CLT). According to them, conversing with others might be a fundamental part of dialect security. Apart from that, they struggle with the tongue's ability to function as a conversational medium in which every action is executed with intellectual communication.

According to (sauvignon & Wang, 2003), Communicative Language Teaching (CLT) differs fundamentally from traditional methods of tongue direction that emphasize students' formal comprehension. Helping students use jargon correctly in an authentic context is the aim of CLT. Since then, the examiner has made an effort to improve understudies' interpersonal communication skills with the application of the Communicative Language Teaching methodology in English classes. Understudies from

various nations populate Indonesian schools; they speak a variety of regional dialects, possess distinctive personalities, and use distinctive linguistic practices. This makes it difficult for English teachers to devise amazing memorization strategies for their understudies. The use of dialect techniques is another idea that is supposed to aid in the successful learning of English. Using this information, A teacher of English ought to be able to enumerate some of the methods they help pupils' language acquisition and become proficient in the classroom. In the unlikely event that educators pay attention to how they acquire language, they may possess the ability to produce a learning environment that fully capitalizes on pupils' desire to memorization.

The focus of the study

The focus study researcher chose this study because the investigator is curious whether CLT is an effective language instructing students in speaking English and the communicative language teaching method that the teacher applies while instructing speaking at the sixth grade of SDN Cipete 2 Serang.

Research Questions

1. What is the perspective of sixth-grade students at SDN Cipete 2 Serang regarding the use of Communicative Language Teaching (CLT) in learning to speak?
2. What is the effectiveness of the CLT method in improving the speaking skills of sixth-grade students at SDN Cipete 2 Serang according to their perception?

Benefits of the study

The benefit of this study is can significantly enhance teaching effectiveness by providing insights into how students experience and perceive the Communicative Language Teaching (CLT) approach. This understanding allows educators to tailor their methods to better meet students' needs, leading to more engaging and effective speaking activities. Moreover, identifying challenges and areas for improvement can help create a more supportive learning environment, ultimately fostering improved speaking skills and greater confidence in using English. This research can also inform curriculum design and professional development, ensuring that teaching strategies are both student-centered and contextually relevant.

Previous Study

The first previous study was conducted by (Awal, 2013), who carried out a test inquiry in 2013 around Communicative Exercises and the Impact On Students' English Expertise at the primary review of SMAN 4 Parepare. This inquiry found that communicative exercises were emotional to progress students' English aptitudes and writing skills were effective significantly but Communicative Activities in the first grade of SMAN 4 Prepare.

The second previous study was conducted by (Kukuh, 2023), an understudy of the English Division Instructive Staff State Founded for Islamic Considered Recolor Salatiga. "Communicative Language Teaching (CLT) Approach in Speaking Class at the Second Grade of MAN Tenganan" was the subject of his capstone paper within the Scholarly 2013–2014, as stated in his capstone project, the strategy for this specific ponder is subjective considering analyzing meet result based on outline work of CLT and diagram of talking. The finding of the consideration was displayed that the instructor connected the characteristics of the CLT approach in their educating talking. In expansion, the distinctive issues experienced by the instructor subsequently make their ways to overcome the issues a small bit diverse from each other.

THEORETICAL FRAMEWORK

EFL Students

The phrase "English as a Foreign Language" (EFL) describes how non-native English speakers think about the language in countries where English is not the primary dialect. Usually not to be confused with English as an extra Language, which is the art of studying English in a country where the majority language is English.

J. Harmer (2007), EFL has illustrated situations in which students were learning English so they could use it with any other English-speaking person wherever in the globe, whether they were tourists or business travelers. As stated by H. Douglas Brown (2001). Foreign language environments are those in which students lack pre-made environments for communication outside of the classroom.

EFL is prepared for students at certain times or on specific occasions. Since English is widely used for communication, especially online, our students are a part of a global target-language community. They are set up to interact in the future by using English as a universal language. Finally, Early English learning is essential since English has a significant impact on existence.

EFL is typically taught in settings where both the community and the school speak a different dialect of English. The difficult task of locating and supplying English role models for their students falls on EFL instructors. More classes and schools have become more like EFL than ESL environments as the number of ESL understudies in North American schools has increased (Gunderson, Lee, et al. ESL (2009).

Student Perspective

Pamela M. Sullivan The student perspective refers to the viewpoint and experiences of understudies in different instructive settings. It includes understanding their considerations, suppositions, and bits of knowledge on themes such as online learning, problem-based learning, game-based learning, and authority improvement. According to Carissa Myers Students' points of view give important data on the viability of distinctive direction strategies, the improvement of aptitudes and competencies, and the effect of instructive encounters on their development and learning. Through

interviews and studies, analysts assemble information to pick up a more profound understanding of students' states of mind, encounters, and recognitions, which can illuminate instructive hones and arrangements. Students' points of view moreover shed light on the transferability of aptitudes learned in instructive settings to real-world circumstances and the potential benefits of certain intercessions, such as video recreations, in creating different properties and competencies.

Communicative Language Teaching (CLT)

Since communicative competence is the ultimate goal of language instruction and procedures for teaching the four language skills take into account the interdependence of language and communication, communicative language teaching (CLT) is seen more as an approach (Richards, J. C., & Rodgers, T. S. (2001).

Nunan, D. (1991), it is well known that the CLT method helps language learners become more culturally competent. This methodology fosters cross-cultural dialogue and comprehension while motivating students to interact with real language resources from various cultural backgrounds.

Teaching communicative language teaching (CLT) is no different (Larsen-D. Freeman). The CLT approach was developed in Britain and is now often utilized in English as a second language (ESL) courses all around the world. Many linguists and ELT professionals agree that CLT is a potent theoretical paradigm that offers practical language teaching methods (Sun, Y., & Burnaby, B. (1989).

Speaking Learning

One of the four skills that students should focus on mastering to become excellent communicators is speaking. Being able to speak English fluently and accurately opens up more opportunities to succeed in life because speaking is the most important part of communicating with others. (A. Reza, S. Beniss, V. Edalati).

Speaking is a collaborative process that calls for the ability to work as a team inside the administration by taking shifts. It typically requires real-time as well, with little time for detailed planning. We believe that speaking is an essential part of learning a language and receiving an education that helps students succeed in communication. Since speaking is a part of everyone's everyday life, conditions can foster a secure learning atmosphere where students feel more comfortable making errors when they speak. Pupils will be able to interact with others and express themselves effectively.

METHODOLOGY

Research Method

A qualitative descriptive method was used for the research method in this study and Communicative Learning Teaching (CLT) was used for the learning method in this study. Krashen states that language learning occurs naturally when students are exposed to language input appropriate to their level of understanding. In the context

of CLT, this means providing real communicative situations in which students engage in language use in contexts that are meaningful to them.

The language learning methodology known as Communicative Language Teaching (CLT) places a strong emphasis on meaningful and active conversation. It will provide students the opportunity to interact with language in context-relevant and real-world settings. In this study, students will be encouraged to communicate effectively in the context of time, both in giving instructions, asking questions, and responding. Through activities such as role-play, group discussions, and simulations of real-life situations, students will be able to hone their communication skills while deepening their understanding of the study.

The CLT method views the teacher's job as a facilitator of the student's learning process in addition to being a conduit for knowledge. Teachers will provide opportunities for students to be actively involved in learning, encouraging them to speak and interact in the target language. Teachers will provide guidance and support as students participate in the simulation, providing constructive feedback to help them develop communication skills and understanding of time.

Research Instrument

In this research, the research instruments used include surveys, observations, and interviews. Surveys are used to collect quantitative data regarding students' views on Communicative Language Teaching (CLT) used in speaking learning. The questionnaire was structured with closed and open questions designed to explore students' understanding of CLT, their comfort level, as well as the effectiveness of this method in improving their speaking abilities.

Apart from that, observations were carried out to directly observe the implementation of CLT in the classroom. Researchers observed interactions between teachers and students, student participation in speaking activities, and student responses to the CLT method. These observations provide rich qualitative data about classroom dynamics and how CLT is applied in real contexts.

In-depth interviews with selected students and teachers were also conducted to gain deeper insight into their experiences and views on the use of CLT. These interviews allow researchers to further explore findings from surveys and observations, as well as to identify factors that may influence students' views. The combination of these three instruments provides a comprehensive picture of EFL students' perspectives on the use of CLT in speaking learning in sixth grade at SDN Cipete 2 Serang.

Data Collection Techniques

In this research, there are several techniques used for data collection. The survey was conducted by distributing questionnaires to sixth-grade students to collect data regarding their views on Communicative Language Teaching (CLT) used in

speaking learning. This questionnaire consists of closed and open questions designed to explore students' understanding of CLT, their comfort level, as well as the effectiveness of this method in improving their speaking abilities.

Observation techniques are used to directly observe the implementation of CLT in the classroom. Researchers recorded interactions between teachers and students, the level of student participation in speaking activities, and student responses to the CLT method. These observations provide rich qualitative data and allow researchers to see the application of CLT in real contexts.

In-depth interviews with a chosen group of instructors and students were also undertaken to learn more about their perspectives on the application of CLT and their experiences with it. These interviews were conducted in a structured yet flexible manner, allowing researchers to further explore findings from surveys and observations, as well as to identify factors that might influence students' views. By using a combination of these data collection techniques, this research can provide a comprehensive picture of EFL students' perspectives on the use of CLT in speaking learning at SDN Cipete 2 Serang.

FINDING AND DISCUSSION

Students Understanding of CLT

Students at SDN Cipete 2 Serang in the sixth grade showed a solid grasp of the principles and goals of Communicative Language teaching (CLT), according to the study findings. Most students realize that CLT aims to improve their speaking abilities through more natural and contextual interactions. They acknowledged that this method was different from traditional learning methods that focused more on grammar and translation, and they felt that CLT gave them more opportunities to use English directly.

Level of Comfort and Engagement

Research shows that students feel quite comfortable using CLT in teaching and learning activities. Numerous pupils reported feeling more engaged and active in the learning process as a result of this approach. They feel more at ease speaking their minds and taking part in class discussions. Even yet, several students acknowledge that they still experience anxiety while speaking in front of their peers. Particularly if they believe their English is still inadequate.

Method Effectiveness

Students gave positive views about the effectiveness of CLT in improving their speaking abilities. Many of them reported significant improvements in their self-confidence and speaking abilities after several months of implementing CLT. They feel this method helps them master new vocabulary and develop more natural speaking skills. When learning outcomes are compared, it is evident that students' speaking skills have improved after CLT was implemented.

Motivation and Interest

It appears that using CLT increases students' motivation and enthusiasm in studying English. Students report that this method makes lessons more interesting and enjoyable. They are more motivated to learn and participate in classroom activities because this method often involves games, simulations, and other interactive activities. Some students even stated that they were now more enthusiastic about learning English outside the classroom.

Difficulties and Challenges

Despite many positive aspects, students also identified some difficulties and challenges in using CLT. When given instructions in English alone, some students may find it challenging to follow, particularly if the language is foreign to them. In addition, some students have difficulty maintaining focus during activities that last for a long time. They felt they needed more support and guidance from teachers to overcome these obstacles.

Interaction with Teachers and Peers

Research finds that CLT increases interactions between students and their teachers and friends. Students find it easier to communicate with their teachers and friends during CLT activities because the classroom atmosphere is more relaxed and supportive. They feel more heard and appreciated when participating in discussions and games. Teachers are also seen as facilitators who help students learn through active interaction, not just as providers of material.

Suggestions and Feedback

Students offered a range of recommendations and feedback to enhance the way CLT was applied in their lectures. Some students suggested using more visual aids and media to aid their understanding. They also suggest a variety of activities to avoid boredom and maintain motivation. Additionally, students hope to get more constructive feedback from teachers to help them improve their speaking skills. This research shows that with the right adjustments and support, CLT can be a very effective method in developing EFL students' speaking skills at SDN Cipete 2 Serang.

CONCLUSION

This study demonstrates how well sixth-grade students at SDN Cipete 2 Serang may improve their speaking abilities via the implementation of the Communicative Language Teaching (CLT) technique. Students feel more comfortable and engaged in the learning process, and experience significant improvements in speaking ability and self-confidence. Despite some challenges, such as language difficulties and maintaining focus, the benefits of CLT in creating an interactive and supportive classroom atmosphere are clear to see. Students provided valuable input to improve CLT implementation, including the use of visual media, a variety of activities, and

constructive feedback from teachers. With the right adjustments and support, CLT has great potential to develop the English-speaking skills of EFL students at SDN Cipete 2 Serang.

REFERENCES

- A. Reza, S. Beniss, V. Edalati. (2014). "The impact of pushed output on accuracy and fluency of Iranian EFL 1 earners' speaking". *Iranian Journal of Language Teaching Research Vol.2 No.2* July 2014, Urmia University Press: Iran.
- Burnaby, B., & Sun, Y. (1989). Chinese teachers' views of Western language teaching: Context informs paradigms. *Tesol Quarterly*, 23(2), 219-238. <https://doi.org/10.2307/3587334>
- Brown, H. Douglas. (2001). *Teaching by Principle and Interactive Approach to Language Pedagogy*. New York: Longman Inc.
- Carmen, Robert. (2010). *Spoken English: Flourish Your Language*. Abishek.
- Gunderson, Lee, et al. (2009). *ESL (ELL) Literacy Instruction: A Guidebook to Theory and Practice*. 2nd ed. Routledge.
- Harmer, J. (2007). *The Practice of English Language Teaching*. Harlow: Longman.
- Kukuh, Imam. (2023). Communicative Language Teaching (CLT) Approach in Speaking Class in the Second Grade at MAN Tenggara In the Academic Year 2013/2014 (Graduating Paper. Salatiga: IAIN Salatiga.
- Larsen-Freeman, D. (1987). 'From unity to diversity: Twenty-five years of language-teaching methodology.' *Forum XXV* 4: 2-10 (Special Anniversary Issue).
- Nunan, D. (1991). *Language Teaching Methodology: A Textbook for Teachers*. New York: Prentice Hal.
- P Nation, I. S., & Newton, J. (2009). *Teaching ESL/EFL Listening and Speaking*. www.routledgeeducation.com
- Rodrigues, P., D., Vethamani, M., E. (2015). "The Impact of Online Learning in the Development of Speaking Skills" *Journal of Interdisciplinary Research in Education (JIRE) Vol. 5*, Issue 1, 2015, pp. 43-67, Taylor's Press: Malaysia.
- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching*. Cambridge University Press.
- Saiful Awal. (2013). Communicative Activities and the Effect Toward Students' English Skill at the First Grade of SMAN 4 Parepare (Unpublished, Skripsi STAIN Parepare), p. 54.
- Savignon, S. J., & Wang, C. (2003). Communicative language teaching in EFL contexts: Learner attitudes and perceptions. In *IRAL* (Vol. 41).
- Setiyadi, et., al. (2009). *TEFL 2*. Jakarta: Universitas Terbuka.
- Thornbury, S. (2005). *How to Teach Speaking*. England: Longman.
- Willis, Dave. (2015). Conversational English: teaching spontaneity, second language learning, and teaching, 14 (2015), 3-18 https://doi.org/10.1007/978-3-642-38339-7_1
- Willis, J. (1996). *A flexible framework for task-based learning An overview of a task-based framework for language teaching*. <http://www.willis-elt.co.uk/articles/>