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COMMUNICATIVE LANGUAGE TEACHING (CLT) IN PRACTICE: A CASE STUDY AT ENGLISH FIRST PAJAJARAN BOGOR 2025

Kaifar Drajad Alkautsar¹, Retno Dwigustini²

^{1,2}Bina Sarana Informatika University, Indonesia

kaifar1953@gmail.com¹, retno.rgu@bsi.ac.id²

Abstract: This study investigates how Communicative Language Teaching (CLT) is implemented at English First Pajajaran Bogor and evaluates its effectiveness in improving students' communicative competence through classroom observations and teacher interviews. CLT is a widely recognized approach in language education that emphasizes real-life communication, interactive activities, and student-centered learning. The primary goal of CLT is to enhance learners' ability to effectively communicate in real-life scenarios, fostering practical language skills rather than merely focusing on theoretical knowledge. The research aims to analyze how CLT is applied in English First Pajajaran Bogor, assess its effectiveness in enhancing students' speaking, listening, and overall communication skills, and identify the challenges faced by both teachers and learners in its implementation. Using a qualitative research approach and a deductive method, the study collects data through classroom observations and interviews with teachers. The results indicate that CLT procedures, such as group discussions, games, dialogues, repetition, and question-and-answer sessions, positively impact students' language proficiency, particularly in speaking and listening. These activities foster an interactive and engaging learning environment that encourages active student participation. However, these methods' success depends on adjusting teaching strategies to fit the students' specific needs and the limitations of the classroom environment, such as time constraints and available resources. Despite these challenges, the findings suggest that CLT significantly contributes to the development of students' communicative competence when effectively implemented.

Keywords: communicative language teaching, CLT, teaching, learning, private language institution, English First

INTRODUCTION

Language teaching methods and approaches have been developed centuries ago. The history of it can be traced back to when the Roman Empire still existed and they studied Greek as a second language. As the Roman Empire expanded, Europeans started to learn Latin as their second language. At that time, their way of learning the second language was to translate the targeted language to their mother tongue (Setiyadi, 2023). However, the method was considered less effective in helping students become fluent in using a second language. Therefore, the development of innovative approaches, methods, and techniques in second language teaching began.

In the 1970s, experts from the United Kingdom introduced a language teaching approach known as Communicative Language Teaching (hereafter referred to as CLT). This approach lets the learners repeat the targeted language and use it in real-time in a controlled and free classroom situation. It also lets the teacher as the facilitators and designers of interaction, monitoring pair/group work, scaffolding language, and providing selective corrective feedback (Setiyadi, 2023).

According to Setiyadi (2023), CLT is considered more of an approach than a method. This is because the main purposes are: (a) To increase learners' communication skills; and (b) Combining reading, speaking, listening, and writing skills in the most effective way. To achieve those purposes, educators are encouraged to use discussion and task-based learning methods. Therefore, the students are pushed to think critically, creatively, before then delivering their opinions and ideas verbally (Setiyadi, 2023).

One of the most popular English learning private institutions in Indonesia is English First, or formerly known as English First (EF), introduced a program that focused on teaching English as a second language to young learners. This matter piqued the researcher's interest and chose English First as the study case to research CLT approach. Findings could impact how English is taught in Indonesia in similar contexts, especially in communicative, student-centered ways. English First also introduces the website which called hello.ef.com, which the students can study at home by using that website.

The researcher focused on discussing the approach of CLT in teaching English as a second language in English First Pajajaran Bogor – which lead to proving whether CLT is truly effective in teaching English to young learners or not. Previous studies on CLT in Indonesia have focused on its implementation in various educational settings, especially in tertiary level. Siregar (2019) explored how CLT was applied in universities and its effectiveness in enhancing students' communicative competence. These studies found that CLT helped students develop better speaking and listening skills by focusing on real-world communication, group work, and interactive activities. However, these studies often overlooked younger learners and did not address the unique challenges of implementing CLT in secondary schools, particularly in private institutions.

Nurdayani et al., (2024) focused on CLT in a secondary level and found that its implementation in speaking classes improved students' oral performance, confidence, and active participation, as it prioritizes communicative practice over a sole focus on grammatical accuracy. In addition, research by Ismail (2018) and Pramudito (2020), focused on the application of CLT with young learners, specifically those in primary or junior high

school levels. These studies highlighted the importance of interactive methods such as games, dialogues, and role-playing in making learning more engaging for younger students. However, much of the research has either been limited to private language centers or public schools, with little exploration into how CLT can be adapted to several types of private institutions like English First (EF Kids and Teens), which focuses on English learning outside the traditional school system.

This study aims to fill a significant gap in the existing literature regarding the application of Communicative Language Teaching (CLT) in private language institutions, specifically focusing on English First Pajajaran Bogor. While prior studies have explored CLT in tertiary education and public schools, there is limited research on how CLT is implemented in private English language institutions that specialize in teaching young learners. Furthermore, studies that examine the use of CLT with teenagers in private language centers, particularly those catering to students aged 14 to 17, are scarce.

CLT has been studied in public schools and tertiary education, its application in private institutions like English First, which has a specific focus on young learners, remains underexplored. This study examines how CLT is implemented in such a context, providing insights into its effectiveness and challenges within private language centers

Many studies have emphasized the importance of student-centered learning in CLT, but there is a lack of research on how this approach is applied specifically in private institutions like English First. This study delves into how teachers in these settings engage students actively in the learning process, focusing on techniques such as group discussions, role-play, and other interactive methods.

This research holds significant value in several key areas related to English language teaching, especially in private institutions in Indonesia. By focusing on the implementation of Communicative Language Teaching (CLT) at English First Pajajaran Bogor, the research outcomes could inform the design of language learning programs, curricula, and teaching strategies in private institutions across Indonesia. By demonstrating how CLT enhances communicative competence in young learners, the study may influence the development of policies that promote the use of CLT in similar educational contexts. Additionally, it could lead to the creation of more targeted professional development programs for language teachers, equipping them with the necessary skills and knowledge to implement CLT effectively in their classrooms.

LITERATURE REVIEW

Communicative Language Teaching (CLT)

In education, we know three often-mentioned terms: approach, method, and technique. According to Setiyadi (2023), approach is a collection of assumptions and beliefs about language and language learning and teaching. In short, the approach can be interpreted as a theory in teaching.

CLT is one of the English teaching approaches. This is because CLT is more about ideas and theories, rather than structured plans or things that need to be done in class. Furthermore, Setiyadi (2023) explained that CLT is included in the approach because its objectives are: (a) to improve students' communication skills; and (b) to combine the

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principles of “to write, to read, to listen and to speak” in English into a continuous and effective activity. Conveying the same thing, Savignon explains that CLT can be understood as a set of principles about the goals of language teaching, about how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom. Richards (2015), updated CLT to incorporate digital tools and learner autonomy, defining it as a method that uses authentic materials and online platforms to simulate real-world communication. He stressed that CLT must address global English and cultural diversity, moving beyond traditional classrooms. Recent studies confirm that the integration of digital tools within CLT environments enhances learner engagement and supports authentic communicative practice, particularly in technology-rich classrooms (Salam & Luksfinanto, 2024).

Meanwhile, in their book titled *“Approaches and Methods in Language Teaching”* Richards & Rodgers (2014) stated that CLT uses group-discussion to help learners become a good and proper communicator. They revealed that CLT was also known as the Situational Teaching Approach (before it got developed into CLT) by combining the grammatical and functional teaching approaches and methods. This is because CLT aims primarily to develop students’ ability to communicate effectively in real-life contexts. This interactive orientation is supported by Setiadi (2024), who found that CLT-based group discussions significantly increased students’ motivation and willingness to communicate in English.

Larsen-Freeman & Anderson (2011) redefined CLT by viewing language as a complex adaptive system, emphasizing that CLT should foster emergent communication through dynamic interactions rather than static rules. She argued for lessons that encourage learners to negotiate meaning in unpredictable ways, adapting to real-time contexts. More recent classroom-based research indicates that such interaction-driven CLT practices are particularly effective in fostering speaking fluency and learner confidence in secondary school contexts (Azizah et al., 2023).

Nggawu & Thao (2023) mentioned that Communicative Language Teaching (CLT) is an approach that emphasizes the use of language for communication and interaction in real-life situations, rather than focusing solely on grammar rules or translation. It prioritizes fluency, learner participation, and authentic tasks to develop speaking abilities, allowing students to negotiate meaning and engage in meaningful dialogues. As Savignon (2002) argues, CLT should be understood as a flexible orientation toward teaching, where communicative competence takes precedence over grammatical accuracy. □ This flexibility is crucial in diverse learning contexts, as recent studies highlight that successful CLT implementation depends on teachers’ ability to adapt communicative activities to students’ needs and institutional constraints (Chang & Suparmi, 2024).

As one of the approaches in English teaching, CLT has several assumptions about language. Larsen-Freeman & Anderson (2011) stated some assumptions about CLT namely: (a) Language as a Tool for Communication – prioritizing effective communication

over perfection in accuracy; (b) Interactive Classroom Dynamics—promote authentic communication opportunities where students actively negotiate meaning, similar to real-life language exchanges; (c) Prioritizing Fluency—developing fluency and mistakes are viewed as a normal part of learning; (d) Learner-Centered Focus—students become more active participants in their own learning process; (e) Use of Authentic Materials—utilizing real-world texts and situations instead of artificial classroom examples.

Richards & Rodgers (2014) described CLT as a method where learners engage in authentic tasks to develop communicative skills, with the teacher acting as a facilitator. He emphasized that CLT prioritizes meaning making over form, using activities like information gaps and simulations to mirror real-life language use. CLT significantly enhances second language learners' proficiency in Indonesia, particularly in speaking, by encouraging active participation and negotiation of meaning (Triwibowo, 2023).

In the study by Siregar (2019), Communicative Language Teaching (CLT) is presented as an instructional approach that emphasizes authentic communication and interactive language use as central to developing learners' speaking competence. The cultural and institutional challenges in implementing CLT in Indonesia noted that exam-oriented curricula often limit opportunities for authentic communication (Hakim, 2022).

Ellis (2009) assumed that language as a tool for communication, CLT views language primarily as a means for effective communication rather than just focusing on grammar rules. Khowatim (2022) assumed that Communicative Language Teaching (CLT) has proven to be effective in enhancing university students' speaking skills through interactive and meaningful language activities. Research has shown that CLT techniques, such as group discussions, role-playing, and communication-based tasks, significantly improve students' speaking abilities compared to traditional methods focused primarily on grammar. These findings suggest that CLT not only boosts speaking skills but also fosters active participation and builds students' confidence in using the target language in real-world contexts.

Then, there are important principles stated by Setiyadi (2023) that need to be considered in teaching procedures using the CLT approach. Among them are: (1) The target language must be used in real-time in an appropriate context; (2) The target language is a means for students to communicate, not just a learning object; (3) Students must try to use the target language in dialogue or communication with friends and teachers; (4) Games should be used because they can create contexts and opportunities for students to communicate actively and effectively; (5) Students must be given space and opportunity to express themselves; (6) Teachers must create appropriate conditions and contexts to build communication between students; and (7) Teachers act as advisors, not judges, so students are more comfortable and not afraid or hesitant when communicating.

Table 1. Conceptual framework of CLT implementation at English First Pajajaran Bogor.

CLT Principles	Classroom Procedures	Expected Communicative Outcomes
Language as communication	Small talk and warm-ups	Increased student participation
Learner-centered focus	Group discussions and role-play	Improved speaking fluency
Fluency prioritized over accuracy	Interactive games (charades, quizzes)	Enhanced listening comprehension
Use of authentic tasks/materials	Presentation and peer feedback	Greater confidence in real-life communication
Teacher as facilitator	Use of authentic texts/media	Development of overall communicative competence

METHOD

This research used a qualitative case study design with deductive approach. According to Gay et al. (2012), the deductive method in educational research is to reach conclusions based on specific theory or concept. Furthermore, this method aims to test theories or concepts based on the results of observations or experiences. In this case, the researcher found all of the CLT approach procedures in English teaching and learning activities at English First Pajajaran Bogor through observation.

English First Pajajaran Bogor was selected as the research site due to its alignment with the objectives of this study, which focuses on how the Communicative Language Teaching (CLT) is implemented in a private language institution and identifying the challenges. The institution is known for its student-centered approach, incorporating interactive and communicative practices such as group discussions, role-playing, and games, which are core elements of CLT. The research specifically targets students aged 14-17, a critical age group for language acquisition, making this institution a fitting context for examining how CLT can enhance speaking and listening skills. Additionally, while many studies on CLT have focused on public schools and universities, English First provides a unique opportunity to explore CLT's application in a private setting. The researcher has access to authentic classroom data, enabling detailed observations of how CLT procedures are implemented in real-world teaching scenarios. This makes English First Pajajaran Bogor an ideal site to explore both the strengths and challenges of using CLT in a private institution with young learners, providing valuable insights into its effectiveness in enhancing communicative competence.

The approach used to describe the results of this observation and analysis was a qualitative approach, in which the research data were obtained from narrative and visual observations and then written in narrative and visual forms. The data collection techniques used in this research were comprehensive, focusing on both observational data and interviews, allowing for a thorough understanding of how Communicative Language Teaching (CLT) was applied at English First Pajajaran Bogor. The primary method of data collection was classroom observation. Over the course of the study, from March to May 2025, the researcher attended English language classes at English First Pajajaran Bogor, specifically targeting classes for young learners aged 14–17 years old. During these observations, the researcher took detailed notes on the teaching process, classroom activities, and teacher–student interactions, with a particular focus on identifying evidence of CLT procedures in action. The researcher observed how CLT principles, such as student-centered learning, group discussions, role-playing, and task-based activities, were implemented in the classroom to promote real-life communication and language skills development. These observational notes were written in narrative form and included visual observations where appropriate to capture non-verbal aspects of classroom interactions that contributed to the communicative learning environment.

In addition to classroom observations, the researcher conducted interviews with one of the English First teachers who was directly involved in teaching 14–17-year-old students using CLT procedures. The interview focused on the teacher’s perspective on the effectiveness of CLT in enhancing students’ communicative competence, as well as the challenges faced in applying this approach with young learners. The teacher’s insights provided valuable context regarding the practical implementation of CLT, including barriers to successful teaching, such as student motivation, resource limitations, and difficulties in adapting CLT techniques to different lesson topics. The interview was semi-structured, allowing flexibility in exploring the teacher’s experiences while ensuring that key aspects related to the research questions were addressed.

Together, these data collection techniques—classroom observations and teacher interviews—provided a rich and multidimensional understanding of how CLT was applied at English First Pajajaran Bogor, enabling the researcher to analyze its effectiveness and identify challenges and opportunities associated with its use in this context.

The observation notes taken during classroom visits were the primary data source for understanding how CLT was implemented in the teaching and learning process. These notes were transcribed and systematically organized into categories based on key CLT procedures, such as group discussions, role-playing, student interactions, and the use of real-life communication tasks. The researcher identified recurring themes and patterns in these activities and examined how they aligned with the core principles of CLT, as outlined by scholars such as Setiyadi (2023) and Richards and Rodgers (2014). The analysis focused on the frequency of CLT activities, teacher–student interactions, and student participation.

The teacher interview was transcribed and analyzed using thematic analysis, which involved identifying and interpreting patterns and themes that emerged from the interview responses. The interview data were analyzed to address several key aspects, including the teacher’s perspectives on CLT, challenges faced in implementing CLT, and the adaptation of CLT for young learners, particularly how the teacher modified CLT techniques to suit students aged 14–17 years and their learning needs. Using a deductive approach, the themes identified in the interview were compared with existing literature on CLT, such as Setiyadi (2023) and Richards and Rodgers (2014).

FINDINGS AND DISCUSSION

English First has 4 (four) levels which each has their difficulties that are adjusted to students' ability. For the purposes of this research, the researcher was given the opportunity to observe 1 (one) class of Frontrunner that consists of 12 (twelve) students aged between 14 and 17 years old.

English First has its own textbooks that are all adjusted to the level of English ability of the students, as well as their age (E1, Frontrunner, 2014). In addition, each teacher has their own work laptop that contains all the teaching materials. Classes at English First are also facilitated with Smart TVs that can be connected to the laptops, making teaching and learning activities easier.

Teaching Process Observation

The teaching and learning activities in the classes that the researcher observed basically have the same pattern and flow. To facilitate the analysis, the researcher will focus on describing the teaching activities in the classes that the researcher observed. The researcher observed the Frontrunner class consisting of 12 (twelve) students to prove whether they use the CLT approach and, if so, how far CLT is used in the class and what impact it has on the students.

The teaching process at English First Pajajaran Bogor consistently follows a structured routine that integrates key principles of Communicative Language Teaching (CLT). This routine includes both teacher-led and student-centered activities, which aligns with the central tenet of CLT: the importance of engaging students in meaningful communication. According to Richards and Rodgers (2014), CLT emphasizes real-life communication as the core of language learning, encouraging students to actively use the target language rather than just learning about it theoretically.

Small Talk

The teacher begins each class by greeting the students and engaging in small talk. This aligns with Larsen-Freeman and Anderson (2011) perspective on the importance of creating an interactive classroom dynamic, where students are encouraged to use the target language in informal settings. Small talk serves as a natural, low-pressure way for students to practice speaking English, fostering comfort and fluency in communication. This technique also facilitates the building of a positive teacher-student rapport, which is crucial for creating an authentic communicative environment.

Introduction to the Topic and Group Discussions

The teacher then introduces the topic, followed by placing students into groups to discuss the topic amongst themselves. This practice strongly reflects the task-based learning method recommended by Setiyadi (2023), where students are given opportunities to work collaboratively on tasks that mimic real-world communication. Group discussions in CLT are not just about practicing language; they help students negotiate meaning, think critically, and articulate their thoughts in English (Larsen-Freeman & Anderson, 2016).

Previous studies, such as Pramudito (2020), have highlighted that group activities foster active student participation, which leads to enhanced communicative competence.

Sharing Findings and Teacher Guidance

After the group discussions, students share their findings with the class, and the teacher provides guidance. This step exemplifies the learner-centered focus of CLT, where the teacher serves as a facilitator rather than a traditional lecturer, Setiyadi (2023). By having students share their ideas, the teacher encourages peer learning, which has been shown to improve language retention and student engagement (Richards, 2015). Moreover, the teacher's role as a guide in the classroom reflects the principle of interactive classroom dynamics, where students are active participants in their learning journey.

Interactive Games (Charades, Guessing Games, Quizzes)

The integration of small games like charades, guessing games, and quizzes further emphasizes the CLT principle of promoting interactive learning activities. Richards and Rodgers (2014) argue that games and other interactive activities provide opportunities for students to practice language skills in a fun, engaging, and non-threatening environment, which enhances their motivation and confidence in using English. To get better view of the class process, the details can be seen in the table below:

Table 2. English First Pajajaran Bogor class activities

Meeting	Main Activity
Meeting 1	<p>The teacher started the lesson by asking the students about their opinions regarding a movie called "Minority Report". The students admitted that they had never seen that movie before. The teacher then told them to open the book and read the article about "Minority Report". After that, they discussed the article together. This time, the students can give their ideas and opinions about the movie using the newfound vocabularies, such as debunk, critique, unravel, and account. Then, they proceeded to discuss a movie titled "Lost in the Atlantic". The teacher asked the students whether they believed in the lost city of Atlantis or not. The students then answered the question using various expressions, such as: "Nothing is impossible."; "There are no proofs yet, so it's still a mystery."; "I will believe after someone present a concrete proof about it." The lesson lasts for 60 minutes.</p> <p>The discussion has ended. The teacher moved on to the next step. He divided the students into groups and told them to pick a movie and discuss some conspiracies behind it. The Teacher played a little guessing game in which the students needed to guess a movie with only a part of a scene or explanation. They were given around 30 minutes to discuss themselves. After that, they went to other classes and presented movies to other students. They explained the good things about the movie, the conspiracies theories behind it, and persuaded other students to watch the said movie. The teacher then guided them back to the class, and they played a guessing game. The students need to guess the movie with only a part of a scene or explanation.</p>

Meeting	Main Activity
Meeting 2	<p>The teacher asked them about some tribes who live in an extreme environment, such as the Inuit. The students—already did some prior reading as homework—were able to explain clearly about surviving in a harsh environment. After that, the teacher showed them some pictures of things. He put the students into a group and told them to look at the screen and pick two items. After they picked up the items, the teacher told them to discuss how to use the tools in extreme situations or environments. They were given around 20 minutes of discussion. Then, the teacher told them to make a presentation using Canva or PowerPoint. In the end, the students were doing some presentations about how to use the tool in a certain extreme environment in front of the class. The lesson lasts for 60 minutes.</p>
Meeting 3	<p>The teacher introduced some new vocabulary, such as <i>reputable, charity, shelter, needy, have the guts to, and so called</i>. The students were encouraged to use all of the new vocabulary to share their ideas about the natural disaster. They were saying phrases such as: <i>“The citizen has the guts to cut down trees even after the flood.”</i>; <i>“We need to build shelter to help those who lost their homes to the flood.”</i>; <i>“A charity will help a lot in these trying times.”</i></p> <p>The teacher then asked: <i>“Does charity really help?”</i> She told the students to work in groups and make a presentation about whether a charity would help or not. They also need to create a charity to help people all around the world who were the victims of natural disasters. They were given around 30 minutes to do a group discussion and to prepare a presentation. After that, they took turns presenting it to the class. At the end of the class, they were making posters to persuade people to donate to charity.</p>
Meeting 4	<p>They were discussing their personalities. The teacher asked the students about their favorite artists and why they like those artists. The students were actively expressing their opinions using sentences, such as: <i>“I like him, because he’s handsome.”</i>; <i>“I like them, because they’re great dancers.”</i>; <i>“I don’t like her, because she’s too noisy.”</i></p> <p>The teacher then introduced some vocabulary to describe someone’s personality and traits, such as <i>easy-going, thoughtful, patient, generous, and terrible</i>. Using the new vocabulary, the students were trying to describe their favorite artist again. After that, they tried describing their friends using that vocabulary.</p> <p>Then, the teacher told them to observe and write about some good and bad personalities about each other. The students were happily doing the task, and they actively interacted with each other, sometimes cracking jokes and playing playful fights.</p> <p>After that, the teacher showed them some pictures of famous people and let the students try to describe their personalities. This activity leads to a guessing game—the students must guess some cartoon characters through descriptions about their personalities shown on smart TV. The students were divided into two groups, and they were enjoying the game, competing with each other to get the most points.</p>

Teaching Process Based on CLT Procedures

Based on the observation results, the researcher found that English First Pajajaran Bogor indeed incorporates CLT in their teaching process. As explained before, one of the teaching procedures using CLT is to use the target language as a means to build communication in the classroom, not just as a learning object. This can be seen from the interaction between teacher and students before, during, and after the class.

To get a more detail analysis, the researcher will break down all of the class activities founded in English 1 and compare it with the procedure of CLT. For this purpose, the details can be seen in the table 3.

Table 3. CLT procedures at English First Pajajaran Bogor

CLT Procedure	English First Class Activities
Questions and answers about the students' personal opinions and experiences.	The teacher was asking the students' personal opinions and experiences about conspiracy theories, natural disasters, surviving in an extreme environment, and charity in every meeting. This also shown in Meeting 2 , when students have to share their prior knowledge about tribes and cultures and make a mind-map together.
Questions and answers based on the topic that is being used in the classroom.	In every meeting, the teacher was asking some questions to get the grasp of students' understanding rather than just lecture them about the topics. They tend to ask the students after giving a little bit of new information and let the students develop that information. In Meeting 1 , the teacher asked the students about new things they have learned in the classroom and told them to describe their friends using the newly learned adjectives. This also can be seen particularly in Meeting 4 .
Discussing text in groups or pairs.	This is shown in Meeting 1 , when the teacher told the students to read and discuss an article first, before asking their opinions.
Role-play using simple dialogues to discuss the function of the targeted language, and how to use it in different situations, conditions, and settings.	This is shown in every class. While it was not necessarily role-play, all students were actively communicating with each other using the newfound vocabulary and grammar. In Meeting 3 , the students were sharing their ideas using the newly learned grammar and vocabulary. This also can be seen in Meeting 4 .

CLT Procedure	English First Class Activities
Repetition to help students with pronunciation, intonation, and stress.	This was done by the teacher whenever they introduced new vocabulary. They let the students repeat the word over and over again, then let them try it during the discussion or mingle session. In Meeting 2 , the teacher reviewed the new vocabulary before the students went home. Meanwhile, in Meeting 4 , they did it before the lesson.
Oral production activities, such as mini games, chants, or songs.	In Meeting 1 , the teacher and students were playing games about movies (guessing games). In Meeting 4 , they were playing a similar game, but this time, the students must guess the cartoon characters.

To deepen the analysis of CLT procedures in English First, the researcher conducted interview with a teacher who teach the four classes that had previously been observed. Throughout that interview, the teacher stated that he always encouraged the students to try explaining new vocabulary or grammar using their authentic language. The teacher said that in this part of learning, accuracy is not important. The main goal was to encourage students to speak and build their confidence.

The teacher also stated that student-to-student discussion must be prioritized rather than giving lengthy lectures on a topic. Therefore, rather than telling them to stay quiet and listen, the teacher told the students to work in groups and try to understand the task together. This will develop their creativity and critical thinking skills.

The main benefit from incorporating CLT procedures into their teaching process is that students become more enthusiastic about learning. They also grow more confident in expressing their opinions and thoughts. Meanwhile, the limitation of the teacher experience is sometimes there are topics that are not suitable to be taught using CLT procedures, for example, topics about books. For this topic, students have to focus on writing and reading because there's a lot of grammar they need to understand.

The teacher stated one obstacle that he usually encountered is students' lack of interest, whether due to fatigue or external factors. Usually, when they're already demotivated, they become reluctant to communicate, let alone engage in discussions. Furthermore, the teacher gave an 8 out of 10 score is a proper grading for the success of CLT in enhancing students' speaking and interaction skills. The students are clearly more active in communication and learning through CLT procedures. It also helps their problem-solving skills. There are some cases where the students are reluctant at speaking. However, it's not because of an unsuitable teaching approach. It's because the students' English level is still low, they don't get enough the English language exposure outside of English 1. Other cases are when the students feel tired after a long day of full day. Usually, these conditions make them demotivated – sometimes intimidated – to interact, especially using English.

Lastly, the teacher stated that by far the most effective activity to promote communication between students is discussions. It is because discussion will develop

students' skills; not only speaking, but also listening, writing, critical thinking, socializing, and reading. Through discussion, they can come to a better understanding rather than just sit and listen to endless lectures delivered by the teacher

Challenges Encountered by the Teacher in Implementing CLT

Although Communicative Language Teaching (CLT) was generally effective in fostering students' communicative competence at English First Pajajaran Bogor, its implementation was accompanied by several challenges. Data obtained from classroom observations and teacher interviews indicate that the effectiveness of CLT is highly dependent on learner readiness, instructional context, and topic suitability:

Learner Motivation and Cognitive Fatigue

One major challenge in implementing CLT was the inconsistency of student motivation. The teacher reported that students often experienced fatigue after attending full-day academic activities, which reduced their engagement in communicative tasks. Since CLT relies heavily on active participation and sustained interaction, decreased motivation limited the effectiveness of communicative activities.

Insufficient Language Proficiency and Limited Exposure

Students' limited English proficiency also posed a significant challenge. Learners with restricted vocabulary and grammatical knowledge found it difficult to maintain meaningful communication during discussions. In addition, the teacher noted that students had limited exposure to English outside the classroom, which affected their confidence and fluency.

Affective Barriers to Oral Communication

Despite CLT's emphasis on fluency rather than accuracy, some students remained hesitant to participate in speaking activities due to fear of making mistakes. This affective barrier hindered spontaneous communication, particularly among learners with lower confidence levels.

Pedagogical Limitations of CLT across Content Types

The teacher also identified that CLT was not equally suitable for all instructional topics. Lessons that required intensive focus on reading comprehension and grammatical accuracy—such as book-based materials—were less compatible with communicative procedures. In such cases, more form-focused instruction was necessary.

Instructional Time Constraints

Time constraints further limited the optimal implementation of CLT. Communicative activities such as group discussions and presentations require sufficient time for interaction, negotiation of meaning, and feedback.

CONCLUSION

According to the researcher's observations, English First has implemented some of the CLT procedures, such as: group discussion (Meeting 1), game (Meeting 1 & 4), dialogue (Meeting 3), repetition (Meeting 2 & 4), and questions and answers session (Meeting 2). Throughout the lesson, the students were very active and did not hesitate to speak English. They were also enthusiastic and energetic in doing group tasks. Some of them still have limited vocabulary and struggle with grammar, but that did not discourage them from continuing to try and speak confidently. The student's interaction with the teacher was also ideal. The teacher did not give too many lectures. Instead, they often give feedback to the students.

To deepen the research about CLT procedure in English First's class for 14 to 17 years old, the researcher conducted an interview with one of the teachers. The result shows that the teacher enjoys using the CLT approach because it helps the students a lot, especially in speaking. They also stated that CLT is highly effective in boosting students' speaking and listening skills, and also their confidence. That said, they also faced some challenges. For instance, some students are initially shy or hesitant to speak up, especially during speaking exercises. Overall, the teacher believes that CLT works well for Indonesian teenagers, not only enhancing their language skills but also encouraging critical thinking and teamwork.

The researcher also conducted a private interview with students aged 14 to 17 at English First Pajajaran in Bogor to gather their insights on learning English through the CLT approach. The students shared that the CLT approach made learning English more engaging and livelier. They enjoyed activities like role-plays, group discussions, and games, which helped them practice speaking and listening skills in practical, real-world scenarios. Students reported feeling more confident when expressing their ideas in English and found lessons easier to follow when they could actively participate. Overall, the students felt that lessons based on the CLT approach were effective in improving their English, especially in speaking and listening, and many expressed a preference for this method over the traditional grammar-translation teaching method.

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