

Communicative Language Teaching in Indonesia in the 21st Century Through Perspective of Critical Theory

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ABSTRACT

Communicative Language Teaching (CLT) method is implemented in English language teaching in the 21st century. In Indonesia, CLT method is developed and adapted in learning model and based on the needs of students. The purpose of this study is intended to present the reasons of using CLT method in English Language Teaching (ELT), identifying its application in Indonesia in the 21st century, and finding the benefits of CLT method for teaching and learning from a critical theory perspective. It can help language teachers who are looking for ideas to enhance their teaching. In this study, qualitative descriptive research was used. The researcher reviewed some current publications such as journals, articles, virtual resources and internet access which focusses the CLT method. Based on the result, the main reason of CLT is to develop students' skills so they need to communicate effectively in social situations by involving them in engaging and relevant learning activities. While the students can apply the CLT method through consistent oral practice, student-to-student interaction, and teamwork. Additionally, the CLT method learning produces some benefits to support a student-centered approach, increase student engagement, encourage lesson flexibility and creativity, and to develop all fundamental language skills.

Keywords: CLT, Critical theory, Learning model, Students' needs, The 21st century

INTRODUCTION

The teaching of English as a foreign language has been first subject in Indonesia since 1946 by the Ministry of Education and Culture of the Republic of Indonesia. Komaria, (1998) states that the first English curriculum was officially issued by the Ministry of Education and Culture of the Republic of Indonesia in 1946 for Junior High School students and followed the English curriculum for Senior High School students in 1950 in Prayogo (2022). Therefore, the demand for and popularity of the English language grew over time, which led to changes in the English education curriculum. Finally, the government began to introduce English as a foreign language that is taught in Indonesia at all levels, from elementary school to university to improve students' ability and mastery of English.

Thus, English education in Indonesia in the 21st century has an important essence to create skilled and competitive individuals by teaching students in 4C's, namely communication,

cooperation, critical thinking, and problem-solving. The importance of English learning can be seen from two implications, namely the role of teachers in providing guidance and motivation and parties involved in the implementation of learning. This is significant because it is the teacher's responsibility to assist students' growth in their behaviors and skills. Additionally, Munna (2021) says when teachers find the barriers to learning in our higher education system, they discover that many mature students believe they face barriers to learning. Due to, teachers need to help them get beyond them.

In the current development, the English teachers should have implementation the English language teaching in some methods to help students. Teachers use methods that are adapted to the learning model and the needs of students. One of these methods is Communicative language Teaching (CLT) method which is developed in Indonesia. According to Larsen-Freeman that the term of CLT is frequently used in educational literature to refer to a method that integrates language and communication interdependence in order to implement the notion of communicative competence (2000:121). When people think about CLT, they typically see teachers leading activities in the classroom that emphasize real conversation in order to facilitate language learning. It is needed in Indonesia to overcome the challenges and changes of English learning and teaching in the 21st century.

Meanwhile, Richards and Rodgers, (2001) state that CLT is "the best viewed as an approach rather than a method.". It refers to a broad range of guidelines that support a variety of classroom practices and represent a communicative perspective on language and language learning. In contrast to traditional theory, the CLT method offers a variety of flexibility and opportunities that teachers and students can sometimes take advantage of (Kennedy, 2002). Savignon, (2002) also reveals the CLT method is not just a Western phenomenon but rather a "universal effort that has found inspiration and direction in the interaction of initiative, both theoretical and applied, in many different contexts." This method emphasizes the teaching is closer to student-centered, education can be collaborative, learning has context and school can be integrated with society.

Looking from the history, the development of Communicative Language Teaching (CLT) since the late 1970s to early 1980s as a response to the need for a language curriculum that would allow students to utilize the second language in real life situations like as an effective teaching and learning strategy. In fact, many language teachers believed that the traditional concepts of language learning could not satisfy the needs of students. Previously, the traditional theories of teaching foreign languages have placed more emphasis on grammatical proficiency than on enhancing students' communication and interpersonal skills.

In support of the view, the aim of language teaching is to help students communicate in the target language. Based on CLT theory, language acquisition is more likely to happen when teachers make the classroom activities are real and meaningful for the students. Language theorists have stressed over and over again how important it is for language acquisition to be based on real communication rather than just grammar. They argue that although students are well taught in making grammatical sentence in the classroom, it is doubtful that they will be able to use this knowledge in real situations. Thus, students must acquire communicative competence in order to utilize the language effectively (Hiep, 2007, p.193-194). Due to, Savignon (2002) supports that one of the most significant and useful teaching and learning theories in the modern field of language teaching is the Communicative Language Teaching (CLT) approach.

It can be found that the teachers deal with a different generation of students who are adept at using technologically advanced devices, such as smartphones, are active on social media, and enjoy multitasking activities. They can gather information from the "big data" on the internet, enjoy self-directed learning, and choose their own goal, source, strategy, and method of assessment. They feel safe and secure in an environment connected to an internet

network, and generally dislike to listen long lectures and explanations boring. Instead, they prefer engaging in activities that involve exploration.

By view of a critical review in the 21st century world, this leads us to find out the answers from the questions: (1) Why can the Communicative Language Teaching (CLT) Method be applied in Indonesia through the view of critical theory?, (2) How to apply the CLT method in Indonesia?, (3) What are the benefits of CLT method in Indonesia in the 21st century through the view of critical theory?

In connection with the questions above, the purposes of this writing are (1) to analyse the reasons of CLT method can be applied in Indonesia in the 21st century through the view of critical theory, (2) to identify the ways to apply the CLT method in Indonesia, and (3) to find out the benefits of CLT method in Indonesia through the view of critical theory. This study can support language teachers to improve their teaching practice, to engage the students in language learning activities, and to experiment teaching tools as language learning outcomes.

METHODOLOGY

This study was researched by using descriptive qualitative method and be arranged based on the perspective of critical theory. The researcher collected the relevant literature and data on the topic which were taken in the observation to review some current papers such as journals, articles, virtual resources and internet access. This study takes a library-based strategy. Moreover, it focusses to the Communicative Language Teaching (CLT) method, together with applying of CLT in teaching and learning, and how a CLT method can be beneficial in the current classroom environment.

RESULT AND DISSCUSION

The absolute best language teachers are frequently recognizable by their dedication to creative and innovative teaching methods. To keep their students interested in language learning and to improve learning outcomes, they are continually experimenting with new language teaching techniques. Thus, these excellent language teachers are aware that there is no fast fix that they can use to help students pick up their target language rapidly. Since English must inevitably be significant changes made to how it is taught and learned. It is necessary to implement the English language teaching methods which can be applied in Indonesia. They should become familiar which can be modified and integrated in various ways to suit different students, circumstances and educational objectives.

Meek and Plata, (2010) state that English Language Teaching in Indonesia in the 21st century is expected to aid students in developing their learning not just as a means to a good mastery of learning experiences and materials, but rather as competitive, respected, and considerate global citizens. This article outlines a brief discussion about the CLT method, the ways to apply the CLT method in Indonesia in the 21st century, and the benefits of CLT method through the view of critical theory which can help teachers of languages who are looking for ideas to enhance their teaching. They are effective methods to be used in a combination of multiple strategies that are adapted to the needs of individual students.

THE CLT METHOD CAN BE APPLIED IN INDONESIA IN THE 21ST CENTURY

In Indonesia, Communicative Language Teaching (CLT) method has been the popular English Language teaching globally. The aim of this method is to place students in a range of real-world circumstances and to build students' fluency and communication skills, so that they can discover how to use their language abilities to communicate in the outside world. The focus

in this method is preparing the students for real-world situations rather than merely getting them to pass a simple paper exam. This is contrary to the method of traditional language teaching that are criticized because they do not effectively improve students' communication skills since they place more of an emphasis on grammar and vocabulary than focus on developing students' communication.

Richards, (2006) reveal that "One can become fluent in a language's grammar rules but still struggle to use that language effectively for meaningful communication". As a result, teachers frequently emphasize fluidity of communication above accuracy, and classes are more practical than academic. In CLT method, students produce speech and engage in conversations during a classroom of foreign language class or online language learning session through oral repetitions and collaboration between students.

APPLYING CLT METHOD IN THE LANGUAGE CLASSROOM

In a language classroom, each student has individual needs, skill levels, and interests. Therefore, it is crucial for CLT to have a variety of tasks created to meet the needs and abilities of different students. Additionally, creating a supportive learning environment helps students participate more readily, especially those who are easily feeling shy when asked to be active in participation.

Felder and Henrique, (1995) convey that when group work is designed to guarantee elements like positive interdependence, individual accountability, and proper utilization of collaboration and interpersonal skills, the benefits of the approach are fully realized. To implement CLT methods successfully, it takes more than just putting students in pairs and groups.

Many ways to apply the CLT method to build on a communication basis, such as every student is constantly exposed to the target language, there should be a lot of communicative student-student activities (pair discussions, role-playing, puzzle solving, games and other communicative tasks). Activities that involve communication should have a clear scenario or context, the speakers' respective responsibilities, and a communication goal. In addition through games, role-playing, and problem-solving exercises, teacher can practice various formal and informal interactions. Teachers can also put their efforts into creating a supportive learning environment and assigning tasks that are applied to each student's level, needs, and interests.

According to Larsen-Freeman, (200:129) that a real communicative activity consists of the following three characteristics, namely gap, choice and feedback. The information gaps happen when two people share unknown information. While, a communicative action is defined by choice since it gives the speaker the flexibility to decide what to say and how to express it. When teachers provide homework assignments with fixed answers and structures, they are not engaging in real communication. Furthermore, feedback or answers show that the speaker and the listener are meaningfully communicating. It focusses to fluency over correctness to encourage students to put communication and fluency first. Teacher can give feedback and corrections to promote ongoing communication. Furthermore, teacher encourages students to reflect on their language learning progress and create goals for growth. This will aid students in developing metacognitive skills. This encourages a sense of autonomy and responsibility in their learning process.

Looking from teaching and learning materials and tools, Dos Santos (2019) reveals the CLT method encourages teachers and students to find the materials and tools from their current living communities, environments and societies. They can create visual-based teaching and

learning materials by using the students' communities such as city halls, school buildings, mayors and commercial centers to share daily lives with their classmates.

Dos Santos (2019) also states that teachers can give the materials by creating social media-based discussion groups and chatting platforms for them to practice reading, speaking, and writing skills. Students were instructed to utilize English as their primary language throughout the assignment. During the conversation, grammatical mistakes could be heard. After the exercise, teachers would introduce any potential phrases, sentence structures, grammar, etc.

Eventually, there are a number of teaching and learning methodologies and strategies. Although, the fact that each method and plan have advantages of its own. But there is no one theory that can be applied to all teaching and learning contexts, classrooms, communities, institutions, physical areas, populations, linguistic groups, worldviews, objectives, or even nationalities. Therefore, teachers and school leaders should always try to establish the best suitable teaching and learning methodology and strategy for their students in order to satisfy the expectations and demands of each individual classroom and student group.

THE BENEFITS OF CLT METHOD IN INDONESIA

The majority of English teachers expect that after completing the language modules, their students will have developed their communicative competence in reading, speaking, listening, and writing. But the condition in classroom is different, because each skill of language can be relevant for specific students. The English teacher should concentrate on different aspects of communicative skill at different times. Additionally, CLT method is expected to be applicable to the majority of classroom needs for language teaching and learning.

Harmer (1988) and Savignon (2002) convey the CLT method provides a substantial range of advantages for both teachers and students to enjoy the progress of learning and teaching. Firstly, the CLT method tends to do the strategies of communicative learning, which depend on the participation of the entire class during class sessions, are embraced by student-student interaction. Therefore, the CLT can be used most successfully in classroom settings, where such tasks can be created to be completed in pairs or small groups. Teachers can create some relevant activities inside student living communities and societies as part of communicative learning. Students are more likely to share their ideas with their peers when the context is clear and well-known, they comprehend the language, and they can apply the phrases. Additionally, the quality of grammar and phrase translation may not be a major focus in situational speaking skills. However, by using these strategies, students may improve their comprehension of language use, feasibility, and their communication skills. Such exercises involve all students, not just the minority of active students who generally participate in a regular class, which is an efficient approach to engage the entire class.

For example, role-playing and collaborative tasks are a common CLT exercises. Students can practice speaking without feeling under pressure by role-playing, which has a playful component. Consider selecting a topic that is relevant to students or related to other concepts covered in class. As a result, role-playing will be a crucial component of language lessons. While collaborative tasks like assigning student groups to solve a puzzle using as the intended language. This kind of activity provides for the development of students' communication abilities as well as the opportunity to try out the peer-learning strategy, which is beneficial for fostering relationships between students. This method also helps students feel

more at ease while speaking to others, which makes it easier for them to enjoy using their newly acquired language abilities.

Secondly, the CLT method tends to be a more situational and student-centered approach to language instruction. In fact, according to Oxford (1990) that the CLT method emphasizes "Self-direction for the students". Students take the initiative in developing their fundamental language abilities and discover ways to prioritize discussion and communication. This, in the opinion of Oxford, is "essential to the active development of the new language." It means the CLT method tends more toward a student-centered idea than a teacher-centered idea. The role of the teacher in the classroom is to facilitate student interaction through an efficient learning activity. Typically, teachers permit students to connect with one another, share and exchange peer assessments, and share contributions. For example, many CLT teachers tend to employ role-play activities, presentations between groups and classmates, problem-based learning, technological assisted strategies and visual only video teaching strategies which permit teachers, students, classmates, and peers to combine into the teaching and learning environment.

Thirdly, the CLT method can increase the students' engagement and enjoyment of their lessons. Students are more engaged when course materials and assignments are grounded in everyday situations with immediately obvious and real-world applications. In order to construct productive dialogues and complete the pair/group tasks that are the foundation of the CLT approach, students must also engage in learning activities in a communicative rather than individualistic manner in the language classroom. Teachers can therefore create more innovative language learning exercises that go beyond the traditional repetition and memorization of sentences and grammatical structures. Additionally, students can instantly use what they have learned when interacting with native speakers outside of the classroom.

Fourthly, the CLT method can increase lesson variability and creativity. It enables both teachers and students to convert their traditional teaching and learning beliefs into an innovative teaching and learning approach. For instance, a well-known language learning educator (Dos Santos, 2019a; Dos Santos, 2019b) said that modern students prefer to employ technologically assisted language learning resources and tools, such as social media platforms and online chat groups. Such visual and interpersonal communicative tools must be developed and used to fulfil the demands of these students. Teachers have more space to be creative in the classroom. Although this necessitates more time to develop suitable instructional materials, the benefits in terms of improved student motivation and involvement are significant.

And finally, the CLT method is able to develop all core language skills. Speaking, listening, reading, and writing—the four major language learning macro skills that are best developed through CLT method. Since active communication helps to integrate the many abilities, they are a fundamental component of CLT from the very beginning. The use of authentic or real instructional resources, such as brochures, flyers, schedules, menus, and periodicals, ensures that students learn current grammar and vocabulary while they engage in activities that strengthen these fundamental abilities.

CONCLUSION

In developing essential 21st-century skills in Indonesia, there are numerous teaching and learning methods and strategies available for teachers to use when managing and organizing their classroom environments. The teachers should always use the teaching and learning methods and strategies that are most appropriate given the needs and expectations of their students. One of the methods is Communicative Language Teaching (CLT).

The CLT method as popular and successful method to teaching languages, it is used in language learning to help students develop their communication skills in a variety of real-world situations. The main goal of CLT is to provide students the skills they need to speak fluently in social settings by involving them in relevant and active learning experiences. This method emphasizes authentic texts, engagement, student-centeredness, personal experiences, and a link between classroom learning and language activation outside of the classroom. The goal can be accomplished by the students through consistent oral practice, considerable student-to-student interaction, and teamwork.

There are some benefits of CLT method that include learning with a clear purpose, supporting a student-centered approach, raising student engagement, encouraging lesson flexibility and creativity, and developing all fundamental language skills. Due to, the current CLT method enables students to freely share and express their opinions with peers and teachers. Meanwhile, teachers take on responsibilities as facilitators, mentors, and co-communicators to improve students' learning opportunities. They are expected to think about how to apply the best teaching and learning methods and strategies, when working with diverse groups of students from different social and cultural backgrounds in Indonesia. From this article, an approach of communicative language teaching can develop and build the communicative competence between teachers and students in foreign language classes.

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