

Communicative Language Teaching and Its Implementation in Online Learning: The Teachers' Voice

Pamela Gloriez

Faculty of Letters, Universitas Negeri Malang, Indonesia

pamela.gloriez.2002218@students.um.ac.id

Abstract

Communicative Language Teaching has been popular as a pedagogical approach in teaching L2 that may help students gain communicative competence. This research aimed to investigate teachers' perceptions of CLT and its implementation in online learning. This research adopted a survey research design, and 30 teachers were involved as the participants. The participants were from junior high school and senior high school teachers in Tanjungpinang-Bintan and Batam. Two questionnaires were used as the instruments. The findings of this study revealed that teachers had a good understanding of the principle of CLT. But most of the teachers showed a misconception about not teaching grammar in CLT. In addition, the teachers also practiced CLT in online learning, and they believed CLT was appropriate and effective. They were also supported with sufficient platform media and the internet even though the instructional materials were insufficient. It shows that the teachers had positive perceptions towards the practice and implementation of CLT in online learning. The result can be used as a reflection for the government to provide adequate instructional media and teachers' training in CLT that may be beneficial for teaching in online learning.

Keywords: *Communicative Language Teaching, EFL, Online learning*

1. INTRODUCTION

Indonesia's ministry of education has always emphasized developing a teaching approach to improve education quality. One of the approaches proposed is Communicative Language Teaching (CLT). CLT is believed as a pedagogical approach concerning classroom interaction to achieve learning goals. Prasad (2013) mentioned that CLT might expand students' communicative competence, grammatical competence, discourse competence, sociocultural competence, and strategic competence. CLT can be adopted in curriculum 2013 since they have a similar objective in enabling students to communicate in a second language (L2) (Sarosa, 2014). Richards (2006) stated that CLT could be understood as a set of principles about the goals of language teaching. It focuses on how students learn a language, promotes interactive classroom activities and encourages real-life communication. Brandl (2019) affirmed that CLT has several principles: using task-based instruction, emphasizing learning by doing, acquiring meaningful and comprehensible input, emphasizing cooperative and collaborative learning, teaching grammar within contexts and through communicative tasks. That is, CLT is linked to the implementation of curriculum 2013.

There are several advantages of CLT in the context of English as a Foreign Language (EFL). Alamri (2018) mentioned that CLT enhances students' confidence. It is also noted that CLT is an effective and easy way of teaching. In addition, CLT is also the best approach for teaching English since it helps learners communicate effectively in English (Promtara & Suwannarak, 2018). CLT has some cores that are useful in L2 teaching in which it focuses on using authentic material that links to real-life context, emphasizes students-centred learning, and promotes interaction or interactive activities (Brandl, 2021). Previously, it has been stated that interaction is crucial part of CLT. Interaction plays a vital role in L2 teaching. Interaction is a tool to exchange students and teachers' ideas, thoughts, and opinions (Eisenring & Margana, 2019). With the current condition, classroom interaction should be shifted from face-to-face to online learning due to the pandemic of covid-19. With the technological advances, CLT can also be implemented effectively in online learning by using various media for interaction. Moreover, Wendy (2021) mentioned that CLT could be done through computer-mediated and synchronous online learning. Computers may mediate CLT in online learning and it may facilitate the students' to interact and work collaboratively in doing a given task through synchronous and asynchronous communication supports (Robertson, 2010). Teachers can utilize many digital platforms to support the interactive teaching and learning process in online learning like Whatsapp, Google Meet, Skype or Zoom meeting. Those platforms help teachers and students to interact in online learning (Jena, 2020). The teachers can utilize those platforms to carry out asynchronous or synchronous learning. Those platforms permit CLT becomes possible to be implemented in online learning which it allows interaction between the teachers and students. When the teachers want to conduct direct interaction, they may use synchronous online learning as it resembles face-to-face learning. Likewise, synchronous online learning with video conferences mirrors real-world interaction where the students can speak, chat and see each other on the camera. (Ng, 2020).

Apart from that, CLT significantly influences the students' skill during online learning. One of them is improving students' speaking skills. There are several activities in CLT that can contribute to teaching L2 in online learning, such as jigsaw, gap activities, story-telling, pictures series, information-gap, debate & group discussion (Harahap et al., 2021). Previously, CLT has been proven effective, and many teachers showed positive perceptions towards CLT. They believed that CLT is beneficial in teaching L2 (Christianto, 2019). Besides of the advantages, some problems may be occurred in implementing CLT. Educational system and teachers for instance, may be challenges in the implementation of CLT. In terms of the educational system, the test-based curriculum, lack of supplies, class size, and underpayment become the problems that hinder teachers from adopting CLT. Besides that, problems are also occurred by the teachers like lack of teachers' training, communicative incompetence and personal problem (Sherwani & Kiliç, 2017). The other factors causing problems in implementing CLT are students and CLT itself. The problems caused by the students are low English proficiency, the resistance of classroom participation and lack of motivation to communicate, while the problems caused by CLT are lack of sufficient assessment instruments and inadequate account of EFL teaching in CLT (Morteza Bakhtiarvand et al., 2013).

At the same time, some teachers in Tanjungpinang-Bintan and Batam had a problem related to the misconception on CLT. They claimed that CLT does not require grammar teaching. Moreover, they also did not do interactive communication with the students during online learning. The teachers claimed that it was not easy to direct the students to interact in online learning because they were tempted to keep silent. It was also found that the teachers tended to ignore the implementation of CLT even though the teaching activities in the syllabus are likely related to the activities that employed in CLT, for instance, group discussion and role-play. Those activities promote student-centered learning. Even though many teachers rejected adapting CLT, the others still conducted various activities like role play and information gap in online learning by using a voice recorder, WhatsApp or zoom. It was also found that some of them still conduct a meaningful and direct interaction with the students in a video conference by giving quizzes and questions. Those phenomenon evidenced that the teachers had different perception of the implementation of CLT in online learning. Furthermore, the teachers' perception of CLT has been investigated by some researchers. There are some previous researches related to teachers' perception of CLT. First, the study which was conducted by Mai Ngoc & Iwashita (2012) found that both teachers and students had positive attitudes on CLT even though there were attitudinal gap between the teachers and students in terms of grammar instruction and accuracy. The teachers preferred to teach grammar with the principle of CLT while the students preferred traditional method. In terms of feedback and error correction, the teachers showed a more positive attitude on error correction than the students. Further, the teachers also preferred to be like a facilitator while the students preferred the teachers to be the fount of knowledge. But, the teachers and students have equal favorable in group and pair work. It is affirmed that the teachers favorable attitude related to grammar instruction, error correction, group & pair work, teachers' roles were high which indicated that they were interested of using CLT in teaching. Further, the research conducted by Rahmawati (2018) found that many teachers confirmed some misconceptions on CLT in terms of teaching speaking only and not teaching

grammar. Apart from different perception made by the teachers, investigating the teachers' perception is essential. Investigating perception is seen as a part of a total method of action that permits people to regulate their activities to the world they live in (Michotte, 2017). Here the teachers' perception can represent their opinion and thought after having a certain experience that can be used as the reference to certain adjustment related to the regulation of CLT in online learning.

Unfortunately, there were less studies about teachers' perception of CLT in online learning. For that reason, this is urged to investigate the teachers' perception of CLT and its implementation in online learning since the teachers' perception determine the success of CLT (Mustapha & Yahaya, 2013). In this research, the teachers' perceptions come from their experience and prior knowledge. The significance of this study is giving insight for teachers and government in evaluating betterment pedagogical approaches in L2 teaching. The perceptions in this study are narrowed into: 1. Principle of CLT, 2. the practice of CLT in online learning 3. Effectiveness of CLT in online learning, 4. Appropriateness of CLT in online learning, 5. Instructional and platform media for teaching CLT in online learning. However, the research problems are formulated; What are the teachers' perceptions on CLT and its implementation in online learning?.

2. RESEARCH METHODS

The respondents of this research were 30 English teachers from Senior and Junior High School levels in Tanjungpinang-Bintan and Batam districts. Their ages are 24-35 years old. A survey research design with descriptive quantitative was adapted in this research. According to Latief (2019) survey research is commonly used to investigate problems, opinions, thoughts, or perceptions of people in any particular issue. Because of pandemic covid-19, the data was obtained through Google Form. The data was collected from the teachers' prior knowledge and experience in CLT. In addition, two close-ended questionnaires were used as instruments. Here is the distribution of the questionnaires: The first questionnaire (table 2) was adapted and designed based on the principle of CLT. The first questionnaire used options agree, disagree, and do not know. It was used to measure the frequency of teachers who have understanding (or misunderstanding) of the CLT principles. First, the test of normality was conducted using SPSS to know which statistical method the data is, parametric or non-parametric. However, the data were analyzed through the following formula: $\frac{\text{total response}}{\text{total respondent}} \times 100\%$.

The second questionnaire (Table 3) was designed based on the implementation of CLT in terms of the practice, effectiveness, appropriateness and media. The second questionnaire (table 3) was validated through SPSS with a score 78.00, which indicated that the questionnaire was valid. The second questionnaire used Likert scale in the range of 1 to 4. The choices were: strongly agree, agree, disagree, and strongly disagree. This kind of scale is appropriate since this questionnaire was used to measure the level of agreement of certain statements. However, normality test was not necessary in this kind of data since it used ordinal scale. There were some steps for the data analysis. First, the answers were

classified based on the scale. Second, the median and percentage were calculated using MS Excel.

3. FINDINGS

This section presents the results according to the research question. The result highlighted to the two main objectives as follows:

1. Teachers' perception on Communicative Language Teaching
2. Teachers' perception on The Implementation of CLT in Online Learning

Table 1. Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Questions	.118	240	.000	.925	240	.000
Options	.382	240	.000	.689	240	.000

The table showed that the data in (table 3) was not in the normal distribution because it was lower than 0.05. However, the statistical non-parametric was used in this research.

Table 2. Survey Teachers' Perception towards CLT

No.	Questions	Agree		Disagree		Don't know		TOTAL
1.	CLT involves meaningful and real communication in classroom activities	25	83%	3	10%	2	7%	30
2.	CLT is student/learner-centered approach	19	63%	6	20%	5	17%	30
3.	CLT emphasizes fluency over accuracy	22	73%	7	23%	1	3%	30
4.	CLT emphasizes communication in a second language (L2)	27	90%	3	10%	0	0%	30
5.	CLT requires teachers to be like a native speaker	5	17%	20	67%	5	17%	30
6.	CLT involves group work or pair work	25	83%	3	10%	2	7%	30
7.	CLT involves no grammar teaching.	15	50%	10	33%	5	17%	30
8.	CLT involves teaching speaking only	10	33%	20	67%	0	0%	30

**Adapted from (Ansarey, 2012)*

Based on the table above, most teachers agreed that CLT involves several principles that may contribute to teaching L2 successfully. They (83%) believe that it involves meaningful and real communication. Meanwhile, some students had opposing perceptions (10%), and the others had no idea about the statement in item 1. Considering the contribution of CLT in facilitating student-centered learning, the teachers (63%) agreed that CLT is a student/learner-centered approach when the rest of them (20%) disagreed and (17%) had no idea. Furthermore, the teachers also believed that CLT emphasizes fluency over accuracy,

the percentage is 73%. Meanwhile only few teachers (23%) disagreed and the other (3%) had no idea about item number 3.

The most dominant positive response was CLT emphasizing communication in a second language (90%). In addition, most teachers still showed positive responses regarding the misconception that usually happened in adopting CLT. Most respondents (67%) agreed that teachers do not need to be like a native speaker. Likewise, the teachers believed that CLT involves group work or pair work were (83%) while three teachers (10%) disagreed, and two teachers (7%) did not know. The teachers (50%) agreed that CLT does not involve teaching grammar. Few of them (ten teachers or 33%) disagreed, which means only a few of them showed positive responses about teaching grammar in CLT while the rest five teachers (17%) did not have any idea about it. It is indicated that most of the teachers have a misconception of CLT regarding the existence of grammar teaching in CLT. In addition, the majority (20 teachers or 67%) disagreed that CLT involves teaching only, which indicated that they agreed the other skills are taught as well. Therefore, the result showed that most of the teachers understood CLT well.

Table 3. Teachers' perception towards the practice of CLT in teaching English in online learning

No.	Questions	mode	strongly disagree	disagree	agree	strongly agree
1	Mother tongue should not be used in teaching English, including in online learning	2	20%	10%	23%	47%
2	Role plays, information gap, jigsaw and debates are the best activities for teaching English for communication in online learning	3	0%	30%	47%	23%
3	Grammar should be learnt inductively in online learning	3	0%	0%	53%	47%
4	I teach my students to learn language communicatively in online learning	3	7%	20%	47%	27%
5	Classroom interaction in online learning helps students attain fluency and allows them communicate effectively in English language	3	10%	17%	40%	33%
6	The implementation of CLT in online learning is more challenging than in face-to-face learning	3	3%	20%	30%	47%
7	My students learn collaboratively in pair work or group work in online learning	3	13%	27%	30%	30%

Based on the table above, the teachers showed a positive perception towards the practice of CLT in online learning. The teachers showed a positive perception of the full use of the target language. The teachers (20%) still used their mother tongue in online learning. Some of them had the opposite view about using their mother tongue in online learning with the percentage of disagreement (47%). In terms of activities employed in CLT such as role-plays, information gap, jigsaw and debates, the teachers agreed that those are the best activities for teaching in online learning (47 %), whereas 30% claimed that those activities are not too good for teaching in online learning. Furthermore, the teachers (53%) agreed that

grammar should be learnt inductively in online learning, and no one argued with it. The teachers (47%) claimed that they taught language communicatively in online learning while the (20 %) did not teach the language in that way. The teachers (40%) believed that classroom interaction in online learning helps students attain fluency and allows them to communicate effectively in English, and only a few (17%) had different opinions. The teachers (47%) also claimed that CLT implementation is more challenging. Furthermore, they still could encourage the students to work in pairs or groups collaboratively with the percentage of agreement (30%), whereas the rest of the teachers did not support group work (27%).

Table 4. Teachers' perception towards the effectiveness of CLT in online learning

No.	Questions	mode	strongly disagree	disagree	Agree	strongly agree
1.	I think implementing CLT in online learning gain students English proficiency	3	0%	0%	67%	33%
2.	I think CLT helps me to achieve the learning goal in online learning	3	0%	3%	53%	43%
3.	My students understand the content course very well through CLT	3	0%	0%	57%	43%

Based on the result of the survey, regarding the effectiveness of CLT in online learning, many teachers affirmed that it was quite effective in online learning. As claimed by the teachers, CLT may enhance the students' English proficiency (67%), and it helped the teachers achieve learning goals in online learning (percentage of agreement 53%). They (57%) agreed that students could understand the content course very well through CLT.

Table. 5 Teachers' perception towards the appropriateness of CLT in online learning

No.	Questions	mode	strongly disagree	disagree	Agree	strongly agree
1.	I think using CLT is suitable in the curriculum	3	3%	13%	47%	37%
2.	I think CLT is appropriate to be adopted in online learning because I still can create meaningful interaction with my student	3	0%	13%	60%	27%
3.	I can adopt various activities and techniques in CLT during online learning	3	3%	23%	40%	33%
4.	I still can deliver the material very well through CLT during online learning	3	3%	20%	33%	43%

Based on the table above considering the appropriateness of CLT in online learning, the teachers (46%) believed that CLT is suitable to the curriculum, while few (13%) disagreed that it matched the curriculum. It was also claimed by most of the teachers (60%) that CLT is an appropriate approach in online learning because they can still conduct meaningful interaction with the students. Only a few respondents did not consider the CLT in online learning appropriate (13%). However, CLT was convenient in online learning because many teachers (40%) claimed various activities and techniques CLT still can be

employed. They can (43%) deliver material well through CLT in online learning. In contrast, a few of the teachers (23%) admitted that activities and techniques in CLT could not be adopted in CLT, and some of them claimed CLT could not help them deliver the material well (20%).

Table 6. Teachers' Perception of Media to support CLT in online learning

No.	Questions	mode	strongly disagree	disagree	Agree	strongly agree
1.	I get the material from various sources (internet and books)	3	3%	13%	50%	33%
2.	I think the instructional material (course books and module) are enough to facilitate CLT in online learning	3	10%	50%	40%	0%
3.	I use synchronous and asynchronous platform for teaching English through CLT in online learning	3	3%	10%	43%	43%
4.	The platforms media and internet for adopting activities in CLT in online learning are sufficient	3	3%	20%	40%	37%

The table above showed the teachers' perception of the media to support CLT in online learning. Instructional media and platform media play important role in teaching L2 through CLT. Regarding instructional media, the teachers affirmed that they got the material from various sources (50%) while the others admitted they only used one source to get the material (13%). Related to the teacher's satisfaction with the media served by the government, the teachers (50%) claimed the instructional materials (course books and module) are insufficient. Only a few (10%) mentioned they were satisfied with it. In addition, the platforms media are really important for teaching in online learning. The teachers (43%) mentioned they used various platforms to facilitate teaching English through CLT, while some did not (10%). Moreover, most of them (40%) also believed that the teaching platform and internet are sufficient for them to conduct CLT in online learning while some of them admitted the platforms media were not enough for them (20%). However, it is undeniable that the teachers believed that CLT was contributed to the L2 teaching in online learning in terms of the practice, effectiveness, appropriateness. The implementation of CLT was also supported with sufficient platform media.

4. DISCUSSION

Based on the research finding from the first subscale, the teachers believed that CLT does not involve grammar teaching. The finding is in line with Asmari (2015) that misconception is considered the major problem by many teachers in implementing CLT. The teacher's perception is contradictive with Ahmed (2013), who believes that grammar should not be neglected in CLT whereas it is just taught differently. Besides grammar, there are many misconceptions about CLT. One of the common misconceptions is CLT only teach speaking. However, in this study, the teachers rejected it because they believed that CLT is for teaching speaking and other skills. Their statement is in line with certain studies that have

proven CLT may also contribute to the other skills. One of them is from Khan et al (2021). His experimental research shows that CLT is significantly contributed to students' writing. A study conducted by Liu (2019) reveals that CLT can contribute to reading courses. The teachers' beliefs are also in line with Savignon (2005), who stated that CLT integrates the four skills. However, to teach the four skills, the teachers must consider appropriate classroom activities that may allow the students to practice and communicate effectively.

Communication is one of the crucial parts of CLT (Mustapha & Yahaya, 2013). Further, the teachers in this study understood that CLT emphasized communication in classroom activities. In addition, they also confirmed that the communication should be meaningful and related to real-life situations. Toro et al (2018) mentioned that CLT concepts are the communicative principle, task principle, and meaningful principles. Therefore, to support the success of L2, the teachers have to provide the students with meaningful and real activities. The activity should also give a chance to students to practice L2 by emphasizing student-centered learning. It is confirmed by the teachers that CLT focused on being student-centered. This finding aligns with Mustapha & Yahaya (2013), who agree that CLT focuses on students-centered learning. In contrast, Sreehari (2012) argues that teachers' talking is still dominated in CLT practice, making the student-centered learning is less focused.

In CLT, the classroom activities usually involve more than one person. Furthermore, the teachers agreed that CLT involved group work learning. Similarly, Yasin (2017) admits that activities in CLT support collaborative learning, and teamwork. Nevertheless, the teachers showed disagreement regarding requiring teachers to be like native speakers. This study is compatible to the research conducted by Farooq (2015) that most teachers disagree to be like a native speaker especially in terms of pronunciation. The finding is linked with (Abe, 2013) that teachers do not need to be like native speakers. What essential is to focus on increasing the quality of their teaching and understanding the students' needs. Based on the teachers' response from the first questionnaire, it can be concluded that most of the teachers showed positive perceptions regarding the principle of CLT. The finding is in line with Ansarey (2012) that many teachers show positive perceptions towards the contribution of CLT principles in teaching L2.

From the second subscale, most of the teachers also showed agreement with the practice of CLT in online in terms of the use of target language, activities adopted in CLT, the way of teaching grammar, teaching language communicatively, classroom interaction and collaborative learning. The result is in line with Brandl (2021), who believes that teaching L2 through CLT is learning language through communicating, which involves language practice and interaction. Similarly, Eisenring & Margana (2019) mentioned that interaction is crucial in CLT. The use of the target language in interaction helps students to achieve second language. However, it is indicated that the teachers applied their understanding of CLT in classroom practice. The finding contradicts with Yanti et al (2017) who finds that many teachers do not practice CLT even though they understood it well. After knowing their perception towards the practical implementation of CLT in online learning, it is important to ask their perception regarding to the appropriateness of the approach in the curriculum. An approach should be matched to the curriculum to achieve the learning goals. Considering the appropriateness of CLT in the curriculum, Sarosa (2014) admits that CLT and the curriculum 2013 match since they have similar ultimate teaching goals. It was

proven that most of the teachers in this study acknowledged that CLT is suitable in the curriculum. Moreover, the appropriateness of CLT application in online learning also needs to be considered. The appropriateness in this study refers to the possibility to conduct proper interaction, activities and material delivery in online learning. It is confirmed by the teachers that CLT was appropriate in online learning because they could interact with the students, employ activities and techniques of CLT and deliver the material very well. However, Ng (2020) argues that adopting CLT between synchronous online learning and face-to-face learning in lesson delivery and interactions cause a different result. It is also proven by Trinder (2015) that computer-mediated communication has perceived fewer advantages for learning due to the technical issues, lack of authenticity and makes the students less direct, personal and focused.

In the context of the effectiveness of CLT in online learning, Mason & Payant (2019) believes that CLT may increase communicative competence. Likewise, the teachers confirmed that CLT effectively gained students' English proficiency and achieves learning goals in online learning. They confirmed that the students might understand the content course very well through CLT. In the same vein, Sasstos (2020) mentioned that CLT effectively enhances students' understanding and knowledge of communication abilities and language use. However, to support communicative language use, instructional media is really essential. Further, Mugimu & Sekiziyivu (2016) assert that material used in CLT should be authentic based on real-life to enhance language production and boost teaching strategies. However, the teachers in this study did not satisfy with the existing instructional media. They thought the instructional material was not good enough to facilitate them in adopting CLT. Teachers confirmed that they used various sources to teach English through CLT in online learning.

In addition, the feasibility of platforms media takes the most crucial part of the implementation of CLT in online learning. In this research, the teachers utilized synchronous and asynchronous platforms media for online teaching. Similarly, Amity (2020) found that the right combination of synchronous and asynchronous supports the course's success. The teachers agreed that their platforms were sufficient for CLT in online learning. In the same vein, Amin & Sundari (2020) reveals that video conferences and learning management systems motivate the students and create new experiences. Therefore, the platform must be supported with a good internet connection. Unlike the result of research conducted by (Septianingsih, 2021), who found that internet connection is still the most common problem in online learning in urban and rural areas, the teachers in this study confirmed that they had a good internet connection. The finding is compatible with the result of the study by Muthuprasad et al (2021) that connection is one factor that affects online learning success.

In conclusion, Most of the teachers had a good understanding of the principle of CLT except for one misconception that CLT does not involve grammar teaching. Most of them also practiced CLT in online learning, and they believed that CLT was appropriate and effective. It was found the platform media was sufficient to adopt CLT in online learning even though the instructional materials were not. It is indicated that the teachers showed a positive perception of the principle of CLT and its possible contribution in enhancing the quality of teaching and its implementation in online learning. The findings align with certain

studies conducted by Yanti et al (2017) and Christianto (2019), who found that teachers have positive perceptions towards CLT. Based on the discussed findings and previous studies in the first and second subscales. The researcher believed that CLT involves several principles such as involving meaningful and real communication in classroom activities, supporting learner-centered, emphasizing fluency over accuracy and communication on L2. It also integrated four skills, allowing teachers to not like a native speaker, involving group work and grammar teaching. Further, the researcher also perceived that CLT can still be implemented in online learning. The adoption of CLT is effective and appropriate for teaching L2 in online learning. Further, the platform media and internet also support the success of CLT in online learning.

5. CONCLUSION

In conclusion, the teachers had a good understanding on the principle of CLT. But they had one misconception that CLT does not involve grammar teaching. In addition, most of them also practiced CLT in online learning, and they believed that CLT was appropriate and effective. They were supported with sufficient platform media and internet to support them adopting CLT even though the instructional materials were not. Overall, from their perception, CLT can be considered as an appropriate and effective approach for teaching English in online learning as long as it is supported with sufficient technology and the internet. Therefore, this study also has limitations. Most of the teachers only came from an urban area, indicating they are supported with sufficient technology and the internet. The teachers were still young, which means that they quite dealt with operating the technology. Thus, the implication of this study is giving reflection for the government on maintaining the teachers' quality in online learning teaching. Through the reflection, the government needs to provide sufficient instructional media and train teachers to adopt CLT in online learning. The various instructional materials will lead the teachers to create more meaningful activities with the students in online learning. The training will help the teachers increase their experience that may help them solve the problem they have in implementing CLT. The training will also enhance the teachers' pedagogical competence. If the teachers are aware of their pedagogical competence, they will engage the students with a better learning environment in online learning. Further, it is hoped that teachers can consider this approach to achieve a better quality teaching in online learning as like in the conventional classroom. This research offers a suggestion for the future researcher to investigate the teachers' perception related to the platforms they use and problems they faced in implementing CLT during online learning.

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