

Pre-service Teacher's Perspective on the use of Communicative Learning Methods: a Case Study on Foreign Language Teaching (English-Japanese)

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Abstract. The communicative method is a method in which the learning process prioritizes students' creativity in communicating in order to determine students' abilities. This study analyzes the Indonesian pre-service teacher's perspective on using communicative methods for learning English and Japanese at the beginner level. This research focuses on the perspective of the pre-service teacher toward beginner-level students to develop English and Japanese learning procedures in four skills, namely reading, writing, listening, and speaking using communicative learning methods. In this study, a case study approach is combined with a qualitative methodology. It employs a beginner-level English and Japanese language student variable with the aim of knowing the success of the communicative learning method for students who are just starting to learn foreign languages. The result of the present study suggests that using communicative learning methods for learning foreign languages is crucial at the beginner level to develop a more complex language development.

Keywords: Pre-service teacher's perspective, Communicative learning method, foreign language learning

1 Introduction

The practice of foreign language studies in Indonesia has improved over a few decades. This practice has also been implemented in many beginner-level schools that have foreign language studies as one of their compulsory school subjects. In Chapter IX, Section 39 of the Indonesian Education Law of 1989, English is specified as a required subject beginning in Grade 7 of the primary and secondary education systems. Meanwhile, Japanese is stated as an optionable subject to be taught from grade 10 (non-compulsory). Japanese language learning has always been high in popularity in Indonesia due to the rising need for economic motivation

(employment opportunities) and social motivation (media, arts, etc.). Thus making both English and Japanese be very well-known in the foreign language study field [1] [2].

However, the vast motivation for Foreign Language Study (FLS) in Indonesia is not equal to the improvement of language proficiency. There are still many cases of knowledge insufficiency Indonesian students have regarding foreign language study. Dardjowidjojo (1998) noted that despite many years being devoted to improving language learning, the results have been disappointing. One of the most important ways to help students successfully learn a foreign language is to provide them with explicit instruction tailored to their individual needs.

In light of this, The "Communicative Language Teaching" (CLT) or "Communicative Approach" (CA) is an educational strategy for facilitating second-language acquisition that has been the subject of numerous academic investigations of EFL students. Conversational competence in the target language was seen as essential in CLT's view of language education's ultimate purpose, thus the emphasis on using communication to study "authentic texts" (texts written in the target language for purposes other than language learning), engage in conversation with one another and the teacher, and use the language in and out of class. CLT positions teachers as the facilitators of language learning rather than the instructor, the teacher also focuses more on the communicative aspects of learning the language (prior to learning writing and reading) in a non-methodological system where oral and verbal skills are developed in contrast to using a textbook. Encompassing this reasoning, the current research is aimed to investigate the effect of CLT when instructing second-language learners in English and Japanese, especially students who are at the beginner level.

2. Research Method

In the world of teaching, a method is a comprehensive plan of presenting materials in a systematic order based on a certain approach. So that it can be interpreted, the method is a way of carrying out work, while the approach is philosophical or axiom [4]. This is in line with the opinion of Jos Daniel Parera who stated that the method is a comprehensive design for regularly presenting language materials, there is no part of it which contradicts each other, and are all based on the assumptions of approaches. Approaches are axiomatic and methods are procedural [8]. Therefore, it is not strange if from one approach usually comes the use of several methods. For example, with an audiolingual approach, several methods can be developed such as the mim-mem (mimicry & memorize) method, the practice pattern practice method, and so on.

This research will apply a theoretical approach (also known as Armchair research) by highlighting prior studies of CA and CLT in language teaching both to teach English language and Japanese language. The armchair research method of reporting on progress in a field does not entail conducting original research or amassing fresh data. but rather uses pre-existing data conducted by other researchers. Thus, by describing previous research findings, this research

aims to apply the same conclusion to the current research's theorem and to generalize the answers.

3. Findings

3.1 Communicative Approach (CA) and Communicative Language Teaching (CLT)

The term "communicative approach" describes a broad category of methods used to improve communicative skills. U.S. sociologist and linguist Dell Hymes is responsible for the concept of "communicative competence," namely the ability to communicate socially appropriately, not just make grammatically correct sentences. In other words, communicative competence is an ability related to the use of language regarding when, where, to whom, and how it is spoken [3].

The communicative approach is intended so that without breaking down the language into grammatical units or linguistic elements like sentence patterns and vocabulary, students can eventually grasp the entire communication. So in the teaching process, students are given more enrichment in communication experiences. For that reason. The first step in the lingual audio approach is teaching the basics of the language, including grammar, sentence structure, vocabulary, and so on. after that, it is taught how to use these linguistic elements in a communication atmosphere. But in contrast to this approach, in the communicative approach, communication is the priority, meaning that all the important skills in communication must be trained, and the linguistic elements are also one part of it.

Language teaching needs to be directed toward the use of language in real situations. In this case, what is meant by a real situation is determined by factors such as speech participants, the place and time of language interaction, the topic of conversation, the means of conversation, the purpose of the conversation, and the feelings that take place in the conversation? These factors have not received attention in a language teaching approach that imposes too much mastery of the grammatical structure of the language. This means that language teaching must first be oriented towards the use of language conditioned by the aforementioned factors.

Similar to other approaches, the communicative approach is also supported by several assumptions, both linguistic assumptions, and language learning assumptions. The communicative approach is based on the linguistic assumption [10]

1. The purpose of language is to facilitate the communication of ideas.
2. One of the language's primary roles is to facilitate conversation and understanding.
3. Its form is an expression of its function in communication.
4. Discourse reveals that the fundamental units of language are not only the grammatical features and their structure, but also the categories of functional and communicative meanings.

It's common knowledge that the ability to speak clearly and fluently is essential for conveying information effectively. Effective communication skills are essential for fostering such competencies. Having "the ability to communicate orally in the language of the destination" is only one aspect of what it means to be able to communicate effectively. "knowledge of the forms of language and the meaning of those forms, and the ability to use them whenever and to whom to use those forms reasonably" is the definition of true communicative ability.

3.2.1 CLT in Japanese Language Teaching

The forms of language that greatly affect Skills in speaking Japanese include pronunciation, vocabulary, grammar, and cultural awareness. For this reason, Japanese language teachers usually formulate their teaching goals, namely it is hoped that students will be able to master approximately 600 basic vocabularies, the use of kana script and the introduction of simple kanji script, as well as grammar in accordance with both with the theme and with the specified theme child. The approach used is a meaningfulness (communicative) approach.

The important concepts underlying this approach include:

1. Learning a new language involves becoming fluent in both spoken and written forms of the target language.
2. A student is more than just a thing to be taught or learned by. Therefore, their characteristics and requirements should be taken into account in all instructional decisions.
3. The role of the teacher in the classroom is that of a facilitator, assisting students as they learn and practice new ways of communicating through speech.

3.2.2 CLT in English Language Teaching

The Communicative Approach to Language Learning and Teaching is Student-Centered. The program is structured around the students' communicative requirements with the end goal of fostering functional competence. Learning preferences that vary from culture to culture also play a role in shaping the curriculum. Berns' summary of CLT's eight principles is cited by Savignon (2002):

1. The premise of teaching a language is that it is a means of interaction between people. Through it, communicators (whether verbally or in writing) create meaning and exchange information for a given goal.
2. There is room for variation in the creation and use of any language.
3. Knowledge is more contextual than absolute.
4. Different linguistic traditions can serve as guides for instruction and study.
5. A person's ability to communicate in their native language and in subsequent languages can be influenced by their cultural background.

6. There can be a wide variety of approaches taken.
7. Language proficiency correlates with the development of its three primary functions: communication of ideas, social interaction, and text comprehension and production.
8. It is important for students to practice the language they are learning by actually using it to accomplish real-world goals.

3.3 The Current Practices of CLT in Indonesia

how do English instructors and students in Indonesia perform in CLT classrooms? Do they find it difficult to play their parts? Do instructors have the ability to create a classroom environment that encourages students to speak in English via the use of CLT classroom activities and materials? are examined The findings indicate that implementing CLT in the Indonesian school system remains difficult since both instructors and students continue to struggle with their duties. Furthermore, CLT activities such as role play and games cannot yet be used effectively in the classroom. Authentic resources are still scarce, and teachers struggle to obtain them. Finally, the study suggests that teacher training, increasing classroom facilities, and changing the English assessment system in Indonesian schools be implemented to successfully implement CLT in the Indonesian school setting.

Nowadays many students are required to master two or more languages. The goal is to make it easier for students to communicate with others or be able to interact socially even internationally. One of them is for Japanese language learners in Asia, especially in Indonesia. Many ways are carried out during procedure of studying and instructing a language.. One of them is the communicative teaching model. Teaching Techniques in a Communicative Approach can be

1. Task Training Task training (tasuku renshuu)

This model is an exercise that seeks to carry out creativity and linguistic understanding to complete a task that is as close to actual communication as possible. In this case, there are various forms of tasks from small-scale ones that connect grammatical and vocabulary points with communication situations to large-scale ones that require carrying out linguistic rules in large numbers and for a long time.

2. Use of information gaps

In communication in general there are differences in the quantity and type of information possessed between the two parties who are talking, to cover this up, an exchange of information is held. To maintain a natural answer, a task that uses information gaps is used.

3. Role-play

Activities can be done by distributing cards containing the tasks and roles of the perpetrators. Then the teacher tells the student to perform the task and the role leads to the

completion of the task. Thus there will be natural oral exercises that require expressions with various functions. For example, we have students have a conversation about the role between the buyer and the shop steward by giving tasks. In this way, it does not mean that the student memorizes the conversation in the textbook, but rather focuses on the things that will be expressed by choosing the necessary functions by himself.

4. Project Work

is a task that is carried out by first determining the theme of the activity in groups, then they report the results of their activities both orally and in the form of reports based on information obtained by disseminating questionnaires, collecting data, conducting interviews, and so on.

3.4 The Role of Students and Teachers in Applying CLT

Larsen-Freeman [6] remarks on the responsibilities of teachers and students in a communicative classroom, "The instructor fosters communication in the classroom." One of his primary obligations in this capacity is to create settings that encourage dialogue. Throughout the activities, he serves as an adviser, addressing students' questions and measuring their progress. He may make a note of their inaccuracies to be addressed later during more precise exercises. At times, he may be a 'co-communicator,' participating in a communicative action alongside pupils. Above all, students are communicators. Even when their grasp of the target language is limited, they are actively engaged in meaning negotiation—trying to understand themselves and others. Also, since the teacher's role is less dominant than in a teacher-centered method, Students are viewed as more capable decision-makers in their educational pursuits.

According to Larsen-Freeman (1986, p. 133), who discusses the dynamics between students and teachers as well as between students themselves, "the instructor may offer some aspect of the lesson, such as when dealing with linguistic correctness." The teacher acts as a facilitator of the activities but does not always engage with the students. Although he occasionally acts as a communicator alongside his students, his primary role is that of facilitator. There is a lot of communication between students. They do this in many different configurations, such as pairs, trios, quartets, and even larger groups.

3.5 Limitation and Significance of CLT

"CA is quite commonly utilized all across the world," write Lindsay and Knight [5], and it has shifted the focus of language classes from linguistic theory to practical application. There are, however, a number of problems with it. Despite the widespread belief that Communicative Approaches (CA) are not as effective as they claim to be, ELT professionals in countries like Indonesia should keep in mind that CA was developed in the United Kingdom, the United States, and other English-speaking nations. Implementation in countries like Indonesia would be challenging as a result. Teachers and students alike need to be flexible in order to successfully

implement the strategies central to CLT. They must not, however, abandon CLT altogether. The principles of CLT can help educators better meet their students' needs, and doing so is imperative.

We may infer that the communicative method is becoming increasingly acceptable and appropriate for use with middle school teachers and others in a restricted, intense program. These communicative efforts may be the most significant contribution of a native speaker to English language training. We may provide many new strategies and recommendations, as well as illustrate how a wide range of communicative activities can genuinely teach English competency, and how Indonesian instructors can utilize these same tactics to perform a better job and liven up their lessons. However it is found that local traditions and culture could affect the process and the outcome when trying to apply CLT in language teaching to non-native students [2]. "We must be mindful of traditional Indonesian practices as well as the demands of instructors and students". Therefore, we must comprehend the Indonesian instructors' limits and constraints, including their lack of supplies, the pressure imposed on them by educational officials, colleagues, and students, the emphasis on preparing pupils for national tests, and their own cultural differences.

1. Some pedagogical implications for what countries like Indonesia could do to improve CLT education. Here are some repercussions for the classroom [9]:
2. Instructional practices that place more of an emphasis on skill development rather than content knowledge and are more learner-centered would be beneficial.
3. Educators should increase the variety of activities they implement in the classroom and emphasize the teaching of language skills in the context of integration.
4. As a result, it is crucial that educators stress the importance of using real-world examples and simulations in the classroom.
5. It is the responsibility of educators to equip their students with linguistic expressions that may be useful in their everyday interactions.
6. In order to better their students' abilities in listening, reading, and writing, educators should engage in more "communicative" activities.
7. Administrators should ensure that classroom necessities like textbooks, computers, and photocopiers are easily accessible.
8. Periodically, administrators should hold programs like the Retraining Program where teachers can discuss their experiences implementing CLT principles.

4. Conclusion

According to the findings, teaching language to novice students through the use of communicative methods is based on the view of language as communication. Additionally, the program is geared toward first-time students of English and Japanese. Therefore, students are able to construct meaning and communicate effectively, both verbally and in writing, in order to accomplish specific objectives. Diversity is an essential component in the acquisition and

application of linguistic knowledge. Both relative and not absolute competence is required. In addition, a culture is a tool that can be used to develop a language learner's communicative competence, not only in their primary language but also in subsequent languages. The communicative method is one of those learning techniques and methodologies that can be used in this way, and it is one that has a rapid impact on beginner students of English and Japanese.

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