

# Communicative Language Teaching (CLT) Model Receiving, Attending and Assigning Meaning (RAAM) through Listening Test Component (TC) in Elementary Student: Literature Review

By

**Khirjan Nahdi**

Hamzanwadi Universit

Email: [khirjan.nw@gmail.com](mailto:khirjan.nw@gmail.com)

## Abstract

This study related to receiving, attending, and assigning meaning (RAAM) in teaching listening with test component (TC) technique to develop the communicative competence of elementary students. The study aims to formulate communicative language teaching to show the teachers' pedagogical abilities to increase student operational listening objectives. The study is a literature review with several RAAM and TC concepts. Data is established into indicators and test components as a unique item in listening. Data collecting through recording refers to the concept of literature. Data were analyzed inductively. Indicators and TC were analyzed inductively to describe communicative competence in CLT. RAAM model with TC in listening design was described as the operational objectives induced through RAAM aspects in listening contexts. The operational objectives obtain through study readiness, integrated with teaching materials, and assigning meaning from the listening context. The listening objectives achievement is proven through the accuracy of students' answers in each TC.

**Keywords:** CLT, RAAM, TC, listening

## Introduction

Communicative Language Teaching (CLT) in elementary students is oriented toward the development of communicative competence. Brown (2007) stated, CLT is language learning which increases self-confidence, high motivation for success, learning together willingness, and strategic development to obtain the meaning of the language being learned. CLT is formulated into listening, reading, speaking, writing, and literary appreciation (Ministry of Education and Culture, 2013). Among the four language skills and literary appreciation, refers to Obeidat & Abu-Melhim (2008); Tomkins, G. E., and Hoskisson (1995), listening is more important and requires further development of language skills. It is just, for the last 50 years, listening skills neglected. Teachers teach language skills besides listening dominantly. If students do not listen well, they must be silent, and it does not necessarily listen. This occurs because the teacher has not been able to formulate the operational objectives, steps, teaching material, and listening strategy on CLT. The teacher has not been able to formulate process formula and listening results as a form of communicative language learning with the combined pedagogical ability and listening substance. Therefore, CLT through the RAAM, model, and TC technique listening in elementary as overcoming strategy for weaknesses of listening. The pedagogical ability and listening substances with RAAM and TC will increase student readiness in listening process communicative competence achievement.

## Literature Review

### *Oral Language Dimension and Learning Language Skill*

Hagen, et. al., (2022) in the language and Reading Research Consortium (LRRC) explain, oral language ability is a learning process by listening to adult language and

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environment interaction. According to Compton (2009); Intan Zuhrotun (2019); Massitoh (2021); Oktaviani, Rizka Nur; Rukmi (2013) Istihanah (2013); and Wahyudin, Zamzam, & Manurung (2021), listen to adult language nowadays unlimited face to face interaction, but online platform too. The results of listening to adult language and environment interaction are important for developing children's language skills in reading, writing, and speaking. Oral language aspects in Hagen et.al intended, consist of receiving and understanding the meaning of vocabulary, knowing and identifying vocabulary and form of words in grammar, and developing narrative in writing and speaking. Antimony, Jill, et. al (2015) declare in their working paper, "The Dimensionality of Language Ability in Young Children Language and Reading Research Consortium", the crucial language skill is listening. Listening is related to physical and mental listening (audio-visual), integrating information, and understanding meaning. For the last 30 years, Bloom and Lahey (LARRC, 2013) see the domination of language learning in grammar through morphology and syntax and meaning through semantics and pragmatics. This condition reduces the focus on the oral aspect and listening. Whereas from 1978 to 2001, communicative competence scientists offer the importance of language communicative competence through receiving the oral aspect of language in listening (Brown, 2007). As Hagen, et. al, oral competence is related to meaning, vocabulary, word form, and narrative development which listening obtained. Listening in a communication environment has two reciprocal conditions. The oral process as a collection of information consists of meaning, vocabulary, grammar, and narrative, and listening caught all three simultaneously.

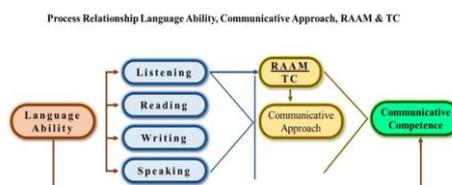
Teaching listening in elementary school integrated into Indonesian Language material with a thematic approach. Oral language as Hagen and Brown is not significant. The teacher tended to teach thematic material in the textbook through reading text and visuals and limited to audio teaching material presentation. There is a mindset error in the teacher that competence and knowledge to be expected will be obtained through reading and seeing the reality of life and not important oral ability and listening (Pentimonti, Jill, 2015). The oral information will push children's curiosity and motivate them to obtain important information by listening to other people's talk. Curiosity and internal motivation are pushed by schemata between prior knowledge and something known beforehand which is conveyed through listening. Materially, Nunan, Field, and Lam (Richards & Renadya, 2002) formulate listening teaching material consisting of 1) the closest environment in monologue or dialogue text; 2) prior knowledge in a similar subject or on the outside; 3) integrated into another subject who support each other; 4) student have changed to measured their listening ability through finding several words and meaning important word; 5) student obtain the listening instruction, objectives, and goals; 6) student have changed to make practice by motion, words repeating, and audio-visual process in accordance to teacher instruction; and 7) teaching material is natural experiences as an individual and collective. The seventh listening indicator and instructional process in elementary school drew the goals of communicative language learning (CLT) through convincing of student ability, particularly in listening, strong motivation for success in learning, learning together willingness, and developing many strategies to obtain meaning in listening.

### ***CLT Flash with RAAM Model Through TC Measurement***

Communicative language learning becomes as a reaction to many language learning approach weaknesses which aspects of linguistics structure focus, such as word and word form (morphology), phrase and sentence (syntax), as Widdowson mentioned (Diane Larsen-Freeman and Marti Anderson, 2012). The structural approach in language learning focus on the cognitive of language learners, such as word structure and its formation, phrase, clause, and sentence. On the other hand, language learners are expected to have skills using language tunings in various fields of communication, as Halliday mentioned with various language functions (Brown, 2007).

Therefore, Widdowson offers an approach with a focus in communicative skills, known as the communicative approach, and present communicative language teaching (CLT).

As mentioned earlier, CLT emphasized student communicative competence development through teacher pedagogical ability. Freeman and Anderson requires ten things in CLT: 1) learning objectives; 2) pattern of student relationships; 3) learning process characteristic, such as learning while playing, learning to solve a problem, and others; 4) learning atmosphere, such as individual learning, study group, learning in-out the classroom; 5) feelings of each student, such as happy, sad, or not oriented; 6) cultural atmosphere and environment of communication between teacher-student; 7) aspects of communication which developed and acquired, such as entertainment, knowledge, and formation of new narrative; 8) pattern of the first language; 9) evaluation method and technique; and 10) teacher's attitude to student mistakes. The tenth things are similar to Guthrie's view (1988) as a spoken context and important in CLT. Through Tomkins and Hoskisson, Wolvin and Coackly explain, communicative competence in listening is introduced into three steps; first, receiving (R), when the listener receives stimuli of material orally or combines oral and visual stimuli from the speaker. Second, attending (A), the listener focus on the stimuli material selection and distraction ignore to ascertain meaning. In the listening process in the classroom, students pay attention and try to find sense from listening material as an important thing in the listening process. Third, assigning meaning (AM), the listener/student determines the meaning derived from listening. In this step, students will accumulate all cognitive competence to digest the objectives and connect them with their prior knowledge. The third step, i.e., RAAM as CLT derivative in listening will be carried out well if the teacher intervenes. The teacher intervention can be done by identifying the achievement of indicators in listening. All indicators will be measured and evaluated as test components of listening (TC). Process linkages CLT, RAAM, and TC listening can be seen in the image below:



Many studies of listening have been carried out by researchers and language teachers. Previous studies have not synergized teacher pedagogic abilities and communicative competency goals development. Nor (2014) in the study entitled, “The Techniques in Teaching Listening Skills”, with various learning techniques concluded that all techniques are effective. As well as, Listiyaningsih (2017), in a study entitled “The Influence of Listening to English Songs to Improve Listening Skill in Listening Class” shows, songs an effective in improving student listening. Nor study focuses on various techniques in listening, whereas Listiyaningsih focuses on media, which is a song. Both studies have not shown process, substance, and evaluation in listening. Studies parallel to this study by Nurpahmi (2015); Wahyudin et al., (2021) and Sari Baso (2014) utilizing students' prior knowledge. Design listening learning in this study more comprehensively by combining teacher skills and student proficiency according to the concept of communicative approach and CLT.

## Method

This research is in the form of a literature review, refers to Kuckartz & Rädiker (2019). Data collection by a documentary technique based on CLT, RAAM, and TC theory. Data

collected related to teacher pedagogic ability and student communication skills, which describes receiving, attending, and assigning meaning. Measured data through indicators and listening components. Data were analyzed inductively, as mentioned by Creswell & Creswell (2018). Indicators and TC components as listening units in the communicative approach and are different from reading, writing, and speaking units.

## Findings and Discussion

Based on the inductive analysis, the researcher explains the research result related to listening context, indicators, test component, material grid, assessment grid, and assessment scale.

### *Context, Grids, Indicators, and Test Components (TC)*

Listening indicators are measured through listening components as all results of listening with RAAM in CLT, as shown in matrix 1 below.

<b>Material/Listening Context</b>	<b>Indicators</b>	<b>Test Components</b>
Interview	Topics, purposes, interviewer, informants, substance	Accuracy of topic, purposes, interviewer, informants, substance.
Instruction	Instructor, purposes, substance	Accuracy of Instructor, purposes, substance
Announcement	Announcer, target, substance.	Accuracy of Announcer, target, substance
Radio news	Type of news, Newscaster, new address, and radio news content.	Accuracy Type of news, Newscaster, new address, and radio news content.
Meeting	Type of Meeting, participants, meeting contents, meeting process, meeting decision	Accuracy Type of Meeting, participants, meeting contents, meeting process, meeting decision
Trader	Seller, buyer, goods, the context of trade (cash, credit).	Accuracy Seller, buyer, goods, the context of trade (cash, credit).
Movies/Drama	Movie/drama titles, type of movie/drama, main character and extras, theme, setting, climax, and endings.	Accuracy of Movie/drama titles, type of movie/drama, main character and extras, theme, setting, climax, and endings.
Telephone	Caller, call recipient, both relation, content, and atmosphere	Accuracy of Caller, call recipient, both relation, content, and atmosphere
Learning/lecturing	Teacher/lecturer, students, content	Accuracy of Teacher/lecturer, students, content
Casual talk	Participants, content, atmosphere	Accuracy of Participants, content, atmosphere
Watching television	Type of television show, viewer, participants.	Accuracy Type of television show, viewer, participants.
Storytelling	Storyteller, material, audience, atmosphere	Accuracy of Storyteller, material, audience, atmosphere

The Context, indicators, item, and assessment scale of listening are language proficiency requirements is the need for language skills which are formulated based on the teacher's pedagogical abilities according to the listening context.

### *Material Grids of Listening*

After determining the material, indicators, and assessment components, the teacher arrange the material grids, which described language context, presentation technique, RAAM aspects, and TC, shown in matrix 2 below.

<b>Context</b>	<b>Presentation</b>	<b>RAAM Aspects</b>	<b>TC</b>
Interview	The teacher listens/shows (audio-visual) the interview process Students hear/watch the interview process	Receiving (R): Students catch all aspects in the interview context. Attending (A): Students feel involved in the context of the interview Assigning Meaning (AM): Students catch the interview content	Accuracy of topic, purposes, interviewer, informants, substance.
Instruction	The teacher listens/shows (audio-visual) the instructional process. Students hear/watch the instructional process	Receiving (R): Students catch all aspects of the instructional process. Attending (A): Students feel involved in the context of the instructional process. Assigning Meaning (AM): Students catch the content of the instruction	Accuracy of Instructor, purposes, substance
Announcement	The teacher listens/shows (audio-visual) the announcement process. Students hear/watch the announcement process	Receiving (R): Students catch all aspects of the announcement process. Attending (A): Students feel involved in the context of the announcement process. Assigning Meaning (AM): Students catch the content of an announcement	Accuracy of Announcer, target, substance
Radio news	The teacher listens/shows (audio-visual) the newscaster process. Students hear/watch the newscaster process	Receiving (R): Students catch all aspects of the newscaster process. Attending (A): Students feel involved in the newscaster context Assigning Meaning (AM): Students catch the content of the radio news	Accuracy Type of news, Newscaster, new address, and radio news content.

Meeting	The teacher listens/shows (audio-visual) the meeting process. Students hear/watch the meeting process	Receiving (R): Students catch all aspects of the meeting process. Attending (A): Students feel involved in the meeting context Assigning Meaning (AM): Students catch the content of the meeting	Accuracy Type of Meeting, participants, meeting contents, meeting process, meeting decision
Trading	The teacher listens/shows (audio-visual) the trading process. Students hear/watch the trading process	Receiving (R): Students catch all aspects of the trading process. Attending (A): Students feel involved in the trading context Assigning Meaning (AM): Students catch the content of the trading	Accuracy Seller, buyer, goods, the context of trade (cash, credit).
Movies/Drama	The teacher listens/shows (audio-visual) the movies/drama. Students hear/watch the movies/drama	Receiving (R): Students catch all aspects of the movies/drama. Attending (A): Students feel involved in the movies/drama Assigning Meaning (AM): Students catch the content of the movies/drama	Accuracy of Movie/drama titles, type of movie/drama, main character and extras, theme, setting, climax, and endings.
Telephone	The teacher listens/shows (audio-visual) the telephone process. Students hear/watch the telephone process	Receiving (R): Students catch all aspects of the telephone process. Attending (A): Students feel involved in the telephone context Assigning Meaning (AM): Students catch the content of the telephone process	Accuracy of Caller, call recipient, both relation, content, and atmosphere
Learning/lecturing	The teacher listens/shows (audio-visual) the learning/lecturing process. Students hear/watch the learning/lecturing process	Receiving (R): Students catch all aspects of the learning/lecturing process. Attending (A): Students feel involved in the learning/lecturing context Assigning Meaning (AM): Students catch the content of the learning/lecturing	Accuracy of Teacher/lecturer, students, content

Casual talk	The teacher listens/shows (audio-visual) the casual talk process. Students hear/watch the casual talk process	Receiving (R): Students catch all aspects of the casual talk process. Attending (A): Students feel involved in the casual talk context Assigning Meaning (AM): Students catch the content of the casual talk	Accuracy of Participants, content, atmosphere
Watching television	The teacher listens/shows (audio-visual) the watching television process. Students hear/watch the watching television process	Receiving (R): Students catch all aspects of the watching television process. Attending (A): Students feel involved in the watching television context Assigning Meaning (AM): Students catch the content of the watching television	Accuracy Type of television show, viewer, participants.
Storytelling	The teacher listens/shows (audio-visual) the storytelling process. Students hear/watch the storytelling process	Receiving (R): Students catch all aspects of the storytelling process. Attending (A): Students feel involved in the storytelling context. Assigning Meaning (AM): Students catch the content of the storytelling	Accuracy of Storyteller, material, audience, atmosphere

Language context as listening material resources has a difference in material development, presentation, RAAM aspects, and TC. The teacher can formulate and adapt the listening material from other sources in writing or electronically. Listening material must contain audio because hearing the voice is the first step to receiving, attending, and assigning meaning. Visual material will increase student motivation, speed, and accuracy to catch content-message of listening material. Through receiving, students make listening material a part of themselves. Through attending, students localize themselves to the listening context to focus on the listening atmosphere. Through assigning meaning, student marking, identify, select, and confirm message in listening events. The RAAM accuracy looked at accurate answers to each TC question. This induction model requires teacher creativity and innovation in formulating goals, developing materials, and listening tests.

### *Question Grids of Listening*

In the next step, the teacher formulates the assessment grids as RAAM results in each TC. Communicative competence in a listening context is measured through true-false response, as Ghoni, Junaidi Alamshur (2016), shown in Matriks 3.

Context	TC (assessment aspect)	Questions	Score
Interview	Topic, purpose, interviewer, informant, substance accuracy	What is the topic of the interview?	Correct=1 False=0 For each question
		What is the purpose of the interview?	
Instruction	Instructor, purposes, substance accuracy	Who is the interviewer?	idem
		Who is the informant?	
Announcement	Announcer, target, substance accuracy	What is the content?	idem
		Who is the instructor?	
Radio news	Type of news, Newscaster, new address, and radio news content accuracy	Who is the target?	idem
		What is the purpose?	
Meeting	Type of Meeting, participants, meeting contents, meeting process, meeting decision accuracy	What is the content?	idem
		Who is the announcer?	
Trader	Seller, buyer, goods, the context of trade (cash, credit) accuracy	Who is the target?	idem
		What is the substance?	
Movies/Drama	Movie/drama titles, type of movie/drama, main character and extras, theme, setting, climax, and endings accuracy	What is the type of the news?	idem
		Who is the newscaster?	
Telephone	Caller, call recipient, both relation, content,	Who is the new address?	idem
		What is the radio news content?	
		What is the type of meeting?	
		Who is the participant?	
		How is the meeting process?	
		What is the meeting content?	
		What is the meeting decision?	
		Who is the seller?	
		Who is the buyer?	
		What is the goods?	
		What is the context of trade?	
		What are the titles of the movies/drama?	
		Who is the main character and extras?	
		What is the theme?	
		Where is the setting?	
		How is the climax?	
		How are the endings?	
		Who is the caller?	
		Who is the call recipient?	

	and atmosphere accuracy	What is both relation? What is the content? How is the atmosphere?	
Learning/lecturing	Teacher/lecturer, students, content accuracy	Who is the teacher/lecturer? Who are w the students? What is the content?	idem
Casual talk	Participants, content, atmosphere accuracy	Who is the participant in the casual talk? What is the content? How is the atmosphere?	idem
Watching television	Type of television show, viewer, participant's accuracy	What is the type of television show? Who is the viewer? Who is the participant?	idem
Storytelling	Storyteller, material, audience, atmosphere accuracy	Who is the storyteller? Who is the audience? What is the material? How is the atmosphere?	idem

RAAM measured through TC with scores 1 (correct) and 0 (false) need accuracy. The score obtained through subtraction the correct with the false. The final score was obtained through a number of the correct ( $\sum n$ )/several questions ( $\sum N$ ) x100.

## Conclusion

Listening materials designed for communicative competence development by RAAM model and TC technique is the collaborative agenda between teacher and student. Through pedagogical ability, the teacher designed the material, and process for assessment. Therefore, students are motivated in listening. The teacher must design audio-visually interesting material in a conducive listening context.

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