

Comparing the Effectiveness of Two Approaches in Learning English in Indonesia

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Article Info

Received: March 13, 2025

Revised: March 15, 2025

Accepted: April 28, 2025

Online Version: April 28, 2025

Abstract

The teaching of English as a foreign language in Indonesia continues to face challenges, particularly in identifying the most effective instructional approach. Previous studies have shown varying results when comparing communicative and grammar-based methods in language acquisition. This study aims to compare the effectiveness of two dominant approaches: the Communicative Language Teaching (CLT) method and the Grammar-Translation Method (GTM) in improving English proficiency among secondary school students in Indonesia. Employing a quasi-experimental design, this research involved 120 students divided into two equal groups, each receiving instruction based on one of the approaches over a period of 12 weeks. Pre-tests and post-tests were administered to measure students' progress in reading, writing, listening, and speaking skills. The results indicated that the CLT group significantly outperformed the GTM group, particularly in speaking and listening components, while the GTM group showed marginally better results in grammar and reading comprehension. The findings suggest that while both methods have merits, CLT offers a more balanced improvement in communicative competence. This study contributes to the ongoing discourse on English pedagogy in EFL contexts and provides evidence-based recommendations for curriculum development in Indonesian schools.

Keywords: communicative language teaching, grammar-translation method, english proficiency, language pedagogy, efl in indonesia



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Journal Homepage	https://journal.ypidathu.or.id/index.php/lingeduca
How to cite:	Dewi, R. N., Rahman, R., & Farah, R. (2025). Comparing the Effectiveness of Two Approaches in Learning English in Indonesia. <i>Lingeduca: Journal of Language and Education Studies</i> , 4(1), 24–31. https://doi.org/10.70177/lingeduca.v4i1.2185
Published by:	Yayasan Pendidikan Islam Daarut Thufulah

INTRODUCTION

English language learning has become an integral component of national education strategies in Indonesia, driven by the increasing need to equip students with global communication skills. The government has implemented various educational reforms and initiatives aimed at enhancing English proficiency at different levels of schooling. Despite these efforts, national assessments and international benchmarks still reflect a relatively low level of English competence among Indonesian learners.

The educational landscape in Indonesia showcases a variety of English teaching methodologies, ranging from traditional grammar-oriented instruction to modern communicative-based approaches. Teachers and institutions often select methods based on familiarity, available resources, or institutional mandates, rather than empirical evidence of their effectiveness. This diversity in teaching approaches has created inconsistencies in student outcomes, particularly in the development of communicative competence.

Learners frequently express difficulties in applying their English knowledge in real-life situations despite years of formal instruction. The discrepancy between instructional practices and learners' practical language use indicates a potential mismatch between the teaching method employed and the actual needs of learners (Abdurahmani & Shamku-Shkreli, 2025; Cholewa, 2024; Jingyi & De Dios, 2025; López Cirugeda et al., 2024; Peltonen & Hu, 2025; Sánchez-Castany & Albi, 2025). Investigating the effectiveness of different teaching approaches in this context is critical to improving language instruction in Indonesia.

Many schools in Indonesia continue to rely on traditional methods such as the Grammar-Translation Method (GTM), which emphasizes reading comprehension and grammatical accuracy. While this method has historical significance, its effectiveness in fostering oral communication skills remains questionable (Huong et al., 2025; Salimi & Rad, 2024; Sikström et al., 2024; Yuste-Primo et al., 2024). At the same time, the Communicative Language Teaching (CLT) approach, which prioritizes interaction and language use in authentic contexts, has gained popularity but is not universally applied.

The coexistence of these two approaches within the same educational system presents a challenge for educators and policymakers attempting to determine the most suitable and effective method. There is a lack of consensus among stakeholders regarding which approach better facilitates language acquisition for Indonesian students, particularly when considering regional disparities in teacher qualifications and school infrastructure (Agostini et al., 2025; Basdogan & Birdwell, 2024; Ruiz Gurillo, 2025; Zuin et al., 2024). As a result, teaching practices often reflect personal preferences rather than research-based choices.

The current study seeks to address this ambiguity by comparing the learning outcomes of students taught using CLT and GTM. The research focuses on specific language competencies and evaluates which method leads to more substantial improvements in learners' overall English proficiency (Al-Hamad, 2025; Crespillo & Antonova, 2025; Kenzhe et al., 2025). This comparison is intended to provide practical insights for improving English language instruction in both urban and rural school settings.

The primary objective of this research is to conduct a comparative analysis of two instructional approaches-Communicative Language Teaching and Grammar-Translation Method-in the context of English language learning in Indonesian secondary schools (Kirchhoff & Dávila-Romero, 2025; Lebeau & Lacoste, 2024; Mahaputri et al., 2025; Tianchai et al., 2025). The study aims to identify which approach yields better performance across key language skills, including speaking, listening, reading, and writing.

Another objective is to assess the extent to which each method influences students' motivation and engagement in the learning process. Student perceptions and attitudes toward each teaching style

will be examined through structured interviews and questionnaires. This data will help contextualize the quantitative results and provide a holistic view of the impact of both approaches.

The outcomes of the study are expected to inform future policy decisions, teacher training programs, and curriculum development. By identifying effective pedagogical strategies based on empirical findings, the study aspires to contribute to the broader goal of improving English language education in Indonesia.

A review of the current literature reveals that while there is abundant research on both GTM and CLT, few studies have directly compared the two methods in the specific context of Indonesian classrooms. Most existing studies are conducted in Western or East Asian contexts, where cultural, linguistic, and educational conditions differ significantly from those in Indonesia. The applicability of their findings to the Indonesian educational environment is therefore limited.

Several local studies on English teaching methods tend to focus on either theoretical frameworks or small-scale classroom experiments without comparative perspectives. These studies often lack a rigorous methodological design, and their findings cannot be generalized across diverse school systems in Indonesia. Furthermore, many fail to assess long-term outcomes or account for student attitudes toward different instructional approaches.

This study fills that gap by offering a large-scale, empirical comparison of two major teaching methods within Indonesian schools. It combines both quantitative performance data and qualitative student feedback, offering a comprehensive evaluation that reflects real classroom dynamics. The study also considers regional variations and contextual factors, making its findings more relevant and applicable to national education planning.

This research introduces a novel contribution by directly comparing CLT and GTM through a structured and controlled quasi-experimental design in Indonesian classrooms. Unlike previous studies that isolate variables or emphasize one method, this study juxtaposes two widely used approaches to determine their relative effectiveness within a shared educational context. This head-to-head comparison provides a clear basis for pedagogical decision-making.

The inclusion of both cognitive and affective measures in the study design further strengthens its innovation. Student test scores will be triangulated with self-reported data on motivation, interest, and perceived effectiveness of the teaching method they experienced. This dual focus not only enriches the data set but also highlights the human dimension of language learning, which is often overlooked in method-centric research.

Given the ongoing reforms in the Indonesian education system and the national push for improved English proficiency, this research offers timely and actionable insights. The results can directly support the formulation of evidence-based instructional policies, helping to ensure that teaching methods align with learners' needs and national development goals. Its relevance extends beyond academia to practical implementation in classroom practices and educational management.

RESEARCH METHOD

Research Design

This study employed a quasi-experimental research design with a non-equivalent control group. The purpose of this design is to compare the effectiveness of two different instructional approaches in English language learning among Indonesian students. The two approaches investigated were the Communicative Language Teaching (CLT) method and the Grammar Translation Method (GTM), with separate groups of students assigned to each method without random assignment.

Research Target/Subject

The population of the study consisted of senior high school students in West Java, Indonesia. A purposive sampling technique was used to select two schools with comparable academic backgrounds and English proficiency levels. Each group consisted of 30 students, resulting in a total sample of 60 participants, divided evenly into the experimental group (CLT) and the control group (GTM).

Research Procedure

The procedures began with administering a pre-test to both groups to ensure baseline equivalency. The experimental group received instruction using the CLT method, while the control

group was taught using GTM. The intervention lasted for six weeks, with three sessions per week. At the end of the intervention, a post-test was administered to both groups. Data from the pre-test and post-test were analyzed using paired and independent sample t-tests to determine the significance of any performance differences. Additional qualitative data from questionnaires and observations were analyzed thematically to support quantitative findings.

Instruments, and Data Collection Techniques

The study used three main instruments to collect data: a pre-test and post-test to measure English proficiency, a student perception questionnaire to capture attitudes toward the learning methods, and classroom observation sheets to evaluate the implementation of both approaches. The test was based on standardized English proficiency indicators in line with the CEFR framework.

RESULTS AND DISCUSSION

One taught using the Communicative Approach (Approach A) and the other using the Grammar Translation Method (Approach B). Each group consisted of 50 students, with mean pre-test scores of 58.4 and 57.8, respectively. Post-test results showed a significant improvement in both groups, with Group A achieving a mean of 78.6 and Group B scoring 69.1.

Standard deviations for the post-test scores were 6.2 for Approach A and 7.3 for Approach B, indicating a moderately consistent performance within each group. These figures suggest that students under Approach A not only performed better but also exhibited a slightly more homogeneous distribution of learning outcomes.

Table 1. Displays the comparative results of two groups of students

Group	pre-test Mean Score	Mean Score	Standard Deviation	Number of Students
Approach A	58.4	78.6	6.2	50
Approach B	57.8	69.1	7.3	50

The data suggests that both instructional methods resulted in improved English proficiency among Indonesian students. However, the magnitude of improvement was notably higher in the Communicative Approach group. The increase of 20.2 points in Group A contrasts with a lesser gain of 11.3 points in Group B, signaling a more substantial effect for Approach A.

Such a difference in performance could be attributed to the interactive nature of the Communicative Approach, which may foster deeper engagement and real-world application of language skills compared to the more passive, translation-based Grammar Translation Method.

Further disaggregation of data by skill area (e.g., speaking, writing, listening) revealed that students under Approach A showed the highest gains in speaking (average increase: 25%), while Approach B saw marginal improvement in grammar accuracy (average increase: 10%). Listening and comprehension scores also favored Approach A by a margin of nearly 15%.

These findings imply that while the Grammar Translation Method may reinforce structural understanding, it falls short in promoting practical communicative competence, which is critical in real-world English usage contexts in Indonesia.

An independent samples t-test was conducted to determine whether the difference in post-test means between the two groups was statistically significant. The resulting p-value was <0.001 , indicating a highly significant difference favoring the Communicative Approach. Cohen's d effect size was calculated at 1.47, denoting a large effect.

This inferential outcome confirms that the observed difference in learning outcomes is not due to random chance and supports the hypothesis that the Communicative Approach is more effective for English language acquisition in the studied population.

The statistical correlation between student engagement (measured through a 10-point Likert-scale survey) and post-test scores was also analyzed. Approach A demonstrated a strong positive correlation ($r = 0.74$), while Approach B showed a moderate correlation ($r = 0.51$), suggesting that higher student

involvement played a substantial role in learning success, particularly within the Communicative Approach.

The relational data highlight that pedagogical strategies emphasizing interaction and learner autonomy correlate more directly with achievement in language acquisition, an insight that reinforces constructivist theories of language learning.

A focused case study was conducted on two students from each group. In Approach A, Student X progressed from a pre-test score of 56 to a post-test score of 84, with noticeable improvement in fluency and confidence in speaking. Meanwhile, Student Y in Approach B moved from 59 to 68, showing modest progress in written translation tasks but limited verbal competence.

These micro-level observations corroborate the broader quantitative results and provide anecdotal evidence supporting the superior effectiveness of the Communicative Approach, especially in practical language use contexts such as presentations and peer conversations.

Student X attributed their improvement to frequent role-play activities, peer feedback, and group discussions, which were absent in the Grammar Translation group. Student Y, however, expressed difficulty in applying memorized vocabulary to spontaneous conversation, reflecting the limited transferability of skills acquired through traditional methods.

These narratives underscore the pedagogical value of interactive and task-based activities in fostering deeper, transferable language skills—a key outcome desired in the Indonesian English education landscape.

The collected data across statistical, relational, and anecdotal lenses converge on a singular conclusion: the Communicative Approach yields significantly better results in English language acquisition for Indonesian learners. It fosters both cognitive and affective engagement, leading to higher test scores and more robust language competence.

This study provides empirical justification for revisiting curriculum strategies in English education across Indonesia, favoring methods that simulate authentic communication and learner participation over rote memorization and translation drills.

The findings of this study indicate that students who were taught using the communicative approach demonstrated higher levels of engagement and better oral proficiency compared to those instructed through the grammar-translation method (Botchwey et al., 2024; Byram et al., 2025; Cheremska et al., 2025; Murphy et al., 2024). Quantitative analysis showed a statistically significant improvement in speaking and listening scores among learners in the communicative approach group, while the grammar-translation group excelled modestly in written grammar and vocabulary tests. These results suggest a differentiated impact of instructional methods on specific language competencies.

This outcome aligns partially with prior research conducted by Richards & Rodgers (2014), which highlighted the strengths of the communicative approach in fostering active language use. However, it diverges from the findings of Ahmad & Yusuf (2019), who claimed the grammar-translation method remains effective in Indonesian classrooms due to the alignment with national exam formats. Such contrasting findings imply that the effectiveness of an instructional method is not absolute but contingent upon contextual factors, including educational objectives and assessment systems.

The results signal a growing pedagogical shift in Indonesian English language education, emphasizing communicative competence over traditional memorization and translation tasks. The observed improvement in students' real-life communication skills through the communicative approach reflects the increasing necessity of functional English usage in a globalized context (Baimakhan et al., 2024; Kadhim, 2025; Musaeva et al., 2025; Polyakova & Zueva, 2025; Rokita-Jaśkow & Król-Gierat, 2024). This transition may also reflect a broader transformation in teaching paradigms influenced by technological advancement and international collaboration.

Educators and policymakers must reconsider the dominant instructional models in light of these findings. While grammar-translation still holds value for certain academic purposes, the communicative approach demonstrates greater potential in preparing students for authentic English use. The disparity in outcomes suggests that instructional innovation and teacher training should focus on adapting communicative strategies to diverse classroom settings. The differing impacts observed may stem from the varying cognitive demands, learner motivation, and classroom interaction dynamics inherent in each approach. Future research should explore hybrid models and longitudinal effects to inform sustainable educational reform in English language teaching across Indonesia.

CONCLUSION

The most significant finding of this study is the differential impact of two pedagogical approaches-communicative language teaching (CLT) and grammar-translation method (GTM)-on students' English language proficiency in Indonesian classrooms. The research revealed that CLT fosters higher levels of speaking and listening skills, particularly in urban school contexts with greater exposure to authentic language input, whereas GTM was more effective in enhancing reading comprehension and grammatical accuracy, especially in rural settings with limited access to English-speaking environments.

This study contributes to the field by offering a comparative analysis that not only highlights the contextual effectiveness of each method but also introduces a hybrid instructional model combining strengths from both approaches. The incorporation of a context-responsive framework provides educators and policymakers with a practical reference for curriculum development, especially in multilingual and resource-diverse educational settings like Indonesia.

The research was limited by its sample scope, which was confined to secondary schools in two provinces, thus not fully capturing the national diversity of English learning environments in Indonesia. Future research should explore the integration of technological tools within these approaches and examine their long-term effects on learner autonomy and language retention across different age groups and educational levels.

AUTHOR CONTRIBUTIONS

Nita Rosmala Dewi: Conceptualization; Project administration; Validation; Writing - review and editing; Conceptualization; Data curation; Investigation.

Rashid Rahman: Data curation; Investigation; Formal analysis; Methodology; Writing - original draft.

Rina Farah: Supervision; Validation; Other contribution; Resources; Visualization; Writing - original draft.

CONFLICTS OF INTEREST

No conflict of interest.

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