Communicative Approach in Teaching English in Schools

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Abstract- In the current era of globalization, English has become one of the most widely used languages in the world, both in education, economics, science and international communication. As an international language, mastery of English has a very important role in supporting individual development in the current era of globalization. In the context of education in Indonesia, English has become one of the compulsory subjects at many levels of education, from elementary school to higher education. In addition, through the main discussion carried out in this study, it aims to be able to examine more deeply the effectiveness of the communicative approach in teaching English in schools, as well as identify factors that support and hinder its implementation in formal education environments in Indonesia. Overall, this study is expected to be one of the references to be able to understand the importance of the communicative approach in teaching English, especially in preparing the young generation of Indonesia who are competent in English. And in addition, the Research Method section used in this study is to use an approach that is conceptualized in a qualitative approach with a case study method. So based on this, this study shows that students feel more confident and motivated to be able to participate in learning. They felt an improvement in their speaking and listening skills as well as their understanding of vocabulary and pronunciation. In addition, students felt that this method helped them overcome barriers in speaking English and increased their confidence in communicating. Teachers also viewed this approach as an effective way to make learning more interactive and interesting, although some constraints such as time constraints, lack of resources and variations in student ability levels need to be considered. Overall, the communicative approach has a positive impact on English teaching in schools and has the potential to improve students' abilities in facing global communication needs. And through this approach, it also opens up space for more authentic language learning and emphasizes the importance of real experiences in the language learning process.

Keywords: Communicative Approach, English Language Education, Globalization, Student Motivation, Language Proficiency

1. INTRODUCTION

In the current era of globalization, English has become one of the most widely used languages in the world, both in education, economics, science and international communication. As an international language, mastery of English has a very important role in supporting individual development in the current era of globalization. In the context of education in Indonesia, English has become one of the compulsory subjects at many levels of education, from elementary school to higher education. Where this policy is motivated by the need to prepare students to be able to actively participate in the global community and make themselves better prepared to face the challenges of the increasingly complex world of work. However, teaching English in schools in Indonesia often experiences various challenges, especially in terms of achieving effective communication competencies among students. In addition, the traditional approach to teaching English in Indonesia generally emphasizes grammar and vocabulary aspects rather than communication skills. Students are more faced with memorizing grammatical structures, mastering vocabulary and completing written tests compared to active communication practices. This often causes students to only have passive abilities in understanding the language, but have difficulty using it in the context of real conversations. As a result, despite having a good understanding of English theory, many students feel less confident in being able to speak or express themselves in using English. Lack of communication practice in the learning process is often the main cause of the limited communication skills of students in using English [1].

Through the communicative approach in language teaching emerged as one of the solutions to be able to improve students' communication competence effectively. Through this approach also emphasizes the importance of realistic and meaningful communication practices, where students are invited to be able to use language in contexts that are closer to real situations. Instead of just

memorizing grammar rules, this communicative approach prioritizes the ability to be able to understand and respond to messages effectively. In other words, through this approach can also encourage the use of language as a means of communication, not just academic material that needs to be memorized. In addition, educators who adopt this communicative approach are expected to be able to create an interactive learning atmosphere, where students feel encouraged to be able to actively participate and develop their speaking and listening skills in English. In addition, through this communicative approach emphasizes four main skills such as listening, speaking, reading and writing, with more emphasis on speaking and listening skills, because both skills are very closely related to communication skills. Through this approach, students are also invited to be able to actively participate in learning activities that involve social interaction and exchange of ideas. Activities such as role-play, group discussions and simulations of everyday conversations are examples of techniques used in the communicative approach. In addition, this technique can not only help students in increasing their confidence in speaking English, but also help them master critical thinking skills, because students are required to be able to respond quickly and appropriately in various situations [2].

Through previous research conducted by Yessy Setyani Sulaiman, with the title of the previous research, namely "ENGLISH LANGUAGE LEARNING IN STATE SENIOR HIGH SCHOOL 1 KUPANG EAST NUSA TENGGARA: A STUDY IN AN ETHNOGRAPHIC PERSPECTIVE". Where the study aims to explore the effectiveness of the communicative approach in improving the speaking skills of vocational high school students. In this study, researchers used an experimental method involving two classes as samples, namely the experimental class taught using the communicative approach and the control class taught using the traditional method. The results of this study showed that students who learned with the communicative approach experienced a very significant increase in speaking skills compared to students in the control class. In addition, through this communicative approach, according to Sari and Amalia, it allows students to be more active in interacting in English through activities such as conversation simulations, group discussions and role plays. This activity not only improves speaking skills, but also builds students' confidence in using English. In addition, through this approach provides a more real context so that learning becomes more interesting and relevant for students. Based on this, this study concludes that the communicative approach is very useful in learning English in schools, especially in developing students' communication skills. This finding supports the theory that language teaching that focuses on the practical use of language in everyday situations is effective in improving students' language competence. In addition, this study underlines the importance of adequate teacher training to be able to apply the communicative approach effectively in order to achieve optimal learning outcomes in the classroom. [3].

However, the implementation of the communicative approach in teaching English in schools also faces several main problems. One of them is the limited number of teachers who have sufficient competence to be able to implement this approach effectively. As an approach that requires active interaction and improvisation, teachers need to have good English skills and flexible teaching strategies in order to be able to manage the class dynamically. In addition, some schools in Indonesia are still limited in terms of supporting facilities and infrastructure, such as language laboratories, multimedia devices and technology-based teaching materials. In addition, there is also another main problem, namely the differences in students' English abilities in each class, which often requires teachers to find special strategies to ensure that all students are involved and get the same benefits from this communicative method and the last main problem is the curriculum burden which often requires teachers to be able to pursue certain material targets in a limited time. This causes some teachers to be reluctant to try the communicative approach which is considered more time-consuming than conventional learning methods. As a result, learning tends to focus more on achieving exam results than developing practical language skills. However, with adequate support, both from schools, the government and parents, this communicative approach can be a very effective alternative to improve the quality of English learning in schools [4].

Ultimately, through this communicative approach, English teaching can become more relevant, meaningful and enjoyable for students. They do not only learn language as a subject, but also as a tool to interact, express themselves and understand the world around them. In addition, this approach
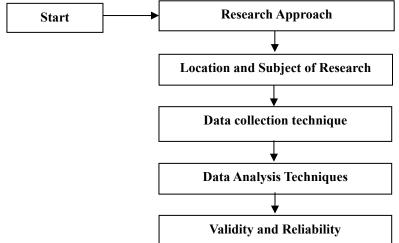
also has a positive impact on shaping students' character, such as self-confidence, critical thinking skills and good social interaction skills. Therefore, this study aims to be able to examine more deeply the effectiveness of the communicative approach in teaching English in schools, as well as to identify factors that support and hinder its implementation in formal educational environments in Indonesia. Overall, this study is expected to be one of the references to be able to understand the importance of the communicative approach in teaching English, especially in preparing the young generation of Indonesia who are competent in speaking English [5].

2. METHODS

In this section, it will be explained in detail about the research method that will be used in the research on the Communicative Approach in Teaching English in Schools. The applied research method aims to obtain relevant and valid data related to the implementation of the communicative approach in teaching English and its impact on the communication skills of students. [10]. This research also uses a qualitative approach with a case study method, which will be described in more detail through the points below :

Ficture 1. Research Framework Image

2.1 Research Approach

This study uses a qualitative approach with a case study method. This qualitative approach was chosen because this study aims to explore and understand the phenomena that occur in depth in the context of teaching English in schools. With this approach, researchers can also obtain a more comprehensive picture of the implementation of the communicative approach, as well as the challenges and opportunities faced by teachers and students in the learning process. In addition, this case study also focuses on several schools that implement a communicative approach in the English teaching curriculum, with the hope of understanding the process, experience, and results achieved in the teaching practice [11].

2.2 Location and Subject of Research

This research was conducted in several junior high schools (SMP) and senior high schools (SMA) in urban areas. The selection of research locations was based on the consideration that these schools had adopted a communicative approach in teaching English. The subjects of the research consisted of English teachers who applied this approach, as well as students who participated in English classes that prioritized communication skills. The teachers involved in this research had more than 3 years of teaching experience and had attended training on the communicative approach. The students involved were students of various levels of English ability, with an age range between 13 and 18 years [12].

2.3 Data Collection Technique

In this study, data were collected using several techniques, including the first technique, in-depth interviews, where researchers here will conduct semi-structured interviews with English teachers to gain a deeper understanding of how they apply the communicative approach in teaching. This interview also aims to explore the challenges they face and their understanding of the basic principles of CLT, the second technique is classroom observation where researchers will conduct direct observation of the learning process in the classroom. This observation is carried out to see how the communicative approach is applied in real contexts, as well as to examine the interactions between teachers and students, as well as between students, in speaking and listening activities, the third technique is documentation where researchers will collect data from relevant documents, such as lesson plans, teaching materials used by teachers, and student notes or work results that can show the application of the communicative approach and for the last technique is a questionnaire where, to get students' perspectives on the application of the communicative approach, researchers also use a questionnaire containing open and closed questions about students' experiences during communication-based English classes [13].

2.4 Data Analysis Techniques

Data collected from various sources (interviews, observations, documentation, and questionnaires) were analyzed thematically. The first step in data analysis was the transcription of interview and observation results. Next, the researcher identified the main themes related to the implementation of the communicative approach, such as the teaching techniques used, interactions between teachers and students, and obstacles faced in the learning process. After these themes were identified, the researcher categorized them to facilitate understanding of the patterns that emerged in teaching. This process also involved comparisons between data obtained from various sources to increase the validity of the findings. Triangulation techniques were used to ensure that the research findings were more accountable and consistent [11].

2.5 Validity and Reliability

To ensure the validity and reliability of the research results, several strategies were implemented to increase the accuracy and credibility of the findings. One of the main strategies used was data triangulation. Data triangulation involves the use of multiple sources of information, such as interviews, observations, questionnaires, and documentation, to confirm the findings obtained from each data collection technique. By comparing the results from these various sources, researchers can ensure that the findings obtained are unbiased and consistent, and reflect the actual phenomenon. In addition, to increase the validity of the results, researchers also implemented member checking, which is a process in which the analyzed findings are conveyed back to several teachers and students involved in the research to ensure that the researcher's interpretation of the data is accurate. This step allows participants to provide feedback or clarification, so that the research results are more representative and reliable. Furthermore, to ensure transparency and clarity in every stage of the research, researchers use an audit trail. An audit trail refers to detailed documentation that records every step taken during the research process, from planning to writing the final report. With an audit trail, researchers can show that the research process is carried out systematically and can be accounted for [14].

3. RESULTS

In this section, the results of research related to the application of the communicative approach in teaching English in schools will be presented in detail, accompanied by an in-depth discussion of the findings obtained during the research process. The purpose of this discussion is to provide a clearer picture of how the communicative approach is applied in the classroom, and to identify the impacts and challenges that arise from the implementation of this method in teaching English. In addition, this section will also discuss the perceptions of teachers and students towards this approach, and how active communication methods can affect students' language skills, especially in speaking and listening. Through the analysis of the results found, it is hoped that a more comprehensive

understanding can be achieved regarding the effectiveness of the communicative approach in the context of English education in schools [15]. And here is a detailed description and explanation through the table below:

Table 1. Concept Table of Steps for Developing an E-Commerce Platform for Local Craft Products

Learning Aspects	Activities or Techniques	Objective	Supporting Tools or Media
Oral Interaction (Speaking)	Role-playing, Group discussion, Peer interviews	Improve speaking skills, fluency and confidence in oral communication.	Flashcards, illustrations, dialogue cards, voice recorder
Listening Comprehension	Listening to conversations or stories in English - Following complex oral instructions	Improve the ability to understand oral information and active listening skills.	Audio recording, video, listening comprehension applications
Writing	Create dialogues or short stories, Write simple letters/emails in English	Improve writing skills, grammar and vocabulary	Exercise books, writing apps, whiteboards
Vocabulary Enrichment	Word games (such as bingo, crosswords), Use of flashcards to introduce new vocabulary	Enrich vocabulary and facilitate mastery of new words in relevant contexts.	Flashcards, whiteboards, educational games
Reading Comprehension	Reading simple articles or short stories in English, Discussion about the content of the reading	Develop reading skills, understanding sentence structure, and vocabulary in context	Story books, English articles, digital reading materials
Collaborative Projects	Group projects such as creating presentations or stories, Simulations of everyday situations (such as buying goods)	Encourage collaboration and language skills in real situations	Laptop, projector, presentation paper, whiteboard
Formative Assessment	Observation during interaction, Peer-review assessment, Feedback from teachers verbally or in writing	Measuring the development of students' language skills periodically	Assessment rubric, observation notes, quiz application

Sumber : [14]

Through the table above illustrates several important aspects such as language skills, learning techniques, activity objectives, and supporting media that can help teachers in implementing a communicative approach. This activity is designed to make the learning process more interactive

and oriented towards developing students' communication skills [15]. And here is the explanation and description through several points below:

3.1 Results Obtained From Using the Communicative Approach in Teaching English in Schools

This section will present the main findings of the research that has been conducted related to the application of the communicative approach in teaching English in schools [15]. And here is a more detailed explanation of the results found in this study :

1. **Implementation of Communicative Approach in Class**

   The communicative approach in English classes is applied by focusing on activities that encourage active interaction between students. Methods such as group discussions, role plays, and simulations are often used by teachers to provide real experiences for students in communicating using English. Students are given the opportunity to speak more, express their opinions, and interact in various social situations that require them to use the language directly. This aims to make learning feel more contextual and relevant to their daily lives, which in turn improves their communication skills.

2. **Teachers' Perceptions of the Communicative Approach**

   Based on interviews with teachers, it was found that most teachers had a fairly good understanding of the concept of the communicative approach and saw it as an effective method in improving students' speaking and listening skills. However, they also expressed challenges in its implementation, especially related to limited time and lack of in-depth training on the method. However, teachers who were more experienced in this approach reported that students became more active and confident in speaking English.

3. **Students' Perceptions of Teaching English with a Communicative Approach**

   Students felt significant benefits from the implementation of the communicative approach in learning English. Based on the results of the questionnaire and interviews, they felt more involved in class and more motivated to speak because the learning focused more on real interactions and situations. Most students felt that they were better prepared to face everyday communication situations in English, compared to the traditional approach which tends to focus more on memorizing vocabulary and grammar rules. This reflects that the communicative approach has succeeded in creating a more dynamic and meaningful environment for students.

4. **The Influence of the Communicative Approach on Improving Students' Language Skills**

   The observation results showed that students involved in communicative approach-based learning showed significant improvements in their speaking and listening skills. The ability to speak fluently and understand conversations in English increased because they were given many opportunities to practice directly. In addition, students also showed progress in vocabulary and pronunciation, although some students still had difficulty in speaking spontaneously. This indicates that although the communicative approach has a positive impact, further support is still needed to overcome the difficulties faced by students.

5. **Challenges and Obstacles in Implementing the Communicative Approach**

   Although the communicative approach has shown positive results, there are several obstacles in its implementation. Teachers are often limited by the time provided in a dense curriculum, making it difficult to allocate enough time for speaking activities that require intensive interaction. In addition, the lack of teaching materials that are in accordance with this approach is also an obstacle, because not all learning materials support communication-based learning. Some teachers also find it difficult to adjust their teaching style to focus more on active communication, especially when students have varying levels of ability.

6. **Advantages of the Communicative Approach in Teaching English**

   One of the main advantages of the communicative approach is increased student motivation. With more active and communication-based learning, students feel more challenged and more

interested in participating in class. They also feel that their speaking and listening skills are developing and ready to be used in real-life contexts. This approach also helps students to increase their confidence in communicating in English, which is an important asset in learning a foreign language. In addition, they tend to appreciate the learning process that involves more authentic and meaningful situations.

7. **Implications for English Language Teaching in Schools**

The results of this study provide important implications for English language teaching policies in schools. Schools are expected to be able to better support the implementation of the communicative approach by providing adequate training for teachers, as well as creating an environment that supports interaction-based learning activities. In addition, it is important for schools to update the curriculum to place more emphasis on mastery of speaking and listening skills, which are the main focus of the communicative approach.

4. CONCLUSION

This research highlights the effectiveness of the communicative approach in teaching English at schools, particularly in improving students' speaking and listening skills. By encouraging active participation through activities such as group discussions, simulations, and role-plays, students become more engaged and use English in a more natural and contextual manner. This method makes learning more relevant to their everyday lives and enhances their motivation and confidence in using the language.Students report noticeable improvement in vocabulary, pronunciation, and overall communication ability. They also feel more comfortable expressing themselves in English and overcoming speaking barriers. From the teachers' perspective, the communicative approach is seen as an effective way to create a more interactive and dynamic learning environment. However, they also acknowledge several challenges, such as limited class time, inadequate learning resources, and variations in students' proficiency levels. Some teachers may require additional training to implement this method effectively.Despite these obstacles, both teachers and students generally view the approach positively. Teachers observe that students are more motivated and active in class, while students find the lessons more enjoyable and meaningful. Nevertheless, successful implementation depends on the school's support in providing training, resources, and a conducive environment for communication-based learning.Overall, the communicative approach positively contributes to English language education in schools and better prepares students for real-life communication in a global context. It promotes authentic learning experiences and encourages students to use English actively. Moving forward, further research is needed to explore its impact on other language skills and to identify the factors that can support its broader and more effective application in Indonesian education.

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