

DEVELOPING MATERIAL FOR COMMUNICATIVE LANGUAGE TEACHING (CLT) TO TEACH ENGLISH FOR ECONOMICS STUDENTS

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Abstract

The objectives of this research are to develop materials for CLT as an interesting media to learn English grammar, to know how material in CLT works as a media to learn and evaluate English grammar facilitates students to learn more grammar and to know the responses from the students to the materials in CLT. This research is Research and Development (R&D) which use ADDIE design for the procedure. ADDIE design is stand for the procedure itself, these are Analyzing, Designing, Developing, Implementing and Evaluating. This research is designed by book material. The subject of this research is university students of Economic Faculty of Muhammadiyah University of Metro in the second semester. The instrument of this research is questionnaire. The questionnaire in this research is used to collect data which is divided into one aspects, is readability. The data is analyzed using Percentage Analysis Data. The data shows that the product is developed well. For the readability aspect, the result of expert is valid, one-to-one is valid, then in small group is increased to valid, and in the field test it is valid. Therefore, the product is developed well after each phase of the research. Based on the result of the research, the researcher concludes that the materials in CLT book can be learned attractively and interestingly. The students can understand the materials well. The learning process can be fun and comfortable for the students. The materials of CLT book media can be used in the class as a breakthrough of attractive and interactive learning which is very interesting for the students of earlier grade.

Keyword: Developing materials, Communicative Language Teaching, Grammar

INTRODUCTION

Listening as a basic input material is very important for the students in learning English. It is highly complex process that draw on knowledge of the linguistic code (language form) and cognitive processing skill (the skill process in the mind). Listening is more complex than merely hearing. It is a process that consists of four stages: sensing and attending, understanding and interpreting, remembering, and responding. The stages occur in sequence but we are generally unaware of them, (Ramadhika, 2014).

Speaking is the productive skill. While Chaney in Kayi (2006) states that speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. He adds that speaking is the productive skill in the oral mode. It like the other skills, is more complicated than it seems at first and involves more than just pronouncing words.

Learning to read is not like learning to Speak. As argued by Richard and Renandya (2002) reading for comprehension is the primary purpose for reading. Therefore, students are always asked to comprehend reading texts by their teacher. In order to do that, it is expected that students are good readers who are able to comprehend a text effectively and efficiently.

Writing is one of the important skills in learning English. It has always occupied place in most English language course. Meyers (2005, p.2) says that writing is a way to product language, which you do naturally when you speak. "Writing is communication with other in a verbal way. Writing is also an action a process of discovering and organizing your idea, putting them on paper and reshaping and revising them".

The success of English teaching and learning also depends on the learning material. Material are important element that is everything that used by the teachers or learners in the teaching and learning process that give students' opportunities to practice their language and improve their language knowledge. Material are the central aspect in language teaching and learning. Although they have important roles in curriculum, lecturers find difficulties to choose textbooks or create material which are suitable for the students' need because they are many books that can be used as material.

Communicative Language Teaching (CLT) is best considered an approach rather than a method. It refers to a diverse set of principles that reflect a communicative view of language and language learning and that can be used to support a wide variety of classroom procedures, Richards & Rodgers (2001). Communicative teaching is based on the work of sociolinguists who theorized that an effective knowledge of a language is more than merely knowing vocabulary and rules of grammar and pronunciation. Learners need to be able to use the language appropriately in any business or social context.

Based on the explanation above the problem has been drawn generally the problem in education, especially the problem to teach English. In this research, the researcher wants to develop material for CLT to teach English for Economics students.

The researcher takes a conclusion from the explanation of the necessity the basic components material of English, student's participation, habit of using English, use of effective material to learn English, and English material should learned in active situation. The effect of material for CLT which gives a big portion of participation and the conspicuousness and the interactivity can be a great impact for students' learning achievements in English. In conclusion, the researcher will develop the material for CLT to learn English.

The researcher conducts a research to develop material as a type for the research. It means that, the researcher has to look for theory to support the research, to search for the relation of the material. This research is carried out to develop material to learn English.

The type of research that was conducted by the researcher is developmental research. The research is not meant to generate a theory or verify one. It attempts to develop English learning material for grammar skill for Analysis, Design, Development, Implementation and Evaluation (ADDIE). Some theoretical review will explain bellow:

1. The Concept of Grammar in CLT

Grammar is inside the mind and is a system of knowledge. Furthermore, James (2004, p.6) stated in his book *Assesing Grammar*: "Grammar is defined as a systematic way accounting for a predicting an ideal speaker's or hearer's knowledge of the language. This is done by a set of rules or principles that can be used to generate all well-formed or grammatical utterances in the language." Penny Ur said that: "Grammar is sometimes defined as the way words are put together to make correct sentences". This is, as we shall see presently, an over-simplification, but it is good starting point. Thus in English "I am a student" is grammatical; "I a student" and "I are a student" are not.

2. The Concept of Material of CLT

Communicative Language Teaching, however, have attempted to describe theories of language learning processes that are compatible with the communicative approach. O'Neill (1990), argues that materials may be suitable for students' needs, even if they are not

Premise Journal Vo. 6 No.2 October 2017, e-ISSN: 2442-482x, p-ISSN: 2089-3345

designed specifically for them, that textbooks make it possible for students to review and prepare their lessons that textbooks are efficient in terms of time and money, and that textbooks can and should allow for adaptation and improvisation. The material explained in this part is a learning material that will be developed in this research. Material is a written source which can be used by the student to learn any. Thus, material should facilitate students in learning process.

3. The Concept of Communicative Language Teaching (CLT)

Communicative Language Teaching is best considered an approach rather than a method. It refers to a diverse set of principles that reflect a communicative view of language and language learning and that can be used to support a wide variety of classroom procedures, Richards & Rodgers (2001). Communicative teaching is based on the work of sociolinguists who theorized that an effective knowledge of a language is more than merely knowing vocabulary and rules of grammar and pronunciation. Learners need to be able to use the language appropriately in any business or social context.

4. Advantage Of Communicative Language Teaching (CLT)

CLT allows learners to use the target language in meaningful context. Richards and Rodgers (2001) have reviewed a number of people's works on CLT and described several distinguishing features of it. As communicative competence is the desired goal, in CLT. In socio-cognitive perspectives, language is viewed as a vehicle of conveying meaning, and knowledge is transmitted through communication involving two parts, for example, speakers and listeners, and writers and readers, but is constructed through negotiation. As a consequence, communication is not only a matter of following conventions but also of negotiating through and about the conventions themselves.

5. The Weaknesses of Communicative Language Teaching (CLT)

Yet, inevitably, despite these outstanding characteristics, Communicative Language Teaching (CLT) also have weaknesses. Schmitt (2000) argued that Communicative Language Teaching (CLT) needs supportive vocabulary for functional language use but it gives little guidance about how to handle vocabulary.

However, it has been now realized that more exposure to language and practice with functional communication will not ensure the proficiency in language learning, so current

best practice includes “both a principled selection of vocabulary, often according to frequency lists, and an instruction methodology that encourages meaningful engagement with words over a number of recycling.

In this research, the researcher wants to develop material for CLT to teach English for Economics students. The main objectives of this study were to know whether using CLT can develop to teach English and to know material for CLT for Economic Faculty.

RESEARCH METHOD

The type of research is conducted by the researcher is developmental research. The research is not meant to generate a theory or verify one . it attempts to develop the evaluation for students’ grammar based on communicative language teaching (CLT). In this research, the researcher uses formative research as the research design. It means that development of the product of this research, material for economics students is showing the some variant of material, excercis, key answer,and vocabulary. The research is not mean to generate a theory or verify one. It attempts to develop English learning material for grammar skill for ADDIE (analysis, design, development, implementation, and evaluation) at the second semester of Economic Faculty. The researcher focuses on developing material for economics student based on communicative language teaching (CLT). Therefore, the students can have fun to do their evaluation with this product.

FINDING AND DISCUSSION

Based on data, can be show that the result of readability and included five items they are is font size, word choice, content, intruction base content, lay out. In this pleace of reseach in Economic Faculty in Muhammadiyah university of Metro. From the data taken in the Expert Step, it can be concluded generally that the product can be applied. And this product is not much revision because the scores of Expert data are valid. This means that the product has been applied. From the data taken in the One-to-One step, it can generally be concluded that the product can be applied. However, the product should be revised slightly since the results of the One-to-One data obtained are valid. This means that the product can be more applicable. From the data taken in the One-to-One step, it can generally be concluded that the product can be applied. However, the product should be revised slightly since the results of the One-to-One data obtained are valid. This means that the product can be more applicable. According to the data taken in the Field Test step, it can be seen that the

Premise Journal Vo. 6 No.2 October 2017, e-ISSN: 2442-482x, p-ISSN: 2089-3345

product is appropriate. It can be proven from the average of Field Test Data that achieve perfect result that is valid. In conclusion, this product is ready for use in the learning process.

In this section, researchers analyze data from Expert and One-to-One steps as revised references. From Expert and One-to-One data, it can be seen that the product has few flaws in two indicators. Thus, researchers with little revision of the product by simplifying the level of learning and clarify instructions for students. In this revision section, researchers analyzed data from Small Group. It can be seen that the data does not show the product weaknesses on the same indicator as the first revision, Level of font size, word choice, content, intruction base content, lay out of Instruction. However, the scores for the data are valid. In addition, scores for font size, word choice, content, intruction base content, lay out Exploration increased to be valid for both. In conclusion, the product improved overall, although the Level of font size, word choice, content, intruction base content, lay out Instruction still scored almost perfectly. In this section of the revision, researchers analyzed data from Field Test as a reference for Final Product Revision. Data from Field Test showed that Field Test score increased to be valid. For font size, word choice, content, intruction base content, lay out the conclusion is valid, this product is ready for use in learning process.

CONCLUSION AND SUGGESTION

Conclusion

After having finished doing the research in the Economic Faculty of economics students at Economic Faculty, the researcher takes some conclusions as follows, Material can be developed in CLT Book Material as a media to learn and do English grammar especially is part of speech at economics students, and Material in CLT Book can be useful learning media in helping to learn and do English grammar especially is part of speech for economics students. Based on the conclusions above, the product of this research can be applied for learning and doing material of grammar. This media can be used in leptop maybe not leptop. Not only in this class, but also this media can be used in the house as a interactive learning media.

This research is significant for the attempt to develop Material in Communicative Language Teaching (CLT) application as a media to learn and do evaluation of English

grammar for economics students of Economic Faculty. Referring to the findings of this study, the researcher recommends:

1. To use Material in Communicative Language Teaching (CLT) application as media to learn and do English grammar to the student by the lecturer, for students' learning media.
2. To develop more interesting Communicative Language Teaching by next researchers as other English learning in order to make the students interesting in learning English not only in grammar but also in other skill in learning English.

Suggestions

Based on the conclusion above, the researcher gives some suggestions:

1. For the students

The students should be active and creative when they follow the learning process, especially in learning of grammar. The students should apply their ability in acting, so sometime if the teacher use CLT book material, student can be more active in studying grammar.

2. For the lecturer

The researcher would like to suggest that in teaching grammar class, the lecturer can be use this media for facilitating student about learning and material the grammar. So that, the students can feel interested.

BIOPROFILE

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