

Group Work of Communicative Language Teaching Approach for Boosting Speaking Interactive Purposes

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Abstract

This study aims to enhance learners' speaking competence, as they have experienced various hindrances in acquiring speaking skill during English course. These hindrances include passive classroom environments, uninterested lessons, a lack of interaction, the dominance of the mother tongue over the target language, and other related issues. They found speaking to be challenging, especially for transactional and interpersonal purposes in their English course. As a consequence, the speaking class did not run smoothly. The target participants of this study were 2nd semester students from Technique Informative program at STMIK Pontianak in the Academic year 2024/2025, consisting of thirty students with varying levels of English proficiency. Classroom action research was the research design applied by the researcher, using group work as one of the Communicative language teaching (CLT) approach to assist learners overcoming their speaking difficulties. This study employed both qualitative and quantitative methods. It consisted of two cycles, with three meetings in each cycle. Then, the observation list and speaking tests were used as research instruments to gain data, which were then analyzed using Simple Regression in SPSS ver.25. The outcome clearly proves that group work within the Communicative Language Teaching (CLT) approach significantly boosts learners' speaking expertise, especially in using interactive language for transactional (delivering information) and interpersonal purposes (maintaining social connection) among learners during communication in the teaching and learning process, both inside and outside the classroom. This improvement is supported by observational data which show a shift in classroom dynamics—from teacher dominance in the first cycle to reduced teacher control and increased student interaction and participation in the second cycle, along with improved students' speaking performance and also proved from the ANOVA table F is 26.852, sig. 0.00, means there is significant influence of group work of CLT approach in enhancing interactive purposes of learners' speaking skill of target language.

Keywords: to boost, Classroom Action Research (CAR), communicative language teaching (CLT), speaking, expertise.

1. Introduction

Language is a fundamental medium for human interaction, enabling individuals to share thoughts, build relationship, and navigate social lives. In today's globalized world, English has become the dominant international language used across various domains such as business, education, science, and technology. The ability to speak English fluently is therefore a vital skill, especially for learners in countries like Indonesia, where English is taught as a foreign language. Despite years of formal instruction, many Indonesian learners—including college students—continue to face significant challenges in speaking English. Speaking remains the most difficult skill to acquire compared to listening, reading, and writing (Raffi, 2021; La Ode & Nguyen Thi Phuong Tao, 2023). The main obstacle lies in the fact that classroom instruction often emphasizes grammar and structure over actual communication (Jasno, 2016), which limits students' ability to use English interactively and confidently. This persistent issue has become a national concern in Indonesia (Susanti, 2024).

Speaking is essential not only as a basic means of expressing ideas, but also as a measure of a learner's communicative competence. According to Chaney (1998), speaking involves the process of building and sharing meaning through verbal and non-verbal symbols. Developing speaking skills allows learners to convey messages clearly, maintain social interactions, and function effectively in real-life situations (Deni Asrida, 2014). Speaking is a complex skill that includes not only pronunciation, vocabulary, grammar, and fluency, but also comprehension (Putri et al., 2020). Additionally, factors such as learner motivation, teaching methods, and classroom environment also affect learners' speaking ability.

As teachers, we have a duty or responsibility to simplify learners to be able to boost their speaking capability, both in class and in the surrounding for worldwide interaction goals (Darmawan et al., 2019). According to Bailey (2003), teachers need to realize the importance of creating an innovative and interesting classroom atmosphere as a way to encourage learners to actively participate in classroom activities. For example, learners can be given opportunities to interact through group work or pair activities, which reduces teacher domination in the classroom (Deni Asrida, 2014). Then, teachers' awareness of individual differences, along with the use of appropriate learning strategies, can help create a supportive learning atmosphere that benefits each learner personally (La Ode, 2023). The group work in the Communicative Language Teaching (CLT) approach is proposed in this study as a response to overcome learners' difficulties in developing speaking competence. The groups are formed randomly, but each group is assigned a leader to manage the members so that tasks and discussions can run smoothly. The present study aims to explore:

1. How does group work within the CLT approach enhance learners' speaking competence?
2. How effective is the CLT-based group work in enhancing learners' speaking proficiency?

The 2nd semester students' of STMIK Pontianak class 2C1 Technique Informative program in the Academic year 2024/2025 is the participants in this study consisted of thirty learners. These students were selected because they had already received English foundation, yet continued to struggle with speaking fluently and confidently. STMIK Pontianak is located on Merdeka Street, No.372, Pontianak, Indonesia.

Communicative Language Teaching (CLT)

The Communicative Language Teaching (CLT) approach is recognized as a set of language teaching principles, including standards for language learning, how learners acquire language, the variety of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom (Azimova, 2019). Furthermore, the CLT approach embraces the following characteristics of language proficiency:

1. Recognizing how to handle language for vary and diverse goal and function.
2. Recognizing how to differ the language usage depended on the setting and the contestants.
3. Recognizing how to create and comprehend differ text.
4. Recognizing how to keep communication in spite of lacking language knowledge.

Richards (2006, p. 3) claims that communicative competence consists of three areas of language acquisition: grammatical, sociolinguistic, and strategic competence (Burhanuddin et al., 2017). Grammatical competence focuses on the accurate use of sentence elements, including parts of speech, tenses, phrases, and clauses. Sociolinguistic competence involves the ability to understand the functional aspects of interaction, such as the roles of relationships, individual characteristics, and social and cultural backgrounds. Lastly, strategic competence refers to the ability to communicate effectively and to overcome communication breakdowns or challenges. This approach is considered effective in promoting learners' English communication skills (La Ode, 2023). Some activities in the CLT approach include group work such as discussions, presentations, role-plays, interviews, and opinion-sharing activities, which are carried out through four key components: communicative skills, meaningful interaction, fluency, and spontaneity (La Ode, 2023). Furthermore, this approach emphasizes the learner, using authentic communication contexts as a framework to develop functional language skills (Merlissa, 2011). Similarly, Bittencourt et al. (2015) state that the activities implemented in the CLT approach can encourage and enhance learners' English acquisition—particularly speaking skills—through role-plays, group discussions, interviews, opinion sharing, and other interactive tasks (Umar Haliwanda, 2021).

The CLT activities described above can be carried out in pairs, groups, or whole-class discussions. These activities aim to develop learners' cooperation and interaction skills (as in discussion activities), create a realistic or natural classroom atmosphere without rehearsed performances (as in simulation activities), and provide opportunities for learners to explore the sociocultural aspects of the target language (as in role-play activities) (Sri Gustini, 2012). In line with Richards (2005), one of the key features of the Communicative Language Teaching (CLT) approach is its learner-centered nature, where students are active participants in the learning process. Furthermore, it promotes cooperative learning through activities such as pair work, group discussions, and role-plays, which enhance learners' engagement in meaningful interaction (Shehla Salmonova, 2025).

Transactional and Interpersonal Language Function of Speaking

Brown (2004) allocates five types of speaking in language acquiring those are : Imitative, intensive, responsive, interactive and Extensive (Hengki, 2019). Of the five types, this inquiry spotlight on the interactive types of speaking acquiring which comprises of transactional

function and interpersonal function. Transactional language has the goal of replacing certain information, then interpersonal form focus on the social relationship maintained.

Richards (1990) claims transactional uses of language primarily for communicating information. Its goal is to deliver information; it is message-oriented instead of listener-oriented (M.Natsir, 2023). Similarly Ulin (2014) adds that transactional communication goal piloted to information trade, such as information collecting interviews, role-play, or debates For example the context of purchasing something in a shop, enrolling in a school, etc. Those kind of interaction is restricted also predictable as the content reveals the reality situation of life which sometimes be portrayed by incomplete dialogue, reformulation, overlapping conversation, grammatically incorrect communication (Ulin, 2014). Then, obvious, rational interaction also criticism on contract are needed. More detail directions, explanation, descriptions, and news programs entirely are transactional language (M. Natsir, 2023).

Interpersonal language is used to maintain social connections, such as through individual dialogues or casual conversations. Examples of interpersonal dialogues include: greeting and leave-taking, making introductions and identifying oneself, extending, accepting, and declining invitations and offers, making and breaking engagements, expressing gratitude, giving compliments, offering congratulations, and so on (Ulin, 2014). The topics are open, and people may join the conversation freely.

Previous Study

CLT becomes popular as teaching media used worldwide, which concentrate on individual's competence in communication instead of understanding the language pattern and lexical collocation (Wafaa, 2018). Next, Noha & Mahmoud (2020) states that completely all the partakers strongly agree that communicative language teaching approach fosters learners speaking competence inside and outside the class, even encouraged them to talk confidently (Noha & Mahmoud, 2020). Similarly La Ode & Nguyen (2023) highlight that the finding of CLT approach enhances students' proficiency in spoken interaction, also influence the research committee maintaining the meaning and efficiency of CLT in raising learners' speaking expertise (La Ode Nggawu & Nguyen Thi Thuong Thao, 2023). Furthermore a thorough inquiry of direct observation and verbal dialogue or test Mislawayadi (2023) at Ibrahimy University can be summed up some positive outcomes of CLT implementation, those are 1) CLT approach raises a collaborative and attractive learning atmosphere, 2) Besides speaking skill enhanced, learners' intellectual capacity, vocabulary gaining, and cultural awareness are attained, 3) Teachers' role in fulfilling the communicative learning teaching approach well is appreciated, 4) Educators tasks as mediators, leading learners in engaging actions, affording positive feedback, and helping collaborative learning events, 5) CLT approach affords many gains, hindrances such as a numerous number of learners, assessment mode, and time limitation, 6) Overall, communicative approach proves a substantial product of speaking expertise (Mislawayadi, 2023).

2. Methodology

Creswell (2013) outlines classroom action research (CAR) is the research design employed in this inquiry, this as researcher's endeavor to overcome learners' speaking shortage experienced in English course. (Richards & Renandya, 2002; Browns, 2003; and Crewell, 2012)

action research utilizes collected data both qualitative and quantitative and focuses on a certain issue then strive for clarification (Susanti, 2018). This research is designed into two (2) cycles of three (3) phrases of Look-Think-Act of each cycle (Susanti, 2023). The inquiry information is assembled within 4 months using observation checklist and spoken tests. It is a quantitative inquiry using statistical calculation of simple regression of statistical calculation, which be analyzed twice (Y1) and (Y2) of its outcomes.

Simple Regression Pattern:
$$\frac{(Y-Y_1)}{(Y_2-Y_1)} = \frac{(X-X_1)}{X_2-X_1}$$

Research Participant and Instruments

The 2nd semester student of the Information System program at STMIK Pontianak were selected as the target participant in this inquiry, consisting of thirty students. They were chosen as they had already received basic English instruction but still faced challenges in developing their speaking skills. Research data were collected through observation checklists, assisted by a collaborator who monitored and recorded the learning atmosphere. Additionally, speaking tests were conducted to evaluate the outcomes of the Communicative Language Teaching (CLT) approach, particularly the use of group work, as applied in the learning process.

3. Findings and Discussions

This session discusses the actual implementation of a speaking class for the 2C2 Technic Informative program in the 2024/2025 academic year at STMIK Pontianak. English is taught once a week as a compulsory subject in the curriculum. During several English lessons, the teacher observed that the classroom environment was passive—learners appeared shy, remained silent, and achieved unsatisfactory scores due to difficulties in speaking English. To address this issue, the teacher implemented Classroom Action Research (CAR) as a form of professional accountability to improve the classroom situation. The research was conducted in two cycles, each consisting of three phases: Look, Think, and Act. The first cycle took place on March 18 and 25, and April 8, 2025, followed by the second cycle on April 15, 22, and 29, 2025. The instruments used in this study were an observation checklist and speaking tests.

1st Cycle

As defined previously basic action research consisting of three powerful stages of Look-Think-Act, which may enable people to start their studies in a straightforward manner and create detail into procedure as the complication of matters increases (Susanti, 2018). The central objective in “**Look**” stage of the action research practice is to gain information that will allow researcher understand the matters explored. The data are gained from the observational aspect of class situation and the speaking tests administered. Next, in the “**Think**” stage, the data are identified and analyzed. And the last stage is “**Act**” stage. In this phase, participants work productively to verbalize actions that lead to an answer of the problems: what and how (Susanti.2018). The 1st cycle directed on the employing of group work of CLT approach in learning procedure, some group work doings like pair work, small discussion, role-play, and some other interactive actions to boost learners interaction of learning. Then learners are divided into pairs or groups to focus on the material learned, learners-centered is focused on CLT approach.

Next, information of the inquiry is documented by a research collaborator by writing down some class doings or interaction happen, also feedback suggested to learning process, it is as quantitative data of inquiry. The observational aspects focused on student interaction, participation, teacher role, task engagement, and communication outputs. The criteria calculation of binary scoring as 1=observed, 0= not observed (Ary et al.,2018)). Table 1 shows the binary scoring of the observational aspects in the 1st cycle.

Table 1. Observational Aspects of 1st cycle (1= observed, 0= not observed)

Aspects	Total "1" (Observed)	Percentage (%)
Students' interaction	2	$2/30 \times 100 = 6,7\%$
Participation	2	$2/30 \times 100 = 6,7\%$
Teacher's role	30	$30/30 \times 100 = 100\%$
Task engagement	0	$0/30 \times 100 = 0\%$
Communication output	0	$0/30 \times 100 = 0\%$

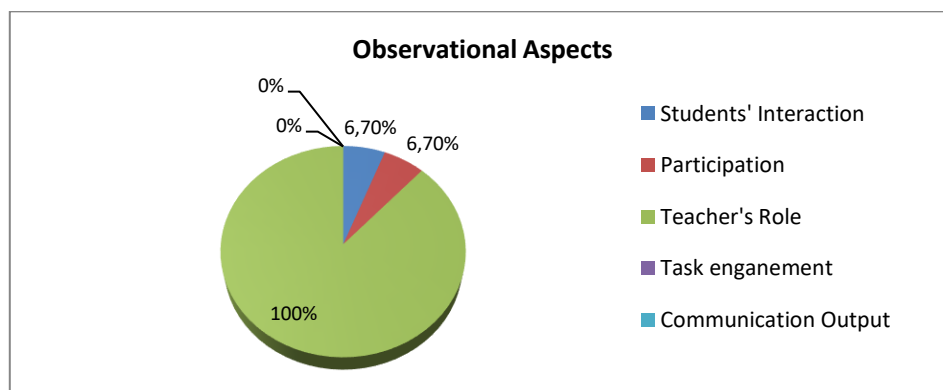


Figure 1: Diagram of Observational Aspects 1st Cycle

As shown in **Table 1**, only the teacher's role reached full observation (100%), indicating that the teacher consistently facilitated and guided the learning activities. However, the students' interaction and participation remained very low (6.7%), while task engagement and communication output were not observed at all during the first cycle. This reflects the need for more focused strategies to encourage students to actively engage and communicate during group work. These findings became the basis for improvements in the second cycle.

The next data are gained from several speaking test results, as delineated on the ANOVA Table below:

Table 2: ANOVA Table

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4690.521	1	4690.521	238.423	.000 ^b
	Residual	550.846	28	19.673		
	Total	5241.367	29			
a. Dependent Variable: Y						
b. Predictors: (Constant), X						

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-1.020	3.291		-.310	.759
	X	.967	.063	.946	15.441	.000
a. Dependent Variable: Y						

From the coefficient table above the constant is -1.020, and slop or coefficient regression is 967, then sig. is 0.759. Then the regression equation is:

$$\hat{Y} = a_0 + b_0 X = -1.020 + 0.967X$$

Next, this regression equation should be tested its significance based on ANOVA table above, from its F and sig., the F is 238.423 and sig. is 0.000. The sig is 0.000, it is less than 0.05, thus it can be concluded that the regression equation is significant.

2nd Cycle

Based on the findings from the first cycle, it was evident that although the teacher's role in guiding the class was fully observed, the students' interaction, participation, task engagement, and communication output remained very low. This observation became the focus of the **Look** phase in the second cycle, where the researcher identified the gaps in the previous implementation. Learners still exhibited low confidence and limited speaking practice, which hindered their ability to fully engage in communicative tasks.

In the **Think** phase, the researcher and collaborator discussed and analyzed the weaknesses in the first cycle. They concluded that further scaffolding, clearer instructions, and more engaging materials were needed to motivate students and increase active participation. The revised lesson plan incorporated more structured speaking tasks, such as guided role-plays,

interactive games, and peer feedback strategies, to promote meaningful communication and increase task involvement.

During the **Act** phase, the improved actions were implemented on April 15, 22, and 29, 2025. Students were again grouped strategically to ensure equal participation, and the teacher used more encouraging prompts to stimulate dialogue and interaction. Observations and speaking assessments were again conducted to evaluate the progress made in this second cycle.

Table 3: Observational Aspects of 2nd cycle (1= Observed, 0= Not Observed)

Aspects	Total "1" (Observed)	Percentage (%)
Students' interaction	24	24/30 x100=80%
Participation	21	21/30 x100=70%
Teacher's role	7	7/30 x100=23%
Task engagement	23	23/30 x100=76%
Communication output	19	19/30 x100=63%

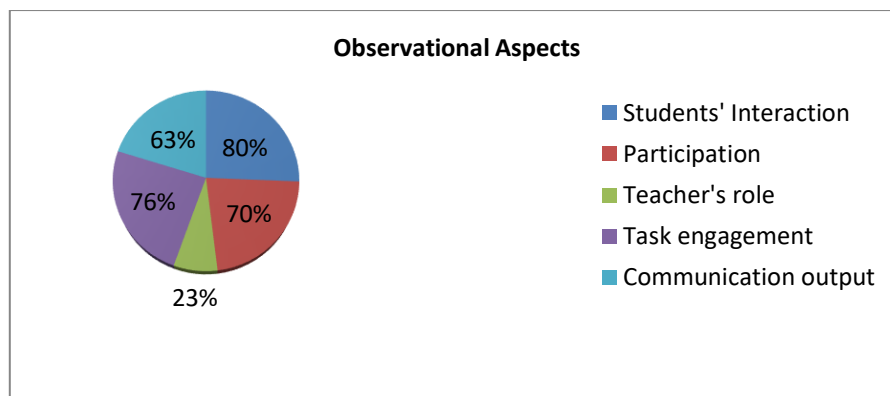


Figure 2: Diagram of Observational Aspects 2nd Cycle

The second cycle of the Classroom Action Research (CAR) showed significant improvements in most of the observed aspects. As presented in **Table 2**, the data from the observation checklist indicate a marked increase in students' interaction (80%), participation (70%), task engagement (76%), and communication output (63%). However, the teacher's role showed a notable decline to only 23%, suggesting a deliberate shift toward a more student-centered approach, which aligns with the core principle of the Communicative Language Teaching (CLT) method. As illustrated in **Figure 2**, the overall progression of CLT-based classroom elements is visible after several sessions of structured group work, evaluations, and consistent feedback. This balanced improvement across multiple aspects—particularly students' interaction, task engagement, and communication output—demonstrates the effectiveness of group-based learning activities. The low percentage in the teacher's role reflects the intentional design of CLT in reducing teacher-centered dominance and promoting learner autonomy.

Throughout the second cycle, evaluation was consistently conducted at the end of each meeting. This formative feedback played a crucial role in refining subsequent lessons. Observational focus included practical classroom conditions such as: whether students were seated in a way that supported interaction; whether the class arrangement allowed for free movement; whether learners used the target language meaningfully during tasks; and whether all group members participated actively and responded to one another (Lumy, 2021). In implementing the group work activities based on the CLT approach, the researcher organized the students into small discussion groups and guided them through engaging conversations on relevant curriculum-based topics such as computer users, peripherals, and operating systems. The teacher's role shifted to that of a facilitator—motivating, encouraging, and monitoring the students to ensure active participation and meaningful group interaction. In addition to observational feedback, speaking tests were also administered at the end of each session to track learners' speaking competence and oral progress.

The result of the test accumulated using statistical calculation displays the score gained after some cycles done in the ongoing learning as Table 4 below:

Table 4

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1591.428	1	1591.428	61.004	.000 ^b
	Residual	730.438	28	26.087		
	Total	2321.867	29			

a. Dependent Variable: Y

b. Predictors: (Constant), X

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	26.852	4.729		5.678	.000
	X	.645	.083	.828	7.811	.000

a. Dependent Variable: Y

From the coefficient table above it shows constant 26.852, coefficient regression 0.645 and sig. 0.000. Then the regression equality as follows:

$$\hat{Y} = a_0 + b_0X = 26.852 + 0.645X$$

Next, from the ANOVA table F is 61.004, and sig. 0.000. Because the sig. is less than 0.005 can be concluded that there is significant influence of group work of CLT approach in boosting interactive purposes of learners speaking expertise of target language.

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Y * X	Between Groups	(Combined)	2190.700	18	121.706	10.207	.000
		Linearity	1591.428	1	1591.428	133.462	.000
		Deviation from Linearity	599.272	17	35.251	2.956	.036
	Within Groups		131.167	11	11.924		
	Total		2321.867	29			

To test the linearity of regression line then we discuss the table ANOVA above. The deviation from linearity shows F 2.956 and sig. 0.36 since the sig. 0.36 is higher than 0.05 then H0 is accepted and H1 is declined. It means the regression line is linear.

H0 = regression line is linear

H1 = regression is not linear

4. CONCLUSION

The implementation of group work within the Communicative Language Teaching (CLT) approach has proven to be an effective strategy in enhancing students' speaking competence, especially for interactive purposes. This learning strategy emphasizes student creativity, engagement, and collaboration, leading to a more dynamic and student-centered classroom atmosphere. Based on classroom observation data, there was a clear increase in student interaction and participation, while teacher dominance significantly decreased across the teaching cycles. These findings indicate that the students became more active in constructing and exchanging ideas with their peers, which aligns with the principles of CLT that promote real-life communication and learner autonomy.

Furthermore, the improvement in students' academic performance, as confirmed by statistical calculations, supports the effectiveness of the approach. The students not only became more engaged in the learning process but also showed significant progress in their speaking abilities, particularly in transactional and interpersonal communication.

Therefore, it can be concluded that the group work strategy under the CLT framework effectively boosts learners' interactive speaking skills by fostering a more communicative, collaborative, and learner-focused environment.

The results show significant improvement in students' speaking interaction. However, this study was limited by the small sample size and the short duration of intervention.

Future research may consider a longer implementation across different contexts. Nevertheless, the study contributes to communicative language teaching theory by highlighting the role of group work in real classroom settings.

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