



Communicative Language Teaching-Based Microteaching

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ABSTRACT

This study explores the effectiveness of Communicative Language Teaching (CLT)-based microteaching in improving students' communication skills in English. The purpose of this study was to analyze the effect of Communicative Language Teaching-based microteaching on students' speaking skills. Using an experimental design with a quantitative approach, this study involved a population of 7th semester students of the English Language Education Study Program at UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, with a sample of 60 students selected randomly. The instruments used included a questionnaire, a speaking skills assessment rubric, and observations during the microteaching session. The data were analyzed using descriptive statistics and a T-test to compare the pre-test and post-test results between the experimental and control groups. The results of the analysis showed that the experimental group experienced a significant increase in speaking skills, while the control group only experienced minimal improvement. Observations also showed that this method increased students' active participation and created a more interactive learning environment. Thus, Communicative Language Teaching-based microteaching is proven to be effective in improving students' communication skills and building their confidence in speaking English.

Keywords: Microteaching, Communicative Language Teaching, Communication Skills.

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INTRODUCTION

English language learning in Indonesia has been part of the education curriculum for a long time, but the results are still far from expectations. Many students have studied English for more than ten years, but are unable to use it effectively in everyday communication. This is due to a teaching approach that focuses too much on theory without providing enough space for communication practice. For example, research shows that students tend to be passive and lack confidence in using English due to non-interactive teaching methods (Hakim, 2022).

Traditional grammar-translation techniques of teaching English as a foreign language have gradually given way to more communicative approaches in recent decades. This change

indicates an increasing realization that language is a tool for meaningful connection and expression rather than just a collection of terminology and rules. The need for instructional strategies that improve students' communicative skills has increased as English becomes more and more important in international communication. Therefore, it is anticipated that teacher education programs give aspiring teachers the practical skills to promote genuine communication in the classroom in addition to linguistic expertise.

Getting pre-service teachers ready to teach English communicatively is one of the biggest problems in teacher education. Particularly in countries like Indonesia, a large number of pre-service teachers have educational backgrounds where rote memorization and grammar correctness are still major components of English training. They might therefore lack the self-assurance or expertise necessary to run communicative, student-centered classrooms. They would probably mimic the teacher-centered methods they encountered as students if they are not exposed to communicative teaching techniques in practice, which are frequently ineffectual in fostering language competency.

One factor that worsens this situation is the lack of intrinsic motivation for students to learn English. Many students feel that English lessons are merely an academic obligation that must be fulfilled, without realizing the importance of English language skills in a global context. Research by Rahmawati (2021) shows that students often do not see the relevance between English lessons and their daily lives, so they are less involved in the learning process. In addition, the use of monotonous and less varied teaching methods makes students quickly get bored and lose interest. This creates a negative cycle where students are not motivated to practice and communicate in English, so their skills remain stagnant even though they have been studying for years. Therefore, a more innovative and interesting approach is needed, such as Communicative Language Teaching-based microteaching, to revive students' interest and involvement in learning English (Rahmawati, 2021).

Statistics show that the average English test scores of Indonesian students are still low. Research by Husnaini (2017) revealed that the Communicative Language Teaching method can significantly improve students' speaking skills if implemented correctly. However, the implementation of Communicative Language Teaching often faces cultural obstacles, such as the tendency of students not to actively ask questions or interact with teachers because they are considered impolite (Hakim, 2022).

Based on the EF English Proficiency Index (EF EPI) 2023, Indonesia is ranked 79th out of 113 countries, with an average score of 469. Although this ranking shows progress, it is

still relatively low compared to other ASEAN countries such as Vietnam, Malaysia, and the Philippines (Viva, 2023). Research shows that the areas with the highest proficiency are in Java, especially in big cities such as Jakarta and Surabaya, while Papua is recorded as the area with the lowest proficiency. This reflects the unequal access to quality English education throughout Indonesia, where students in remote areas often do not receive adequate instruction (Antaranews, 2023).

In addition, challenges faced in improving English language skills in Indonesia include the uneven quality of teaching. Many English teachers in the regions are still under-trained and do not have access to adequate educational resources. A training program implemented by EF Kids & Teens Indonesia showed that teacher training can significantly improve their teaching skills (Viva, 2023). Involving more than 365 teachers from six different districts, the program aims to provide more effective and engaging teaching methods for students. Therefore, improving the quality of teaching and equal access to learning are key to overcoming the problem of English proficiency in Indonesia (Kompas, 2024).

A popular teaching strategy in teacher preparation programs, microteaching offers a perfect setting for introducing and putting into practice cutting-edge teaching approaches like Communicative Language Teaching (CLT). Pre-service teachers can prepare, rehearse, and reflect on brief teaching sessions in a controlled setting by using microteaching. Student-teachers can practice communication strategies including role plays, group discussions, and information gap assignments when CLT principles are incorporated into microteaching. They can also get helpful criticism to improve their teaching abilities.

Despite the theoretical advantages of CLT and the practical benefits of microteaching, the integration of these two elements in teacher training is still underexplored in many educational institutions. There is a noticeable gap between what is advocated in modern language pedagogy and what is practiced in microteaching sessions. Often, microteaching focuses on technical classroom management and lesson delivery without emphasizing communicative interaction. As a result, student-teachers may graduate with limited experience in creating meaningful language learning experiences, which is essential for effective teaching in today's communicative classrooms.

Although Communicative Language Teaching has been adopted in the national curriculum since 1984, its implementation still faces many challenges. One of the main obstacles is the difference in cultural values that affect the way students understand communicative learning. In the context of Indonesian culture, students are often reluctant to

participate actively because of the dominance of teachers in the learning process (Debriyanti, 2023). In addition, the lack of relevant and authentic teaching materials is also an obstacle to the effective implementation of Communicative Language Teaching (Ilmudinulloh et al., 2022).

Communicative Language Teaching-based microteaching offers a practical solution to overcome this problem. With this approach, prospective teachers can practice communicative teaching techniques on a small scale before applying them in real classes. Research shows that microteaching can increase teachers' self-confidence and their teaching effectiveness (Febriyanti, 2017). In addition, this approach allows teachers to better understand students' needs and adjust their teaching methods.

Most previous studies have focused more on the general application of Communicative Language Teaching without delving deeper into how microteaching can be an effective tool to support this approach. Therefore, there is a significant research gap regarding the integration of microteaching with Communicative Language Teaching in the context of English language education in Indonesia.

Although many studies have been conducted to explore the effectiveness of the Communicative Language Teaching (CLT) method in teaching English in Indonesia, there is still a lack of research that specifically examines the application of microteaching as a tool to improve Communicative Language Teaching. Most studies focus more on the end result of Communicative Language Teaching implementation without examining the underlying teaching process. For example, a study by Irawati (2022) showed that although students taught with CLT showed improvements in speaking skills, there was no in-depth analysis of how teachers implemented the techniques in real classroom contexts. This creates a gap in understanding how microteaching can serve as a bridge to hone teachers' skills in implementing CLT effectively.

Furthermore, research by Sari and Putri (2023) revealed that although many English teachers in Indonesia are aware of the importance of the communicative approach, they often feel unprepared to implement it in the classroom. This research suggests that current teacher training is not adequate to equip them with the practical skills needed. However, no studies have explicitly explored how microteaching can be used as a training method to improve teacher readiness to implement CLT. Thus, there is a significant research gap in understanding how microteaching can be integrated into teacher training programs to improve the effectiveness of English language teaching.

Finally, most previous studies tend to focus on formal education contexts, while the impact of CLT-based microteaching in non-formal settings or tutoring is still under-explored. Research by Hidayati (2021) shows that many students who take tutoring outside of school feel more comfortable and open to practicing speaking English. However, there is no study that explores how microteaching methods can be applied in tutoring to support the implementation of CLT. Thus, this study aims to bridge this gap and provide new insights into the integration of CLT-based microteaching in the context of English language education in Indonesia.

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This study aims to explore how CLT-based microteaching can help overcome cultural and pedagogical barriers in English language teaching in Indonesia. By providing practical training to teachers through microteaching, it is hoped that they can be more effective in implementing CLT in the classroom.

In addition, CLT-based microteaching also provides an opportunity for teachers to collaborate and share experiences with their colleagues, which can strengthen the learning community among educators. Through constructive feedback during microteaching sessions, teachers can identify strengths and areas of improvement in their teaching methods. This approach not only enhances teachers' pedagogical skills but also creates a more interactive and responsive learning environment to students' needs, thereby encouraging active participation and increasing students' motivation to learn English.

Communicative Language Teaching -based microteaching is a teacher training approach that integrates CLT principles into microteaching practices. CLT itself is a language learning method that emphasizes active communication and interaction as the core of the learning process. In the context of microteaching, this approach provides opportunities for prospective teachers to practice applying CLT strategies in structured small class scenarios.

METHOD

This study was conducted through Quantitative approach, which aims to measure the effect of Communicative Language Teaching-based microteaching on students' communication skills. The research design used is experimental, where researchers compared the results of students' communication skills before and after participating in a CLT-based microteaching program. This study involved two groups: an experimental group that participates in CLT-based microteaching and a control group that does not participate in the program. The population in this study were 7th semester students of the English Language Education Study Program at UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. The sample taken in this study was 60 students. The sampling technique used was random sampling, where students were randomly selected from the existing population to ensure that each individual had an equal chance of being selected.

Students' communication abilities were assessed using the questionnaire both before and after they took part in the CLT-based microteaching sessions. It included both closed-ended and open-ended questions designed to gauge how well students thought they could communicate in English. To evaluate certain aspects like speaking confidence, interactional

skills, language appropriateness, and topic delivery fluency, the closed-ended items employed a Likert scale. Students' self-perceived communicative skills could be clearly compared thanks to this pre- and post-assessment design, which also made it easier to spot any noteworthy course development.

Along with quantitative information, the questionnaire's open-ended questions provided more in-depth understanding of the students' perspectives on and experiences with the communicative method. These answers offered qualitative proof of how CLT-based microteaching affected their language acquisition, participation in class, and general speaking abilities. In addition to providing triangulation with the observational data collected during teaching demonstrations, the combination of both data sources guaranteed a more comprehensive picture of the students' learning outcomes. This tool was essential in assessing the participants' motivational and affective reactions in addition to their language growth.

An observation rubric was used to evaluate students' speaking performance during the microteaching sessions in an unbiased manner. This rubric was created specially to assess important components of communication competence, such as pronunciation, vocabulary utilization, fluency, clarity of speech, and the capacity to engage pupils in meaningful conversation. The rubric was utilized by observers, including the instructor and peer reviewers, to consistently and systematically assess each microteaching performance. In keeping with the tenets of CLT, this made guaranteed that each participant was evaluated equitably and using the same set of communication standards.

Additionally, the rubric-based observation method provided instant feedback for improvement and functioned as a formative assessment tool. With this method, student-teachers could evaluate particular facets of their instruction and instantly assess their strengths and shortcomings. In addition to improving the validity of the observational data, the application of a thorough rubric enabled students to internalize the requirements for successful classroom communication. This tool was crucial for tracking the CLT approach's practical results and promoting ongoing development during the microteaching phase.

The data in this study was collected through several methods. A pre-test was conducted before the intervention to measure students' initial communication skills, while a post-test was conducted after the intervention to evaluate changes in their communication skills. In addition, direct observation was implemented during the microteaching sessions to record students' interactions and participation. The data obtained was analyzed using descriptive statistics to describe the characteristics of the data, such as mean, median, and

standard deviation. In addition, a T-test was implemented to compare the pre-test and post-test results between the experimental and control groups to determine the significance of differences in students' communication skills. The data analyzed include the pre-test and post-test scores of both groups, the results of observations during the microteaching sessions that record interactions and language use, and feedback from the questionnaire regarding students' experiences during the CLT-based microteaching program.

FINDINGS

It has been demonstrated that using Communicative Language Teaching in microteaching greatly improves students' teaching abilities, especially in developing their capacity to support interactive and learner-centered language acquisition. A thorough examination of the effectiveness of CLT-based microteaching in improving pedagogical skills was carried out using a multipronged strategy that included performance evaluations, reflective diaries, and classroom observations. The results of this assessment showed that students who received training utilizing CLT-based microteaching significantly improved their communicative task design, their ability to effectively manage student interaction, and their ability to apply real-life language use in teaching practice. The change from a teacher-centered approach to a student-centered engagement model was made possible by the student-teachers' increased emphasis on authentic communication. This change promoted a deeper understanding of methods to support worthwhile educational experiences.

Additionally, by helping students create lesson plans that placed a higher priority on communicative competency than rote memorization or grammar-focused instruction, these ideas were successfully incorporated into microteaching sessions. Students were encouraged to use strategies like contextualized language practice, role plays, information gap tasks, and pair and group work during the instructional presentations. Because they gave students the chance to use language in real-world situations and for legitimate purposes, these tactics were determined to be consistent with the objectives of CLT. The development of reflective teaching techniques was further aided by the inclusion of peer and self-assessment, which helped student-teachers understand the importance of learner interaction and meaning negotiation in language classrooms.

Incorporating CLT into microteaching has also been demonstrated to support the growth of soft skills, such as innovative instructional design, classroom communication, and flexibility. Students said that using a teaching strategy based on the development of communicative goals led to a greater awareness of students' needs, which in turn led to the

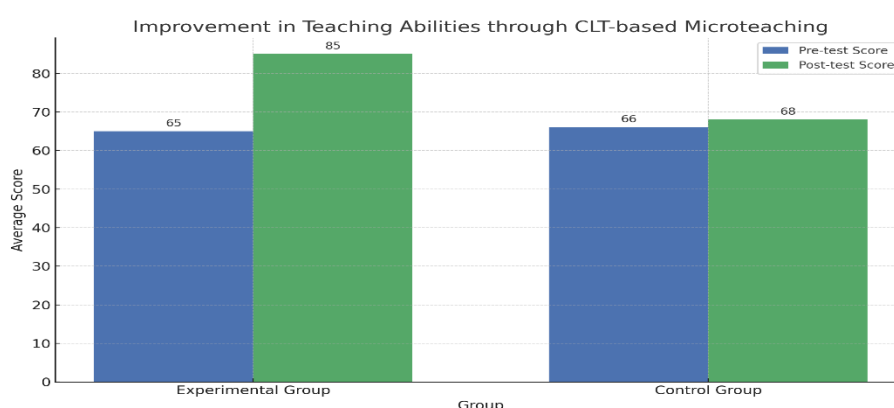
development of lessons that were more flexible and engaging.

Table 1. The Results of T-test

Group	Pre-test Score (Average)	Post-test Score (Average)	Difference (Post - Pre)	P- value
Experiment	65	85	20	0.001
Control	66	68	2	0.45

As can be observed from the above table, the experimental group that engaged in Communicative Language Teaching-based microteaching had an increase in average score from 65 on the pre-test to 85 on the post-test, a 20-point difference. The experimental group's improvement in communication skills was statistically significant, according to the statistical test's p-value of 0.001. There was no discernible difference in the communication abilities of the control group, however, as their score increased only slightly from 66 to 68, with a difference of just 2 points and a p-value of 0.45. With a difference of 20 points and a p-value of 0.001, the analysis's findings demonstrated that the experimental group that engaged in Communicative Language Teaching-based microteaching saw an increase in their average communication skills score from 65 on the pre-test to 85 on the post-test. However, the control group only saw a slight increase from 66 to 68, with a p-value of 0.45 and a difference of 2 points. According to observations made throughout the microteaching session, students were more engaged in conversation, utilizing English in authentic settings, and complimenting one another. Questionnaire responses also indicated that after attending the workshop, students felt more comfortable speaking English.

Figure 1. Comparison of Pre-test and Post-test Scores between Experimental and Control Groups in CLT-based Microteaching



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The bar chart illustrates the average pre-test and post-test scores of two groups: the experimental group that engaged in Communicative Language Teaching (CLT)-based microteaching and the control group that followed conventional teaching methods.

From the chart, it is evident that the experimental group showed a substantial improvement, with their average score increasing from 65 to 85, marking a 20-point gain. This significant increase indicates that CLT-based microteaching had a strong positive impact on the participants' teaching abilities, especially in designing communicative tasks, managing student interactions, and implementing real-life language use in the classroom. The effectiveness of this approach is further supported by the p-value of 0.001, which indicates that the improvement is statistically significant.

In contrast, the control group showed only a marginal improvement, with scores increasing from 66 to 68, resulting in a mere 2-point gain. The corresponding p-value of 0.45 suggests that this change is not statistically significant and that traditional methods were less effective in enhancing students' teaching competence.

Overall, the data strongly supports the conclusion that CLT-based microteaching significantly enhances pedagogical skills and communicative competence in student-teachers, promoting a shift from teacher-centered to student-centered instructional models.

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DISCUSSION

The study's findings are in line with earlier research that demonstrated how much the CLT method can enhance students' communication abilities. According to Savignon (2002), the CLT strategy emphasizes helping students enhance their communication skills through meaningful interactions. This is consistent with the findings of this study, which demonstrated that students in the experimental group significantly improved their speaking abilities. This indicates that the use of techniques that prioritize active communication can benefit students' language proficiency.

The encouraging learning atmosphere that the microteaching sessions produced may also account for the experimental group's notable gain in communication abilities. Students felt more at ease taking part in debates and role-playing exercises, according to the observation data. According to Galloway's (1993) research, collaborative and interactive learning environments help students become more involved in the learning process, which boosts their confidence in speaking the target language.

Students also mentioned how useful role-playing and simulations of real-world scenarios were for helping them comprehend how language is used in everyday situations. The fundamental tenet of CLT, which stresses the significance of learning materials' applicability to students' real lives, is reflected in this (Nunan, 1991). Students learn how to utilize the language in social circumstances and acquire new vocabulary by connecting language learning to real-world scenarios.

Even though the analysis's findings demonstrated the effectiveness of the CLT-based microteaching approach, several student comments suggested that more speaking practice time was necessary. Some students thought the practice sessions were insufficient to help them fully grasp the newly taught abilities. This is consistent with the findings of Liao and Zhao (2012), who demonstrated that while CLT is beneficial, students must have enough practice time to be able to use their newly acquired abilities.

Furthermore, the findings of the observation revealed that while many students

had an increase in confidence, some still experienced anxiety when speaking in front of the class. This illustrates a prevalent issue in language instruction, where students' full engagement may be impeded by their dread of speaking (Brown, 2000). To ensure that all kids feel comfortable speaking, it is crucial that educators keep fostering a secure and encouraging environment.

These findings suggest that students' communication skills are significantly improved when the CLT-based microteaching approach is used. When compared to the control group, which did not get the intervention, the experimental group's scores significantly increased, demonstrating the effectiveness of this strategy in enhancing students' English communication skills.

Observations revealed a considerable increase in student interaction during the CLT-based microteaching sessions. It was observed that students were more engaged in role-playing exercises and group discussions. They were able to apply the language and sentence structures they had learnt to speak with each other in English with confidence. Students also gave each other encouraging comments, which fostered a cooperative and encouraging learning atmosphere.

One of its most noteworthy aspects was the increased student autonomy observed throughout the Communicative Language Teaching-based microteaching sessions. Students not only became more involved, but they also took on greater accountability for their education. They made recommendations to their peers, initiated conversations, and asked questions—all crucial indicators of learner-centered environments. This level of autonomy is essential to CLT, which views students as active participants in the learning process. The microteaching sessions encouraged students to become more self-assured and independent language users by allowing them the opportunity to choose how they spoke with their peers and conveyed their thoughts.

Another noteworthy development was the students' apparent increase in their ability to provide and receive constructive peer feedback. Because of the structured microteaching activities, students were able to assess their classmates' work critically using communicative criteria rather than merely focusing on grammar correctness. Both their intellectual and interpersonal communication skills improved as a result. In order to increase their metacognitive awareness—a quality that is essential for lifelong learning in language acquisition—students stated that providing comments enabled them to consider their own strengths and shortcomings.

Many children demonstrated gains in language proficiency during the microteaching sessions, including improved speech coherence and fluency. Some students initially struggled with hesitations and repetition, but as they gained experience expressing themselves in a conversational situation, these issues soon disappeared. The degree to which CLT has improved their real-time language processing skills is demonstrated by their enhanced ability to organize logical concepts, produce longer speech, and respond spontaneously during communicative activities. This is particularly important in academic and professional contexts where spontaneous communication is essential.

Along with improving their vocabulary, students also improved their pragmatic competence and fluency. They were exposed to a variety of real-world words and given the chance to practice using language in context-appropriate ways through the CLT-based exercises. For instance, when students played out real-life situations like job interviews, shopping, or giving directions, they practiced functional vocabulary that are occasionally missed in traditional grammar-focused education. Because of this emphasis on language use in context, students had a better awareness of how to adjust their language usage depending on the situation, target audience, and communication aim.

The structure of the CLT-based microteaching sessions also played a significant role in increasing student engagement. A communication goal guided the planning of each class, and tasks were scaffolded to support students' progress. From simpler pair work to increasingly complex group interactions and presentations, students were exposed to increasing levels of communicative challenges. Because of this framework, all students were able to participate meaningfully, regardless of their skill levels. The advantages of this rigorous yet adaptable approach demonstrate how CLT may be customized to meet the needs of students and various teaching environments.

Furthermore, the utilization of multimodal resources—such as realia, visuals, and technology-based tools—to increase communication was encouraged by the implementation of CLT in microteaching. Students cleverly used slides, movies, and props to enhance their presentations and make their views more understandable. In addition to making comprehension simpler, this illustrated the communication principle that meaning can be conveyed through means other than written or spoken words. By incorporating multimodal communication, students were better prepared to manage real-world communication scenarios where meaning is often expressed through a combination of verbal and non-verbal indicators.

Another outcome of the CLT-based microteaching was the enhancement of students' multicultural awareness. Through a variety of role-playing activities, students were encouraged to research other cultural situations in which English might be used. As a result, they were more equipped to recognize the diversity of English-speaking communities and the importance of cultural sensitivity in communication. For example, they practiced polite requests, disagreeing expressions, and small talk norms that are culturally specific. These exercises not only enhanced their language proficiency but also improved their ability to communicate globally.

It is also crucial to remember that the teacher's role changed significantly during the CLT-based microteaching sessions. Rather of being the primary instructor, the teacher primarily functioned as a coach and facilitator. This change in role allowed for more student-centered instruction and gave students greater control over their own learning. Teachers provided guidance and support when needed, but they also encouraged students to research topics and come to their own conclusions. This facilitator function is in line with modern teaching methods and fosters the development of autonomous, self-directed learners.

Additionally, the terminology used in the microteaching sessions was excellent. When posing as patrons or servers in a restaurant, for example, students demonstrated their ability to utilize English in situational and pertinent situations. In addition to concentrating on grammar, they made an effort to communicate ideas in an understandable and efficient manner. This illustrates how CLT principles, which stress language use in authentic contexts, are used.

There were several challenges even though the CLT-based microteaching approach was largely effective. Some students, particularly those who were less confident or had not previously completed many communicative tasks, needed longer to adjust to the new learning style. Developing CLT exercises that strike a balance between accuracy, fluency, and task engagement also required a great deal of planning and creativity on the side of the teachers. However, these problems were usually resolved through iterative reflection and feedback, underscoring the importance of continuous teacher development for effectively using innovative teaching techniques.

Responses to the survey about the experiences of students undergoing CLT-based microteaching were overwhelmingly positive. After attending the class, the majority of students reported feeling more comfortable speaking English. They valued the interactive

teaching style since it allowed them to practice conversing with their peers directly without feeling rushed. This lessened communication anxiety and produced an enjoyable learning environment. Students also emphasized the value of role-playing exercises and simulations of actual situations in enhancing their communication abilities. They believed that these exercises made learning more relevant and helped students comprehend how language is used in real-world situations. After engaging in CLT-based microteaching, several students said they were better equipped to use new words and phrases in casual conversations.

Nonetheless, some criticism suggested that speaking practice time during microteaching sessions should be extended. The practice sessions were too brief, according to several students, for them to truly grasp the newly taught skills. They experienced an improvement in their ability to communicate and were inspired to keep actively learning English. This demonstrates that this approach of teaching is not only successful in enhancing language proficiency but also in boosting students' self-assurance when speaking the target language. All things considered, the study's findings offer compelling proof of how well CLT-based microteaching works to enhance students' communication abilities. In addition to contributing to the body of knowledge on language teaching strategies, this study offers educators useful advice for creating more engaging and interactive learning environments. The effectiveness of this strategy demonstrates how crucial a communicative approach is to English language instruction in Indonesia.

In conclusion, integrating Communicative Language Teaching ideas into microteaching is a powerful pedagogical strategy for improving students' English communication skills. The approach fostered critical thinking, teamwork, and intercultural competency—all essential soft skills—in addition to enhancing students' self-esteem and language skills. These findings clearly suggest that CLT-based microteaching is a useful and effective method for preparing future educators to meet the needs of modern language classrooms. With careful implementation and continued support, this approach has the potential to completely transform English language instruction in teacher education programs across a variety of educational contexts.

CONCLUSION

It is crucial to remember that the effectiveness of CLT-based microteaching depends on the teacher's active engagement as a facilitator as much as the teaching strategy itself. The teacher's role in this study is to foster an environment that supports and motivates students to actively participate. This supports the conclusions of Richards and

Rodgers (2001), who highlighted that the teacher's function in CLT is to serve as a mentor who aids students in honing their communication abilities. Therefore, in order for teachers to better support learning, they must receive training on how to comprehend and use CLT principles.

Furthermore, the study's findings show that student interactions during microteaching sessions significantly enhance students' communication abilities. Students learn from one other's experiences as much as from formal instruction when they participate in role-playing exercises and group discussions. This is in line with Vygotsky's (1978) theory of social learning, which holds that social interaction is essential to learning. CLT-based microteaching enhances language proficiency while fostering critical social skills by giving students chances to learn together.

Lastly, students' favorable comments about their CLT-based microteaching experiences imply that this method can raise their passion for learning. When students can utilize English in exciting and relevant circumstances, they become more involved and eager to learn. Positive experiences during microteaching sessions can help students feel more motivated to continue learning English, according to research by Dörnyei (2001), who also found that motivation is a critical component of successful language learning. As a result, using the CLT method to teach English in Indonesia benefits students' motivation and communication confidence in addition to helping them acquire the language.

This study emphasizes the value of a supportive learning environment and the active participation of teachers in the learning process while offering compelling evidence of the efficacy of CLT-based microteaching in enhancing students' communication abilities. All things considered, the study's findings offer compelling proof of how well CLT-based microteaching works to enhance students' communication abilities. In addition to contributing to the body of knowledge on language teaching strategies, this study offers educators useful advice for creating more engaging and interactive learning environments. The effectiveness of this strategy demonstrates how crucial a communicative approach is to English language instruction in Indonesia.

Lastly, this study suggests that teacher preparation programs give students enough practice speaking and more thoroughly integrate CLT components. It is anticipated that this raised the standard of English language instruction generally and provide students with the skills they need to interact successfully in everyday situations.

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