

COMMUNICATIVE LANGUAGE TEACHING (CLT) IN TEACHING ENGLISH TO UNIVERSITIES IN INDONESIA: A PHENOMENOLOGY STUDY

Dina Rafidiyah, Ahmad Kailani, Arif Ganda Nugroho

Muhammadiyah University of Banjarmasin
 rafidiyahdina@yahoo.com

Abstract: Communicative Language Teaching (CLT) or teaching English using communicative approaches is a topic that is still a long debate especially in the success of teaching English. The emergence of CLT is based on the idea that language learning cannot be separated from its function as a means of communication. No exception to the application of CLT in Learning English in Higher Education is still a debate between the ability of students to understand scientific texts in English or able to communicate well. Therefore, the purpose of this study is to get an overview of the application of CLT in the context of higher education in Indonesia, the challenges faced by lecturers in implementing CLT and the activities and materials used in implementing CLT to support student learning success. The qualitative research method with the phenomenology approach is used to critically analyze the results of self-reflection of the caretaker lecturers in the English course. Data were obtained through in-depth interviewing techniques related to the use of CLT in teaching English to develop receptive abilities (listening and reading) and productive abilities (writing and speaking) of students. Respondents were English language lecturers who applied CLT in their teaching. Respondents were randomly selected and willing to provide their reflections on CLT in the teaching and learning process.

The implications of this research are expected to contribute in the field of teaching English methodology, especially teaching English at the college level. The teaching strategy can be an alternative input for other English lecturers.

Keywords: CLT, communicative ability, phenomenology study

INTRODUCTION

Ruling foreign languages, especially English is a necessity in the current era of globalization. This requires teaching English to choose a teaching approach that supports the formation of these language skills. Of the many approaches and methods of teaching English, Communicative Language Teaching (CLT) is the most contemporary method used at all levels of education today in teaching English. Therefore it is very interesting to learn more about how English language lecturers in Indonesia approach the CLT in their teaching. In this paper, we limit it to college lecturers, considering that English Language lecturers can determine what teaching material is taught according to the needs of their students, while English language teaching at the elementary - high school level is still tied to a curriculum determined by the government, especially in preparing students to face UAN (Adi, 2015; Arfiandhani, 2015).

Looking at the long history of Communicative Language Teaching (CLT) in language teaching from 1960 to the present, there have been many debates such as whether the teaching of communication competencies must be taught. Kibbe (2017), Thornbury (2017), ("Communicative Language Teaching: Jeremy Harmer and Scott Thornbury | The New School - YouTube," 2013) state that the application of CLT in foreign language teaching is divided into two major groups, namely those who run CLT which is very rigid based on the basic theory of communicative competence. While the second group is a group that is more flexible in implementing the communicative approach.

It is no longer the time to teach English to use boring ways such as memorizing vocabulary or learning grammar, without communicative contexts when it can be used in student life. Savignon (2001) emphasizes that teaching English should be more emphasized in communicative competencies to prepare students to face the challenges of the 21st century. Seeing English learning at this time is still very rigid starting from the elementary level, so that when students are expected to communicate, they experience obstacles. English learning should be more fun and not boring (Arifah, 2014).

CLT is the principles of teaching English related to the purpose of language teaching as a means of communication, how students learn, activities that are well done in class, and the role of teachers and students in learning (Richards, 2006). Basically, CLT is an approach to learning English so students can communicate effectively in everyday situations. This approach is very important to run considering that the average Indonesian student after learning English for many years, still cannot communicate using English (Sholihah, 2012).

It is interesting to see how the implementation of CLT in several Asian countries is compared. Liu (2015) describes how to implement CLT in China. There are several things that cause CLT not to be successfully implemented in China, namely: (1) English is only used when in class; (2) Mastering communication does not help students to be able to answer exam questions and pass examinations; (3) Students cannot relate linguistic competencies and communication competencies; and (4) There are not many authentic materials available that can be used by students to study.

Other research was conducted in Saudi Arabia to find out the challenges of implementing CLT that were successfully implemented at the university level. According to Al Asmari (2015), the challenge consists of four factors, namely: (1) Challenges related to the teacher; (2) Challenges related to students; (3) Challenges related to government policy; and (4) Challenges related to CLT itself.

The implementation of CLT in Indonesia itself has carried out several studies, for example Sholihah (2012) and Ulfah, Apriliawati, & Arifin (2015) investigating the challenges of implementing CLT in high school. In addition, Shinta & Tedjaatmadja (2010) and Jamaliah, Fauziah, & Farizawati (2017) conducted research on the implementation of CLT at the junior high school level. Also there (Wiyono, Gipayana, & Ruminiati, 2017) who conducted research on the implementation of CLT at the

elementary level. Whereas, Ariatna (2016) states that actually the CLT problem can be solved, therefore CLT must be maintained in Indonesia.

In this study, we want to try to find answers to the implementation of CLT at the tertiary level in Indonesia. There are several questions that will be answered, namely: knowing the application of CLT in the context of higher education in Indonesia, knowing the challenges faced by lecturers in implementing CLT, knowing the activities and materials used in implementing CLT to support the success of student learning. It is hoped that this research can provide benefits in the form of an overview of CLT understanding and its application by lecturers of Higher Education in Indonesia, so that it can inspire more communicative English language teaching.

APPROACH & RESEARCH METHOD

This study uses a qualitative method using a phenomenological approach (Padilla-Díaz, 2015), with the aim of exploring the experience of lecturers related to the implementation of CLT. Respondents in this study were English language lecturers who taught at universities in Indonesia. Sampling was taken using snowball sampling as many as 10 people, this was based on the opinion of Dukes (1984). This sampling method is used to obtain facts about CLT implementation by lecturers who apply CLT in their teaching.

There are several data collection activities by adopting this phenomenology (Creswell, 2014). First of all, look for respondents who are interested in the APSPBI WhatsApp group (Association of Indonesian English Education Study Programs). From the respondents obtained, they only connected to other friends who used CLT in teaching. After that, collecting data is done by interview methods both directly and web-based interviews (Rubin & Rubin, 2005). The next step is recording information and making transcripts. If there are field problems, it will be anticipated that the process of collecting and storing data files can be carried out.

Analysis of collected data uses procedures introduced by (Moustakas, 1994), namely as follows: (1) The researcher describes his own experience of the phenomenon discussed; (2) Researchers find statements (through interviews or other sources) about the phenomenon; (3) Researchers group interview results into larger units or themes; (4) The researcher describes what happened related to the theme (textural description) along with examples; (5) The researcher describes how the experience occurs related to the setting and context (structural description); (6) The researcher combines textural descriptions and structural descriptions, thus describing the essence of the phenomenon which presents the peak aspects of phenomenological research.

In the research of phenomenology aspects, it has two important roles, namely an effort to understand the meaning of individual experience about CLT and the effort to translate meaning from that context. The researcher not only describes what the respondent said, but also tries to explore the understanding of CLT through the

respondent's perspective. This was introduced by Smith (2007) as an interpretative phenomenology analysis.

RESULTS AND DISCUSSION

This research was conducted by interviewing public and private university lecturers who implemented CLT in their teaching, both in English language study programs and non-English study programs. There were ten respondents who were obtained through the APSPBI WhatsApp Group who were interviewed. Interviews were conducted using protocols both directly and through social media.

The result is that out of ten respondents 40% are state university lecturers and 60% are private university lecturers in Indonesia. In addition, 60% are lecturers of English language study programs, while the rest are lecturers of English and English for Specific Purposes (ESP) study programs in the fields of engineering, nursing, etc. From the results of the interview, a table was made to be able to see the results of the overall research based on interview protocol questions and then be able to determine the core themes which are the similarities and differences of each respondent. These themes will be discussed below:

a. Respondent's knowledge about the CLT approach.

Six respondents stated that CLT used the Communicative / Interaction Approach (R1, R3, R4, R6, R8, and R9). As stated by Respondent 6 (R6), "CLT is a target language teaching approach wherein the process of teaching learning emphasizes aspects of interaction, communication in developing language skills and competencies."

Four respondents stated that CLT used the Student Centered Learning / Active Student approach (R1, R5, R7, and R10). Like for example what was said by Respondent 2 (R2) "Students are as a learning center and teachers are facilitators, guides, and motivators."

Integrate all skills and use authentic material (R1, and R8) as explained by Respondents 8 (R8), "One methodology in learning English that emphasizes communicative teaching, integrates all skills, and authentic use of original material or material "

CLT is interpreted as communicative learning in line with his opinion (Savignon, 2001), while student centered learning is an opinion (Banciu & Jireghie, 2012) where students are the center of learning.

b. Specific things about this approach are compared to other approaches.

All respondents agreed that the specifics of CLT were the active participation of students in communication activities, but there was an addition from respondents 8 (R8) that "The current era of post method, so it combines several methods, but tends to be applicable in all skills.

As stated by (Ju, 2013) CLT is indeed based on many studies stated that effective and successful, however, not all teaching problems can be solved with CLT.

c. An overview of the application of CLT in English classes.

Respondent 1 (R1) states that, "Authentic materials such as examples of material in the form of original application letters or videos from Youtube as material for listening or discussion, Role-Play for conversation teaching, etc."

Respondent 2 (R2) explains that, "I ask students to use the English language through communicative activities such as games, role plays, and problem solving tasks, the use of authentic materials, and activities carried out by students in small groups in the implementation of CLT. "

Respondent 3 (R3) "Implementation through discussion activities, presentations accompanied by question and answer and group work.

Respondent 4 (R4) applies the following, "Usually distributing text or showing interesting videos and students in groups to discuss things that I have determined. Sometimes I also make debate groups about a particular issue. "

Respondent 5 (R5) states that "I usually instruct the students at the beginning of the meeting to introduce themselves and then share experiences that they have experienced in the past. Which is only the students themselves who know the story.

Respondent 6 (R6) "Examples are usually role play, debate and discussion on topic topics that we specify during the learning process. For example, we discuss the use of the present tense in terms of describing, so we ask children to play a role in which there are elements of the language being discussed. "

Respondent 7 (R7) stated "So far I have been teaching more content subjects such as introduction to linguistics, so it is not a skill course. Even in this course I try to invite students to be more active, not always explain, I often ask students to explain our new topic more discussion and later when all the last conclusions have been addressed. "

Respondent 8 (R8) said that "For intensive reading courses, students not only read but also discussed integrating reading with speaking, then he could also make a summary of the text he read ..."

Respondent (R9) as ESP lecturer "... so I have to work on how so that my students can develop language skills that will be used later in their work environment in the context of English ..."

Respondent 10 (R10) explained that "Like my experience so far, I always taught listening subjects. As we know listening is receptive skill, one of the ways so that listening lessons are not boring, I ask them to do a project related to listening. For example, by making a video about listening in TOEFL / IELTS. So my students love the TOEFL and they ask me to make a learning video, so they are also active in learning. "

The application of CLT brings aspects of communication and student involvement actively, so that many use task-based learning by using games and other interactive ways. As stated by (Houston & Turner, 2007).

d. Learning design 4 macro skills; listening, speaking, writing, and reading with the CLT approach.

Seven respondents stated that the 4 macro skills were taught in an integrated manner (R1, R2, R3, R4, R6, R7, R8, and R9), for example, given by Respondent 4 (R4), "I start with reading or listening namely by bringing interesting text (reading) and / or video (listening). Then I ask students to comment on the issues in the reading or the show (speaking). Some students will express their opinions that may be different from each other. At the end of the meeting I will ask students to write their responses to the text or video discussed earlier. "

According to Respondent 2 (R2), "Students are allowed to work in pairs and poses one another, Pair work (Speaking) but with the questions and answer models, Eventually they are answering, grammar practice tends to be the real intent ... "

Respondent 5 (R5) states that "The material is usually related to tenses, it can be simple present, simple past or present perfect. The activity is by going forward to the class and telling stories about his family, unforgettable experiences (Speaking). That ended with applause from his friends as a form of support for his efforts to tell in front of the Listening class by listening to other students telling Speaking by actively talking to topics he liked. I had never taught writing and reading with the CLT approach. "

Respondent 10 (R10) explained that "I also teach extensive reading, more on material based on the students' interest. So for example making the student project review the journal (Reading). The journal they search for themselves based on their interests, for example to speaking, literature or linguistics. Later they will present the journal (Speaking). "

Actually all macro skills can be used integratively in CLT approach (Akram & Malik, 2010), but it really depends on the condition of each lecturer. Therefore there are several lecturers, indeed there are those who have difficulty teaching several macro skills.

e. Effectiveness of the application of CLT in teaching 4 macro skills.

Seven respondents stated that CLT can be applied effectively / very effectively (R1, R2, R3, R4, R6, R7, R8, and R10), as stated by Respondent 6 (R6) "I think it is very effective as long as the teacher understands what want to be taught and the ultimate goal of the teaching. "

Two respondents who stated that CLT was not effective for listening (R2, and R9), as stated by Respondent 9 (R9) as follows: "I made in an integrative learning method, it became unified. For example, at the meeting I taught about nursing intervention, so I tried the four skills included in it, but with special emphasis on



the dispensing. Because for listening, as we know listening requires a kind of language lab, whereas if we make our students in the language lab develop listening skills need time alone and many students will not be possible with the specific teaching teachings applied. So I only gave a few minutes in a few meetings. Even then because at the STAKES Suaka Insan now the lab is broken, I turn on the laptop and bring the speaker into the class. Can effectively but time management will be tough. "

According to Respondent 5 (R5) only speaking and listening are effective in using CLT, "I think that is effective only in 2 skills, namely speaking and listening."

Integrating 4 macro skills is the best thing to do to maximize mastery of communication competencies among English language learners (Akram & Malik, 2010).

f. Possible application of CLT also in grammar teaching

Directly or indirectly all respondents stated that they could use CLT for Grammar teaching, as stated by Respondent 9 (R9) as an ESP lecturer, "I mostly teach grammar, comprehend on teaching speaking so. For example, the nursing intervention theme where I teach technical languages is how a nurse wants to intervene in a patient. "

Besides that, Respondent 10 (R10) also presented as a representative of the English study program lecturer, "I once taught Grammar 1, because grammar is not just theories, but must be practiced immediately. So students can immediately use the tenses that have been taught to them. "

The application of grammar should not be separated from the focus of context, so that teaching becomes meaningful. According to (Houston & Turner, 2007), grammar teaching that does not only focus on the structure of sentence formation is an approach that makes more sense in language learning.

g. Design of grammar learning with the CLT approach.

All respondents stated that grammar teaching can be done by integrating all macro skills. For example Respondent 8 (R8) from the English Language Education program, "One of the distinctive features of CLT is the use of games. So grammar not only focused on rules but also integrated with writing and speaking. When they learn grammar it must be contextual. They are told to fabricate according to the pattern they have learned, or they can make conversations such as future tense. They can talk about the topic of planning, so Grammar is very appropriate to use the CLT. "

For example answers from Respondent 9 (R9) representing ESP lecturers, "For example I would like to measure your blood pressure. There is context I would like, where the grammar lesson follows the context of the speaking. So I emphasize speaking more. How do you greet patients, how do you intervene, the language that I emphasized first, for example. I need to measure your blood pressure, I need

to verb + the new infinitive the grammar is taught. I need to check, I need to observe, just add another word. "

Many ways of grammar teaching in CLT, however according to (Chung, 2006) all of that will only be effective if the teachers are really ready to integrate the use of the method in their learning.

Respondent 2 (R2) felt that lack of facilities was an obstacle for lecturers to teach, "Lack of provided facilities by university such as learning materials, books, and LCD."

Respondent 3 (R3) confirms that some subjects need a lot of explanation, "The obstacle is applying CLT to theoretical courses that require explanation."

Respondent 5 (R5) lecturers must always be innovative, "The obstacle / challenge for you as a lecturer is the challenge is to keep creating so that students do not feel bored."

Two respondents stated that time constraints are obstacles that need to be anticipated (R6, and R9). Respondent 9 (R9) stated that, "Time is very narrow because of 2 credits in one week, the number of students is large, because I am more into role play. The dialogues take a long time, sometimes I work around them with me telling them to record their voices, then convey to me. "

Respondent 7 (R7) stated that the lecturer had difficulty persuading students to play an active role in class discussions, "Not too much actually, because English students here are very active, but some students are not really active in the classroom. To invite very shy students is indeed a little heavy. Especially for communication problems, even in class, they don't want to talk. So we have to look for other ways so they want to share in class. "

Three respondents stated that they did not have problems in implementing CLT as lecturers (R1, R4, and R8). As stated by Respondent 4 (R4), "there are no obstacles if the discussion or discourse or text that we bring is interesting. But when the text is not interesting, the participation of students to be active is usually not optimal. "

According to Al Asmari (2015) there are several things that cause obstacles for lecturers: (1) lecturers have a misunderstanding about CLT; (2) lecturers do not use English in the context they should; (3) lecturers do not understand English culture; (4) lecturers have little time to develop teaching materials; (5) lecturers only have little information about developing communicative teaching materials; (6) there is no training on CLT for lecturers; (7) there are only a few opportunities for lecturers to take part in CLT training; and (8) lecturers do not have authentic teaching materials to support teaching.

h. The obstacles faced by students are based on the observations of lecturers who use the CLT teaching approach.

Student abilities or competencies are limited (R1, R2, R3, R6, R8, and R9, as stated by Respondent 9 (R9), "As you know, English is a language that is foreign to them, many of them are not never had a course or something like that, they learned



English only at school, when they did English lessons it was not totality, they thought that English lessons were not nursing lessons so it was not a prerequisite for graduation, so they didn't really take it seriously. Previous English. That is an obstacle for students to take part in this ESP English lesson. "

Respondents 4 and 7 (R4 and R7) stated that students' interest in reading was very lacking, thus affecting their activity in class discussions, "Meanwhile the main obstacle related to CLT is that they have to read before entering class, so in class we can share . The problem is that students don't like to read, so they are told to read them they don't want to. There must be other ways for the discussion to be more alive. "

Respondent 5 (R5) states that anxiety and large class are the obstacles, "The challenge is facing anxiety when in front of the class, which is the challenge for the instructor is also big class."

Respondent 10 (R10) explained that, "Students themselves just enjoy learning, they really like active learning rather than just listening to the lecturer. Because they are better able to practice the language they have learned. The obstacle when they have to accept learning is very difficult, for example in listening 3 related to TOEFL there are several kinds of skills, now they don't understand the skill well, because the skills taught are difficult. It takes longer to study. "

Constraints faced in implementing CLT from the side of students according to Al Asmari (2015) are (1) student language skills are very low; (2) passive learning; (3) lack of confidence and are not familiar with the CLT method; (4) students refuse to participate in class; and (5) lack of motivation to develop communication competencies.

i. Constraints faced in implementing CLT are related to institutional policy.

There are no obstacles from institutional policies, even they state that the institution is very supportive (R1, R2, R3, R6, R7, R8, and R9). According to Respondent 8 (R8) institutions are very supportive even by dividing students according to their abilities, "For English majors, to facilitate teaching, we divide students into abilities, so that they can adapt the material to ability. And this has been very effective for several years, like the course. So far they have come in there is a very good value for the TOEFL of 500, there are also some that are 300an, so our learning expectations cannot be the same. If you get a value of 60 for a low level, we must be satisfied. "

Respondent 4 (R4) states that institutions have not implemented CLT, "My study program has not implemented integrated teaching skills so that I feel less free because in the class with speaking title, for example, I assign students to write. Sometimes I worry that students judge me as inconsistent in teaching. "

According to Respondent 5 (R5), teaching time is lacking, "Constraints that matter are times that sometimes exceed teaching time."

Respondent 10 (R10) stated that facilities were inadequate, "Provision of LCDs, listening in the language lab if you want to display LCD videos must be

installed by yourself. In terms of facilities, even though LCD is available, it must be prepared by the lecturers themselves. "

Al Asmari (2015) states that constraints related to institutional policy are: (1) there is no support from the institution; (2) traditional ways of thinking about the role of students and lecturers who are not in line with CLT; (3) very large classes are not effective for the implementation of CLT; (4) limited material for communication activities; (5) CLT is not in accordance with the final evaluation of learning; (6) Syllabus that has not been in accordance with activities related to communication; and (7) classes are not equipped with audio video needed for CLT activities.

j. The constraints faced are related to CLT as a language teaching approach.

Three respondents stated that there were no constraints related to CLT (R1, R2, and R10), as according to Respondent 10 (R10) who stated, "There is no, even if there can be overcome by the teacher adjusted to the circumstances or abilities of the students themselves "

Respondent 3 (R3) "A lot of time is needed for CLT implementation."

Respondents 4 and 7 (R4 and R7) believe that lecturers must be creative to make students active, "Not an obstacle but a challenge to find interesting material."

Respondent 5 (R5) even though the material is sufficient but other media are needed for teaching using CLT, "Sometimes the media that is available is insufficient, or requires special effort to present other media. Whereas the material has no special obstacles. "

Respondent 6 (R6) "How to make all students fully active."

Respondents 8 and 10 (R8 and R10) stated that the implementation of CLT must match the ability of students, "Ideas for implementing CLT that are in accordance with the level of students' abilities."

Respondent 9 (R9) "CLT as an approach / approach is good, only from the situational application of the environment that makes the goal of CLT still not optimally obtained."

Constraints related to CLT as an approach according to Al Asmari (2015) are: (1) less effective and efficient instruments to access communicative competencies; (2) CLT does not distinguish the different learning contexts of EFL and ESL; (3) the assumption of Western world thought is not in accordance with the local context; (4) CLT requires specific teaching materials; and (5) lack of assessment instruments in the local context.

k. The solution you suggest is to anticipate the obstacles in implementing CLT in your class.

Respondent 1 (R1) proposed that lecturers be more diligent, "Lecturers must be more diligent in finding tasks and new material that is challenging for students and that can be facilitated through technology - Lecturers must be more patient in guiding and creating a pleasant classroom atmosphere so students do not hesitate



to express their ideas ". Is a solution to the constraints of implementing CLT from the side of the lecturer.

Respondent 2 (R2) sees it in terms of institutional support, "Institutions must provide facilities that support the teaching and learning process in updated recourse such as larning materials, links of journals, English books, LCDs and so on". Is a solution to problems that originate from institutional support.

Respondent 3 (R3) emphasized, "Better time management, motivates students to more actively participate, and prepares interesting and targeted discussion material". Is a solution for the obstacles faced by students and lecturers.

Respondent 4 (R4) feels that institutions need to support the implementation of CLT, "Changing language skills teaching policies so that it is integrated (whole language approach)". This is a solution to problems related to CLT as institutional support.

Respondents 5 and 6 (R5 and R6) emphasized more interesting learning as stated by Respondent 6, "As much as possible stimulate students to learn English in an interesting way, that learning can also be outside the classroom and make them not consider English language that is terrible. "This is a solution for lecturers so that the implementation of CLT can achieve the best results for students.

Respondents 7 (R7) agree with understanding our students and topics, as well as the use of technology, "Recognizing the characteristics of students, must really understand the topics we teach, make us like students, technology also helps to implement CLT." to be considered by lecturers in implementing CLT.

Respondent 8 (R8) suggests that not only use CLT, "In addition to CLT we can use other techniques / methods to maximize students' understanding of the material. In addition, the selection of material because authentic materials are different levels is also adjusted to the ability of students. "This input is very good to be considered for lecturers before starting to teach using the CLT approach.

Respondent 9 (R9) "Because I teach ESP English only 2 credits of teaching, considering that English is very much needed by them for future work, then English language hours should be added or at least there is a kind of Kokurikuler required for my students so that students other than obtain academic English, they can also build their English language skills in the extra-curricular. So they did not really stutter in following English in the form of ESP. Because basically their basic English skills are still not enough, to take classes in class. "This is an input for the institution in order to support the improvement of students' communication skills.

Respondent 10 stated that CLT must match the skill that was wanted to be taught, "The application of CLT must be adapted to the skills that would be taught to students and also adjusted to the number of students in the class. For example the skills we want to teach are listening, speaking, reading or writing must be adjusted to the authentic material and the number of students in that class. The fewer students the more effective the application is, if the more we can use

grouping. How can the teacher adjust. "This input relates to the constraints of the lecturer side, so that the achievement of CLT can be maximized.

Input from each respondent enriches the application of CLT in order to get the best results, especially in teaching students to achieve the best communication competencies

CONCLUSION

The lecturers' knowledge of the CLT concept and its implementation is very good, when compared with the theories about CLT as learning based on communication competencies and focuses on the activity of students in the class (student centered learning). Teaching is done more interactively and uses task-based learning and authentic materials, so that students are always active.

The application of CLT in the context of higher education in Indonesia as seen from the integration of macro skills has been done by all respondents, although according to some respondents there are skills that are less effective if taught with the CLT approach such as listening and speaking. Grammar teaching is carried out in an integrated and more pleasing manner in accordance with the context, not in the form of teaching structural theories. Without a clear context, grammar teaching becomes confusing to be integrated with 4 macro skills.

The challenges and obstacles experienced by lecturers at universities in Indonesia can be broadly divided into 4 categories, namely: (1) obstacles from the side of the lecturer; (2) obstacles from students; (3) obstacles to institutional policy; and (4) barriers from CLT itself as a teaching approach. Of the four challenges the lecturers try to provide solutions and recommendations that can be input for other lecturers who want to apply CLT in learning English. It is expected that in the future there will be further research to test whether the input from the lecturers really can solve the obstacles and challenges of CLT both in universities and at the level of below education.

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