

IMPLEMENTATION OF COMMUNICATIVE LANGUAGE TEACHING IN ENGLISH LANGUAGE TRAINING FOR STUDENTS AT SMP NEGERI 1 MANGARAN

E-ISSN : 3089-4980
P-ISSN : 3089-2228
Submitted : July 3, 2026
Accepted : August 22, 2026
Published : August 22, 2026
Page : 65-73
Citation (in APA) : Wibowo, B. R. K., Hosadi, A., & Irfandani, M. (2026). Implementation of Communicative Language Teaching in English language training for students at SMP Negeri 1 Mangaran. *International Journal of Community Service in Language, Literature, Culture, and Their Teaching*, 3(1), 65–73.
<https://doi.org/10.36841/seva.v2i2.8769>
Corresponding Author : bintanggradityakhairan@gmail.com

Bintang Raditya Khairan Wibowo^{1*}
bintanggradityakhairan@gmail.com
Universitas Abdurachman Saleh
Situbondo, Indonesia

Ammar Hosadi²
ammarjack985@gmail.com
Universitas Abdurachman Saleh
Situbondo, Indonesia

Moh. Irfandani³
mohirfandani@gmail.com
Universitas Abdurachman Saleh
Situbondo, Indonesia

Abstract

English language learning at the junior high school level often faces challenges related to students' lack of confidence and limited opportunities to use English in real communication. This community service activity aimed to improve students' English skills through the implementation of the Communicative Language Teaching (CLT) method at SMP Negeri 1 Mangaran. The training activities were conducted using the Learning English by Doing approach, emphasizing active participation through daily expressions, self-introduction, role play, and educational games. The effectiveness of the program was evaluated using pre-test and post-test vocabulary assessments. The results showed an improvement in students' achievement, with the average score increasing from 66.82 in the pre-test to 74.09 in the post-test. This represents an increase of 7.27 points or approximately 10.88%. In addition, students demonstrated higher motivation, active participation, and greater confidence in using English during classroom activities. The findings suggest that the implementation of CLT can effectively support English language learning by creating an interactive, communicative, and student-centered learning environment.

Keywords: communicative language teaching, community service, English training, learning by doing, vocabulary learning

INTRODUCTION

National data confirm the scale of this problem. According to the 2025 EF English Proficiency Index, Indonesia ranked 80th out of 123 countries and territories, placing the country in the "low proficiency" band, with productive skills such as speaking consistently scoring lower than receptive skills such as listening and reading (Wijaya, 2025). This national pattern is mirrored at the junior high school level. In a study conducted at a private junior high school in East Java, Badriyah and Novita (2023) found that speaking anxiety was a dominant barrier to

student participation, driven primarily by fear of negative evaluation, limited vocabulary mastery, and low self-confidence (Nurhidayah et al., 2024). In a broader review of Indonesian junior high school learners, Inadequate vocabulary, uncertainty about grammar, and psychological pressure are identified as the leading causes of students' reluctance to speak English in class (Fithriani, 2023; Hidayat et al., 2025; Liu & Wang, 2026; Meutia & Willy, 2026). Multiple studies confirm that linguistic factors, particularly limited vocabulary mastery and grammatical uncertainty, interact with psychological factors such as fear of negative evaluation, low self-confidence, and anxiety about making mistakes to create significant barriers to oral participation (Hidayat et al., 2025; Liu & Wang, 2026; Meutia & Willy, 2026; Nurhidayah et al., 2024). These findings are corroborated by Rahmadani et al. (2024), who traced junior high school students' speaking-skill problems to overlapping linguistic and psychological factors, including fear of making mistakes and lack of preparation for spontaneous communication (Pratiwi et al., 2023; Nurhidayah et al., 2024).

These difficulties are compounded by instructional practices that remain grammar-centered rather than communication-centered, a pattern widely documented in Indonesian EFL classrooms operating under the Kurikulum Merdeka (Direktorat SMP, 2022). Where communicative, student-centered instruction has been implemented, however, measurable improvements have been reported. Rokayah et al. (2023) found that implementing CLT under the Kurikulum Merdeka significantly increased the relevance and engagement of students' English learning, aligning classroom practice more closely with the curriculum's communicative goals. Taken together, these studies indicate that the core barriers facing Indonesian junior high school students are not primarily a lack of grammatical knowledge, but rather insufficient opportunity to practice English communicatively, compounded by anxiety and low confidence in real-time language use.

These findings collectively characterize the situation of the community targeted by this service activity. Students at SMP Negeri 1 Mangaran share the same structural conditions documented across Indonesian junior high schools more broadly: (1) a national proficiency level classified as "low" relative to regional peers (2) high anxiety around spontaneous English speech, driven by fear of evaluation and limited vocabulary (Badriyah & Novita, 2023; Marpaung & Fithriani, 2023); and (3) continued reliance on grammar-focused instructional methods that leave communicative competence underdeveloped despite curricular reform (Direktorat SMP, 2022; Rokayah et al., 2023). This data-supported profile establishes the specific need this community service activity was designed to address, namely, the gap between students' grammatical knowledge and their practical, confident use of

English, which the Learning English by Doing concept, grounded in CLT principles, directly targets.

PROBLEMS AND SOLUTIONS

The priority problem addressed by this community service activity is the low communicative competence of junior high school students at SMP Negeri 1 Mangaran, characterized by limited confidence and minimal willingness to use English actively in real communication. This condition reflects a broader national pattern: Indonesia ranks 80th out of 123 countries in the 2025 EF English Proficiency Index, remaining in the "low proficiency" band, with speaking scores consistently lower than listening and reading (EF Education First, 2025). At the junior high level, students' reluctance to speak is driven primarily by fear of negative evaluation, limited vocabulary, and low self-confidence (Badriyah & Novita, 2023; Marpaung & Fithriani, 2023), compounded by grammar-centered instruction that leaves communicative skills underdeveloped despite the goals of the Kurikulum Merdeka (Direktorat SMP, 2022; Rokayah et al., 2023). Preliminary observation at SMP Negeri 1 Mangaran confirmed this pattern: students possessed adequate passive vocabulary and grammatical knowledge but rarely practiced spontaneous spoken interaction, resulting in passive classroom participation. This problem was prioritized because communicative competence, rather than grammatical knowledge alone, most directly determines students' readiness to use English in academic and future professional contexts.

This community service activity aimed to provide students at SMP Negeri 1 Mangaran with structured, practice-based English training as a form of direct support in addressing the confidence and participation gap identified above. Rather than testing an intervention for research purposes, the activity was designed to deliver immediate, practical benefit to the school community by equipping students with communicative English skills and speaking confidence they could apply in real classroom interaction.

The proposed solution was the implementation of the Communicative Language Teaching (CLT) approach through the Learning English by Doing concept, comprising Daily English Expressions, Self-Introduction, Vocabulary Building, Role Play, and the Guess the Object game. These activities provided students with repeated, low-pressure opportunities to use English meaningfully rather than through rote memorization, addressing both vocabulary limitations and speaking anxiety simultaneously. Implementing CLT under the Kurikulum Merdeka significantly increased the relevance and engagement of students' English learning, aligning classroom practice more closely with the curriculum's communicative goals (Efendi & Arijanto, 2025; Ramadhani, 2024; Sujariati et al., 2025). Research demonstrates that CLT enhances students' exposure to authentic communication,

encourages active engagement, boosts motivation, and improves overall language competency in ways that directly support Kurikulum Merdeka's emphasis on student-centered, communicative learning (Ramadhani, 2024; Sujariati et al., 2025).

The target outcomes were: (1) an increase in students' vocabulary and communicative achievement, measured through pre-test and post-test scores; (2) improved student confidence and willingness to speak English; and (3) increased active participation during classroom activities, establishing a sustainable, student-centered model of English instruction at the school.

METHOD

This community service activity was conducted at SMP Negeri 1 Mangaran involving junior high school students as participants. The entire project, from the preparation stage, including coordination with the school, material development, and the design of pre-test and post-test instruments, to the implementation and subsequent report writing, was completed within a single day. The activity adopted the Communicative Language Teaching approach to encourage students to actively communicate in English through practical learning experiences. The implementation consisted of three stages.

1. Preparation

The preparation stage included coordination with the school, preparation of teaching materials, lesson planning, and development of evaluation instruments in the form of pre-tests and post-tests.

2. Implementation

The training was conducted using the "Learning English by Doing" concept, incorporating several materials designed to engage participants actively. These included Daily English Expressions to build practical, everyday language skills, Self-Introduction exercises to help participants gain confidence in presenting themselves, Vocabulary Building activities to expand their word knowledge, Role Play Activities to practice English in simulated real-life situations, and the Guess the Object Game to make learning interactive and enjoyable. Students participated in pair work, group discussions, simulations, and educational games designed to enhance communication skills and vocabulary mastery.

3. Evaluation

Evaluation was conducted through pre-test and post-test assessments. The results were analyzed descriptively to identify students' learning progress after participating in the training program.

RESULTS AND DISCUSSION

Results

1. Training Activities. The English training program was successfully implemented at SMP Negeri 1 Mangaran, involving approximately 20–30 students from a single junior high school class. The activity followed the Learning English by Doing concept and was conducted in sequential sessions, each targeting a specific communicative skill, as outlined in the Method section.

a. Daily English Expressions

The session began with an introduction to Daily English Expressions, in which students were taught common phrases used in everyday communication, including greetings (e.g., "Good morning," "How are you?"), thanking expressions, and basic classroom language (e.g., "May I ask a question?"). The facilitator modeled each expression, followed by choral repetition and small-group practice in groups of three to five students, allowing participants to use the phrases in short, guided exchanges with their peers.

b. Self-Introduction

In this session, students were taught a simple structure for introducing themselves in English (name, age, hobby, and favorite subject). Working in their small groups, students first practiced their self-introductions with one another before several volunteers presented in front of the class, allowing the facilitator to provide immediate feedback on pronunciation and sentence structure.

c. The Vocabulary Building segment introduced new vocabulary related to everyday topics through visual aids and flashcards. Within their small groups, students practiced the new vocabulary through repetition drills and simple matching exercises to strengthen retention.

d. Students then participated in role-play activities, remaining in their small groups of three to five and assigned simple real-life scenarios (e.g., ordering food, asking for directions) to act out using the expressions and vocabulary learned earlier in the session. This activity required students to apply language spontaneously in a simulated context, which helped improve their pronunciation, fluency, and confidence in speaking.

e. Finally, the Guess the Object Game was conducted as a closing activity to reinforce vocabulary in an interactive format. Within their small groups, students took turns describing an object in English while their groupmates guessed what it was, encouraging spontaneous language use in a low-pressure, game-based setting.



Figure 1. English communicative language learning

Throughout all sessions, students demonstrated active participation and enthusiasm, frequently volunteering to speak despite the time constraints of the single-day format. The small-group structure allowed facilitators to circulate among groups, provide guidance, correct errors informally, and encourage participation from less confident students who might otherwise have been reluctant to speak in front of the entire class.

2. Learning Outcomes. The effectiveness of the program was measured using pre-test and post-test assessments administered before and after the training sessions. Both tests consisted of 10 questions each, covering the same topics delivered during the training, namely Daily English Expressions, Self-Introduction, and Vocabulary Building, although the specific questions differed between the pre-test and post-test to prevent students from simply recalling answers rather than demonstrating genuine understanding. This design allowed the facilitator to measure actual improvement in students' comprehension and use of English following the training, rather than measuring memorization of a fixed set of items. The results of both assessments are presented in Table 1.

Table 1. Students' Learning Outcomes

Assessment	Average Score
Pre-Test	66.82
Post-Test	74.09

The results indicate an increase of 7.27 points, from an average pre-test score of 66.82 to an average post-test score of 74.09. Prior to conducting the assessments, the success of the training was defined by a target average score of 70 on the post-test, serving as the indicator that participants had achieved a satisfactory level of understanding and communicative competence in English. As the post-test average of 74.09 exceeded this predetermined target, the data confirm that students' English achievement improved after participating in the training activities, indicating that the program successfully met its intended learning outcome.



Figure 2. Pre-test and post-test

Discussion

The findings of the program indicate that the Communicative Language Teaching (CLT) method positively affected students' learning outcomes. The communicative activities allowed students to practice English in meaningful situations rather than merely memorizing vocabulary and grammatical rules. In addition to improving academic achievement, students demonstrated greater confidence, motivation, and classroom participation. These findings support Brown (2007), who argues that active communication is an essential component of successful language learning.

This result aligns with recent research on CLT implementation in Indonesian secondary contexts, which similarly found that communicative, task-based instruction improves students' oral performance, confidence, and active participation more effectively than grammar-focused teaching (Gunawan, 2025; Saputri et al., 2025). The increase in students' average score, from 66.82 to 74.09, further supports evidence that vocabulary gains are strengthened when new words are practiced within interactive, small-group tasks rather than through isolated drilling (Lin, 2018).

The rise in confidence and participation also corresponds with studies showing that speaking anxiety among Indonesian junior high school students stems largely from fear of negative evaluation and limited low-stakes practice opportunities (Badriyah & Novita, 2023; Marpaung & Fithriani, 2023); the small-group format used in this activity likely reduced this pressure. The Learning English by Doing concept contributed significantly to engagement, as activities were designed to be interactive, enjoyable, and student-centered, consistent with findings that game-based communicative instruction increases motivation among young EFL learners (Gunawan, 2025; Saputri et al., 2025).

CONCLUSIONS

The implementation of Communicative Language Teaching in English language training at SMP Negeri 1 Mangaran successfully improved students' English learning outcomes. The average score increased from 66.82 in the pre-test

to 74.09 in the post-test, representing an improvement of 7.27 points or 10.88%. Furthermore, the training enhanced students' confidence, participation, and motivation in learning English. Therefore, CLT can be recommended as an effective approach for improving English learning among junior high school students.

REFERENCES

- Badriyah, I. L., & Novita, D. (2023). Students' anxiety in English speaking class at a private junior high school in East Java, Indonesia. *International Social Sciences and Humanities*, 2(1), 84–93.
<http://proceeding.unmuhjember.ac.id/index.php/issh/article/view/130>
- Brown, H. D. (2007). *Principles of language learning and teaching* (5th ed.). Pearson Education.
- Direktorat SMP. (2022). *Panduan implementasi Kurikulum Merdeka*. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.
<https://kurikulum.kemdikbud.go.id/>
- Efendi, T. A., & Arijanto, A. A. (2025). Exploring teacher agency and instructional practices in implementing the Merdeka Curriculum: A qualitative study of English Language teaching in Indonesian Senior High Schools. *Priviet Social Sciences Journal*, 5(7), 32–42.
<https://doi.org/10.55942/pssj.v5i7.386>
- Gunawan, I. D. (2025). The implementation of game-based learning to enhance students' speaking skills in Indonesian EFL classrooms. *JOEY: Journal of English Ibrahimy*, 4(2), 15–27.
<https://doi.org/10.35316/JOEY.2025.v4i2.15-27>
- Hidayat, T., et al. (2025). Factors Of EFL Students' language Anxiety In English Learning. *JTP (Jurnal Teknologi Pendidikan)*, 13(1).
<https://ojspanel.undikma.ac.id/index.php/jtp/article/view/14480>
- Lin, S.-F. (2018). The effect of group work on English vocabulary learning. *Journal of Education and Learning*, 7(4), 163–178.
<https://doi.org/10.5539/jel.v7n4p163>
- Liu, Y., & Wang, X. (2026). Speaking anxiety in evaluative contexts: Evidence from secondary school EFL learners. *Frontiers in Education*, 11.
<https://www.frontiersin.org/journals/education/articles/10.3389/feduc.2026.1845061/full>
- Marpaung, N. R., & Fithriani, R. (2023). English speaking anxiety among Indonesian junior high school students: Unveiling causes and solutions. *Tell-Us Journal*, 9(1), 146–163.
<https://doi.org/10.22202/tus.2023.v9i1.6678>
- Meutia, W., & Willy. (2026). EFL Students' Speaking Anxiety Factors. *Journal of English Education and Teaching*.
<https://www.scribd.com/document/822220561/Meutia-Willy>
- Nurhidayah, A., Hastuti, E. D., & Syafryadin. (2024). An analysis of students'

- speaking anxiety: Focusing on the second grade junior high school Malang, Indonesia. *JP3 (Jurnal Pendidikan, Psikologi dan Konseling)*, 13(1), 45–56.
- Pratiwi, D. A., Suwartono, T., & Masduki. (2023). *Junior high school students' speaking anxiety in learning English* [Skripsi, Universitas Islam Malang]. Repository UNISMA. <https://repository.unisma.ac.id/handle/123456789/9073>
- Rahmadani, R. D. P., Astutik, Y., & Rahayu, E. M. (2024). Psychological factors on students' speaking skill problems at junior high school. *TELL: Teaching of English Language and Literature Journal*, 12(1), 29–38. <https://doi.org/10.30651/tell.v12i1.21940>
- Ramadhani, G. (2024). The role of Communicative Language Teaching (CLT) in teaching English to Indonesian elementary school students within the Kurikulum Merdeka. *STAIRS: English Language Education Journal*. 5(2), 136–146. <https://doi.org/10.21009/stairs.5.2.7>
- Rokayah, R., Hermita, N., Vebrianto, R., Mujtahid, I., Sulistiyo, U., & Samsudin, A. (2023). Reflection of Indonesian educators on the implementation of the Merdeka Curriculum. *Mimbar Sekolah Dasar*, 10(3), 512–531. <https://ejournal.upi.edu/index.php/mimbar/article/view/64864>
- Saputri, V. A. M., Andriyaningsih, A., & Kusuma, C. (2025). The implementation of Communicative Language Teaching (CLT) method through playful English approach to improve students' speaking skills at PKBM Pesona Pulau Tegal. *Jurnal Pengabdian Indonesia (JPI)*, 1(2), 393–400. <https://doi.org/10.62567/jpi.v1i2.1225>
- Wijaya, R. F. (2025, November 19). *Indonesia placed 80th worldwide in English proficiency index*. Asia-Pacific Solidarity Network. <https://www.asia-pacific-solidarity.net/news/2025-11-19/ef-report-indonesia-placed-80th-worldwide-english-proficiency-index.html>