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Measurement of Student Satisfaction with the Application of Communicative Language Teaching Method in Indonesian Higher Education

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ABSTRACT

Background. Higher education in Indonesia increasingly emphasizes the importance of developing effective and innovative language skills to prepare students to face global challenges in the future. In language learning, the Communicative Language Teaching method is a popular approach because it emphasizes authentic communicative use of language.

Purpose. This research aims to measure the level of student satisfaction with the application of the Communicative Language Teaching method in Indonesian higher education. Apart from that, it also aims to provide better insight into the effectiveness of its use in higher education in Indonesia.

Method. The research method used in this research is a quantitative method. Data collection was carried out through questionnaires distributed to students from several universities in Indonesia that apply the Communicative Language Teaching method. The questionnaire is designed to assess certain aspects of the student's learning experience.

Results. The research results showed that the majority of students responded positively to the application of the Communicative Language Teaching method through the questionnaires given. The results of data analysis also stated that there was a high increase in student satisfaction in the learning experience using the Communicative Language Teaching method. This method also helps improve their ability to communicate in the target language.

Conclusion. The conclusion of this research shows that the Communicative Language Teaching method has a positive influence on students at Indonesian universities. Using this method not only improves their language skills but also enriches their learning experience through active social interaction. The implication of this research is that there needs to be more emphasis on the development and implementation of communication-oriented learning methods in the higher education curriculum in Indonesia.

KEYWORDS

Communicative Language Teaching Methods, Indonesian Higher Education, Measurement, Students.

INTRODUCTION

Higher education is an educational institution that has an important role in developing students' knowledge,

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skills and attitudes to prepare them to face world challenges in the future (Alammary dkk., 2014). One important aspect in the learning process in higher education is the teaching method used. Teaching methods are the steps or methods used in learning (AL-Fayyadh dkk., 2021). Effective teaching methods not only help students understand the material better, but also encourage them to develop the critical thinking, analytical, and communicative skills needed to succeed in their careers (Gong dkk., 2022). With the development of innovative approaches in the world of education, including the application of technology and student-centered learning paradigms, teaching methods in higher education continue to evolve to meet the demands of the times (Bharara dkk., 2018). Therefore, understanding the development and application of teaching methods in higher education is important in efforts to improve the quality of learning and prepare students for a dynamic future. In this context, research on various teaching methods, including the Communicative Language Teaching Method (Cloudia Ho, 2020), becomes relevant to understand their impact on students' learning experiences and their effectiveness in achieving higher education goals.

The process of developing the Communicative Language Teaching Method in Indonesian Higher Education

The Communicative Language Teaching method emerged as a response to the shortcomings of more traditional language teaching methods, especially in the context of second or foreign language learning (Dos Santos, 2020). Before the advent of Communicative Language Teaching, language teaching methods often focused on the acquisition of grammatical structures and vocabulary with little emphasis on language use in real communicative contexts (Belda-Medina, 2021). The emergence of Communicative Language Teaching can be traced to the late 19th and early 20th centuries, when there was a growing need to explore more effective methods in language teaching (M.Ed., Faculty of Education, Naresuan University, Thailand, mardipmd@gmail.com dkk., 2021). However, Communicative Language Teaching began to gain popularity in the 1980s in response to the needs of an increasingly globally connected world. During this period, there was a paradigm shift in language education which emphasized the importance of developing communicative skills that can be applied in real world situations. The presence of increasingly sophisticated communication technology (Mahmadun Nuby dkk., 2019), such as television and the internet, also encourages the need for a language learning approach that allows students to interact actively.

The Communicative Language Teaching method has experienced development in Indonesian higher education in the last few decades (Mason & Payant, 2019). Initially, this approach may not be fully implemented widely due to the dominance of traditional teaching approaches that focus more on the acquisition of structure and grammar. However, along with increasing awareness of the importance of communicative skills in language learning, universities are starting to adopt and integrate Communicative Language Teaching into their curriculum (Barrón Tirado & Diaz Barriga, 2017). The development of Communicative Language Teaching in Indonesian higher education has been driven by several factors (Ull & Agost, 2020). First, the adoption of technology in education has facilitated the implementation of this method. Higher education institutions are increasingly using learning technologies, such as multimedia and online platforms, that support more authentic interactions and language practices (Tuhuteru dkk., 2023). This allows students to engage in communicative situations that are similar to real life, improving their communicative skills effectively (Sogang University, Korea dkk., 2019). Second, increasing collaboration between universities at both national and international levels has also played an important role in the development of Communicative Language Teaching (Anderson, 2020).

Advantages and Disadvantages of the Communicative Language Teaching Method

The Communicative Language Teaching method has a number of advantages in language learning in higher education, but it also has several weaknesses that need to be overcome (Adem & Berkessa, 2022). One of the main advantages of the Communicative Language Teaching method is its approach which is centered on real communication (Han, 2022). This approach places the main emphasis on the use of language in contexts that are relevant to everyday life, both orally and in writing. In this way, students can develop their language skills in a more natural and authentic way, preparing them to communicate in real-world situations with confidence (Radosavlevikj, 2021). In the college environment, where students are often expected to interact with fellow students and lecturers in the target language, the Communicative Language Teaching approach allows them to acquire communicative skills that are relevant to the social and academic context (Angelo, 2021).

Apart from that, Communicative Language Teaching also promotes active involvement of students in the learning process (Morjakole, 2023). In this method, students are encouraged to become the main actors in their own learning, by participating in various communicative activities, such as role plays, situation simulations, and group discussions (Adil, 2020). This can increase their learning motivation and create a dynamic and interactive learning environment where students feel more involved and eager to learn. As a result, language learning is no longer limited to formal and mechanical aspects, but is more of a meaningful life experience for students.

On the other hand, the Communicative Language Teaching method also has several disadvantages that need to be considered. One of them is the difficulty in formally evaluating language progress (Yung, 2020). Because the primary focus of Communicative Language Teaching is on developing communicative skills, assessing student progress may be more difficult through written tests or formal examinations (Fedorova & Tsyguleva, 2020). This can make it difficult for lecturers to objectively assess students' language proficiency levels and provide appropriate feedback for continued development. In addition, implementing Communicative Language Teaching can require greater resources, including lecturer time and energy (Takal dkk., 2021). This approach requires careful planning in designing and implementing effective communicative activities, as well as strong support from the institution and teaching staff. These challenges can be an obstacle to implementing Communicative Language Teaching consistently across language programs in higher education (Nguyen & Le, 2020). However, the advantages of the Communicative Language Teaching method far outweigh its weaknesses in the context of language learning in higher education (Wu, 2021). With an approach that focuses on real communication and active involvement of students, Communicative Language Teaching can help create a learning environment that motivates and supports the overall development of their language skills.

There are several previous research opinions regarding the Communicative Language Teaching method. The first research according to (Samorodova dkk., 2021), with the research title Analysis of communicative methods effectiveness in teaching foreign languages during the coronavirus epidemic. The results of his research stated that On the basis of the data obtained, there is a discrepancy between the ideas of teachers and students about the effectiveness of using certain forms of online education. The second research according to (Department of English, Isfahan (Khorasgan) Branch, Islamic Azad University, Isfahan, Iran, bagherimedi@yahoo.com dkk., 2019), with the research title Effects of the Vaughan Method in Comparison with the Audiolingual Method and the Communicative Language Teaching on Iranian Advanced EFL Learners' Speaking Skill (Nggawu & Thao, 2023). The results of his research stated that both the questionnaire and the interview indicated that the learners believed that explicit error correction, as a major tenet of the Vaughan method, had a significant influence on their speaking skill. The third

research according to (Gong dkk., 2022), with the research title Language teachers' identity in teaching intercultural communicative competence. The results of his research stated that language teacher educators need to recognise teacher identities as an important pedagogical resource when preparing language teachers for teaching in cross-cultural contexts.

RESEARCH METHODOLOGY

The research method that can be used to evaluate the level of student satisfaction with the application of the Communicative Language Teaching method in Indonesian higher education can use a quantitative approach (Jung, 2019). Through this quantitative approach, this research will provide a stronger and more accurate understanding of student perceptions of language learning methods used in higher education. The population of this research can be taken from students who are taking English courses using the Communicative Language Teaching learning method at certain universities in Indonesia. Research samples can be taken randomly from the student population to obtain an accurate representation.

The research instrument that can be used is a student satisfaction questionnaire regarding the application of the Communicative Language Teaching method (Oster dkk., 2016). Questionnaires can be designed with structured questions to assess aspects such as clarity of learning objectives, active involvement of students in the teaching and learning process, suitability of learning materials to student needs, as well as evaluation methods used in learning. The student satisfaction assessment scale can use a Likert scale to measure the extent to which students are satisfied or dissatisfied with the application of the Communicative Language Teaching method.

Research steps that can be carried out include planning stages, data collection, data analysis, and report preparation. The planning stage includes designing a valid and reliable questionnaire, determining the research sample, and obtaining approval from relevant parties at the university (Darmawan dkk., 2020). The data collection stage involves distributing questionnaires to respondents and collecting the necessary data. Next, the collected data will be analyzed using statistical techniques such as descriptive analysis to produce an overall picture of the level of student satisfaction with the Communicative Language Teaching method. After the data has been analyzed, the final step is to prepare a research report which includes findings, conclusions and recommendations.

The conclusions of this research can provide an overview of the extent to which the Communicative Language Teaching method is effective in increasing student satisfaction with English language learning in Indonesian universities. The recommendations given can be in the form of suggestions to improve the application of the Communicative Language Teaching method so that it can better meet students' needs and expectations in the English language learning process. Thus, it is hoped that this research can provide a valuable contribution in efforts to improve the quality of English language learning in Indonesian universities through the application of Communicative Language Teaching methods that are more effective and satisfying for students.

RESULT AND DISCUSSION

The application of the Communicative Language Teaching method in Indonesian higher education has a number of significant benefits in the context of language learning. Communicative Language Teaching is a language learning approach that emphasizes communication as the main goal, with a focus on activities that allow students to interact actively in real communicative situations (University of Southern Queensland, Australia, bunhorndoeur@gmail.com & Doeur, 2022). In Indonesia, the implementation of Communicative Language Teaching in higher education

has brought positive changes in the approach to language learning, resulting in widespread benefits for students and the academic environment as a whole.

One of the main benefits of implementing Communicative Language Teaching in Indonesian higher education is improving students' communicative abilities (Winch, 2019). By providing more opportunities for students to participate in communicative activities such as role-playing, group discussions, and simulations of real-life situations, Communicative Language Teaching helps students acquire better communication skills in the target language. They learn to express their ideas and opinions clearly and effectively, and understand language in practical contexts relevant to everyday communication needs.

Apart from that, the application of Communicative Language Teaching also increases student learning motivation. Compared to traditional learning methods which tend to be passive and less interesting for most students, the Communicative Language Teaching approach offers a more interactive and challenging learning experience. Interesting and relevant activities, such as language games, role-playing, and task-based projects, encourage active participation and involvement of students in the learning process. This can increase students' intrinsic motivation to learn a language, because they feel more motivated to try to use the target language in real communicative situations.

Apart from providing direct benefits for students, the application of Communicative Language Teaching also improves the quality of teaching and learning in higher education. By shifting the focus from teacher-centered teaching to student-centered learning, this method encourages teachers to become facilitators in the teaching-learning process (Hui & Yunus, 2023). They are expected to create a collaborative and supportive learning environment, where students feel comfortable to actively participate and experiment with the target language. Thus, teachers need to develop skills in designing and implementing activities that are in accordance with the principles of Communicative Language Teaching, such as providing constructive feedback, facilitating group discussions, and providing authentic and relevant material.

Furthermore, the implementation of Communicative Language Teaching in Indonesian universities also prepares students to face the demands of an increasingly global world of work. In the current era of globalization, the ability to communicate effectively in a foreign language is a skill that is highly valued by many companies and organizations. By exposing students to diverse and realistic communicative situations, Communicative Language Teaching helps them develop cross-cultural communication skills that are essential for success in a multicultural work environment. Students learn to work together with people from different cultural backgrounds, respect differences, and adapt to different communication norms.

The next benefits for students and teachers, the implementation of Communicative Language Teaching can also have a positive impact on the curriculum and assessment in Indonesian higher education. This approach encourages changes in curriculum design, with greater emphasis on developing communication and social interaction skills in the target language. A curriculum designed with Communicative Language Teaching principles may place greater emphasis on task-based learning, projects, and practical activities that enable students to apply their language knowledge in real-life contexts. Additionally, evaluation methods used in Communicative Language Teaching may place greater emphasis on direct assessment of communicative skills, such as simulated conversations, presentations, and collaborative projects, rather than traditional written tests.

However, even though it has many benefits, implementing Communicative Language Teaching in Indonesian higher education can also pose several challenges. One of the main challenges is the limited resources available, including time, trained teaching staff, and appropriate

learning materials. Implementing Communicative Language Teaching requires significant investment in training and development of teaching staff, as well as the development of relevant and authentic teaching materials. In addition, there are also concerns that Communicative Language Teaching approaches may not always be appropriate to local cultural and social contexts, and that some aspects of these methods may be difficult to implement effectively in large and diverse learning environments.

In facing this challenge, it is important for Indonesian higher education institutions to adopt a holistic and integrated approach to the implementation of Communicative Language Teaching. This involves a strong commitment from all relevant parties, including universities themselves, government and industry. Higher education institutions need to provide adequate support in terms of training and professional development for teaching staff, as well as in terms of developing curriculum and learning materials that are in accordance with the principles of Communicative Language Teaching. The government can play an important role in providing resources and regulations that support the implementation of Communicative Language Teaching at the national level, while industry can contribute by providing internship opportunities and collaboration in developing curricula that are relevant to labor market needs.

NO	Measurement Aspects
1	Learning Design
2	Class Interaction
3	Retention of material
4	Student Engagement
5	Skills Development
6	Quality of Facilities and Resources
7	Lecturer Qualifications

Table 1: Aspects that measure the level of student satisfaction with the application of the Communicative Language Teaching method in Indonesian higher education

The application of the Communicative Language Teaching Method in Indonesian higher education requires an evaluation of the level of student satisfaction as an indicator of its effectiveness. This assessment involves several aspects including learning design, class interaction, understanding of material, student involvement, skills development, quality of facilities and resources, as well as lecturer qualifications. This evaluation aims to understand students' perceptions and responses to the application of Communicative Language Teaching in language learning in the tertiary environment.

Learning design that adopts Communicative Language Teaching principles is the first focus in measuring student satisfaction levels. Students will be assessed regarding how effective the learning design is in facilitating active communication, collaboration, and problem solving. Interaction in class is also an important aspect that is evaluated, including the level of student participation, quality of discussions, and support from lecturers in facilitating communicative interactions. Furthermore, understanding the material is the main consideration in measuring student satisfaction. Students will assess the extent to which the learning material can be understood clearly and is relevant to their needs in developing language skills. Student involvement in learning activities that emphasize interaction and communication is also a determining factor in assessment. Students will

evaluate the extent to which they feel involved in learning activities and can contribute actively to the teaching and learning process.

Developing language skills is the next focus in evaluating student satisfaction levels. Students will assess their progress in developing speaking, listening, reading and writing skills in the target language. The quality of facilities and resources is also an important consideration, including classroom facilities that support interaction and communication, as well as learning resources such as multimedia and relevant learning materials. Finally, the lecturer's qualifications in applying the Communicative Language Teaching method are a determining factor in measuring student satisfaction. Students will assess the quality of lecturers' teaching, including their ability to facilitate communication-centered learning activities, provide constructive feedback, and motivate students to learn.

Measuring the level of student satisfaction with the application of the Communicative Language Teaching Method in Indonesian higher education is an important aspect in evaluating the effectiveness of the language learning approach. Based on survey and research data conducted at Indonesian universities, on average they gave positive responses to the questionnaires given. In this case, students as respondents provide statements according to the actual situation. The results of these measurements provided via questionnaire can be seen in the table below.

NO	Assessment Aspects	Assessment Category			
		Strongly	Agree	Disagree	Strongly Disagree
1	I feel that the Communicative Language Teaching method helps me improve my communication skills.	25%	75%		
2	I feel actively involved in communicative activities during learning using the Communicative Language Teaching method.	50%	50%		
3	Communicative Language Teaching Methods help me to understand the use of language in everyday life easily.	50%	50%		
4	I feel more confident in using the target language after participating in learning using the Communicative Language Teaching method at college.	50%	50%		
5	The Communicative Language Teaching method facilitates social interaction between fellow students in language learning.	25%	75%		
6	I feel that the learning material in the Communicative Language Teaching method suits my needs.	50%	50%		
7	I feel the lecturer provides sufficient support in implementing the Communicative Language Teaching method in learning.	25%	75%		
8	I feel that the Communicative Language	25%	75%		

	Teaching method provides a fun and interesting learning experience.				
9	I feel that the Communicative Language Teaching method helps me to better understand the culture related to the target language.	25%	75%		
10	I feel that the Communicative Language Teaching method prepares me well to communicate.	25%	75%		

Table 2: Questionnaire Results Measuring the Level of Student Satisfaction with the Implementation of Communicative Language Teaching Methods in Indonesian Higher Education

The questionnaire was distributed online to students at various universities in Indonesia. The Kuisner contains 10 statements related to the Communicative Language Teaching method. These statements are designed to measure various aspects of student satisfaction with the application of the Communicative Language Teaching Method in language learning at Indonesian universities. By answering this questionnaire, students can provide valuable input for evaluation and further development of the Communicative Language Teaching method in higher education environments. The research categories consist of strongly agree, agree, disagree and strongly disagree.

For the first statement is I feel that the Communicative Language Teaching method helps me improve my communication skills, obtain a response with the answer category strongly agree 25% dan agree 75%. For the second statement is I feel actively involved in communicative activities during learning using the Communicative Language Teaching method, obtain responses with answer categories strongly agree 50% dan agree 50%. For the third statement is Communicative Language Teaching Methods help me to understand the use of language in everyday life easily, obtain responses with answer categories strongly agree 50% dan agree 50%. For the fourth statement is I feel more confident in using the target language after participating in learning using the Communicative Language Teaching method at college, obtain responses with answer categories strongly agree 50% dan agree 50%. For the fifth statement is The Communicative Language Teaching method facilitates social interaction between fellow students in language learning, obtain responses with answer categories strongly agree 25% dan agree 75%.

The next for the sixth statement is I feel that the learning material in the Communicative Language Teaching method suits my needs, obtain responses with answer categories strongly agree 50% dan agree 50%. For the seventh is I feel the lecturer provides sufficient support in implementing the Communicative Language Teaching method in learning, obtain responses with answer categories strongly agree 25% dan agree 75%. For the eighth statement is I feel that the Communicative Language Teaching method provides a fun and interesting learning experience, obtain responses with answer categories strongly agree 25% dan agree 75%. For the ninth statement is I feel that the Communicative Language Teaching method helps me to better understand the culture related to the target language, obtain responses with answer categories strongly agree 25% dan agree 75%. For the tenth statement is I feel that the Communicative Language Teaching method prepares me well to communicate, obtain responses with answer categories strongly agree 25% dan agree 75%.

CONCLUSION

The conclusion of this research shows that the Communicative Language Teaching method has a positive influence on students at Indonesian universities. Using this method not only improves students' language skills but also enriches the learning experience through active social interaction. Students appreciate the influence of the Communicative Language Teaching method because it gives them greater opportunities to actively participate in communicative activities that are relevant to real life, such as group discussions, role plays, and situation simulations. The results of measuring student satisfaction show that the application of the Communicative Language Teaching Method in Indonesian higher education has provided benefits to the student learning experience. The measurement results also stated that on average the students responded positively to the questionnaire given. The implication of this research is that there needs to be more emphasis on the development and implementation of communication-oriented learning methods in the higher education curriculum in Indonesia.

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