

THE LECTURERS' PROBLEMS IN APPLYING COMMUNICATIVE LANGUAGE TEACHING IN TEACHING READING AT STAIN KERINCI

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Abstrak

Artikel ini ditulis untuk mengetahui masalah yang dihadapi dosen dalam mengaplikasikan communicative language teaching dalam pengajaran reading di STAIN Kerinci. Penelitian ini adalah penelitian deskriptif qualitative. Data penelitian ini adalah hasil observasi dan wawancara dengan dosen. Hasil penelitian deskriptif ini menunjukkan bahwa dosen telah menggunakan indikator dari communicative language teaching dalam mengajar reading. Walaupun dosen sudah menggunakan indikator dari communicative language teaching, namun mereka masih menghadapi masalah. Masalah mereka berhubungan dengan masalah dalam menemukan materi dari internet, masalah dalam menggunakan media mengajar, dan perbedaan kemampuan mahasiswa dalam speaking. Jenis masalah yang paling banyak dihadapi oleh dosen adalah perbedaan kemampuan mahasiswa dalam speaking.

Keywords: *Applying CLT, CLT Problems, Teaching Reading*

INTRODUCTION

In increasing the students's communicative competence in teaching and learning process in the classroom, there is an appropriate approach that must be considered by English lecturers. It is communicative language teaching approach. This approach of teaching is focus on the development of communicative competence rather than linguistic competence. It is considered as approach which can change a number previous English language methods and approaches position in helping students to communicate in English, such as audio lingual, grammar translation, and the silent way.

In applying communicative language teaching in teaching reading in the classroom, the lecturers does not pay attention to its indicators. The indicators of communicative language teaching in teaching reading is very important to be followed by lecturers in teaching reading in the classroom. It is as the teaching guidance in teaching the material to students in teaching and learning process. They are authentic material, authentic media, classroom activities, and classroom management.

Badger and Yan (2008:7) argue that the main feature of the pedagogic orientation of a CLT course is students' ability to use second language (L2) rather than the knowledge about language. Moreover, Taylor (2014:1) argue that communicative language teaching emphasizes the ability to communicate the meaning of the message, instead of concentrating on grammatical perfection. The teaching and learning process in the classroom is focused on communicative function not on language form or grammar, that is ability of students to use the target language in communication such as negotiate the meaning.

Richard (2006:2), states that communicative language teaching can be understood as a set of principles about the goals of language teaching, how learner learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom. therefore The principles stated above are as the main basic used in applying communicative language teaching in teaching and learning process in the classroom.

There are some characteristic of communicative language teaching that need to be known by lecturers in applying communicative language teaching in teaching English (reading). Larsen and Freeman (2000:131) state that there two characteristic of communicative language teaching. They are: students use the language a great deal through communicative activities and the use of authentic materials. Moreover, Brown (2007:241) describes the communicative language teaching characteristics. They are, classroom goals are focused on all of the component of Communicative Competence and not restricted to grammatical or linguistic competence, Language techniques are designed to engage learners in pragmatic, authentic, functional use of language for meaningful purposes, fluency and accuracy are seen as complementary principles underlying communicative techniques. And in the communicative classroom students ultimately have to use the language, productively and receptively in unrehearsed context. It means, communicative competence is developed through communicative activities in communicative language teaching in teaching and learning process. They are as the way to encourage students to use target language in teaching and learning process in the classroom.

Similarly, Hindi (2012:6) states "to achieve such the goal of classroom communicative language teaching there are certain characteristics must be focused on. They are: classroom goals must focus on communicative competence rather than linguistic competence, function is the primary framework through which forms are taught, fluency may take on more importance than accuracy in conveying message." It means, communicative competence or fluency is the

main focus of teaching and learning process rather than accuracy in conveying the message in communication.

Subsequently, Nunan (1991) in Bannciu and Jireghie (2012:95) describe five feature of communicative language teaching. First, an emphasis on learning to communicate through interaction in the target language, the introduction of authentic texts into the learning situation, the provision of opportunities for learners to focus, not only on language but also on the learning management process, an enhancement of the learner's own personal experience as important contributing elements to classroom learning, an attempt to link classroom language learning with activities outside the classroom. The five features which describe by Nunan above means the lecturers should be able to know students need and desires in order communicative competence can be increased in teaching and learning process.

Based on four scholars statement above, the researcher mix the characteristic of communicative language teaching which described by them as the indicators of the research. They are: (1) authentic material (2) Authentic media, (3) communicative activities in Teaching Reading, (4) Classroom Management.

a. Authentic Material

Hwang (2007) defined "Authentic material present example of real language that help bring the real world into the classroom." Similarly Jacobson et.al (2003:43) argue "a text is considered authentic if the purpose for reading or writing that text include the purpose for which be read or written in out-of school context." The content of the material used by lecturer in teaching and learning process in the classroom is based on students' experience outside the classroom. It means, the lecturer need to consider about the material appropriateness first before deciding to bring the material into classroom, such as, students' level and background.

Moreover, Herrington (2000:24) state that authentic material is related to the students' real life and prepare them to face and deal with real world situation. The material used by lecturers relate to the students' real life out side and inside the classroom. In line with Herington, Sholihah (2012:4) argue that to present a real communication context, authentic material is used in CLT classroom activities. The authentic material will make the students are able to use English in the real life situation. It means, the students will be able to use English outside the classroom after studying in the communicative language teaching classroom.

In addition, Berardo (2006:62) mentioned three criteria authentic material, they are: suitability of content, exploitability, and readability. These criteria can't be separated from authentic material in teaching reading in teaching and learning process in the class.

From the explanation of Berardo above about the criteria of authentic material, the researcher use them as the sub-indicators of authentic material in research.

b. Authentic Media

Authentic Media is very important in teaching and learning process in the classroom. It can be a tool which can encourage students to learn English for effective communication. Tafani (2009:81) argue that authentic media enables teachers to meet various need and interest of the students. Teaching media must be selected based on students need and interest. It means, in choosing the media lecturers should consider about the students background, level, and interest.

In line with Tafani, Ruis et.al (2009:2) state that teaching aids are used by teachers to impart and emphasize on information, stimulate interest, and facilitate the learning process. Media is the tool which can stimulate students' interest, and help lecturer in teaching the material in the classroom. In other word, media can't be separated from teaching and learning process because it can stimulate students' interest and facilitate learning process.

Messkil (2002:11) state that Media describe something which can assist or mediates learning. Media can be used as the tool in presenting the teaching material in teaching and learning proces in the classroom. In other word, media can help lecturers presenting the teaching material in the classroom.

According to Klentien and Kamnungwut (2015:582), A number of media technologies are used as a tool to encourage students to learn English for effective communication. It means that media can encourage students to communicate in target language teaching and learning process in the classroom.

Joynt (2008:15) mentioned three criteria of authentic media. They are meaningfulness, purposefulness, and appropriatness. The three criteria above must be considered by the lecturers before using teaching media in teaching and learning process in the class.

From the explantion above, the researcher used these three criteria above as the sub-indicators of authentic media in doing the research on lecturers problem in applying communicative language teaching in teaching reading.

c. Classroom Activities in Teaching Reading

The classroom activities designed to stimulate conversation and communication among students in the English class (Bannciu and Jireghie, 2012:96). Similarly, Richards and Rodgers (2001:165) state that classroom activities enable learners to attain the communicative objectives of the curriculum, engage learners in communication, and require the use of such communicative process. The classroom activities in communicative language teaching are the way used by lecturers to stimulate students to speak in target language to achieve teaching and learning process objectives.

Moreover, Littlewood (1981:) mention “that classroom activities aim to help learner to links between form and meaning that will later enables him to use this language for communicative purposes.” The classroom activities develop the students’ ability in grammar and understanding the meaning in teaching and learning process.

Gudepu (2013:61) state there are three steps of communicative activities in teaching reading, they are: Warm-up activity, reading activities, predictive reading activities. The three steps above must be applied by lecturers in teaching reading through communicative language teaching teaching.

Based on the characteristic of communicative language which is stated by Richard above, the researcher use it as sub-indicators of communicative classroom activities in doing the research on lecturer problems in applying communicative language teaching in teaching reading.

d. Classroom Management.

Shakila (2009:9) defines “classroom management is a term used by teachers to describe the process of ensuring that classroom lesson run smoothly despite disruptive behaviour by students.” The second one is stated by Hindi (2012:6) that classroom managment refers to the way in which students behaviour, movement, interaction, etc. Both Shakila and Hindi trying to explain the way to enable teaching to take place most effectively in teaching and learning process in the classroom, such as, grouping students into some groups and directing and managing the students behaviour and activity.

Similarly, Thornbury (2006) state that Classroom management is how teachers organize and direct learners and learning to make the most effective use of available time and resources. The teacher responsible in making the class effective in teaching and learning process in the classroom in order the teaching achievment can be achieved.

Moreover, Oliver and Reschly (2007:1) defines “that classroom management is the ability to organize the classroom and manage the behaviour of their students.” The ability in organizing and managing the classroom is very important in teaching and learning process in the classroom. The teachers (lecturers) motivate the students to follow the class and do the activities which support the effectiveness of teaching and learning process.

Shakila (2009:9) state that classroom management influenced by three factors. They are: maintaining discipline, giving feedback, and classroom interaction. These three factors can influence the students effectiveness of teaching and learning process in the classroom.

From Shakila explanation above, the researcher use three factors of classroom management as the sub-indicators of classroom management in doing the research on lecturers problems in applying communicative language teaching in teaching reading in teaching and learning process in the class.

METHOD OF THE RESEARCH

The research is descriptive with qualitative ethnography. Fetterman (1998) states that ethnography is the art and science used to describe a group or culture. It tend to study about the belief, social interactions, and behaviour of small societies through fieldwork data collection. Consequently, the researcher would be able to reveal out the lecturers’ problems in applying communicative language teaching in teaching reading in the class.

The source of the data in this research was the English department lecturers of STAIN Kerinci who teach reading at Semester. The numbers of the lecturers were 3 lecturers. They teach in different class.

The data were collected from lecturers through observation and interview.

The researcher follows the steps of analyzing qualitative data in analyzing the data. Gay and Airasian (2000:239) explain some steps in analyzing qualitative data: Data Managing, Reading and Memoing, Describing, Classifying, Interpreting.

FINDINGS

1. The Problems Encountered in Applying CLT in Teaching Reading.

In applying communicative language teaching in teaching reading in teaching and learning process, the lecturers found three problems, they are the problem in finding authentic

material through internet, the problem in using authentic teaching media, and the problem of students' speaking ability.

a. The Problem of Finding Authentic Material from Internet

In finding authentic and up to date material that had been personalized by students at the end of teaching and learning process in the classroom, lecturers found difficulty in finding it from internet, because the internet network in their regency difficult to be connected. It was faced by lecturer two and three.

In conducting this characteristic of communicative language teaching, lecturer three did not use the material from internet totally. According to the researcher, the authentic or up to date material very important to be used by lecturers in teaching reading in the classroom, because it can make students use English in real life situation in teaching and learning process as stated by Sholihah (2012:4) that to present a real communication context, authentic material is used in communicative language teaching classroom activities.

b. The Problem of Using Laptop and Slide Projector as Teaching Media

As explained above, lecturers found difficulty in using laptop and in-focus as teaching media in teaching reading through communicative language teaching in teaching and learning process in the classroom. It was faced by lecturer one and lecturer three. They found difficulty in designing slide or power point for teaching. Because of that problem, lecturer three decided not to use laptop and slide projector at all in teaching reading in the classroom. On the contrary lecturer one still use those media in teaching reading in the classroom different with lecturer three although he found difficulty in using them.

According to the researcher, the media is very important to be used by lecturers in teaching reading in the classroom, because it can motivate students to follow the class in teaching and learning process. Hindi (2012:8) argued that teachers can encourage language through both intrinsic and extrinsic motivation. Media is a kind of extrinsic motivation which can stimulate students motivation from out side in teaching and learning process.

c. The Problem of students' speaking ability

This problem faced by all of English lecturers who teach reading through communicative language teaching. They found difficulty in asking students to speak in turn in group in the discussion. It was occurred because of the students different ability in using English in teaching and learning process in the classroom. They affraid and ashamed of making mistake

in term of grammar and pronunciation in giving their group member additional opinion in the discussion in teaching and learning process in the classroom as stated by Sholihah (2012:11) that another possible reason is Indonesian students used to be taught how to learn English by focusing on the language roles or mechanical habit where the best is producing a sentence which is free from errors.

2. The Solution of the Problems Encountered by the Lecturers in Applying CLT in Teaching Reading.

In solving the problems of teaching reading through communicative language teaching in teaching and learning process in the classroom, lecturers did some ways:

a. To solve the Problem of Finding Authentic Material from Internet

As stated above, the problem of finding authentic material from internet is faced by all lecturers who taught reading through communicative language teaching. To solve the problem, lecturers tried to find authentic and appropriate material from library at the college where they teach. It is by matching the students' background and level. It means, lecturers compared between the students background and level before deciding to use the text as the teaching material in teaching and learning process.

Based on the explanation above, the text used as teaching material in teaching and learning process is the text which have relation with the students being taught. It is about Islamic text and appropriate with students of students of Islamic college.

b. To solve the Problem of Using Authentic Media

This problem were faced by lecturer one and lecturer three, it is about desgning interesting slide or power point for teaching reading through communicative language teaching in the classroom. To solve the problem, lecturer one just change the letter of the text from original letter into calibry letter only without making any text variation. And then, lecturer three solve the problem by using hard copy text as teaching media in teaching reading in teaching and learning process. It mean, lecturer three did not to use laptop and in-focus in teaching reading in the classroom.

c. To solve the Problem of students' speaking ability

To solve the problem of students speaking ability, all lecturers did the same thing. They just give chance for other students from each group to give their opinion in the discussion. It was done by lecturer in order the discussion run effectively in teaching and learning and learning processn in the classroom. if the lecturers waited other students in group speak in the

discussion, so, it will be waste the time, because the time for one subject of teaching is limmited.

CONCLUSION

Having analyzed the finding of the research, the researcher could draw some conclusions about lecturers' problem in applying communicative language teaching in teaching reading in teaching and learning process. The English Department lecturers faced three problems in applying communicative language teaching in teaching and learning process in the classroom. It can be seen from the research findings and data analysis. The following conclusions are based on the three research questions as follows:

1. The were four characteris of communicative language used by lecturer in teaching reading. They are: authentic material, authentic media, classroom activities, and classroom mangement. First, Authentic material is the characteristic CLT partly applied by all of lecturers in teaching and learning process. Second, authentic media. Only one lecturer did not use authentic media in teaching in the classroom, he is lecturer three. Third, classroom activities. Only lecturer three didn't applied three items of classroom activities, they are encouraging students to speak in the discussion. Last one is classroom management. All lecturers applied classroom management totally in teaching reading through group discussion in teaching and learning process in the classroom.
2. The lecturers found three problems in applying communicative language teaching in teaching reading. They are the problem of finding authentic material from internet, problem of using laptop and slide projector as teaching media, and the problem of students' speaking ability. The problem of students' speaking ability is the problem faced by all of English lecturers, meanwhile the problem of finding authentic material from internet were faced by lecturer two and lecture three, and the problem of using laptop and slide projector as teaching media faced by lecturer one and lecturer three.
3. In solving three problems, lecturers used varies ways. First. To solve the problem finding authentic material fron internet, lecturers tried to find it in the library at the college where they teach. Second, to solve problem in using laptop and slide projector as teaching media, lecturers just change the letter of the text from original letter into calibry letter and using hard copy text. Third, to solve the problem of students' speaking ability, all lecturers did the same thing, they reminded and asked all students to speak in trun in the discussion.

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