Communicative Language Teaching Manifestation in an English as a Foreign Language Classroom

Dwiky Ahmad Effendi[a,1)], Dian Novita[b,2)]

[a,b] *Universitas Muhammadiyah Sidoarjo, Jl. Mojopahit No.666 B, Sidowayah, Celep, Kec. Sidoarjo, Kabupaten Sidoarjo, Jawa Timur 61215, Indonesia*
[1] *dwikyahmad12@gmail.com;* [2] *diannovita1@umsida.ac.id**

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ABSTRACT

The principles of CLT align with the evolving needs of EFL learners. They address the demand for functional language skills that go beyond rote memorization and passive learning. Moreover, as language is generally seen as a tool for communication rather than a set of strict rules, CLT emphasizes interaction, authenticity, and real-world language use within the learning process. Through qualitative research design, the study aims to gain profound insights into the nuances of CLT application within this educational context. The primary participant is an experienced English teacher at an Islamic Elementary School in Sidoarjo, East Java, Indonesia. She was chosen for her extensive background in CLT and teaching experience. The instruments for data collection include classroom observations and semi-structured interviews with the teacher, aiming to understand the challenges, successes, and strategies employed in integrating CLT principles. As a result, CLT integrates mechanical, meaningful, and communicative practices, fostering language proficiency through active engagement in authentic communication scenarios. At the school, CLT methodologies are employed to create dynamic learning experiences tailored to students' needs, nurturing enthusiasm and fluency in English.

I. Introduction

Indonesia is a country that does not use English as the core language to communicate. Indonesians have to learn an international language, English, as the bridge to link socially in this modern era. According to Pratiwi et al. n.d [1], Indonesia is a country where English is taught and learned as a foreign language, meaning it is not the main language of communication in educational settings, it is called as English as a Foreign Language (EFL). In the realm of EFL education, teaching approaches have developed over time to comply with the diverse needs and aspirations of English language learners [2]. EFL holds a crucial role in global educational environments as a conduit for international communication. Within classrooms, students participate in EFL programs aimed at cultivating language proficiency, cultural awareness, and intercultural communication abilities. Educators utilize a range of teaching methods, integrating interactive exercises, language games, and multimedia tools to enrich the educational journey [3]. The scope of EFL instruction surpasses mere language competence, promoting critical thinking and a deeper understanding of cross-cultural dynamics. Additionally, according to Maqsood et al. n.d.[4], EFL programs in educational contexts evolve alongside digital advancements, guaranteeing that students adeptly navigate the intricacies of our interconnected world while nurturing a meaningful connection to the English language. In the historical events of language teaching, there are recent approaches in English teaching such as grammar-translation, Situational Language Teaching (SLT), audio-lingual, dogmatic learning process, the lexical approach, Communication Language Teaching (CLT) as well as natural approach. However, one such approach that has obtained widespread recognition and appreciation is CLT [5].

To comprehend the origins of CLT, it is essential to understand its historical background. CLT emerged during the 1970s and 1980s as a reaction to the boundaries of conventional teaching approaches, which predominantly emphasized the rote memorization of grammar rules and

vocabulary [6]. Scholars and educators recognized the imperative for a more dynamic and interactive approach that prioritized communication as the central objective of language acquisition. At the core of CLT are several fundamental principles that set it apart from conventional methods. The foremost principle underscores the belief that language learning extends beyond the mere acquisition of grammatical structures and vocabulary in isolation; it is primarily about developing the proficiency to communicate effectively in real-life situations [7]. CLT advocates for exposing learners to authentic, real-world language through the utilization of genuine materials like newspapers, videos, and conversations that mirror the natural usage by native speakers. Task-based activities are a common feature of CLT, where learners participate in purposeful, goal-oriented tasks simulating real-life scenarios, necessitating the application of language for successful task completion [8]. This approach aims to cultivate both linguistic and communicative competence. Collaboration and interaction play integral roles in CLT, encouraging learners to engage in pair and group activities, and fostering a communicative environment where language is actively utilized for meaningful exchanges.

The principles of CLT align with the evolving needs of EFL learners, addressing the demand for functional language skills that extend beyond rote memorization and passive reception. Furthermore, it is generally realized that language is an equipment to communicate rather than a set of strict rules, CLT brings a strong emphasis on interaction, authenticity, and real-world language use within the learning process. CLT settled as the main approach in facing the challenges of communication in teaching English, such as the lack of confidence in speaking, less vocabularies also concerning more grammatical structures [9]. At its core, CLT encourages English language learning through interaction, emphasizing the use of English as a means of communication contextually. In the elementary EFL classroom, this means involving students in interactive tasks fostering teamwork, collaboration, conversation, and purposeful language application [10]. Through storytelling, role-playing, and interactive games, students not only learn grammar and vocabulary but also develop the ability to express themselves in a manner that goes beyond the confines of textbooks. The conventional approach such as the traditional grammar-translation approach, which primarily focuses on memorization and translation of grammatical rules, has gradually given way to CLT's dynamic and interactive approach [11]. As the global demand for effective English communication skills continues to rise, teachers are increasingly drawn to CLT as an approach to empower EFL students with the ability to use English confidently and fluently in various real-life situations [12]. By way of the lens of CLT, language learning is reframed as a social and interactive endeavor, aligning with the ever-evolving demands of the 21st-century world. With a focus on meaningful communication aims, collaborative tasks, and contextualized language use, CLT not only completes students with linguistic competence but also nurtures their communicative competence – the ability to effectively convey and comprehend messages in diverse social and cultural contexts.

Futhermore, advocating that the primary objective of teaching language is to enable students to communicate in the target language, CLT theory posits that meaningful and authentic classroom activities enhance the likelihood of language learning. The theory posits that communicative competence encompasses four key components: grammatical proficiency, social and cultural awareness, the ability to engage in coherent and meaningful conversations, and strategic communication skills [13]. Grammatical competence, a pivotal aspect of linguistic proficiency, encompasses mastery of linguistic structures, lexical repertoire, phonological accuracy, and orthographic proficiency. Sociolinguistic competence involves the adept utilization of cultural signifiers, such as the strategic deployment of formal or informal salutations. Discourse competence pertains to the ability to orchestrate linguistic elements to achieve textual cohesion and coherence. Strategic competence, in turn, facilitates learners in optimizing communication efficacy and mitigating linguistic obstacles [14].

CLT stands as a pedagogical core, guiding EFL teachers toward an approach that empowers students to become proficient and confident communicators. This article invites the readers to embark on a journey of discovery, uncovering the transformative power of CLT and its potential to shape the future of EFL education. There are numerous studies highlight the theoretical underpinnings of CLT and its general impact on language acquisition, there is a limited exploration of the nuanced variations required for successful implementation in diverse EFL settings, particularly focusing on factors such as cultural influences, institutional resources, and teacher training.

Understanding how the principles of CLT resonate with different age groups and cultural backgrounds is crucial for tailoring effective language instruction [15]. Furthermore, the existing literature tends to be skewed towards examining the outcomes of CLT implementation at higher educational levels, leaving an apparent research gap regarding its application and effectiveness in primary and secondary EFL classrooms. The socio-cultural dimensions of CLT implementation also warrant more in-depth exploration [16]. Cultural factors play a significant role in shaping language learning experiences, and a gap exists in understanding how CLT aligns with or challenges cultural norms within specific EFL contexts. Investigating these dimensions can provide valuable insights into optimizing CLT strategies for maximum effectiveness while respecting and incorporating cultural nuances.

Moreover, the majority of existing research often focuses on the perspectives of teachers in high levels of education such as High School. There is a notable gap in literature exploring the perspective of teachers, preferences, and challenges encountered during CLT activities in EFL classrooms in the Elementary school. A comprehensive understanding of the teachers' perspective is essential for refining CLT practices and ensuring they align with the diverse needs and expectations of EFL learners. In light of these gaps, this research aims to contribute to the existing body of knowledge by conducting detailed research on CLT implementation in various EFL contexts, with a specific emphasis on cultural considerations of teachers' perspectives and manifestation of CLT strategies in elementary-level classrooms. Addressing these gaps will not only deepen our understanding of the practical implications of CLT but also guide educators, researchers, and policymakers in enhancing language instruction tailored to the unique needs of diverse EFL classrooms. Navigating the terrain of CLT within an EFL classroom entails a multifaceted exploration of both its constructive implementation and the challenges encountered by the teachers. Foremost, understanding how a teacher constructs an approach through CLT in the EFL setting is essential because CLT is way complicated. The present study explores the implementation of CLT in one of the Elementary Schools in Sidoarjo, East Java, Indonesia, with a focus on the second grade.

The pre-observation result shows that the school has been using the CLT process in English subjects for more than 10 years and it has created outstanding results for the students in performing classroom. In CLT, the teacher's role transforms into that of a facilitator, orchestrating an environment that prioritizes interactive communication. Thus, in this article, the researchers want to explore the CLT practices at one of the Islamic Elementary Schools in Sidoarjo, East Java, Indonesia. In particular, the following is how the research question is formulated: *How does the English teacher build an approach through CLT in the EFL classroom of the 2nd graders?*

II. Method

A. Research Design

The methodology employs qualitative descriptive which aims to delve into the practical application of CLT in EFL classroom within the context of an Elementary School. The research utilizes a qualitative research design to gain in-depth insights into the variation of CLT implementation. This methodology is chosen to gain the plentiful and context-specific details of the teaching and learning experiences in EFL classrooms and to explore the perspectives of the English teacher responsible for executing CLT strategies. Qualitative research is selected as the overarching design for its ability to provide a nuanced understanding of the complexities involved in the implementation of CLT [17].

B. Participant

The participant in this research is an English teacher who is responsible for instructing the 2nd-grade students at an Islamic Elementary School in Sidoarjo, East Java, Indonesia. Specifically chosen for her pivotal role in building the CLT approach, the teacher has been teaching English for over 20 years and has been teaching at the school for more than 10 years. The school is conducting a Kurikulum Merdeka entirely and the approach used for the English class is CLT. The English teacher brings firsthand experiences and insights into the challenges and successes of integrating communicative approaches in EFL classrooms. As the primary agents facilitating language acquisition, the teacher's perspectives and practices offer a nuanced understanding of the practical

application of CLT principles in an elementary school context, shedding light on the intricacies of fostering effective communication skills among young learners.

C. Instruments

The researchers gained the data by conducting five times of observations inside the classroom during the English learning process at the 2nd grade, so that it is known how the English teacher built the approach of CLT in the EFL classroom and exploring it by having a semi-structured interview with the English teacher to obtain a deeper information related to the manifestation of the CLT approach that the teacher applies in the classroom. The researchers modified the interview guidance to comprise three main sections. In the first section, the researchers asked about personal information related to the English teacher. Then, the researchers asked about how the English teacher has applied CLT in the classroom, and in the third section, the researchers asked about the advantages of performing CLT in the classroom.

The interview was recorded for data analysis. Before the interview began the participant was informed that any data resulting from the interview would be kept securely in a specific computer folder and would be terminated as soon as the research ended. She was also clearly informed that her real name would not be used throughout this article to ensure her privacy. Finally, to make the participant feel as comfortable as possible, the participant can use both Indonesian and English.

D. Data Analysis

The researchers described and transcribed the data from observation and the semi-structured interview by using coding from content analysis. Content analysis is a method used in qualitative research for analyzing the content of textual, visual, or audio data. It involves systematically and objectively identifying specific characteristics within the data, such as words, phrases, themes, or patterns.

III. Results and Discussion

This section presents the empirical outcomes of the study, specifically addressing the research inquiry. Additionally, the study's findings were generated through a mixed-methods approach, incorporating both observational data collected within the classroom setting and subsequent semi-structured interviews conducted after the observations. The observational component of this study was conducted within the 2nd grade of an Islamic Elementary School in Sidoarjo, East Java, Indonesia.

The following are the findings of the study from the interview and observations. The classroom activities that the teacher used in conducting the study were warming up, presentation, opinion sharing, role-play, and group work. It can be seen in the demonstration in the class. These are all the inferences that the researchers found after attending the 5th observation inside the classroom.

Warmer Activities.
Teacher   : Hello, everyone. How are you today?
Students   : I am good, Miss.
Teacher   : That is so great. Alright, for today, we are going to learn about Public Places. But before that, let's sing a song together, come on stand up everyone! (The teacher asked all students to stand up to sing "How Are You Today" song by Maple Leaf Learning.)
Students   : (Students were singing the song loudly together.)

Presentation (through PowerPoint).
Teacher   : Alright everyone, I will show you some kind of Public Places. But I am going to ask you first, can you mention some public places that you have visited?
Students   : Supermarket, Mall, Cinema, Restaurant…

Teacher   : Good job, then I will show you sort of Public Places (showing pictures and the names of public places to the students while saying it) Okay guys, let's follow me. This is a bank.

Students   : (Students follow what the teacher says loudly.)

Teacher   : We can save our money in the bank

Students   : (Students follow what the teacher says loudly.) The teacher mentioned and explained all public places while instructing students to follow what she said together and loudly.

Opinion-sharing.

Teacher   : After we have learned about the kind of public places, now I will ask you. Have you been to public places? Where did you visit?

Students   : Yes

Student 1   : I visited the supermarket.

Teacher   : What did you do in the supermarket?

Student 1   : I bought some snacks and ice cream.

Teacher   : Great, thank you. What about the others?

Student 2   : I went to the mosque yesterday.

Teacher   : What did you do in the mosque?

Student 2   : I prayed Maghrib with my dad.

Teacher   : Amazing, good job. (The teacher still asked the students and gave them more chances to answer what public places students have visited.)

Role Play

Teacher   : Alright everyone, after we discuss, now let's play a role-play game. So, I will choose randomly two students to make a conversation about public places and what you do there.

(Students were chosen by the teacher to do a role play but before it, the teacher gave an example of the conversation.)

Student 1   : Hi, where were you last week?

Student 2   : Last week, I visited the mall with my sister.

Student 1   : What did you do there?

Student 2   : I bought some books in Gramedia.

Student 1   : Okay, thank you.

Student 1   : You are welcome.

(Then, it was continued by the next students.)

Student 3   : Hi, what is your favorite public place?

Student 4   : I like to visit the park.

Student 3   : So good, what do you usually do in the park?

Student 4   : I usually play scooter and see cute flowers, I love flowers. How about you?

Student 3   : I love visiting museums because I love taking pictures of unique things.

Student 4   : That is so cool.

Student 3   : Thank you so much.

Student 4   : You are welcome.

(The role-play activities were continued by other students according to the teacher's random pick)

Group working

Teacher   : Nice work for the role-play, now we will play games, and I will ask you to make groups, which consist of five students. (The teacher gave students the freedom to choose their group members.) Okay, after you make a group, I will give you a paper which has some pictures of public places, and I will let you think what public places they are and what you can do there. (The teacher gave students 10 minutes to think about it and each group should present in front of the class.)

Group 1   : Hi, we are from group 1, we want to present this public place. First, this is a stadium, usually it is for sports and football competitions. Next, this is a restaurant, people can buy some food and drinks in the restaurants. Then, this is a bank, we can save our money in the bank. Next, this is an airport, if we want to go by airplane we can visit the airport. Next, this is a mall, we can do so many things in the mall like shopping, buying food and other.

(Then, the activities were continued by other groups.)

This inclusive environment fosters a sense of community and promotes a culture of sharing, where students feel empowered to contribute freely. The teacher also emphasized the value of role-playing in English classes, as it can be a highly engaging and effective method for conveying topic-related materials. Role-playing allows students to demonstrate their enthusiasm for the subject matter and can help alleviate boredom by providing a more interactive and immersive experience. Moreover, role-playing enables students to grasp the material more easily by acting out scenarios that illustrate the concepts being taught. Group discussions are another crucial aspect of CLT, as they facilitate the development of students' chemistry with their peers. This, in turn, can broaden their confidence in participating in classroom activities and enhance their speaking abilities. Group discussions also encourage critical thinking and the development of group-work skills, as students must collaborate to achieve a shared goal. These skills are essential for effective communication and problem-solving in both academic and professional settings.

To simplify the findings, the researchers summarize the teacher's activities in implementing the CLT in the EFL classroom that had been observed and clarified through the interview.

Classroom Activities	Observations	Interviews
Warming up (singing a song)	The teacher asked everyone to stand up and sing a song together, the title of the song was "How Are You Today?" It also encouraged the students' condition because after singing, the teacher asked the students a question "How Are You Today?"	The teacher conveyed the warmer activities can enhance students' attraction in the class. According to the teacher's experience, she had been applying the warmer activities since the very first time she used CLT as her method in teaching English at the school. Additionally, it would be beneficial for students along with the teacher to build chemistry and to be fresher before the students received the materials.
Presentation (Singing a song)	The teacher provided slides of PowerPoint and showed the pictures of public places which also included an elaboration of it.	The teacher explained that the use of PowerPoint was truly helpful in delivering materials to the students because it could contain clear audio and visual presenting pictures and voice as media to make students understand upon the topic discussed. There are actually a lot of media for presenting the materials, such as big book, poster, YouTube and many more. However, the English teacher tends to apply PowerPoint as a proper media to teach the students.

Opinion-Sharing	The teacher asked every student "Have you been visited public places?" etc., and the student answered directly to share their opinions	The teacher elaborated that opinion-sharing is a crucial part in performing CLT because students can be more interactive by given a space to state and speak up in the class in connected with the topic being discussed. The teacher always guides the students by asking questions and lets the students give their opinions. She believes that there are no wrong answers, all of what everyone does in the class is sharing, so everyone can freely speak.
Role Play	The students were asked to act like they were in a public place and tried to make a short conversation about it.	The teacher showed that the use of role play in English class can be an ultimate way because it shows the enthusiasm of the students in pursuing English topic in class. It can also lessen students' boredom in conducting classroom activities as it lets students to act like they are pretending to be other people, still the students can catch the materials easily by performing role-play.
Group working	The students were divided into several groups and they were given pictures of public places so each group should write what's the public place on whiteboard quickly.	The teacher emphasized that group discussion to the students can dig their chemistry along with their classmates which it is indirectly can broaden their confidence in participating classroom activities, and their speaking abilities because the students must discuss in determining a goal. Also, it makes students more criticism and it develops their skills in the group-work scope as students must deal with their friends.

Table 1.0 Teacher's activities in implementing the CLT in the EFL classroom.

Based on the result of observations and interviews, CLT is greatly able to create a different ambience of learning process in classroom. It can make the students actively participate in the whole learning process since the teacher also gives every single space to the students to be the communicative participants during the classroom process. The performance of CLT brings incredible sense and enthusiasm to the students. Moreover, it is supported by the media that becomes such an exciting experience for the students in attending the English class. As we generally know, Elementary school students are still having a huge curiosity upon their growth phase of learning.

The manifestation of CLT into the 2nd graders at an Islamic Elementary School in Sidoarjo, East Java, Indonesia has brought about considerable insights and stimulating discussions regarding its effectiveness in teaching English through a variety of dynamic classroom activities. Based on the initial observation conducted by the researchers, the first action that the teacher undertook was the integration of warming up activities. These activities, often overlooked, play a vital role as

preliminary steps in fostering a conducive environment for the facilitation of English learning [18]. The method chosen by the teacher for the warm-up was rather engaging; she requested all the students to rise from their seats and sing English songs. This innovative approach was designed to build the students' interest and enthusiasm before transitioning into the main lesson materials [19]. Through the observations, it was discerned that simple yet engaging warm-up activities such as word associations and English songs were highly effective in capturing the students' attention, thereby setting a positive and conducive tone for the ensuing lesson. These activities served a dual purpose - not only did they pique students' interest, but they also aided in transitioning them seamlessly into English learning mode. The most intriguing aspect to highlight here is the provision of visual aids by the teacher, which served as an effective tool in assisting students to understand and engage in the activities properly [20]. The teacher was also highly communicative, patiently inquiring about the students' conditions, which helped her measure the students' emotions and feelings on that day. Interestingly, all the students were highly interactive, responding directly to what the teacher asked. Their behavior in class is a testament to the effectiveness of the methods employed by the teacher. It became evident that the use of CLT, coupled with well-planned activities and a communicative approach, resulted in a positive learning environment where students were enthusiastic and actively engaged in the learning process [21].

The second steps in the learning process were the elicitation and presentation phases. These stages were not only integral but also pivotal in introducing new vocabulary and various language structures to the students [22]. The observation that was conducted revealed that the materials being taught by the teacher revolved around the theme of Public Places. This theme was specifically chosen as it offered a deep exploration into students' understanding and knowledge of vocabulary. The English teacher employed a multifaceted approach during these phases. This included integrating real-life contexts into the lessons and utilizing a range of visual aids to bolster students' comprehension [23].

In addition, advancing to the third activity which encompassed discussion and roleplay, it became evident that these integral components of CLT provided invaluable and enriching opportunities for students [24]. These opportunities allowed them to practically apply and manifest the language skills they had learned, specifically in real-life contexts. These activities were not just confined to theoretical understanding, but extended to practical application, thereby enhancing the overall learning experience. Based on the observation, it was noted that discussions on a variety of topics related to Public Places provided an expansive platform for students. This platform encouraged them to express themselves freely in articulating their thoughts and ideas in an English context. Such an environment significantly enhanced their language fluency and boosted their confidence levels [25]. The interactive nature of the game sparked enthusiasm among the students who participated eagerly in guessing and drawing, thereby enhancing their vocabulary retention [26]. Moreover, the collaborative aspect of the game fostered teamwork and peer interaction, contributing to a supportive and conducive learning environment.

The incorporation of grouping activities served as a key element in the execution of CLT at the school. These activities provided students with the chance to not only work in small, interactive groups but also to participate in rich, meaningful interactions that encouraged collaborative learning experiences. Teachers played an instrumental role in these group dynamics, carefully and strategically assigning roles within the groups to ensure balanced participation among students [27]. As a result, students have shown noticeable improvements in their language skills and a renewed zeal for learning English. These encouraging results highlight the efficacy of CLT in establishing a vibrant, interactive learning environment that stimulates students to actively participate in meaningful language usage. Continuous efforts must be made to mitigate challenges, refine CLT practices, and meet the diverse needs of students to ensure sustainable success in the realm of English language learning [28].

Applying a method in learning English for students always has its hurdles, despite of all the advantages, one of the most prevalent obstacles that the English teacher at the 2nd graders often faces is the issue of large class sizes. This challenge poses a significant hindrance to providing individualized attention to each student, which is crucial for their academic development. Additionally, having too many students in one class can limit meaningful interaction among them, which is essential for building a conducive learning environment [29]. The CLT approach thrives in

smaller settings where small group activities and pair work are encouraged. In an ideal scenario, these activities would be conducted in a class consisting of around 10-15 students. However, when applied to overcrowded classrooms, the management and effectiveness of the CLT approach can be significantly compromised. This issue was evident during an observation conducted at the school. In this instance, the class size amounted to 35 students, creating an overcrowded situation that made it difficult to effectively implement the CLT approach. Such overcrowded situations can greatly impact the quality of teaching and learning, underlining the need for more manageable class sizes. Employing teaching assistants or classroom aides can help manage larger class sizes by providing additional support to the teacher. Teaching assistants can help facilitate group work, provide one-on-one assistance to students, and manage classroom behavior, thereby easing the burden on the primary teacher [30]. Other than that, rearranging the classroom layout to accommodate small group work can facilitate better interaction and engagement among students. Flexible seating arrangements such as small group tables or a circle formation can encourage collaborative learning and make it easier for the teacher to move around and interact with students [31].

Moreover, in many EFL classrooms, including this Islamic Elementary School in Sidoarjo, there tends to be a strong emphasis on standardized testing methods. This focus often conflicts with the communicative objectives that the CLT approach aims to achieve. As a result, teachers might feel a considerable amount of pressure to prioritize exam preparation activities over engaging in communicative activities with their students. This inherent conflict can compromise the overall effectiveness of CLT implementation in the classroom setting. Based on an interview conducted with a teacher at the school, it was discovered that the teacher chose to administer an oral test for the 2nd-grade students. This decision was made with the primary objective of immersing the students in a communicative assessment environment, thereby aligning with the core goals of the CLT approach [32]. Consequently, the teacher did not administer any written tests to the students. It was deemed more beneficial for the students to participate in the summative assessment that had been meticulously designed by the teachers. This assessment was aimed at improving the students' oral communicative skills and thereby achieving the goals of the CLT approach [33]. Instead of just using written exams, teachers can use different ways to check how well students are learning a language. These can include oral presentations, group discussions, role-plays, portfolio assessments, and performance tasks. Oral presentations let students show their speaking skills. Group discussions promote teamwork.

In certain places, like schools or communities, what people believe, and think is important can affect how students feel about joining in activities where they must talk and communicate with others. Sometimes, students might feel nervous or worried about speaking English in front of their classmates because they are scared, they might mess up or look silly. This fear can make them hold back and not want to participate. To help the 2nd graders students get past this feeling, the teacher needs to create a classroom where everyone feels safe and supported. This means making sure students know it is okay to make mistakes because that is how we learn. The teacher can also break down activities into smaller steps, starting with easier tasks and gradually making them more challenging. This is called scaffolding, like putting up supports on a building as it is being built. By doing this, the 2nd graders students can build up their confidence slowly and feel more comfortable speaking English over time [34].

IV. Conclusion

The fundamental pillars of CLT, which encompass mechanical, meaningful, and communicative practices, serve as the cornerstone principle guiding the methodology explored within the purview of this study. This pedagogical approach emphasizes the importance of integrating language learning with real-life communication skills, thereby nurturing students' ability to effectively interact and convey messages in English. By incorporating mechanical aspects, such as grammatical structures and vocabulary, alongside meaningful activities that resonate with students' experiences and interests, and fostering communicative exchanges that simulate authentic communication scenarios, educators aim to cultivate well-rounded language proficiency among learners. CLT emerges as a particularly potent instructional paradigm due to its inherent focus on active engagement and experiential learning. This methodological framework operates on the premise that practice breeds

perfection, advocating for a learning environment where students are encouraged to actively participate and apply language skills in authentic contexts. The passive consumption of language through reading and listening, while valuable, is deemed insufficient for fostering productive language acquisition. Without opportunities for active engagement, students risk stagnating in their language development journey, impeding their progress and potentially hindering the attainment of English language proficiency. At this Islamic Elementary School in Sidoarjo, East Java, Indonesia, the pedagogical ethos aligns closely with the principles of CLT, as educators recognize the transformative potential of integrating communicative activities into the learning process. Similarly, peer interaction through various activities facilitates collaborative learning and enhances students' communicative competence. Discussion groups serve as forums for students to exchange ideas, share perspectives, and negotiate meaning, thereby honing their critical thinking and communication skills. By infusing the curriculum with engaging and interactive activities, educators empower students to take ownership of their learning journey, fostering a sense of ownership and intrinsic motivation. The integration of communicative language teaching principles into the instructional framework at the school underscores a commitment to fostering holistic language development and proficiency attainment. Through the strategic deployment of CLT methodologies, educators' endeavor to create vibrant and engaging learning environments that inspire students to actively engage with the English language, thereby equipping them with the linguistic skills and communicative competence necessary for success in an increasingly interconnected world

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