CLASSROOM ACTIVITIES IN COMMUNICATIVE LANGUAGE TEACHING

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Abstracts

Education is so important to human life, and it is the inevitable tool in their communication. The demanding using international language is coming urgent, because, currently, the foreigners’, companies’ and business’ mobility is so increasingly move so high without frontier.

This paper explain how the classroom activities in adopting communicative language teaching. It is based on the necessity that language learning and teaching is inseparable with language competence, according to this the situation and condition in the classroom need to be design as appropriate as possible focus on communicative language competence.

Everyone deal with the essence of language is communicative. Communicative competence implies both understanding and producing appropriate words and other communication forms in ways that will make sense not only to the speaker/actor but also to others. The language classroom ideally adopts the communicative practice that refers to activities where it practices in using language within a real communicative context is the focus, where real information is exchanged.

Key words : Classroom Activities, Communicative competence.

A. BACKGROUND

Language is such communication tool in human communication in their necessary as social creature, it reflexes that the important of language usage in human life is inevitable and it also demands mastering language seriously on the ground that getting acceptable language and can use as the function in communication appropriately. Language skill doesn’t mean that got since human born, but skill is the result of the trial process than processed, taught to master the language. There are four skills to take account in language learning, they are speaking skill, listening skill, writing skill and reading skill.

Nowadays, The importance of learning English is becoming more and more important. Besides other reasons, this English knowledge is significantly important in this era, because there are many words coming from English language are recently becoming fully accepted terms in the international terms. The important thing of learning English is on the ground that English language is closely connected to the fact that the world around us is changing than before. There are many foreigners everywhere, travelling has became so easy that it possible nearly for everyone and being able to communicate by using English with foreigner. The
explanation above is the evident that learning English is so important to master, the model and method are also in such somehow.

Nowadays, there has been a swing of a paradigm among education practitioners about the method process of foreign language learning activities in the classroom. Each goal of language learning is strongly reflected through how well the classroom activity organized. Clark and Silberstein in Nunan urged that Classroom activities should parallel the ‘real world’ as closely as possible.\(^1\) In order to obtain the language learning aim the teacher is suggested to make between words and classroom becoming hand in hand. since language is a tool of communication\(^2\). It means that language function is forwarded that word and sentence showed by teacher or material source is selected to word live among learners. Teacher become not strongly recommended saying “I am sleeping” in teaching present progressive, but “I am teaching” or other simple examples in conjunctions whit the topic is preference.

Nunan advocated that methods and materials should concentrate on the message, not the medium. In addition, such as the purposes of reading should be the same in class as they are in real life: 1) to obtain a specific fact or piece of information (scanning), 2) to obtain the general idea of the author (skimming), 3) to obtain a comprehensive understanding of reading, as in reading a textbook (thorough comprehension), or 4) to evaluate information in order to determine where it fits into our own system of beliefs (critical reading). Our students should become as critical as we are of the purposes for reading, so that they will be able to determine the proper approaches to a reading task\(^3\). It is about the student read the text communicatively. It needs very clear teachers’ instruction that direct to the communicative class activities, Snow urges for students from grade 1 to grade 12, classroom activities that enable and encourage them to take responsibility for their reading increase their reading achievement\(^4\). Responsibility is main role in learning, through responsibility learners will have good motivation and also the instruction of the learning will be followed by them well.

The class activities can be designed, such as the range of instructional practices reported on by teachers is summarized on three indices for structuring practices, student-oriented practices and enhanced learning activities. Structuring practices include such activities as stating learning goals, summarizing former lessons, checking students’ understanding and reviewing homework. Student-oriented practices involve students working

\(^1\) David Nunan. Task-based language teaching (Cambridge: Cambridge University Press, 2004), p.53
\(^3\) Nunan, Ibid ., 53
\(^4\) Catherine Snow, Reading for understanding : toward a research and development program in reading comprehension (Arlington: RAND 2002 ), P. 41
in groups, grouping students by ability and differentiating the tasks they are set and the involvement of students in planning classroom activities. Enhanced learning activities for instance have students working on projects, holding debates and making a product.\(^5\)

Based on explanation above, it can be concluded that English language is so important to master, it indirectly demands that choosing model of learning and material become important. In language teaching, It also require to the choosing appropriated model and approach to obtain the goal of language learning namely, communication, in other side it is as a demanding for English language teachers and students to be aware that learning language is learning language communicative competence. In this paper the writer explains the classroom activities and communicative language teaching.

**B. COMMUNICATIVE**

Catherine states about communicative is as approach, the learners of English as a second or foreign language are enrolling in something that they expect to look like a language class. Language classes are generally seen as transmitting knowledge about language in some way. Contemporary approaches are no different in this respect from traditional ones. Attention has shifted methodologically over the years to what is broadly known as the ‘communicative’ approach\(^6\). When the communicative as approach done and constructed by teacher, it means that the goal of language learning is communicative competence. The communicative competence has grown and developed as long as language is taught and it cannot be separated from language skill because it is integrated each other.

Bernhardt stated that Linguistic integration means that language skills (speaking, listening, writing and reading) cannot and should not be separated, but rather learned and used in support of each other. In its organic sense, communicative language teaching reminds that all modes of communication are worthy; modern perspectives on linguistics remind that word-based and sentence-based grammars are wholly inadequate descriptions of language; learning theory reminds that exploring learning through different modalities enhances learning; and globalization reminds that communication regularly takes both oral and written forms. The current era demands that the field expand its notion of the role that reading plays in modern language learning and the role that comprehension plays in general in the development of the ability to cope with demanding and complicated text\(^7\)

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\(^5\) David Baker Creating Effective Teaching and Learning Environments First results (Talis OECD 2009) P.200

\(^6\) Catherine Wallace, Critical Reading in Language Education, (New York : Palgrave Macmillan 2003) P. 4

\(^7\) Elizabeth B. Bernhardt, Understanding Advanced Second-Language Reading, (New York: Routledge, 2011), P. 16
The development of the communicative competence started with Chomsky in the 1960s when he used grammatical competence as the basic theory for learning and teaching even for language evaluation or testing. After the concepts of performance and competence integrating with communicative competence by hymes should include the ability to use grammatical structures in different situations to convey and interpret messages and to negotiate meanings. Many other linguists afterward put efforts to develop further more the concept of communicative competence. Nowadays, communicative competence known as the ability to use language correctly to communicate appropriately and effectively in a variety of social situations. It is constructed of four competence areas: linguistic, sociolinguistic, discourse, and strategic. Two of them focus on the functional aspect of communication, and the other two reflect the use of the linguistic system.

Communicative competence implies both understanding and producing appropriate words and other communication forms in ways that will make sense not only to the speaker/actor but also to others. Richard in detail explained that communicative practice refers to activities where practice in using language within a real communicative context is the focus, where real information is exchanged, and where the language used is not totally predictable. For example, students might have to draw a map of their neighborhood and answer questions about the location of different places, such as the nearest bus stop, the nearest café, etc. communicative competence refers to a learner's ability to use language to communicate successfully. While canale and swain state that communicative competence defined as composing competence in four areas: Words and rules, Appropriacy, Cohesion and coherience, and Use of communication strategies. Some teachers possibly think that communicative is only on the speaking skill, in fact the writing skill also has a communicative function. We write to communicate to others or to communicate to ourselves. In the early stages of writing, when skills are fairly rudimentary, this communicative function may be considerably reduced.

There are some kinds of Language communicative competence, one of them is linguistic competence, it is dealing with grammar which consists of vocabulary, spelling, punctuation, and pronunciation is inevitable. Students have to know rules that govern

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8 Unesco. Intercultural Competences (paris, workshops of Unesco, 2013). P. 13
sentence structure, word formation, tenses, sound interactions, word and phrase meanings, and collocations, student should enable to formulate word to word into effective sentence. In other words, syntax, morphology, semantics, phonology, and phonetics are all subjects of interest to the linguistic competence area. Students have to be mastering of each one of them to construct grammatically correct sentences. While the other communicative competence are sociolinguistic competence, discourse competence and, strategic competence.

The sociolinguistic competence is in conjunction with social rules and culture that govern appropriate language use in communication. For instance, this includes knowing in what setting do we need to be more formal; how do we address people correctly, how do we treat certain topics; how do we express politeness; are there any taboos; and what terms are politically correct. Mastering this competence reveals a more advanced level of language fluency. Answering such questions tells us how to use language and how to respond in a conversation appropriately rather than just grammatically correct.

The discourse competence is concerned with the knowledge of what patterns of organization and cohesive devices that can use to connect sentences. organizing words, phrases, and sentences that produce the comprehend conversations, articles, messages, and literature. The last is Strategic Competence Area, it is concerned how to build sentences, how to use them, and how to connect them in a communication setting. Strategic competence urges that every one also overcome language gaps and modify messages with regard to audience and purpose. Speakers know to repair and sustain communication in case of communication breakdowns and how to keep the communication channel open.

C. COMMUNICATIVE LANGUAGE TEACHING

Nunan said that everything we do in the classroom is underpinned by beliefs about the nature of language that divided into the nature of the learning process and the nature of the teaching act. These days it is generally accepted that language is more than a set of grammatical rules, with attendant sets of vocabulary, to be memorized. It is a dynamic resource for creating meaning. Although set of grammatical pattern is important but, how to make language to be communicative tool in use is more and more important.

Oller (1979) in Brown (2003) argued that language competence is a unified set of interacting abilities that cannot be tested separately. His claim was that communicative competence is so global and requires such integration (hence the term "integrative-testing") that it cannot be captured in additive tests of grammar, reading, vocabulary and other discrete

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12 David Nunan Task-Based Language Teaching. (New York: Cambridge University Press 2004), P.6
points of language\textsuperscript{13}. Interacting means communicating with other people through the text or the speaker itself into such dialogue, because dialogue is a form of communication (most often linguistic, though not always) occurring when participants, having their own perspectives, yet recognize the existence of other, different perspectives, remaining open to learning about them\textsuperscript{14}. The case is how to implement the teaching language focusing on communicative language as principles in teaching process.

Richard made definition that communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom.\textsuperscript{15} CLT is not depended on the individual aspect of teaching language but consisted of some and has integrated each other.

D. Classroom Activities

Classroom activities refers to the process during English language teaching and learning. It is determined from teacher and student action and other such as learning and teaching facility, it includes how teachers teach, the material use, the respons of the student and interaction among them. Richards says that Many other activity types have been used in communicative language teaching (CLT), including the following: Role plays, Reasoning-gap, Information-transfer, Opinion-sharing, Information-gathering and, Task-completion.\textsuperscript{16} The method of teaching can design the activities in obtaining the goal of language learning.

Further, He explains in detail as follows\textsuperscript{17}: Task-completion: puzzles, games, map-reading, and other kinds of classroom tasks in which the focus is on using one’s language resources to complete a task. The grade of difficulty depend on the learner level. Information-gathering activities: student-conducted surveys, interviews, and searches in which students are required to use their linguistic resources to collect information. Opinion-sharing activities: activities in which students compare values, opinions, or beliefs, such as a ranking task in which students list six qualities in order of importance that they might consider in choosing a date or spouse. Information-transfer activities: These require learners to take information that is presented in one form, and represent it in a different form. For example, they may read instructions on

\textsuperscript{13} doi:10.1006/laas.2003.3182
\textsuperscript{14} UNESCO (2013).
\textsuperscript{16} Richard 2006 Page 19-20
\textsuperscript{17} Richard 2006 Page 19-20
how to get from A to B, and then draw a map showing the sequence, or they may read information about a subject and then represent it as a graph.

Reasoning-gap activities: These involve deriving some new information from given information through the process of inference, practical reasoning, etc. For example, working out a teacher’s timetable on the basis of given class timetables.

Role plays: activities in which students are assigned roles and improvise a scene or exchange based on given information or clues.

D. CLASSROOM ACTIVITIES IN COMMUNICATIVE LANGUAGE TEACHING

As stated by some experts above that learning language is learning communicative competence, every learning process is advocated to focus on communicative. The emergence of communicative language teaching in the 1980s led to changed views of syllabuses and methodology, which are continuing to shape approaches to teaching speaking skills today. Grammar-based syllabuses were replaced by communicative ones built around notions, functions, skills, tasks, and other non-grammatical units of organization it should be adopted into the language class. Fluency became a goal for speaking courses and this could be developed through the use of information-gap and other tasks that required learners to attempt real communication, despite limited proficiency in English. In so doing, learners would develop communication strategies and engage in negotiation of meaning, both of which were considered essential to the development of oral skills.18

There is a swing of paradigm commonly that a language is best learned when one lives in the country that speaks the target language and immerses into the culture. With the four communicative competence areas in mind, someone can understand why this approach actually works so well. Many English courses have shifted away from teaching purely grammar and vocabulary to reach that "communicative competence" by simulating authentic situations and bringing culture in the classroom. Moreover, instructors strive to balance accuracy (the grammatical portion) and fluency (the appropriateness portion) as they are both equally important. Actually, the communicative competence model is one of the theories that underlie the communicative approach to foreign language teaching. This approach is driven by the idea that language acquisition takes place when learners are involved in real communication as discussed in above explanation; they have to communicate real meaning in a meaningful situation. Communicative approach can so simple as technique that Emphasis

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18 Jack C. Richards Teaching Listening and Speaking From Theory to Practice (USA: Cambridge University Press 2008), p 2
on Pair and Group Work Most of the activities discussed above reflect an important aspect of classroom tasks in CLT, namely that they are designed to be carried out in pairs or small groups. Through completing activities in this way, it is argued, learners will obtain several benefits: They can learn from hearing the language used by other members of the group. They will produce a greater amount of language than they would use in teacher-fronted activities. Their motivational level is likely to increase. They will have the chance to develop fluency. Teaching and classroom materials today consequently make use of a wide variety of small-group activities. Based on explanation above about communicative that, it can be concluded that communication practice refers to activities where practice in using language within a real communicative context is the focus, where real information is exchanged, and where the language used is not totally predictable. For example, students might have to draw a map of their neighborhood and answer questions about the location of different places, such as the nearest bus stop, the nearest café, etc. in this cases practices is the key in language learning in the classroom. Furthermore Richard added that meaningful practice refers to an activity where language control is still provided but where students are required to make meaningful choices when carrying out practice. For example, in order to practice the use of prepositions to describe locations of places, students might be given a street map with various buildings identified in different locations. They are also given a list of prepositions such as across from, on the corner of, near, on, next to. They then have to answer questions such as “Where is the book shop? Where is the café?” etc. The practice is now meaningful because they have to respond according to the location of places on the map, it indirectly demands the objects of factual place or theme to the learner.

E. CONCLUSION

The importance of learning English nowadays is becoming more and more important, because, English language is beside as language business, also used as international language proved there are many terms using English that can be found anywhere. Besides other reasons, this English knowledge is significantly important, because there are many words coming from English language are recently becoming fully accepted terms in the international terms. In order to be in advance, mastering English language is a must, more over closed to the language communicative competence because the essence of language is

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19 Richard 2006 page 20
20 Jack C. Richards 2006 page 20
21 Jack C. Richards 2006 Page 16
communicative. Communicative competence implies both understanding and producing appropriate words and other communication forms in ways that will make sense not only to the speaker/actor but also to others. Richard details explains that communicative practice refers to activities where practice in using language within a real communicative context is the focus, where real information is exchanged, and where the language used is not totally predictable.

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The goal of communicative language teaching and the communicative approach is communicative competence. In the classroom Testing communicative competence is challenging. The teacher or lecturer can use to evaluate their learners competence include information gap and role-play activities for speaking, letters for writing, and note-taking and summarizing, which combines listening and writing competencies and the other language skill.

F. REFERENCES