

**PERCEIVING COMMUNICATIVE LANGUAGE TEACHING (CLT)
METHOD IN LANGUAGE CLASSROOM: PROSPECTS AND
CHALLENGES**

Thesis

Submitted by

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**FACULTY OF TARBIYAH AND TEACHER TRAINING
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THESIS

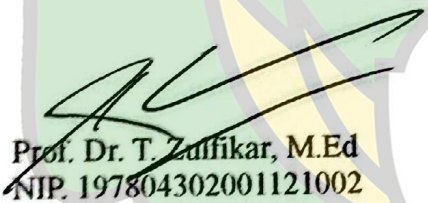
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ABSTRACT

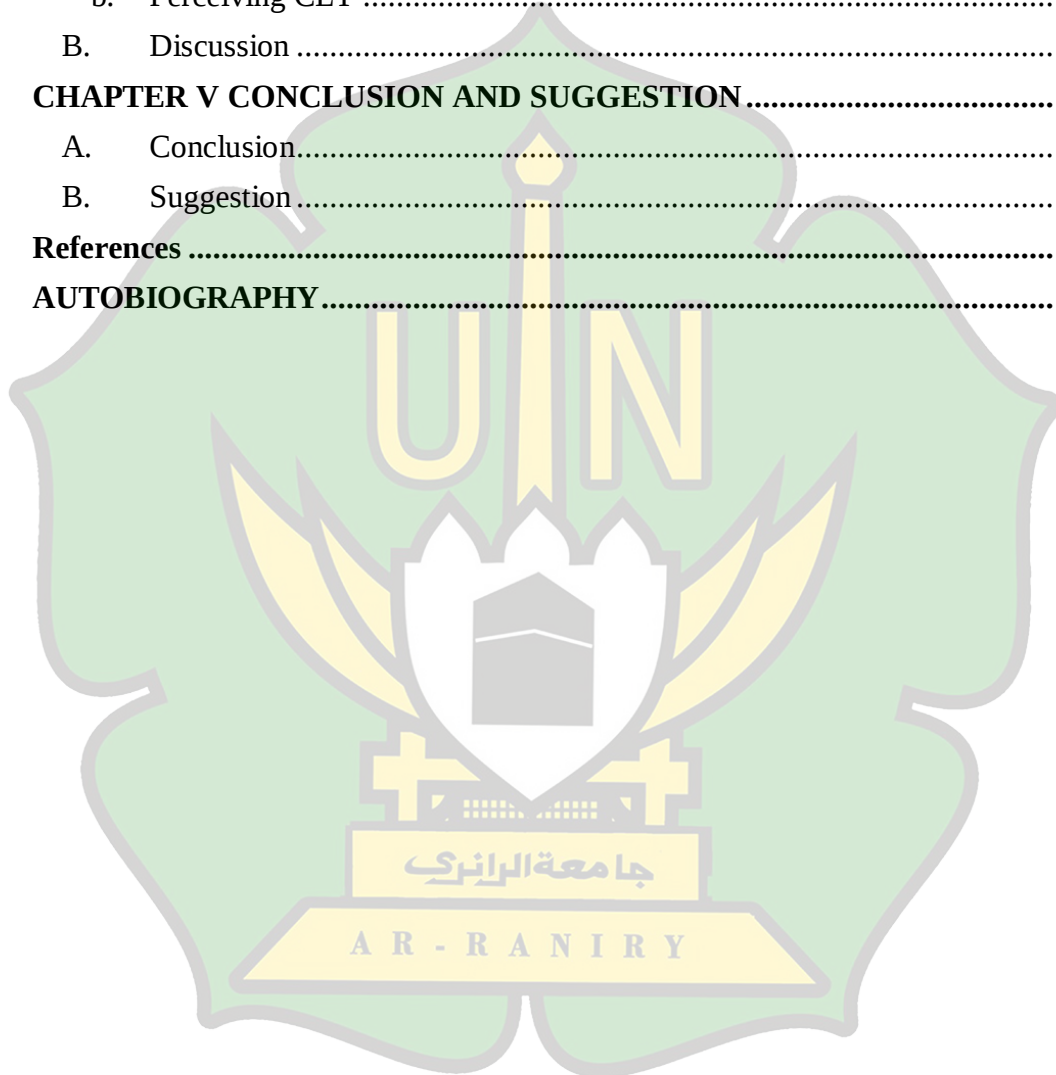
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This study aims to analyze the perceptions of senior high school English teachers in Banda Aceh regarding the prospects and challenges of implementing the Communicative Language Teaching (CLT) method in language classrooms. Employing a mixed-methods approach with an explanatory sequential design, quantitative data were collected through questionnaires from 30 teachers, while qualitative data were obtained via in-depth interviews with three teachers. The findings reveal that teachers hold a positive perception of CLT, with an average score of 4.16 for the prospect aspect. CLT is perceived as effective in improving speaking skills, building students' confidence, motivating learners, and supporting the development of other language skills. The main challenges identified include differences in students' abilities, large class sizes, limited classroom time, insufficient teacher training, and unsupportive learning environments for active English use. Strategies employed to overcome these obstacles include heterogeneous student grouping, the use of code-mixing, and gradual motivation building. These findings confirm previous research while also showing that the assessment systems in participating schools generally support CLT, particularly in evaluating speaking skills and classroom participation. The study recommends enhancing CLT-focused teacher training, reducing class sizes, and fostering a supportive learning environment for active English communication.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Numerous teaching strategies aimed at improving language acquisition have been developed as a result of the substantial evolution of the field of language education over time. Communicative language teaching (CLT), the term most associated with current discussion of method, emerged as a significant approach that found universal resonance and support in theory and application in many contexts and across disciplines (linguists, methodologists, and curriculum developers) (Moeller & Catalano, 2015).

In the realm of language education, the implementation of the Communicative Language Teaching (CLT) method has been recognized for its potential to enhance students' communicative competence (Qasserras, 2023). Recent scholarly insights emphasize that CLT activities should engage learners in meaningful interactions, enabling them to apply the language forms they have acquired in authentic contexts (Firiady, 2018). This pedagogical approach advocates for frequent engagement in language tasks within a supportive environment, which can significantly improve students' ability to communicate effectively. However, educators often encounter substantial challenges in providing sufficient opportunities for spontaneous language use.

As Lumy (2018) points out various constraints, including curriculum demands and classroom dynamics, can impede teachers' efforts to implement CLT effectively. In addition, Kapurani (2016) highlights that while CLT is

known for fostering student motivation and engagement through cooperative learning, its successful application heavily relies on teachers' comprehension and adaptability to diverse classroom settings. These findings underscore the critical need to address the practical challenges that educators face in applying CLT, ensuring that students develop meaningful communication skills throughout their language learning experiences.

Agussalim (2016) identified several challenges faced in implementing the Communicative Language Teaching (CLT) method. These challenges include the teacher's ability to explain the material effectively and manage student participation. His findings showed that, although there was a significant improvement in students' reading skills, there were still significant weaknesses in the teachers' presentation in facilitating learning and teaching activities.

Another study done by A'yuni (2021) explores the implementation of Communicative Language Teaching (CLT) principles in online English as a Foreign Language (EFL) classrooms, focusing on the challenges faced by English teachers. Using a descriptive qualitative approach, the research involved three English teachers from private senior high schools in Bogor, Depok, and Tangerang Selatan. Data were collected through observations, semi-structured interviews, and document analysis, evaluated according to Larsen-Freeman and Anderson's framework (2011). The findings revealed that out of sixteen CLT principles, only five were primarily achievable online which are using grammar materials, acting as facilitators, recognizing communicative intent, providing opportunities for student expression, and

tolerating errors. Challenges included perceptions of English as a foreign language in Indonesia, varying student proficiency levels, lack of feedback, low student confidence, passive attitudes, difficulties in managing online conditions, unstable internet connectivity, limited student access to the internet, and reduced teaching time. To address these challenges, teachers required students to communicate in English, mandated participation in an English program with weekly interactions, maintained regular communication, encouraged active participation in online learning, and provided motivation to engage students.

Previous researchers have found various challenges faced by teachers in implementing Communicative Language Teaching (CLT) methods in online learning environments. For instance, a study involving three English teachers from private senior high schools in Bogor, Depok, and South Tangerang highlighted difficulties such as students' low confidence, lack of feedback, limited internet access, and reduced instructional time. While these findings provide valuable insights, the study's limited sample size and specific focus on online teaching restrict its generalizability. Challenges may differ in schools with varied resources, student demographics, or instructional formats. In response to these limitations, the current study seeks to provide a more comprehensive and data-supported perspective by involving a broader sample of teachers and employing a mixed-methods approach within the context of face-to-face classroom learning in Banda Aceh.

Therefore, this current study aims to expand the understanding of

Communicative Language Teaching (CLT) implementation by focusing on teachers' perceptions at the senior high school level (SMA/MA) in Banda Aceh. Unlike previous studies that were limited in participant numbers and relied heavily on qualitative insights, this research adopts a mixed-methods approach, integrating both quantitative data from 30 English teachers and qualitative data from in-depth interviews. This design provides a more comprehensive and evidence-based view of the prospects and challenges faced in applying CLT in real classroom settings. By emphasizing local perspectives in Banda Aceh, this study not only contributes to filling the gap in regional research but also offers practical insights for future pedagogical strategies and teacher training programs relevant to CLT in the Indonesian EFL context.

B. Research Questions

The following are the research questions developed for this study based on the above research background.

1. How do English teachers perceive the prospects and challenges of Communicative Language Teaching method in language classroom in Banda Aceh?
2. How are these challenges different from those found in other studies ?

C. The Aims of the Study

This study aims to determine the prospects and challenges faced by English teachers at SMA/MA level in Banda Aceh city in Communicative Language Teaching Method.

D. Significance of the Study

The research recognizes the challenges that educators encounter when implementing the Communicative Language Teaching (CLT) method, such as curriculum requirements and classroom dynamics. By identifying these obstacles, the study offers valuable insights into the practical difficulties faced by teachers, which can inform the development of future training and support systems for educators.

By soliciting teachers' perspectives on the advantages, challenges, and outcomes associated with Communicative Language Teaching (CLT), this study provides valuable insights into the practical implementation of this pedagogical approach. Considering that teachers play a pivotal role in the success of any educational methodology, their experiences and viewpoints can illuminate critical factors that either facilitate or impede effective teaching practices.

E. Research Terminologies

a. Communicative Language Teaching

The primary principle of the Communicative Language Teaching (CLT) approach emphasizes the importance of engaging with language in context and developing the ability to use it effectively, rather than focusing solely on the theoretical knowledge of linguistic structures. In essence, the goal of the CLT approach is to equip students with the necessary communication skills to proficiently navigate interactions in the target

language.

b. Prospects of Language Classroom

Prospect in language classroom encompass the favorable opportunities and potential for enhancing language skills in the future. This includes the growing demand for foreign language acquisition, particularly English, across various sectors such as education, business, and international communication.

c. Challenges of Language Classroom

The concept of "challenges in language classroom" generally pertains to the range of obstacles that educators and students experience in the course of language instruction and acquisition.

