

## TEACHING SPEAKING WITH THE COMMUNICATIVE APPROACH IN A BILINGUAL JUNIOR HIGH SCHOOL: STRATEGIES AND CHALLENGES

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### ABSTRACT

English is one of the languages used as a *lingua franca* by the majority of the world's citizens. One of the essential abilities of mastering a language is the ability to speak, so the ability to speak English is increasingly needed. The communicative approach is based on the idea that communicating or speaking with real meaning is necessary for successful language learning. This study aims to: (1) find what are the strategies that teachers used to implement a communicative approach in teaching speaking, and (2) how teachers face challenges in the classroom when teaching English speaking using a communicative approach at the junior high school educational level. This study uses a qualitative case study and using observation and semi-structured interviews with six English teachers the data were gathered. The findings show that: (1) From teachers observed and interviewed, a few teaching strategies that can be applied to carry out the communicative approach such as Telling a Story, Listen and Repeat, Short Conversation & Guided Speaking, and Group Discussion & Presentation. (2) Each teacher encounters different challenges from the strategies they apply to carry out a communicative approach in teaching speaking such as passive student issues, understanding student's sentence structure, the teacher's voice running out, and lack of motivation and enthusiasm. This research is limited to one junior high school that has English teachers to study. For future research, it can use more subjects and has a wider scope with various educational institutions, especially at the junior high school educational level. The data can be collected using closed-ended questions to make it easier to collect data from subjects and filter data.

**Keywords:** Strategy; Challenge; Teaching Speaking; Communicative Approach

### ABSTRAK

Bahasa Inggris merupakan salah satu bahasa yang digunakan sebagai *lingua franca* oleh sebagian besar warga dunia. Salah satu kemampuan penting dalam penguasaan bahasa adalah kemampuan berbicara, sehingga kemampuan berbicara berbahasa Inggris semakin dibutuhkan. Pendekatan komunikatif didasarkan pada gagasan bahwa berkomunikasi atau berbicara dengan makna yang sebenarnya diperlukan untuk keberhasilan pembelajaran bahasa. Penelitian ini bertujuan untuk: (1) menemukan strategi apa saja yang digunakan guru

untuk menerapkan pendekatan komunikatif dalam mengajar berbicara, dan (2) bagaimana guru menghadapi tantangan di kelas ketika mengajar berbicara bahasa Inggris menggunakan pendekatan komunikatif di sekolah menengah pertama pendidikan. tingkat. Penelitian ini menggunakan studi kasus kualitatif dan menggunakan observasi dan wawancara semi-terstruktur dengan enam guru bahasa Inggris untuk mengumpulkan data. Temuan menunjukkan bahwa: (1) Dari guru yang diamati dan diwawancarai, beberapa strategi pengajaran dapat diterapkan untuk melakukan pendekatan komunikatif seperti Menceritakan Cerita, Mendengarkan dan Mengulangi, Percakapan Singkat & Berbicara Terpandu, dan Diskusi & Presentasi Kelompok. (2) Setiap guru menghadapi tantangan yang berbeda dari strategi yang mereka terapkan untuk melakukan pendekatan komunikatif dalam pengajaran berbicara seperti masalah siswa pasif, memahami struktur kalimat siswa, suara guru habis, dan kurangnya motivasi dan antusiasme. Penelitian ini terbatas pada satu sekolah menengah pertama yang memiliki guru bahasa Inggris untuk belajar. Untuk penelitian selanjutnya dapat menggunakan mata pelajaran yang lebih banyak dan cakupan yang lebih luas dengan berbagai lembaga pendidikan khususnya pada jenjang pendidikan SMP. Pengumpulan data dapat dilakukan dengan menggunakan pertanyaan tertutup untuk memudahkan pengumpulan data dari subjek dan menyaring data.

**Kata-Kata Kunci:** Strategi; tantangan; pengajaran kemampuan berbicara; pendekatan komunikatif

## INTRODUCTION

English is one of the language used as a *lingua franca* by the majority of the world's citizens. Indonesia as a developing country with great potential, should be able to be superior to its neighboring countries if many of its citizens can speak English. From several findings in the field obtained, the ability to speak English in some employees at an international company was still far from what was expected (Budiarto, 2017). As for the sector of education, Suhaimi (2021) found that out of 25 students in one junior high school educational institution, as many as 64% of students had problems with speaking English skills. Things above are certainly urgent to pay more attention to the speaking aspect in teaching English in Indonesia.

Speaking is an essential skill for mastering a language (Zaremba, 2006; Rao, 2019) the probability things that could affect the insufficient predicate of Indonesia in English proficiency is that teaching speaking in Indonesia has various problems. As Wahyuningsih (2020) notes, the development of English proficiency in the classroom can be aided by employing a variety of inventive teaching methods for speaking, encouraging students to speak up in class, and fostering an environment that resembles a speaking community both inside and outside. According to Reiser and Dick (1996), teachers can achieve learning goals by employing various teaching strategies. Cole (2008) asserts that it is the teacher's responsibility to provide effective plans and strategies for meeting the needs of students, where the primary goal is to communicate in the target language. These imply that teachers are accountable for teaching the students through appropriate methods. The benefit of using a variety of strategies is that students are expected to be comfortable with the lesson and motivated to be enthusiastic at every meeting.

As an answer to the demand that teachers must choose the right approach for teaching speaking, the communicative approach is present as an approach that aims to make students

able to communicate in the target language. According to Harmer (1998), the communicative approach is based on the idea that communicating or speaking with real meaning is necessary for successful language learning. The communicative approach and teaching speaking are closely related because teaching speaking is also cares about students' communicative competence which according to Savignon (1983), communicative competence is the goal of language education for good classroom practice.

From the practices of teaching and learning in the classroom, it was found that several findings from several strategies that the teacher had used in implementing the communicative approach indicated some of the challenges encountered in using the communicative approach. Christianto (2019) found that it is difficult for the teacher to determine proper activities and students try to speak fluently but the grammar is less accurate. Adem (2022) found that teaching speaking using a communicative approach can causes dissonance in the principles. Some procedures in teaching speaking in class are sometimes not always in accordance with what the teacher brings in the field. Asmari (2015) found there are problems in teachers accessing resources, and it is difficult to prepare activities due to the limitation of time.

Counting from the previous studies, this study discovered the gap to be researched. Only a few of the studies mainly discuss how teachers face challenges in the classroom when teaching English speaking skill through a communicative approach at the junior high school educational level. From this, the initiative is to reveal what strategies and challenges the teacher could use in dealing with these situations.

## LITERATURE REVIEW

The communicative approach was invented at the time changing the tradition of teaching British in the late 1960s before replacing situational language teaching. In 1971, some of the experts formulated how the syllabus for the communicative teaching of a language resulting from research on the needs of language learners in Europe. The document that Wilkins had compiled in 1972 was revised in 1976, which had a significant impact on the growth of this approach. Its findings incorporated into the initial communicative language syllabus by the Council of Europe. The communicative approach to language instruction, develops methods for teaching the four language skills that recognize the interdependence of language and communication and sets communicative competence as the primary objective (Richard and Rodgers, 2001).

According to Richards and Rodgers (2001), there are text-based materials such as textbooks that provide various kinds of activities and build conversations between learners. The task-based material consists of exercises in handbooks cue cards, activity cards, pair-communication practice materials, and student-interaction practice booklets. The use of authentic materials is also a way to reflect real-life situations. Wiyono (2017) stated that in the application of the communicative approach in Indonesia, the teacher presents several teaching methods such as role-playing, discussion, simulation, and dialogue practices. Larsen-Freeman (2018) included scrambled sentences, picture strip stories, and role-plays as classroom activities from a more contemporary communicative approach activities. Several activities as part of the strategy for implementing a communicative approach by teachers such as tolerating mistakes, practicing the language without context, needing no meaningful communication, and using the method of experience review in the learning process. Students can learn English in class communicatively and interactively from the perspective of communicative

competence in language learning and the possibility of engaging in a variety of interesting activities.

In implementing several strategies for teaching speaking using a communicative approach, teachers can encounter several challenges. Saputra (2015) tried to implement a communicative approach to solve students' speaking problems such as lack of practice, limited time, limited vocabulary, and not being motivated in speaking tasks. Some of the issues include the fact that the English—or the target—language is rarely used in everyday social communication, the lack of communicatively designed testing instruments, and the fact that teachers tend to teach English in *Bahasa Indonesia* (Musthafa, 2001).

The communicative approach has been used in Indonesia since the 1980s. This approach is frequently misunderstood as oral-language-based instruction (Musthafa, 2001). A study by Rahmawati (2018) found that teachers believe the communicative approach is interesting and important to implement in Indonesia. One more significant part of CLT is its promotion of the wise utilization of the students' local language in the learning of the objective language. It is permissible to employ translation and code-switching in situations where students require or benefit from them (Richards and Rodgers, 2001).

## METHOD

This study used qualitative research is research that explores and understands the meaning of some individuals or groups of people originating from social problems (Creswell, 2016). Using the case study method, the reason for choosing the case study method is because to focus on exploring the teaching strategies and inspecting the challenges in teaching speaking using a communicative approach.

The subject of this study is the teachers from a bilingual high school teaching English. The teachers who will be asked for interviews and in-class observations cover a wide range of teaching experience (teacher tenure), experience in the field of English, and experience in overcoming teaching challenges. The researcher collected data by observing the teaching-learning activities at each site and interviewing one sample of teachers during after-school hours or asking for their leisure time either at the school or at their respective residences.

Based on Creswell (2016), the process of data analysis includes transcribing interviews, optically scanning material, typing up field notes, or sorting and arranging the data into different types depending on the sources of information. From the previous step, the researcher then compiles (interrelating) from observations and interviews data for themes and descriptions according to each sample. According to Creswell (2016), description includes details of people, places, or events in a setting, and several themes, which can cover five to six categories for a research study. These themes will later become major findings which that can be used as headings of the findings sections.

Triangulation technique is the use of multiple methods or data sources in qualitative research to develop a comprehensive understanding of phenomena (Patton, 1999). The researcher used the triangulation technique to compare the information obtained with the relevant theories to avoid subjectivity.

## RESULTS

Data were obtained from six respondents or teachers who teach English. Data were obtained from the results of interviews, observations, and supporting document data. Again,

the researcher will present the data according to the research objectives. In the first sub-chapter, it presents what and how the strategies the teachers use along with their advantages and disadvantages, then in the next sub-chapter the researcher presents what challenges the teachers face in their strategies and what solutions they offer.

### 1. Teachers' Strategies in Implementing Communicative Approach

From the data obtained, there are a few strategies that can be applied to carry out the communicative approach such as Telling Stories as practiced by Teacher 1 (T1) and Teacher 4 (T4). T1 while using the telling story strategy, at the beginning of the lesson, after praying, greeting, and taking student attendance, started by giving a topic regarding date of birth and age in the theme of the lesson at that time regarding degrees. Then T1 started asking simple questions such as: *"When is your birthday?"* and *"When were you born?"* Meanwhile, T4 only argues, *"I usually tell stories with pictures in simple language or vocabulary that students have."* T1 and T4 who used the Telling Stories teaching strategy have such advantages as students could easily express themselves with good pronunciation and varied vocabulary, and Children have faster vocabulary additions and can be more confident. And for the disadvantages, the teacher requires more effort and attention from students who are passive in their character, students are still limited in vocabulary and sentence development, and the interpretation is different for each student.

Then there is Listen and Repeat which is used by Teacher 2 (T2) and Teacher 5 (T5). When interviewed, T2 answer *"...I know whether students can pronounce the word correctly or not. Listen and repeat new vocabulary, for language skills, speaking is prioritized ..."* Then T5, she answered, *"... by listening, repeating, and/or asking and answering per word and/or per sentence, singing/not singing while looking at the media of pictures/writing/real objects orally."* T2 and T5 who used Listen and Repeat teaching strategy argue that their strategy has advantages such as the ability to speak increases when they see that other friends are more capable and easy to correct students' speech mistakes. Whereas for disadvantages, the shortcoming of this strategy is that students feel insecure by seeing other students that are fluent and rich in vocabulary, and students still make the wrong word writing, even though previously the teacher has given examples of pronunciation and the context in which the word is used.

Short conversations and guided speaking strategy used by Teacher 3 (T3). She argues, *"I use short conversation strategies and guided speaking."* She recognizes the advantage of her teaching strategy is that each student gets the opportunity to express whatever they want to convey, allowing them to learn new vocabulary and proper pronunciation through guided speaking. The disadvantage is the lack of student confidence.

The last, Teacher 6 (T6) asks students to form several discussion groups and at the end of the meeting a presentation of the results of each group is held. The advantage of her teaching strategy as she argues, *"students can exchange thoughts and roles, from there they can have more direct experience with the role..."* about the disadvantage of her teaching strategy she argues, *"In my opinion, sometimes it is hard to condition students who are more active than others. The opposite applies for less-active students is a trial because getting them to communicate requires more effort."*

A more detailed description for better understanding, as well as a summary of the strategies, advantages and disadvantages of each teacher's strategy in using the communicative approach, are presented in the following table:

**Table 1. Teaching Strategies in Communicative Approach**

No.	Teaching Speaking Strategy	Activities/Description	Advantages and Disadvantages
1.	Telling Story (T1 and T4)	<p><b>Pre-Activities</b></p> <ul style="list-style-type: none"> <li>- T1 firstly greeted the students and asked how they were doing.</li> <li>- T1 gave a topic of the lesson at that time regarding degrees (comparative and superlative degrees) and asked simple questions about age and date of birth.</li> <li>- T4 start the class by praying and takes the student's attendance.</li> <li>- T4 continue by asking for news and asking one or two questions related to previously studied material.</li> </ul> <hr/> <p><b>Main Activities</b></p> <ul style="list-style-type: none"> <li>- T1 provoking students to dare to answer her questions with simple answers.</li> <li>- T1 asks the students who are the youngest in the class. So the youngest student stepped forward while saying with the teacher's instructions that the superlative formula is <b>the+adjective-est/st</b>,</li> <li>- T1 give instructions to hold group discussions, each group consisting of 4-5 students, to discuss things that have comparable characteristics and also use the superlative degree later. T1 asks students to make 3 narrative paragraphs in which each paragraph contains a word using comparative and superlative degrees.</li> <li>- T1 declared to each group member takes turns reading the narrative in front of the class.</li> <li>- T4 asked students to write four paragraphs of a good story. Afterward, each student was asked to tell a story in front of the class for no more than 2 minutes each. While the students were telling stories, the teacher is trying to being communicative with them.</li> <li>- T4 appointed one of their classmates (each in turn) to give an opinion or criticize the story that the student had given in front of the class.</li> </ul>	<p><b>Advantages</b></p> <ul style="list-style-type: none"> <li>- Students could easily express themselves with good pronunciation and varied vocabulary.</li> <li>- Children have faster vocabulary additions and can be more confident.</li> </ul> <p><b>Disadvantages</b></p> <ul style="list-style-type: none"> <li>- Requires more effort and attention from students who are passive in their character.</li> <li>- Students are still limited in vocabulary, sentence development, and the interpretation is different for each student.</li> </ul>

	<p><b>Post Activities</b></p> <ul style="list-style-type: none"> <li>- T1 closed by telling a story to students about her flower collection at home.</li> <li>- T4 did an evaluation of what they had learned that day, and asked students how they were entertained by the stories their friends brought, or did they like to make up stories after this lesson.</li> </ul>	
2.	<p><b>Pre-Activities</b></p> <ul style="list-style-type: none"> <li>- T2 doing a flashback to the last lesson and giving them the theme of the materials.</li> <li>- T5 begin the lesson with one to two questions related to previous meeting material. T5 gave assignments in the form of rooting several sentences using only one free word about addresses, buildings, and places.</li> </ul> <p><b>Main Activity</b></p> <ul style="list-style-type: none"> <li>- T2 uses nursery rhymes with relay game and give a test in form of information gap. Students must fill the gap.</li> <li>- T5 asks students to make sentences from a word. Then she gave an example of how the words should be pronounced, and how the context should be placed in a sentence.</li> </ul> <p><b>Post Activities</b></p> <ul style="list-style-type: none"> <li>- T2 taking evaluation by asking the class whether they like music or not, and entertained or not.</li> <li>- T5 evaluated what had been learned that day and asked students if they (students) always practiced it both within the school and outside, and what were the learning difficulties.</li> </ul>	<p><b>Advantages</b></p> <ul style="list-style-type: none"> <li>- The ability to speak increases when they see that other friends are more capable.</li> <li>- Easy to correct students' speech mistakes.</li> </ul> <p><b>Disadvantages</b></p> <ul style="list-style-type: none"> <li>- The shortcoming of this method is that students feel insecure by seeing other students that are fluent and rich in vocabulary.</li> <li>- Students still make the wrong word writing, even though previously the teacher has given examples of pronunciation and the context in which the word is used.</li> </ul>
3.	<p><b>Pre-Activities</b></p> <ul style="list-style-type: none"> <li>- T3 takes roll call, asks news, and asks one or two questions related to previously studied material to some of students. T3 asked students to open the grade 9 English textbook on page 33. Students were asked to understand and collect information.</li> </ul> <p><b>Main Activity</b></p> <ul style="list-style-type: none"> <li>- T3 choose several students who were appointed to the front of the class. They were asked by the teacher to tell their stories related to Drug/ Food/ Beverage Labels.</li> </ul> <p><b>Post Activities</b></p>	<p><b>Advantages</b></p> <ul style="list-style-type: none"> <li>- Each student gets the opportunity to express whatever they want to convey, allowing them to learn new vocabularies and proper pronunciation through guided speaking.</li> </ul> <p><b>Disadvantages</b></p> <ul style="list-style-type: none"> <li>- Students who are classified as less able to master speaking skills become less confident.</li> </ul>

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			<ul style="list-style-type: none"> <li>- T3 ask students to work on a quiz in PowerPoint which had been displayed.</li> <li>- T3 answer the questions they had worked on in the quiz during the joint discussion.</li> <li>- T3 evaluates what was learned that day, and asks students whether they enjoyed playing the quiz earlier.</li> </ul>
4.			<p><b>Pre-Activities</b></p> <ul style="list-style-type: none"> <li>- T6 Start the lesson with brainstorming in the form of dialogue. The dialogues contains contextual conversations, for example in hotels, restaurants, and stations in Malang City.</li> </ul> <p><b>Main Activity</b></p> <ul style="list-style-type: none"> <li>- Teacher ask the students to form groups to discuss and compose the mind-map that has been assigned to them.</li> </ul> <p><b>Post Activities</b></p> <ul style="list-style-type: none"> <li>- Groups of students who have completed the mind-map, are then asked to make a presentation of their work.</li> </ul>
	Group Discuccion with Presentation (T6)		<p><b>Advantages</b></p> <ul style="list-style-type: none"> <li>- Students can actively communicate, share thoughts, and exchange roles.</li> </ul> <p><b>Disadvantages</b></p> <ul style="list-style-type: none"> <li>- Sometimes it is hard to condition students who are more active than others.</li> <li>- The opposite applies for less-active students is a trial because getting them to communicate requires more effort.</li> </ul>

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## 2. Challenges in Implementing Communicative Approach

Regarding some of the challenges experienced by the teacher can be summarized as follows: 1) Telling stories, T1 have problems with students who are less active in memorizing grammar formulas, and the solution offered is to find other, more interactive methods. Meanwhile in the same teaching strategy, Teacher 4 (T4), admitted that it was difficult in understanding the students' sentence structure and limited vocabulary, and the solution was to learn English through games, songs, and also differences in words. 2) Listen and Repeat, T2 states that the problem lies precisely in students' motivation and enthusiasm for making progress, and the way to overcome this is by differentiating instruction and emphasizing students' behavior. Listen and Repeat are also used by Teacher 5 (T5), who has a problem when the teacher's voice runs out, so for solution to avoid miscommunication, she suggests listening more to pronunciation and dialects in speaking English directly from native speakers or YouTube. 3) Short Conversation and Guided Speaking, T3 states that the problem is to learn grammar formulas and learned from the class for daily practice. As for the solution, she sometimes takes a personal approach outside of class time. 4) Group Discussion and Presentation, T6 finds its class becomes boisterous because of communicating with each other. And to solve these and other problems, first, she used to try to understand why the class had a problem, and then use smart techniques so that the class could be conductive again.

The results above regarding the challenges and solutions of teachers who use their respective strategies to implement the communicative approach can be summarized and presented with more readable data coverage as follows:



**Table 2. Challenges in Implementing Communicative Approach**

Strategies	Challenges	Solutions
Telling Stories (T1 and T4)	<ul style="list-style-type: none"> <li>- Difficult getting passive students in the class to memorize the grammar formulas</li> <li>- Difficulties understanding the students' sentence structure and limited vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>- Look for other methods that are more interactive.</li> <li>- Learn English through games, songs and also differences in words.</li> </ul>
Listen and Repeat (T2 and T5)	<ul style="list-style-type: none"> <li>- The problem is when the teacher's voice runs out because the teacher has been using it for a long time for speaking.</li> <li>- Students' motivation and enthusiasm to making progress.</li> </ul>	<ul style="list-style-type: none"> <li>- Differentiated Instruction and emphasizes on student's behavior.</li> <li>- Listen more to pronunciation and dialects in speaking English directly from native speakers or YouTube.</li> </ul>
Short Conversation and Guided Speaking (T3)	Convince some students to progress in learning for using English as daily, So they don't just know the meaning, or the grammar formula and then forget about it afterward.	Try to take a personal approach outside of class time.
Group Discussion and Presentation (T6)	Become boisterous because of communicating with each other.	<ul style="list-style-type: none"> <li>- Try to analyze directly what causes students to be like that.</li> <li>- Says "focus-Pocus" with claps</li> <li>-Find another interactive way, so the class could be conducive again by asking another teacher</li> </ul>

Based on the results of the data obtained from interviews with 5 informants, the researcher found two problems faced by students in learning to write narratives using Disney movies as a medium. The problems are the lack of knowledge of vocabulary and understanding the native speaker's talk in Disney Movies. The five informants stated that the lack of vocabulary knowledge was the main problem they faced because Disney movies contain many foreign words. while the second problem is understanding native talk. This is because some native speakers talk too fast so that students find it difficult to follow the explanations conveyed by these native speakers.

## DISCUSSION

The researcher examines the study's main findings and correlates them to previous study and the related theories. In accordance with the research objectives, this section is divided into two focuses, the first will examine theories and studies related to speaking teaching strategies and the second will focus on the problems faced by teachers.

### 1. The Strategies in Teaching Speaking

The first strategy to review is about telling stories used by Teacher 1 (T1) and Teacher 4 (T4). Both T1 and T4 use authentic materials for telling story. For more detail, T1 uses ages, toys, family, money and friends. While T4 uses the nature of people, things and animals. This is in connection with what was stated by Larsen-Freeman (2018), according to her the teacher's strategy applied to carry a communicative approach can use as authentic materials as possible to generate a lot of discussion rather than story topics that only bring up many examples of words.

The next strategy used is 'listen and repeat' by T2 and T5. According to Harmer (1998), teaching speaking is good for teachers to make learning interesting so students don't get bored or fall asleep. Likewise, what was done by T2 and T5 was they used 'listen and repeat' solely to invite students to communicate interactively during the teaching-learning activity. The strategy is commonly used to emphasize pronunciation, teachers provide learners with a model, such as their own, and students have to repeat after it.

Susanto (2017) states that in the purpose of a communicative approach, students must be able to communicate with each other, which can be supported by teaching-learning activities that can engage students in communication along with the teacher's role as a guide. In line with this statement, that can also be started in communicative terms with the condition that students can apply at least two to three conversations using the target language. And something like the one described above is the teaching strategy carried out by teacher 3 (T3), she uses a teaching strategy called short conversation with guided speaking.

The findings of a previous study by Adem (2022) state that group discussions are one of the most frequently used classroom activities, which are followed by subsequent presentations. Based on that and concerning this study's findings, similar things were also found in what was used to be the T6 strategy in teaching speaking. T6 initially dialogued with students contextually, for example on topics such as hotels, restaurants, and train stations, then he divided students into several groups to conduct group discussions.

## **2. Challenges Faced by Teachers and Their Solutions**

From the findings in the previous chapter it can be seen that in the same strategy, T1 and T4 have different challenges. T1 experienced difficulties in getting students who were less active during class to memorize grammar formulas so the learning objectives were not achieved effectively. That can support the findings of Supharatypthin (2014) as the cause of the lack of improvement in students' speaking skills after being taught using a communicative approach. As for teacher 4 (T4) who had a problem similar to what was found by Yagang (1993) that it was difficult for students to understand the meaning of the speaker, here the difference in the findings of this study is the teacher 4 (T4) who experiences difficulties, not students.

From the challenges faced by them, T1 has a solution that is somewhat similar to its counterpart, T4. T1 has a solution by looking for another method that which she thinks is more interactive. Whereas T4 stated that the problems she faced could be overcome by learning to use other ways such as games, songs, and also word enrichment.

The next strategy by T2 and T5 uses a strategy called Listen and Repeat. The challenge that T2 faced is crucial when compared to T5. T2 students can lose enthusiasm for learning due to a lack of motivation. T2 has problems with students' motivation, students are likely too reluctant to make progress, hence it's difficult to make students study. Meanwhile, T5 can lose volume because it has been used in many teaching activities. This incident is similar to the case in the previous strategy, in which the listener cannot assimilate the speaker's intent (Yagang, 1993). Wilkins (1973) declared that personal motivation is key factor for students, so the design of courses

has to be according to the student's motivation, and the teacher has to pay attention to the learning worth and the purpose of learning it.

According to Hymes (1972), there are four communicative competencies, namely grammatical competence, discourse competence, sociolinguistic competence, and strategic competence. Concerning this theory, it is known that T5 has a problem with the sound running out because it is used too often or too loudly, which can interfere with the application of a communicative approach in terms of one of the communicative competencies, namely discourse competence and sociolinguistic competence. The problem with discourse competence is that teachers are less able to utter the meaning of the language used coherently and cohesively, resulting in what is called sociolinguistic competence the ability to use language that is appropriate to social contexts.

From the problem of student motivation to remain enthusiastic about learning, T2 stated that she would use different instructions for each student's ability level and motivation to study the language that she felt was also different. Then T5 with the problem of capturing meaning, the solution she uttered is to use the method suggested by Larsen-Freeman (2018) to use authentic materials from other media, for example, YouTube. That way, students get used to hearing conversations, and students can accept the transfer of knowledge conveyed by the teacher even when she isn't fit.

The Guided Speaking and Short Conversation strategy, T3 use a combination of created materials (English textbooks and quizzes) with authentic materials in the form of stories from each student about Foods, Beverages, and Medicines. Supported by Larsen-Freeman (2018) that authentic materials can transfer what students learn in classrooms to the outside world and expose students to their natural language in various situations. The challenge of T3 teaching strategy is to convince some students to progress in learning to use English as daily, so they don't just know the meaning, or the grammar formula and then forget about it afterward.

She admitted that the challenge could be overcome by approaching students outside of learning hours. This is intended so that students can use the target language (English) to communicate with others anytime and in any situation. This is supported by what Richards and Rodgers (2001) said that the teacher may respond to the learner's needs or through personal sessions with students in which the teacher talks through such issues as the student's perception of her learning style, learning strategy, and learning goals.

The findings in Asmari's research (2015) are the same problem were faced by T6 in class. The class can become overcrowded. Their challenge is the consequence of their teaching strategy, namely the discussion group. A brilliant solution that T6 uses is to first, understand why the class got out of control, then figure out how to codify the class again, as in the interview, she stated by diverting students' attention towards her and then using the '*focus-pocus*' clap.

## CONCLUSION

The purpose of the communicative approach is to provide more space for each student to interpret and interact, to train students to use the target language in accordance with their authentic language style, so that true meaning can be created between speakers and listeners. From the data gained through observations and interviews of six subject teachers from a

bilingual junior high school, the researchers concluded that the communicative approach can be applied to teaching speaking through various teaching strategies used by teachers.

The six teachers who were the subjects, namely in this study were called T1, T2, T3, T4, T5, and T6. From the six research subjects, several speaking teaching strategies were obtained to apply a communicative approach. T1 and T4 used the Telling Story strategy, T2 and T5 used Listen and Repeat, T3 used short conversations and guided speaking, and T6 used group discussions and presentations. Of the various strategies that teachers apply, of course, each has advantages and disadvantages. Even with the challenges and problems that teachers face when using their strategies, and the solutions they offer to overcome them.

Facts can be drawn from various data that have been collected that the communicative approach has various impacts on teaching speaking English. If the teacher's strategy is successful and effective, the good impact is that it can build students' self-confidence thanks to the ease of expression. Thanks to this opportunity, students can formulate how to speak in an orderly manner. Students become more enthusiastic about learning languages thanks to the inducement that the teacher provides in class, the inducement can be in the form of friends who are more proficient in language. Conversely, this inducement can also make students feel inferior to seeing their friends who are more proficient in speaking, and the class becomes boisterous because all students are interacting. As for another impact of the communicative approach, students can apply the lessons and practice of speaking from class to their daily lives outside the classroom, which is in line with one of the goals of the communicative approach, which is to hone students in speaking English with the correct meaning.

This research is limited to one junior high school that has English teachers to study. For future research, it can use more subjects and has a wider scope with various educational institutions, especially in the realm of junior high school. If necessary, the data can be collected using closed-ended questions to make it easier to collect data from subjects and filter data.

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