
THE IMPLEMENTATION OF COMMUNICATIVE APPROACH IN TEACHING ENGLISH AT JUNIOR HIGH SCHOOL

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Abstract

This study was intended to obtain the information on the teachers' understanding of Communicative Approach principles and the way of the teachers' implementation of the principles in teaching English. The subjects of this study were eighteen English teachers at four Junior High Schools in Sigli, Aceh. The data were collected from multiple sources such as observation, questionnaires and documents. Table of frequency and percentage were used to analyze the data that had been grouped and classified based on the research problems. Finding shows that most of English teachers (88,8%) have understood about Communicative Approach principles. They got the information about the principles from The 1994 Curriculum, related books, in-service training and from the articles of education. And most of them (77.7 %) also implemented Communicative Approach principles in teaching English at Junior High Schools in Sigli through some activities such as games, describe and draw, role play, questions and answers, simple dialogues and problem solving. Fourteen of respondents (77.7%) agree that Communicative Approach is still suitable to use in teaching English even though curriculum is changed. Because this teaching method can develop four language skills and language components such as vocabulary, pronunciation, and grammar as suggested. It was not only appropriate to the 1994 Curriculum and the 2004 Curriculum but also appropriate to the 2013 Indonesian National Curriculum. All of the respondents used textbooks that provided communicative tasks in presenting the material of teaching. Most of the respondents helped and appreciated the students in any way in learning to produce good utterances.

Keywords: *Communicative Approach, Implementation, Teaching English*

1. INTRODUCTION

Curriculum is one of the factors in making fluency the effectiveness in teaching and learning. In Indonesia, the curriculum has changed and developed from time to time. The reason for the curriculum needs to be changed is to follow the needs of the society as a result of the change of science and technology. As a matter of fact, each curriculum is not significantly different from the previous ones. The teachers should be aware and have enough knowledge to understand the curriculum and to select suitable approach to apply in the classroom. However, the primary objective of teaching English is to provide a good basis for communicative competence as a foundation to the next level of study (Kurniasih, 2011, p.70). With regard to the objective of teaching English in Indonesian context, it is clear that the intention is to emphasize the communicative competence as the perspective in English language teaching (ELT).

Communicative Approach is one of the methods that engage the teachers to be more creative to create activities which support the students to use the language for communication. This approach also has other names, Communicative Language Teaching (CLT) or Functional Approach (Littlewood). Canale stated that Communicative Approach as a method of the language teaching involves the learner's creation and use of meaningful and purposeful utterances in the target language (3). Communicative Approach is used not only to make communicative competence but also to develop four language skills namely: listening, speaking, reading and writing.

The purpose of this approach is to engage learner's communicative competence. The learners are expected to be able to communicate fluently in the target language as they communicate in their mother tongue. Therefore, since it deals with the learners' utterances, the activities in the class must be created as in the real life situation. Teaching English as a foreign language by applying Communicative Approach or communicative language teaching (CLT) through the use of

communicative activities is also able to generate the learners' motivation to learn communicatively. Patil says that learning English by using variety of communicative activities such as, storytelling, game, puzzles, humor and silly questions are very easy and simply funny in teaching English (10). These activities increase the learners' motivation in learning English.

Motivation is important for the teachers and the students to develop. Motivation is intended to grow willingness of the students to speak or use English (Ryan 120). In relation to this, as quoted by Larsen-Freeman states that motivation is some kind of internal drive to encourage somebody to persuade a course of action(45). Without motivation, the student may fail in their attempt to use the language in the classroom. In this case, the students must be motivated in order to make them use the language.

2. REVIEW OF RELATED THEORIES

Communicative Approach to Language Teaching

The Communicative Approach serves the belief originated from a theory of language using the assumption that language is used for communication (Thompson 90). This implies that learning language is being to communicate; the learner must be guided to learn the roles of communication. Learning to communicate involve much more use of language for communication in real situation that was often assumed earlier (Littlewood). Based on the theory of the objective of language teaching is consequently to develop learners' communicative competence or their ability to use the language for communication to use the target language in the real context, which involves the four language skills, i.e. listening, speaking, reading and writing. In other words, language study has to look the use of functions of language in the context. However, the emphasis must be on communication instead of structure.

The term of communicative competence to differentiate between the learners' abilities to interact with other speakers, to make meaning, and their ability to perform on the discrete-point tests of grammatical knowledge as suggested by Savignonin "Communicative Competence: Theory and Classroom Practice" is intended to encourage the learners to ask for information, to seek clarification, to use circumlocution and whatever other linguistic and non-linguistic resources they could master to negotiate meaning, to stick to the communicative task, the teachers were invariably encouraging learner to take risk, to speak in other than memorized patterns. Meanwhile, according to Canale, there is what so called "communicative competence" in four areas(5). The first one is the grammatical competence referring to the ability to master language codes both verbal and non-verbal by applying the roles of grammar. It deals with the knowledge of language aspects such as spelling, pronunciation, sentence formation, vocabulary, derivation and semantics. The second one is sociolinguistic competence. This competence refers to master the knowledge of socio-cultural and discourse roles. It is the ability to express and understand the utterance correctly in different sociolinguistic context which depend on certain factors such as speaker- listener status, the object of interaction, the roles and norm of interaction. In other words, the sociolinguistic competence incorporate the mastery of choosing the language usage in appropriate with the social situation, with includes the aspect of time, place and social relationship. The third one is discourse competence which refers to the ability to master the entire discourse or text. It deals with the way to combine grammatical form and meaning to produce either a spoken or written utterance as a whole in various forms. The last one is the strategic competence. This competence refers to the ability to apply all of the elements of language competence and the psychomotor skills as well in the process of negotiating meaning. It consists of the mastery of both verbal and non-verbal communication strategies used by the speaker in order to make meaning and messages conveyed well between the interlocutors.

Communicative Language Teaching uses the real- life situation that creates a realistic context for language acquisition in the classroom (Celce-Murcia 35). The roles of the learners are negotiators. The learners must be able to express their own ideas, feelings, attitudes, desires and needs within the group and the classroom procedures while teaching-learning activities are going on. The students usually work with authentic material in a small group on communicative activities during which they practices in negotiating meaning.

The Principles of Communicative Approach

In teaching a language by using Communicative Approach, there are several principles should be understood by the teachers. Richard describes several principles, which should be taken into consideration in teaching English (50). They are (1) learners learn a language through using it to communicate; (2) authentic and meaningful communication should be the goal of classroom activities; (3) fluency is an important dimension of communication; (4) communication involves the integration of different language skills; (5) learning is a process of creative construction and involve trial and error.

There are ten major principles of Communicative Approach (Brumfit 30). They are ; (1) meaning is paramount, (2) dialogues center around communicative functions are not normally memorized, (3) contextualization is a basic premise, (4) language learning is learning to communicate, (5) drilling may occur but peripherally, (6) comprehensible pronunciation is sought, (7) attempts to communicate may be encouraged from the very beginning, (8) judicious use of native language is accepted where feasible, (9) teacher helps the learners in any way that motivates them to work with the language, and (10) language is created by individual often through trial and error.

Johnson and Morrow describe several Communicative Approach principles in teaching English (60-66). The first is “*know what you are doing*”. In this case teaching and learning activities are likely to be more efficient and effective if both the teacher and the students are aware of what they are doing. The teacher and the students should also cooperate in order to achieve the instructional objectives. Moreover, every lesson should end with clear understanding for the learners so they can do something that they cannot do at the beginning. The second principle is “*the whole is more than the sum of the parts*”. This statement holds the assumption that Communicative Language Teaching is not the ability to handle language elements in isolation. Meaning can be better understood and expressed in whole context. The third principle is “*the processes are as important as the forms*”. In this sort, the quality of language learning process will improve if both the communication process and the language form receive equal attention. Therefore, practices of forms of the target language can take place within a communicative framework. The fourth principle is “*to learn to do it*”. This means that only by practicing communicative activities can the learners help, advice, and teach themselves. The fifth principle is “*mistakes are not always a mistake*”. This means it is natural that the learners make mistake in the learning process because the learner are trying to do something that they have not been told before, or shown how to do before, or which they have not master yet. It is not really making a mistake but it is more on the result of learning process to the target language. Consequently, the teacher should not correct he students’ mistakes in an abrupt manner and offend the students’ feeling which make them embarrassed. Instead, they should handle it so wisely that students are encouraged to start using the language. All of the principles inferred behind the Communicative Approach mentioned above and how these principles are implemented in the classroom should be understood by English teachers.

Communicative Activities

One of the most characteristics features of Communicative Language Teaching pays systematic attention to functional as well as structural aspect of language, combining these in to a more fully communicative view. This communicative view of language describes the goal of foreign language teaching (Littlewood 92). This means the teachers should engage the learners through the activities where the purposes are communicative meaning and communicative ability. The teachers may have designed the activities so as to provide an opportunity for the learners to produce language that they had recently learnt (e.g. through open and cued dialogues). The teachers’ overall purposes are to prepare the learners for later communicative activity by providing them with necessary linguistic forms and meanings.

This balance of focus between language forms and meanings is of course a matter of degree, not an all-or-nothing affair. For example, we saw in the case cued dialogues, that the learners had to start from a specific functional meaning and produce acceptable language. In such activity, it is impossible to state whether an individual learner sees his or her purposes of being primarily (a) to communicate meaning intelligibly, (b) to produce correct language or (c) to do both in equal proportion. To large

extent, this will depend on how the teachers present the activity whether the learners expects his or her performance to be evaluated according to its communicative effectiveness, its grammatical accuracy or both.

Littlewood summarizes that some of contributions that communicative activities can make the language learning under four heading(1). The first ones is *providing whole-task practice*. In considering how people learn to carry out various kinds of skilled performance, it is often useful to distinguish between training in *part- skills* of which the performance is composed and practiced in the total skill. The second one is improving motivation. The learners' ultimate objective is to take part in communication with others. Their motivation is more likely to be sustained if they can see how their classroom learning is related to this objective and help them to achieve it with increasing success. Most learners' prior conception of language is as a means of communication rather than as structural system. The third one is *allowing natural learning*. It means language learning take inside the learner and, as the teachers know to their frequent frustration, many aspects of it are beyond their pedagogical control. It is likely; in fact that many aspects of language learning can take place only through natural processes, which operate when a person is involved in using language for communication. if this is so, communicative activity (inside or outside the classroom) is an important part of the total learning process. The last ones is *creating a context which support learning*. It means communicative activity provide opportunities for positive personal relationship to develop among the learners and between the learners and the teachers. This relationship can help 'humanize' the classroom and create an environment that supports the individual in his or her effort to learn.

There are several kinds of communicative activities can be given to the students in the classroom in order to achieve the learners' communicative competence whether oral communicative activities or written communicative activities. Here are the examples:

a. Information gaps (for elementary or intermediate level)

One type of speaking activity involves the so- called 'information gap' where two speakers have different parts of information making up a whole. Because they have different information, there is a gap between them.

One of the popular information-gap activities is called 'Describe and Draw'. In this activity one student has a picture which he or she must not show his or her partner. All the partner has to do is draw a picture without looking at the original, so the one with the picture will give instructions, and the 'artist' will ask questions.

Describe and Draw has many of elements of an ideal speaking activity. It is highly motivating (if used only very occasionally), there is a real purpose for communication taking place, and almost any language can be used. Remember to swap the students' roles around if the activity is used more than once, so that the describer becomes the drawer and vice- versa.

b. Surveys

One way of provoking conversation or opinion exchange is to get the students to conduct questionnaires and surveys. If the students plan these questionnaires themselves, the activity becomes even more useful. For example, for elementary level of the students, the present perfect tense has recently been introduced. The teacher wants to activate all their language knowledge and would be only too happy if this provokes natural use of the present perfect.

If the topic is sleep- ways of sleeping, sleeping experiences etc. first of all, the teacher talks about sleep. Perhaps he tells a story about not being able to sleep, about nightmare, or about someone he has been sleepwalking. He gets the students to give him as much 'sleep' vocabulary as they can.

Roles of the Teachers

Beside classroom management skills, a good teacher should also know how to play his or her roles in teaching English as a second or a foreign language. Especially in more creative type of activities, unnecessary intervention on the teachers' part may prevent the learners from becoming genuinely involved in the activities and those hinder the development of their communicative skills. However, this does not mean that once an activity is in the progress, the teacher should become a passive observer. The way the teacher behaves in the different kinds of activities will change according to

nature of the activities. Brown described several roles of the teachers in the process of teaching and learning (277-278). They are as follow:

a. The teacher as an organizer

This role is very important role should be played by the teacher in teaching English. The success of many activities depends on a good organization and the students knowing exactly what they are going to do. A lot of time can be washed if the teacher omits to give students vital information or issues conflicting and confusing instructions.

The aim of the teacher when organizing an activity is to tell to the students what they are going to talk, to write and to read about. The teacher should give clear instructions about what exactly their task is, get the activity going, and then organize feedback when it is over. This sound remarkably easy, but it can be disastrous if the teachers have not thought out exactly what they are going to say beforehand.

Certain things should definitely, not be done when organizing an activity such as the teacher should never assume that the students have understood the instructions. It is wise to check that they have grasped what they have to do. The teacher should never issue unclear instruction, it is wise to plan out what you are going to say beforehand and then say it clearly and concisely. In lower level classes with mono lingual groups, the students' language could be used for this if absolutely necessary. It is essential for the teacher to plan exactly what information the students need. For example, if the information gap exercise is being used, the students must be told not to look at each other's material if they do the exercise will be ruined.

The organization of an activity and the instruction giving by the teacher are vital important since if the students have not understood clearly what they are to do they will not be able to perform their task satisfactory.

b. The teacher as a controller

The teachers as a monitor or a controller are incomplete charge of the class. The teachers monitor not only what students do, but also when they speak and what language they use.

The teacher as a controller is closely allied to image that the teacher project of themselves. Some appear to be natural leader or performer. While some are quieter and feel happier when the students are interacting among themselves where the teachers are addicted to being the center of attention they tend to find it difficult not to perform the controlling role. This has advantages and disadvantages.

We all recall teachers in our past who were able to inspire us. Frequently this was because they possessed a certain indefinable quality which attracted and motivated us. Frequently, it was because they had interesting things to say and to do which held our attention and enthusiasm. The same is true in language classes. Some teachers have a gift of inspiring and motivating us even though they never seem to relax their control. And at their best teachers who are able to mix the controlling role with a good performance are extremely enjoyable to be tough or observe.

When the teachers are acting us as controllers, they tend to do a lot of talking, whilst we may feel uneasy about the effect, this has possibilities for students' talking time. It should be remembered that it is frequently the teachers talking at the students level of comprehension, who is the most important source they have for roughly- turned comprehensible input.

We should not let these advantages fool us, however, into accepting the controller role as the only one that the teacher has. It is vital that control should be relaxed if students are to be allowed a change to learn rather than taught. Even during immediate creativity teachers will have begun to relax their grip, and during communicative activities. Their role must be fundamentally different; otherwise the students will not have a change to participate properly.

c. The teacher as a mediator

Often the teacher needs to encourage students to participate or needs to make suggestions about how students may proceed in an activity when there is silence or when they are confused about what to do next. This is one of the teacher's important rules. The rule of mediator sometime in a conversation, there are follow up question and real answer and we saw the teacher promoting the students to use

these devices. The teacher encourage the students to as follow-up questions and was ready with suggestions about what those questions might be in case the student could not think of any themselves. We also said that in simulations the teacher might need to prompt the student with information they have forgotten.

The role of mediator has to be performed with discretion for if teachers are too aggressive they start to take over from the students, whereas the idea is that they should be helping them only when it is necessary.

d. Teachers as Facilitator

The role of the teacher as facilitator is to facilitate students in communicative process among all learners in the classroom and between the various activities. In facilitating the students, the teacher should act as a resource for student, the teacher should act as a tutor and the teacher should act as participant and investigator.

There are two important roles that the teachers have to do when communicative activity is taking place in the classroom. One is to be aware of what is going on as an assessor-although directly-and the other is to be a kind of walking recourse center. In other word the teacher should always be ready to offer help if it is needed.

If we talk about the teacher as tutor in the sense of someone who acts as a coach and a resource where students are involved in their own work, and call upon the teacher mainly for advice and guidance.

The teacher can take apart in the activity as participant, such as in information gap exercise, jigsaw listening, simulation and the likes. The teacher might join simulations as participants, sometime playing the role themselves, but not to dominate and not be afraid to participate since improve atmosphere in the class and give the student a change to practice English. The teachers themselves will want to develop their own skill and they will hope for a gradually deepening insight into the best ways to foster language learning, go on the teacher should also develop themselves by taking a part in teaching training, seminar, going to colleagues to investigate the efficiency of new method and who do not actively seek their own personal and professional development may find the job of teaching becoming increasing in monotonous.

3. RESEARCH METHODS

The research was conducted at some Junior High Schools in Sigli, Aceh. The participants consisted of eighteen English teachers. The instruments used were observation, questionnaires, and documents. This was a qualitative study comprising the characteristics of a case study as follows: 1) it answered "why" question (Yin 104). The research procedure was used to obtain the information on the implementation of communicative approach principles used by the teachers in teaching of English as a foreign language in the classroom at SMP in Sigli, Aceh.

This descriptive study tried to describe the implementation of communicative approach principles (Brumfit 30). More specifically, it gathered the information to find out the teachers' understanding of the communicative approach principles in teaching English as a foreign language, to know how the teachers implemented these principles in the classroom and evaluated the students learning in implementing communicative approach principles in teaching English in the classroom at SMP in Sigli, Aceh.

Observation was used to find the information more clearly about the implementation of communicative approach principles in the teaching and learning process in the classroom. Questionnaires distributed to the teachers to elicit teachers' knowledge about communicative approach principles, to see how they implemented Communicative Approach in the teaching and learning process and the way they conducted evaluation in teaching English. The researcher copied the teachers' teaching preparation or lesson plan as the documents to see the materials presented in the teaching and learning process.

In doing research about social knowledge especially on social condition, the data usually analyze and interpret more clearly based on the situation (Maxwell 224). In this study, after gathering the data, the researcher analyzed the data. The data analysis was conducted by organizing the collected data systematically. The data were grouped and classified based on the research problems. This was

done to help her for the purpose of interpretation. The data were analyzed qualitatively by the researcher to identify, sort, extract, and recognize the verbal instructions and then group them according to the topic (Maxwell206).

All the data obtained from classroom observation sheets and questionnaires were analyzed in the same way. Table of frequency and percentage were used. The data from questionnaires which have been identified were analyzed and then score based on the frequency of answers. The data were grouped and classified on the basis of the characteristics of the items and the objectives of the study. The frequency of each item was then measured and put into percentage. The data from classroom observation was used percentage too. The data were also grouped and classified on the basis of the characteristics of the items and the objectives of the study. From this process, the researcher described the phenomenon of the implementation of the Communicative Approach principles in teaching English.

To analyze the data concerning the first research problem about the teachers' understanding on Communicative Approach principles in Teaching English in the classroom, the researcher presented tables to show the descriptive statistics to discuss the results of each item in the questionnaires. From the tables, the researcher gave the interpretation and the description on how the teachers conceptualized the Communicative Approach principles.

To analyze the data on the second research problem, the implementation of Communicative Approach principles in teaching English in the classroom, the table of frequency and percentage was also used. Then the researcher interpreted and described the implementation of Communicative Approach principles in the classrooms based on the result of classroom observation and questionnaires.

4. DATA ANALYSIS AND DISCUSSION

The teachers' Understanding of Communicative Approach

The data obtained which was related to the teachers' understanding of Communicative Approach showed at the first item of the table 4.1.

Table.4.1 The teachers' Understanding of Communicative Approach

No	Items	Responses	Respondents
1	Do you understand of communicative approach principles	yes b. no	16 (88.8%) 2 (11.1%)
2	Where did you find the information about them	books b.1994curriculum others friends articles e. in-service training	13 (72.2%) 16 (88.8%) 6 (33.3%) 1 (5.5%) 6 (33.3%)
3	Did you learn 1994curriculum	yes b. no	16 (88.8%) 2 (11.1%)
4	Is communicative approach still suitable to use in teaching today	yes no no response	14 (77.7%) 2 (11.1%) 2 (11.1%)

Table 4.1 presents the information about the teachers' understanding of Communicative Approach principles. The data shows that most of the respondents (88.8 %) stated that they understand about Communicative Approach principles. Most of them find or get the information about the communicative approach principles from 1994 curriculum (88.8%) and 13 of them (72.2%) get it from the books. While other respondents chose from in-service training (33.3 %) and from the articles (5.5 %). This information could show us that most of the teachers at SMP in Sigli have understood about Communicative Approach principles where ever they found the information including from 1994 curriculum, related books in-service training and from the articles.

The researcher also obtained the information about the curriculum related to the teachers' understanding of Communicative Approach principles including previous curriculum and 2004

curriculum that also called competency based curriculum. In applying 1994 curriculum, Communicative Approach was concentrated to use in teaching English. So, in 2004 curriculum this approach is still also suitable to use in teaching English. The data showed that 15 of the eighteen respondents (83.3 %) had learned the 1994 curriculum and three of them had not learned it (16.6 %). And 14 of the teachers or respondents have learned 2004 curriculum (77.7%) and four of them have not learned in (22.2%).

To know the information whether Communicative Approach is still suitable to apply in teaching English in the classroom, the researcher contributed one question for the respondents. 14 respondents (77.7%) stated that Communicative Approach is still suitable to use in teaching English. But two of them stated that it is not suitable to use any more and the rest is one teacher (5.5%) stated no respond. It means that the English teachers at SMP in Sigli agree that Communicative Approach is still suitable to use in teaching English however the curriculum is changed.

Furthermore, it is not forbidden for the English teachers to apply more than one approach in teaching English. Because the use of a good method in teaching English depend on the goal that the teachers want to achieve, their skill, the ability of the students, the number of the students, the time and media that they needed. Although the curriculum is changed such as in the 2004 curriculum or competency based curriculum, Communicative Approach is still suitable to use but the application of Communicative Approach or Communicative Language Teaching as a legitimate pedagogy to be applied in the classroom must be concentrate on two approach (Richard,2005). The first approach is process-Based Communicative Language teaching. It means that classroom processes must be facilitated by content-based instruction and task-based instruction. The second approach is product-based Communicative language Teaching (CLT) approach. It means that product or outcome of the learning that must be identified is the learners are expected to be able to use language at the end of the period of instructions.

The Implementation of Communicative Approach

Related to the second research problem about the implementation of Communicative Approach in teaching English in the classroom, the data were presented in three parts. (1) the teaching preparation, (2) teaching and learning process, and (3) evaluation. In the teaching preparation, documentary data that was the teachers' lesson plans were used to describe their planning. In teaching and learning process, the data collected were about what and how the teachers implemented Communicative Approach principles in the teaching process.

The Teaching Preparation

The results showed that all of the English teachers of junior high school in Sigli (100%) made the lesson plan together in MGMP helped by instructors. Therefore, their lessonplans were relatively similar. But only 3 of eighteen respondents(16.6%) presented the material based on their lesson plan. 15 other respondents (83.3%) seemed to make lesson plan for second reason that was for the benefit of inspector or the head master. Three respondents mentioned above made an informal planning for themselves for the first reason mention by Richard They said that they did not show this lesson plan to the inspector or their head master because they planed it suddenly base on the situation in the classroom or the student need. In the lesson plan they only write the objectives of the study and the purposes of the study. But sometime they do not make it, because they think that they know what they are going to do in the classroom. Teachers with experience seem to have an ability to think on their feet, which allow them to believe that they do not need to plan their lesson, however most teachers go on preparing lessons throughout their careers, even if the plans are very informal (Brown 126).

Teaching and Learning Process

The questionnaires data about teaching and learning process indicated that 16 of the respondents (88.8%) stated that they implemented in teaching English for their students in the classroom. Others ten items show weather each of the principles was implemented in teaching or not.

The data shows that 15 of the respondents (83.3%) often gave communicative activities in teaching English, 2 of them (11.1%) rarely did it and only one of them always did it. 10 of the respondents (55,5%) often lets their students express utterances even though not in good structure, 8

of them (44.4%) rarely did it. 15 of the respondents (84.4%) always train the students to pronounce certain words in every meeting, 2 of them (11.1%) often did it and only 1 teacher rarely did it. 16 of the respondents (88.8%) often motivate the students to use the language and only 2 of them rarely did it. 14 of the respondents (77.7%) often make the students accustomed to ask something in English and 4 of them (22.2%) always did it. 14 of the respondents (77.7%) often train the students to remember certain utterances 2 of them (11.1%) always did it and 2 of the teachers (11.1%) rarely did it.

In order to produce good pronunciation of the students, the data showed that only 6 of the respondents (33.3%) often used the cassettes or native speakers to help the students' pronunciation. 6 of them (33.3%) rarely did it and 6 others never did it. 13 of the respondents(72.2%) often lets the students their own utterances, three of them always did it and 2 of the teachers rarely did it. 14 of the respondents (77.7%) often ask the students explain and describe thing with their own words, two of them(11.1%) always did it and 2 others rarely did it. To avoid the boring situation in the classroom, the data showed that 12 of the respondents (66.6%) often make a joke, sing a song or tell a funny story. 6 of the teachers always did it.

From the of classroom observation about implementing Communicative Approach in teaching in the classroom, the data showed that 14 of the teachers (77.7%) did pre- activities these activities including greeting, reviewing previous material, apperception and motivation. All of them(100%) gave instruction to start the new teaching process. 13 of the teachers(72.2%) gave communicate activities in teaching English such as dialogue, role play, problem solving and the like. 12 of the teachers(66.6%) this activities by grouping the students.The media that most teachers used(66.6%) was picture. Describe and draw, described things and question and answer. All of the teachers(100%) asked the students to utterances. But they used different technique to do this. Some of them asked the students to work in groups, write the utterances on a piace of paper and put it on the wall, then corrected by another group. Some asked to write on exercises book and sometime on the blackboard. It depended on the teachers.

In order to produce good pronunciation, the data showed that 12 of the teachers(66.6%) focused on teaching pronunciation for their students. Examples of the activities they did were: repeat after the teacher, reading aloud, and sing a song. 10 of the teachers (55%) did trial and error. 10 teachers(55.5%) asked the students to read utterances which had been written. 8 teachers trained the students to remember certain utterances.

15 of the teachers monitored the students works(83.3%) and only 6 teachers set up the situation order to make the class live not quite. The samples of activities were: singing a song, making a joke, telling the funny story.

Beside observation, the researcher also collected the data from the questionnaire of 15 items on the teaching process to know and support the data about how Communicative Approach was implemented in teaching English in the classroom. The items involved the approach used, communicative activities, language skills activities, media used, frequency of using English and roles of teachers.

The data from questionnaire revealed that, in general, the teaching and learning process in the classroom supported the Communicative Approach principles implemented in the teaching process in the classroom. The questionnaire involved 15 questions. Of 15 questions, one of them about approach used, six of them dealing with skills and activities, four of them about the way teaching grammar, two of them about communicative activities, student grouping, media used and frequency of using English, and three questions about role of the teacher in teaching.

In general the data showed that all respondents did pre-activities, all of respondents performed the activities of opening classes (88.8%), reviewing previous materials (72.2%), apperception (72.2%), and motivation (94.4%).In main activities, the teachers applied varied approach in presenting material. 9 of the respondents (50%) applied Grammar Translation Method and CTL, 7 of them (38.8%) applied Oral-Oral Approach, 2 teachers applied Eclectic Method and Meaningful Approach, and 14 of them (77.7%) applied Communicative Language Teaching or Communicative Approach in teaching English.

This finding showed that most of the teachers used Communicative Approach in teaching English for their students. It was line with the 1994 English curriculum's suggestion that the teachers

suggested to use Communicative Approach and Meaningful Approach in teaching. More over in 2004 curriculum, Communicative Approach is also still suitable to use however the teachers sometime can use more than one approach in conducting the teaching and learning activities based on the situation and condition of the students in the classroom. It means it was not forbidden for the teachers to use others approaches when it was needed and necessary as it did not dominate the classroom interaction.

Related to the language skills taught, 14 of the respondents (77.7%) taught listening, speaking, reading and writing for their students integrated, 4 of them taught language skills separately. 9 of the teachers (50%) taught reading skill dominantly, 7 of them (38.8%) taught speaking skill dominantly, only 2 of the respondents taught writing skill dominantly and no one of the teachers used listening to teach dominantly. The data showed that teaching reading was favorite skill for the teachers to teach but listening was not interesting for them to teach. It might cause of the facilities they had at the school was still insufficiency. It was supported by the data on the question number 12 about media used by the teachers in teaching English. The data showed that there were no school had language laboratory. It means that they never used language laboratory in teaching English. 4 of them (22.2%) used television and VCD, 2 of them (11.1%) radio, 6 teachers (33.3%) used type recorder and 13 of the teachers (72.2%) used simple pictures as media in teaching English. Based on the description, it could be concluded that the teachers used media such as picture, radio type recorder and television in conducting learning activities. Among those media, picture was frequently used by the teachers.

The activities instructing reading skill were: 13 of the respondents (72.2%) used reading a load, nine of them (50%) used answer the question based on the text, 9 of the teachers (50%) chose write summary, 7 teachers (38.8%) chose make oral summary and others five teachers (27.7%) got main idea, (5.5%) guess meaning, (44.4%) got detail information explicitly, (38.8%) got detail information implicitly. In instructing listening activities, 66.6% of the respondents (12 teachers) chose get main idea from oral text, 4 of the teachers (44.4%) did not do this and 2 of them did not gave the responses. 10 of the respondents (55.5%) chose get the detail information from oral text, 4 of them did not do it and 4 others had no responses. And others, 3 of the teachers chose answer the question based on the oral text, 4 of them chose write summary based on the oral text and 2 of them did sing a song. In instructing speaking activities, 10 of the teachers (38.8%) gave question and answer activities, 11 of them (61.1%) gave simple dialogue. Describing things and expressing feeling or idea was done by each four teachers.

In teaching language components such as structure and vocabularies, both 1994 curriculum and 2004 curriculum suggested to teach language skills and language components integrated way. The teaching of language components plays an important role in developing language skills even sometime they taught them separately when it was needed. The data gathered from the questionnaire about two items. they were about the way the teachers taught grammar and vocabularies and about the way of teaching grammar and language skills. The data showed that 14 of the teachers (77.7%) grammar and vocabularies were taught in integrated way and 4 of them (44.4%) taught grammar and vocabularies separately. 10 of the respondents (55.5%) taught structure separate from the language skills, and 8 of them taught structure and language skills in integrated way.

In conducting teaching and learning, communicative activities often used in the teaching process were: 10 of eighteen respondents (55.5%) often gave games to the students, 4 of them (22.2%) often gave describe and draw, 9 teachers (50%) often gave role play, 5 teachers (27.7%) often gave listen and draw and information gape. And others activities were; 5 teachers often gave discussion and debate, 10 teachers often gave question and answer, and 5 others often give dialogue.

In presenting these communicative activities, 1 of the respondents (5.5%) always asked the students to sit in group, 7 of them (38.8%) often did it, 8 teachers (44.4%) sometime did it, 2 teachers rarely did it, and no one of the teachers never asked the students to sit in the group during giving communicative activities.

In playing the role of the teachers in the teaching and learning process, 8 of the respondents (44.4%) always helped the students in anyway in learning, 8 of them often did it, 2 Of them (11.1%) rarely did it. And no one of them never helped their students in learning. 14 of the respondents (77.7%) gave a pleasant for the students who produced good utterances, 2 of them did not do it, and 2 others gave no responses. 3 of the teachers (16.6%) always gave homework at the end of the meeting for the students, 10 of them (55.5%) often did it and 5 of them (22.2%) sometime did it.

In order to make the students accustomed used English in the classroom, the English teachers must be as the sample to their students to do that. In this case, 2 of the teachers used English 75% - 100% in teaching English for their students in the classroom, 7 of them used English 50% - 75%, 8 teachers used English 25% – 50%, and only one teachers used English 0 – 25%. It means that most of the teachers at SMP in Sigli used both English and Indonesian in interacting with their students in teaching English in the classroom. The data reported that fifteen respondents used English as media of interaction in about 25 -75% of the time. This data also supported by the result of classroom observation, all of the English teachers tried to use English in teaching English in the classroom even in different frequency and percentage.

Related to the materials presenting in the teaching activities, 16 Of the respondents (88.8%) always used textbooks in presenting materials in teaching English in the classroom and 2 of them (11.1%) sometime presented materials of the teaching by using textbooks. It means that all of the English teachers at SMP in Sigli used textbooks in presenting materials in teaching English. In this case, textbooks took an important role in coloring the students' achievement in learning English as the target language.

5. CONCLUSION

The findings of the current study showed that the teachers understood about communicative approach. The understanding of the approach provided useful information to create the teaching and learning activities in the implementation of communicative approach. They found about the information by many ways: most of them learned communicative approach from the 1994 curriculum that had learned, while others learned it from their fellow teachers, articles of education, in-service training and related books. Fourteen of the respondents (77.7%) stated that Communicative Approach was still suitable to use in teaching English in the classroom even curriculum changed.

Based on the results of observation, the implementation of Communicative Approach in teaching English could be seen in the teacher activities in conducting the teaching and learning process and how they evaluated the students learning. In the teachers' preparation or lesson planning, all the teachers had developed some activities that referred to Communicative Approach principles. Communicative activities that the teachers often used were: game, describe and draw, question and answer, role play, information gap, discussion and debate and simples dialogues. These activities were done related to communicative approach principles.

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