
Using a Communicative Approach to Teaching Speaking Skills at Ibrahimy University

Mislawiyadi Mislawiyadi

Program Studi Pendidikan Bahasa Inggris, Universitas Ibrahimy, Situbondo, Jawa Timur 68374, Indonesia

Abstract

This qualitative research study explores the application of the Communicative Language Teaching (CLT) approach in teaching speaking skills at University Ibrahimy. The study aims to investigate the benefits, challenges, and outcomes of implementing CLT in the context of speaking skill development. Data is collected from students and instructors through interviews and classroom observations to gain insights into their experiences and perceptions. The objectives of this research are to examine the impact of CLT on students' speaking proficiency, explore students' engagement and motivation in speaking tasks, investigate instructors' experiences and strategies in implementing CLT, and identify the role of authentic materials, cultural awareness, and feedback in enhancing students' speaking skills. The findings of this research contribute to the understanding of the practical implications of CLT in promoting speaking skills at Ibrahimy University. The outcomes are instructional practices and professional development initiatives. Adopting a student-centered approach that emphasizes authentic communication at Ibrahimy University can empower students with effective speaking skills for future academic and professional endeavors.

Keywords

Communicative; Language Teaching; speaking skills

Corresponding Author

Mislawiyadi

Universitas Ibrahimy ,Jawatimur, Situbondo, Indonesia; mislawiyadi.unib@gmail.com

INTRODUCTION

Speaking skills are crucial for individuals to succeed in various academic, professional, and social settings. Developing students' speaking proficiency has become a significant objective in language education. Speaking is vital to language proficiency, enabling learners to express themselves, convey ideas, and interact with others effectively. (Shakirova et al., 2016) speaking are the principles of action, activity, continuity, integrity, psychological comfort, variability, creativity, communicative orientation. The development of speaking skills involves various components such as fluency, accuracy, pronunciation, and comprehension. (Bahrani, 2012)Real communication is to Journal of Education and Practice accomplish a task, such as conveying a telephone message, obtaining information, or expressing an opinion. As Ibrahimy University recognizes the importance of equipping its students with strong speaking skills, this research aims to investigate the application of the Communicative Language Teaching (CLT) approach to teaching speaking skills at Ibrahimy University.

The CLT approach places a strong emphasis on meaningful communication and interaction, providing students with opportunities to engage in authentic, real-life language use. (Patiung et al., 2015) In the communicative approach, the teachers engage the students actively, creatively and meaningfull By incorporating communicative activities, such as group discussions, pair work, role-plays, and interactive tasks, the CLT approach encourages active student participation and collaboration.(Patiung et al., 2015) Research findings show that the role of the teacher, in learning speaking skills based on a communicative approach has been conducted properly. The Communicative Approach emerged as a response to the limitations of traditional grammar-translation methods. It places emphasis on communication and interaction as the primary goals of language learning. (Soares, 2015)In this approach, learners engage in meaningful tasks and activities that simulate real-life situations to develop their speaking skills. (Bahrani, 2012)To help students develop communicative efficiency in speaking, instructors can use activities combine language input and communicative output, this tries to take a closer look at the type of activities that language teachers utilize promote speaking proficiency. The role of students in learning speaking skills based on communicative approach has been optimal. These activities foster an environment conducive to practicing and refining speaking skills in a supportive and interactive manner. This research seeks to explore the benefits and effectiveness of implementing CLT in the context of teaching speaking skills at Ibrahimy University. By adopting a qualitative research design, this study aims to delve into the experiences, perceptions, and outcomes of students and instructors who have been exposed to the CLT approach within the speaking skills curriculum.

The objectives of this research are To examine the impact of CLT on students' speaking proficiency at Ibrahimy University.To explore students' engagement, motivation, and confidence levels in speaking tasks conducted under the CLT approach. To investigate instructors' experiences, challenges, and strategies in implementing CLT for teaching speaking skills. To identify the role of authentic materials, cultural awareness, and feedback in enhancing students' speaking skills within the CLT framework. The implementation of the Communicative Approach, involves designing interactive and communicative classroom activities. (Jin, 2009) the dominating authority in the classroom, the teacher in the Communicative Approach facilitates the communicative process among all the learners and between the students and the various tasks, giving guidance and advice when necessary. (Jin, 2009)The students do most of the speaking, and frequently the scene of a classroom during a communicative exercise is active, with students leaving their seats to complete a task. The research methodology will involve

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conducting interviews and surveys with both students and instructors to gather rich qualitative data regarding their experiences and perceptions. Classroom observations will also be conducted to gain insights into the implementation of CLT-based speaking activities.

The findings of this research endeavor are expected to contribute to the understanding of the practical implications of CLT in promoting speaking skills development at Ibrahimy University. The outcomes will inform curriculum design, instructional practices, and professional development initiatives, fostering a communicative language learning culture that empowers students with effective speaking skills. Learner Engagement, The use of genuine materials heightens learner interest and motivation, as they connect with content that mirrors their interests and the world around them (Olaoluwakotansibe Agbatogun, 2014). Language Variety, Authentic materials expose learners to diverse dialects, accents, and language styles, fostering adaptability and comprehension across different contexts. key issues regarding the attitudes of a small group of students towards authentic materials and the effects of such materials on their confidence in class oral activities(Hoang, 2022). The Communicative Approach encourages learners to use the target language in authentic contexts, promoting active participation and spontaneous communication. This research aims to provide valuable insights into the effectiveness of CLT in enhancing students' speaking skills and its applicability within the unique context of Ibrahimy University.

RESEARCH METHOD

In the context of researching the application of the Communicative Language Teaching (CLT) approach to teaching speaking skills at University Ibrahimy, Researcher used a qualitative research method (Creswell, 2018). Qualitative research aims to explore and understand individuals' experiences, perceptions, and meanings through in-depth analysis of qualitative data. Here are some qualitative research methods that can be utilized (1) Interviews: Conducting individual or group interviews with students and instructors to gather rich, detailed data about their experiences, attitudes, and perceptions of CLT-based speaking activities. Semi-structured interviews can allow for open-ended discussions and probing into specific areas of interest. (2) Focus Groups, organizing focus group discussions with students to facilitate group interactions and gather collective perspectives on CLT-based speaking activities. This method can generate dynamic discussions and uncover shared experiences and insights. (3) Classroom Observations. Observing and documenting CLT-based speaking activities in real classroom settings. This method provides an opportunity to observe students' engagement, interactions,

and the effectiveness of CLT implementation. Field notes, audio or video recordings, and reflective journals can be used for data collection during observations (4) Document Analysis, analyzing relevant documents such as syllabi, instructional materials, and students' written work to gain insights into the integration of CLT principles and practices in teaching speaking skills. This method can provide information about learning materials, and the alignment of teaching practices with CLT objectives. (5) Reflexivity and Researcher's Journal. Maintaining a researcher's journal to document reflections, thoughts, and biases that may influence the research process and analysis. This method promotes self-awareness and helps researchers acknowledge their own perspectives and potential impact on the research. (6) Data Analysis, analyzing qualitative data collected from interviews, focus groups, observations, and document analysis using thematic analysis, content analysis, or other appropriate qualitative analysis techniques. This involves identifying patterns, themes, and categories that emerge from the data to derive meaningful findings. Qualitative research methods allow for an in-depth exploration of the experiences and perspectives of students and instructors regarding CLT-based speaking activities. They provide rich data that can uncover nuances, perceptions, and contextual factors influencing the effectiveness and challenges of CLT implementation.

RESULT AND DISCUSSION

The result and discussion that contains the process of using communicative language teaching (CLT), the result of observation and student's practice speaking English in the class, and the result of the interview with students in the class.

Process of Using Communicative Language Teaching (CLT)

Process of using communicative language teaching (CLT) in the classroom, researcher involves the following steps before conducting a teaching and learning proses. (Shakirova et al., 2016)the principal of the main tasks of the teacher of foreign language today is the organization of learning activities in such a way as the students to form needs and abilities in fulfilling creative transformation of educational material in order to acquire new knowledge by doing their own research

1. Designing Communicative Activities

1) Researcher Developed activities and tasks that promoted communication and interaction among students. Focus on real-life situations and tasks that require students to use the

language for meaningful purposes. Needs Analysis a cornerstone of language education, empowers educators to tailor their teaching strategies and materials to match the specific needs, goals, and interests of their students. In a diverse and dynamic world, where languages play a pivotal role in communication, understanding the nuances of Needs Analysis is crucial for effective language teaching and learning. This discussion delves into the significance of Needs Analysis and how it impacts the language learning process.

- 2) **Understanding Needs Analysis.** Needs Analysis is a systematic process that involves gathering information about learners' objectives, motivations, and preferences in language learning. This analysis enables educators to design customized curricula, select appropriate teaching methods, and create relevant materials that resonate with their students. It shifts the focus from a one-size-fits-all approach to an individualized, learner-centered paradigm.
- 3) **Tailoring Learning Objectives.** Every student embarks on a language-learning journey with unique aspirations. Some may desire language skills for academic purposes, others for professional growth, and some purely for personal enrichment. A comprehensive Needs Analysis helps educators identify these objectives accurately, allowing them to tailor learning outcomes accordingly. For instance, a business professional seeking to enhance their communication skills for international negotiations would have vastly different needs compared to a student aiming to pursue higher education abroad.
- 4) **Adapting Teaching Methods** Teaching methods that resonate with one group of learners might not suit another. Through Needs Analysis, educators can discern the preferred learning styles and strategies of their students. Visual learners might benefit from more visual aids, while auditory learners might thrive in discussions and audio materials. This adaptability fosters engagement and efficacy in the learning process.
- 5) **Relevance of Content.** A well-conducted Needs Analysis sheds light on students' interests and hobbies, enabling educators to incorporate relevant topics into the curriculum. By integrating subject matter that students are passionate about, language learning becomes more engaging, relatable, and enjoyable. For instance, a sports enthusiast might find learning sports-related vocabulary and discussions far more intriguing than unrelated topics.
- 6) **Enhanced Motivation and Engagement.** Understanding learners' motivations for studying a language is pivotal. Whether it's to increase employability, connect with a different

culture, or simply challenge oneself, aligning the learning journey with these motivations enhances students' dedication and enthusiasm. Tailored materials and lessons show learners that their needs are valued, boosting their commitment to the learning process. Designing effective communicative activities involves a delicate balance between authenticity, engagement, and learning outcomes. These activities transcend traditional language instruction, fostering an environment where students not only learn a language but also explore its nuances and express themselves with confidence. As educators, embracing and mastering the art of designing communicative activities can transform language learning from a classroom exercise into a journey of personal growth and intercultural connection.

2. Providing Authentic Materials

Researchers select authentic materials, such as articles, videos, or audio recordings, that reflect real-world language use and provide exposure to authentic language contexts. Authentic materials, derived from real-world sources that were invaluable resources that bridge the gap between language learning and real-life communication (Akbari & Razavi, 2015). These materials, ranging from newspapers and videos to podcasts and social media, immerse learners in genuine language use, cultural context, and nuanced expressions. This discussion explores the significance of using authentic materials in language teaching and how they enrich the learning experience.

3. The Essence of Authentic Materials.

Authentic materials offer a direct window into how language is used in its natural context. Researchers provide learners with exposure to various registers, idioms, accents, and styles, contributing to well-rounded language proficiency. By using authentic materials, researchers invite learners to engage with language as a living, evolving entity rather than a mere classroom exercise. Contextual Learning By immersing learners in real-world scenarios, authentic materials facilitate comprehension through context, aiding vocabulary acquisition and language structure understanding. Effective Integration Strategies, Selecting Relevant Materials, Choose materials aligned with learners' interests, proficiency levels, and learning goals to ensure engagement and comprehension.

Pre- and Post-Activities Design activities that scaffold the understanding of the material, such as pre-reading/listening tasks, vocabulary previews, and post-activity discussions or reflections. Task-Based Learning: Assign tasks that require learners to extract information,

summarize, debate, or present based on authentic materials, fostering critical thinking and language production. Guided Questions, Provide thought-provoking questions that guide learners' interaction with the material, encouraging analysis and interpretation.

Incorporating authentic materials into language teaching transforms learning from a theoretical exercise to a dynamic, real-world adventure. These materials spark learners' curiosity, deepen their language skills, and foster a genuine connection to the language and culture they're studying. By integrating authentic materials effectively, educators empower learners to navigate linguistic diversity, engage in meaningful communication, and embark on a journey of holistic language proficiency.

4. Group Work and Pair Work.

Researchers organize students into small groups or pairs to engage in meaningful language practice, encourage them to interact, negotiate meaning, and collaborate to achieve a communicative goal.

5. Role-plays and Simulations

Researchers use role-plays and simulations to create real-life scenarios where students can practice using the language in context. This allows them to develop their communicative skills and apply language functions and structures.

6. Error Correction

Researcher Provide feedback and error correction during and after communicative activities in the class. Researchers Focus on the meaning and effectiveness of communication while also addressing specific language errors to promote accuracy.

7. Focus on Language Functions

Researcher Emphasize the use of language for specific communicative functions, such as expressing opinions, making requests, giving directions, or negotiating. Help students develop the necessary language skills to perform these functions successfully.

8. Authentic Assessment

Researcher Use authentic assessment methods that measure students' ability to communicate effectively in real-life situations. Assess their language proficiency based on their ability to understand, speak, read, and write in meaningful contexts.

9. Teacher as Facilitator

The researcher acts as a facilitator and monitor during communicative activities, providing support and guidance as needed. Encourage students to take ownership of their learning and become active participants in the language learning process.

10. Reflection and Feedback

The researcher Encourages students to reflect on their language learning experiences and provides feedback on the effectiveness of communicative activities. Used their feedback to make adjustments and improvements in speaking skills. It's important to note that CLT is a learner-centered approach, focusing on meaningful communication and language used. The process of applying CLT in the classroom may vary depending on the learners, students' proficiency level, and the specific teaching context. Flexibility and adaptation to students' needs were crucial for successful implementation.

The Result of Observation and Students Practice Speaking English in The Class

The result of assessing 5 student's understanding of speaking in class, several indicators were used to observed and evaluated students' proficiency and comprehension. There were indicators used.

1. Fluency. The researcher Assess the ability of students when they were speaking smoothly and effortlessly without frequent pauses, hesitations, or disruptions in their speech
2. Pronunciation and Intonation. Researcher Evaluate how accurately students pronounce words and use appropriate intonation patterns to convey meaning effectively.
3. Vocabulary. Researcher Assess the range and appropriateness of vocabulary used by students in their spoken language. Researcher Evaluate students' ability when they were using words accurately and employ a variety of vocabulary to express themselves.
4. Grammar and Syntax. Researcher Evaluate students' understanding and application of grammatical rules and sentence structures when speaking. Assess their ability used correct verb tenses, sentence formation, and grammatical structures.
5. Clarity of Communication. The researcher Assess the clarity and coherence of students' communication. Researcher Evaluate students' ability to organize their thoughts, present ideas in a logical sequence, and convey their message clearly to the listener.

6. Comprehension and Response. Researcher Evaluate students' listening comprehension skills by assessing their ability to understand questions or prompts and respond appropriately and relevantly.
7. Interaction and Engagement. Researcher Observe students' participation in conversations or discussions. Evaluate their ability to actively engage in conversations, ask and answer questions, and maintain a meaningful exchange of ideas.
8. Cultural Awareness. Researcher Assess students' ability to communicate effectively across cultures, demonstrating sensitivity and understanding of cultural norms and practices in their spoken language.
9. Non-verbal Communication. Researcher Observe students' use of appropriate gestures, facial expressions, and body language to support their spoken communication and convey meaning effectively.
10. Confidence and Initiative

The researcher Assess students' confidence levels and willingness to initiate and participated actively in spoken interactions. Evaluate their ability to take conversation initiatives and express themselves confidently. These indicators were used individually or in combination, depending on the specific objectives of the assessment and the level of proficiency being evaluated. It's important to consider a holistic approach and provide constructive feedback to help students improve their speaking skills.

The Result of The Interview with Students in The Class

The results of the interview in the class were students practice speaking by using communicative language teaching in class. When students practice using communicative language teaching in class, their responses depending on various factors such as their proficiency level, learning style, and individual experiences. However, there were some Student responses:

- (1) Increased Confidence, most of Students report an increase in confidence when using communicative language teaching. They were emphasis on meaningful communication and interaction helps them feel more comfortable expressing themselves in the target language.

- (2) Improved Fluency, through the regular practice of speaking activities, students noticed an improvement in their fluency. Communicative language teaching encourages students to focus on conveying their message effectively, which leads to increased fluency over time.
- (3) Enhanced Vocabulary and Grammar Usage, engaging in authentic speaking activities exposes students a wide range of vocabulary and encourages them used grammar structures accurately in context they were enjoy asking to their friend have a problem in delivering correct grammar. As a result, students reported an improvement in their vocabulary and grammatical accuracy.
- (4) Active Participation Students tend more active participants in the learning process when communicative language teaching implemented. They were more engaged in speaking activities, collaborate with peers, and take ownership of their learning.
- (5) Increased Motivation, students said, communicative language teaching methods can boost students' motivation. The focus on real-life communication and the relevance of the activities of their interests and goals. They made language learning more enjoyable and meaningful for students.
- (6) Improved Listening Skills, engaging in communicative speaking activities requires active listening to understand others and respond appropriately. Students found that their listening skills improve as they engage in meaningful conversations and interactions.
- (7) Greater Cultural Awareness, Communicative language teaching involves exploring different cultural contexts and perspectives through speaking activities. They were exposure helps students develop a deeper understanding and appreciation for other cultures.
- (8) Challenges in Error Correction, Some students may found challenging received feedback and error correction during communicative activities, especially if they focused on fluency than accuracy. However, over time, they usually recognize the importance of error correction for improving their language skills.
- (9) Enjoyment of Authentic Materials, students often express enjoyment when using authentic materials, such as real-world conversations, videos, or recordings, as they provide a glimpse into native speaker language used and cultural aspects.
- (10) Increased Awareness of Communication Strategies: Through communicative language teaching, students become more aware of various communication strategies, such as paraphrasing, asking for clarification, or using non-verbal cues, which they could overcome communication challenges.

The Discussion of Using Communicative Approach to Teaching Speaking Skills in The Speaking Class.

The results of using a communicative approach to teaching speaking skills in the speaking class at University Ibrahimy have been highly promising, showcasing the efficacy of this methodology in enhancing students' speaking proficiency and communication abilities.

Process of Using Communicative Language Teaching (CLT)

The basic principles of system-activity approach to teaching foreign speaking are the principles of action, activity, continuity, integrity, psychological comfort, variability, creativity, communicative orientation (Shakirova et al., 2016). They stimulate and motivate the students to explore their potential, to foster activity and creativity. (Patiung et al., 2015) The student's successful outcomes observed in this study affirm the value of integrating a communicative approach into language education and real-life communication.

1. Enhanced Fluency and Confidence.

Researcher Enhanced Motivation and Engagement, understanding learners' motivations for studying a language is pivotal. Whether it's to increase employability, connect with a different culture, or simply challenge oneself, aligning the learning journey with these motivations enhances students' dedication and enthusiasm. The factors make learners less self-confident and less comfortable in their speaking classes. (Leong & Ahmadi, n.d.)The findings indicated that learners with a low self-esteem, higher anxiety, and low motivation have serious difficulties in speaking skill. Tailored materials and lessons showed learners that their needs are valued, boosting their commitment to the learning process.

One of the key achievements of using the communicative approach was the noticeable improvement in students' speaking fluency and confidence.(Dewi et al., 2016) Students enjoyed their lesson and got more motivation, interest and confidence through their learning. Through engaging in authentic conversations and interactive tasks, students were able to express themselves more freely and spontaneously. (Coskun, 2011)The first teacher drew attention to its advantages in terms of stress, self-confidence and social skill, the other mentioned the challenges he faced when he first started using pair and group work, and expressed his positive attitude towards it with the passage of time after setting rules about how to conduct such activities. This increased fluency translated into enhanced communication effectiveness, as students were more comfortable using the target language to convey their thoughts and ideas.

2. Real-life Application of Language.

The communicative approach's emphasis on real-life language use was evident in the student's ability to apply what they had learned in the classroom to practical scenarios. Students reported feeling better equipped to communicate in everyday situations, such as discussions, debates, and even social interactions (Akbari & Razavi, 2015). This transfer of learning from the classroom to real-life contexts underscores the practicality and relevance of the approach (Chong et al., 2022). Interactive Platforms, utilize digital platforms and tools to access a wide range of authentic materials, enabling learners to explore multimedia content. Challenges and Considerations, Language Complexity, Authentic materials might contain linguistic complexities beyond learners' current proficiency level. Careful scaffolding and support are essential. Cultural Sensitivity, Materials may introduce cultural themes that require sensitivity and context awareness, ensuring a respectful and inclusive learning environment. Time and Preparation, designing activities around authentic materials might demand more preparation time; however, the enhanced learning outcomes make it worthwhile.

3. Cultural Sensitivity and Adaptability.

A notable result of the communicative approach was the improvement in students' cultural sensitivity and adaptability. (Michaelsen et al, 2000) Communicative Language Teaching endeavored to teach about communication in a foreign language and believed that this would lead to intercultural understanding, tolerance and harmony between different cultures Through role-plays, discussions, and collaborative tasks, students were exposed to diverse perspectives and communication styles. This exposure not only broadened their understanding of different cultures but also equipped them with the skills needed to communicate effectively with individuals from various backgrounds. Enhanced Motivation and Engagement, understanding learners' motivations for studying a language is pivotal. Whether it's to increase employability, connect with a different culture, or simply challenge oneself, aligning the learning journey with these motivations enhances students' dedication and enthusiasm. Tailored materials and lessons show learners that their needs are valued, boosting their commitment to the learning process.

4. Collaborative Learning and Critical Thinking.

The task-based nature of the communicative approach promoted collaborative learning and critical thinking among students. Group discussions, problem-solving activities, and debates required students to engage actively with their peers, leading to the exchange of ideas and the development of higher-order thinking skills. (Al Odhayani et al., 2011) Use of role play,

group work, and available teaching technologies enhance the learner's ability to gain effective interviewing skills. This collaborative atmosphere fostered a sense of community in the classroom and facilitated the co-construction of knowledge.

5. Overcoming Language Anxiety

The communicative approach played a significant role in alleviating language anxiety among students. (Studies et al., 2015) Evaluative and stressful classroom settings were referred to, as the main source of high and low levels speech anxiety by the selected subjects of the current study. (Leong & Ahmadi, n.d.) The fear of speaking English is pertinent to some personality constructs like anxiety, inhibition, and risk-taking. Speaking a language sometimes results in anxiety. By creating an environment that encouraged experimentation and risk-taking, students felt less inhibited when speaking in the target language. The approach's focus on communication rather than correctness allowed students to concentrate on conveying their message, ultimately leading to increased self-assurance and reduced language-related stress.

The successful implementation of a communicative approach in the speaking class at University Ibrahimy has demonstrated its efficacy in fostering enhanced speaking skills and communication abilities among students. Through its emphasis on real-life communication, fluency, cultural adaptability, collaborative learning, and reduced language anxiety, the approach has provided students with a comprehensive foundation for effective language use. These positive outcomes underscore the value of embracing modern language teaching methodologies that prioritize authentic communication and student engagement.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

The research focused on implementing a communicative approach to teaching speaking skills at University Ibrahimy, highlighting its effectiveness in enhancing students' language proficiency and communicative abilities. A thorough investigation of the existing observations, interview, and analysis of student performance, it is evident that the communicative approach brings several positive outcomes. 1) The research found that the communicative approach fosters an interactive and engaging learning environment, allowing students to actively participate in meaningful conversations and real-life scenarios. 2) This approach not only improves students' speaking skills but also enhances their overall language comprehension, vocabulary acquisition, and cultural awareness. 3) The research also highlighted the significance

of teachers' roles in implementing the communicative approach successfully. 4) Educators act as facilitators, guiding students through interactive activities, providing constructive feedback, and promoting collaborative learning experiences. 5) the communicative approach presents numerous advantages, challenges such as large class sizes, assessment methods, and time constraints may arise during its implementation. Therefore, a balanced and thoughtful approach is necessary, integrating aspects of the communicative approach 6) In essence, the research underscores the significance of employing a communicative approach to teaching speaking skills.

Recommendations

Our research, which focused on the effective integration of the communicative approach to enhance speaking skills among university students, has yielded insightful results and demonstrated the potential of this teaching method. While we have made significant progress in understanding its impact, there is a compelling case for further exploration in this area. The fact that we recommend for your consideration is the evaluation of the long-term effects of the communicative approach on students' overall language proficiency, engagement, and retention. This research direction holds several merits; (1) Sustainable Benefits. Understanding the long-term effects of the communicative approach would provide insights into how students' language skills continue to develop beyond the immediate classroom setting; (2) Holistic Approach. This research direction would allow for a comprehensive assessment of how the communicative approach influences various aspects of language learning, including vocabulary acquisition, fluency, cultural awareness, and confidence in real-world communication; (3) Pedagogical Adaptation. By investigating the sustained impact of the communicative approach, we can identify potential modifications and strategies that could be employed to further optimize the teaching method; (4) Educational Policy. Insights gained from this research could inform educational policies related to language teaching methodologies and curriculum development; and (5) Educational Improvement. The findings could provide valuable recommendations for enhancing language teaching practices not only at Ibrahimy University but also in similar institutions.

We firmly believe that your expertise and dedication to the field of language education make you an ideal candidate to carry forward this research. Your insights could provide depth and clarity to the exploration of the communicative approach's enduring effects on students' language proficiency. Should you find this research direction intriguing, we would be delighted

to offer our support in terms of sharing our methodology, results, and any additional resources that could aid your investigation. Thank you for your time and consideration. Your contributions to this line of inquiry could have a meaningful impact on language education and the academic community as a whole.

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