

# Enhancing Student Learning Outcomes through the Communicative Language Teaching Approach

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## ABSTRACT

Traditional teaching methods focused on imparting information often fail to optimize students' communicative abilities in second language acquisition, particularly English. This study explores the effectiveness of Communicative Language Teaching (CLT) in enhancing language skills, including speaking, listening, reading, and writing. A qualitative descriptive approach was employed, utilizing observations and interviews with teachers and students in an English as a Second Language (ESL) learning context in Indonesia. Data collection focused on classroom dynamics, student-teacher interactions, and participants' experiences with CLT. The findings indicate that CLT positively impacts students' language acquisition. Structured and supportive communication activities fostered significant improvements across all language domains. Students exposed to interactive and authentic communication exercises demonstrated enhanced confidence and proficiency in English. These results underscore the importance of integrating communication-focused methodologies in ESL education. The participatory nature of CLT encourages active engagement, enabling learners to apply language skills in real-life scenarios. Teachers reported that CLT activities also motivated students, promoting collaboration and practical use of language. This study highlights the efficacy of CLT in improving language skills and advocates for its broader adoption in teaching English as a second language in Indonesia. It suggests a shift from traditional, information-based methods to more dynamic, communication-centered approaches, emphasizing the value of student interaction in achieving language proficiency.

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## 1. INTRODUCTION

In the era of globalization, English has emerged as a vital necessity for Indonesian society, serving not only as a medium of communication but also as a critical tool for influence, interaction, and self-expression on a global stage. Beyond its utilitarian function, English facilitates the exchange of ideas,

cultural exploration, and personal growth, enabling individuals to present their identity to the broader world (Handayani, 2016). Mastery of English is increasingly essential for Indonesians to transcend barriers in accessing information and to expand their social and professional networks (Prayoga & Khatimah, 2019). This growing demand underscores the need for effective teaching approaches, such as Communicative Language Teaching (CLT), to equip learners with the necessary skills to thrive in an interconnected world.

The aspiration for societal progress is intrinsically linked to the ability to interact and engage with the global community. In today's interconnected world, it is insufficient to operate solely within the confines of one's home country; effective communication with individuals across diverse regions is imperative (Firdausi, 2019). Juriana (2018) highlights that English proficiency is more than just a skill – it is a foundational asset necessary to compete and address challenges in the global era.

Recognizing English as a vital tool for global communication enables Indonesians to strengthen their competitive edge and actively contribute to international arenas (Nasution, 2018). English proficiency transcends individual benefit, serving as a collective resource to enhance Indonesia's global presence. Therefore, prioritizing English language education is a strategic investment, fostering inclusivity and driving positive outcomes in an increasingly globalized world (Syahputra, 2014).

Currently, English education, in general, has experienced a paradigm shift towards a communication and competency-oriented approach (Firdaus, 2020). This approach includes teaching English with a focus on communicative activities that enable students to actively engage in everyday language situations. Communicative Language Teaching (CLT) methods emphasize the use of language in social contexts, placing social interactions and practices at the core of learning (Dauyah & Yulinar, 2018). Based on the difficulties that students have in speaking, a lecturer needs to take a specific approach. Communication Language Teaching (CLT) is a language learning approach that emphasizes the facilitation of interlanguage communication (Faridha, 2024).

The application of CLT in English language teaching is important because it reflects real-world needs, where the ability to communicate in English has a crucial role in various aspects of life. Every approach or method demonstrates specific areas of emphasis, weaknesses, and strengths, all solidly grounded in clearly defined theoretical frameworks (Qasserras, 2023). By integrating social elements into learning, students gain language skills and develop the ability to interact in a multicultural society. The CLT communicative approach opens the door to learning that is more effective, efficient, and focused on achieving competence (Seknun et al., 2023). Involving students in language activities that are more contextual and oriented to daily needs can increase the attractiveness of learning, optimize student participation, and accelerate the achievement of learning goals (Widyaningrum et al., 2013).

The application of Communicative Language Teaching (CLT) by English teachers is a real manifestation of the communicative approach in the learning context (Kakomole<sup>1</sup> et al., 2022). Rofik (2019) shows that applying a communicative approach tends to vary greatly, depending on the teaching style and individual conditions of the teacher. In this context, teacher creativity plays a key role, and teachers must be able to adapt the CLT concept innovatively according to the needs and situations in the classroom.

Werdiningsih (2021) adds a social dimension to the application of a communicative approach, emphasizing the importance of teachers in correlating language activities with students' linguistic abilities. Teachers are considered as learning managers who are responsible for creating social interactions that support the implementation of a communicative approach. Teachers' awareness of their key role and efforts to motivate students is the main capital in pursuing the successful implementation of the communicative approach (Salirawati, 2018). Teachers' understanding and support not only enrich students' learning experiences but also create an environment that allows students to develop language skills holistically in a communicative context (Ansya, 2023).

The CLT approach is considered an essential component in improving student language learning outcomes. CLT places a focus on communicative abilities, prioritizing real and contextual language interactions (Herlina & Utami, 2019). By integrating daily life situations into the learning process,

students not only learn language as a communication tool, but are also able to apply it practically (Dantes & Handayani, 2021).

In the CLT approach, students are encouraged to actively participate in conversations and discussions and carry out relevant communicative activities. This helps increase students' confidence in using English in the context of everyday life. More than just mastering grammar rules, students are invited to develop communication skills that are authentic and relevant to real world needs (Kusumawati & Syamsi, 2023).

The application of CLT in English classes can open up opportunities for students to better understand and appreciate cultural diversity and improve their adaptability in social situations. Therefore, it can be concluded that the CLT approach plays a crucial role in improving student learning outcomes by providing a solid foundation for developing communicative skills that go beyond the classical boundaries of language learning (Mukminatien, 2015).

This research aims to explore and analyze the critical role of the Communicative Language Teaching (CLT) approach in improving student learning outcomes in the context of English learning. By focusing on communicative aspects, this research intends to identify how teachers' implementation of CLT can influence students' progress in speaking, listening, reading, and writing skills. The benefits of this research include contributing a deeper understanding of the effectiveness of CLT in improving students' language competence, guiding the development of adaptive teaching methods, and providing insight for relevant parties in designing educational policies that support the implementation of the CLT approach at the school level.

## 2. METHODS

This study employed a qualitative research approach, utilizing both primary and secondary data sources. Primary data were collected from students engaged in learning through the Communicative Language Teaching (CLT) approach, English teachers implementing this method, and direct classroom observations. Semi-structured interviews with students and teachers provided additional insights into their experiences and perceptions of the approach. Secondary data included curriculum documents, prior research on CLT, as well as textbooks and other teaching materials used during the learning process.

Data collection involved non-participant classroom observations, where the researcher used a checklist to document key indicators of CLT implementation, such as student participation and the nature of communication activities. Observations were conducted repeatedly over a defined period to monitor progress and consistency. Semi-structured interviews with teachers explored topics such as CLT implementation strategies, encountered challenges, and observed impacts on student outcomes. For students, the interviews focused on their experiences with in-class communication activities and perceived improvements in their learning outcomes.

The data analysis followed a structured process: (1) Data Reduction, where researchers filtered and summarized relevant information; (2) Data Display, which involved presenting findings through matrices, tables, graphs, or narratives for clarity; and (3) Verification and Conclusion, where conclusions were drawn and validated through cross-referencing with additional data and literature to ensure reliability.

By combining qualitative methods and diverse data sources, this study aimed to provide a comprehensive understanding of the effectiveness of the CLT approach in improving English learning outcomes and contribute to its application in educational settings.

### 3. FINDINGS AND DISCUSSION

#### 3.1. *Application of Communicative Language Teaching (CLT) in English*

Discussion of implementing Communicative Language Teaching (CLT) involves six key aspects, which comprehensively cover terminology, material, teacher role, student position, potential obstacles, and alternative strategies. Based on an interview with Mrs. W, she explained that:

*"In the CLT approach, I see the teacher's role more as a facilitator rather than just a material provider. Students are given more freedom to interact and develop their communication skills in the target language. However, I often face challenges such as the lack of teaching materials that align with the CLT concept and students' lack of confidence in speaking English. To address this, we try to modify the materials and provide more conversation-focused activities so that students can be more active and confident."*

First, in looking at Communicative Language Teaching (CLT) terminology, the main focus lies in understanding the key concepts that provide the foundation for this approach. As a language teaching approach, CLT focuses on the goal of communicative competence alone and offers particular values that differentiate it from other linguistic disciplines. A deep understanding of CLT terminology involves interaction, active participation of students in learning, and an emphasis on situational context as the primary means of language learning.

Apart from that, CLT also represents a paradigm shift from traditional approaches that are more focused on grammar and structure towards learning that is more contextual and relevant to real life. Based on the research findings and theoretical review, it can be identified that CLT terminology involves communicative concepts that go beyond simply understanding grammar and vocabulary. Moreover, CLT terminology reflects a holistic approach to English language teaching, where students are expected to understand grammatical rules and apply them in authentic communicative situations. Therefore, a deep understanding of CLT terminology is essential for effectively implementing this approach in English language learning.

Second, the analysis of learning materials in the context of Communicative Language Teaching (CLT) includes a review of the relevance and diversity of learning resources supporting CLT goals. The relevance of learning materials is very important to ensure that the content meets students' needs in developing communicative skills. Diverse learning resources can include a variety of media, such as text, video, role-playing, and other interactive activities, designed to create contextual and engaging learning experiences.

A teacher has a key role in developing the CLT concept for language teaching practice. By understanding the goals and principles of CLT, teachers can design learning materials that not only focus on grammar and vocabulary but also provide opportunities for students to participate actively in communicative activities. The flexibility of the CLT concept allows teachers to combine this approach with other language teaching methods, creating a more holistic approach. However, its limitations lie in the need for clear goals to provide communicative competence to students. Although the CLT concept can be adapted, its essence remains focused on developing speaking, listening, reading, and writing skills in real communicative contexts. Based on an interview with Mr. S, she explained that:

*"As a teacher, one of my main responsibilities in the CLT approach is to ensure that the materials I use are both relevant and diverse. I often use a combination of texts, videos, and role-playing to provide more realistic contexts for the students. The goal is not just for them to understand grammar, but also to be able to use the language in everyday situations. CLT is indeed flexible, but it still requires clear goals, especially in developing students' communicative skills. The challenge often lies in matching the materials to the students' needs and interests."*

Third, the teacher's role is at the core of implementing Communicative Language Teaching (CLT), where teachers are expected to be transmitters of information and facilitators of effective language

interaction and learning. The teacher manages class activities, creating an environment that supports students' active participation in the learning process. Although CLT is known as a student-centered approach, the teacher's role remains central to ensuring that the main principles of CLT are well integrated in each learning session.

Even though CLT emphasizes student activity, teachers still have an essential role in providing direction, providing feedback, and creating authentic communicative situations. Teachers are also responsible for motivating students, creating a positive learning atmosphere, and managing classroom dynamics effectively. In a flexible implementation, profound control from the teacher is required to maintain the limitations of learning practices and direct discussion and ensure that each learning element supports communicative goals. The teacher's role and position in CLT is important not only for the teacher to be a class leader but also for the organizer of a comprehensive learning experience. Teachers' flexibility in responding to student needs and learning situations makes them regulators sensitive to classroom dynamics. As an effective class leader, teachers can guide students' learning processes toward achieving optimal communicative competence. Based on an interview with Mrs. W, she explained that:

*"In CLT, although students are encouraged to be more active, the teacher's role is still very important. I see myself as both a guide and facilitator. I have to ensure that the activities are well-organized, and that students are engaged in meaningful communication. At the same time, I need to provide feedback and create situations where they can practice real-life communication. It's also important to keep students motivated and maintain a positive atmosphere in the classroom. Balancing between being a leader and giving students the freedom to explore is key in this approach."*

Fourth, students' position in the context of Communicative Language Teaching (CLT) reflects their active role in the learning process. They are not simply considered passive users and participants but are placed in positions encouraging active participation and involvement in communicative situations. The application of CLT designs a learning environment that allows students to understand language concepts and apply them in genuine interactions.

In the CLT approach, students do not just receive information passively but are invited to contribute actively to learning activities. They engage in discussions, simulations, role plays, and other communicative activities to develop their language skills. The position of students as active learners emphasizes the importance of direct experience in language use, inspiring their participation and creativity to create authentic communicative contexts.

The implementation of CLT views students as empowered individuals who can contribute to their own learning. Active student involvement not only supports the development of language skills but also promotes an in-depth understanding of the material studied. Therefore, students become recipients of information and meaning-makers in the learning process, enabling them to continuously improve their language skills through authentic and contextual learning experiences.

Fifth, identifying potential barriers in implementing Communicative Language Teaching (CLT) involves recognizing the challenges that teachers and students may face, which can stem from limited resources or resistance to changes in teaching methods. Empirical and potential obstacles often become a reality in the context of implementing CLT, which requires teachers to have a high awareness of efforts to overcome these negative potentials. Preparation and adaptation are crucial first steps in overcoming these obstacles.

Based on the results of empirical research, several practical obstacles that can be identified include spending more time preparing and starting each communicative activity and explaining it to students. In addition, difficulties were encountered in finding effective methods to help students understand difficult vocabulary, and it also required further investment of time to provide examples of correct pronunciation to students. The existence of these obstacles emphasizes that teachers need to have mature strategies to overcome challenges while implementing the CLT approach. With good awareness and preparation, teachers can overcome these obstacles, maintain the quality of learning, and ensure

the effectiveness of CLT implementation in achieving communicative goals. Based on an interview with Mrs. MH, she explained that:

*"One of the main challenges in implementing CLT is the amount of time it takes to prepare each activity. Since each communicative task needs to be explained thoroughly, it can be time-consuming, especially when students struggle with difficult vocabulary. Additionally, I often need to invest extra time to help students with pronunciation and to ensure they understand the context of the activities. Despite these challenges, with proper preparation and strategy, we can still maintain the quality of the lesson and help students develop their communicative skills effectively."*

Sixth, exploring alternative strategies appears as a proactive step needed to overcome obstacles in implementing Communicative Language Teaching (CLT). This strategy opens the door to flexibility and adaptability, allowing teachers to adapt the CLT approach to suit their specific classroom context and needs. By detailing each aspect of the barriers, this research not only provides in-depth insight into the challenges that may be faced, but also identifies alternative methods and approaches to overcome them.

This exploration of alternative strategies includes finding ways to prepare communicative activities more efficiently, developing innovative methods to help students understand difficult vocabulary, and exploring ways to provide more focused and effective pronunciation examples. The application of this alternative strategy aims to create a practical and efficient solution, thereby helping teachers overcome obstacles that may arise without compromising the communicative goals of CLT.

Thus, this research not only presents an in-depth analysis of the barriers and obstacles in implementing CLT, but also shows that exploring strategic alternatives is an important and useful step. This encourages teachers not only to face challenges but also to continue to adapt and look for solutions that can increase the effectiveness of teaching English with a CLT approach in a dynamic learning context.

Implementing Communicative Language Teaching (CLT) requires a comprehensive understanding of its key components, which include terminology, learning materials, teacher and student roles, potential obstacles, and alternative strategies. At the core of CLT is the concept of communicative competence, which encompasses not only linguistic knowledge but also the ability to effectively use language in various contexts (Qasserras, 2023). This shift from traditional approaches, which often prioritize grammar and structure, to a more contextualized learning experience reflects the essence of CLT. In practice, the relevance and diversity of learning materials are crucial for fostering student engagement and participation. Materials should be designed to reflect real-life contexts and provide opportunities for meaningful interaction, incorporating various media such as texts, videos, and role-playing activities (Nggawu & Thao, 2023).

The teacher's role in this context transitions from being a mere provider of information to a facilitator of learning, guiding students in their communicative interactions and providing constructive feedback (Clarke et al., 2014). As Mrs. W noted in an interview, the teacher must balance guiding students while allowing them autonomy to explore the language actively. This active participation is further reinforced by the position of students in CLT, who are seen as empowered learners capable of shaping their own learning experiences through discussions, simulations, and collaborative tasks (Vu, 2020). However, implementing CLT is not without challenges; teachers often encounter obstacles such as limited resources, time constraints, and students' reluctance to engage in communicative tasks. To address these barriers, it is essential for educators to develop alternative strategies, such as efficient preparation of activities and innovative approaches to teaching vocabulary and pronunciation. By embracing flexibility and adaptability within the CLT framework, teachers can enhance the effectiveness of their language instruction and better prepare students for authentic communicative situations.

### 3.2. The Role of the Communicative Language Teaching (CLT) Approach in Improving Student Learning Outcomes

The Communicative Language Teaching (CLT) approach has several important roles in improving student learning outcomes, including:

#### 3.2.1 Focus on Communicative Competence

The Communicative Language Teaching (CLT) approach consistently places primary emphasis on developing students' communicative skills. This focus covers all four key language skills: speaking, listening, reading, and writing. In the speaking aspect, students are encouraged to actively participate in communicative situations that reflect everyday life, such as discussions, role plays, or simulations of real situations. This approach ensures that students not only have a theoretical understanding of grammar, but can also apply it effectively in authentic speaking contexts.

Apart from that, listening skills are also considered in CLT, where students are invited to listen and respond well to language interactions. Through diverse listening exercises, students can improve their understanding of language variations and speaking expressions. Reading and writing skills are also developed by integrating content that is relevant and interesting to students. Thus, CLT not only provides a foundation for understanding grammatical rules, but also empowers students to use language practically and contextually, preparing them to communicate confidently in a variety of real-life situations. Based on an interview with Mrs. W, she explained that:

*"In my classes, I always emphasize the importance of active participation in speaking activities. For instance, we often engage in role plays and discussions that mimic real-life scenarios, which helps students apply their theoretical knowledge of grammar in practical situations. Additionally, I incorporate various listening exercises that expose students to different accents and expressions, enhancing their ability to understand and respond in conversations. By connecting reading and writing tasks to topics that interest them, I aim to create a holistic approach that not only teaches grammatical rules but also equips students with the confidence to communicate effectively in everyday situations."*

#### 3.2.2 Active Student Interaction

The Communicative Language Teaching (CLT) approach encourages students' active participation in communicative activities, making it a dynamic and interactive approach. Through discussions, students are given the opportunity to express opinions, exchange ideas, and contribute to the formation of shared understanding. Discussions not only enrich language understanding, but also engage students in the practical use of English. In addition, role plays and simulations of real situations provide opportunities for students to apply language in the context of everyday life. This helps students feel more confident, because they are not just learning the language in isolation, but also engaging in communicative situations that reflect real-life language use.

Active participation in communicative activities also has a positive impact on students' confidence in using English. Through direct involvement in discussions and role plays, students can experience progress in their speaking skills. The courage to communicate verbally helps reduce communicative barriers and increases students' comfort in using English in everyday contexts. Thus, CLT not only provides language understanding, but also fosters students' confidence in interacting and communicating in English. Based on an interview with Mr. S, she explained that:

*"In my classes, I encourage students to actively participate in discussions and role plays. These activities allow them to express their opinions and share ideas, which enhances their understanding of the language. When students engage in simulations of real-life situations, they not only practice their English but also build their confidence. I've noticed that students who participate actively tend to feel more comfortable using English outside the classroom, which is a crucial aspect of language learning."*

The above statement is supported by the results of interviews with students that:

*"I really enjoy the discussions and role plays in our English class. They make learning fun and help me practice speaking in a way that feels natural. I used to be nervous about speaking English, but now I feel much more confident. Being able to express my thoughts and ideas in class has made a big difference for me. I can see how much my speaking skills have improved because I'm using English in real situations."*

### 3.2.3 Contextual Learning

The Communicative Language Teaching (CLT) approach opens the door to learning that is more contextual and relevant to real life, creating a close connection between language learning and its use in everyday situations. This contextuality allows students to see the practical application of their language knowledge in various situational contexts, such as everyday conversations, information exchange, and various other communicative actions that they generally encounter in everyday life.

Students' ability to see a direct connection between language learning and its use in everyday life can provide significant motivation. Students' interest in language learning increases as they realize the relevance and practical utility of each skill they develop. This condition can directly accelerate students' understanding of the material, because they not only learn theoretical concepts, but also experience their application in real contexts. Therefore, CLT not only creates a dynamic learning environment but also awakens students' intrinsic motivation, accelerates their understanding of English and prepares them to face communicative challenges in everyday life. Based on an interview with Mrs. MH, she explained that:

*"In my experience, the CLT approach really helps students connect their language learning to real-life situations. When we engage in activities that mimic everyday conversations or situations they might encounter, students start to see the practical value of what they're learning. This relevance not only motivates them but also enhances their understanding of the material. I've noticed that when students can relate their language skills to real-world contexts, their enthusiasm for learning increases significantly. It transforms the classroom into a dynamic environment where students feel prepared to face communicative challenges in their daily lives."*

### 3.2.4 Cultural Skills Development

The Communicative Language Teaching (CLT) approach goes beyond focusing solely on linguistic aspects and engages students deeply in cultural aspects related to the use of English. In the context of CLT, language is considered as a communication tool that is intertwined with a specific social and cultural context. Therefore, language learning is not only concerned with understanding grammar and vocabulary, but also with understanding cultural aspects that can influence interaction and communication in English.

CLT introduces students to the social and cultural contexts associated with the use of English, enabling them to better understand cultural differences, norms, and expressions in communication. For example, students can learn cultural conventions related to certain situations, appropriate use of language in formal and informal contexts, and understanding culture as an integral part of language. This not only helps improve students' communication skills, but also forms a deeper understanding of the complexities of English as a global language.

By introducing students to cultural aspects, CLT provides an additional dimension to language learning that can help students become more effective communicators and sensitive to the cultural context in which English is used. In this way, students not only gain language skills, but also gain a broader and informed understanding of the social and cultural complexities associated with English.

### 3.2.5 Adaptability

The communicative language teaching (CLT) approach provides students with a unique opportunity to adapt to various communicative situations and develop language skills that are necessary in the era of globalization. Through various communicative activities, such as group discussions, role plays, and simulations of real situations, students are empowered to face various conversational contexts that reflect the reality of the outside world. The main advantage of CLT is its emphasis on direct experience and language practice in the context of everyday life. This results in students who not only have a deep understanding of grammar and vocabulary, but also have the flexibility to apply their knowledge in a variety of communicative contexts. In this era of globalization, the ability to communicate in English has become a key skill that is highly valued, both in business, academic and social contexts.

Students' ability to adapt to various communicative situations through CLT not only provides practical advantages in using English, but also enriches their experience in interacting with people from various cultures and backgrounds. It helps students build critical social and intercultural skills in an increasingly connected global environment. Thus, CLT not only bridges linguistic gaps, but also creates opportunities for students' personal and professional growth in facing today's global dynamics. Based on an interview with AM, she explained that:

*"CLT has really changed the way I learn English. Through group discussions and role plays, I feel more prepared to handle real-life conversations. These activities have taught me how to think on my feet and respond to different situations, which is essential in today's world. I also appreciate how we get to interact with classmates from different backgrounds; it helps me understand different perspectives and cultures better. This experience is not just about language; it's about connecting with people globally."*

During class sessions, students actively participated in group discussions and role plays, showcasing their ability to engage in various communicative contexts. Observations indicated that students were able to apply their language skills flexibly, adapting to different scenarios presented during activities. Furthermore, students displayed increased confidence in their communication abilities and a willingness to collaborate with peers from diverse backgrounds, which highlighted their growing intercultural competence.

The Communicative Language Teaching (CLT) approach significantly enhances student learning outcomes by emphasizing communicative competence, fostering active student interaction, and providing contextual learning experiences that are relevant to real-life situations. Grounded in Hymes' (1972) in Fauziati (2015) concept of communicative competence, CLT asserts that language learning must extend beyond grammatical accuracy to include the ability to use language effectively in various contexts. This theory underscores the importance of integrating all language skills—speaking, listening, reading, and writing—so that students can apply their knowledge in authentic communicative scenarios.

Moreover, Vygotsky's (1978) in Topçiu (2015) social constructivist theory supports the significance of social interaction in cognitive development. CLT encourages collaborative activities, enabling students to co-construct knowledge and develop language skills in a supportive environment. This aligns with the idea that learning occurs in social contexts, where students can negotiate meaning and enhance their understanding through interaction with peers.

Additionally, Lave and Wenger's (1991) in Norainna (2018) situated learning theory emphasizes the importance of context in learning. CLT's focus on contextualized tasks allows students to perceive the practical utility of their language skills, thereby increasing motivation and facilitating deeper comprehension. By engaging in meaningful, real-life tasks, students can relate their language learning to everyday situations, which reinforces their understanding and application of the language.

Cultural awareness is also a crucial component of CLT, supported by Byram's (1997) in Hoff (2014) model of intercultural communicative competence. This model highlights the necessity of

understanding cultural nuances and social norms to communicate effectively. CLT integrates cultural elements into language instruction, preparing students to navigate diverse social contexts and broadening their communicative competence beyond mere linguistic proficiency. Finally, the adaptability promoted through CLT is aligned with task-based language teaching principles, as discussed by Ellis (2003). Task-based language teaching emphasizes the use of meaningful tasks that mirror real-life communication, enabling students to develop flexibility in applying their language skills across various contexts. This adaptability is essential in today's interconnected world, where effective communication is vital for personal and professional success.

In summary, the theoretical foundations of the CLT approach validate its effectiveness in enhancing not only language proficiency but also the critical social, cultural, and cognitive skills necessary for successful communication in diverse real-world contexts.

#### 4. CONCLUSION

The findings of this study highlight the effectiveness of the Communicative Language Teaching (CLT) approach in enhancing student learning outcomes, particularly in improving communicative skills across speaking, listening, reading, and writing. By actively participating in structured activities such as discussions, role plays, and simulations, students not only gain practical language application but also develop a deeper understanding of English within social and cultural contexts. CLT fosters a dynamic and engaging learning environment, boosting motivation and confidence while preparing students to navigate diverse communicative scenarios in real life, which is essential in the globalized era. However, the study is limited by its reliance on qualitative methods, focusing on specific teacher-student interactions within a localized context, which may not capture broader applications of CLT in varying educational settings. Future research could address these limitations by incorporating mixed-method approaches, exploring long-term impacts of CLT, and examining its adaptability across different cultural or institutional frameworks. This would provide a more comprehensive understanding of CLT's potential to transform language education globally. The study underscores the importance of integrating communication-based methods in teaching English as a second language in Indonesia, suggesting that educators adopt CLT to build both linguistic competence and global cultural awareness.

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