ENGLISH EDUCATION JOURNAL

BEN

ENGLISH EDUCATION JOURNAL (EEJ)

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THE PROBLEMS OF COMMUNICATIVE APPROACH IMPLEMENTATION IN TEACHING SPEAKING

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ABSTRACT

The intention of this writing was to present some findings based on the field research with the main focus on the difficulties faced by the English teachers in applying Communicative Approach to teaching speaking. In addition, this study was also aimed to reveal the ways how the teachers solve the problems and what their suggestions are to enhance the students' speaking proficiency. This study took place at SMAN 1 Rikit Gaib where three English teachers of this school were chosen as the subjects. In obtaining the data, three kinds of technique were employed – that is, questionnaires, observations, and interview. The research result revealed that all of the English teachers faced several difficulties in implementing Communicative Approach. The difficulties can be classified into four categories: teacher related problems, students related problems, education system related problems, and method or approach related problems. The teacher and students related problems were, for instance, the teachers do not have sufficient time to develop communicative materials; the teachers have deficiency in spoken English; the students have low motivation in class participation; the students have different abilities; and the students have poor vocabulary and grammar mastery. Other problems were, for example, big class size and scarcity of communicative materials. There have been some efforts carried out by the English teachers to overcome the problems such as inviting the students to study outside the classroom, teaching grammar in special sessions, and making a group discussion. The teachers also suggested many things for the implementation of Communicative Approach and the students' oral competency improvement such as adding more classrooms and making extracurricular activities such as speaking club.

Key words: *Problems, Communicative Approach, Speaking.*

INTRODUCTION

a. Background of the Study

With the rapid change and development of education, the varieties of learning strategies and teaching methods are formulated. In the context of learning a foreign language/second language, Gardner (1989) says that the learning strategy and/or teaching method is one of the three most important factors that determine the success of learning, in addition to the factors of motivation and talent. Thus, the importance of learning strategies has to be noticed by all educational stakeholders, and consequently it is necessary to conduct a continuous assessment on the effectiveness of learning strategies to language skills. Rivers (1990) strongly affirms that the strategy in teaching is the key to the success of language teaching.

One of the language teaching methods practically booming nowadays is Communicative Approach or Communicative Language Teaching (CLT). The emphasis of the approach is on students' communicative competence. It is intended to create the English atmosphere in the classroom. In Communicative Approach, students are expected to be more active in their learning. The goal of using communicative approach is to have the students become communicatively competent (Larsen-Freemen 1985, p. 131).

Savignon (2002) suggests that communicative competence is the ability to communicate in real situations. Thus, the communicative approach to language teaching is an approach that focuses on the ability to communicate as its end target. It emphasizes communication as the means and goal of foreign language learning. The communicative approach aims to help students use the target language in a variety of contexts. This means that successfully learning a foreign language is assessed in terms of how learners have developed their communicative competence. In addition, Edelman (1987) argues that communicative approach is a method of the language teaching that involves learner's creation and use of meaningful and purposeful utterances in the target language.

Cummins (2000, p. 544) elaborates that the focus-on-use component is based on the notion that second language (L2) acquisition will remain abstract and classroom-bound unless students have the opportunity to express themselves, their identities and their intelligence

through that language. In addition, Swain as cited in Cummins (2000) also gives explanation that target language use can contribute to language acquisition. Communicative activities may require learners to negotiate the meaning by using a variety of games, role-plays, problem solving, discussion and task based communicative activities. These various activities are also used to provide students with opportunities to practice the language in communicating their ideas for real language activities.

In using Communicative Approach in their teaching, a teacher has at least three key roles which can motivate their students to use the target language as Breen (2001) suggests: the first role is as a facilitator; the teacher facilitates the communicative process among all learners in the classroom and between the various activities. The second one is as a participant. In some occasions, a teacher is encouraged to take part such as during discussion, role-play and so forth. By joining the activities, teachers can liven up from the inside instead of always having to prompt or organize from outside the group. The last role is as a researcher-learner where a teacher watches the students' performance in order to monitor their development to be able to give feedback anytime needed.

Communicative Approach has its own characteristics which make it different from other language teaching approaches. Those characteristics such as learners learn a language through using it to communicate, authentic and meaningful communication should be the goal of classroom activities, and so forth (Richards and Rodgers, 2001) are the strength of this approach. However, Luke and Freebody (1999) argue that there is no perfect method in teaching language. There are many things to be considered such as economic, cultural and social change in relation to determine a specific method for teaching language in a school. Furthermore, they suggest that we should not be confined in an ambition to create or invent the best single method. In addition to this, Baynham (as cited in Gibbons, 2002) asserts that learning a language is not just a simple linear process, but it has many variations in function and should involve students in enhancing the range of contexts. From these statements, we can easily define that learning a language is not a simple process without any obstacles because it is not solely about words and grammar but it involves many aspects.

Based on the statements above, besides a number of its strengths, it is undeniable that applying Communicative Approach in language teaching does not mean that it is free of problems. The statement above is in line with the writer's view on teaching English; the writer noticed the peculiarities of the condition of students' English proficiency in senior high school. They have studied for a minimum of 5 years for those who are studying at grade 2 of senior high school but most of them are still unable to speak English. In addition to this, the writer also saw some obstructions found by the teachers during his preliminary research at SMA Negeri 1 Rikit Gaib, Gayo Lues, which he decided to be the location of his research.

Ideally, in Communicative Approach, the students must be active in using the target language during the activities; therefore, one of the characteristics of Communicative Approach is 'learner centeredness' (Richard & Rodgers, 2001). However, the writer viewed that the students were passive while the teachers were mostly quite active and dominate the class. This discrepancy between the ideal situation and the reality is one of the problems. The writer was quite sure that there were a number of other problems. Therefore, the purpose of holding this study is to obtain the information on the obstacles in implementing Communicative Approach to teaching speaking at senior high school level.

b. Problem of the Study

This study comes up with one main problem, namely what are the obstacles of applying Communicative Approach to teaching speaking. This main problem is again broken down into some more specific research questions:
1. What are the problems faced by the English teachers in implementing Communicative Approach to teaching speaking?
2. What efforts do the teachers make to overcome the difficulties?
3. What are the teachers' expectations to improve the implementation of Communicative Approach and students' performance in speaking?

c. Significance of the Study

It is hoped that this study will contribute some significance as useful information to educational stakeholders especially for the English teachers, textbook writers, educational institution/local government, and other researchers. For the English teachers, the

information could be used as feedback for improving their teaching activities and their understanding in assessing and solving the obstacles of teaching English by using Communicative Approach. Additionally, it is also hoped that the findings of this research can develop their ability in selecting the teaching technique or approach in presenting the materials to their students, i.e. teaching English by using role-play or group discussion, and so forth. For the textbook writers, the results of this study could give feedback in designing the organization of teaching materials in the textbook that could serve the guidelines for the teachers in the classroom activities. For the educational institution, the information was expected to provide some valuable inputs for improving particular educational programs such as training program for the English teachers. For researchers, this study might be used as an additional reference in conducting similar research studies or further studies.

LITERATURE REVIEW

a. A Brief Overview on Communicative Approach

Communicative Approach is also well known as Communicative Language Teaching (CLT). Burns (2001) states that Communicative Approach has played its part in revolutionizing narrowly conceived theories of language learning and most language teachers would say that it is no longer adequate the learning of a second language learning of traditional grammar. Communicative Approach can be said to be the current dominant methodology. Likewise, Geyser (2008) even claims that Communicative Approach is generally accepted as the most recognized, contemporary approach to language teaching. It has become an umbrella term which covers a wide range of classroom practices (Knight, 2011, p. 155).

According to Richards and Rodgers (2001), Communicative Approach appeared around 1970s as a reaction to the unsatisfactory of the teaching result of Grammar Translation Method and Audio Lingual Method in teaching a second and/or foreign language. It happened because the two methods above do not give learners to learn a language realistically and learners cannot communicate using an appropriate social language by using the target language. In 1971, Hymes (as cited in Ahmad & Rao, 2012) urged that the knowledge of language does not only mean the knowledge of grammatical rules, i.e. linguistic

competence, but rather the knowledge how to use the language, i.e. communicative competence.

Therefore, the desired outcome of Communicative Approach is that the learner can communicate successfully with naturally occurring language in the target language in context within real situations, rather than have a conscious understanding of the rules and words governing that language (Knight, 2001; Widdowson, 2004, p. 23). In short, the goal of using communicative approach is to have students become communicatively competent. As a result, students are expected to be more active and interact with friends in the target language (Larsen-Freemen, 1985).

The Communicative Approach is also derived from an assumption that language functions as a tool of communication. This implies that learning a language is learning to communicate and therefore the learners must be guided to learn the roles of communication. Littlewood (1995) states that learning to communicate involves much more use of language for communication in a real situation. Consequently, based on the theory of the objective of language teaching, to develop students' communicative competence, they need to use the target language in the real context, which involves four language skills, i.e. listening, speaking, reading and writing (Huda, 1999).

b. The Characteristics of Communicative Approach

According to Larsen-Freeman (1985), the most apparent characteristic of Communicative Approach is that almost everything is done with a communicative intent. Students use the language a great deal through communicative activities such as games, role-plays, and problem solving tasks (p. 132). Another characteristic is the use of authentic materials. It is considered desirable to give students an opportunity to develop strategies for understanding language as it is actually used by native speakers. The last characteristic, still according to Larsen-Freeman (1985), is activities in Communicative Approach are often carried out in small groups by students.

Richards and Rodgers (2001) advise several principles, which should be understood and taken into consideration in teaching English. They are: (1) learners learn a language through using it to communicate; (2) authentic and meaningful communication should be the goal of classroom activities; (3) fluency is an important dimension of communication; (4) communication involves the integration of

different language skills; (5) learning is a process of creative construction and involves trial and error; in addition (6) one major feature of Communicative Approach is pair and group work. Briefly, Jin (2008) suggests eight points as the principles of Communicative Approach: (1) it focuses on meaning; (2) communicative competence is the desired goal; (3) it is learner-centered; (4) fluency is the primary goal; (5) students are expected to interact with other people; (6) dialogues, if used, center on communicative functions; (7) intrinsic motivation will spring from an interest in what is being communicated by the language; and (8) it is task-based.

From the principles and characteristics of Communicative Approach suggested by the experts above, we can see that most of their ideas are almost the same. Here, the writer would like to conclude three points as the most tangible principles of Communicative Approach, namely: (1) the expected outcome of Communicative Approach is communicative competence in a real situation within a real context; (2) students must be active in the learning process (students centeredness rather than teacher centeredness); and (3) many activities are carried out in group.

c. Some Activities within Communicative Approach

Communicative Approach can be implemented with some techniques and through various games. Now, a number of communicative activities are available and created that can be presented to students in the classroom in order to achieve learners' communicative competence. Beneath are some kinds of activities that can be carried out in the communicative class.

1. *Picture strip story*

Pictures are extremely useful for a variety of communication activities and there are a number of activities that can be done with pictures (Harmer, 2007; Larsen-Freeman, 1985). *Prediction* and *describe and draw activities* are two examples of picture strip story. Mostly, in doing this activity, students are divided into some group works.

Prediction games can be done as follows: for example, one student in a small group is given a strip story. S/he shows the first picture of the story to other members of his/her group and asks them to predict what the second picture would look like. They have a choice as to what their prediction would be and how they would word it. They

receive feedback, not on the form but on the content of the prediction, by being able to view the picture and compare it with their prediction.

Describe and draw is another example of picture strip story. Here, one student describes a picture and a partner has to draw the same picture without looking at the original one.

2. *Simulation and role-play*

Role-play, according to Littlewood (as cited in Xia, 2010), can be defined as the simulation of real-life situations in which pupils act different roles in the communicative classroom. While Richards (2006) simply defines role-plays as activities in which students are assigned roles and improvise a scene or exchange based on given information or clues. This activity gives pupils an opportunity to practice communicatively in different social contexts and in different social roles. Larsen-Freeman (1985) also claims that role-play has a very significant role in Communicative Approach because it gives students an opportunity to practice communicating in different social contexts and in different social roles.

Littlewood (1995) argues that simulation/role-play is one of the various activities in a classroom to help students learn the target language effectively. It helps students learn effectively and use the target language as freely and communicatively as they can. Role-play aims at fostering the ability of students and is characterized as mutual teaching and learning. It can realize the teaching model in which "students play a principle role and the teacher plays a leading role".

3. *Information gaps*

Richards (2006) considers that the notion of information gap as an important aspect of communication in Communicative Approach. This refers to the fact that in real communication, people normally communicate in order to get information they do not possess. This is known as an information gap. More authentic communication is likely to occur in the classroom if students go beyond practice of language forms for their own sake and use their linguistic and communicative resources in order to obtain information. In doing so, they will draw available vocabulary, grammar, and communication strategies to complete a task.

The following exercises make use of the information-gap principle: Students are divided into A-B pairs. The teacher gives two sets of pictures. One set (for A students) contains a picture of a group of people. The other set (for B students) contains a similar picture but it contains a number of slight differences from the A-picture. Students

must sit back to back and ask questions to try to find out how many differences there are between the two pictures (Richards, 2006).

4. *Jigsaw activities*

Jigsaw is an activity which is based on the information-gap principle. In performing this activity, the class is typically divided into groups and each group has part of the information needed to complete an activity. The following are examples of jigsaw activities:

The teacher plays a recording in which three people with different points of view discuss their opinions on a topic of interest. The teacher prepares three different listening tasks, one focusing on each of the three speaker's points of view. Students are divided into three groups and each group listens and takes notes on one of the three speaker's opinions. Students are then rearranged into groups containing a student from groups A, B, and C. They now role-play the discussion using the information they obtained (Richards, 2006).

Another way is that the teacher takes a narrative and divides it into several sections (or as many sections as there are students in the class). Each student gets one section of the story. Students then must move around the class while listening to each section which is being read aloud. Next, they should decide where in the story their section belongs. Eventually the students have to put the entire story together in the correct sequence (Richards, 2006).

d. Some Common Problems in Communicative Classes.

1. *Large classes*

Teaching English in large classes is one of the most challenging situations. In many parts of the world, it is not uncommon to have up to fifty students in one classroom (Bailey & Nunan, 2005). Bailey and Nunan (2005, p.174) lists several common problems found by teachers teaching in big classes, among of them are: (1) difficulties in monitoring work and giving feedback, (2) difficulties in setting up communicative tasks, (3) high noise level and crowd phenomenon: students not listening to teacher and other students and even affecting neighboring classes, (4) difficulties in attending to all students during class time, etc.

2. *Multi-level proficiency classes*

A class with students of different levels of proficiency makes many teachers feel worry. In fact, all classes have students with a mixture of different abilities. Even though teachers teach true beginning level students, they will soon see that some will learn faster

than others and consequently the class will have different proficiency levels of students (Harmer, 2007). The problem is found when students' proficiencies are highly different. Bailey and Nunan (2005) argue that a circumstance which leads to multi-level classes occurs when the school does not use the placement test; another factor is when new students are just put into classes.

3. *Students keep using their first language (L1)*

Students' inclination to communicate in their first language (L1) is considered one of the problems in foreign/second language classes. Usually, students use their L1 when they want to communicate something important, and so they use the language in the best way they know. It is, however, undeniable that there are some advantages of using L1 in language classes. For example, students use their L1 to manage tasks in the target language by getting acquainted with the texts and pictures (Swain and Lapkin, 2000 as cited in Bailey & Nunan, 2005). Instead of its benefits, using L1 has a lot of disadvantages, among them is that it restricts the students' exposure to English. Therefore, it remains paramount that teachers need to have their students practice English rather than their own language.

4. *Reticent Students*

A great deal of research has shown that many students are often hesitant and anxious about communicating in the target language (Bailey & Nunan, 2005). Tsui (1996) reveals that the students' reticence could be attributed to some factors: (1) the students' low English proficiency, (2) the students' fear of mistakes and the derision they thought they would face as a result, (3) the teacher's uneven allocation of turns, and (4) incomprehensible input from the teacher.

5. *Uncooperative Classes*

Lack of cooperation can take many forms: constant chattering in class, not listening to the teacher, failure to do any homework, blunt refusal to do certain activities, constant lateness and even rudeness.

e. **Speaking**

Speaking as defined by Scott (1982) is the activity which involves two or more people on sending and receiving information or message in oral communication. Campbell (1987) mentioned that speaking is an activity of one individual to make oneself understood by others and an activity to understand what was in the mind of the first.

Further, Rivers (1983) states that to develop speaking skills in foreign language, students must develop continual practice in communication; such practice provides students with intensive experience to the language situation. He gives further explanation that language learners must also be language users. It means that students must use the language not only to learn its structural and grammatical form. Referring to this statement, students should be asked to use their own words and speak spontaneously. It is to train them to be accustomed to the condition in real life situations.

In teaching speaking, the teacher must focus on the students' need in communication, for instance, providing students with opportunities to practice the language in expressing their ideas for real language activities, selecting an appropriate method and instrument to be applied so that the goals of teaching speaking can be achieved. The teacher has to lead students in the communication practice in order to fulfill the goals of teaching speaking.

f.   The Goal of Teaching Speaking

Since speaking skill is very important, this skill is taught intensively in schools and especially in language courses. Many methods and technique are created to support the teaching of this skill. The goal of teaching speaking is to improve the oral production of the learners. It means that learners must be able to produce speaking not only the correct form but also in an acceptable way. In addition, the teacher should also provide students with the knowledge of the linguistic features and communicative strategies as well. As Richards (2006) confirms that since the goal of language teaching is to provide learners with the communicative competence, classroom activities that develop learners' ability to express themselves through speech would therefore seem an important component of a language course and the role of teachers in designing and administering such activities would then be more important.

Teaching speaking must focus on the students' need in communication. The ability to speak coherently and intelligibly on a focused topic is generally recognized as a necessary goal for students. Therefore, it should provide students with opportunities to practice the language in expressing their ideas for real language activities. Real language activities are the activities that are concerned with getting meaning across as effectively as they can, using every means at their

disposal. Savignon (2007) argues that "real language activities should not be overly concerned with completeness or the exactly right word." In other words, it is decided to aim for fluency rather that accuracy in communicative language aspects.

Referring to the syllabus of School Based Curriculum 2006 (KTSP 2006), the goal of teaching speaking at SMA level is to enable students to express meaning of transactional and interpersonal, acceptable and sustainable speaking text of daily activities.

g. Principles for Teaching Speaking Skills

There are some principles for teaching speaking skills. According to Brown (2001), the principles for teaching speaking are:

1. *Focus on both fluency and accuracy, depending on the objective.*

In teachers' current zeal for Communicative Approach, teachers can easily slip into a pattern of providing content-based interactive activities that do not capitalize on grammatical pointers or pronunciation tips. Teachers need to bear in mind a variety of learners' need from language based focus on accuracy to message based focus on interaction, meaning, and fluency.

2. *Provide intrinsically motivating techniques.*

Try all times to appeal to students' ultimate goals and interests, to their need for knowledge, for status, for achieving competence and autonomy, and for being all that they can be. Even in those techniques that teachers should not send students in ecstasy, help them to see how the activity will benefit them. Often students do not know why the teacher asks them to do certain things; it usually pays to tell them. Therefore, one important thing to do is to tell students the aims of the activity and convince them that the activity or the given task could benefit them in improving their competency.

3. *Encourage the use of authentic language in meaningful contexts.*

It is not easy to keep coming up with meaningful interaction. However, teachers can actually do many things, for example, disconnected little grammar exercises where we go around the room calling on students one by one to pick the right answer. It takes much energy and creativity to devise authentic contexts and meaningful interaction, but with the help of a storehouse of a resource material it can be done. Even drills can be structured to provide a sense of authenticity.

4. *Provide appropriate feedback and correction.*

In most EFL situations, students are totally dependent on the teacher for useful linguistic feedback. While, in ESL situations, they may get such feedback out there beyond the classroom, but even then English teachers are in a position to be of great benefit. It is important that English teachers take advantage of their knowledge of English to inject the kinds of corrective feedback that are appropriate for the moment.

5. *Capitalize on the natural link between speaking and listening.*

Many interactive techniques that involve speaking will also of course include listening. Teachers should not lose out on opportunities to integrate these two skills. Many English teachers, perhaps, focusing on speaking goals, listening goals may naturally coincide, and the two skills can reinforce each other. Skills in producing language are often initiated through comprehension.

6. *Give students opportunities to initiate oral communication.*

A good deal of typical classroom interaction is characterized by the teacher's initiation of language. The teacher asks questions, gives directions, and provides information, and students are conditioned only to speak when spoken to part of oral communication competence. As a teacher who designs and uses speaking techniques, s/he firstly asks her/himself if s/he has allowed students to initiate speaking strategies.

7. *Encourage the development of speaking strategies.*

The concept of strategic competence is one that few beginning language students are aware of. They simply have not thought about developing their own personal strategies for accomplishing oral communicative purposes. Therefore, an English teacher should consider that his classroom can be one in which students become aware of, and have a chance to practice such strategies as:
- asking for clarification *(what?),*
- asking someone to repeat something *(huh? Excuse me?),*
- using fillers *(Uh, I mean, well)* in order to gain time to process,
- etc.

RESEARCH METHODOLOGY

a. Research Design

This research is qualitative in nature and it was carried out in the form of case study. A case study can be divided into several types –

i.e. descriptive, interpretative, or evaluative (Merriam as cited in Lynch and Studdard, 2003). The case study in this research is the descriptive one.

The qualitative research in this study was organized to explicate the obstacles in applying Communicative Approach principles. Besides the problem above, the writer also tries to look at some other interrelated issues of English teaching and learning by gathering the information on the teachers' understanding of the Communicative Approach, what efforts the teachers make to overcome the difficulties, and what the teachers' suggestions and expectations to improve the students' performance in speaking.

b. Research Location

The research was conducted at SMA Negeri 1 Rikit Gaib. One main reason for the writer to choose this school as a research location was for getting easier access and to obtain any necessary data since the writer is one of the English teachers at this school. Previously, this school was a private school but in 2004 this school was taken over by the government and declared as a public school. This school is located at the sub district capital. Precisely, it is situated on Jl. Ali Umar No. 1 Kota Rikit Gaib, Kabupaten Gayo Lues.

c. Participants

The participants of this research were the English teachers of SMAN 1 Rikit Gaib. There were five English teachers in total at SMAN 1 Rikit Gaib, however, only three of them were chosen as the participants of this study because when this study was conducted, there were only three active English teachers at this school. Therefore, the teachers who were participants in this research were only three in number.

After getting permission from the principal, the writer tried to contact and meet the participants and asked their approval to be interviewed and observed. The writer obtained data about the English teachers at this school from the school principal and school officers who work for documentation and administration purposes.

d. Techniques and Instruments for Data Collection

In the process of gathering data for this study, the writer applied three techniques, namely questionnaire, interview, and observation. In order to obtain complete and reliable information,

the writer also used several instruments that agree with the methods above. The following items are the instruments in collecting the data: questionnaire list, interview guide, and observation sheet. The distribution of questionnaire was intended to collect the information on the obstacles found in applying Communicative Approach to teaching speaking and the action they took to resolve the problems as well as to gather the information pertaining to the teachers' understanding and perspective about the Communicative Approach itself.

The provision of interview guide was to direct the writer in interviewing participants in obtaining the data and information needed for this study to answer all research questions. The observation sheets were designed to guide the writer in conducting the direct observation on the process of teaching and learning speaking by using Communicative Approach and to know the real obstructions faced by them and how they attempted to solve those obstructions directly in the classroom.

e. Data Analysis

Data analysis is a systematic process of searching and arranging the interview transcript, field notes, answers of respondents and other materials that are accumulated to increase our understanding of them and to enable us to present what we have discovered to others (Bogdan & Biklen, 1992). According to Miles and Huberman (1994), data analysis is a procedure in which data collection, data reduction, data display, and conclusion drawing take place. In short, it can be defined that data analysis is a procedure of data collection, data display, and conclusion.

Pertaining to the process of the data analysis in this study, after gathering the data through questionnaire then crosschecking them by doing an in-depth interview with the three teachers and next, the writer conducted an observation to know the real situation of the teaching and learning process. The data from the questionnaire and interview, afterward, were transcribed soon after doing those methods. Next, the data were translated into English and then, these data were classified based on the research questions and the objectives of this study.

RESEARCH RESULTS AND DISCUSSION

a. The Problems of Implementing Communicative Approach to Teaching Speaking

From the results of interview, questionnaires, and classroom observation, the writer found that there were some problems faced by

the English teachers in implementing Communicative Approach to teaching speaking. The writer attempted to classify those problems based on their sources factors. They are: teacher related problems, student related problems, environment and education system related problems, and Communicative Approach related problems.

1. *Teacher related problems, included:*

   (1) lack of training and full understanding of Communicative Approach, (2) the teachers are afraid of losing control of their class, (3) the teachers are uncertain of how to handle group situations, (4) the teachers do not have sufficient time for developing communicative materials, (5) the influence of the teachers' own experience as learners while attending English classes, (7) the teachers feel stress from searching for interesting materials, (8) poor pronunciation of the teachers, (9) the teachers' deficiency in spoken English, (10) the teachers' misconceptions or lack of understanding of Communicative Approach.

2. *Student related problems, included:*

   (1) the students lack motivation for developing communicative competence, (2) the students are less confident and less prepared for Communicative Approach, (3) the students resist in active participation in communicative activities, (4) the students lack knowledge of the English structure, (5) the students lack knowledge of the English vocabulary, (6) the level of the students does not always match with the level of the course, (7) poor pronunciation of the students, (8) low listening ability of the students, (9) the students get difficulties in comprehending the instruction of activities, (10) the students have different English capabilities in one class.

3. *Environment and education system related problems, included:*

   (1) large class size or too many students in one class, (2) grammar-based and text-based national examinations/discrepancy or inconsistency between Communicative Approach syllabuses and nationally administered exams, (3) insufficient funding and lack of support, (4) the existing syllabus is not suitable for communicative activities, (5) the students do not have much exposure to English language use in real-life situations, (6) English is not used in day-to-day social communication, (7) lack of authentic learning materials, (8) lack of communicative material, (9) lack of facilities to use audio-visual materials/the unavailability of language laboratory, (1)

too much content to complete in a given time in the assigned textbook and syllabus, (11) the teachers are overloaded with a great amount of administration tasks, such as preparing lesson plans, syllabuses, semester teaching program, annual teaching program, (13) textbooks were not always relevant with Communicative Approach, (15) difficulties in designing lesson plans based on Communicative Approach principles, (16) difficulties in evaluating students' performance by using Communicative Approach.

4. *Communicative Approach related problems, consist of:*
   (1) Communicative Approach is more adequate account of bilingual school or ESL (English as a second Language) context, (2) Communicative Approach has lack assessment instruments, (3) Communicative Approach needs specific materials for teaching, (4) new organizational skills required by some activities such as pair or group work and class management, (5) Communicative Approach needs a dynamic class and varied arrangement of desks.

b. Teachers' Efforts to Overcome the Problems

The writer also found that the teachers did some efforts in order to resolve the problems. The solutions here can also be classified into some categories, namely: linguistic solutions, non-linguistic solution, and solutions for enhancing students' motivation.

1. *Linguistic solutions*
   (1) Giving the students lists of new vocabularies to be memorized, (2) teaching grammar to the students in special sessions, (3) Keep improving teachers' own teaching ability and English proficiency.

2. *Non-linguistic solutions*
   (1) Adapting or modifying the irrelevant material, (2) activating the bulletin board by pasting new and interesting topics to be discussed during the speaking session, (3) giving an opportunity for the students to ask and/or consult with the teacher outside the classroom, (4) discussing and consulting with the peer teachers about any problems.

3. *Solutions for enhancing students' motivation*
   (1) Inviting the students to study outside the classroom, (2) using authentic material, (3) making group, (4) watching encouraging videos, (5) making small English contest such as singing English songs, etc., (6) conducting English discussions about hot and trendy topics on TV and other mass media, etc.

c. Teachers' Suggestions to Improve Communicative Approach implementation and Students' Speaking Performance

The writer saw that all respondents contributed several suggestions hoped to be useful for the enhancement of the students' speaking competency and Communicative Approach implementation. The writer classified recommendations into two categories:

1. Recommendations to English teachers

(1) Utilizing social networks in teaching English, (2) making an English bulletin, (3) inviting native speakers to the school and asking the students to talk with them, (5) organizing study tours to the tourism sites where English native speakers can easily be found, (6) making a speaking club or speak up class in the school.

2. Recommendations to school principals and governments

(1) The school and local government conduct regular English contests, (2) the government provides a building or a room along with English related materials at district level; it can be named as American corner, (3) the principal provides support such as provision of authentic/communicative materials and fund for communicative activities, (4) the headmaster adds more classrooms in order to reduce the class size, (5) utilizing the local radio. The government can propose or suggest the radio's owners to make an English special program such as English course on air and English discussion.

CONCLUSIONS

Based on the research findings and discussion of this study, the writer comes to the conclusion that all English teachers in this school faced several problems related to the implementation of Communicative Approach to teaching speaking. Those problems can be grouped into four categories: teacher related problems, student related problems, education system related problems, and approach related problems.

The English teachers at this school also made some efforts to solve the problems they found. The writer classified the solutions into three categories: linguistic solutions, non-linguistic solution, and solutions to enhance students' motivation. In addition, all participants also gave several suggestions that might be beneficial for the improvement of Communicative Approach implementation and the students' speaking competency. The writer classified their opinions into two categories. The first one is recmmendations for English teachers and the second one is recommendations for school principals and governments.

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