

# Students' Perception on Communicative Language Teaching (CLT) Used by the Teacher in Teaching English

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## Abstract :

The research was done because the researcher found several problem in students' perception. The problem that arise include: First students have been taught by the teacher with various teaching techniques to master English language skill. However there were problems faced by teachers in the teaching and learning process, namely regarding student motivation in learning, achieving, and interacting in the classroom. Second, the teacher applied Communicative Language Teaching (CLT) but some of the students respond well when the teacher invites to speak but some of them still feel afraid and lazy in the teaching and learning process. The design of this research was a descriptive qualitative research. The data was gotten through questionnaire by using Likert Scale. The population of this research were 57 students of MAN 3 Pasaman Barat which come from XII.IPA 1 and XII IPA 2. To analyze the data of questionnaire, the researcher using Likert Scale. The technique of data analysis was through the Data Collection, Data Reduction, Display the Data and Conclusion. The result of this research showed that: First, many students like the communicative language teaching method the teacher uses in teaching speaking. Second, there are students who do not like the communicative language teaching method the teacher uses in teaching speaking.

**Keywords :** *Perception, Communicative Language Teaching (CLT) Teaching English*

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# **Students' Perception on Communicative Language Teaching (CLT) Used by the Teacher in Teaching English**

## **Introduction**

Teaching English has its own challenges for teachers, especially if what is taught is a group of teenagers who lack enthusiasm in teaching and learning activities. In teaching and learning activities, short responses that show their disinterest in a learning material are a challenge for teachers to be able to make students more enthusiastic in teaching and learning English.

In teaching speaking several techniques that can be used by the teacher in learning. Technique any of a wide variety of exercises, activities, or tasks used in the classroom for realizing lesson objectives, some speaking activities in classroom are acting from a script, communication games, discussion, prepared talks, questionnaires, simulation and role-play.

In the teaching English the teacher has an important role so that the teaching technique can be implemented in teaching speaking. The role of the teacher not only appears again as a teacher, but instead switches as a coach, mentor, and learning manager. Hamdayam (2015) the role of the teacher who is considered the most dominant and the teacher classification are: demonstrator, class manager/management, mediator/facilitator and evaluator. The important role of the teacher, they must have good teaching techniques that can be used as a solution in teaching speaking in class or as a solution to successful speaking in class.

In the MAN 3 Pasaman Barat, students are taught by the teacher with a variety of techniques, but several problems arise, namely: The first students have been taught by the teacher with various techniques to master English language skill. However there were problems faced by teachers in the teaching and learning process, namely regarding student motivation in learning, achieving, and interacting in the classroom. Second, in the classroom the teacher has implemented Communicative Language Teaching, but some students are still low in speaking skills, for example: the teacher invited the students to speak in English by giving various type of questions to the students and the teacher asked many students. Some of the students respond well when the teacher invites to speak but some of them still feel afraid and in the teaching and learning process.

The review of related study in this research, the first study was conducted by Muamarah in 2017 with the title "Students' Perception on Teaching Technique Applied Teacher in the Speaking Class". The objective of this study was to investigate students' perception of teaching techniques applied by the English teacher in the classroom. The participants of this study were the first semester bachelor's degree students of the English Department Teacher Training and Education of Muhammadiyah University of Surakarta. There were one hundred and fifty students who voluntarily agreed as the participants of this study. The instruments used to gather data were questionnaire and interview. This study was descriptive design using qualitative analysis. The study found that students perceived there were some teaching techniques applied by the teacher that they liked and disliked. They liked them because they encouraged them to use their English in the class such as discussion, question and answer and practicing speaking English individually in front of the class, in pair or in small group. Through those techniques, students got opportunities to

practice speaking English in the class. On the other hand, teaching techniques that they disliked because those discouraged them to speak were doing homework, practicing speaking in front of the class individually, and explaining theories without practicing speaking English in the class.

The difference between this research and the first research is that the research know students' perceptions about the teaching techniques applied by the teacher in the speaking class, while this research focuses on student's perceptions on Communicative Language Teaching (CLT) used by the teacher in teaching speaking. Therefore this study uses a qualitative approach, questionnaires as research instruments.

## **Method**

### **The Study Design**

The research is classified into the descriptive qualitative research because the research objectively shows and described the state of the subject being researched. According to Emzir (2008), the goal of this description are to help the reader in knowing what happens in their environment below of the research, what is the view of participants in the ground of the research. According to Arikunto (1995), descriptive research only describes certain variable, indication, or condition objectively and in general this descriptive research do not done to test a hypothesis. It is qualitative research because the research describes the object naturally.

### **The Sample Population or Subject of the Research**

The population of the research was the twelve grade science of MAN 3 Pasaman Barat. Namely IPA 1 consist of 30 people, IPA 2 consist of 27 people, so the total number of population was 57 students.

### **Data Collection Techniques and Instrument Development**

The instrument that is used in the research was questionnaire. A questionnaire was design for analyzing students' perception on communicative language teaching used by the teacher in teaching speaking. In this research, it was used a closed-ended questionnaire. Gay stated that close-ended questionnaire requires respondents to choose among the provided response options such as by circling a letter, checking a list or numbering preferences. The questions are arranged in Likert Scale which is use always, often, sometimes, seldom and never.

In data collection, the study used a closed questionnaire. the data is drawn from the questions given by the researcher. This questionnaire was conducted to ascertain students' perceptions of the teaching of communicative languages used by teachers in teaching speaking. Student responses to questions are explained in the research findings.

### **Data Analysis Technique**

The data were analyzed by using some steps, as according to Sugiyono (2009) it would be explain as follow Data Collection: The researcher collects the data through questionnaire, Data Reduction: The researcher resumes the data and focus on the research aspects and

unnecessary aspects are reduced by researcher, Display the Data: The researcher make the result of the research, Conclusion: The researcher concludes the finding.

## **Results**

### **Finding**

The finding of the research, there are findings that can be concluded, namely questionnaire. The finding was about the students' perception on communicative language teaching used by the teacher in teaching speaking. It showed that: First, many students like the communicative language teaching method the teacher uses in teaching speaking. Second, there are students who do not like the communicative language teaching method the teacher uses in teaching speaking.

### **Discussion**

This findings that can be concluded, namely questionnaire. The finding was about the students' perception on communicative language teaching used by the teacher in teaching speaking. It showed that: First, many students like the communicative language teaching method the teacher uses in teaching speaking. Second, there are students who do not like the communicative language teaching method the teacher uses in teaching speaking.

So this findings of this research are supported by the opinion of several experts. According to Shafarudin, measuring perception has the same way as measuring behavior. There is method in measuring behavior. There are two methods which can be applying in measuring perception. These two methods can be uses or modified to measure perception.

- a. Self Report, are like any measure of an entity that is not directly observable by the scholar's senses. Confidence in any measure of a complex, abstract entity develops through construct validation. James (2007) Self-report is a method where the answers given by the respondents can be uses to be indicator of students' perception.
- b. Involuntary Behaviour, this method can only be done if there is a willing from respondents in doing it. It can be conclude that we can use these methods in measuring perception by answers gives by the respondents through questionnaire.

There are several components relate with perception. According to Bimo (2003), perception consists of three components, they are:

- a. Cognitive or perceptual component
- b. Component that relates to knowledge, opinion, belief, that is good things that relate how someone's perception toward attitude object.
- c. Affective or emotional component
- d. Components which relate to like or dislike towards attitude object. Like is positive thing, while dislike is negative thing. This component indicates attitude's direction, positive, and negative
- e. Conative or action component

Components that relate to action tendency toward attitude object. This component indicates intensity of attitude that is indicates big or small action tendency of someone toward attitude's object.

## Conclusion

The purpose of this research is to find out the students' perception on Communicative Language Teaching used by the Teacher in teaching speaking at MAN 3 Pasaman Barat. In this research, the data was collected based on questionnaires.

The conclusion was about the students' perception on communicative language teaching used by teacher in teaching speaking. It showed that: First, many students like the communicative language teaching method the teacher uses in teaching speaking. Second, there are students who do not like the communicative language teaching method the teacher uses in teaching speaking.

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