

# Systematic Literature Review on the Effectiveness of Communicative Language Teaching (CLT) in Enhancing EFL Learners' Speaking Skills

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**Abstract :** Empirical studies consistently demonstrate that Communicative Language Teaching (CLT) effectively enhances speaking skills across diverse EFL contexts. In Bangladesh, CLT interventions significantly improved university students' fluency and communicative complexity, accompanied by positive learner perceptions. Indonesian research reported a statistically significant increase in high school students' speaking scores following CLT implementation. Similarly, Thai Grade 12 students showed marked improvement, from 61.2 to 69.2 in speaking performance, alongside greater confidence and engagement in communicative tasks such as role-plays and group discussions. Qualitative findings further substantiate that CLT enhances motivation, alleviates anxiety, and encourages authentic language use. However, challenges endure, including linguistic constraints, learner anxiety, and unfavorable classroom conditions. In comparison, CLT consistently surpasses traditional, grammar-centric approaches in cultivating real-world communicative competence, contingent upon sufficient teacher training, structured tasks, and a collaborative learning atmosphere. These cross-contextual findings highlight CLT's versatility and educational significance in promoting oral proficiency among EFL learners.

**Keywords:** Communicative Language Teaching (CLT), Speaking Skills, EFL Learners, Learner Engagement, Communicative Competence

## 1. INTRODUCTION

English is widely recognized as a global lingua franca, serving as a primary medium of communication in education, business, diplomacy, and digital contexts (Crystal, 2003). In numerous English as a Foreign Language (EFL) environments, especially in countries like Bangladesh, Indonesia, and Thailand, proficiency in English, particularly in speaking, is deemed essential for academic advancement and socio-economic progress (Nisha, 2024). However, EFL learners often face difficulties in oral communication, frequently exhibiting low fluency, limited vocabulary, grammatical uncertainty, and, notably, classroom silence due to anxiety and cultural norms (Chaya, 2022); (Nisha, 2024); (Wathawatthana et al., 2025).

Traditional teaching methods, especially the Grammar Translation Method (GTM), have dominated many Asian school systems, putting more emphasis on memorizing facts, getting the grammar right, and writing tasks than on real communication (Nisha, 2024); (Aziz & Hanafi, 2024). Because of this, students may be able to read and write well but not be willing or able to speak spontaneously (Octavianita et al., 2021). This gap between what the curriculum says and what happens in the classroom has led teachers and policymakers to look for other ways to teach that focus on using language in real-life situations instead of just its form.

Communicative Language Teaching (CLT) emerged in the late 20th century as a paradigm shift, based on Hymes's (1979) concept of communicative competence, the capacity

to utilize language appropriately in social contexts, surpassing Chomsky's emphasis on grammatical correctness (Octavianita et al., 2021); (Triwibowo, 2023). Communicative Language Teaching reconceptualizes language acquisition as a social endeavor, emphasizing meaning negotiation, real activities, and learner interaction as fundamental components of classroom practice (Richards & Rodgers, 2014). This methodology corresponds with modern educational requirements for 21st-century competencies, including cooperation, critical thinking, and practical problem-solving (Nisha, 2024); (Wathawatthana et al., 2025).

Empirical research has increasingly validated the effectiveness of Communicative Language Teaching (CLT) in enhancing speaking skills. Rahman Nisha's (2024) mixed-methods study at Bangladeshi universities revealed statistically significant improvements in fluency and communicative complexity among tertiary students following a CLT intervention. Aziz and Hanafi (2024) reported a notable increase in post-test speaking scores (from 75.45 to 80.40) among Indonesian high school students after the implementation of a CLT-based instructional cycle, with a paired t-test confirming the statistical significance of the results ( $p < .001$ ).

In Thailand, Wathawatthana et al. (2025) reported a similar trend: the mean speaking scores of grade 12 students increased from 61.2 to 69.2 following 16 weeks of CLT implementation, with students demonstrating enhanced confidence and involvement. These results corroborate previous action research conducted in Thai vocational and university contexts, wherein role-play, group discussions, and task-based activities resulted in significant improvements in pronunciation, vocabulary utilization, and communication willingness (Suphan & Phusawisot, 2020); (Komol & Suwanphathama, 2020).

In addition to enhancing skill development, CLT has demonstrated the capacity to transform learners' attitudes toward language acquisition. Participants in various studies consistently reported that CLT made English "more relevant," "enjoyable," and "less intimidating" (Triwibowo, 2023); (Nisha, 2024); (Wathawatthana et al., 2025). This emotional shift, marked by increased motivation, reduced anxiety, and a greater willingness to take linguistic risks is crucial in EFL settings where affective filters often hinder language production (Krashen, 1981).

Nonetheless, the execution of CLT presents certain obstacles. Substantial class numbers, heterogeneous competence levels, inadequate teacher preparation, and a persistent focus on exam-centric grammar instruction may impede its successful implementation (Bruner et al., 2015); (Wathawatthana et al., 2025). Additionally, learners with lower starting proficiency may experience overwhelm from open-ended communicative tasks, indicating the necessity for

scaffolded or hybrid models that combine structured input with interactive practice (Triwibowo, 2023).

The teacher's position is crucial in navigating these difficulties. Effective Communicative Language Teaching requires educators to function not only as conveyors of knowledge but also as facilitators, providers of feedback, and co-communicators (Wathawatthana et al., 2025). However, many educators, particularly in public education systems, are inadequately prepared or lack institutional support to effectuate this transition (Wathawatthana et al., 2025). Consequently, the successful implementation of CLT often depends equally on professional development and curricular alignment as on instructional methodologies.

Despite the growing body of evidence, current research remains fragmented—conducted across various age groups, proficiency levels, and national contexts, employing diverse methodologies (quantitative pre-post assessments, qualitative interviews, action research). While each study provides valuable insights, a synthesis and critical evaluation are essential to discern patterns, contradictions, and contextual variables within the literature (Triwibowo, 2023). A systematic literature review (SLR) will rigorously investigate the impact of Communicative Language Teaching (CLT) on English as a Foreign Language (EFL) learners' speaking skills, the factors that influence its effectiveness, and the progression of learner perceptions in different educational settings.

This research aims to synthesize empirical findings from recent studies in Bangladesh (Nisha, 2024), Indonesia (Aziz & Hanafi, 2024); (Octavianita et al., 2021), Thailand (Wathawatthana et al., 2025), and various EFL contexts (Triwibowo, 2023), to develop a comprehensive understanding of the role of CLT in transforming speaking pedagogy. This initiative seeks to enhance teacher education, curriculum development, and policy creation in areas aiming to go from mere linguistic accuracy to authentic communicative competence.

## **2. THEORETICAL STUDY**

### **Communicative Language Teaching (CLT) as a Pedagogical Framework**

Communicative Language Teaching (CLT) emerged in the late twentieth century as a paradigmatic shift from structuralist and grammar-translation methodologies toward a learner-centered approach grounded in the concept of communicative competence (Hymes, 1979). CLT is not merely a set of techniques but a holistic philosophy that prioritizes meaningful interaction over linguistic accuracy alone. Richards and Rodgers (2014) characterize Communicative Language Teaching (CLT) as a methodology that perceives language primarily as a medium for communication, with classroom activities designed to replicate

genuine social interactions (Nisha, 2024). The fundamental principle of CLT is its focus on functional language use, students are encouraged to negotiate meaning, articulate opinions, and collaborate on tasks that reflect real-world discourse (Triwibowo, 2023); (Wathawatthana et al., 2025). This approach corresponds with Hymes (1979), critique of Chomsky's concept of "linguistic competence," which overlooks sociocultural appropriateness and pragmatic fluency. In CLT, the classroom functions as a dynamic social environment where learners co-construct knowledge through interaction, thereby enhancing not only grammatical but also sociolinguistic, discourse, and strategic competencies (Swain & Canale, 1982).

### **Speaking Skills as a Core Component of Communicative Competence**

Speaking is a productive ability that encompasses many linguistic and cognitive subsystems, including phonology, lexis, syntax, discourse structure, and pragmatic awareness (Nisha, 2024). In EFL environments, speaking proficiency is notably difficult due to restricted exposure beyond the classroom and cultural inclinations towards silence in educational settings (Wathawatthana et al., 2025). CLT redefines speech as a process of meaning-making through interaction rather than as a pursuit of error-free performance (Richards, 2006). Aziz and Hanafi (2024) contend that effective speaking training must balance fluency and accuracy, with Communicative Language Teaching initially emphasizing fluency to bolster student confidence. This skill encompasses pronunciation, vocabulary breadth, grammatical precision, fluency (including rhythm, pace, and pausing), and content coherence (Aziz & Hanafi, 2024). Notably, CLT perceives speaking as inherently interactive, distinguishing between transactional language (which conveys information) and interactional language (which cultivates social connection), both vital for authentic communication (Aziz & Hanafi, 2024).

### **Learner Engagement and Participation in CLT Classrooms**

Learner participation in Communicative Language Teaching is both a prerequisite and a result of communicative instruction. Triwibowo (2023), discovered that second language learners engaged with Communicative Language Teaching (CLT) exhibited increased motivation and active involvement attributable to the relevance and authenticity of the assignments. Engagement in activities such as role-plays, information-gap exercises, group debates, and problem-solving tasks cultivates a sense of ownership in learning and mitigates affective barriers such as anxiety (Wathawatthana et al., 2025). The transition from teacher-centered monologue to student-centered dialogue converts passive recipients into active co-communicators (Wathawatthana et al., 2025). Octavianita et al. (2021), assert that sensory-rich,

experiential activities, such as games, simulations, and collaborative projects, augment cognitive and emotional involvement, especially in younger learners. This corresponds with constructivist ideas asserting that information is collaboratively generated through interaction rather than unidirectionally conveyed (Wathawatthana et al., 2025).

### **Learner Perceptions and Attitudes Toward CLT**

The perception of learners is a crucial mediator of the efficacy of Communicative Language Teaching (CLT). In various EFL contexts, Bangladesh, Indonesia, and Thailand, students uniformly demonstrated favorable attitudes towards CLT, perceiving it as fun, pertinent, and confidence-enhancing (Nisha, 2024); (Aziz & Hanafi, 2024); (Wathawatthana et al., 2025). In Rahman Nisha's (2024) study, 96.4% of tertiary students asserted that Communicative Language Teaching (CLT) enhanced their speaking abilities, and 100% would endorse it to their classmates. Likewise, Thai Grade 12 students assessed CLT activities as both entertaining and effective, achieving mean Likert values exceeding 4.0 on all attitude measures (Wathawatthana et al., 2025). Triwibowo (2023) attributes this attitude to the learner autonomy fostered by Communicative Language Teaching (CLT), as students feel empowered to use English beyond mere rote memorization. However, perceptions are not universally consistent; many learners, particularly those with limited proficiency, initially struggle with open-ended tasks and may prefer more structured input (Triwibowo, 2023). Nevertheless, positive emotional responses, reduced anxiety, increased willingness to communicate, and intrinsic motivation, appear to amplify the linguistic benefits of CLT.

### **Teacher Role and Pedagogical Strategies in CLT Implementation**

In CLT, the teacher's role changes from being a source of information to being a facilitator, an evaluator, and a participant (Wathawatthana et al., 2025). For CLT to work well, teachers need to create meaningful tasks, give helpful feedback, and make the classroom a low-stress place where students feel comfortable taking risks (Triwibowo, 2023). Task-based instruction (TBI), content-based instruction (CBI), and using real-world materials like news clips, movies, and realia are all important strategies (Richards, 2006); (Octavianita et al., 2021). Aziz and Hanafi (2024) employed a pre-test/post-test design featuring narrative-based speaking tasks, whereas Wathawatthana et al. (2025) utilized role-plays, such as customer-service scenarios, and information-sharing tasks like "Find the Difference." Feedback in Communicative Language Teaching (CLT) is formative rather than corrective; errors are accepted as long as meaning is conveyed, with explicit grammar instruction incorporated

following communicative practice (Thompson, 1996); (Nisha, 2024). Nonetheless, effective implementation is significantly contingent on teacher training; insufficient preparation may lead educators to revert to traditional methods or apply CLT superficially ((Wathawatthana et al., 2025).

### **Authentic Materials and Contextualized Language Input**

CLT prioritizes authentic, contextually embedded input over decontextualized textbook exercises. Octavianita et al. (2021) underscore that authentic materials, such as television broadcasts, short films, news articles, and internet videos, expose learners to natural language use, cultural nuances, and diverse accents. These resources not only enhance input comprehensibility but also stimulate motivation by connecting classroom learning to real-world relevance (Peacock, 1997); (Salaberry, 2001) as cited in Octavianita et al. (2021). As an example, Rahman Nisha (2024) discovered that 76.7% of Bangladeshi students regarded “real-life situations” as the most beneficial component of CLT. Likewise, Triwibowo (2023) observed that learners appreciated opportunities to practice English in contexts resembling everyday interactions. Authenticity, thus, fulfills both linguistic and affective roles: it enhances pragmatic competence while affirming learners’ identities as legitimate users of English in global contexts.

## **3. RESEARCH METHODS**

The object of this research is Communicative Language Teaching (CLT) in Enhancing EFL Learners' Speaking Skills. The first stage, planning, begins with formulating a research question (RQ) and developing a structured protocol based on the research topic. The second stage, conducting, involves identifying relevant literature, screening abstracts, and extracting data. The final stage, reporting, concludes the research results.

### **a. Planning**

This stage begins with formulating a question as a reference for searching, selecting, and analyzing literature data for the research question. The question is formulated based on the needs of the chosen topic. The following is the formulation of the questions in this study:

**Table 1.** Research Question

RQ 1	How effective is Communicative Language Teaching (CLT) in enhancing speaking skills among English as a Foreign Language (EFL) learners across diverse educational contexts?
RQ 2	What are the contextual challenges that mediate or hinder the successful implementation of CLT in English as a foreign language (EFL) classrooms?

**b. Conducting**

The conducting stage involves several stages or steps. The first step is identifying literature to obtain relevant sources to answer the Research Questions (RQ1 and RQ2). The sources used in this study were national and international journals discussing Communicative Language Teaching (CLT) in Enhancing EFL Learners' Speaking Skills. The journal search process was conducted using a search engine (Google Chrome) at the website address <https://scholar.google.com/>.

The second step is Inclusion and Exclusion Criteria. This stage is used to determine whether the data found is suitable for use in a Systematic Literature Review (SLR) research. These criteria include publication year within the last five years (2021-2025), obtained through the website <https://scholar.google.com/>, and journals used only related to Communicative Language Teaching (CLT) in Enhancing EFL Learners' Speaking Skills.

The third step is quality assessment. In the Systematic Literature Review research, the data found will be evaluated based on the following quality assessment criteria questions:

**Table 2.** Quality Assessment

QA	Quality Assessment Criteria	Enter Criteria	
		Yes	No
QA1	Was the journal article published between 2020 and 2025?	√	
QA2	Is the journal paper related to Communicative Language Teaching (CLT) in Enhancing EFL Learners' Speaking Skills?	√	
QA3	Is the journal accessible through the website <a href="https://scholar.google.com/">https://scholar.google.com/</a> ?	√	

The next step is to determine article categories with exclusion criteria and inclusion criteria. This is one of the mapping study activities to exclude irrelevant articles and include relevant ones. In this study, we formulated exclusion and inclusion criteria to facilitate mapping when retrieving the collected literature.

**Table 3.** Inclusion and Exclusion Criteria

Inclusion	Exclusion
<ol style="list-style-type: none"> <li>1. Research that focuses on Communicative Language Teaching (CLT) in Enhancing EFL Learners' Speaking Skills.</li> <li>2. English Language Journal.</li> <li>3. Only research journals.</li> </ol>	<ol style="list-style-type: none"> <li>1. Journals that do not discuss Communicative Language Teaching (CLT) in Enhancing EFL Learners' Speaking Skills.</li> <li>2. Languages other than English.</li> <li>3. Dissertations, theses, book sections, proceedings, product descriptions and irrelevant references.</li> </ol>

Next, summarize previous journals or research that meet the quality assessment, inclusion, and exclusion criteria. Previous research is the writing of relevant scientific papers or journals that will serve as material for conducting studies on the same or similar issues.

**Table 4.** Previous Research

Author & Year	Title of the Study	Research Method	Key Findings
Octavianita et al. (2021)	The Implementation CLT Approach to Improve Students Speaking Skills	Literature review (document analysis of journals and teaching materials)	CLT enhances communicative competence through authentic materials (e.g., videos, news), interactive tasks (role-play, simulations), and learner-centered strategies. Emphasis on fluency over accuracy fosters confidence and real-world communication.
Nisha (2024)	Communicative Language Teaching (CLT) in Improving Speaking Skills of Tertiary Level EFL Students of Bangladesh	Mixed-methods: questionnaire (n=30), pre-post perception survey, Likert-scale analysis	Statistically significant improvement in fluency and complexity. 96.4% of students believed CLT improved their speaking; 100% would recommend it. Real-life situations (76.7%) and interactive activities were rated most helpful.
Aziz & Hanafi (2024)	The Effectiveness of Communicative Language Teaching (CLT) on Students Speaking Ability at SMAN 1 Rejotangan	Quantitative quasi-experimental: one-group pre-test/post-test design (n=20), paired t-test	Mean speaking score increased from 75.45 (pre-test) to 80.40 (post-test). Paired t-test p-value = 0.000 (<0.05), confirming CLT's significant effectiveness in enhancing speaking ability among

			Indonesian high school students.
Wathawatthana et al. (2025)	Breaking the Silence: The Impact of the CLT Method on Grade 12 Students' Speaking Skills	Pre-experimental one-group pre-test/post-test (n=30), questionnaire, semi-structured interviews, thematic analysis	Mean speaking score rose from 61.2 to 69.2 ( $p < 0.001$ ). Students held positive attitudes (mean Likert = 4.23/5), valuing role-play, group work, and real-life practice. Challenges included anxiety, vocabulary gaps, and classroom distractions.
Triwibowo (2023)	Enhancing English Proficiency: The Impact of Communicative Language Teaching on Second Language Learners	Qualitative: semi-structured interviews, focus groups, classroom observation, document analysis	Learners reported increased confidence, autonomy, and proficiency in speaking or listening. CLT fostered engagement through authentic tasks. However, low-proficiency learners struggled initially, and some desired more structured grammar instruction. Teacher facilitation and training were deemed critical.

### c. Reporting

The reporting stage is the final stage in a systematic literature review. This stage involves writing the results of the systematic literature review in written form according to a predetermined format.

## 4. RESULTS AND DISCUSSION

Five recent studies that looked at real-world evidence all agree that Communicative Language Teaching (CLT) greatly improves EFL learners' speaking skills in a wide range of educational settings, from Indonesian senior high schools (Aziz & Hanafi, 2024) and Thai Grade 12 classrooms (Wathawatthana et al., 2025) to Bangladeshi universities (Nisha, 2024) and broader second-language settings (Triwibowo, 2023). The quantitative results show statistically significant gains: post-test scores rose from 75.45 to 80.40 in Indonesia (Aziz & Hanafi, 2024), 61.2 to 69.2 in Thailand (Wathawatthana et al., 2025), and Bangladeshi learners showed big improvements in fluency and syntactic complexity (Nisha, 2024). These results all

support CLT's effectiveness in transforming speaking from a passive skill into an active, exciting practice based on real-world communication.

A crucial mechanism through which CLT enhances speaking is its focus on meaningful, authentic interaction. In contrast to traditional grammar-translation methods that prioritize accuracy over usage, CLT situates language learning in realistic environments such as role-plays (e.g., customer-service dialogues), information-gap tasks ("Find the Difference"), and teamwork to solve problems (Wathawatthana et al., 2025); (Octavianita et al., 2021). These activities replicate genuine communicative needs, compelling learners to negotiate meaning rather than merely reproduce memorized phrases. As Richards and Rodgers (2014) assert, CLT prioritizes language as action, and this functional orientation encourages the development of what Hymes (1979) termed communicative competence, the ability to use language appropriately across social contexts (Octavianita et al., 2021).

Furthermore, CLT enhances learner engagement and motivation, which are essential for improving oral skills. Various studies indicate students frequently appreciated CLT activities, including group discussions, games, and pair work (Nisha, 2024); (Triwibowo, 2023); (Wathawatthana et al., 2025). Triwibowo (2023), observed that participants felt "more motivated and confident" because CLT rendered English "relevant and practical." This emotional shift is vital: when learners regard classroom tasks as meaningful and enjoyable, their willingness to communicate (WTC), a critical predictor of speaking development is significantly increased (Wathawatthana et al., 2025). The social and interactive aspects of CLT consequently transform the classroom into a low-anxiety environment that encourages risk-taking and experimentation.

Learner perceptions further reinforce CLT's effectiveness. In Bangladesh, 96.4% of students believed CLT improved their speaking, and 100% recommended it to peers (Nisha, 2024). Similarly, Thai Grade 12 students rated CLT's helpfulness highly, with mean Likert scores between 4.07 and 4.34 (out of 5), particularly valuing real-life simulations and role-plays (Wathawatthana et al., 2025). These positive attitudes are not merely anecdotal; they correlate with behavioral outcomes students who view CLT favorably are more likely to engage deeply, practice voluntarily, and persist through challenges (Triwibowo, 2023). This attitudinal alignment between method and learner experience underscores CLT's learner-centered philosophy.

There are a lot of problems with using Communicative Language Teaching (CLT), such as anxiety, language problems, and distractions in the environment. For example, Thai students felt ashamed when they mispronounced words and frustrated when they failed to recall

vocabulary during speech (Wathawatthana et al., 2025). Similarly, learners with lower proficiency had trouble with open-ended tasks, which shows that CLT may be too much for people who don't have the basic language skills they need (Triwibowo, 2023). Classroom factors like noise, uncooperative peers, and large class sizes also made it harder for communication to flow (Wathawatthana et al., 2025); (Bruner et al., 2015), as cited in Octavianita (2021). These results show how important it is to adapt and scaffold CLT in order for it to work.

Teacher role and training were key factors. For CLT to work, teachers need to be facilitators, feedback providers, and co-communicators, not just people who pass on knowledge (Wathawatthana et al., 2025). Teachers need to make tasks that balance fluency and accuracy, give constructive feedback without breaking the flow, and make the classroom a safe place to learn (Thompson, 1996), as cited in Rahman Nisha, (2024). However, many teachers, especially in public systems, don't have training in CLT pedagogy (Wathawatthana et al., 2025). Triwibowo (2023), said that professional development is important to give teachers the skills to use CLT in a real way instead of just on the surface.

Another significant finding pertains to the utilization of authentic materials. Research consistently demonstrates that videos, news clips, short films, and online resources enhance the quality of input and increase its cultural relevance (Octavianita et al., 2021). Rahman Nisha (2024) discovered that 76.7% of Bangladeshi students regarded "real-life situations" as the most beneficial aspect of Communicative Language Teaching (CLT), which was frequently delivered through authentic media. These materials expose learners to natural pronunciation, discourse patterns, and sociocultural norms, facilitating the connection between classroom learning and real-world application (Swaffar & Vlatten, 1997), as cited in (Octavianita et al., 2021). This aligns with Krashen (1981) input hypothesis: comprehensible, context-rich input is fundamental to language acquisition.

Moreover, CLT's influence transcends linguistic proficiency to encompass sociocultural awareness. Participants in Rahman Nisha (2024), study indicated a greater ability to "use English in different social and cultural contexts," implying that communication activities cultivate pragmatic and intercultural sensitivity. By participating in culturally embedded scenarios, such as negotiating in a shop or delivering a presentation, learners assimilate not only what to articulate but also how, when, and to whom. This comprehensive development aligns with Swain and Canale (1982) framework of communicative competence, which integrates sociolinguistic and strategic dimensions with grammatical knowledge (Octavianita et al., 2021).

Even though CLT has its benefits, it shouldn't completely replace structured grammar instruction. Some learners said they wanted explicit grammar help, especially when mistakes make the meaning unclear (Nisha, 2024); (Triwibowo, 2023). Thompson (1996) as cited in Rahman Nisha (2024) supports inductive grammar teaching within CLT, where rules are taught after communicative practice to make them more meaningful. This balanced approach, that is sometimes called "concentrating on form," makes sure that accuracy grows in addition to fluency, meeting the needs of students without going back to grammatical translation pedagogy.

## **5. CONCLUSION AND SUGGESTIONS**

The synthesis of five studies consistently demonstrates the effectiveness of Communicative Language Teaching (CLT) in enhancing EFL learners' speaking skills across diverse educational contexts, including secondary schools in Indonesia and Thailand, tertiary institutions in Bangladesh, and broader second language settings. Empirical evidence confirms significant gains in fluency, pronunciation, vocabulary use, and communicative confidence, reinforced by qualitative findings of heightened motivation, reduced anxiety, and greater willingness to communicate. Nevertheless, CLT implementation faces challenges such as learners' initial discomfort with open-ended tasks, persistent gaps in grammar and vocabulary, classroom distractions, and insufficient teacher training. Moreover, while CLT emphasizes fluency and meaning, some learners continue to value structured grammar instruction, indicating the need for balanced.

Recommendations include using scaffolded, context-sensitive CLT methods that slowly introduce communicative tasks while strategically supporting grammar. To improve facilitation, feedback, and task-design skills, teachers need more training. Schools should also create supportive classroom environments by keeping class sizes small, encouraging collaboration, and using real-world materials like role-plays, videos, and real-world scenarios. In Southeast and South Asian EFL contexts, curriculum and assessment should follow CLT principles, putting communicative effectiveness ahead of grammatical accuracy to help students become better at using language in the real world. Future research should look into hybrid models, like CLT with technology or task-based learning, and do long-term studies to see if the gains last. For now, teachers should use CLT not as a strict method but as a flexible, principled framework that puts real human interaction at the center of language learning.

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