TEACHER STRATEGIES FOR IMPLEMENTING COMMUNICATIVE LANGUAGE TEACHING IN SECOND-GRADE EFL CLASSROOMS IN A PESANTREN-BASED EDUCATIONAL SETTING

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ABSTRACT

This study investigates the implementation of the Communicative Language Teaching (CLT) approach by an English teacher in a second-grade EFL classroom within a pesantren-based educational setting in Indonesia. It aims to find out the teacher's teaching strategies to develop communicative competence, particularly in speaking. Through a qualitative research design, the study employed classroom observations across six meetings and a semi-structured interview with the teacher to explore the instructional strategies used, the challenges faced, and the outcomes achieved through the adoption of CLT. Findings reveal that while both the teacher and students initially faced difficulties adapting to the CLT method due to the teacher's lack of prior experience and the students' unfamiliarity with student-centered learning, gradual progress was evident. The teacher employed various communicative activities such as role-play, peer interviews, picture narration, and guessing games, which encouraged students to speak more confidently and spontaneously. The "help a friend" strategy, real-life contextual materials, and reduced correction during speech further fostered a supportive environment for language development. The study demonstrated that CLT could enhance student engagement, confidence, and oral proficiency. It offers valuable insights for educators aiming to shift from traditional instruction to more communicative, learner-centered approaches in culturally embedded environments.

Keywords: *Communicative Language Teaching, teaching method, teaching strategy, speaking skill*

INTRODUCTION

Language serves as a fundamental means of human interaction, enabling individuals within a society to convey and interpret messages effectively. This aspect is particularly significant for language learners, as successful communication hinges on the accurate transmission of meaning between interlocutors. In Indonesia, English functions as a foreign language; nevertheless, there is a high level of interest among learners to acquire spoken proficiency. This enthusiasm is primarily driven by the global prevalence of English, particularly in digital and technological contexts, where it often serves as a medium of communication.

Motivated by the need to interact with speakers of diverse linguistic backgrounds (Rao, 2019), many Indonesian learners strive to improve their English. However, speaking remains a major challenge. Despite often demonstrating competence in writing, learners frequently experience apprehension or lack confidence when required to speak in public. Ismail (2019) underscores that language acquisition should involve both written and oral application. As such, regular and early speaking practice is essential for building oral fluency and confidence. One instructional strategy that emphasizes speaking is the Communicative Language Teaching (CLT) method. While communication can be either written or spoken, this study emphasizes oral skills, as they are typically the least developed and most complex to master (Al Nakhalah, 2016). Students often hesitate, falter, or remain silent during speaking tasks, resulting in lower performance outcomes (Leong & Ahmadi, 2016).

At Pondok Pesantren Al-Fithrah Junior High School, second-grade students were previously taught using the Grammar Translation Method (GTM) and a Text-Based Approach, both of which emphasized grammar and writing. While these methods helped students perform well in writing, they did not adequately foster the development of spoken language. As a result, students often relied on memorization rather than constructing their spoken responses. According to Golková and Hubáčková (2014), writing and speaking are interconnected productive skills that should be developed simultaneously, alongside receptive skills such as reading and listening. An effective language learning process must integrate both types of skills. While grammar remains essential for constructing accurate sentences, Riggenbach and Lazaraton (1991) argue that teaching grammar should be integrated into communicative competence through meaningful classroom activities.

In this context, analyzing the teacher's implementation of the Communicative Language Teaching (CLT) strategy is essential, as it directly influences the development of students' speaking skills. The shift from the traditional method to a communicative approach requires careful planning, consistent application, and an understanding of how to engage students in meaningful interaction. By examining how the teacher applies CLT in the classroom, this study aims to assess the

effectiveness of the method in promoting active participation, enhancing fluency, and fostering learners' confidence in using English orally. Investigating the instructional techniques, activities, and communicative tasks employed by the teacher will provide valuable insights into the practical application of CLT and its impact on student language development in an EFL setting.

LITERATURE REVIEW
CLT Method Implementation in English as Foreign Language Context

Indonesia's multilingual and multicultural context presents both opportunities and challenges for English as a Foreign Language (EFL) instruction. Teachers must navigate diverse learner backgrounds while also remaining informed about global pedagogical trends to ensure effective classroom environments (Jaramillo et al., 2015). In addressing this complexity, Richards and Rodgers (2014) introduced nine distinct EFL teaching methods, each with unique instructional focuses, such as the Grammar-Translation Method, Audio-Lingual Method, Total Physical Response (TPR), Community Language Learning, and notably, Communicative Language Teaching (CLT).

Among these, CLT has gained prominence for emphasizing communicative competence over mere linguistic accuracy. Developed in response to the limitations of earlier methods, CLT prioritizes real-life language use, focusing on interaction, social context, and functional language application (Desai, 2015; Halliday, 1975). The approach promotes learner engagement through communicative tasks that simulate authentic conversation, thus developing both fluency and confidence. However, this does not entail the exclusion of grammar. Scholars such as Widdowson (1978) have emphasized that grammar remains essential within CLT, as it underpins coherent and contextually appropriate communication.

Aligned with CLT, the American Council on the Teaching of Foreign Languages (ACTFL) outlines five foundational goals for 21st-century foreign language education—known as the "Five Cs": Communication, Cultures, Connections, Comparisons, and Communities (Duff, 2014). These principles advocate for a holistic language learning experience that integrates cultural understanding, interdisciplinary connections, and active engagement with diverse language communities.

The Strategies Used in the CLT Method

Communicative Language Teaching (CLT) emphasizes interaction and student-centered learning, fostering a classroom environment where learners actively participate through peer communication in the target language. According to Brown and Lee (2015), CLT enhances learner engagement by positioning students as active participants, particularly during speaking activities that require collaboration. Within this framework, the teacher acts as a facilitator, guiding the

flow of communication, supporting topic exploration, and maintaining student motivation (Dörnyei, 1997).

Johnson and Morrow (1981) identify three core components in CLT instructional practices: information gap, choice, and feedback. An information gap occurs when students hold different pieces of information, prompting them to engage in communicative exchanges. Choice allows learners flexibility in how they convey their messages, encouraging creativity and spontaneity beyond scripted responses (Larsen-Freeman & Anderson, 2011). Finally, feedback from peers and instructors plays a vital role in language development, enabling learners to refine their communicative competence.

Building on these principles, Dos Santos (2020) outlines a range of classroom strategies aligned with CLT. These include group oral presentations (Dimond-Bayir et al., 2017), role-playing scenarios (Tweedie & Johnson, 2018), problem-solving discussions (Da Silva Cintra & Bittencourt, 2015; San-Valero et al., 2019), and group debates on contemporary issues relevant to students' lives, such as social media or everyday challenges (Dos Santos, 2019a; 2019b). These activities not only encourage full English immersion but also integrate speaking, listening, reading, and writing in an interactive learning cycle. Feedback and peer review are also emphasized as tools for continuous improvement. Notably, Han (2017) argues that CLT strategies are particularly effective in East Asian contexts, where student engagement and communicative competence can be significantly enhanced through structured yet flexible interactive approaches.

The Procedures of Implementing the CLT Method

According to Rambe (2017), the implementation of CLT involves several key procedures. First, teachers must prepare authentic and meaningful materials tailored to communicative goals, such as preparing students for an English interview scenario. Instruction should prioritize the communicative function of language rather than formal grammar instruction, allowing students to focus on meaning even if errors occur. Grammar is not taught in isolation; rather, students are encouraged to reflect on rules through usage. Furthermore, CLT activities support both fluency and accuracy through natural language use. For example, students may use brief notes during conversations, promoting spontaneous communication. Teachers also connect lesson content to students' personal experiences and real-life contexts, fostering deeper engagement and encouraging independent thought. Finally, reflection is an integral part of the process, where students share opinions, express challenges, and receive motivational feedback from the teacher.

CLT offers several pedagogical advantages. Its student-centered nature allows learners to engage in interactive discussions grounded in familiar contexts, such as social media or current social issues. This relevance increases student interest and encourages participation. Moreover, the reduced emphasis on grammatical

precision enables students to build communicative competence with greater confidence. CLT's flexibility allows for the incorporation of various media and learning tools, making classroom interaction more dynamic and innovative. As learners take active roles in the learning process, their curiosity and willingness to apply language skills in real-life settings are enhanced, aligning with CLT's communicative goals.

Despite its strengths, the method also presents challenges. Unequal language proficiency can hinder inclusive participation, with more advanced learners dominating discussions. Cultural norms, particularly in East Asian contexts, often favor passive learning and discourage open disagreement or risk-taking in communication. The lack of an English-speaking environment outside the classroom may further limit language use. Nevertheless, with thoughtful adaptation and support from teachers, these barriers can be addressed. This study focuses on the application of CLT in enhancing students' speaking abilities, exploring how the method functions within this specific instructional context.

Previous Studies Related to CLT Method Implementation

Several studies have examined strategies and challenges associated with the implementation of the Communicative Language Teaching (CLT) method in diverse educational contexts. Ulfah et al. (2015), in a study involving eleventh-grade students at SMA Taruna Bumi Khatulistiwa, found that teachers employed a variety of communicative techniques—such as games, simulations, task-based commands, problem-solving, discussions, and role-playing—to promote real-life use of the target language. Similarly, research conducted by Toro et al. (2019) on young learners in Loja, Ecuador revealed that modeling, repetition, pair work, and group collaboration were instrumental in enhancing students' oral communication skills. These findings underscore the importance of context-sensitive strategies in CLT and highlight how different instructional techniques may be adapted based on learner needs and teaching environments.

In addition to examining instructional strategies, other scholars have explored the challenges and contextual variables that influence the implementation of CLT. Cheng (2015) investigated the impact of using the first language (L1) in English conversation classes and found that selective L1 use enhanced comprehension, reduced anxiety, and encouraged learner engagement. Chang (2011) analyzed factors that either facilitate or hinder CLT adoption, identifying teacher readiness, student attitudes, the education system, and contextual appropriateness as key determinants. Likewise, Savignon and Wang (2003) explored Taiwanese EFL learners' perceptions of CLT and revealed a disconnect between learners' expectations and actual classroom practices. Ansarey (2012) also discussed theoretical and practical challenges of CLT, noting that difficulties often arise from

teacher-related issues, learner characteristics, institutional constraints, and the complexities of CLT itself.

These studies collectively demonstrate that while CLT holds promise in developing communicative competence, its effectiveness depends heavily on local conditions, including student backgrounds, teacher preparedness, and institutional support. Consequently, conducting research on CLT implementation at Pondok Pesantren Al-Fithrah Junior High School is expected to reveal context-specific strategies, challenges, and solutions. The findings may contribute valuable insights for educators seeking to adapt CLT principles in similar educational settings, particularly those involving culturally rooted learning environments such as pesantren-based schools in Indonesia.

METHOD

This qualitative study investigated the implementation of the Communicative Language Teaching (CLT) method by an English teacher at Pondok Assalafi Al-Fithrah Junior High School in Malang. The participant in this research was a second-grade English teacher who has been actively teaching at the institution for over a decade. As a key informant, the teacher contributed to the study through both classroom observation and an in-depth interview, focusing on the instructional strategies employed to enhance students' speaking proficiency using the CLT approach.

Classroom observations were conducted to gain insight into how the teacher applied CLT techniques in real classroom settings. The researcher acted as a non-participant observer, concentrating on how the instructional methods fostered students' engagement, confidence, and peer collaboration in speaking activities. A range of tools supported the observation process, including structured checklists and note-taking. These instruments enabled the researcher to document the classroom atmosphere, teaching practices, and student responses with precision.

Following the observations, a semi-structured interview was conducted with the teacher to explore further and validate the findings. The flexibility of the semi-structured format allowed the researcher to probe deeper into specific responses, clarify ambiguous points, and generate follow-up questions based on emerging themes. The interview sought to uncover the strategies used to implement CLT, the benefits experienced, and any challenges encountered during instruction.

During the observation phase, particular attention was given to how the teacher designed communicative activities that encouraged students to speak English actively and connect learning materials with real-life contexts. The teacher's role in facilitating interaction and providing meaningful input was also closely examined. The researcher remained unobtrusive throughout the observation, documenting the entire process from the back of the classroom.

For data analysis, the study employed Miles et al.'s (2014) qualitative framework, which consists of three stages: data condensation, data display, and conclusion drawing or verification. In the first stage, all collected data were reviewed, selected, and reduced based on their relevance to the research objectives. In the data display phase, the relevant qualitative data were organized thematically. Interview and observation results were presented as narrative descriptions. The final phase involved drawing and verifying conclusions through triangulation, ensuring the validity of findings by cross-referencing data from multiple sources, namely classroom observations and teacher interviews. This multi-source approach provided a comprehensive understanding of the CLT implementation process and its impact on students' speaking skill development within the context of a pesantren-based junior high school.

FINDING
Classroom Observation

Every meeting included an observation of the teaching-learning process. Every week, there were two meetings. Six meetings were held for the observation. The observation table was used to monitor the teaching-learning process.

Table 1. The Result of Classroom Observation Day 1-3

No	Observed Aspects	Day 1		Day 2		Day 3	
		Yes	No	Yes	No	Yes	No
Teacher Behaviors							
1.	The teacher motivates and gives positive insight the students.	✔		✔		✔	
2.	The teacher connects the learning material to the other relevant knowledge.	✔		✔		✔	
3.	The teacher connects the material to the real-life context.	✔		✔		✔	
4.	The teacher introduces the material and asks the students to discuss or ask questions.	✔		✔		✔	
5.	The teacher organizes learning processes oriented towards student-centered activities.	✔		✔		✔	
6.	The teacher monitors student's learning process.	✔		✔		✔	

No.	Statement						
7.	The teacher provides specific feedback to the students.	✔		✔		✔	
8.	The teacher provides help for the students' difficulties.	✔		✔		✔	
9.	The teacher prioritizes student's involvement in the use of learning media.		✔	✔			✔
10.	The teacher encourages the students to actively participate and share their ideas.	✔		✔		✔	
Student Entanglement							
11.	The students are motivated to speak actively during discussion.	✔		✔		✔	
12.	The students are willing to ask or answer the questions.	✔		✔		✔	
13.	The students effectively learn by themselves.		✔	✔			✔
14.	The students work cooperatively in group.	✔		✔			✔
15.	The students are confident to share their work in the classroom presentation.	✔			✔		✔
16.	The students are able to connect the subject material with real-life context.	✔		✔		✔	
17.	The students are able to connect with the other related knowledge.	✔		✔			✔
Given Materials							
18.	The materials relate to the learning topic.	✔		✔		✔	
19.	The materials are compatible with the standards.	✔		✔		✔	
20.	The materials are designed to encourage the students to actively speak.	✔			✔	✔	
21.	The materials contain appropriate content for the students.	✔		✔		✔	
22.	The materials include discussing current issues.	✔		✔			✔

23.	The materials are accessible to students.	✔		✔		✔	
Teaching Strategies							
24.	The teaching strategies used are variant to meet the standards.	✔		✔		✔	
25.	The teaching strategies adjust to the students' need.	✔		✔			✔
26.	The teaching strategies adjust to the classroom activities.	✔		✔		✔	
27.	The teaching strategies support the students to actively speak.	✔		✔		✔	
28.	The teaching strategies ease the students to understand the materials.		✔	✔		✔	

The three-day classroom observation provides insight into the gradual implementation of Communicative Language Teaching (CLT) by an EFL teacher in a second-grade pesantren-based setting. On Day 1, the teacher followed a structured opening by greeting the students and leading them in prayer, followed by a brief review of previously taught materials. Despite it being the first exposure to CLT for both teacher and students, the teacher demonstrated commendable pedagogical behaviour, including motivating students, contextualizing learning to their daily lives, and incorporating local culture. However, the session was teacher-centred, as the teacher prioritized explaining the new method rather than facilitating active student involvement, particularly in using media such as images. Students exhibited limited vocabulary when prompted to describe visual materials, although the teacher consistently encouraged them to speak. Some students began showing initiative, becoming more participatory and collaborative in group activities. The teaching material was deemed suitable and accessible, although some students required more time to comprehend the content. Overall, the session was productive, but both the teacher and the students faced initial adaptation challenges to the new method.

On Day 2, the teacher repeated the initial classroom routine but displayed noticeable improvement in her instructional delivery. She was more dynamic and attentive, consistently motivating students and actively involving them in the learning process. Her strategy included checking student comprehension frequently and engaging in feedback-based discussions. Student responsiveness also improved; hesitant learners began participating more actively, asking questions, and showing greater engagement with the lesson. However, a key obstacle

remained: students' lack of confidence in speaking English publicly. Some students refused to present their work due to fear of making mistakes. Rather than enforcing participation, the teacher offered them time and emotional support, emphasizing the importance of confidence. This sensitivity helped maintain a positive atmosphere and fostered gradual adaptation to CLT. In general, the second day marked significant progress in classroom interaction and student motivation compared to Day 1.

Day 3, however, presented notable challenges. While the teacher maintained the same instructional quality as before, student engagement declined. The activity, a group interview, proved difficult for many learners. Though some students communicated comfortably in English with peers, others struggled to formulate questions or responses, leading to reduced cooperation. This disparity hindered the task's effectiveness. Recognizing these issues, the teacher adapted her approach by narrowing the lesson focus and offering individualized feedback. She adjusted classroom activities to match the students' current capacity rather than attempting to cover broader material. Peer support was evident as more proficient students assisted their peers, reflecting a collaborative spirit despite overall reduced participation. The third session highlighted both the strengths and limitations of implementing CLT in this context, particularly the need for differentiated support and paced adaptation. The three-day observation reveals a gradual but positive trajectory in the application of CLT in a pesantren-based EFL classroom. While initial teacher-centeredness and student hesitation were evident, progress emerged through strategic motivation, contextualized materials, and adaptive teaching. Challenges, particularly regarding student confidence and language limitations, remain but were mitigated through responsive and supportive teacher strategies.

Table 2. The Result of Classroom Observation Day 4-6

No	Observed Aspects	Day 4		Day 5		Day 6	
		Yes	No	Yes	No	Yes	No
Teacher Behaviors							
1.	The teacher motivates and gives positive insight the students.	✔		✔		✔	
2.	The teacher connects the learning material to the other relevant knowledge.	✔		✔		✔	
3.	The teacher connects the material to the real-life context.	✔		✔		✔	
4.	The teacher introduces the material and asks the students to discuss or ask questions.	✔		✔		✔	
5.	The teacher organizes learning processes oriented towards student-centered activities.	✔		✔		✔	
6.	The teacher monitors student's learning process.	✔		✔		✔	

No.	Statement						
7.	The teacher provides specific feedback to the students.	✓		✓		✓	
8.	The teacher provides help for the students' difficulties.	✓		✓		✓	
9.	The teacher prioritizes student's involvement in the use of learning media.	✓		✓			✓
10.	The teacher encourages the students to actively participate and share their ideas.	✓		✓		✓	
Student Entanglement							
11.	The students are motivated to speak actively during discussion.	✓			✓		✓
12.	The students are willing to ask or answer the questions.	✓			✓		✓
13.	The students effectively learn by themselves.		✓	✓		✓	
14.	The students work cooperatively in group.		✓		✓		✓
15.	The students are confident to share their work in the classroom presentation.	✓		✓		✓	
16.	The students are able to connect the subject material with real-life context.	✓			✓		✓
17.	The students are able to connect with the other related knowledge.		✓		✓		✓
Given Materials							
18.	The materials relate to the learning topic.	✓		✓		✓	
19.	The materials are compatible with the standards.	✓		✓		✓	
20.	The materials are designed to encourage the students to actively speak.	✓		✓		✓	
21.	The materials contain appropriate content for the students.	✓		✓		✓	
22.	The materials include discussing current issues.		✓		✓		✓
23.	The materials are accessible to students.	✓		✓		✓	
Teaching Strategies							
24.	The teaching strategies used are variant to meet the standards.		✓		✓		✓
25.	The teaching strategies adjust to the students' need.	✓		✓		✓	
26.	The teaching strategies adjust to the classroom activities.	✓		✓		✓	
27.	The teaching strategies support the students to actively speak.		✓		✓		✓
28.	The teaching strategies ease the students to understand the materials.	✓		✓		✓	

The observation of classroom activities on Days 4 to 6 highlights the gradual development and persistent challenges in implementing Communicative Language Teaching (CLT) in a second-grade EFL class within a pesantren-based educational setting. On Day 4, the teaching and learning process showed slight improvement compared to Day 3, though not significantly. The teacher began by encouraging students to stay motivated and not fear making mistakes in speaking English. This motivational approach helped some students improve their classroom performance, particularly those who responded positively to previous feedback. These students began showing better engagement and communication skills. The teacher further encouraged peer support by asking proficient students to assist their peers, promoting a student-centred learning environment. However, despite these efforts, the teacher's strategies remained limited and lacked innovation, possibly due to her ongoing adaptation to the CLT method. Her delivery remained focused and supportive, yet the lack of strategy variation somewhat hindered further progress for students still struggling with confidence and understanding.

On Day 5, the teacher's performance showed slight improvement, particularly in how she responded to the diverse needs of her students. She offered specific guidance, feedback, and practical tips to help students gain confidence in speaking English, emphasizing that building confidence should precede fluency. While confident students showed further development, such as demonstrating active participation in asking questions, answering, and presenting, others continued to struggle. Notably, students with lower proficiency either maintained minimal progress or regressed in their performance. Their lack of fluency, limited vocabulary, and difficulty relating lesson content (e.g., an Independence Day theme) to real-life contexts contributed to their disengagement. In some cases, cultural differences also influenced student participation, as certain students did not celebrate Independence Day in diverse ways, making it harder to relate to the lesson. These observations reveal that both linguistic ability and personal experience played significant roles in students' classroom engagement and comprehension.

By Day 6, the patterns in teacher and student behaviour had become consistent. The teacher maintained a structured and clear delivery method, attempting to make the content as accessible as possible. However, her strategies remained only moderately effective for all students. While some learners continued to participate actively, those who had previously lacked motivation or confidence still hesitated to use English. These students often displayed signs of willingness and interest but were visibly anxious and reluctant to speak, mainly due to limited vocabulary and fear of making mistakes. The teacher responded by readjusting the pace and difficulty of the lessons to match student needs better, but this adaptation had limited results. The challenges identified in the final observation indicate a need

for the teacher to diversify her instructional strategies under the CLT framework to support struggling learners better. Simultaneously, students themselves need to explore more effective ways of learning, either independently or through peer collaboration. The teacher made commendable efforts to implement CLT over six days, with steady progress and active reflection. However, for the approach to be more effective, both the teacher and students must continually adapt and find strategies that address varying levels of proficiency, confidence, and cultural backgrounds within the classroom context.

Teacher Interview

The interview was conducted following the completion of the CLT implementation. The transcribed responses are coded for clarity, with 'A' denoting the main interview and 'F' indicating follow-up questions. The numerical values following each letter represent the sequence of responses. At the outset, the teacher was asked to describe her typical approach to teaching English. She reported that her instruction primarily relied on a Text-Based Method, in which students were generally expected to memorize given texts rather than construct original sentences for presentation. The teacher further reflected that this method had limited effectiveness in supporting the students' language development:

(A.1) "In the classroom in the speaking class, I use collaboration and conversation based on the text given. So, the students should memorize the text that I give to them, then they have to present in front of the classroom. So that, they do not create their own sentences."

(A.2) "In my method, in the previous method, I think it's not so effective for the students because the students tend to memorize, only memorize the sentences. And they only try to present in front of the classroom by using the text that I have given to them."

In the following part of the interview, the teacher and researcher discussed the implementation of the Communicative Language Teaching (CLT) approach in the classroom. The teacher acknowledged that she had not previously applied CLT in her teaching practice, as she was unfamiliar with its principles and had received no prior information regarding its application. The researcher then inquired further about how the teacher adapted the CLT approach during the intervention phase of the study, as well as the students' progress throughout its implementation. In response, the teacher described her efforts to center the lesson around topics relevant to the students' everyday lives. Although the students showed noticeable improvement, their progress was still achieved under the teacher's close supervision and guidance.

(A.3) "No. I have not because I still do not know how to implement CLT method."

(A.4) "I used the CLT method by engaging the classroom activities with the real-life situation. So, I used the topic that really, they're familiar with the topic I have given to them."

(A.5) "The progress is so significant in the classroom. The students can communicate by using their own vocabularies but it's still under teacher's guidance."

The subsequent question focused on the specific strategies the teacher employed to implement CLT in the classroom. She explained that she sought to actively involve students by prompting them to both ask and respond to questions during the lesson. According to her, this approach helped encourage students to express themselves in English using their own words, thereby fostering greater motivation to speak.

(F.1) "In critical thinking part in the lesson plan, I give them time to identify the picture that I've given to them. Then, they can ask me as many question as possible to make them understand what are stated in the picture. Then, I give time to say what activities in their own town that they cannot find in my pictures. Some students have some activities that not stated in the pictures. Then, they discuss with their friends about that kind of activities in collaboration part. Then, they have to make conversation based on their activities that they usually do to celebrate Independence Day in their town. In this part, the students can motivate themselves to make sentences that identify their activities in their town by using dictionary or they can ask me as the teacher, then discuss with their friends to make a collaboration in conversation with their groups."

The teacher was subsequently asked to reflect on both the challenges and positive outcomes that emerged from implementing CLT in the classroom. She noted that many students still required continuous encouragement to speak English independently using their own sentences. One of the primary obstacles identified was the students' limited vocabulary, which contributed to their lack of confidence in speaking. Despite this, the ongoing efforts to motivate students appeared to be effective. The teacher observed that students gradually developed the ability to construct their sentences and became more actively involved in class activities. Additionally, they demonstrated increased participation and collaboration during group discussions with their peers.

(A.8) "The obstacles that I faced in the classroom is that the student's motivation to build their own sentences and discussion in a group. Because they lack of vocabularies make them passive in the class. Then, my own ability to enhance the classroom to be active is so low. So, I have to make, to increase their motivation by have a discussion what their difficulties in making a good sentences or good conversation, something like that."

(A.7) "The positive outcome that I get in this method is that this method can encourage the students to develop their ability using language in real situations. They can improve the ability to express themselves and understand others by having discussions and by collaboration in using their own sentences and their own conversation."

The teacher also observed that, during the implementation of the CLT approach, the number of active students outweighed those who remained passive. She provided further insight by describing the distinct behaviours and emotional responses exhibited by both groups in the classroom setting. In addition, she explained the strategies she employed to foster a more engaging and participatory learning environment, aiming to encourage greater student involvement overall.

(F.3) "In my investigation, the students can motivate themselves by identifying picture based on their own experiences in their town in celebrating Independence Day. And, the pictures so familiar for them to identify. For the passive students, the first thing, they are afraid to make

mistakes. They feel that they cannot say any word in English because of lack of vocabularies. To enhance their motivation, I have to get closer to them to discuss what are their difficulties to compose sentences. Then, I have to encourage the active students to share their sentences or to share their vocabularies to their friends that passive in the class. So, all the students can be active in the classroom."

(A.9) "To overcome the obstacles is that I try to give the topic that really close to the students' daily activities. And let them create their own sentences and present it in front of the class. And then the second one, I may not stop the conversation when they have a mistake when they present their conversation in front of the classroom. I just make some notes to make some correction for their mistakes."

At the end of the interview, the teacher emphasized that the CLT approach had contributed to improving students' speaking abilities and expressed her intention to continue utilizing the method in future instruction. She further noted that the students appeared to feel comfortable with the use of CLT as a means of developing their English-speaking skills.

(A.10) "Yes, I think so. This method can increase their speaking skill because they have to make their own sentence by using the topic that familiar to their real life situation."
(F.5) "Yes, I think I intend to continue the method for my teaching speaking in the next meeting."
(F.4) "They are very happy. Because this method is familiar with them and they can identify all the activities easily and they can be active and motivated in the classroom activities."

The findings from the interview suggest that the implementation of the CLT approach yielded several positive outcomes for students. Firstly, it promoted greater student engagement in spoken English activities. Secondly, it encouraged learners to construct original sentences rather than relying on memorization or imitation from textbooks. In addition, the method offered opportunities for students to expand their vocabulary through active use. Thirdly, it helped foster students' confidence in speaking English, whether with peers, teachers, or even native speakers. Moreover, the use of familiar and relatable topics served to boost students' motivation and enthusiasm, contributing to a more effective and enjoyable language learning experience.

DISCUSSION

The implementation of the Communicative Language Teaching (CLT) approach over a six-day period revealed generally positive outcomes for both the teacher and students, although some inconsistencies were observed. These fluctuations were attributed to various factors related to the teacher's and students' conditions. As this was the teacher's first experience applying the CLT method, she encountered challenges due to a lack of prior knowledge and practical exposure, as confirmed during the interview session. Similarly, the students had been accustomed to a traditional, text-based approach that emphasized memorization over comprehension and communication. This mismatch required the teacher to

adjust her instruction to accommodate the students' learning pace and understanding. At times, she had to slow down lessons, clarify instructions individually, or respond flexibly depending on student comprehension. Both parties were in the process of adapting to the new instructional model.

These findings are consistent with previous research by Chang (2011) and Ansarey (2012), who argue that successful CLT implementation in local contexts is influenced by the readiness and adaptability of teachers, students, educational systems, and contextual suitability. Despite the challenges, the teacher made commendable efforts to align her instruction with the "Five Cs" framework of the American Council on the Teaching of Foreign Languages (ACTFL), consisted of communication, cultures, connections, comparisons, and communities, which complements CLT principles. She successfully addressed three of the five components: communication, cultures, and connections. The learning materials encouraged student-centered engagement and real-life language use, reflecting Brown and Lee's (2015) emphasis on communicative competence. By incorporating culturally relevant topics, such as students' experiences with Independence Day celebrations, the teacher enabled learners to connect their classroom learning with their personal lives and cultural environments. While the components of comparison and communities were not yet fully realized, the students' positive responses to CLT suggest the potential for future development in these areas.

Throughout the observation, the teacher employed a range of interactive strategies to enhance communicative competence. These included role-plays, peer interviews, guessing games, narrating pictures, taboo games, and monologues. All of it was designed to provide students with opportunities to present their ideas orally. These activities support findings from prior studies, including Ulfah et al. (2015), Tweedie and Johnson (2018), Dimond-Bayir et al. (2017), Toro et al. (2019), and Dos Santos (2019a; 2019b), who advocate for task-based learning activities focused on relevant and engaging topics. The evidence from the classroom suggests that these strategies helped improve students' English-speaking abilities by fostering creativity, collaboration, and confidence.

Additionally, the teacher applied a "help a friend" strategy, in which more active students were encouraged to support their less confident peers. This peer-assisted learning method aligns with the findings of Da Silva Cintra and Bittencourt (2015) and San-Valero et al. (2019), who highlight the value of student-led problem-solving and collaborative learning in promoting active participation. This approach not only facilitated knowledge sharing but also boosted the self-confidence of students asked to take on leadership roles. Furthermore, the teacher created a supportive learning environment by not interrupting students during oral presentations when they made mistakes. Instead, she took note of errors and

provided constructive feedback after class. By focusing less on grammatical correctness and more on encouraging verbal expression, the teacher reduced students' fear of making mistakes, which aligns with Rambe's (2017) recommendations for confidence-building in language learning. However, some limitations were observed, particularly regarding the use of mixed language in the classroom. The teacher occasionally used Indonesian to clarify explanations, and students often code-switched due to vocabulary limitations or confusion. While this deviates from Han's (2017) suggestion that CLT is best implemented through exclusive use of the target language, Cheng (2015) offers a more flexible perspective. His research indicates that strategic code-switching can improve comprehension, lower anxiety, and foster a more inclusive and responsive learning environment.

Overall, while the CLT method presented some implementation challenges, it showed strong potential in enhancing student engagement, confidence, and communicative competence. With continued use and strategic adjustments, it holds promise for broader and more effective application in similar educational contexts.

CONCLUSION

The teacher employed a range of instructional strategies to facilitate the learning process, including role-plays, peer interviews, guessing games, picture narration, taboo games, and monologues. These activities supported the promotion of student-centred learning, allowing learners to take greater responsibility for their language development. Despite facing challenges, such as limited familiarity with the CLT approach and the presence of passive learners, the teacher and students made consistent efforts to overcome these obstacles. The teacher actively monitored students' progress, fostered closer interactions to identify learning barriers, incorporated group work, contextualized materials to align with students' real-life experiences, and adjusted the pace of instruction when necessary. She also implemented a peer-support strategy, 'help a friend', where more proficient students assisted their less confident peers.

Additionally, the teacher made efforts to integrate components of the "Five Cs" framework proposed by Duff (2014), with partial success in the areas of communication, cultures, and connections. However, the limited implementation of comparisons and communities was likely due to the teacher's unfamiliarity with CLT principles, which may have restricted the variety of strategies used. While the students demonstrated notable progress in their speaking abilities, incorporating a broader range of instructional techniques could further enhance the effectiveness of CLT in similar educational contexts. Future studies are encouraged to explore a wider array of teaching strategies to optimize CLT application. Furthermore, the remaining elements of the "Five Cs", particularly comparisons and communities,

could be investigated more deeply in diverse classroom settings to achieve a more comprehensive integration of the CLT framework.

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