

Communicative language teaching method at improving students' macro and micro-skills of reading comprehension in intensive reading course

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Abstract

Several university students seem to meet difficulties in reading comprehension. The lecturer needs to use a suitable method for teaching reading; one of them is Communicative Language Teaching (CLT). This research aims to analyse whether CLT improves students' macro-skills and micro-skills of reading comprehension in an intensive reading course. Research method employed in this study is a case study. The research participants were 21 first-semester students of a private university in Indonesia. The instruments were close-ended questionnaires and open-ended interviews. The findings showed that there was a significant improvement on students' macro-skills and micro-skills of reading comprehension in an intensive reading course after implementing CLT. Students also contend that learning reading using CLT is fun, engaging, and understandable. The researchers conclude that the CLT contributes learners' macro-skills and micro-skills of reading comprehension in the intensive reading course.

Keywords: *intensive reading; language skills; reading comprehension*

INTRODUCTION

Based on the curriculum of KKNi (*Kerangka Kualifikasi Nasional Indonesia*), the first semester learners of the English education program in an Indonesian university must learn and master intensive reading. Intensive reading measures students' ability to comprehend the text. In this course, learners read the text to determine or analyse the information. This course aims to enhance learners' reading comprehension to attain specific information. Intensive reading enhances active vocabulary, develops linguistic items, uses the language actively, uses the reading aloud technique, emphasizes speech habits, corrects stress and intonation (Patel & Praven, 2006; Pohan, 2016).

Reading comprehension is the meaning construction process from the text. It aims to understand a text (Dijk & Kintsch, 1983; Ahmadi, 2017). It becomes a crucial point in language learning since it provides the foundation for EFL learners (Ahmadi, 2017). Reading comprehension means reading the text, processing it, and comprehending its meaning (Mustafa & Bakri, 2020). Reading involves how to get meaning from written codes, know the language, and activate the schemata (Iskandarwassid & Sunendar, 2008; Diana et al., 2020).

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Students can gain good reading comprehension when they can understand the topic of the text (Royanto, 2012; Elfiondri et al., 2020). Reading complexity is due to some factors such as L1/L2 relationships, reader linguistic proficiency, and topical knowledge (Zonghong, 2005; Estaji & Meihami, 2016). Reading comprehension includes identifying vocabulary, finding the main idea, identifying grammatical features, identifying details, detecting supporting ideas and inferences (Pohan, 2016).

Reading comprehension involves micro and macro-skills (Brown, 2004; Sumarsono et al., 2020). The micro-skills include: 1) differentiating between the distinctive grapheme and orthographic English patterns; 2) retaining chunks of the language of different lengths; 3) processing writing at an efficient speed rate; 4) identifying and interpreting the patterns of word order and their significance; 5) identifying word classes, system, patterns, rules, and elliptical forms; 6) identifying a specific meaning in distinctive grammatical forms; and 7) identifying cohesive devices and their relationship among clauses (Gail, 2017; Nurviyani et al., 2020).

The macro-skills of reading comprehension include: 1) identifying the rhetorical conventions and their significance; 2) identifying the communicative functions; 3) inferring context by activating schemata; 4) inferring relations between events, deducing causes and effects, determining the main idea, the supporting idea, specific information, and generalization; 5) differentiating explicit and implicit meanings; 6) determining specific inferences and interpreting them; and 7) using scanning and skimming, guessing the words meaning, activating schemata for interpreting texts, and determining discourse markers (Brown, 2004; Sumarsono et al., 2020).

In an intensive reading classroom, the first-semester students of the English education department still have micro-skills weaknesses. Based on the interview with students, they still find it difficult to analyse the tenses, do not understand the differences between the simple present and the simple future. Some learners also say that they cannot differentiate between singular and plural subjects. Many students state that they do not understand the subject-verb agreement. They cannot also analyse the pronoun and its reference. Besides, some do not understand word classes. In this case, grammar competence affects their reading ability. Grammar can assist learners comprehend the text, and they cannot understand the meaning of the text without grammar knowledge. Grammar not only teaches how to form correct sentences, but also teaches sounds and meanings of words (Prasetia et al., 2022). Having good sentence structure knowledge helps learners see relations between ideas, including relationships between main ideas and details and also relations among each part of the components of a sentence in order to have a better analysis of the text and sentences, and hence a better understanding of them (F. et al., 2021).

The first-semester students of the English education department also still have difficulties in reading comprehension macro-skills. Based on the interview with the first-semester students, many students note that they cannot identify a topic in the analytical exposition text and cannot analyse the purpose of the analytical exposition text. They also find it difficult to determine each

paragraph's main idea and they cannot determine specific information from the text. Students' inability to identify topic, analyse the text's purpose, determine general and specific information is caused by low prior knowledge. They say that they find it difficult to understand the passage in which the topics are not familiar. Here, expanding background knowledge is crucial for students' reading comprehension because background knowledge facilitates their comprehension process and words identification (Priebe et al., 2011; Sari et al., 2020). It is also supported by the theory that reading is a complex cognitive process in which students understand the meaning of written language, link it to their prior knowledge, and interpret the information from the text (Hayati & Puspitaloka, 2022).

Dealing with macro-skills of reading comprehension, students say that they cannot use scanning and skimming techniques in understanding the text. In reading, the first-semester students still translate the text word by word, so they do not use an appropriate strategy to comprehend the text and take a long time to answer the questions. The research conducted by Rais et al. (2021: 324) report that students' difficulties in answering reading questions were in determining the main idea (38%), finding reference (52%), making inference (52%), vocabulary (79%), and detail information (77%). Sari et al. (2020) report that learners' reading difficulties are caused by low motivation (65.6%), strategies (63.7%), low background knowledge (63.3%), reading process (60%), and language knowledge (55.4%).

Students' major difficulties in macro-skills of reading comprehension is caused by inadequate vocabulary size (Elfiondri et al., 2020). In reading, vocabulary has a crucial role since it assists learners to comprehend and gain information from the text (Andas, 2020). Learners must understand vocabulary to learn reading (Fitri & Rifa'at, 2021). The research conducted by Hutabarat & Syafar (2021) report a positive correlation between vocabulary mastery and reading comprehension. Having limited vocabulary has been identified as an impairment of reading comprehension among Indonesian students (F. et al., 2021). Having lack of vocabulary knowledge can make the students have difficulty understanding a text (Iwan, 2016). Thus, lack of vocabulary affects learners' reading comprehension achievement (Fitri & Rifa'at, 2021).

Students' problems in macro-skills of reading comprehension are also caused by lack of background knowledge, lack of reading strategies, and slow reading (Elfiondri et al., 2020). When students do not have sufficient background knowledge, they cannot combine information from a text and previous knowledge of the passage to get a better understanding of the text (Koda, 2005; Elfiondri et al., 2020). On the contrary, background knowledge is an essential strategy to understand texts (Smit et al., 2017; Elfiondri et al., 2020). Dealing with students' inability to use skimming and scanning technique, it makes them difficult to do time management in reading texts. They will run out of time, cannot find right answers, and use blind guessing that causes poor reading performance (Dollinger & Clark, 2012; Elfiondri et al., 2020).

The lecturer can conduct interactive learning using the Communicative Language Teaching (CLT) method. It uses a learner-centred approach (Richard

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& Rodgers, 1986; Dorji, 2017). CLT motivates learners to apply language based on their needs (Rumbouw, 2021). It aims to enhance students' communicative competence (Diouani, 2020; Richards & Rodgers, 2003; Sabrina, 2020). CLT allows learners to deliver their ideas and participate actively in various forms of communication. It also encourages learners to learn through negotiation of meaning and interact with each other in the communicative classroom (Widdowson, 1990; Chua & Soon, 2021). It maintains how students interact and develop communicative competence (Savignon, 2005; Rahmawati, 2018). The concept of communicative competence in the Communicative Language Teaching method is not only a system of knowledge but also a communication media learners use to convey their thoughts (Rahman, 2017). In the classroom, maintaining interaction enables the lecturer and learners to express their ideas, opinions, and perceptions (Eisenring & Margana, 2019). Interactions between teachers and students and also interactions among students will facilitate language development and will lead to better language learning (Eisenring & Margana, 2019). In using CLT, lecturers use communication as a teaching approach to improve learners' communicative competence. It will develop their communicative skills and language development (Rijnan & Irwan, 2020). Lecturers can apply discussion, pair-work, or group work connected to learners' lives and the learning materials (Carnando & Nurlaily, 2020, p. 56). They can also use group discussion and information sharing (Larssen-Freeman, 2002; Dorji, 2017). The lecturer must create meaningful activities to make learners negotiate the meaning, use communication strategies, correct misunderstanding, and avoid communication breakdown (Richard, 2006; Daar & Ndorang, 2020). CLT facilitates communication among learners using various activities (dialog, discussion, drills, exercises) and texts (Akmal, 2019). To achieve the communicative process using CLT, the lecturer must apply various activities, motivate learners to convey their ideas in answering the questions from the text, expose students to a varied classroom organization, employ a variety of activities, encourage them to use communication strategies during pair-work activities, and encourage them to use the target language (Daar & Ndorang, 2020). She must also motivate learners to be active, autonomous, and interactive (Setyaningrum, 2018).

Scholars put great interest in CLT method. Ratih & Hanafi (2016) reported that CLT positively affected first-grade learners' speaking skills in a junior high school. Zakaria & Royani (2017) found that CLT affected the second-grade learners' speaking skills in a junior high school. Saputra & Wargianto (2015) reported that CLT was effective in teaching speaking.

The researchers take some previous studies and analyze their similarities and differences from this research. The first previous study conducted by Agussalim (2016) indicated that CLT improved learners' reading comprehension and their responses were very positive. The second previous study conducted by Hasan (2018) reported that CLT positively affected learners' reading and writing skills. It was essential for English teachers to use the appropriate method to improve students' English skills. The third previous study conducted by Haryani and Putry (2020) demonstrated that CLT could motivate and improve learners' speaking skills.

This research is similar to the first previous research, the second previous research, and the third previous research because they researched the Communicative Language Teaching (CLT) method. The difference is that this research focused on micro-skills and macro-skills of reading comprehension, the first previous research focused on reading comprehension, the second previous research focused on reading and writing skills, and the third previous research focused on speaking skills. The researchers support the first and second research that educators should effectively apply the appropriate method to improve learners' English skills, especially reading.

Based on the study's background, the researchers formulate the research question as follows: Does the Communicative Language Teaching method improve students' macro-skills and micro-skills of reading comprehension in the intensive reading course? In line with the research question, the research objective is to analyse whether the Communicative Language Teaching method improves students' macro-skills and micro-skills of reading comprehension in the intensive reading course.

METHOD

This research belongs to qualitative research (Creswell, 2012). It used a case study (Yin, 2018). It gave a detailed information whether the Communicative Language Teaching (CLT) method could enhance learners' macro-skills and micro-skills of reading comprehension in the intensive reading course. The sampling used in this research was purposive sampling. In purposive sampling, the researchers intentionally select a certain group to learn and understand the phenomenon (Patton, 1990; Creswell, 2012). There were 45 first-semester students of the English education department at Universitas Muhammadiyah Purworejo, consisting of 24 students of class A and 21 students of class B. The researchers took class 1A as the sample of the research. The research samples were 21 first-semester students of the English education department. The researchers selected close-ended questionnaires because they collected the data about phenomena which are not directly observable, such as opinions, interests, and the like (Gall et al., 2003; Ilmi & Madya, 2019). Here, the researchers analysed students' difficulties in micro-skills and macro-skills of reading comprehension and whether CLT can improve their micro-skills and macro-skills of reading comprehension.

RESULTS AND DISCUSSION

Results

In this section, the researchers present the findings of using CLT to improve students' micro-skills and macro-skills of reading comprehension in an intensive reading course.

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The results of close-ended questionnaires

Table 1. Recapitulation of students' micro-skills and macro-skills of reading comprehension before using CLT method.

No.	Statement	Options			
		SD (%)	D (%)	A (%)	SA (%)
Micro-Skills					
1	I have difficulties analysing the tenses in the analytical exposition text.	1 (4.8%)	6 (28.6%)	14 (66.7%)	-
2	I understand the differences between simple present tense and simple future in the analytical exposition text.	1 (4.8%)	11 (52.4%)	8 (38.1%)	1 (4.8%)
3	I understand the differences between singular and plural subjects in the analytical exposition text.	-	7 (33.3%)	14 (66.7%)	-
4	I understand the subject-verb agreement in the analytical exposition text.	1 (4.8%)	13 (61.9%)	6 (28.6%)	1 (4.8%)
5	I understand the pronoun and its reference in the analytical exposition text.	-	5 (23.8%)	15 (71.4%)	1 (4.8%)
6	I understand word classes in the analytical exposition text.	1 (4.8%)	14 (66.7%)	5 (23.8%)	1 (4.8%)
Macro-Skills					
7	I can identify a topic in the analytical exposition text.	-	10 (47.6%)	10 (47.6%)	1 (4.8%)
8	I can analyse the purpose of the analytical exposition text.	1 (4.8%)	11 (52.4%)	7 (33.3%)	2 (9.5%)
9	I can determine the main idea of each paragraph in the analytical exposition text.	-	13 (61.9%)	7 (33.3%)	1 (4.8%)
10	I can determine specific information from the analytical exposition text.	-	14 (66.7%)	7 (33.3%)	-
11	I can use the scanning technique in comprehending the analytical exposition text.	2 (9.5%)	12 (57.1%)	5 (23.8%)	2 (9.5%)
12	I can use the skimming technique in comprehending the analytical exposition text.	2 (9.5%)	13 (61.9%)	6 (28.6%)	-

Description of micro-skills of reading comprehension

In the first statement, 1 student (4.8%) strongly disagrees, 6 students (28.6%) disagree, and 14 students (66.7%) agree that they have difficulties analyzing the tenses in the analytical exposition text. In the second statement, 1 learner (4.8%) strongly disagrees, 11 learners (52.4%) disagree, 8 learners (38.1%) agree, and 1 learner (4.8%) strongly agrees that they understand differences between simple present tense and simple future in the analytical exposition text. In the third statement, 7 students (33.3%) disagree, and 14 students (66.7%) agree that they understand differences between singular and plural subjects in the analytical exposition text. In the fourth statement, 1 learner (4.8%) strongly disagrees, 13 learners (61.9%) disagree, 6 learners (28.6%) agree, and 1 learner (4.8%) strongly agrees that they understand the subject-verb agreement in the analytical exposition text. In the fifth statement, 5 students (23.8%) disagree, 15 students (71.4%) agree, and 1 student (4.8%) strongly agrees that they understand the pronoun and its reference in the analytical exposition text. In the sixth statement, 1 learner (4.8%) strongly disagrees, 14 learners (66.7%) disagree, 5 learners (23.8%) agree, and 1 learner (4.8%) strongly agrees that they understand word classes in the analytical exposition text.

Based on the description above, the first-semester students of the English education department have difficulties analyzing tenses, differentiating between simple present tense and simple future, singular and plural subjects. They also have difficulties understanding the subject-verb agreement, pronoun and its reference, and word classes. Tenses, singular and plural noun, subject-verb agreement, pronoun, and word classes belong to grammar components which are very helpful for students' reading comprehension. It is supported by the theory that grammar can help students comprehend the text (Prasetia et al., 2022). Grammar plays an essential role for students in learning English, and it influences their reading comprehension. If students do not have good grammar mastery, they do not have good reading comprehension (Septiani et al., 2018). The research conducted by Septiani et al. (2018) report that the use of verb, to be, singular and plural nouns influence students' reading comprehension.

Description of macro-skills of reading comprehension

In the seventh statement, 10 students (47.6%) disagree, 10 students (47.6%) agree, and 1 student (4.8%) strongly agrees that they can identify a topic in the analytical exposition text. In the eighth statement, 1 learner (4.8%) strongly disagrees, 11 learners (52.4%) disagree, 7 learners (33.3%) agree, and 2 learners (9.5%) strongly agree that they can analyze the purpose of the analytical exposition text. In the ninth statement, 13 students (61.9%) disagree, 7 students (33.3%) agree, and 1 student (4.8%) strongly agrees that they can determine the main idea of each paragraph in the analytical exposition text. In the tenth statement, 14 students (66.7%) disagree, and 7 students (33.3%) agree that they can determine specific information from the analytical exposition text. In the eleventh statement, 2 learners (9.5%) strongly disagree, 12 learners (57.1%) disagree, 5 learners (23.8%) agree, and 2 learners (9.5%) strongly agree that they can use the scanning technique to comprehend the analytical exposition text. In the twelfth statement, 2 students (9.5%) strongly disagree, 13 students (61.9%) disagree, and 6 students (28.6%) agree that they can use the skimming technique in understanding the analytical exposition text.

Based on such, the first-semester students of the English education department have difficulties identifying the topic, analyzing the text's purpose, determining the main idea and specific information. Students' difficulties in identifying the topic, analyzing the text's purpose, determining the main idea and specific information are common problems in reading comprehension. The research conducted by Idayanti (2021) reported that students found it difficult to determine the topic, main idea, and specific information. On the contrary, understanding the topic, main idea, and supporting details in the text can assist learners comprehend the text. They must have good ability to identify the topic, determine main idea and supporting details to gain the information in the text (Lisiana et al., 2021). The questionnaires' findings also showed that students also came across difficulty using skimming and scanning technique. These caused students' problems in comprehending the text. When students did not use strategy in reading texts, they would run out of time to answer questions and need longer time to understand the text.

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Table 2. Recapitulation of students' micro-skills and macro-skills of reading comprehension after using CLT method

No.	Statement	Options			
		SD (%)	D (%)	A (%)	SA (%)
Micro-Skills					
1	Communicative Language Teaching method improves my understanding of the differences between simple present tense and the simple future in the analytical exposition text.	1 (4.8%)	-	14 (66.7%)	6 (28.6%)
2	Communicative Language Teaching method improves my understanding of the differences between simple present tense and the simple future in the analytical exposition text.	-	-	12 (57.1%)	9 (42.9%)
3	Communicative Language Teaching method improves my understanding of singular and plural subjects in the analytical exposition text.	1 (4.8%)	-	12 (57.1%)	8 (38.1%)
4	Communicative Language Teaching method improves my understanding of subject-verb agreement in the analytical exposition text.	-	1 (4.8%)	8 (38.1%)	12 (57.1%)
5	Communicative Language Teaching method improves my understanding of the pronoun and its reference in the text.	1 (4.8%)	-	13 (61.9%)	7 (33.3%)
6	Communicative Language Teaching method improves my understanding of the word classes in the analytical exposition text.	-	-	10 (47.6%)	11 (52.4%)
Macro-Skills					
7	Communicative Language Teaching method improves my reading comprehension to determine the topic of the text in the analytical exposition text.	1 (4.8%)	-	10 (47.6%)	10 (47.6%)
8	Communicative Language Teaching method improves my reading comprehension to analyse the purpose of the analytical exposition text.	-	-	9 (42.9%)	12 (57.1%)
9	Communicative Language Teaching method improves my reading comprehension to determine the main idea of the paragraph in the analytical exposition text.	1 (4.8%)	-	10 (47.6%)	10 (47.6%)
10	Communicative Language Teaching method improves my reading comprehension to determine the specific information from the analytical exposition text.	-	-	9 (42.9%)	12 (57.1%)
11	Communicative Language Teaching method improves my scanning technique in comprehending the analytical exposition text.	1 (4.8%)	-	11 (52.4%)	9 (42.9%)
12	Communicative Language Teaching method improves my skimming technique in comprehending the analytical exposition text.	-	-	12 (57.1%)	9 (42.9%)

Description of micro-skills of reading comprehension

In the first statement, 1 student (4.8%) strongly disagrees, 14 students (66.7%) agree, and 6 students (28.6%) strongly agree that the Communicative Language Teaching (CLT) method enables them to analyze the tenses in the analytical exposition text. In the second statement, 12 learners (57.1%) agree, and 9 learners (42.9%) strongly agree that CLT improves their understanding of the differences between the simple present tense and the simple future in the analytical exposition text. In the third statement, 1 student (4.8%) strongly disagrees, 12 students (57.1%) agree, and 8 students (38.1%) strongly agree that CLT improves their understanding of singular and plural subjects in the analytical exposition text. In the fourth statement, 1 learner (4.8%) disagrees, 8

learners (38.1%) agree, and 12 learners (57.1%) strongly agree that CLT improves their understanding of subject-verb agreement in the analytical exposition text. In the fifth statement, 1 student (4.8%) strongly disagrees, 13 students (61.9%) agree, and 7 students (33.3%) strongly agree that CLT improves their understanding of the pronoun and its reference in the text. In the sixth statement, 10 learners (47.6%) agree, and 11 learners (52.4%) strongly agree that CLT improves their understanding of the word classes in the analytical exposition text.

Description of macro-skills of reading comprehension

In the seventh statement, 1 learner (4.8%) strongly disagrees, 10 learners (47.6%) agree, and 10 learners (47.6%) strongly agree that the Communicative Language Teaching (CLT) method improves their reading comprehension to determine the topic of the text in the analytical exposition text. In the eighth statement, 9 learners (42.9%) agree, and 12 learners (57.1%) strongly agree that CLT improves their reading comprehension to analyse the purpose of the analytical exposition text. In the ninth statement, 1 learner (4.8%) strongly disagrees, 10 learners (47.6%) agree, and 10 learners (47.6%) strongly agree that CLT improves their reading comprehension to determine the main idea of the paragraph in the analytical exposition text. In the tenth statement, 9 learners (42.9%) agree, and 12 learners (57.1%) strongly agree that CLT improves their reading comprehension to determine the specific information from the analytical exposition text. In the eleventh statement, 1 learner (4.8%) strongly disagrees, 11 learners (52.4%) agree, and 9 learners (42.9%) strongly agree that CLT improves their scanning technique in understanding the analytical exposition text. In the twelfth statement, 12 students (57.1%) agree, and 9 students (42.9%) strongly agree that CLT improves their skimming technique in comprehending the analytical exposition text.

Based on descriptions above, CLT improved students' reading comprehension to identify the topic, analyze the text's purpose, determine the main idea and specific information in the text. When students could identify the topic, analyze the text's purpose, determine the main idea and specific information in the text, it means that they had good reading ability. Based on the questionnaires' findings, CLT improved students' ability in using skimming and scanning techniques. These techniques were very helpful for students in reading comprehension. Skimming helps learners to get general information from the text, and scanning helps learners to get specific information from the text (Putra, 2020). Scanning helps the readers to find specific information, minimize their time to answer the questions in the text, and allow them to study more effectively (Nuraiza et al., 2021). Edvieanto et al. (2018) report that scanning technique is effective to improve students' reading comprehension. Afriani et al. (2022) in their research report that skimming and scanning techniques have a positive impact on learners' reading comprehension.

Based on the questionnaires' findings, it can be seen that there is an improvement in learners' macro-skills and micro-skills of reading comprehension after using the CLT method. Many students agree and strongly agree that the CLT method enhances their reading comprehension both for macro-skills and micro-skills.

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The results of the interview

In the open-ended interview, the researchers gave 6 questions to 21 students in the first semester of a private university in Indonesia. Here is the result of the interview.

Micro-skills

What do you think of our teaching and learning last week?

Learners stated that last week's teaching and learning was exciting, engaging, and understandable. The lecturer's teaching style was also very engaging and interactive, so the learning situation was not boring. Students also understood the learning materials better because the lecturer always explained the materials very clearly, and her teaching style was not monotonous. The lecturer was very interactive because she always gave questions and answers during the lesson, encouraging students to participate more actively in the class. When learners asked a question, the lecturer answered the questions and explained more to students, so they understand the materials clearly. The lecturer also gave a brainstorming activity that allowed students to deliver their thoughts in the classroom. The lecturer also gave them some exercises to know how far learners have understood the materials. Besides, there were some groupwork activities. Group work activities helped them understand the materials, do the exercises, develop their ideas, and find the answers. Group work activities improved learners' communication and collaboration with their friends. Students could discuss and exchange their ideas during group work activities with their friends. They could also develop their thoughts, answer the questions correctly, and finish their work faster. When learners finished doing their work, the lecturer discussed the exercises. Learners had active roles during the discussion because they could answer the questions and deliver their ideas. However, the learners who had lack of vocabulary and ideas needed more time to convey their thoughts to answer the questions during the discussion session.

What grammar aspects do you learn?

Learners stated that they learned simple present tense, simple future, subject-verb agreement, singular and plural subjects, pronoun and its reference.

Macro-skills

How do you determine the topic, main idea of each paragraph, and meanings?

Students stated that they determined the topic and main idea using skimming techniques and determined meanings using scanning techniques.

Do you find difficulty in determining the topic, main idea, and meanings? What difficulty do you find? Why is it difficult?

Before using the CLT method, they had difficulties determining the topic, main idea, and meanings because they had not understood the materials. They still used the translation method to understand the text, so they felt it was difficult to determine the topic, main idea, and meanings. Determining the topic, main idea, and meanings still needed a long time.

After using the CLT method, they had no difficulties because they had understood the materials. They determined the topic and main idea using skimming techniques and determined specific information/meanings using scanning techniques. They also stated that skimming and scanning techniques

saved their time to detect information from the text to answer the questions. The lecturer also asked them to work in pairs to determine a topic, main idea, and meanings to do and finish their work. They could communicate and collaborate well with their friends. Besides, they could develop their ideas during the group work activities.

Do you feel confident in determining the topic, main idea, and meanings? Why is it so?

Students said they felt very confident in determining the topic because they understood the materials. They could use the skimming technique to determine the topic and main idea and use the scanning technique to determine meanings. Their ability in using scanning and skimming techniques made them more confident to answer the questions related to the topic, the main idea, and the specific information. When they had pair work activities, they felt more confident because they could communicate and collaborate well with their friends to do the tasks.

What lesson-learnt are you practising? Explain briefly.

Students stated that they could practice the skimming technique to determine the topic and main idea and practice the scanning technique to determine specific information. They could analyse the social function or the purpose of the analytical exposition text using the skimming technique. They could also analyse the generic structure in the analytical exposition text and which paragraph belonged to thesis, argument, and reiteration. They could also express their ideas about cheating, reasons for cheating, and how to reduce cheating. Then, they could complete the analytical exposition text with the correct verbs. They could practice using correct subject-verb agreement. For example, the environment is our home. They could also determine the pronoun and its reference. They argued that they could enhance their collaboration with their partner during pair-work activities. They could discuss and develop their ideas when they did the tasks. At the end of the lesson, they also stated that they could read their analytical exposition texts in pairs with good pronunciation.

Discussion

The questionnaires' findings showed an improvement in learners' micro-skills and macro-skills of reading comprehension after utilizing the Communicative Language Teaching (CLT) method. The interviews' findings also showed that learning reading using the CLT method was exciting, engaging, and understandable. Viewed from the findings of questionnaires and interviews, the CLT method could improve students' micro-skills and macro-skills of reading comprehension.

From the findings of questionnaires and interviews, the present study agrees with the first and the second previous research conducted by Agussalim (2016) and Hasan (2018). The research showed that the Communicative Language Teaching method improved students' reading skills, and students' responses were positive. Viewed from the questionnaires' findings, the CLT method could improve learners' ability in using skimming and scanning techniques. After using the CLT method, the learners could determine the topic,

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determine the main idea, and analyse the text's purpose using the skimming technique. This research result is in line with Basuki's theory that skimming allows learners to detect the topic, determine the main idea, and analyse the purpose of the text (Basuki, 2018). The CLT method also enabled learners to determine specific information from the text. Here, students determined specific information using the scanning technique, and it is in line with the theory proposed by Marliasari (2017) and Aritonang et al. (2018) that scanning enables learners to determine specific information from the text.

Viewed from the interviews' findings, group work activities as a part of the CLT method enhanced learners' communication and collaboration with their friends. Students could discuss and exchange their ideas during group work activities with their friends. The research showed that group work could enhance learners' attitudes because it allows them to express their ideas and opinions freely (Ibnian, 2012; Taqi & Al-Nouh, 2014). When learners finished doing their work, the lecturer discussed the exercises. In this case, learners had active roles during the discussion. It is in line with the theory proposed by Harmer (2002), as cited in Agussalim (2016), that pair-work or group work activities improved students' active participation and collaboration during the learning process. Then, during group-work activities, the lecturer's role is facilitator. She checks learners' activity and offers help. It is in line with the theory proposed by Eisenring & Margana (2019) that the lecturer is the facilitator, so she only checks students' activity and helps them when they have difficulties during the lesson. Another benefit of group work is that it can enhance the learning process since learners can find more ideas and get better knowledge (Barkeley et al., 2005; Herman, 2019). Besides, group work can enhance learners' understanding because they can learn from their friends in a group (Winarti, 2019).

From the interview, it could also be seen that the lecturer was very interactive because she always gave questions and answers during the lesson, encouraging students to participate more actively in the class. It means that the CLT method emphasizes interaction, and it is in line with the theory proposed by Eisenring & Margana (2019). Here, questions and answers aim to check students' comprehension of the learning materials (Eisenring & Margana, 2019). Besides, the lecturer also provided brainstorming activity, so learners could participate actively to express their ideas in the class.

Viewed from the interviews' findings, the CLT method uses a student-centred approach. During the questions and answers sessions, this method encourages learners to answer the questions delivered by the lecturer. It also motivates them to use the language actively in the classroom. Then, when the learner asks a question to the lecturer, the lecturer answers the question and gives more explanation. It will improve the personal relationship between the lecturer and learners. It is also in line with the theory proposed by Eisenring & Margana (2019) that when the lecturer answers the learner's question, she can build a good rapport with the learner, and she can support the learning process. To make the class more interactive, the lecturer also gave a brainstorming activity. Brainstorming helps students express their opinions (Abedianpour & Omidvari, 2018). It also develops their ideas and enhances their critical thinking skills (Angraini, 2020).

Based on the interviews' findings, students also noted that after using CLT, they could use the skimming technique to determine the topic, the purpose of the text, and the main idea, and use the scanning technique to determine the specific information. Skimming enables learners to determine the topic, the main idea, and the text's purpose, and scanning allows them to detect the specific information from the text (Aritonang et al., 2018; Sandi, 2020). Learners could understand the text and find the information effectively and rapidly using skimming and scanning techniques. Skimming and scanning techniques also saved their time to answer the questions. It is also supported by Fauzi's findings that skimming and scanning could enhance learners' reading comprehension effectively and boost their reading speed (Fauzi, 2018). The research conducted by Gulo (2020) also reported that skimming saved learners' time, helped them determine the main idea, and kept them informed about the text.

CONCLUSION

From the questionnaires' findings, the Communicative Language Teaching (CLT) method enhances learners' micro-skills and micro-skills of reading comprehension in an intensive reading course. Before using the CLT method, for micro-skills of reading comprehension, many students have difficulties in analysing the tenses, understanding differences between simple present and simple future, understanding differences between singular and plural subjects, understanding subject-verb agreement, understanding the pronoun and its reference, and understanding word classes. For macro-skills of reading comprehension, many students have difficulties identifying the topic, analysing the purpose of the text, determining the main idea of each paragraph, determining specific information, using scanning techniques, and using skimming techniques. After using the CLT method, there was a significant improvement in learners' micro-skills and macro reading comprehension skills. For micro-skills, the CLT method enables students to analyse the tenses, understand the differences between the simple present tense and the simple future, know singular and plural subjects, understand the subject-verb agreement, understand the pronoun and its reference, and comprehend word classes. For macro-skills, the CLT method enables learners to determine the topic, analyse the purpose of the text, determine the main idea, determine particular information, use skimming and scanning techniques. The researchers found that learning reading using the CLT method is fun, engaging, and understandable from the interviews' results. Group work activities help them understand the materials, do the exercises, develop their ideas, and find the answers. It is in line with Winarti (2019) in which group work can enhance learners' understanding because they can learn from their friends in a group. Group work activities also improve their communication and collaboration with their friends. Based on the research results, it can be concluded that the CLT method can improve students' macro-skills and micro-skills of reading comprehension. It is also supported by the previous research conducted by Agussalim (2016) who reported that the CLT method improved learners' reading comprehension and Hasan (2018) also reported that the Communicative Language Teaching method positively affected learners' reading comprehension. The researchers suggest that the lecturer use the CLT method to enhance students' reading comprehension, especially micro-skills and macro-skills. The

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lecturer can include group work activities in the CLT method to enhance learners' collaboration and active participation during the learning process. In group work activities, each group must consist of the students having high reading skills and the students having low reading skills, so those having low reading skills can learn from the students having high reading skills.

AUTHOR STATEMENT

Tri Jampi Setiyorini: Conceptualization, data collection and management, writing the abstract, introduction, methodology, results and discussion, and conclusion. **Yuyun Yulia:** Data analysis, writing abstract, supporting results writing, editing and refining the overall manuscript as well as corresponding author. **Hasti Robiasih:** reference management software and proofreading.

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