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**A Collaboration Between Communicative Language Teaching (CLT),  
Audiolingual, and Community Language Learning (CLL) Approach  
in Teaching and Learning English at SMA 1 Singorojo Kendal**

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**Abstract**

This research aimed to investigate and analyze the collaboration of communicative language teaching approach, audiolingual method, and cooperative language learning method which were applied during teaching - learning process in twelve grade of science 2 students in SMA 1 Singorojo Kendal. This research employed a qualitative data analysis. The instruments of this study were interview and observation which took approximately fifty minutes. The data analysis of this study were coding and summarizing. The result showed that teacher designed the classroom activity by implementing curriculum 2013 in which emphasized on communicative language teaching (CLT) approach. In order to motivate and improve students' speaking ability, so the teacher taught them in simple way first, then followed by synthesizing both of essentials methods and techniques. Based on the finding, it can be concluded that the teacher organized some methods in delivering material, and he also provided fun and interesting games to encourage students' motivation in learning English. Finally, the researchers infer that there are collaboration between CLT approach, audiolingual method, and CLL method as an alternative strategy in learning English.

**Keywords:** CLT approach, Audiolingual method, CLL method.

**Introduction**

English is as a foreign language in Indonesia. Learners do not have an opportunity to employ this language every time, so they lack of practice on it. Because of its fundamental function, English becomes one of important subjects in national examination and requirement subject to enroll a higher

education. Since English has limited time and certain rules in curriculum 2013, it makes dilemma in teacher point of view to design how both of teachers and learners are supported to achieve the objective of educational standard. Due to those important outcomes, one of principal goals as a teacher is to equip with a sense, to assist them in progressing their individual pathways to success.

Regard to the outcomes, the implementation of teaching and learning English needs an appropriate approach, method, and technique to design an effective classroom activity. The appropriateness of implementing those components is very essential in order to achieve the standard of education. Some educators may have learnt about several kinds of approaches, methods, and also techniques in order to determine the appropriate teaching strategy in every level of education.

Therefore, the researchers conduct a classroom observation towards one of English teachers in SMA 1 Singorojo Kendal. The researchers analyze teaching strategy which is applied by the english teacher. The researchers find out what kinds of approaches, methods, and techniques which are used during learning process. Here, SMA 1 Singorojo is one of favorite schools in Kendal regency. The researchers have an opportunity to observe Mr. Ahmad Jamhuri's English class. He teaches twelve grade of science 2 students. He was graduated from UNNES in his both of bachelor and Magister Degree. He has been teaching at SMA 1 Singorojo for 6 years.

Language acquisition do not focuses on conscious grammatical rules and tedious exercise. It needs meaning interaction in the target language-natural communication in which both of speakers could convey and comprehend the messages defined by Krashen (1982).

Besides that, According to Anthony (1963), approach is a set of theories about nature of language and language learning which provides some practices and principles in language teaching. It could be said as "philosophy" or belief system which method and technique emphasize on. There are several kinds of Approaches. One of them is CLT (communicative language teaching). Here, the researchers focus to analyze CLT approach

which was applied by the teacher. According to Richards and Rodgers (2014), CLT can be defined as a theory of language in the form of communication. This approach highlights communicative competence, which focus on both conveying meaning and achieving the objective of the material.

Vanessa et al (2019) conducted a research to determine the use of communicative language teaching approach in English classroom to improve students' oral skill. The participant of the research were 6 English teachers and 105 students include second, third, and fourth grades at a public elementary school in the city of Loja, southern part of Ecuador. The researcher employed mixed method research design with questionnaire and observations as the instruments. The result showed that modeling, repetition, pair and group work are the main strategies employed the teachers to assist learners in developing their communicative competences. These strategies were often employed but still not enough to encourage students to be active during learning process. So, it is important to apply the other strategies to provide learners more opportunities in producing the language orally. In addition, teacher also added metalinguistic feedback and elicitation as an alternative way to assist learners enhance their oral skills.

In addition, method is described as an overall plan for systematic presentation of language based on selected approach (Brown, 2001). It becomes the key for students to absorb the knowledge transferred by teacher. Students easily absorb depends on how method that teachers use, as clear as they explain. As stated by Richards and Rodgers (1986) that a teacher's role as a part of design, component of a method. The method component of English Language Teaching (ELT) activity is composed by the teacher itself. According to Parab (2015), teacher of the ELT should aware of the best practices in teaching and learning English and how they can be made beneficial to the students. It is possible for every student to learn English in the most enjoyable manner if it is supplied with the right kind of materials and pedagogy by native wisdom.

At this time, the teacher took audiolingual method, which occurs naturally within the context, teacher drills students in the use of grammatical sentence pattern, forms the students' habit, and gives reinforcement to them defined by Diane Larsen (2008). Haryati (2012) also did an investigation by using audiolingual method to enhance students' vocabulary achievement at the first year students of MTsN Leuwimunding. This school has both general and religious education well - balanced. The researcher employed quantitative research design with product moment correlation by Pearson. Then, the researcher collected the data by observation, interview, and questionnaire. The result showed that students provided positive response towards the implementation of audiolingual method. The average of students' vocabulary achievement after taught by audiolingual method was increased. Students get a higher score. It reveals that the implementation of audiolingual method provides significant improvement towards students' vocabulary achievement.

Another method is CLL in which highlight on the group work and sense of community. This approach also assumes that learners could optimally work with their peers stated by Richards and Rodgers (2014). Technique is something which actually takes place in language teaching or learning in the classroom. Anthony (1963) defined that technique is as super ordinate term which consist of various activities that both of teacher and learners perform in the classroom. Technique could include tasks and activities. It is always well arranged rather than reflect by accidents.

Fauziah (2018) conducted research about comparison between CLL (Community Language Learning) and direct method applied during learning process in Junior high school Al-Islam Surakarta. The researcher analyzed which one is the most effective method in improving students speaking skill. the result revealed that community language learning method can employ better achievement in speaking English rather than direct method. Students are actively engaged during learning process. They take the teacher's role in leading the discussion. They express their creativity through delivering their opinions. They overcome the problem by sharing

with others. Besides that, the researcher also employed statistical measurement to strengthen the data. The result showed that the score of experimental class by using CLL method is higher than control class by using direct method. Thus, CLL provides significant improvement in developing students' speaking skill.

As the researchers' observation, the teacher applied K13 curriculum which can be explained generally as a set of objectives, conceptual steps, content, resources, also evaluation to form learning process which is aimed for learners in every community by providing classroom instructions. Nowadays, the ministry of education in Indonesia uses curriculum 2013, defined by Yalden (1987, p. 18). The implementation of teaching English in K13 curriculum is an adaptive subject in senior high school which provides knowledge and skills in order to enhance skill competence achievement in both oral and written form especially for advanced level (Permendikbud No. 64, 2013).

### **Research Methodology**

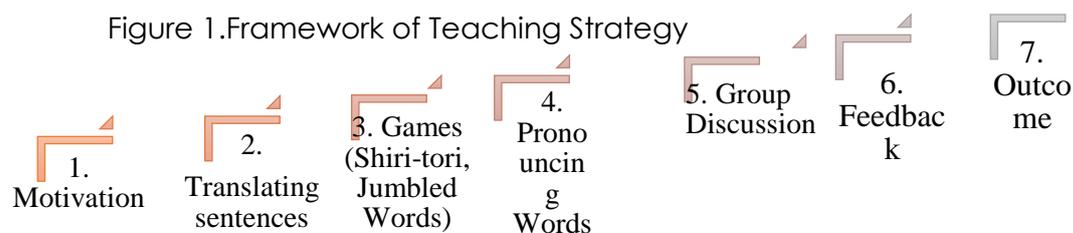
This research employed descriptive qualitative research design. This research was aimed to investigate the collaboration of audiolingual method, grammar translation method, and cooperative language learning method which were applied during learning process. This study carried out in SMA 1 Singorejo Kendal – Central Java. The population of this study were all teachers and students at the twelve grade. In selecting the sample, the researcher used purposive sampling where the researchers relies on their own judgement when choosing the elements of the population to participate in this research. The researchers observed one English Teacher and his activity in teaching – learning process at twelve grade of science 2 students. The instruments of this research were observation and interview. Besides, the researchers also used a qualitative data analysis, and the analysis of this study was done by coding and summarizing.

## Findings and Discussion

### Findings

The findings presented in the form of descriptive analysis where the objectives for this teaching learning that the students were able to identify an explanation text which has the topic natural disaster.

The teacher designed the classroom activity by implementing curriculum 2013 in which emphasized on communicative language teaching (CLT) approach. Teacher organized some methods in delivering the material. He also provided fun and interesting games to encourage students' motivation in learning English. He designed his teaching strategy into the framework below:



First, the teacher started classroom activity by giving motivation towards students. He motivated students by giving them warming up, and told that a great thing came from a little thing, then he encouraged his students to study hardly. He asked them to clap their hands when he said morning. One clap for one morning. The students followed his instructions. After that, he added another word "English" replied with "easy" by the students. He asked them to listen first then both of them were practicing together. They were very enthusiastic.

Second, teacher provided a text entitled an earthquake. He asked them to translate every sentence which the teacher said. Students tried to translate it orally. Then the teacher corrected their translations. This process implemented communicative language teaching, it was similar with

information gathering activity in which students were required to use their linguistics resources to collect the information.

Third, teacher gave several games such as chain spelling or shiri tori and jumbled word. In chain spelling, teacher divided them into some groups. Every group member should actively participate in this game. The first member was given a word. Then, the second one should create the word beginning with the last letter of the word given. Everyone who came forward should pronounce the word which they wrote. The teacher assist them to correct their pronunciation. The game was continued until the time was over. Here, the audiolingual method was used when students pronounced their words. In this method, students were not forced to remember the concept or pattern then apply it. Teacher encouraged students to learn language naturally with different concept.

Besides that, teacher applied jumbled word game, he provided students a scramble word then asked them to arrange it into the right one. This process explored students critical thinking about vocabulary and asked them to translate the meaning of the word. Both of chain spelling and jumbled word games used some lexical which related with natural disaster because the teacher aimed to introduce an explanation text. This process also used communicative language teaching in the way students find out the meaning of each word by themselves.

Fourth, teacher provided several words then guide the students to pronounce all of them. The teacher gave an example then followed by the students. Here, the teacher implemented audiolingual method in which repetition was used. The teacher asked students to listen then students only repeated what was the teacher said.

Fifth, teacher divided them into several groups then gave a text about an earthquake. They were asked to discuss in a group by answering some questions related with the text. Teacher aimed to asses their reading comprehension. Here, teacher used cooperative language learning method. Students could explore their ideas by doing discussion with others. They were encouraged to assist each other. In cooperative language

learning, learning activities depend on how group learners exchange information, meaning that all group learners are not only responsible for their own learning, but also for their friends. In this way, they are more accountable and motivated to perform their duties. It is carried out in this way when the students worked together to find a solution to the problem.

Sixth, teacher gave feedback to the students to evaluate learning process and make sure that all of them comprehend the material. Teacher corrected their performance by giving them some suggestions even told the strengths and the weaknesses of their performance. This process guided both teacher and students in controlling the class and making same perceptions. So, students were expected to comprehend the material deeply and achieved the objective of the lesson plan.

Finally, the teacher got the outcome of the study. The result was great. Students could enhance their vocabulary related with natural disaster, their pronunciation were also well - developed, and they could master their reading comprehension. By implementing CLT (communicative language teaching) approach, Audiolingual method also CLL (cooperative language learning) method, teacher was assisted in designing the classroom activity.

## **Discussion**

During learning process, there were several activities which implement an approach, method, and technique. At this time, teacher emphasized on CLT approach because it was suitable with the recent curriculum. As we knew that communicative language teaching considered as a theory of language as communication. The goal of language teaching was to develop communicative competence. Teacher encouraged students to be actively involved during learning process. Students were given some activities to engage their motivations in learning English.

The orientation of this approach was students centered in which almost the activities were done by students. In this approach, students should interact with others, whether inside or outside the group. Translation

could be used in this approach to measure students' vocabulary. As we realized that, without grammar very can be conveyed, meanwhile without vocabulary nothing can be conveyed. It could be assumed that vocabulary was very important thing and it was the first element which should be mastered when we were going to produce something. Mastering grammar was followed then.

Therefore, teacher designed the classroom activity by giving fun and interesting games not only for encouraging students' motivation but also enlarging their vocabulary mastery. The games provided conceptual step which improve students critical thinking about vocabulary and their confidence in performing in front of the class. Besides that, teacher provided group discussion as the media to collaborate and explore their thinking skill with others. Here, students were expected to have a cooperation in constructing a good teamwork. Although there were still some of the students who use their native language during learning process, it means that this approach was not optimally implemented at that time. Therefore, we realized that CLT was directed into communication competence. But overall the implementation of this approach is quite appropriate to enhance their communication skill. As the type of learning and teaching activity based on CLT, the activity were needed that reflected on the following principles:

1. Defined communication which emphasize on language learning
2. Provided learners a chance to experiment and try out what they know
3. Be tolerant of learners errors
4. Allowed learners to develop their accuracy and fluency
5. Combined the different skills such as speaking skill, reading skill, and listening skill.
6. Allowed learners to discover the grammar rules.

Moreover, the implementation of audiolingual method provided a good impact towards students speaking skill. Here, the teacher took repetition mechanism to his students. He asked them to listen and repeat what he said. Besides that, the teacher also employed restoration

mechanism in which students were asked to arrange the scrambled words. They arranged them into the correct one. The outcome was students could pronounce correctly. Because students were expected to do more practicing language, their pronunciation was well - developed. Students also became more enthusiastic in pronouncing words because teacher delivered the materials in fun and interesting games. By implementing the audiolingual method, it emphasized three assumptions such as:

- a. Language is a daily utterance in social interaction. Human learn language through action. Therefore, this method commonly uses grammar and vocabulary through practice. It assumed that students would not master grammar by only remember it, they need to practice it. By practicing grammar, students were encouraged to recognize the pattern more deeply and learned vocabulary indeed.
- b. This method emphasized on Listening skill and speaking skill rather than reading skill and writing skill. Based on human's skill development, listening skill and speaking skill come first then followed by reading skill and writing skill. Students acquired language through listening what happen around them. They were attractive in listening their surrounding. They heard language from the smallest part in their environment for example, family. Students were familiar with vocabularies which were used. This process was similar with this method whereas teacher guided students to listen and repeat first.
- c. Every learner was directed to speak based on his or her way. In this method, students were not forced to remember the concept or pattern then apply it. Teacher encouraged students to learn language naturally with different concept.

Furthermore, the implementation of curriculum 2013 ask the students to be active in learning processes. The teacher did not directly give the learning material, but has to give the students opportunity to seek the material on their own (teacher is just a facilitator) and confirm the students about what they have learned, it means confirm that are the concept they

learn are the correct one. The teacher also applied the learning model. He employed cooperative learning model in the form of group discussion.

Cooperative language learning model is commonly method used only by students who are doing practice teaching experience. Cooperative language learning is a kind of teaching and learning method which emphasize on learners' behavior in the form of teamwork. This method involves cognitive aspect and social aspect. In the process of group discussion which was applied, they had to work in a team. They were expected to overcome the problems which were given. It means that they had to appreciate each other. Students required to accept the similarities even differences opinions among them. The teacher encouraged students to assist each other in developing their ideas. Students could give feedback among them by doing clarifications or giving suggestions to the other group members. Here, the teacher still guided their discussions even gave some interventions to align their perceptions. So, both of teacher and students had same perceptions in comprehending the material.

To sum up the discussion, the way of the teacher did in the classroom was about to what it calls "controlled technique" based on taxonomy of language-teaching techniques which adapted from Crookes & Chaudron, (1991). The techniques themselves were like: Warming up, Organizational, Content explanation, Role-play demonstration, Dialogue/ narrative presentation, checking, Question and answer, display, drill, translation, copying, and Identification. Besides that, the findings also support the theory by brown (2001) that teachers have to play many roles; authority figure, leader, knower, director, manager, counselor, guide, and even such roles as friend, confidante, and parent. However, it also depends on country and institution that they are in.

## **Conclusion**

Based on the explanations above, this study concludes several points that first, teacher has paramount roles in creating interactive language teaching; teacher as controller, teacher as director, teacher as manager,

teacher as facilitator and teacher as resource. He collaborates CLT (communicative language teaching) approach and audiolingual method also CLL (cooperative language learning) in designing teaching learning activity.

Second, teacher also pay attention to the implementation of those components towards the recent curriculum 2013. In the classroom activity, teacher emphasizes on students learning centered to empower themselves in learning English. Students were encouraged to actively involved during learning process. All of the classroom activities almost done by students.

Third, the implementation of approach and method should be considered based on students' need. Because of lacking vocabulary and speaking practice, therefore teacher employs these methods. Students can monitor themselves in mastering the material. They are provided to learn language naturally with fun and interesting concept. They feel free in exploring their ideas during discussion session. Besides that, students also could improve their vocabulary related with natural disaster, although the implementation of CLT approach is still unoptimally achieved by students. There are still some of them who use their native language during learning process. But overall, the outcome is quite good. Both of teacher and students are actively engaged in achieving the objective of the material.

There are some suggestions for another teachers or researchers that could be inferred based on this teaching learning activity involve, teacher should have well preparation in designing classroom activity. Make sure that the outcomes will absolutely achieved the aim of curriculum 2013 as long as it follows the guidelines. Another suggestion is providing students a task to measure their understanding about the material which was given. The task should be in a real world which means related with their field and should be pedagogic which provides significant improvement for them in their educational background. Besides that, teachers could employ this design to another subject matter, e.g, biology, Japanese or another subject which require mastering vocabulary and speaking skill.

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