



Teachers' Perceptions of Communicative Approach in Teaching Speaking Skill Based on Emancipated Curriculum

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Abstract

This case study aims to know the teachers' perception of the communicative approach and its implementation in teaching speaking skills based on an emancipated curriculum. The participants of this study consisted of three English teachers at three Islamic high schools in Demak Regency. Observations were conducted to evaluate the implementation of the communicative approach by analyzing teacher documents, specifically lesson plans. Also, questionnaires were distributed to investigate teacher perceptions regarding the communicative approach. It was analyzed using 16 principles of the communicative approach according to Larsen-Freeman's theory (2000). This study's findings reveal that the three teachers have positive perception of implementing the communicative approach in teaching speaking skill based on the emancipated curriculum in Demak Regency. In implementing the communicative approach, guided by classroom observation and the teachers' lesson plans, the teachers follow the sixteen principles of the communicative approach as outlined by Larsen-Freeman (2011). Teachers also use lesson plans using the principles of the communicative approach and carry out the teaching and learning process through the lesson plan. It can be concluded that the three teachers have a positive perception and implement the communicative approach based on the emancipated curriculum. This study also concludes that there is a relationship between the communicative approach and the emancipated curriculum. It can be seen in the similar principles and characteristics between the communicative approach and emancipated curriculum.

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INTRODUCTION

Speaking proficiency is a crucial aspect of English language competence. It is one of the four primary criteria for assessing an individual's English proficiency (Dutta, 2020). Nunan (1991) defines speaking skills as the capacity to verbally articulate thoughts, opinions, or remarks to others. It encompasses the capacity to pose and respond to inquiries. It can also enhance vocabulary by providing insight into the context of the situation and conditions, even if we do not comprehend the other person's discourse.

This article compiled various challenges frequently encountered by teachers in the teaching speaking skills. Preliminary research indicates that several problems commonly present in the teaching-speaking process include deficiency in self-confidence, lack of motivation, inability to articulate thoughts and ideas effectively, inconsistent language usage by students, and instruction predominantly delivered through the teacher's lecture method.

Several solutions are needed to overcome several problems that teachers frequently find when teaching speaking in the classroom (Isworo, 2017). Andriani et al. (2024) explain that instilling students' confidence in teaching speaking skills is concrete step to overcome students who lack motivation and are less involved in the teaching and learning process. He also added that involving students in learning can increase students' activeness and motivation to learn.

Richards (2006) indicates that the implementation of the teaching approach considers the needs of students. It means that the selection of approaches, methods, strategies, and learning techniques should be adjusted to the students' backgrounds, learning styles, and attitudes. Several adjustments are very important so that students can follow the teaching-learning process especially teaching speaking skill with enthusiasm. Teachers should also use interesting teaching media, namely multimedia presentations, videos, or computer simulations (Puspitarini & Hanif, 2019).

Various pedagogical approaches should be employed by teachers in the teaching-speaking process, one of which is the communicative approach. The communicative approach emphasizes communication (Amir & Anggitasari, 2022). This approach aims to develop students' communicative competence. This approach is based on the idea that the ability to use language to communicate is the primary goal of language teaching. Teachers create situations and chances for students to engage in communication with one another or with the teacher (Maria, 2021).

The communicative approach is suitable for improving English language skills, especially speaking skills (Phoeun & Sengsri, 2021). This approach is based on direct communication in the context of teaching English. It also gives students freedom to provide opportunities for them to express their opinions (Richards, 2006). The use of inappropriate grammar is also tolerated in this approach. This approach is compelling to improve students' speaking skills. The emphasis of this approach is to improve communication.

The communicative approach is a pedagogical approach characterized by several principles, including student-centered learning (SCL) (Minayeva et al., 2022). This principle emphasizes that the teaching learning process centers on students while positioning the teacher as a facilitator (Park, 2023). The teacher as a mediator signifies students to comprehend a concept or theory. The teacher does not provide a whole comprehensive explanation of the material. However, the teacher bridges students to understand the material.

Richards (2006) revealed that implementing communicative approach in teaching speaking improves several positive things, including increasing student activity in the teaching and learning process, increasing the intensity of speaking skills as a means of practicing speaking learning and increasing student motivation to learn. It happens due to students are more involved in the learning process.

The communicative approach, as articulated by Richards (2006), encompasses

various classroom activities designed to implement its principles. These activities emphasize pleasurable learning and engage students in articulating their perspectives on classroom activities. These activities encompass information gap activities and jigsaw activities.

Information Gap Activities is a teaching method that involves students working together in groups to complete the information they get (Caballero et al., 2023). It also known as an information exchange. In this activity, students have different information and must convey it verbally to each other. Information Gap Activities can help students increase their participation in learning (Adawiah & Nuraen, 2018). It also Develop the ability to ask, answer, and take notes in the learning process.

Information Gap Activities include Descriptive drawing, Spot the Difference, Jigsaw readings and listening, and Split dictations. Certain diverse activities engage students' interests, fostering greater involvement in the teaching and learning process (Neira, 2019). In executing Information Gap Activities, teachers have to prepare themselves and arrange various elements adequately. Teachers play a crucial role in the effective execution of information gap activities. Teachers execute as designers, organizers, participants, advocates, language instructors, researchers, and evaluators (Owen & Razali, 2018).

In this article, the communicative approach is implemented based on the latest curriculum, namely the emancipated curriculum (Kurikulum Merdeka). The emancipated curriculum is developed to support the vision of Indonesian education and learning recovery (Kapitariyani et al., 2023). This curriculum provides flexibility to teachers and students to create quality learning that is relevant to their needs. It aligns with this study due to teachers are free to determine the approach, methods, and learning techniques suitable for student conditions (Sundari, 2023).

The emancipated curriculum is a new curriculum that begins to be implemented in the 2022/2023 academic year. This curriculum aims to develop student competencies as students with

Pancasila characters (Syarochil & Abadi, 2023). In this curriculum, Teachers have the freedom to choose various teaching tools so that the teaching-learning process can be adjusted to students' needs and interests (Bhujangga et al., 2024). Several roles in implementing the emancipated curriculum include facilitating active student engagement and utilizing technology as an educational instrument. It also includes enhancing teacher competencies, Engaging communities and parents, and training teachers to comprehend the principles and execution of the emancipated curriculum.

The communicative approach and the emancipated curriculum are connected as both prioritize effective communication skills (Kapitariyani et al., 2023). The communicative approach seeks to enhance students' communicative competence in both spoken and written language. This approach prioritizes students' requirements and linguistic functions over grammatical roles. In addition, the emancipated curriculum emphasizes the significance of proficient communicative skills, including articulating opinions, engaging in active listening, and acknowledging diverse perspectives (Syarochil & Abadi, 2023).

This curriculum promotes critical reflection on students' thoughts. The emancipated curriculum is founded on constructivist learning theory, necessitating teachers to create opportunities for students to confidently articulate their idea. At the same time, the communicative approach prioritizes the student's needs and the functional use of language.

This article explains in-depth teachers' perceptions of the communicative approach. According Feldman (1999), perception is a point of view about something. Perception also plays a vital role in our ability to navigate and orient ourselves in our environment. Knowing one's Perception of something is very important because Perception significantly influences one's behavior, attitude, and communication (Yanti et al., 2017). In behavior, Perception is a psychological factor that plays a role in shaping one's behavior. In attitude, a person's behavior is

based on their Perception of reality. In communication, good Perception will also lead to a good attitude. Moreover, a person's Perception of another person or something can influence communication.

Teachers' perceptions are crucial to determining how practical a learning approach is to implement (Gumartifa et al., 2023). It is a condition a teacher experiences during learning or other educational activities, such as the relationship between teachers and the principal, teachers and teachers, or teachers and their students. (Rahmawati, 2019). Teacher perception is important to know because it can provide an overview of the teacher's views on various things, such as the learning process, curriculum, and character education (Kandila et al., 2021).

Teacher perceptions of the learning process provide an overview of how teachers view it, both online and offline. On the other hand, teacher perceptions of the curriculum influence their views on curriculum changes. Experienced teachers tend to have a positive view of curriculum changes that aim to improve the quality of education. Teacher perceptions of character education can also improve character education, which can help students have good character in everyday life. (Rahayu & Wirza, 2020).

This research article aims to explain the implementation of the communicative approach in teaching speaking skills based on an emancipated curriculum at three Islamic senior high schools in Demak Regency. The communicative approach is implemented in teaching speaking based on the emancipated curriculum, where students are given a lot of space to express ideas and opinions. In general, it aims to overcome problems teachers often face in teaching speaking skills. The communicative approach is a learning approach that emphasizes communication and interaction skills, and it is considered to be able to solve several problems found in preliminary research at the research site.

This article attempts to assess the teacher's perception of the communicative approach in acquiring speaking skills grounded in the principles of the emancipated curriculum.

Knowing the teacher's perception of a learning approach is very important. It can be used as a measuring tool for the future learning process. Teacher perception also plays an important role in evaluating the overall teaching-learning process in the classroom. It can also be used to explain the strengths and weaknesses of the implementation of the learning approach. The selection of the learning approach can be determined based on the teacher's perception of the approach, methods, and learning models, as well as the learning style and background of the students.

METHOD

This study employs the case study method. It provides in-depth explanations of teachers' perceptions and implementation of the communicative approach in teaching speaking skills through the emancipated curriculum. Teachers' perception is appropriate based on the implementation of the communicative approach applied in Islamic senior high schools, which seeks to equip students with effective and confident communication skills. This approach highlights language application in authentic contexts, including interpersonal interactions, engagement in role-plays, and student participation in cooperative activities. The concept states that proficiency in language for communication is an objective that must be attained to cultivate students' capacity for spontaneous and creative language use, including grammatical mastery.

This study was conducted at three different Islamic senior schools in Demak Regency. Three teachers from three Islamic senior high schools served as sources of information for this study. The sample in this study was randomly selected. Random sampling is a technique for selecting samples randomly from a population using the principle of randomness (Creswell, 2012).

The instruments used in this article were questionnaires and classroom observation. The instruments in this article are reviewed by experts. Experts reviewed the instruments to ensure its validity and reliability. To ensure the

validity and reliability of the instruments, experts did several things, including Reviewing the draft questionnaire and providing suggestions to the researcher.

The first instrument used in the study was questionnaire. Open-ended questionnaires are used to find answer from the three teachers in three Islamic senior high schools regarding implementing a communicative approach in teaching speaking skill based on the emancipated curriculum at Demak regency. The teachers respond to the questionnaire by providing justifications or directly supporting or refuting the questions on the questionnaire.

The participants in this study consisted of three teachers who taught at three different Islamic senior high schools in Demak Regency. The three teachers are symbolized by T1 for the first teacher, T2 for the second teacher, and T3 for the third teacher.

The analysis steps in this study were carried out in several stages. Data were collected through questionnaires teachers and classroom observations. Then, the data is reduced by selecting, simplifying, and focusing on the information sought in this study without eliminating the essence of the material. Subsequently, Data were presented by analyzing the data that had been obtained in the form of descriptions and narratives. In the last step, the Researcher drew conclusions that included important information in the study.

RESULTS AND DISCUSSIONS

These findings and discussion answer the research question of this study. This is explained by analysing the results of research instruments, namely questionnaires and observations. The results of the analysis help determine teachers' perceptions of communicative approaches and the implementation of communicative approaches.

Teachers' Perception of the Communicative Approach in Teaching Speaking Skills Based on The emancipated Curriculum

Questionnaire was distributed to collect the teachers' perception. The questionnaire is an open-ended questionnaire consisting of ten questions. Participants were instructed to answer the questions openly and clearly. The results of the questionnaire for teachers are explained and analyzed based on the principles of communicative approach by experts and strengthened by using the novelty and significance of the research based on previous research.

The result based on Open-ended Questionnaire

Table 1. Responses to teachers' Questionnaire

| Question | T1 | T2 | T3 |
|--|--|----------------------------|--|
| The communicative approach emphasizes the significance of learners participating in substantive communicative approach to attain communicative fluency | I agree with the first statement because the Communicative Approach emphasizes meaningful and authentic communicative approach | I agree with the statement | The statement was true and proven in my class. |

Based on the teachers' responses above. This is in line with the research by Ummah (2019). She explained that the communicative approach focuses on empowering students to increase their communicative skills. However, this current study also focuses on improving skills and character. It can be seen from implementing the communicative approach based on the emancipated curriculum, where this curriculum emphasizes improving students' skills and character.

Table 2. Responses to Teachers Questionnaire

| Question | T1 | T2 | T3 |
|---|--|---|---|
| The communicative approach gives importance to second-language communication. | The statement is not relevant to the context of Indonesia because the second language in Indonesia is the national language. | Based on my experience of the teaching and learning process in my class, students use their first language to help teach foreign languages. | The communicative approach does not have a significant impact on a second language. |

Based on the teacher's statements above, they are related to the opinions of Sulistiyo (2016). He stated that English subjects are taught based on English as a foreign language. This shows that learning English has nothing to do with improving second language skills. Students use more of their first language, in this case their mother tongue, to help them practice their speaking skills.

Table 3. Responses to Teachers Questionnaire

| Question | T1 | T2 | T3 |
|---|--|---|--|
| How the communicative approach enhances students' motivation to collaborate and communicate during the teaching and | Yes, I agree. Students must utilize the target language to convey information and articulate opinions to enhance their | I Student engagement and participation are derived from student interaction and negotiation | The communicative approach can enhance negotiation and collaboration among students. |

| | |
|------------------|---------------------|
| learning process | English proficiency |
|------------------|---------------------|

Amir & Anggitasari (2022) research aligns with the responses to the teacher's questionnaire above, which not only increases student involvement in the learning process but also significantly boosts their motivation to learn. Furthermore, this approach, when applied in line with the rules of the emancipated curriculum. It stimulates students to develop literacy and numeracy competencies.

Table 4. Responses to Teachers Questionnaire

| Question | T1 | T2 | T3 |
|--|---|-----------------------------|--|
| Objective of language-based communication approach, is to enhance communication skills | Yes it is true. Students are required to engage in intensive communication with their peers | I agree with this statement | Yes. I think the fundamental principle of the communicative approach is communication. |

Based on the teachers' responses above, it can be concluded that the main goal of language learning is for students to use language well and correctly, both orally and in writing. This is also supported by Rahmawati (2018). She stated that language learning also aims to develop communication skills in various contexts. The teacher's answer above is the primary goal of language-based learning. This has been done by teachers in the teaching and learning process in their classrooms.

Table 5. Responses to Teachers Questionnaire

| Question | T1 | T2 | T3 |
|---|---|---|-----------------------------------|
| Fluency achieved through learning activities that | Yes. I think this activity is significant for enhancing | Yes. Activities requiring intensive student communication | Yes, I agree with this statement. |

| | | |
|--|---------------------------|--|
| prioritize utilizing the target language and discussion. | English-speaking fluency. | tion and discussion are highly advantageous. |
|--|---------------------------|--|

The previously teachers response mentioned aligns with Amir & Anggitasari (2022) research, which elucidates that the communicative approach prioritizes discussion-based learning. Discussion-based learning demonstrates that students can engage actively in the educational process. It relates to the emancipated curriculum in which students are actively engaged in teaching learning process.

Table 6. Responses to Teachers Questionnaire

| Question | T1 | T2 | T3 |
|---|---|--|---|
| The significance of fluency in speaking skills indicates that emphasizing fluency in English can enhance students' self-confidence and motivation to learn. | In my classroom, students possess fluency in speaking skills will enhance their self-confidence during their education. | In my opinion, it can enhance students' discipline and confidence. | I agree with this statement, it's true that emphasizing fluency in learning will enhance students' confidence in the educational process. |

Responses to the teacher questionnaire above show that fluency in speaking is essential because it helps convey information and socialize. This supports Sosas's (2021) statement that the less fluent the speech, the more difficult it is for the speaker and listener to engage in conversation effectively. In addition, speaking skills are crucial for expressing thoughts or feelings to others and building good relationships. This is related to the emancipated curriculum, where the ability to socialize and interact is highly emphasized (Luhur et al., 2023).

Table 7. Responses to Teachers Questionnaire

| Question | T1 | T2 | T3 |
|--|---|------------------------|-----------------------------|
| The communicative approach prioritizes fluency in speaking over grammatical accuracy | I think this statement is true, the emphasis is on fluency rather than grammatical accuracy | This is good statement | I agree with this statement |

Fluency and grammatical proficiency are equally essential in English communication. Fluency focus about the capacity to articulate concepts understandably. Grammar proficiency focus about the capability to accurately, distinctly, and systematically utilize words and sentences. Nonetheless, grammar remains essential for articulating thoughts clearly and accurately (Hien, 2021). Proper grammar will yield well-structured sentences and paragraphs, facilitating comprehension of the intended meaning. In the context of the communicative approach, fluency is prioritized over grammatical mastery.

Table 8. Responses to Teachers Questionnaire

| Question | T1 | T2 | T3 |
|--|--|---|--|
| The implementation of the communicative approach must be implied by teachers who are fluent in speaking skills | I agree with the statement by arguing that teachers become facilitators in the learning process. | I have a different opinion that the primary ability of a teacher is to master the learning material | I agree that teachers must have good fluency skills in speaking English. This is very important because teachers also act as corrector |

| |
|-----------------|
| s for students. |
|-----------------|

Teachers can also be intermediaries in communication.

The responses of the three teachers above agreed with the statement. This states that. The speaking proficiency of teachers is crucial for enhancing students' communicative competencies. These abilities are essential in assessing students throughout the learning process. Teachers can provide immediate corrections when students make errors in their speaking practice, primarily related to pronunciation. This aligns with the emancipated curriculum, which necessitates that teachers effectively convey material and information in ways that are easily understandable and accepted by students while also motivating them through the delivery of appropriate messages (Syarochil & Abadi, 2023).

Table 9. Responses to Teachers Questionnaire

| Question | T1 | T2 | T3 |
|--|---|--|--|
| The teachers act as facilitator and mediator in the teaching and learning process. | The teacher is a facilitator rather than a focal point in executing the communicative approach. | Yes, the teacher acts as a facilitator | It is crucial due to the teacher's role in assessing and rectifying students' work |

The three responses above agree that teachers act as facilitators and mediators in the Independent Learning Curriculum. It means that teachers are facilitators to present more interactive and innovative learning (Kapitariyani, 2023). Teachers help students develop independent learning skills and critical thinking skills and increase motivation and active participation. Meanwhile, teachers act as mediators in student learning activities, for example, by mediating or providing a way out of congestion in student discussion activities.

Table 10. Responses to Teachers Questionnaire

| Questionnaire | T1 | T2 | T3 |
|---|------------------------------|--|--|
| The communicative approach has transitioned from lecture-based instruction and lengthy explanations to discussion-oriented learning | I agree with this state ment | Yes, discussi on-based learning enhanc es speakin g proficie ncy | Yes, discussi on-based learning will enhance student engage ment in the educati onal process |

Based on the teacher's response, integrating lecture and discussion methods in learning can foster increased student engagement. In this teaching model, the teacher presents material and several questions directly to the students. This combination techniques can be a productive approach to the learning process (Sasstos, 2020). The discussion method enables students to articulate their understanding and enhance the material provided by the instructor.

Based on all responses to teachers' questionnaire, the teacher's perception of the communicative approach in teaching speaking skills based on emancipated curriculum found differences in responses from three participants. Ten open questionnaire statements were answered with lengthy and shortly explanations, and some were answered only by agreeing or rejecting the statement without giving a rational reason. On the other hand, several participants also responded positively to implementing the communicative approach in the teaching and learning process in the classroom, although for several different reasons. Thus, teachers are considered to have comprehensive insight into implementing the communicative approach in teaching speaking skills based on the emancipated curriculum.

Some answers provided by teachers are highly diverse and distinct from each other. Several variables contribute to this, including background, experience, and educational context. Regarding their backgrounds, the three teachers are equivalent. All are alums of state universities in Central Java. Nonetheless, regarding experience, T1 possesses greater seniority and has taught longer than the other teachers. T1 has one year of non-formal education experience at a specific educational institution. This illustrates a distinction among teachers regarding mindset, perception, and proficiency in the teaching and learning process.

The Implementation of Communicative Approach in Teaching Speaking Skills

The implementation of the communicative approach was examined by analyzing the instructional materials, notably the lesson plan. The observation was conducted on teaching devices in three Islamic senior high schools. Teachers were asked for learning devices on specific metrics, especially materials on speaking skills. The learning devices were evaluated utilizing 16 concepts of the communicative approach outlined by Freeman and Anderson (2011). The results of the classroom observation are explained and analyzed based on previous research and strengthened by using the novelty and significance of the research.

The result based on Observations

The first principle elucidates that the learning process employs authentic materials, which means utilizing original and genuine learning media, such as directly imitating or analyzing conversations of native speakers.

Based on the learning tools of the three participants, T1 uses authentic material by using dialogues by native speakers on YouTube. After that, students analyze the vocabulary from the dialogue and practice the song with the correct pronunciation. Meanwhile, T2 uses a learning book published by the Ministry of Education and Culture to learn speaking skills. The learning process is carried out based on the book. T3 also uses authentic material using authentic learning

videos based on context. All three participants have used authentic material. This is related to the Independent Learning Curriculum, which states that authentic material is one way to measure students' abilities. Authentic material is an assessment that gives students assignments to demonstrate their real-life abilities. Authentic material can increase students' interest in learning and make the teaching and learning process more enjoyable (Kapitariyani et al., 2023)

The second principle states that Students should practice using English in the discourse or dialogue. This means that teachers provide many opportunities for students to use the target language during the learning process in the classroom. Based on the teacher's lesson plan, T1 and T2 provide many activities for students to practice speaking skills with the pair method. Meanwhile, T3 uses a reciprocal method to practice speaking skills with teachers and students. It is effective to use in the teaching and learning process. Especially in speaking learning. Students are given many opportunities to show their opinions and points of view (Haryanti & Sari, 2019).

The third principle explains that Vocabulary and grammatical rules are taught based on learning materials. This means that grammatical rules are not directly explained in detail at the beginning of learning, but grammar materials are delivered through the learning materials being studied. Based on the teacher's lesson plan, the three participants delivered grammar materials based on the material guide from the teacher's book. They are not teaching directly and comprehensively.

The fourth and fifth principles have the same vision: Teachers create learning activities that make students more active and critical in communicating and expressing opinions using the target language. This principle means that teachers provide opportunities for students to discuss, communicate, and dialogue using the target language and according to the learning material. Based on the analysis of participant lesson plans. T1 uses discussion method. T2 also uses group discussion-based learning methods. The teacher divides students into several groups

to discuss learning materials with the teacher. Then, the students take turns presenting the discussion results to the class. While T3 uses a pair-based learning method, the teacher divides students into several pairs to imitate the dialogue in the learning video. That statement related with Sasstos (2020). He stated that Discussion-based learning illustrates that students can actively participate in the educational process. It pertains to the emancipated curriculum because students are actively involved in the learning process.

The sixth principle states that the teacher acts as a facilitator. This allows for student-centered learning. The teacher only facilitates students' discussions and presentations on learning materials. Based on the participant's lesson plan and the explanation above, T1 uses jigsaw activity in the teaching-learning process meanwhile, T2 use discussion-based learning methods, while T3 uses pair-based learning methods for dialogue. Teachers, as facilitators, have an essential role in helping students learn and develop. Teachers help students by providing convenience in carrying out learning activities. Teachers also help students overcome difficulties in learning. This will certainly be very useful in improving students' speaking skills (Usman et al., 2023).

The seventh and eighth principles have the same goal which is allowing students to communicate using the target language to improve their speaking skills. These principles have been implemented in the learning process, specifically creating a learning method that makes students more active and involved.

The following two principles are learning, which focuses on mastering speaking skills before mastering grammatical rules, and learning in the classroom, which focuses on learning methods that make students more active and involved. Both principles mean that the teaching and learning process in implementing the communicative approach focuses on the student center. T1 prioritize speaking skills as skills that must be mastered first. T2 has implemented learning that focuses on mastering speaking skills rather than grammatical rules. T3 also organizes learning that focuses on students, which is usually

called student-centered learning. Rao (2019) in his research explain that although speaking skills are important, mastery of grammar is also important in English. However, the focus of this approach is fluency rather than accuracy. The emphasis on interaction and communication for students will automatically improve their English language skills.

The following principle explains that the communicative approach is based on social context. This principle means that learning uses authentic materials. For example, speaking materials are taught using native-speaker dialogues. Based on the lesson plans of the three participants, T1 used the discussion method, and T2 also used discussion-based learning, which did not meet the principle that the communicative approach is based on social context. In contrast, T3 used dialogue-based learning and imitated native speakers. Ummah (2019) said that Social context-based speaking learning can be done using the communicative approach. This approach has several advantages, including providing contexts relevant to real life, such as social, political, economic, and cultural topics. This can also develop language skills holistically, namely by developing all communicative skills simultaneously.

The following two principles are interconnected. The principle explains that mistakes in learning speaking skills are tolerated in the teaching and learning process. Students are also given the freedom to express their opinions. This principle means that speaking skills are dominant in providing students with valuable experience in developing their English language skills in the future. Based on the participant's lesson plan. T1 stated that the learning process focuses on fluency rather than accuracy. T2 uses methods that allow students to express their opinions. They also tolerate mistakes when practicing speaking skills. Speaking skills in implementing the communicative approach emphasize fluency more than accuracy. Meanwhile, T3 uses a learning method that focuses on imitating how native speakers talk in specific contexts.

The last three principals have the same vision, namely that the target language is used in communication and is used correctly and appropriately. This principle means that the learning process is interactive between teachers and students or between students and students. Based on the teacher's lesson plan, it can be explained that t1 and t2 use methods that emphasize the practice of speaking skills. Students discuss and convey the results of their discussions using the target language. On the other hand, t3 also uses an interactive method between students and students. Students are asked to imitate native speakers' dialogues regarding vocabulary and pronunciation.

Summarizing what has been done to implement the communicative approach based on the lesson plan, it was found that the three teachers used several different methods and strategies in the teaching and learning process. T1 and t2 tend to have similar methods and strategies for implementing the communicative approach in teaching and learning. T1 tends to use group discussion methods and presentations of discussion results in front of the class. While T2 also uses the discussion method, there is a slight difference with t1. Namely, the results of student discussions are conveyed to other groups by all group members. This is more effective because it provides equal opportunities for all group members to convey the results of their discussions to other groups. At the same time, T3 uses a pair-based learning method. This method focuses on analyzing learning videos and imitating native speaker speaking skills. Teachers tolerate students' speaking-learning mistakes by using appropriate and varied correction techniques. Correction of errors made by teachers is called direct technique. In addition, teachers can also instil self-confidence in students to practice speaking skills. Self-confidence is a success factor in improving the ability to socialize and communicate (Dutta, 2020).

Based on the lesson plans of teachers from three Islamic Senior High Schools in Demak, most of them have included 16 principles of the communicative approach based on Richard in the teaching and learning process in the classroom.

Teachers have integrated learning activities with communication-based learning. Although not all principles are mentioned in detail, some of the outlines and focuses on these principles have been described in the lesson plans of the three teachers. Based on the explanation above, it can be concluded that teachers have implemented a communicative approach to teaching speaking skills based on the lesson plan.

CONCLUSION

This research provides two conclusions based on the analysis of the research instruments. First, three English teachers at the Madrasah Aliyah level in Demak Regency gave positive perceptions towards implementing the communicative approach to teaching speaking skills based on the emancipated curriculum. The three participants had basic knowledge about the principles of the communicative approach to teaching speaking skills. Second, the results of this study indicate that the communicative approach is implemented through communication-based learning activities in the teaching and learning process. The learning activities can be seen from the analysis of the lesson plan carried out by the researcher on the learning devices of the three participants. According to Richard, this analysis shows that the speaking skill learning activity is based on the sixteen principles of the communicative approach. This indicates that the teacher has correctly implemented the communicative approach in teaching speaking skills.

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