

CHUNK-BASED COMMUNICATIVE LANGUAGE TEACHING AND ITS IMPACT ON INDONESIAN EFL STUDENTS' SPEAKING FLUENCY: A NARRATIVE REVIEW

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ABSTRACT

The current narrative literature review aimed to investigate the use of Chunk-Based CLT as a pedagogical technique to enhance the fluency of EFL students from Indonesia. Even though the students have been receiving formal English education in all stages from primary to tertiary levels, many still experience difficulties in their fluency due to the high cognitive load and their tendency to translate from word to word. In order to explore this problem, the literature synthesis was performed using academic works related to formulaic language and communicative pedagogy. It turned out that lexical chunks (prefabricated formulaic sequences) help learners acquire important cognitive shortcuts and minimize unnatural pausing, increase speech rate and reduce the anxiety about making grammatical mistakes during language learning in a foreign language. Besides, engaging the learners with these linguistic units in communicative activities is beneficial for producing natural speech. Thus, the pedagogical relevance of this method of instruction in EFL context is highly significant. Based on the findings made, this paper shows that the chunk-based instruction is useful in bridging the fluency gap. To continue this research, further empirical studies need to be performed experimentally.

Keywords: *Communicative Language Teaching, EFL, Indonesian Students, Lexical Chunks, Speaking Fluency*

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INTRODUCTION

Within the present-day age of globalization, English fluency has seen a revolutionary transformation from being just an academic asset to becoming a necessary requirement for global movement, international cooperation, and career progression. Being an integral tool of international business, science, and information exchange, the capability of expressing oneself effectively in English has come to be considered a vital skill that must be possessed by graduates of higher educational institutions. In order to meet the demands of the world today, educational policy in Indonesia has traditionally understood the significance of

teaching the English language. The English language has become a mandatory part of the educational process at all levels of education in Indonesia.

Despite all of these formal inputs, which often amount to over a decade of classroom teaching, there is still a very significant and systematic separation between pedagogical inputs and functional language outputs. There have been many empirical studies that indicate the existence of a "fluency gap" among Indonesian EFL learners (Anggrisia & Robah, 2023). These learners may exhibit advanced levels of declarative knowledge of English grammar, morphology, and academic vocabulary in an artificial test situation, but they tend to fail miserably when it comes to using this declarative knowledge in practical, real-time speaking. Under natural communicative conditions, they tend to use a great deal of long pauses, false starts, unnatural reformulations, and extreme hesitations (Franscy & Ramli, 2022). In other words, despite all of the formal education, most Indonesian university graduates continue to be reticent speakers who cannot conduct smooth conversations or put forward arguments in spoken English.

In order to gain insight into the cause of the existence of such a fluency gap, it is important to explore the psychological mechanisms that underlie speech production. As described by Levelt (1993) in his basic Model of Speech Production, fluent spoken language production consists of three stages of very time-sensitive processes that are interconnected: conceptualizing (deciding what to say), formulating (choosing lexical units and applying the grammar rules in order to build the message), and articulating (performing the motor-phonetic program). For native speakers, the process of formulating takes place automatically, leaving working memory capacity for higher-level processes only. On the other hand, the approach to education in Indonesia has traditionally subjected EFL learners to inefficient and very conscious formulation. Instructional approaches have always valued rule-based formation of sentences and rote learning of vocabulary. As a result, whenever Indonesian learners try to form spoken sentences, they make use of a laborious process of word-for-word translation (Fauzan et al., 2024). Rather than accessing already constructed phrases, they try to pick up individual words from their mental lexicon and build them into sentences using syntax rules.

Psychologically speaking, the assembly of language using the abovementioned stepwise method generates an enormous amount of pressure on the learner's short-term memory, which itself can process only a small volume of information. As a result of working memory being busy with the hyper-vigilant control over each word choice and grammatical agreement, there emerges a bottleneck effect in the learner's cognitive processes. The first sign of cognitive overload is that speech rhythm gets broken with unnatural pauses mid-sentence and constant corrections. This results in a sharp decrease in speech speed (Duong et al., 2023). Instead of thinking about the purpose of communication and what to say next, the learner has to concentrate on the technicalities of language construction.

It is not just that the cognitive tension created through the literal processing of information is confined to the realm of cognition alone; it results in some psychological consequences which make things even harder for the oral

performance. The emotions that serve as psychological obstacles in language learning include self-doubt, fear of negative evaluation and communication apprehension.

In the context of the socio-educational climate of Indonesia, there is an over-emphasis on grammatical correctness within classroom settings while the aspect of communicative risk-taking is largely ignored. Students who construct sentences in a slow and methodical manner are extremely aware of the possibility of making mistakes from the point of grammar (Ajiza & Arafah, 2026). The fear of peer judgment, public humiliation or academic punishment in case of a mistake develops into anxiety that causes an emotional atmosphere ('Aathifah et al., 2023; Rohmiyati et al., 2025). In consequence, the creation of a vicious cycle ensues – high cognitive load results in dysfluent and erroneous speech; this feeling of incompetence and evaluation anxiety in turn takes away any additional cognitive resources and blocks any speech production.

The continued existence of such cognitive and psychological challenges raises the issue of an obvious gap in the conventional and modern teaching methods in Indonesia. Over many years, the main pedagogical approaches including the Grammar Translation Method (GTM) and audio-lingual models have viewed language as a set of separate grammatical rules and dictionaries' explanations (Saputra & Suryati, 2025). Such approaches have not taken into consideration the fact that natural language is not created word-by-word at once during the process of communication.

Due to inadequacies associated with the structural approach, Communicative Language Teaching (CLT) became the most popular approach used in many national curriculum frameworks in favor of functional language use, communicative competence, and interactivity in the classroom environment. Although the CLT approach proved effective in focusing on real-life communication and interactivity, CLT in the EFL setting in Indonesia has suffered from some serious drawbacks. Traditional application of CLT assumes that provision of interactive environment will automatically bring about fluent language output. However, without any linguistic scaffolding provided to the learners, asking them to communicate fluently would only result in forcing them to go back to their inefficient word-for-word building process.

CLT techniques that are currently practiced often do not contain the essential "building blocks" that help to make the connection between structural knowledge and sentence creation in practice. Students are provided with communicative tasks, but they do not have the ready-made linguistic structures needed to perform them successfully. Thus, there is an important educational problem: a way must be found to combine the interactive authenticity of CLT with the provision of cognitive means that allow students to avoid working memory overload.

One paradigm that has been proposed to fill this void in linguistics is the Lexical Approach combined with Communicative Language Teaching, which has been termed Chunk-Based CLT. The Lexical Approach, introduced by linguists such as Lewis (1993) & Nattinger and DeCarrico (1992), relies upon the idea that "language is not 'lexicalized grammar' but 'grammaticalized lexis.'" The core of

this theory is the idea of lexical chunks, or what can be called formulaic sequences, collocations, sentence frames, and prefabricated routines.

In the world of globalization, where people have to interact all the time, fluency is the direct barrier which is necessary for communication; otherwise, any amount of grammatical skills remains dormant and useless as it is impossible to apply them in practice. Since the traditional Indonesian EFL learning methodology had been focused predominantly on the learners' grammar, thus generating the evaluation fear which impedes them from speaking, focusing on fluency will directly target the core problem of Indonesia's fluency gap, i.e., the bottleneck in the working memory during real-time process of forming. The importance of researching a Chunk-Based CLT approach lies in the fact that formulaic chunks serve as indispensable cognitive shortcuts. By decreasing processing load and eliminating speaking fear, this synergic approach directly enables real-time speaking, demonstrating that it is the first step toward gaining fluency before being confident and competent communicators.

In application of the above-mentioned principle in the CLT approach, chunk-based learning offers valuable cognitive shortcuts for learners. Through the acquisition and recall of language in ready-made chunks ("on the one hand", "as far as I am concerned", "it is worth noting that", etc.), learners avoid the effort of constructing language from scratch (Nazki, 2025; Shao, 2025). Psycholinguistically speaking, recalling a chunk does not consume more cognitive power than recalling a word. The savings at the formulation stage make possible the mobilization of large amounts of working memory space, which are used for discourse management and interaction. This leads to greater automatism in speech production, a decreased number of silent pauses, increased speech tempo, and improved rhythm and prosody (Duong et al., 2023).

Moreover, Chunk-Based CLT also offers a multi-dimensional solution for addressing the psychological aspects associated with speaking a foreign language. Lexical chunks being ready-made and natural idiomatically, learners who use them will not easily commit structural or collocational errors. This inherent accuracy serves as a psychological "safety net" that successfully combats foreign language anxiety (Aswad et al., 2024; Faridha, 2024). The learners gain more confidence when they learn how to express themselves accurately without any effort, which encourages greater spontaneous participation in English language conversations (Ariesa et al., 2021).

Although some research has been carried out on the role of formulaic language and communicative activity separately, no systematic integration has yet been conducted in relation to the direct effect of the synergistic effect of lexical chunks and CLT on speaking fluency in the particular socio-psycholinguistic environment of Indonesia EFL teaching. Current literature does not go beyond either pure linguistic theory or experimental practice without providing a framework for teachers and curriculum developers as to how to implement chunk-based approaches.

In order to fill the aforementioned gaps, this research is intended to investigate the theoretical effectiveness and mechanics of pedagogy of Chunk-Based Communicative Language Teaching in closing the speaking fluency gap

among Indonesian English Foreign Language Learners. Using the methodology of narrative literature review, this study provides a systematic analysis and synthesis of current empirical and theoretical literature in terms of three related dimensions:

1. The Psychological Dimension: How chunk-based instruction alleviates cognitive load, reduces speaking anxiety, and enhances learner willingness to communicate.
2. The Pedagogical Dimension: How formulaic sequences can be explicitly and implicitly integrated into communicative classroom tasks and curricula.
3. The Language Outcome Dimension: The specific empirical impact of chunk-based instruction on indicators of speaking fluency, including speech rate, pause duration, and automaticity.

Through this synthesis of these various viewpoints, the review helps add to the existing academic conversation regarding fluency-based approaches to language teaching. It offers an overall theoretical framework that can be used by scholars, curriculum planners, and EFL instructors who wish to revolutionize the teaching of speaking English in Indonesia and other EFL environments.

RESEARCH METHOD

This research uses the Narrative Literature Review (NLR) approach in dealing with the synthesis of the relevant literature on the integration of lexical chunks within the framework of Communicative Language Teaching (CLT). This approach was chosen because of its flexibility in interpreting different research outcomes from previous studies without being confined by strict statistical procedures, such as in the case of a meta-analysis (Green et al., 2006). The focus of the research will be on exploring the connection between cognitive load, the use of lexical units, and fluency in speech among Indonesian EFL learners.

The criteria set to limit the inclusion of literature were specifically set to include only journal articles and conference proceedings published in the past five years (2021-2026). This range of years ensures that the data included in the study represents the most current trends in English pedagogy (Snyder, 2019). From a total of 27 referenced works, 22 empirical and practical studies published between 2021 and 2026 were strictly evaluated and synthesized for the review's core analysis. The search for literature focused on studies done in the Indonesian educational environment, from primary to tertiary levels.

The data collection process was conducted by utilizing various credible sources of academic databases like Google Scholar, SINTA, and ERIC. However, the main tool for the literature search is the Consensus search engine, an AI-powered search engine that indexes articles from the Semantic Scholar database. The use of Consensus is considered valid and credible as it leverages advanced Natural Language Processing (NLP) to verify research claims based on scientific evidence from peer-reviewed journals (Kinney et al., 2025). It enabled the synthesis of data accurately, reduced the level of subjectivity, and helped quickly establish the scientific consensus of the effectiveness of certain teaching methodologies.

The search strategy involved a wide range of keywords, which included: "Lexical Approach," "Communicative Language Teaching (CLT)," "Integration of Lexical Chunks," "Cognitive Load in Speaking," "Speaking Fluency in Indonesia," and "Formulaic Sequences." The identified articles were filtered in terms of relevance to processes of language production and the effectiveness of lexical instruction prior to qualitative analysis.

In relation to the data analysis phase, a qualitative thematic synthesis method was used to analyze the selected literature. This analysis was conducted using a three-step process that entailed data extraction, thematic coding, and synthesis. In the first step, relevant data from each of the selected articles such as the main focus of the studies, theories used, methodologies used, and findings about lexical chunks and speaking fluency were extracted in a matrix table format. In the second stage, the extracted data was coded and categorized using recurrent themes in relation to the effects of lexical chunks and speaking fluency from a psycholinguistic and pedagogical perspective. Lastly, these coded categories were synthesized in three main themes, namely: the psychological effect of chunking as it affects cognitive load and anxiety reduction, the pedagogical use of chunks in CLT, and the technical aspects of speaking fluency.

FINDING AND DISCUSSION

Finding

Following the literature review narrative method, the results that have been drawn from the chosen peer-reviewed literature (2021-2026) have been divided into three primary dimensions, which are (1) the psychological effect on cognitive load and speaking anxiety, (2) the instructional implementation of lexical chunks in the context of Communicative Language Teaching (CLT), and (3) the technical language results in terms of speaking fluency measures. The synthesized literature provides well-structured information on how the chunk-oriented teaching methodology resolves the existing oral communication challenges faced by Indonesian EFL students.

Psychological Perspective: Evidence on Cognitive Load Alleviation and Anxiety Reduction

Based on the findings from the literature review, it is clear that the main challenge for oral fluency for the Indonesian EFL learners is their cognitive load involved in speech production. The psychological linguistic models developed in the course of research indicate that speaking involves the integration of three stages of communication, including conceptualization, formulation, and articulation (Nurilahi & Suhartono, 2022).

The majority of the studies reveal that Indonesian EFL learners use word-for-word translation processing strategy. It involves the process when the working memory of the person produces the syntactic rules and searches for individual vocabulary at the same time (Franscy & Ramli, 2022). As a result of the research conducted by Safitri and Misdi (2021), and Fauzan et al. (2024), it becomes obvious that the intense load leads to fast depletion of the working memory which makes the speech incoherent with long gaps. Speaking in academic context, the

learners are expected to produce complex structures; hence, they focus on grammatical correctness rather than on the semantics of the text (Fauzan et al., 2024).

However, empirical evidence examining Lexical Approach suggests that formulaic sequences such as collocations, polywords, and institutionalized utterances are processed and recalled from the long-term memory as one indivisible unit (Cancino & Iturrieta, 2022; Shao, 2025). Literature illustrates that access to readily available lexical chunks makes unnecessary the process of constructing sentences from the ground up, thus saving a considerable amount of cognitive effort at the formulation stage (Duong et al., 2023; Shao, 2025). Such optimization allows for directing available cognitive resources to delivering messages and interacting, which in turn speeds up the articulation process (Hougham et al., 2024).

Mitigation of Speaking Anxiety: Besides the cognitive aspects of the speaking process, literature shows a link between chunk usage and psychological security. Fear of evaluation by peers and fear of making mistakes when using grammar often lead to Indonesian EFL students freezing during their speaking practice ('Aathifah et al., 2023; Rohmiyati et al., 2025). As formulaic sequences are grammatically accurate by nature, their use works as a psychological barrier (Saputra & Suryati, 2025). The findings provided by Aswad et al. (2024) and Faridha (2024) indicate that learners, using formulaic sequences, have smaller affective filters, thus showing increased self-confidence.

Pedagogical Perspective: Synthesis of CLT and Lexical Integration

Pedagogical literature synthesis indicates that there is a certain inherent weakness in the implementation of Communicative Language Teaching (CLT) in the context of Indonesian classes. Although the concept of CLT has already been implemented in Indonesian syllabi to foster communicative proficiency, research findings indicate an inconsistency between methodology and student performance.

The Limitations of Traditional CLT: Research in classroom application shows that although traditional CLT provides authentic communication settings and objectives, the learners are not provided with adequate linguistic raw material (Aswad et al., 2024; Saputra & Suryati, 2025). Without having ready-made lexical units to use, the Indonesian students will inevitably resort to word-by-word mental translation, resulting in communicative failures and passive learning environment (Saputra & Suryati, 2025).

It is evident from the literature review that the integration of lexical chunks serves as the important "building blocks" or "fuel" in the CLT approach. The preteaching of functional chunks (such as "I would like to point out that...", "As far as I know...") before open class discussion or role-play serves as immediate linguistic scaffolding for low and intermediate proficiency learners (Rohmiyati et al., 2025; Shao, 2025). It is evident from the literature that the chunk-based communicative activities decrease the rule checking delay time lag considerably (Shao, 2025).

The synthesized findings from the studies by Ridwan et al. (2024) & Lestari and Margana (2024) reveal that the chunk-based CLT model completely transforms the role of English teachers in Indonesia. The teachers do not remain only the grammar instructors and passive managers of activities but act as the facilitators of the functional input by designing the input rich environment through simulation and group discussion (Asrifan & Heriyanti, 2023; Dewi et al., 2025).

Language Outcomes: Technical Fluency Indicators

The last synthesized body of literature includes studies about measureable aspects of oral fluency. In all reviewed literature, the measureable factors of fluency include speech rate, pause patterns, MLR, and naturalness of language use.

One common finding in the literature by Safitri and Misdi (2021), and Shao (2025) is that explicit teaching of chunks directly results in fewer mid-clause silent pauses and filler words such as "uhm" or "err." Because students access multiple words at a time as whole strings of language, the need to look for the words internally becomes less frequent due to pauses.

Duong et al. (2023) and (Hougham et al., 2024) demonstrate that automaticity—automatic accessing of language from one's memory—is increased by using formulaic language. As a result, students speak more words within each breath group (resulting in a greater MLR), thus increasing their speech rate.

Direct translation into English tends to cause stiff, unidiomatic, and mechanical language use. As observed by Nazki (2025) and Hougham et al. (2024), being exposed to authentic lexical bundles allows Indonesian learners to develop speech patterns very close to sociolinguistic standards. In addition, with improved technical skill, a feedback process is developed since improved technical skill helps build self-confidence, hence increasing the WTC of the learner in class and out-of-class contexts (Aswad et al., 2024; Faridha, 2024).

To conclude, the synthesized research findings from all the literature reviewed herein clearly reflect the existence of a high level of interdependence between psychological, pedagogical, and technical effects of chunk-based teaching on the process of language acquisition. Lexical chunks provide the basis through which the negative impacts of cognitive overload and fear of speaking are reduced and CLT is made to achieve improvement in speaking skills.

Discussion

The main objective of conducting the present narrative literature review is to assess the implementation of lexical chunks in the Communicative Language Teaching (CLT) approach as a method to solve the issue of low fluency of Indonesian EFL learners. In spite of many years of English teaching starting from primary up to tertiary level, Indonesian EFL students often experience high cognitive overload, frequent hesitation pauses, and severe anxiety about speaking, which makes spontaneous interaction nearly impossible for them. With the help of empirical and theoretical research conducted between 2021 and 2026, this paper

will contribute to the English pedagogy field by forming a unified conceptual framework – chunk-based CLT.

With regards to the main goals of the research, the synthesized results show three interrelated results. Firstly, from the psychological point of view, the ability to use formulaic sequences works as a cognitive shortcut and decreases the burden of working memory during the speech planning process, and at the same time, removes such affective factors as anxiety about speaking. Secondly, from the educational perspective, the introduction of prefabricated lexical chunks gives the necessary framework for the implementation of CLT techniques, making the teaching process interactive. Finally, as for the language-related results, the use of the chunk technique positively influences such parameters of technical fluency as speaking speed, longer Mean Length of Runs (MLR), absence of unnatural silences, and naturalness.

Synthesized results provide the necessary solutions to key deficiencies of the current English language teaching paradigm in Indonesia. The fact of cognitive overload experienced by Indonesian EFL learners when producing speech is consistent with psycholinguistic theories of speech production. It is shown in the works of Nurilahi & Suhartono (2022) that oral communication involves simultaneous conceptualizing, formulating, and articulating. When learners construct sentences word-by-word, their working memory capacity quickly runs out, causing broken speech (Franscy & Ramli, 2022; Safitri & Misdi, 2021). The present literature review shows that such dependence on isolated grammar rules causes students at the university level to be fixated on the syntactic correctness and prevents them from achieving necessary fluency in academic discourse (Fauzan et al., 2024).

In addition, the results lend weight to the assertions made by the theory of the Lexical Approach with regard to formulaic language being a mental shortcut. As seen in the analysis of research conducted by Cancino & Iturrieta (2022) and Shao (2025), preformed lexico-grammatical units, stored as whole units in the long-term memory, circumvent the lengthy process of construction of language from scratch. This complete retrieval approach is supported by the findings of Duong et al. (2023), in that lowered formulation load enables learners to redirect their attention to communication.

From the pedagogical point of view, the research sheds light on why conventional CLT is usually stuck in Indonesian classrooms. Although conventional CLT is very successful in generating communicative situations, in most cases, it fails to offer adequate linguistic ingredients (Aswad et al., 2024). Due to the absence of pre-teaching lexical chains, learners tend to translate literally from Bahasa Indonesia, thus making communication impossible and increasing their anxiety ('Aathifah et al., 2023; Saputra & Suryati, 2025). Chunking is a vital connection between the conventional and new approaches, as was found in the researches of Rohmiyati et al. (2025) and Ridwan et al. (2024).

Explanation for these results resides in the psycholinguistic structure of how humans encode memory and process information while producing spoken language. As speakers use formulaic chunks, the lexicon in one's mind accesses pre-constructed pieces instead of accessing separate individual words and

applying general grammatical rules. This approach makes it possible to eliminate the delay between forming an idea and uttering it verbally. The absence of internal rules checking results in a reduction in the number of silent pauses and hesitation signals (Safitri & Misdi, 2021; Shao, 2025).

The findings of the current review show significant correlation with the findings of global empirical research of formulaic language in L2 learning. Consistent with the findings of Hougham et al. (2024) and Nazki (2025), this review demonstrates that greater expertise in longer lexical bundles is directly linked to higher levels of oral proficiency, smoother pronunciation, and increased sociolinguistic naturalness. In addition, the affective gains observed in this review correspond to those found by Faridha (2024) and Aswad et al. (2024), which indicate that increased linguistic security resulting from the use of pre-checked grammar decreases fear of negative evaluation and enhances WTC.

Nevertheless, significant discrepancies become noticeable when comparing the results of the above studies with those of research done outside the EFL or immersion setting. Unlike learners in the ESL or native context, who learn formulaic sequences automatically due to their prolonged exposure to authentic input, in the Indonesian EFL setting, where exposure to English is limited mainly to the classroom setting, acquisition of lexical chunks occurs extremely rarely (Anggrisia & Robah, 2023; Saputra & Suryati, 2025). Hence, whereas general literature supports implicit learning of chunks, synthesis of findings shows that learners in Indonesia need explicit and well-structured pedagogical approaches. Without explicit teaching and training using simulations and role-playing activities, Indonesian learners continue to have word-for-word translation tendencies even when exposed to communication settings (Lestari & Margana, 2024; Ridwan et al., 2024).

From a critical analysis of the results presented above, one may deduce that chunk-based CLT creates a totally different teaching-learning relationship in a foreign language classroom. In conventional classes, the teacher is normally torn between his/her responsibilities to lecture about grammar and coordinate communicative tasks. However, what the results show is that once the teacher turns into a provider of functional language input by offering lexical chunks before the actual communication, learners undergo a paradigm shift in their learning approach (Asrifan & Heriyanti, 2023; Lestari & Margana, 2024). Through the introduction of chunks, the learner gets "linguistic safety" since his/her mind focuses on meaning rather than form.

In relation to linguistic performance results, the increase in MLR and speed of delivery can be justified through the phenomenon of automaticity. Automaticity is not simply speaking faster but the ability of the brain to carry out language functions without paying much attention to it (Duong et al., 2023). According to the analysis, if formulaic sequences are stored in the long-term memory of an individual, their execution is automatic, making room for working memory to deal with more challenging communicative functions such as turn-taking, listening, and negotiating in the process of oral communication (Dewi et al., 2025; Shao, 2025).

This analysis shows that fluency acquisition cannot be done while considering the language competence and psycholinguistic processes separately. The previous methodology failures in Indonesia have been caused by the mismatch between learning the grammar rules of English language and understanding the psychological limits of the working memory when speaking. Integrating the advantages of the Lexical Approach and those of CLT through chunk-based CLT makes it possible to solve not only the psychological problems behind dysfluency but also the demands of spontaneous communication.

Moreover, the findings of the current review reveal an interactive triad between the three components in terms of function rather than as separate processes. From the pedagogic point of view, the use of lexical chunks in CLT becomes the basic impetus that helps to start the chain reaction. This kind of pedagogic influence provokes a change in the psychological state of students as it helps to alleviate the cognitive load in working memory during speech planning and provides the affective component of safety from evaluation. Thus, the psychological state is created which helps to develop technical speaking skills, making it possible to reach automaticity, long Mean Length of Runs (MLR) and no pauses in the middle of clauses.

CONCLUSION AND SUGGESTION

The general finding from this narrative review is that the inclusion of lexical chunks in the Communicative Language Teaching approach is an essential psycholinguistic and educational approach for EFL learners in Indonesia. The shift from writing sentences word by word to the use of cognitive devices in the form of lexical chunks is a very effective means of alleviating anxiety among learners, as it avoids unnatural pauses and hesitations, but also acts on the psychological aspect of speaking anxiety. It is believed that learners who are provided with ready-made linguistic building blocks will find themselves in a natural process of conceptualizing and verbalizing.

In addition, the research further stresses that although the important feature of CLT is interaction, its full potential can be realized in the Indonesian situation if combined with the Lexical Approach, and this will have an impact on the technical indices of fluency such as speech rate and mean length of run, thus forming a positive feedback loop that increases one's confidence in speaking and willingness to communicate.

Though this paper offers many interesting and valuable ideas in theory and practice, there are some drawbacks in this study. Firstly, being a narrative literature review, it provides qualitative analysis of previous research but not a quantitative one, such as meta-analysis. Secondly, since the literature analyzed is predominantly concerned with general EFL students at secondary and tertiary levels, it might be hard to generalize results obtained here to primary students or to those studying ESP. Lastly, the majority of studies examined considered only short-term effect of chunks on fluency.

On the basis of the above findings and limitations, the following recommendations can be drawn. From a pedagogical perspective, Indonesian EFL

teachers are advised to adopt an explicit approach to teach chunks before any communication activities take place, using dynamic approaches like simulation, formulaic role-plays, and task-based communication. As for curricular recommendations, the curriculum developers are suggested to develop instructional materials that incorporate both lexical chunks and functional grammar explicitly. As for future research, empirical and experimental studies should be carried out in order to quantify the retention of lexical chunks in the long run.

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