

THE IMPLEMENTATION OF THE COMMUNICATIVE APPROACH IN TEACHING ENGLISH: A QUALITATIVE STUDY AT BRITISH ENGLISH SCHOOL MAKASSAR

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ABSTRACT

This study investigates the implementation of the communicative approach in teaching English at British English School Makassar, Indonesia. Unlike most existing studies on Communicative Language Teaching (CLT) in Indonesia, which predominantly examine formal secondary or higher education settings, this study offers a context-specific analysis of CLT practices within a private language school. Employing a qualitative research design, the study involved three English teachers and thirty students selected through purposive sampling. This study concludes that the communicative approach is pedagogically effective in enhancing students' speaking and listening skills through communicative classroom practices that promote active participation and authentic language use. Teachers and students generally perceived the approach positively, reporting increased confidence and willingness to use English, although student engagement varied according to prior learning experiences and linguistic readiness. Nevertheless, the implementation of the communicative approach was shaped by contextual constraints, including large class sizes, limited access to authentic instructional resources, learners' previous exposure to teacher-centered instruction, differing proficiency levels, affective barriers, and time limitations. This study contributes novel empirical evidence to the CLT literature by illuminating how communicative principles are adapted, negotiated, and constrained within a private language school in Makassar as an underrepresented context in Indonesian EFL research.

Keywords: Communicative Language Teaching, Non-formal EFL Context, Private Language School.

INTRODUCTION

English has become a crucial medium of communication in the globalized era, shaping various sectors such as business, tourism, and education. In Indonesia, particularly in urban centers such as Makassar, the capital of South Sulawesi, the demand for English proficiency has increased significantly in line with the city's growing engagement with international networks. This growing demand has contributed to the emergence and development of private language institutions that aim to equip learners with practical English communication skills. Unlike formal schools that follow nationally standardized curricula, private language schools operate within more flexible instructional frameworks, allowing

them to adopt teaching approaches that are perceived as more responsive to learners' communicative needs (Alghamdi & Alnowaiser, 2017).

One teaching approach that has been widely adopted in response to these communicative demands is the communicative approach. Emerging from the shift in language teaching paradigms in the 1970s, the communicative approach emphasizes meaningful interaction and the development of communicative competence rather than the mere mastery of grammatical structures (Azimova, 2019). In the Indonesian context, this approach has been formally endorsed through national education policies that promote communicative competence as a key learning outcome in English language teaching (Nasional, 2006). However, policy endorsement does not necessarily ensure effective classroom implementation, particularly across diverse institutional and instructional contexts.

The communicative approach is grounded in the principle that language is best learned through authentic use in real-life situations (Salomova, 2019). It promotes student-centered learning, interactive tasks, and the use of authentic materials to facilitate negotiation of meaning and functional language use (Kayır, 2020). Scholars such as Harmer (1991) argued that these principles enhance learners' ability to communicate effectively beyond the classroom. Nevertheless, much of the existing literature tends to present the communicative approach as a universally effective methodology, often overlooking the contextual constraints that shape how its principles are interpreted and enacted in specific teaching environments, particularly in non-formal EFL contexts (Samandarov, 2023).

In Indonesia, empirical studies on Communicative Language Teaching (CLT) have predominantly focused on formal educational settings, such as secondary schools and universities (Ariatna, 2016). These studies frequently report positive outcomes related to students' speaking ability and classroom interaction. At the same time, they also identify persistent challenges, including large class sizes, examination-oriented curricula, and limited instructional resources. While these findings contribute valuable insights into CLT implementation in formal education, they provide limited understanding of how the communicative approach functions within non-formal institutions, such as private language schools, which differ substantially in terms of curriculum design, learner motivation, and instructional objectives.

Despite the increasingly significant role of private language schools in meeting the demand for English communication skills, research examining the implementation of the communicative approach in such contexts remains scarce. In particular, there is a lack of context-specific studies that explore how CLT principles are adapted, negotiated, or constrained within private language institutions in eastern Indonesia, including Makassar. This absence of empirical evidence constitutes a gap in the literature, as the pedagogical realities of private language schools are often assumed to mirror those of formal educational settings, despite their distinct institutional characteristics.

Addressing this gap, the present study investigates the implementation of the communicative approach at British English School Makassar, a private language institution operating in a non-formal EFL context. Specifically, this study aims to (1) examine how the communicative approach is implemented in classroom practices, (2) explore teachers' and

students' perceptions of its effectiveness in improving English language skills, particularly speaking and listening, and (3) identify contextual challenges that influence the implementation of the communicative approach in this setting. By focusing on an underrepresented educational context, this study seeks to contribute nuanced empirical insights to the CLT literature and to inform more context-sensitive applications of the communicative approach in Indonesian EFL education.

Unlike previous studies that predominantly examine CLT implementation in formal secondary or higher education settings, this study offers empirical insights into how communicative principles are enacted, negotiated, and constrained within a private language institution operating in a non-formal EFL context in eastern Indonesia, thereby extending CLT research beyond formal educational boundaries.

METHODS

This study employed a qualitative classroom-based case study design to investigate the implementation of the communicative approach in teaching English at British English School Makassar. This design was selected to enable an in-depth and context-sensitive exploration of classroom practices, teacher–student interactions, and instructional strategies related to the communicative approach within a single institutional setting. As a case study, the research focuses on British English School Makassar as a bounded system, allowing for a detailed examination of how communicative principles are interpreted and enacted in a specific non-formal EFL context. The qualitative approach was considered appropriate because it facilitates the collection of rich, descriptive data that capture participants' experiences and perceptions, as well as the complexity of classroom dynamics (Creswell, 2017).

Research Setting and Participants

The study was conducted at British English School Makassar, a private language institution located in Makassar, Indonesia. The participants consisted of three English teachers and thirty students, who were selected using a purposive sampling technique to ensure relevance to the research focus.

The three participating teachers had a minimum of five years of experience in teaching English and had received formal training in the communicative approach. They were actively involved in teaching conversation-focused classes at the institution and were therefore considered suitable informants for examining the classroom implementation of the communicative approach.

The student participants were drawn from the Conversation 3 level, which is part of the English Conversation for Senior program at British English School Makassar. The students were aged between 15 and 17 years and represented an intermediate level of English proficiency as determined by the institution's internal placement system. Students were selected based on the following criteria: (1) enrollment in the Conversation 3 class during the period of data collection, (2) regular attendance in English conversation classes, and (3) willingness to participate voluntarily in the study. These criteria were applied to

ensure that the students had sufficient exposure to communicative classroom activities and could provide meaningful insights into the implementation of the communicative approach.

Data Collection Methods

Data were collected using three qualitative data collection instruments: classroom observations, teacher interviews, and student questionnaires. The use of multiple instruments was intended to enable data triangulation and to provide a comprehensive understanding of the implementation of the communicative approach.

Classroom observations were conducted across 20 instructional meetings within one complete instructional level (Conversation 3). The researcher observed a total of 10 English class sessions, each consisting of two meetings, to examine how communicative activities were implemented in actual classroom practice. Classroom observations were guided by an observation protocol focusing on interaction patterns, communicative tasks, teacher roles, and student participation. Field notes were taken to document instructional strategies and classroom dynamics. Classroom observations were guided by an observation protocol focusing on interaction patterns, communicative tasks, teacher roles, and student participation.

Semi-structured interviews were conducted with the three participating English teachers to explore their perceptions, experiences, and challenges in implementing the communicative approach. The interviews were guided by open-ended questions, such as “*How do you apply communicative principles in your classroom activities?*” and “*What challenges do you encounter when implementing the communicative approach in this class?*” This interview format allowed the researcher to maintain focus on key themes while providing flexibility for teachers to elaborate on their responses.

Open-ended questionnaires were distributed to the thirty student participants to gather their views on learning English through the communicative approach. The questionnaire focused on students’ engagement, confidence, perceived skill improvement, and challenges in communicative activities.”The questionnaires invited students to reflect on their classroom experiences and perceived improvements in speaking and listening skills. The use of open-ended questions enabled students to express their perspectives freely and provided qualitative insights to complement the observation and interview data.

Data Analysis

The data were analyzed using thematic analysis to identify recurring patterns and meanings related to the implementation of the communicative approach. The analysis followed a systematic and iterative process consisting of open coding, categorizing, and theming, allowing themes to emerge inductively from the data.

In the open coding stage, all qualitative data from classroom observations, teacher interviews, and open-ended student questionnaires were read repeatedly to achieve data familiarization. Meaningful units of data were labeled with initial codes representing key ideas, actions, or perceptions, such as *student participation*, *use of role-play*, *teacher scaffolding*, and *interaction difficulties*. Coding was conducted manually by the researcher to maintain close engagement with the data.

During the categorizing stage, similar and related codes were grouped into broader categories to reduce redundancy and enhance analytical clarity. For example, codes such as *active participation*, *peer discussion*, and *student confidence* were clustered under the category student engagement, while codes such as *teacher guidance*, *feedback provision*, and *activity facilitation* were grouped under teacher facilitation.

In the theming stage, overarching themes were developed by interpreting relationships among the categories. Three major themes emerged from the analysis: student engagement, teacher facilitation, and classroom interaction. These themes represented central aspects of how the communicative approach was implemented and experienced in the classroom. Sub-themes were also identified to capture nuanced variations within each major theme.

Regarding coding reliability, inter-coder analysis was not employed, as the coding process was conducted by a single researcher. To enhance analytical rigor, the researcher engaged in repeated coding cycles and constant comparison across data sources to ensure consistency and coherence of the identified themes.

Finally, the findings were synthesized by drawing interpretive conclusions that linked the identified themes to the research objectives and existing literature. This analytical process enabled a comprehensive understanding of both the effectiveness and the contextual challenges of implementing the communicative approach at British English School Makassar.

Trustworthiness

To ensure the trustworthiness of the data, this study employed several strategies, namely triangulation, member checking, and peer debriefing, all of which were implemented in direct relation to the research context at British English School Makassar.

Triangulation was achieved by integrating data from multiple sources and instruments, including classroom observations, semi-structured interviews with English teachers, and open-ended questionnaires completed by students in the Conversation 3 level. By comparing observational data with teachers' explanations and students' responses, the researcher was able to cross-check the consistency of findings related to the implementation of the communicative approach, particularly in terms of classroom interaction, student engagement, and teacher facilitation.

Member checking was conducted by sharing summarized interview transcripts and preliminary interpretations with the three participating teachers. The teachers were invited to review the accuracy of the recorded data and to confirm whether the interpretations reflected their actual classroom practices and experiences. Minor clarifications and elaborations provided by the teachers were incorporated into the final analysis to enhance the credibility of the findings.

Peer debriefing was carried out through discussions with academic colleagues who had experience in qualitative research and English language teaching. These discussions focused on the coding process, theme development, and interpretation of findings related to the communicative approach. Feedback from peers helped the researcher to critically reflect on potential biases, refine the analytical framework, and strengthen the overall rigor of the data analysis.

RESULTS

The study revealed several key findings related to the implementation of the communicative approach at British English School Makassar.

Implementation of the Communicative Approach in Classroom Practices

In relation to the first research objective: *"examining how the communicative approach is implemented in classroom practices"*, classroom observations revealed that the teachers at British English School Makassar consistently employed communicative-oriented teaching methods that emphasized interaction, meaning-making, and authentic language use. The observed instructional practices reflected key principles of the communicative approach, particularly the focus on real-life communication and student-centered activities.

Table 1. Implementation of the communicative approach in classroom practices

Teaching Activity	Description of Classroom Practice	Communicative Focus
Role-plays	Students engaged in simulated real-life situations such as ordering food at a restaurant and making phone calls, using functional language in context.	Authentic communication; fluency development
Group discussions	Students worked collaboratively to discuss social issues and cultural topics, expressing opinions and responding to peers.	Meaning negotiation; peer interaction
Presentations	Students presented opinions or project outcomes to the class, followed by question-and-answer sessions.	Public speaking; integration of speaking and listening skills

One prominent activity observed across the classes was the use of role-plays, in which students were engaged in simulated real-life situations such as ordering food at a restaurant or making a phone call. These role-play activities required students to use functional language in context, encouraging spontaneous language production rather than memorized responses. The teachers acted primarily as facilitators by providing prompts and language support, while allowing students to negotiate meaning and manage interactions independently. This practice reflects the communicative approach's emphasis on fluency development and contextualized language use.

Another frequently observed practice was group discussion, where students worked collaboratively to discuss topics related to social issues and cultural differences. During these activities, students were encouraged to express opinions, respond to peers, and justify their viewpoints using English. The discussions created opportunities for extended student talk and peer interaction, reducing teacher dominance in the classroom discourse. Observation data indicated that such group-based activities fostered active participation and supported the development of communicative competence through meaningful interaction.

In addition, student presentations were used as a communicative activity to enhance learners' speaking skills and confidence. Students were asked to present opinions or project outcomes in front of the class, followed by brief question-and-answer sessions. These presentations required students to organize ideas, use appropriate language structures, and

communicate messages clearly to an audience. From a communicative perspective, this activity promoted both accuracy and fluency while maintaining a real-world communicative purpose.

Overall, the observed teaching methods demonstrate that the communicative approach was implemented through interactive and task-based activities that prioritized authentic communication. The consistent use of role-plays, group discussions, and presentations indicates that classroom practices at British English School Makassar align with core communicative principles, particularly learner interaction, meaningful language use, and the integration of speaking and listening skills

Teachers’ Perceptions of the Communicative Approach

In response to the second research question: “*exploring teachers’ perceptions of the effectiveness of the communicative approach in improving students’ English language skills*”, interview data revealed that all participating teachers perceived the communicative approach as an effective instructional method, particularly for enhancing students’ speaking and listening abilities. Teachers emphasized that communicative activities created more opportunities for meaningful language use and reduced students’ anxiety when using English in classroom interactions.

Teachers reported that the communicative approach contributed to increased student confidence, as learners were frequently exposed to real-life communicative tasks such as role-plays and group discussions. According to the teachers, repeated engagement in these activities encouraged students to express ideas more freely and to take risks in using English without excessive fear of making mistakes.

In addition, teachers perceived noticeable improvements in students’ speaking and listening skills. They explained that interactive classroom tasks required students not only to speak but also to actively listen to peers in order to respond appropriately, thereby fostering reciprocal communication. This interactional process was viewed as essential for developing communicative competence rather than isolated language skills.

Furthermore, teachers observed improvements in students’ pronunciation and intonation. They noted that frequent oral practice and immediate feedback during communicative activities allowed students to become more aware of accurate pronunciation patterns and natural speech rhythm. Overall, the teachers viewed the communicative approach as aligning well with the goals of the English conversation program at British English School Makassar.

To further illustrate teachers’ views on the effectiveness of the communicative approach in the English conversation program, the findings are presented in Table 2 below.

Table 2. Teachers’ perceptions of the effectiveness of the communicative approach

Perceived Impact	Description Based on Teacher Interviews	Sample Interview Excerpts
Increased confidence	Students became more confident in using English in	“Students are more confident now when speaking English because they

Speaking skill development	communicative tasks and real-life-like situations. Frequent oral interaction improved students' fluency and ability to express ideas verbally.	practice through role-play and discussion activities." (Teacher 1) "The communicative activities help students speak more naturally and fluently, especially during group discussions." (Teacher 2)
Listening skill development	Students developed active listening skills through peer interaction and response-based activities.	"Students have to listen carefully to their friends before responding, so their listening skills improve together with speaking." (Teacher 3)
Pronunciation and intonation	Regular speaking practice and feedback enhanced students' pronunciation accuracy and speech rhythm.	"Frequent speaking practice allows me to correct students' pronunciation and intonation directly during activities." (Teacher 1)

Students' Responses to the Communicative Approach

In relation to the second research question, qualitative data from open-ended student questionnaires and classroom observations indicated that students generally responded positively to the communicative approach implemented in the English conversation classes. Rather than being expressed in numerical terms, students' responses revealed recurring patterns related to engagement, confidence, and participation during communicative activities.

Classroom observations showed that most students actively participated in communicative tasks such as role-plays and group discussions. Students were observed volunteering to speak, responding to peers, and using English to negotiate meaning during interaction. These behaviours suggest that the communicative approach fostered a supportive learning environment that encouraged students to use English more frequently and spontaneously.

Students' written responses further indicated that communicative activities made learning English more enjoyable and meaningful. Many students expressed that practicing English through real-life situations helped them feel more confident in speaking, as they could relate classroom activities to everyday communication. One student noted that *"speaking English feels easier because we practice real situations in class"* (Student 5).

However, the data also revealed that some students experienced challenges in participating fully in communicative activities. Observational data showed that a small number of students were initially less active during group discussions and role-plays. These students tended to speak less frequently or relied on peers for support. In their written responses, students attributed these difficulties to shyness and limited vocabulary, which affected their confidence when speaking English in front of others. Despite these challenges, repeated exposure to communicative activities appeared to gradually increase students' willingness to participate.

Overall, the qualitative findings suggest that while the communicative approach positively influenced students' engagement and confidence, individual affective and linguistic factors continued to shape students' levels of participation.

To further clarify these findings, a summary of students' responses to the communicative approach is presented in Table 3 below.

Table 3. Students' responses to the communicative approach

Theme	Description of Student Responses	Sample Student Responses
Enjoyment and engagement	Students described communicative activities as enjoyable and interactive, making English learning less monotonous.	"I like learning English with games and role play because it's fun and not boring."
Increased confidence	Students reported feeling more confident using English in classroom interaction and real-life situations.	"Now I'm more confident to speak English in class, even if my grammar is not perfect."
Active participation	Observations showed students participating in discussions, role-plays, and presentations using English.	"I try to speak English when discussion, because teacher always support us."
Participation challenges	Some students experienced difficulties due to shyness and limited vocabulary, especially in group tasks.	"Sometimes I'm shy to speak because I don't know many vocabularies."

Challenges and Limitations

The study identified several challenges and limitations to the implementation of the communicative approach, including:

Large Class Size and Limited Individualized Feedback

Relatively large class sizes constrained teachers' ability to monitor individual student participation and provide timely, personalized feedback during communicative activities. Although group work facilitated peer interaction, some students received minimal teacher guidance, particularly during role-plays and discussions.

Limited Access to Authentic Instructional Resources

The lack of sufficient audio-visual and multimedia resources limited students' exposure to authentic language input. As a result, teachers relied heavily on improvised materials and verbal explanations, which reduced opportunities for students to engage with natural pronunciation, intonation, and real-life communicative models.

Students' Prior Exposure to Teacher-Centered Instruction

Students' previous learning experiences, which were predominantly grammar-focused and teacher-centered, affected their readiness to participate in communicative activities. These students tended to be hesitant in spontaneous speaking tasks and required more structured support to engage actively.

Variation in Students' Linguistic Proficiency

Differences in students' vocabulary range and speaking ability created uneven participation during communicative tasks. While some students engaged confidently, others struggled to express ideas due to limited lexical resources, which occasionally hindered group interaction.

Shyness and Fear of Making Mistakes

Observational data indicated that affective factors such as shyness and fear of making errors influenced students' willingness to speak English. These factors were particularly evident during public speaking activities, such as presentations and role-plays, where some students avoided active participation.

Time Constraints within Lesson Implementation

The need to balance communicative activities with lesson objectives and time limitations restricted the depth and frequency of interaction. Teachers reported that some communicative tasks had to be shortened, limiting opportunities for extended practice and feedback.

To provide a clearer and more systematic overview of these challenges, a summary of the findings is presented in Table 4 below.

Table 4. Challenges and limitations in implementing the communicative approach

Challenges	Description	Student Interview Responses
Large Class Size and Limited Individualized Feedback	Large class sizes limited teachers' ability to give individual attention and personalized feedback during communicative activities. Some students received little guidance during discussions and role-plays.	1. "There are many students in one class, so the teacher cannot check everyone when we speak." 2. "Sometimes I want feedback, but the teacher is busy with other groups."
Limited Access to Authentic Instructional Resources	Limited audio-visual and multimedia resources reduced students' exposure to authentic English input such as native pronunciation and real-life communication models.	1. "We rarely use videos or listening materials, so it's hard to know real English pronunciation." 2. "Most of the time the teacher only explains by talking, not using media."

Students' Prior Exposure to Teacher-Centered Instruction	Students' previous grammar-focused learning made them less confident and less prepared to participate in communicative and spontaneous speaking activities.	<ol style="list-style-type: none"> 1. "Before this, we usually just listened and did grammar exercises." 2. "I am not used to speaking English in class, so I feel nervous."
Variation in Students' Linguistic Proficiency	Differences in vocabulary knowledge and speaking ability caused unequal participation, with some students dominating discussions while others struggled to express ideas.	<ol style="list-style-type: none"> 1. "Some students can speak fluently, but others don't know many words." 2. "I want to talk, but I don't know how to say my ideas in English."
Shyness and Fear of Making Mistakes	Affective factors such as shyness and fear of making errors reduced students' willingness to speak, especially in public speaking and role-play activities.	<ol style="list-style-type: none"> 1. "I'm afraid my friends will laugh if I make mistakes." 2. "I feel shy speaking English in front of the class."
Time Constraints within Lesson Implementation	Limited lesson time forced teachers to shorten communicative activities, reducing opportunities for extended interaction and detailed feedback.	<ol style="list-style-type: none"> 1. "Sometimes the discussion stops because the class time is over." 2. "We don't have enough time to practice speaking more."

DISCUSSION

The findings of this study demonstrate that the communicative approach contributes positively to the development of students' English language skills, particularly speaking and listening, within the context of a private language institution in Makassar. The consistent use of communicative activities such as role-plays, group discussions, and presentations enabled students to engage in meaningful language use that closely resembles real-life communications (Nhan, 2024). This supports the core premise of the communicative approach, which conceptualizes language as a medium for interaction rather than merely a system of grammatical forms (Arif & Tarman, 2022). The increased student participation and willingness to speak observed in this study suggest that communicative tasks can provide authentic interactional contexts that facilitate fluency development and communicative competence.

However, this finding contrasts with several studies that report limited effectiveness of Communicative Language Teaching (CLT) in EFL contexts due to structural and contextual constraints. For instance, some researchers argue that CLT may be difficult to implement effectively in contexts where learners have limited linguistic resources or are accustomed to teacher-centered instruction, resulting in superficial interaction rather than meaningful communication (Devi et al., 2025) (Shamsiddin, 2025). Unlike such findings,

the present study indicates that, within a private language school context characterized by flexible curricula and conversation-oriented objectives, communicative activities can still function effectively despite these constraints. This contrast suggests that the success of the communicative approach is highly contingent on institutional goals, instructional focus, and learner expectations.

The positive perceptions expressed by both teachers and students further reinforce the pedagogical value of the communicative approach in this specific context. Students' increased confidence in using English indicates that communicative activities helped reduce language anxiety, a factor widely recognized as influential in second language learning (Marshalina, 2025). Through repeated engagement in interactional tasks, students were able to experiment with language, negotiate meaning, and gradually build confidence in oral communication. While previous studies have cautioned that communicative activities may increase anxiety among less proficient learners (Batenburg et al., 2019), the findings of this study suggest that supportive teacher facilitation and peer interaction can mitigate such affective barriers, even among students with varying levels of proficiency.

The role of teachers emerged as a critical mediating factor in the effectiveness of the communicative approach. Teachers who adopted facilitative roles, provided scaffolding, and fostered a supportive classroom atmosphere were able to encourage students' active participation in communicative tasks. This finding aligns with Fatima's (2024) assertion that a positive motivational climate enhances learners' engagement and willingness to communicate. At the same time, it extends existing research by demonstrating that teacher mediation is particularly crucial in non-formal EFL contexts, where learners' prior experiences with grammar-focused instruction may initially hinder their participation in communicative activities.

Despite these positive outcomes, the study also highlights several contextual challenges that constrained the full implementation of the communicative approach. Large class sizes limited opportunities for individualized feedback, while restricted access to authentic instructional resources reduced students' exposure to natural language input. Additionally, students' prior exposure to teacher-centered and examination-oriented instruction affected their initial readiness to engage in spontaneous communication. These findings resonate with studies that emphasize the tension between communicative ideals and classroom realities in EFL contexts (Shamsiddin, 2025). Importantly, this study suggests that such challenges do not render the communicative approach ineffective; rather, they necessitate contextual adaptation.

From a theoretical perspective, these findings suggest that communicative language teaching should not be viewed as a fixed or idealized methodology that can be universally applied across contexts. Instead, communicative language teaching functions as a flexible pedagogical framework that is shaped by institutional realities, learner characteristics, and available resources. In this sense, the communicative approach in the present study was not implemented in its "ideal" form, but was selectively adapted to suit the non-formal, conversation-focused environment of a private language school.

The findings also carry important pedagogical implications for private language institutions such as British English School Makassar. While the communicative approach is

effective in promoting oral language development, its success depends on teachers' capacity to adapt instructional strategies, provide appropriate scaffolding, and manage classroom constraints. Institutional support, including professional development opportunities and improved access to instructional resources, is therefore essential to sustain effective communicative practices. Moreover, providing additional opportunities for students to practice English beyond the classroom may further strengthen their communicative competence.

Overall, this study confirms that the communicative approach remains a valuable pedagogical framework for improving students' speaking and listening skills in a non-formal EFL context. However, its effectiveness is mediated by contextual factors that require pedagogical flexibility and institutional support. By acknowledging and addressing these realities, private language institutions can more effectively harness the potential of the communicative approach to prepare learners for real-life communication.

CONCLUSION

This study concludes that the communicative approach is pedagogically effective in enhancing students' English language skills, particularly speaking and listening, as evidenced by the use of communicative classroom practices such as role-plays, group discussions, and interactive tasks that promoted active participation and authentic language use. In relation to teachers' and students' perceptions, the findings indicate generally positive responses, with increased learner confidence and willingness to use English, although levels of engagement varied depending on students' prior learning experiences and linguistic readiness. Furthermore, the study reveals that the implementation of the communicative approach was constrained by interconnected contextual factors, including large class sizes that limited individualized feedback, insufficient access to authentic instructional resources, students' prior exposure to teacher-centered learning, variations in linguistic proficiency, affective barriers such as shyness and fear of making mistakes, and time constraints that restricted sustained communicative practice.

From a scholarly perspective, this study contributes to the existing literature on communicative language teaching by providing empirical evidence from a private English language institution in the Indonesian EFL context as an area that remains underrepresented in communicative approach research. By integrating teachers' perceptions, students' responses, and classroom observations, this study offers a nuanced understanding of how communicative principles are enacted in practice and how contextual factors mediate their effectiveness. The findings thus extend previous CLT research by emphasizing the interaction between pedagogical ideals and local instructional realities.

Despite its contributions, this study has several limitations. The research was conducted in a single institution with a limited number of participants, which may restrict the generalizability of the findings. In addition, the study focused primarily on short-term classroom practices and perceptions, without examining longitudinal language development or measurable proficiency gains. These limitations suggest that the findings should be interpreted within the specific context of the study.

Future research is therefore recommended to explore the long-term impact of the communicative approach on students' language proficiency across diverse educational settings. Longitudinal studies and comparative research involving different types of institutions, instructional levels, or hybrid pedagogical models may provide deeper insights into how communicative language teaching can be sustainably implemented in EFL contexts. Further investigation into teachers' professional development and institutional support systems would also contribute to strengthening the effectiveness of communicative approaches in practice.

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