

**TEACHERS' STRATEGIES AND CHALLENGES IN IMPLEMENTING  
COMMUNICATIVE APPROACH IN TEACHING EFL SPEAKING AT A  
BILINGUAL JUNIOR HIGH SCHOOL**

**THESIS**



**By:**

**Ilhamuddin Muhammad**

**NIM 18180031**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF EDUCATION AND TEACHER TRAINING  
UNIVERSITAS ISLAM NEGERI MAULANA MAILK IBRAHIM  
MALANG  
June, 2023**

**TEACHERS' STRATEGIES AND CHALLENGES IN IMPLEMENTING  
COMMUNICATIVE APPROACH IN TEACHING EFL SPEAKING AT A  
BILINGUAL JUNIOR HIGH SCHOOL**

**THESIS**

*to Compose a Thesis on Sarjana (S-1) Degree of English Education Department,  
Faculty of Education and Teacher Training, Universitas Islam Negeri Maulana  
Malik Ibrahim, Malang*



**By:**

Ilhamuddin Muhammad

NIM. 18180031

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF EDUCATION AND TEACHER TRAINING  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM,  
MALANG  
June, 2023**

**APPROVAL SHEET**

**TEACHERS' STRATEGIES AND CHALLENGES IN IMPLEMENTING  
COMMUNICATIVE APPROACH IN TEACHING EFL SPEAKING  
ENGLISH AT A BILINGUAL JUNIOR HIGH SCHOOL**

THESIS

by:

**Ilhamuddin Muhammad**

NIM. 18180031

has been approved by the advisor for further approval by the board examiners

Advisor,

A handwritten signature in black ink, consisting of a large, stylized 'B' followed by several loops and a vertical stroke.

**Basori, M.S.Ed**

NIP. 19860411 201903 1 008

Acknowledged by

Head of English Education Department,

A handwritten signature in black ink, consisting of a series of horizontal and diagonal strokes.

**Dr. H. Langgeng Budianto, M.Pd**

NIP. 19711014 20032 1 001

**LEGITIMATION SHEET**

**TEACHERS' STRATEGIES AND CHALLENGES IN IMPLEMENTING  
COMMUNICATIVE APPROACH IN TEACHING EFL SPEAKING AT A  
BILINGUAL JUNIOR HIGH SCHOOL**

THESIS

by:

Ilhamuddin Muhammad (18180031)

Has been defended in front of the board of examiners at the date of June 27, 2023  
and declared

**PASSED**

Accepted as the requirement for the Degree of English Language Teaching (S.Pd)  
in the English Education Department, Faculty of Education and Teacher Training.

The Board of Examiners,

Signatures

1. Wahyu Indah Mala Rohmana, M.Pd  
NIP. 19921030 201903 2 017


Chairman

2. Basori, M.S.Ed  
NIP. 19860411 201903 1 008

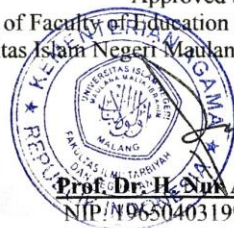
Secretary/Advisor

3. Dr. H. Langgeng Budiarto, M.Pd  
NIP. 19711014 20032 1 001

Main Examiner



Approved by  
Dean of Faculty of Education and Teacher Training  
Universitas Islam Negeri Maulana Malik Ibrahim Malang



Prof. Dr. H. Nur Ali, M.Pd.  
NIP. 196504031998031002

Basori, M.S.Ed  
Lecturer of Faculty of Education and Teacher Training  
Universitas Islam Negeri Maulana Malik Ibrahim Malang

---

**THE OFFICIAL ADVISORS' NOTE**

Page : Ilhamuddin Muhammad Malang, June 7<sup>th</sup>, 2023  
Appendix : 4 (Four) Copies

The Honorable,  
To the Dean of Faculty of Education and Teacher Training  
Maulana Malik Ibrahim State Islamic University of Malang  
In  
Malang

*Assalamu'alaikum Wr. Wb.*

After conducting several times of guidance in terms of content, language, writing, techniques, and after reading the students' thesis as follow:

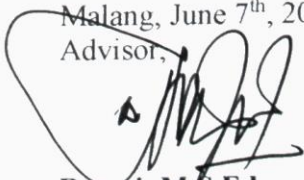
Name : Ilhamuddin Muhammad  
Student ID Number : 18180031  
Department : English Education Department  
Thesis : Teachers' Strategies and Challenges in  
Implmenting Communicative Approach in  
Teaching EFL Speaking at A Bilingual Junior High  
School

Therefore, we believe that the thesis of Ilhamuddin Muhammad has been approved by the advisor for the further approval by the board of examiners.

*Wassalamu'alaikum Wr. Wb*

Malang, June 7<sup>th</sup>, 2023

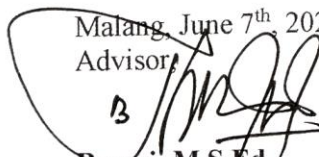
Advisor,

  
**Basori, M.S.Ed**

NIP. 19860411 201903 1 008

## APPROVAL

This is to certify that thesis of Ilhamuddin Muhammad has been approved by the advisors for further approval by the board examiners.

Malang, June 7<sup>th</sup>, 2023  
Advisor:  
3   
**Basori, M.S.Ed**  
NIP. 19860411 201903 1 008

## DECLARATION OF AUTHORSHIP

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

With this, I, under the name:

Name : Ilhamuddin Muhammad

NIM : 18180031

Departement : English Education Department

Address : RT 09/RW 12 Kelurahan Merjosari, Kecamatan Lowokwaru, Kota Malang,  
Jawa Timur, 65144

Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgment, the result of any other person.
3. Should it later be found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed on me.

Malang, June 7<sup>th</sup>, 2023

The Researcher,



**Ilhamuddin Muhammad**

NIM. 18180031

## ACKNOWLEDGMENTS

*In the name of Allah, the Most Beneficent, the Most Merciful.*

All praise to Allah SWT Who has bestowed His grace, taufik, and guidance so that the author can complete a thesis entitled “Teachers’ Strategies and Challenges in Implementing Communicative Approach in Teaching EFL Speaking at A Bilingual Junior High School”, as one of the requirements to complete the undergraduate program (S1) majoring in English Education, Faculty of Tarbiyah and Teacher Training at Universitas Islam Negeri Maulana Malik Ibrahim Malang. Peace and salutations always be given to our savior the Prophet Muhammad SAW. who has guided us from the falsehood to the right path, that is *Islam rahmatan lil ‘alamin*.

The author realizes that this thesis would not be completed without the help, support, advice, and direction from various parties, either directly or indirectly. Therefore, on this occasion, the author would like to express his sincere thanks to:

1. Beloved parents (Ahmad Barizi and Ummi Hanik) who sincerely prayed, motivated, and give support mentally and physically.
2. Prof. Dr. H. M. Zainuddin, M. A, as the Rector of Universitas Islam Negeri Maulana Malik Ibrahim Malang.
3. Prof. Dr. H. Nur Ali, M. Pd., as the Dean of the Faculty of Education and Teacher Training.
4. Dr. H. Langgeng Budianto, M. Pd., as the head of the Department of English Education, and Dr. Alam Aji Putera, M. Pd., as the secretary of the Department of English Education.
5. Basori, M. S. Ed., as the advisor who has patiently directed, guided, and provided inputs during the work of this thesis.



6. Principal, teachers, and all of the Civitas Academic in the Bilingual Junior High School for the allowances and helps in conducting this research for the thesis.
7. All of the lecturers in the Department of English Education for all of their valuable knowledge and wonderful inspiration have shared.
8. All of my beloved friends who always give support to me in every condition.

As an ordinary person, the writer realizes that this thesis is still far from perfect because of the limited knowledge of the author. Therefore, the author apologizes for the mistakes and shortcomings in this thesis. The author is willing to accept constructive criticism and suggestions from various parties. Finally, The writer hopes that this thesis will be useful for anyone who reads it.

Malang, June 7<sup>th</sup>, 2022

Ilhamuddin Muhammad

NIM 18180031

## **DEDICATION**

This thesis is proudly dedicated to two great people in my life, my father and mother (Ahmad Barizi and Ummi Hanik), my brothers, my family, and my best friends. They are who kept me going and made it to this point. Thank you for all the good work, advice, and prayers that are always offered. Thank you so much.

May Allah bless you with the best blesses.

## **MOTTO**

**"The many miles we walked**

**The many things we learned"**

*(Semakin jauh kita berjalan, semakin banyak hal yang kita pelajari)*

## TRANSLITERATION GUIDELINES

The transliteration criteria used in this thesis are based on decisions made by the Indonesian Minister of Religion and the Minister of Education and Culture of the Republic of Indonesia No. 158 of 1987 and No. 0543 b / u / 1987, which can be stated as follows:

### A. Alphabet

ا	=	a	ز	=	z	ق	=	q
ب	=	b	س	=	s	ك	=	k
ت	=	t	ش	=	sy	ل	=	l
ث	=	ts	ص	=	sh	م	=	m
ج	=	j	ض	=	dl	ن	=	n
ح	=	<u>h</u>	ط	=	th	و	=	w
خ	=	<b>Kh</b>	ظ	=	zh	ه	=	h
د	=	d	ع	=	'	ء	=	'
ذ	=	dz	غ	=	gh	ي	=	y
ر	=	r	ف	=	f			

### B. Long Vowel

Long Vocal (a) = â

Long Vocal (i) = î

Long Vocal (u) = û

### C. Diphthong Vowel

أَوْ = aw

أَيَّ = ay

أُوْ = ũ

إِيَّ = î

## TABLE OF CONTENTS

<b>COVER .....</b>	<b>.....</b>
<b>APPROVAL SHEET .....</b>	<b>ii</b>
<b>LEGITIMATION SHEET.....</b>	<b>iii</b>
<b>OFFICIAL ADVISORS' NOTE.....</b>	<b>iv</b>
<b>APPROVAL.....</b>	<b>v</b>
<b>DECLARATION OF AUTHORSHIP.....</b>	<b>vi</b>
<b>ACKNOWLEDGMENTS.....</b>	<b>vii</b>
<b>DEDICATION.....</b>	<b>ix</b>
<b>MOTTO.....</b>	<b>x</b>
<b>TRANSLITERATION GUIDELINES.....</b>	<b>xi</b>
<b>TABLE OF CONTENTS.....</b>	<b>xii</b>
<b>LIST OF TABLES .....</b>	<b>xv</b>
<b>LIST OF FIGURES .....</b>	<b>xvi</b>
<b>LIST OF APPENDICES.....</b>	<b>xvii</b>
<b>LIST OF ABBREVIATIONS.....</b>	<b>xviii</b>
<b>ABSTRACT.....</b>	<b>xix</b>
<b>مستخلص البحث.....</b>	<b>xx</b>
<b>ABSTRAK.....</b>	<b>xxi</b>
<b>CHAPTER I: INTRODUCTION.....</b>	<b>1</b>
1.1    Background of the Study .....	1
1.2    Research Question .....	9
1.3    Research Objective .....	10
1.4    Significance of the Research .....	10
1.5    Scope and Limitation of the Study .....	11
1.6    Definition of Key Terms.....	12
1.6.1    Teaching Speaking .....	12
1.6.2    Communicative Approach.....	12
1.6.3    Challenges in Teaching Speaking English.....	12

<b>CHAPTER II: THEORETICAL FRAMEWORK .....</b>	<b>14</b>
2.1 Speaking Skills in English Language .....	14
2.2 Strategies in Teaching Speaking.....	20
2.3 Communicative Approach in Teaching Speaking .....	22
2.3.1 Approaches in English Language Teaching .....	22
2.3.2 Communicative Approach.....	24
2.3.3 Teaching Speaking with Communicative Approach.....	26
2.3.4 Teacher Roles .....	30
2.4 Previous Study .....	30
<b>CHAPTER III: RESEARCH METHOD .....</b>	<b>36</b>
3.1 Research Design .....	36
3.2 Research Instrument .....	38
3.2.1 Direct Observation .....	38
3.2.2 Interview.....	38
3.2.3 Documentations.....	40
3.3 Subject of The Research .....	41
3.4 Data Collection Procedure.....	41
3.5 Data Analysis Process .....	42
3.5.1 Data Analysis Process .....	42
3.5.2 Triangulation Data.....	44
<b>CHAPTER IV: FINDINGS AND DISCUSSION .....</b>	<b>46</b>
4.1 Teachers' Strategies in Implementing Communicative Approach.....	46
4.2 Challenges in Implementing Communicative Approach.....	63
4.3 Discussion.....	68
4.3.1 The Strategies in Teaching Speaking.....	70
4.3.2 Challenges Faced by Teachers and Their Solutions.....	79
<b>CHAPTER V: CONCLUSION AND RECOMMENDATIONS .....</b>	<b>83</b>
5.1 Conclusion.....	83
5.2 Recommendations.....	84

<b>REFERENCES .....</b>	<b>85</b>
<b>APPENDICES .....</b>	<b>92</b>

## LIST OF TABLES

Table 3.2.2.1 Interview Items.....	40
Table 4.1.1 T1 and T4 teaching strategy.....	48
Table 4.1.2 T2 and T5 teaching strategy.....	52
Table 4.1.3 T3 teaching strategy.....	56
Table 4.1.4 T6 teaching strategy.....	58
Table 4.1.5 Detail and Compulsory of each teacher's Teaching Strategy.....	62
Table 4.2.1 Challenges and Solutions from each teaching strategy.....	69



## **LIST OF FIGURES**

Figure 2.1.1 Aspect of second language speaking competence .....	16
Figure 3.1.1 Design of research data.....	37

## LIST OF APPENDICES

Appendix 1 Consent Form .....
Appendix 2 Interview Introduction .....
Appendix 3 Interview Guide .....
Appendix 4 Interview Transcripts.....
Appendix 5 Field Notes.....
Appendix 6 Permission Letter to School.....
Appendix 7 Completion of Research Letter from the School.....
Appendix 8 Documentations.....

## **LIST OF ABBREVIATIONS**

CLT	: Communicative Language Teaching
CL	: Cooperative Language Learning
CA	: Communicative Approach
EFL	: English as a Foreign Language
R	: Researcher
T1	: Teacher 1
T2	: Teacher 2
T3	: Teacher 3
T4	: Teacher 4
T5	: Teacher 5
T6	: Teacher 6

## ABSTRACT

Muhammad, Ilhamuddin. 2023. Teachers' Strategies and Challenges in Implementing Communicative Approach in Teaching EFL Speaking at A Bilingual Junior High School. Thesis. English Education Department. Faculty of TARbiyah and Teacher Training. State Islamic University Maulana Malik Ibrahim Malang. Advisor: Basori, M.S.Ed.

**Keywords: Strategy, Challenge, Teaching Speaking, Communicative Approach**

English is one of the languages used as a *lingua franca* by the majority of the world's citizens. English is the language with the most speakers around the world, as well as the *lingua franca* of the majority of modern society in the 21st century. Indonesia as a developing country that has great potential to beat other countries in various aspects, actually loses in mastering English from neighboring countries. Therefore, everyone should be able to speak English in order to communicate with others. To communicate, one of the abilities to master the language is the ability to speak. The well-known and developed approach to teaching speaking since the 1970s is the communicative approach. That is why the researcher is interested in researching on teacher strategies and challenges in applying a communicative approach in teaching speaking in a bilingual junior high school. This study aims to: (1), explore what strategies are used by teachers in applying a communicative approach in teaching speaking, and (2) learn teachers' strategies to deal with obstacles and get solutions.

This research uses a qualitative approach, using case study method, with data collection instruments from observation and semi-structured interviews. The research subjects were six teachers who taught English in a bilingual junior high school. Data analysis was carried out through descriptive analysis (collection, labeling, presentation, and giving conclusions).

The results of this study indicate that 1) the strategies obtained from the six English teacher subjects used to apply the communicative approach include: telling stories, listening and repeating, short conversations with guided speaking, and group discussion with presentation 2) some of the teacher's challenges in applying communicative approaches to teaching speaking include difficulties in inviting passive students to be interested, difficulties in understanding sentence structures due to limited vocabulary, experiencing low volume, problems with students' motivation, problems with students' daily practice outside the classroom, to boisterous and unorganized class conditions conducive.

## مستخلص البحث

محمد إلهام الدين. ٢٠٢٣. استراتيجيات المعلمين وتحديات النهج التواصلي في تدريس التحدث باللغة الإنجليزية في مدرسة ثانوية ثنائية اللغة. أطروحة. قسم تعليم اللغة الإنجليزية. كلية التربية وتدريب المعلمين. الجامعة الإسلامية الحكومية مولانا مالك إبراهيم مالانج. المستشار: بصارى .

### الكلمات المفتاحية: الإستراتيجية ، التحدي ، تدريس المحادثة ، المنهج التواصلي

اللغة الإنجليزية هي إحدى اللغات المستخدمة كلغة مشتركة من قبل غالبية مواطني العالم. اللغة الإنجليزية هي اللغة التي يتحدث بها معظم المتحدثين في جميع أنحاء العالم ، فضلاً عن اللغة المشتركة لغالبية المجتمع الحديث في القرن الحادي والعشرين. إندونيسيا كدولة نامية لديها إمكانات كبيرة للتغلب على البلدان الأخرى في مختلف الجوانب ، تخسر فعلياً في إتقان اللغة الإنجليزية من الدول المجاورة. لذلك ، في عصر متقدم مثل الآن ، يجب أن يُطلب من الجميع أن يكونوا قادرين على التحدث باللغة الإنجليزية من أجل التواصل مع الآخرين. للتواصل ، إحدى القدرات التي يجب تطويرها لإتقان اللغة هي القدرة على التحدث. النهج المعروف والمتطور لتدريس التحدث منذ السبعينيات هو النهج التواصلي. لهذا السبب يهتم الباحث بالبحث عن استراتيجيات المعلم والتحديات في تطبيق نهج تواصلي لتدريس التحدث في مدرسة ثانوية ثنائية اللغة. تهدف هذه الدراسة إلى: (1) استكشاف الاستراتيجيات التي يستخدمها المعلمون في تطبيق النهج التواصلي في تدريس التحدث و (2) تعلم كيفية تعامل استراتيجيات المعلمين مع العقبات والحصول على الحلول.

يستخدم هذا البحث مقارنة نوعية ، مع طرق جمع البيانات باستخدام الملاحظة والمقابلات شبه المنظمة. تضمنت موضوعات البحث 6 مدرسين قاموا بتدريس اللغة الإنجليزية في مدرسة إعدادية ثنائية اللغة. تم إجراء تحليل البيانات من خلال التحليل الوصفي (الجمع ، والتوسيم ، والعرض ، وإعطاء الاستنتاجات).

تشير نتائج هذه الدراسة إلى أن (1) الاستراتيجيات التي تم الحصول عليها من مواد المعلم الستة المستخدمة لتطبيق النهج التواصلي تشمل: سرد القصص ، والاستماع والتكرار ، والمحادثات القصيرة مع التحدث الموجه ، والمناقشة الجماعية مع العرض التقديمي (2) بعض تحديات المعلم في تطبيق الأساليب التواصلية لتدريس الذروة ، تشمل الصعوبات في دعوة الطلاب السلبيين ليكونوا مهتمين ، والصعوبات في فهم تراكيب الجمل بسبب قلة المفردات ، والمعاناة من انخفاض الحجم ، ومشاكل في تحفيز الطلاب ، ومشاكل مع الممارسة اليومية للطلاب خارج الفصل الدراسي ، والصعوبة و ظروف الطبقة غير المنظمة مواتية.

## ABSTRAK

Muhammad, Ilhamuddin. 2023. Strategi Guru dan Tantangan Pendekatan Komunikatif dalam Mengajar Kemampuan Berbicara Bahasa Inggris di SMP Bilingual. Skripsi. Tadris Bahasa Inggris. Fakultas Ilmu Tarbiyah dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Basori, M.S.Ed.

**Kata Kunci: Strategi, Tantangan, Kemampuan Berbicara, Pendekatan Komunikatif**

Bahasa Inggris merupakan bahasa dengan penutur terbanyak di seluruh dunia, juga sebagai *lingua franca* dari mayoritas masyarakat moden abad 21 ini. Indonesia sebagai negara berkembang yang memiliki potensi besar untuk mengalahkan negara lain dari berbagai aspek sebenarnya kalah dalam penguasaan bahasa Inggris dari negara tetangga. Karenanya, di era yang sudah maju seperti sekarang, sudah seharusnya semua dituntut untuk bisa berbahasa Inggris agar dapat berkomunikasi satu sama lain. Untuk berkomunikasi, salah satu kemampuan untuk dikembangkan untuk menguasai bahasa adalah kemampuan berbicara. Adapun pendekatan yang sudah terkenal dan dikembangkan untuk mengajar speaking sejak 1970-an adalah pendekatan komunikatif. Karena itulah peneliti tertarik untuk melakukan penelitian strategi dan tantangan guru dalam menerapkan pendekatan komunikatif pada pengajaran speaking di sebuah SMP bilingual. Penelitian ini bertujuan untuk: (1) Mengeksplorasi strategi apa yang digunakan oleh guru dalam menerapkan pendekatan komunikatif dalam pengajaran *speaking*, dan (2) mempelajari bagaimana strategi guru menghadapi kendala dan mendapatkan solusi.

Penelitian ini menggunakan pendekatan kualitatif, dengan metode studi kasus dengan instrumen pengumpulan data menggunakan observasi dan *interview* semi-terstruktur. Subjek penelitian adalah enam guru yang mengajar bahasa Inggris di salah satu sekolah menengah pertama bilingual. Analisis data dilakukan dengan cara analisa deskriptif (pengumpulan, pelabelan, penyajian, dan pemberian kesimpulan).

Hasil penelitian ini menunjukkan bahwa 1) strategi yang didapat dari enam subjek guru yang digunakan untuk menerapkan pendekatan komunikatif diantaranya: *telling story, listen and repeat, short conversation with guided speaking, dan group discussion with presentation* 2) beberapa tantangan guru dalam menerapkan pendekatan komunikatif pada pengajaran speaking diantaranya: kesulitan untuk mengajak siswa yang pasif agar tertarik, kesulitan pada pemahaman struktur kalimat karena keterbatasan kosakata, mengalami volume suara yang mulai habis, masalah pada motivasi siswa, permasalahan praktek siswa dalam kesehariannya di luar kelas, hingga kondisi kelas yang riuh dan tidak kondusif.

## CHAPTER I

### INTRODUCTION

In this chapter, the researcher explains the background of the research, the research questions, the research objectives, the significance of the study, the limitations of the study, and the definition of the terms.

#### 1.1 Background of the Study

English is one of the languages used as a *lingua franca* by the majority of the world's citizens. Data obtained from Gratton (2021), as many as 1.35 billion people in the world, or approximately 17% of the world's population speak English. Especially in this era of globalization, the use of English as the language of conversation at an international level is increasing. The increase in the number of English speakers also has an impact on the interest in teaching English which has also increased quite rapidly. A paper from Hamid (2016) shows that the emergence of English as an "Asian Language" as a demand for English teachers to improve their English proficiency in various countries in Asia increases due to the impact of state education policymakers on the response to English globalization. In Indonesia itself, which has thousands of languages and cultures, and *Bahasa Indonesia* as their *lingua franca*, English is one of the foreign languages in Indonesia, as Agustin (2011) means to match the level of majority of the world's citizens often used for communication of international relations, developing *Bahasa Indonesia* into a modern language, and its utilization of science and technology for national development.

Indonesia as a developing country with great potential to beat other countries from multiple aspects has actually lost in English proficiency to neighboring countries such as Vietnam and Malaysia. Indonesia ranks 32<sup>nd</sup> out of 72 countries surveyed by Education First's English Proficiency Index (EPI), which ranks countries based on their English proficiency. The nation received 52.91 points, putting it in the "moderate proficiency band". For information, none of the countries surveyed speak English as their first spoken language (Yasmine, 2016). Increasing the influence of good English ranks among other countries is engaging its citizens to at least be able to speak using English. Supporting data related to the ability to speak English of Indonesians, Budiarmo (2017) found that the ability to speak English in some employees at an international company was still far from what was expected. Suhaimi (2021) found that out of 25 students in one junior high school educational institution, as many as 64% of students had problems with speaking English skills. Things above are certainly urgent to pay more attention to the speaking aspect in teaching English in Indonesia. In terms of increasing English proficiency in Indonesia, then in the advanced era, now each citizen is expected to be able to speak at least English as the language of communication with the wider society.

The Indonesian state, which has a majority Muslim population, has been advised to compete in goodness, in this case, to increase the value of English proficiency, in line with the findings of the previous survey. Verse 148 of the word of Allah in Surah Al-Baqarah reads:



وَلِكُلِّ وُجْهَةٌ هُوَ مُوَلِّئُهَا فَاسْتَثْبِقُوا الْخَيْرَاتِ أَيْنَ مَا تَكُونُوا يَأْتِ بِكُمْ اللَّهُ جَمِيعًا إِنَّ اللَّهَ عَلَىٰ كُلِّ شَيْءٍ قَدِيرٌ

*"Everyone turns to their own direction 'of prayer'. So compete with one another in doing (anything) good. Wherever you are, Allah will bring you all together 'for judgment'. Surely Allah is Most Capable of everything."*

Speaking is an essential skill for mastering a language (Zaremba, 2006; Rao, 2019), the probability things that could affect the insufficient predicate of Indonesia in English proficiency is that teaching speaking in Indonesia has problems that are difficult to overcome. One of these problems, for example, is that many educational institutions at the secondary school level use a large class size to accommodate a large number of students (Gultom, 2015). In such large class sizes there are often problems in teaching speaking so that the teacher's feedback is not very audible, intensive attention to individuals becomes very difficult, and teachers feel guilty (Nuraini, 2016). And there are times when teachers have to face various problems in the classroom. According to a study by Wahyuningsih (2020), some of the speaking problems encountered by the students include a lack of confidence, a lack of proficiency in English grammar, a lack of appropriate vocabulary, and incorrect pronunciation. This is also supported by the findings from the study of Sholihah (2012), which found that students are reluctant to speak English in the classroom and still lack self-confidence when speaking English.

Still connected to the aforementioned issues, teachers are recommended to improve their ability to design better learning materials and learning activities.

As Wahyingsih (2020) notes, the development of English proficiency in the classroom can be aided by employing a variety of inventive teaching methods for speaking, encouraging students to speak up in class, and fostering an environment that resembles a speaking community both inside and outside. This will be not difficult to apply on the off chance that the instructor involves an open methodology for the purpose of showing speaking abilities.

Variations in language teaching can help develop proficiency in English. Using the right approach and method can also create a good language environment, because each individual has good intentions. As for the word of Allah which relates to choosing the right approach to teaching contained in surah An-Nahl, verse 125:

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجِدِّ لَهُمْ بِالَّتِي هِيَ أَحْسَنُ ۚ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ ۗ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ

*“(O Prophet), call to the way of your Lord with wisdom and goodly exhortation, and reason with them in the best manner possible. Surely your Lord knows best who has strayed away from His path, and He also knows well those who are guided to the Right Way.”*

It is emphasized again in Wood (2017) that the integration of ‘creative’ in teaching is to bring true creativity, meaning that students produce something new for them, not just in terms of language but also in terms of ideas. Because for EFL students, their new languages is something for them. Teaching speaking materials can be modified and enriched. For example, using writing-visual

learning materials can help students understand and memorize more quickly because the material is a combination of text and images, this is in line with Kumar (2021) who researched the effects of visual teaching materials and resources in developing English-speaking skills at secondary level students. Using unique activities in teaching speaking such as information gap, which in teaching speaking is also an innovation in activities that can be carried out during teaching. Information gap activities are proven in Defrioka (2016) to improve students' abilities where students join in group work and then create pair work. Therefore, by using a variety of speaking teaching models, both in strategy and approach, it is expected that students are active in interaction with each other and also with the creative teachers.

According to Reiser and Dick (1996), teachers can achieve learning goals and objectives by employing various teaching strategies. Cole (2008) asserts that it is the teacher's responsibility to provide effective plans and strategies for meeting the educational needs of students, whose primary goal is to communicate in the language being learned. These imply that teachers are accountable for teaching English students through appropriate methods. The benefit of using a variety of strategies is that students are expected to be comfortable with the lessons the teacher gives and slowly students will be motivated to be enthusiastic at every meeting.

Teaching speaking can also be modified in terms of the approach used. There are many approaches to English Language Teaching, one of which is Communicative Language Teaching (CLT). Here, according to Larsen-Freeman

(2018), CLT is an approach that aims to make communicative competence the goal of language teaching. The main goal is to make students able to communicate in the target language. The teacher's role in the Communicative Language Teaching is only as a facilitator. The teacher serves as an advisor during the activities, answering questions and observing students' progress. (Larsen-Freeman 2018: 122).

The communicative approach, which focuses on teaching language through communication, is also known as communicative language teaching (CLT) (Larsen-Freeman 2018). Richards and Rodgers (2001) also stated that the mention of the communicative approach is simply called Communicative Language Teaching. The communicative approach is mainly applied for students whose native language is not English, this strategy considers communication to be both a goal and a method. In short, and for the next mention in this research, Communicative Language Teaching is the term that can interchange meanings by the communicative approach.

This communicative approach is closely related to speaking skills. Quoted from Harmer (1998), the communicative approach is based on the idea that communicating or speaking with real meaning is necessary for successful language learning. Learners will be able to use the language because they will use their natural acquisition strategies when they are communicating with others. Learners take different paths to language acquisition, progress at different rates, and have different requirements and motivations (Richards, 2005). The relationship the between communicative approach and teaching speaking also

close because teaching speaking is also cares about students' communicative competences which according to Savignon (1983) communicative competence is the goal of language education for good classroom practice. One of the studies related to student activity when implementing a communicative approach in teaching English speaking was Adem (2022) which proved that communicative approach can be applied in the Ethiopian education system, and group discussion was the most used classroom activity for that approach.

Several previous studies have explained a lot about the application of the communicative approach in teaching speaking in the following classes which I categorize as the advantages of implementing this approach, disadvantages, and challenges for teachers in implementing the communicative approach. Some examples of advantages in implementing a communicative approach, one of which comes from a study from Susanto (2017), results that the communicative approach to teaching speaking on foreign language is very effective especially when it combined with extracurricular activities. During the summers of 2013-2015, students, peer tutors, and instructors from Critical Language Scholarship (CLS) Malang programs at Indonesian for Foreign Speakers (BIPA), programs served as the subject of the study. Supharatypthin (2014) in the research on the communicative approach in case to enhance students' listening and speaking skills, found that the communicative approach was judged to be able to have a good impact on students' listening results through pre-test and post-test. Supported by another findings of study by Putra (2018), which states the results of his research using Classroom Action Research (CAR) that incorporating a

communicative approach in teaching speaking can help improve speaking skills. It is also strengthened by Panambunan (2016) adds credence to the assertion that this research, which was carried out at a school that taught English to students of a level equivalent to or above high school, demonstrated that students who employed a communicative approach were able to work more cooperatively and improve their speaking skills. In addition Efrizal (2012) on his study, also proved that teaching English using communicative approach gives significant improvement on student achievements.

In contrast, there are a number of disadvantages to this communicative approach application, one of which is from Christianto (2019) who found in his research that it is difficult for the teacher to determine proper activities, students try to speak fluently but the grammar is less accurate, some learning textbooks contained inappropriate CLT-related features, and last weakness was there was less-emphasis on the correction or feedback of pronunciation and grammar errors, which made the students were less-accurate to produce them correctly. Another study comes from Ethiopia, conducted by Adem (2022) stated that teaching English speaking using a communicative approach can cause dissonance in the principles of applying a communicative approach. Because some procedures in teaching speaking in class are sometimes not always in accordance with what the teacher brings into the field. In teaching opportunities in the classroom, there are also several challenges in using the communicative approach for teachers. Asmari (2015) in his research found there are problems in teachers accessing resources, and it is difficult to prepare Communicative

Language Teaching (CLT) activities due to limited time, and lack of CLT training.

However, only a few of the studies have discussed how teachers face challenges in the classroom when learning English speaking using a communicative approach in a junior high school. From this, the researcher took the initiative to reveal the facts of what strategies and techniques the teacher could use in dealing with these situations. Therefore, the researcher intends to research teachers' strategies and challenges in implementing communicative approach in teaching EFL speaking at A Bilingual Junior High School.

## **1.2 Research Question**

The main focus of this study is to find out what strategies the teacher uses in teaching English speaking using a communicative approach and looking for teachers' strategies to deal with challenges to improve the teaching speaking skills of Junior high School students. In line with this matter, the research question of this study are:

1. What strategies are used by the teacher in applying the communicative approach in teaching speaking?
2. What are the challenges in teaching speaking using a communicative approach?

### **1.3 Research Objective**

The Objectives of this research are stated below:

1. To explore what strategies are used by the teacher in applying the communicative approach in teaching speaking.
2. To study how the teacher's strategies face obstacles, overcome difficulties, and obtain solutions.

### **1.4 Significance of the Research**

This study aims to find obstacles and possibilities that occur in teaching English speaking, especially using a communicative approach. Also, see how teachers apply their teaching strategies employing the communicative approach in teaching speaking skills with English as their foreign language. In addition, the findings will be a guide for EFL teachers in teaching English speaking skills how to accept and face challenges in the use of the communicative approach.

The results of this study are also expected to have a significant impact on several groups as follows:

#### **1. EFL Teachers**

Adding knowledge to teachers about how to teach speaking in schools especially implementing communicative approach, what activities are carried out, and what strategies can be applied.



## 2. EFL Students

Although the results obtained by this research are aimed at teachers, however, students also certainly feel what the teacher applies in class. Indirectly, students could adjust the teacher's wishes in applying strategies in a learning activity, at least the learning objectives can be achieved.

## 3. School – a Bilingual Junior High School

As a contribution of knowledge and information to schools and language developments in schools.

## 4. Researchers

The results of this study can also be used for the purposes of developing further research.

## 5. Universitas Islam Negeri Maulana Malik Ibrahim Malang

This study can be used as documentation and various purposes along the field of scientific development, especially for the English Education Department.

### **1.5 Scope and Limitation of the Study**

The scope of this research includes how communicative approaches implemented by EFL teachers at a bilingual junior high school in Malang. While on the limitation is not to focus on other than just finding obstacles, exploring possibilities, and uncover the way how teacher obtain solutions.

## **1.6 Definition of Key Terms**

### **1.6.1. Teaching Speaking**

According to Nunan (2003) teaching speaking means to teach learners to (1) produce the English speech sounds and sound patterns. (2) Use word and sentence stress, intonation patterns and the rhythm of the second language. (3) Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter. (4) Organize their thoughts in a meaningful and logical sequence. (5) Use language as a means of expressing values and judgments. (6) Use the language quickly and confidently with few unnatural pauses, which is called as fluency.

### **1.6.2 Communicative Approach**

The communicative approach is an approach that aims to improve students' communicative abilities. In language learning, this approach is also often associated with Communicative Language Teaching (CLT) which has been developed since the 1980s (Canale & Swain, 1980).

### **1.6.3. Challenges in Teaching English Speaking**

Issues or problems that often arise in the classroom when teaching English. Some of the challenges faced by teachers in teaching English speaking skills might include classroom management,

technical difficulties, managing students' assessments, and challenges during the teaching English speaking.

## **CHAPTER II**

### **THEORETICAL FRAMEWORK**

This chapter the researcher provided an explanation of the theoretical framework utilized in this study. The researcher will describe about Core English Language Skills, Communicative Approach, Current Issues in Teaching Speaking, and other theories related to this study.

#### **2.1 Speaking Skills in English Language**

Skills are the essential portion of any assignments, and it is one of the most common charges that students normally take from class while encountering English performance task. At least in teaching English we must pay attention to four main skills of teaching English. They are speaking, listening, reading, and writing. The four English skills typically fall into two groups. Specifically, productive and receptive skills.

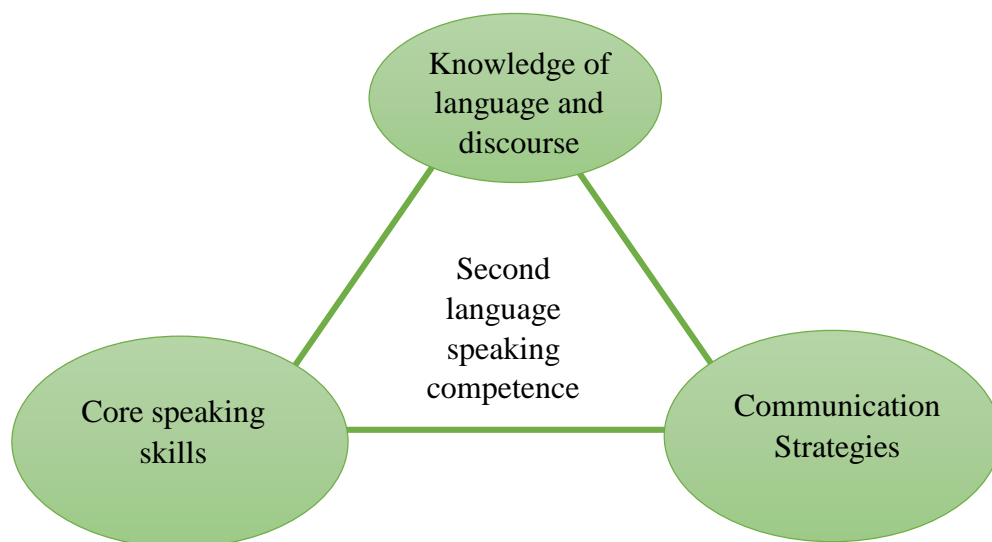
According to Harmer (2007), the ability to read and hear in the language is included in the receptive category because that is where people receive and digest the meaning of the text and words of the language. As for writing and speaking. Which are included in the category of productive skills, according to Nunan (2003) because both have an opportunity for learners to create the language.

There are several main components in speaking which are connected to one another. According to Harris (1974), there are five components of speaking skills concerned with comprehension, grammar, vocabulary, pronunciation, and fluency. Comprehension here means speaking comprehension, the ability to

understand what words will be spoken, such as the ability when to speak, and how words can be well structured and measurable on a particular topic. The next one is grammar, which is a kind of language user guide according to Hadfield (2008) a description of the language system is grammar. It demonstrates how words are arranged in a sentence, combined, and changed in form to alter their meaning. The following definition is that grammar is a set of rules or principles that govern how language works, its structure, and its system (Brinton, 2000). Speaking practice activities often ignore grammar, but without good grammar, speaking will of course be overwhelmed when dealing with speakers of different levels, and grammar is often used in formal conversations. For example, a businessman speaks in front of college student in a seminar, and if a student talks to the principal, then the conversation that seems formal will certainly require grammar as one of the helpers. In short, grammar can be supervised by speakers. The next is vocabulary, an aspect that can improve the quality of the diction used, this is usually often found in conversations that sometimes smell of alibis. According to Hatch and Brown (1995), that vocabulary is a list of words for a particular language or a list or set of words that individual speakers of a language might use. The last one is pronunciation which according to Harmer (2007) defined pronunciation as the way the sounds of a language are made, the way how and where the word stress and sentence stress are placed, and the way how pitch and intonation are used to indicate feelings and meanings. And Kelly (2000) defined pronunciations as when the speaker uses all the same speech organs to produce the sounds we become accustomed to producing. The four

elements of speaking are interconnected, from learning vocabulary students can practice pronunciation, over time the teacher trains students to often put these words into equivalent sentences, then carry out light, informal, to formal conversations. The conversation can train how grammar can be used correctly. And from the whole, what is called speaking comprehension is formed, namely the quality of the speech of both students and teachers.

After understanding some of the components of speaking above, then next is how we assess a language ability that should be mastered. Sourced from Goh et al. (2012), some of the competencies of speaking ability are as follows:



*Figure 2.1.1 Aspect of second language speaking competence*

As in Figure 2.1.1 above, she proposes a model of second language speaking competence that includes core speaking skills, knowledge of language and discourse, and communication and discourse strategies, taking into account the various dimensions of second language competence. She defined speaking development in a second language using this model as the ability to use linguistic

knowledge, core speaking skills, and communication and discourse strategies to produce utterances and discourses that are fluent, accurate, and appropriate for a social setting within cognitive processing constraints.

And several aspects of someone who is declared competent with the ability to speak a foreign language are having good pronunciation being able to speak fluently with little or no grammar mistakes being confident when speaking to a large audience, knowing when to say the right things, and saying them in the most effective way possible can communicate well with native speakers, can speak easily, knows how to code-switch from the first to the second language, according to the circumstances, and last is can speak fluently and clearly on a wide range of topics (Goh & Burns, 2012).

Referring to the theory above that to speak well, learners should have sufficient knowledge about “language” itself such as several sciences such as phonological, grammatical, lexical, and discourse. According to Chaer (2009), phonology is a field of linguistics that students study and analyzes, and talk about the sounds of language. And phonological, which includes all aspects of phonology, including phonetics and phonemics. According to Chaer (1994), phonetics is a branch of phonological study that analyzes the sounds of language without regard to the differentiating meanings in the speakers. Meanwhile, phonemes, is a branch of phonology introduced by F. de Saussure, according to Muslich (2008), which defines phonemes as the smallest unit of sound in a language that functions to distinguish meaning. After learning how the sounds are produced learners then learn about how a sentence is structured, namely

grammatical knowledge or often called syntactic knowledge. Referring to van Rijt (2021) that grammatical knowledge is knowledge about the form, meaning, and use of sentences and phrases. Lexical knowledge is the knowledge that can be expressed in words. And that lexical knowledge can help grammar acquisition according to Ellis (1991) the reason why lexical knowledge can aid in grammar acquisition is because it enables students to comprehend the discourse's meaning, which in turn enables them to comprehend the grammatical patterning. In philosophy, discourse is a concept developed by Michel Foucault in his works. For Foucault (1999), discourse is a system of thinking, ideas, thoughts, and images that then builds the concept of a culture. In addition, the idea of discourse often signifies a particular awareness of social influences on the use of language.

When someone has something to say through speech or writing, words for words, then into sentences then that is where discourse formed, then the relationship between discourse and knowledge about language is how discourse can describe how a language, both written and spoken, is still in the form of a framework and still in the form of an idea. This is how discourse can describe how a language is still in the form of an idea. Then a person's personality and culture are shaped by their speech and actions, which is where language knowledge is used to study discourse.

Communication strategies in the context of speaking in a foreign language are usually used by students to improve their language skills or to avoid conversations and choose to save words by using the words they can best. In line with that, Goh et al (2012) found that there were two strategies used by the



students when referring to communication, namely reduction and achievement strategies. Reduction strategies are when students know that they only have limited ability to process words into written or spoken words so in terms of productivity they are marginalized by these limitations. It is mentioned Kongsom (2009) that among reduction or avoidance strategies are message abandonment and topic avoidance. And then it is also called achievement strategy because students try with all their abilities to cope with the problem and hold on their turn to speak, it will help them maximize opportunities to speak in the target language and achieve communication goals (Goh et al 2012). Of the two points above there are good and bad too, but if we take which one is better, that is achievement strategies of course that can be said by using it, students can engage in the process of meaning negotiation and receive feedback to help modify what is said so that without realizing that he can develop his foreign language skills in communicating.

According to Goh and Burns (2012), the three things that make up the two types of strategies—reduction strategies and achievement strategies—are cognitive, metacognitive, and interaction strategies. Used for solving problems when L2 speakers encounter gaps in lexical knowledge and related linguistic problems. Other cognitive strategies include paraphrasing, circumlocution, word coinage, and borrowings from L1. Is to plan what they want to say, self-monitor during speaking, and evaluate their language and message after speaking (Bygate, 1998). Asking for clarification and repetition are some of the interaction strategies carried out by speakers from foreign language learners, which

according to Dörnyei (1995) are done as an effort to avoid flagging conversations. The rest of the interaction strategies could be steering the conversation away to a new topic if the speaker feels that the topic he is discussing with the interlocutors is stuck.

Speaking is an art, and it typically requires specialized skills to better understand these requirements, evaluate the circumstance, and enhance working knowledge. Teaching English in the right way can help improve one of these English skills (speaking). Ways to do this is to try to understand what speaking actually entails, the competence of how learners are thought to be capable of demonstrating the adequacy of the quality of their speaking, and the selection of various communication strategies so that the quality of interaction is in the form of structured, systematic talks that are always in line with the topic.

## **2.2 Strategies in Teaching Speaking**

The term strategy was originally used in the military world. Strategy comes from the Greek word *strategos* which means general or commander in chief, so that strategy is defined as the science of generals or the science of commander-in-chief. Strategy in this military sense means how to use all military power to achieve war goals. In the world of education, there is such a thing as a teaching strategy, along with the idea that strategy is a way of using a force to achieve goals, in the world of education, it can be interpreted as told by Ayua (2017) that teaching strategy is a technique, method or educational planning, regarding class activities or interactions so that learning can be effective and can achieve learning targets.

Because the purpose of implementing strategies in teaching language is to achieve learning competence, teachers can carry out various implementations of strategies, namely by compiling learning activities. There are many strategies that teachers can use in teaching speaking, including cooperative activities, role-play, creative tasks, and drilling. According to Newton and Nation (2009), cooperative activities can facilitate language item negotiation. Students participate in role-plays by pretending to play a variety of social roles and situations (Harmer, 2001; Thornbury, 2005; Solcova, 2011). According to Solcova (2011), students develop their fluency best when they engage in tasks where all of their focus is on producing something rather than the language itself. As a result, creative tasks resemble real-world tasks. According to Thornbury (2005), drilling is a method for improving pronunciation that involves imitating and repeating words, phrases, and even utterances as a whole. It moves new information from working memory to long-term memory and provides a means of gaining articulatory control over language by making students pay attention to the new materials and highlighting words, phrases, or utterances in their minds (Thornbury, 2005).

A good implementation follows the needs of students and achieves useful learning goals. So the benefits of applying strategies that are appropriate to learning in the classroom students can spur student achievement based on their learning speed optimally and can achieve effective and efficient learning outcomes, and students can also repeat competency tests (remedies) if there is a failure in the competency test. Meanwhile for teachers, is to be able to manage

the learning process to achieve effective and efficient results, and to be able to control students' abilities regularly.

## **2.3 Communicative Approach in Teaching Speaking**

### **2.3.1 Approaches in English Language Teaching**

There are numerous methods for teaching English. In any case, focused on what educators normally use to show talking in class. Recent teaching methods include content-based instruction, cooperative language learning, and communicative language learning. We pick these three methods because they are more recent in current learning models and frequently used in Indonesian speaking instruction. In Indonesia, each of the three methods for teaching speaking is thought to be effective at improving students' speaking skills. According to Richards and Rodgers (2001), a method of language instruction known as Communicative Language Teaching (CLT) aims to cultivate communicative competence. According to Slavin (1995), cooperative language teaching (CL) is a variety of teaching approaches in which students collaborate in small groups to assist one another in learning academic material. Additionally, a method of instruction known as content-based instruction combines the objectives of language and content-based learning. According to Davis (2003), it is a teaching method that emphasizes learning something rather than language. According to Efrizal (2012), Communicative

Language Teaching (CLT) was found to be effective in boosting students' speaking proficiency. Next, Hengki (2017), Cooperative Learning Strategy approach demonstrated that when a post-test was applied to this method of teaching speaking, it had a positive effect on students' achievement of speaking skills and tended to improve their language use performance. Following, Rohmah (2016) evaluated whether Content-Based Instruction can foster a positive learning environment, give the impression of being alive in the classroom, and provide ample communication space for students. In addition, due to its close connection to the communicative approach (CA) and English-speaking instruction in Indonesia, only CLT, the third method of language instruction, will be discussed in greater detail.

The focus of the researcher here is to discuss Communicative Language Teaching (CLT) because it focuses on how communicative competence is achieved in language learning and because CLT is one of the approaches that is always associated when talking about communicative approaches (CA) in language teaching. So CLT with a communicative approach is the same in meaning, only the mention is different. This CLT was born as a reaction to the use of previous theories which focused more on learning grammar, emphasized more, and was more needed because the results were clear on the ability to use language. From this reaction arose this communicative approach which is more about the idea of how communicative competence is

used more, rather than thinking about grammatical competence and linguistics (Mhundwa, 1998).

### 2.3.2 Communicative Approach

The Communicative Language Teaching (CLT) or Communicative Approach (CA) was invented at the time changing the tradition of teaching British in the late 1960s before replacing situational language teaching. CLT was a response to criticism by American linguist Noam Chomsky which, due to the structural theory of language at that time, was unable to account for various advances rather than the language itself which was dynamic. So then British linguists see that their focus is better on how the function of the language can be carried out and the communicative potential of the language. Another impetus that has resulted in the birth of various approaches to teaching foreign languages is the increasing need to teach adults. Then in 1971, some of the experts formulated how the syllabus for the communicative teaching of a language resulting from research on the needs of language learners in Europe.

The document that Wilkins had compiled in 1972 was revised in 1976, which had a significant impact on the growth of Communicative Language Teaching. The findings of Wilkins' essay were then incorporated into the initial communicative language syllabus by the Council of Europe. According to Van Ek & Alexander (1980), threshold-level specifications had a significant impact on the

development of communicative language textbooks and programs in Europe. Then, the government finally acknowledged the birth of the Communicative Approach, also known as Communicative Language Teaching, based on the various works of these experts and their rapid application (Richard and Rodgers, 2001:154).

A theory of language as communication serves as the foundation for the communicative approach to language instruction. This approach to language instruction, as previously stated, develops methods for teaching the four language skills that recognize the interdependence of language and communication and sets communicative competence as the primary objective (Richard and Rodgers, 2001:155). According to Richard & Rodgers (2001), some examples of communicative activities that teachers can use to implement a communicative approach in the classroom include giving and following directions, solving problems with clues, having conversations, and dialogues in which students give natural or spontaneous speeches in the language of the foreigner being studied. In the meantime, Larsen-Freeman (2018) included scrambled sentences, picture strip stories, and role-plays as classroom activities from a more contemporary communicative approach. Students can learn English in class communicatively and interactively from the perspective of communicative competence in language learning and the possibility of engaging in a variety of interesting activities.

The Communicative approach itself is basically about promoting learning (Richard and Rodgers, 2001), attracting interest in interacting and communicating during language teaching so that from using a foreign language students are then interested in mastering it. Students' interest learning languages is piqued by the communicative approach's ability to incorporate the real world into classroom instruction (Alibekova, 2020), and as a result, students realize that employing a communicative approach can open their eyes to the reality of their lives could be incorporated into the lesson. According to Anto (2012), the communicative approach needs to be based on the realities of the classroom, constantly evaluate, and improved. It also needs to help teachers continuously improve their knowledge and skills in the communicative approach for the benefit of student learning. Savignon (1991) encourages researchers, curriculum developers, and educators to collaborate and elaborate on the most effective language teaching methods and materials that support students in developing their communicative competence. This is in addition to teachers who employ a communicative approach to attract students' interaction and promote learning.

### 2.3.3 Teaching Speaking with Communicative Approach

The communicative approach has been used in Indonesia since the 1980s. This approach is frequently misunderstood as oral-language-based instruction (Musthafa, 2001), but it has since been redefined and



given the name "meaningful approach" (Huda, 1999). According to Thomson (1996), the communicative approach only teaches speaking, not grammar, and a study by Rahmawati (2018) found that teachers believe the communicative approach is interesting and important to implement in Indonesia. However, some teachers still have misconceptions about the communicative approach. This is also supported by the claim that Indonesian was used as a mother tongue in this study, which is still difficult to refute, but it can help students comprehend the material and boost their self-confidence. Christianto (2019) also found that the method is useful and can be used in this century given that communicative competence is considered to be the most important requirement for learning a language.

Furthermore, as an approach that is considered to adapt the surrounding reality to learning in the classroom, the teacher should look for the widest possible range of innovative materials that can be used and adapt strategies to the conditions in the classroom. This is in accordance with the second element which is the principle of assignment in the communicative approach, namely activities in which language is used for carrying out meaningful tasks to promote learning (Johnson, 1982; Richards & Rodgers, 2001: 161). According to Richards and Rodgers (2001), there are text-based materials such as textbooks that provide various kinds of activities and build conversations between learners. The task-based material consists of

exercises contained in handbooks, cue cards, activity cards, pair-communication practice materials, and student-interaction practice booklets. And as previously emphasized, because the communicative approach can touch the realities of life, the use of authentic materials (newspaper articles, magazines, maps, and many more) is also a way to reflect real-life situations. After the material, as for the methods that must be considered in the application of the communicative approach, Wiyono et al (2017) stated that in the application of the communicative approach in Indonesia, the teacher presents several teaching methods such as role-playing, discussion, simulation, and dialogue practice. And several activities as part of the strategy for implementing a communicative approach by teachers such as tolerating mistakes, practicing the language without context, needing no meaningful communication, and using the method of experience review in the learning process.

In its application in teaching speaking skills in Indonesia, the communicative approach is considered positive in developing students' speaking skills. For example, in Nurhayati's (2011), from her study on the application of the communicative approach in teaching speaking, it was found that the communicative approach is considered more suitable than the traditional method for improving and overcoming students' speaking problems in a high school in Jakarta. An increase in students' speaking skill achievement can also occur when applying a

communicative approach to teaching speaking. Zakaria et al (2017) in their research found that the communicative approach contributed a significant positive effect on students' speaking ability results after a comparison was made through the pre-test and post-test. And in other findings, Saputra (2015) tried to implement a communicative approach to solve students' speaking problems such as lack of practice, limited time, limited vocabulary, and not being motivated in speaking tasks. After implementing the communicative approach to learning, students are more confident in expressing their ideas, minimizing their fears and being shy to speak, and at each stage, the percentage and frequency of students' speaking skills increase. In addition, the communicative approach can motivate students to actively participate in conversations during the teaching and learning process in class.

The communicative approach can affect students' outcomes, on the other hand, it is also undeniable that teachers face difficulties in implementing a communicative approach in the classroom. In Indonesia, some of these issues include the fact that the English language is rarely used in everyday social communication, the lack of communicatively designed testing instruments, and the fact that teachers tend to teach English in *Bahasa* Indonesia (Musthafa, 2001). In addition, there is insufficient use of English in real-world communication.

#### 2.3.4 Teacher Roles

The teacher plays the roles of facilitator, guide, participant, resource organizer, resource, learner, needs analyst, and counselor in the communicative approach. The majority of instruction is concealed rather than open (Richards & Rodgers, 2001). Students shouldn't usually be aware that their teacher is intervening as a communicator rather than a teacher when they are performing an activity (Brumfit, 1984). This emphasizes the teacher's participation role. However, one more significant part of CLT is its promotion of the wise utilization of the students' local language in the learning of the objective language. It is permissible to employ translation and code-switching in situations where students require or benefit from them (Richards and Rodgers, 2001).

#### **2.4 Related Previous Study**

In this section, the researcher will describe a few previous studies related to this research. The studies below can be categorized into three, namely: the advantages of implementing a communicative approach, the disadvantages of implementing a communicative approach, and the challenges that can occur when implementing a communicative approach.

The first study by Susanto (2017) examines how the communicative approach is applied and its impact on students' language achievement. Using classroom observation, interviews, and examinations of various Indonesian

curricula, syllabi, and teaching materials, and as research subjects namely students, peer tutors, and instructors who are members of the Critical Language Scholarship program during the summer of 2013-2015 at Indonesian for Foreign Speakers, it is locally known as Indonesian Language for Foreign Speakers (BIPA), State University of Malang. The results of this study indicate that the combination of the application of a communicative approach with extracurricular activities is very effective, especially in improving students' language skills, and is more meaningful when used in a "real- world" context. This research compared to Susanto's study also examines how the communicative approach is applied in educational institutions. The difference is that the level studied on this study is not at the university level as stated, but is still at the secondary school level, and also the subject of research is only limited on teachers or instructors.

Followed by Supharatypthin (2014) who found several advantages of using a communicative approach in students' speaking and listening skills. Using a preliminary study, questionnaires, and English test related to speaking and listening, 40 English students from the Faculty of Humanities and Social Sciences were used as the sample. The results obtained are that after the implementation of the communicative approach, the student's English proficiency increases significantly. However, the research Supharatypthin 's conducting, which uses students as his subjects and focuses on finding problems in students' listening and speaking by looking at the success of implementing

the communicative approach (CA) in them, while this research will look for challenges to teachers in applying CA and the way teachers face it and solve it.

The following study is quite possibly of the most grounded up-and-corner in rousing this examination about the use of the open way to deal with talking abilities. Compiled by Putra et al. (2018), looked into whether it was believed that the communicative approach could help students improve their speaking skills in primary schools. This study employs Kurt Lewin's method of action research by going through the pre-test stages and two cycles of the pre-test stages and two cycles of testing with fifth-grade students at SD Kitri Bakti Cikarang, Bekasi as the subject. The result shows that the pre-test averaged 65.33 with a success rate of 40 percent, that the first cycle averaged 69.27 with a success rate of 76.67 percent, and that the second cycle averaged 79.67 and met the expected number criterion of 86.67 percent. This demonstrates that students' speaking skills demonstrates that students' speaking skills performance can be enhanced by employing a communicative approach. As previously mentioned, Putra's research has significantly inspired this study, specifically, using a communicative approach to improve students' speaking skills. The level of the research subject, on the other hand, focused on students in primary schools whereas the researcher's research will focus on high schools. Additionally, the topic at hand is not the teacher's use of the communicative approach in the classroom, rather, the goal is to boost student achievement.

The next study by Efrizal (2012) is also similar to earlier research that looked into whether the communicative approach could help students improve

their speaking skills. Utilizing classroom action research with up to 25 junior high school students as the subject. The communicative approach has been shown to improve students' English speaking proficiency through three test cycles and one pre-test. According to Efrizal's research, when the communicative approach was used, the students' speaking ability improved. While the research will be carried out by researchers geared toward teachers, it will concentrate on teacher strategies and obstacles to the communicative approach's implementation in the classroom.

After several studies before, some of which explained the advantages, benefits, and the good impact of using the communicative approach, what follows are the weakness and drawbacks. Starting from Christianto (2019) targets teacher perceptions of using CLT in the English classroom. Through a qualitative study, he then interviewed the five English teachers at IONS International Education who were selected as the research subjects. As a results, all teachers who are the subject respond positively to this approach, these teachers also then stated the weaknesses and difficulties of implementing this communicative approach, such for example it is difficult for teacher to determine proper activities, students try to speak fluently but the grammar is less accurate, some learning textbooks contained inappropriate CLT-related features, and last weakness was there was less-emphasis on the correction or feedback of pronunciation and grammar errors, which made the students were less-accurate to produce them correctly. The research conducted by Christianto and this study

have similar subject, namely several English teachers who are implementing the communicative approach at teaching speaking English.

Adem & Berkessa (2022) conducted research that also had a major influence on this research, by investigating teacher practices in teaching speaking and comparing it with the principles of the communicative approach. The study used a qualitative case study as the research design, then data was collected from four teachers who were appointed through classroom observations and stimulated recall interviews. The results obtained included, first, the teachers did not adhere to the textbook's speaking contents, and speaking lessons that were not included in the textbook were sometimes brought in. Second, the showing goes educators went through showing talking examples were comparative, permitting the recognizable proof of three stages (pre-task, main task, post-task). Third, the most common activity in the classroom was group discussion. Fourth, it was discovered that the actual classroom practices were inconsistent with the principles of the communicative approach. The study initiated by Adem & Berkessa has the same subject as this research, namely targeting teachers at the high school level who have sufficient teaching experience, and who practice a communicative approach in teaching speaking.

Then the last one is a study by Asmari (2015) which investigates the challenges that can occur when the communicative approach is applied in learning English. This research examines one hundred teachers (including men and women) at the tertiary level by administering a questionnaire to collect data. From this research it was found that the challenges of applying the



communicative approach can be in the form of lack of training, problems in accessing resources, low proficiency of students, lack of motivation among students, as well as systems and exam instruments to assess students' communicative competence. Similar to the research carried out by Asmari, this research will also discuss the challenges faced by teachers in implementing a communicative approach in English classes. The only difference is the academic level being studied, namely Asmari conducted this research at the tertiary level, while this research will be targeted at the junior high school level.

Of the number of studies above, only a few of them have addressed the difficulties teachers face in the classroom when teaching speaking English with the communicative approach, especially at the junior high school level. The researcher then consider took the initiative to explain the teacher's options for dealing with this situation. As a result, the researcher intends to investigate how bilingual junior high school teachers deal with the challenges of teaching speaking English using a communicative approach.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter represented an explanation of the method used in this research. The explanation involved research design, research instrument, research subject, data collection procedure, and the process of analyzing data.

#### **3.1 Research Design**

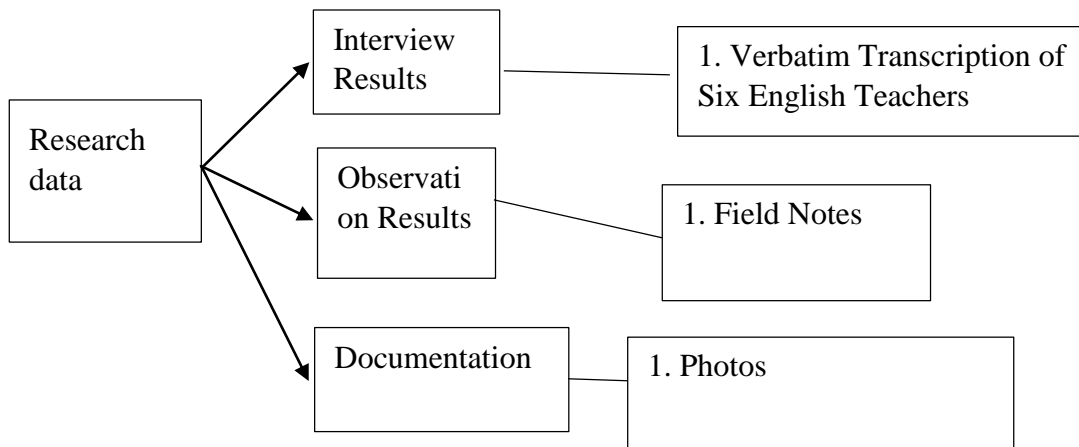
According to Arikunto (2013), a research method is the method used by researchers in collecting research data. Also according to Creswell (2016) that qualitative research is research that explores and understands the meaning of some individuals or groups of people originating from social problems. One type of descriptive qualitative research is research using a case study method. This type of research focuses intensively on a particular object that is studied as a case. The case study method of qualitative research allows the researcher to remain holistic and significant.

This research conducted by the researcher entitled “Teachers’ Strategies and Challenges in Implementing Communicative Approach in Teaching EFL Speaking at A Bilingual Junior High School” is a qualitative descriptive study using the case study method. The reason for choosing the case study method is because the researcher focuses on exploring the teaching strategies and inspecting the challenges in teaching speaking using a communicative approach and how the challenges in implementing a communicative approach carried out in teaching speaking English encountered and solved, so the two points of the question with the case study research method are a combination that feels right.

In addition to that, the nature of the case study is to study in depth to discover the reality.

The type of case study research method used this time has been chosen because it will be used to determine the level of a particular phenomenon, problem, or behavior. This method is also often used in new fields of investigation, to generate initial ideas related to the problem. In short, this research design is expected to deepen knowledge or seek new ideas about a particular matter, to formulate a more detailed problem or develop a hypothesis and not test a hypothesis.

The research data will appear to be presented as the research objective in Chapter 1 and continuously with one another. The design of research data as can be understood from the following figure:



*Figure 3.1.1 Design of research data*

## 3.2 Research Instrument

Research instruments is a tool used to collect, measure and analyze data related to the research. Like qualitative study, Creswell (2016) stated that the researcher as a key instrument. In this research, there are data to be collected through observation and interview.

### 3.2.1 Direct Observations

Direct observation is an action that goes directly to the field in real-time with the aim of obtaining real data. The instrument used to collect data from the direct observation is a field note.<sup>1</sup> According to Philippi and Lauderdale (2018), field notes are recommended for a qualitative research as a means of documenting contextual information. With that tool carried by the researcher as a note when conducting direct observations in the class. Researcher witness, hear and know directly how the communicative approach is used.

### 3.2.2 Interview

The interview will focus more on how the teacher faces challenges, how the teacher's strategy is in preparing to use a communicative approach in the class, and also its relationship with speaking skills. For interview, researcher will conduct face-to-face with each participant, in consideration with each teacher has their difference scheduled time, and teachers will be more flexible to provide

---

<sup>1</sup> Appendix 4 Field Notes

information when met directly. Interview divided into three types, they are structured interviews, semi-structured interviews, and unstructured interviews (Sugiyono, 2017). Researcher uses semi-structured interviews which according to Creswell (2016) will involve open-ended questions which allows the knowledge or feeling of the source to be objective. So this will allow the researcher to ask new questions with a view deepening the information.

Below are the interview items used and validated by the advisor on January 26<sup>th</sup>, 2023, as follows:

Indicator	Sequence of Items
Teaching strategy and reason for implementing Communicative Approach	1
The strengths and advantages of using the Communicative Approach in teaching speaking	2
The weakness and disadvantages of using the Communicative Approach in teaching speaking	3
Challenges, difficulties, and possibilities in implementing the Communicative Approach to teaching speaking	4

How the teachers face obstacles, overcome difficulties, and obtain solutions	5
--	---

*Table 3.2.2.1 Interview Items (see Appendix 3)*

### 3.2.3 Documentations

According to Sugiyono (2017), documentation is the process of gathering information through viewing or analyzing books, biographies, historical records, or documents created by the subject or others. In relation of the types of documentation, according to Yin (2014), some documentation evidences are like internal records and personal documents. In this study, the researcher record and photograph the essence of classroom activities as an addition source of data. Because if the researcher misses something, he can get it by playing back the recording and photos as supporting documentation data for observations and interviews. As for photography which is helpful in conveying essential case characteristics to outside observers, and of course, if you want to get it, then explicit permission is needed. This is in line with what Yin (2014) revealed, which is that documents are used to verify the correct spelling and titles or names of individuals and organizations that may have been mentioned in an interview. Additionally, he emphasized that documents can support information from other sources with additional specific details.

### **3.3 Subject of The Research**

The subject of this study is the teachers from a bilingual high school teaching English. The teachers are asked for interviews and in-class observations cover a wide range of teaching experience (teacher tenure), experience in the field of English, and experience in overcoming teaching challenges. Of the many teachers and schools in Malang City, the researcher only chose six of these teachers in one educational institution. Apart from shortening the research time, it was also to obtain data quickly. The researcher also considered that these teachers also represented something the same at the same level. The researcher collected data by observing the teaching-learning activities at each site and interviewing one sample of teachers during after-school hours or asking for their free time either at the school or at their respective residences.

### **3.4 Data Collection Procedure**

Researchers use direct (classroom) observations and interviews as the method taken to collect data. There are several activities that the researcher carry out during the data collection period, namely: 1) first, the researcher sent a permission letter<sup>2</sup> to the school committee as a statement of permission to research in that place. 2) Next in the first month, the researcher went to three different places (classes) where each teacher teaches while observing the class activities and conducting interviews with the three samples after they teach or during their free time. Along with it, an introduction of the researcher<sup>3</sup> (see

---

<sup>2</sup> Appendix 5 Permission Letter

<sup>3</sup> Appendix 2 Introduction Page

Appendix 2) and a consent form<sup>4</sup> (see Appendix 1) for each subject was included to state that the subject provided information without any coercion 3) After that, in the next month, the researcher did the same thing as the first week, taking three different samples for observation in their class and conducting interviews. After all that, the researcher will conduct observations and interviews with the sample if the data is deemed insufficient. The researcher carried out a validity check, namely restating or confirming to each subject that what they answered and what was taken by the researcher was true, and to reconfirm to the subject if there were data that the researcher did not understand.

### **3.5 Data Analysis Process**

#### 3.5.1 Data Analysis Process

After gaining enough data for the research, the raw data were ready through six steps:

1) The researcher organizes all the notes obtained from the interviews, then field notes and the electronic data (photos and voice record) obtained from the observation. Based on Creswell (2016), the process includes transcribing interviews, optically scanning material, typing up field notes, or sorting and arranging the data into different types depending on the sources of information.

2) Read through all the data. In this step, the researcher examine the strategies are used by the teacher in applying the communicative

---

<sup>4</sup> Appendix 1 Informed Consent Form



approach in teaching speaking and the challenges in teaching speaking using a communicative approach.

3) Coding or labeling the data in the shape of words, phrases, or sentences inside of those includes setting, the teaching strategies and challenges, observation data, and perspectives by each subject.

4) From the previous step, the researcher then compiles (interrelating) from observations and interviews data for themes and descriptions according to each sample. According to Creswell (2016), *description* includes details of people, places, or events in a setting. And several themes, which can cover five to six categories for a research study. These themes will later become major findings which that can be used as headings of the findings sections.

5) Data composed of each sample are then displayed in narrative form starting from how each teacher applies the communicative approach in teaching English speaking, the relationship between the principles of the communicative approach, the activities carried out in the classroom, the challenges can occur in the implementation, and the solution of the problems in teaching speaking English employing the communicative approach.

6) After all that, the researcher will interpret the data and determine its meaning. The researcher will interpret the meaning of the data, either through the researcher's personal interpretation and

compared with findings of information from the literature (such as research, journals, or articles) or theory. After that, the researcher can draw a conclusion based on the data.

### 3.5.2 Triangulation Data

Triangulation technique is the use of multiple methods or data sources in qualitative research to develop a comprehensive understanding of phenomena (Patton, 1999). The researcher used the triangulation technique to compare the information obtained with the relevant theories to avoid subjectivity.

Data triangulation is divided into four kinds, data triangulation, investigator triangulation, theory triangulation, and methodological triangulation (Denzin, 1978). Data triangulation is compare and recheck the degree of trust in information obtained from different sources. Investigator triangulation is the use of multiple investigators/researchers to study a particular phenomenon. Theory triangulation: Researcher utilize two or more theories to be pitted or combined. Methodological triangulation: Researcher use several methods to conduct the study.

Related to data triangulation, the researcher asks the research subjects or respondents again with the aim of confirming that the data they provide to the researcher is true. Second, with regard to investigator triangulation, in this study there was only one person who

acted as a researcher, but the researcher also take advices from the advisor in order to gain a good understanding how to collect the data and display it. Next, regarding to theory triangulation is as presented in chapter 2, the researcher uses theories, principles, and previous studies to complement the discussion of the findings of this study. The last relates to methodological triangulation, in that researcher use field observations and interviews to find out what the teachers' strategy in implementing the communicative approach and the challenges when applying it. The researcher observed each teacher's class while teaching, then the interview of the subject and voice recording was carried out after the class was finished or after the school time.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

In this chapter, the researcher described and elaborated the research findings and discussed the results of teaching speaking English using a communicative approach held in a junior high school. This chapter is presents the results of the teaching strategies in implementing the communicative approach, the challenges in implementing the communicative approach, and the discussion of the findings of the research.

Data were obtained from six respondents or teachers who teach English. Data were obtained from the results of interviews, observations, and supporting document data. Again, the researcher will present the data according to the research objectives. In the first sub-chapter, it presents what and how the strategies the teachers use along with their advantages and disadvantages, then in the next sub-chapter the researcher presents what challenges the teachers face in their strategies and what solutions they offer.

#### **4.1 Teachers' Strategies in Implementing Communicative Approach**

This research has been conducted for about three months from March 6<sup>th</sup>, 2023, to May 26<sup>th</sup>, 2023 in SMP Plus Al-Kautsar, whether it is held in the school or online meetings (Google Meet). As stated in the research objectives, the research findings focused on the strategies and challenges of the teachers using the communicative approach in teaching EFL speaking.

The researcher explained the results of observation and the results of interviews with English teachers and an English club tutor in the school about their strategies in implementing communicative approach. The interview used is a semi-structure interview and therefore has five questions, each of which is of an open-ended question type.

As stated in Chapter 1, which is the first research objective is to obtain the teacher's strategies in teaching speaking English, then in this sub-chapter, the researcher will explain some strategies and approach used by teachers and the advantages and disadvantages of approaches that these teachers use. The researcher also displays the results utilizing a table on each strategy to see the details of how they apply it in their teaching in class and also in a summary of all strategies at the end of this sub-chapter.

Based on the results of observations in class and the results of interviews, the strategy was carried out by Teacher 1 (T1) and Teacher 4 (T4) was telling stories. From the results of the study, researchers saw differences in the implementation of their strategies, along with the advantages and disadvantages they put forward. The table 4.1.1 below is a brief overview of what researchers found in the field regarding the telling stories strategy used by T1 and T4.

Strategy: Telling Stories (T1 and T4)				
Pre Activity	Main Activity	Post Activity	Advantages	Disadvantages
T1 giving a topic regarding date of birth and age in the theme of the lesson at that time regarding degrees, and asking simple questions.	<p>T1 Provoking students to dare to answer her questions with simple answers.</p> <p>T1 point a student to answer her question</p> <p>T1 explains a grammar formula</p> <p>T1 ask the students questions regarding comparative and superlative degree</p> <p>T1 give instructions to hold group discussions, each group consisting of 4-5 students, to discuss things that have comparable characteristics and also use the superlative degree later.</p> <p>T1 asks students to make 3 narrative paragraphs in which each paragraph contains a word using comparative and superlative degrees.</p> <p>T1 asks each group member takes turns reading the narrative in front of the class.</p>	T1 closed by telling a story to students about her flower collection at home.	- Students could easily express themselves with good pronunciation and varied vocabulary.	- Requires more effort and attention from students who are passive in their character
T4 starts the lesson by asking for news and asking one or two questions related to previously studied material.	<p>T4 asked students to write four paragraphs of a good story. Afterward, each student was asked to tell a story in front of the class for no more than 2 minutes each.</p> <p>T4 trying to being communicative with the students while they were telling stories.</p>	T4 did an evaluation of what they had learned that day, and asked students how they were entertained by the stories their friends brought, or did they like to make up stories after this lesson.	- Children have faster vocabulary additions and can be more confident.	- Students are still limited in vocabulary, sentence development, and the interpretation is different for each student.

*Table 4.1.1 T1 and T4 teaching strategy*

When they were asked the first interview question regarding what and how the strategy they used in applying the communicative approach in teaching speaking. As stated below:

T1: *"I gave the topics according to the learning theme, mister. Then lure the students to be brave enough to answer my questions, just like in the class before, 'When was your birthday?', 'When were you born?' Like it or not, they have to answer. Yes, even though some answered, like: 'O ow... I'm sorry, but I'm too shy for this, miss', 'No, I am not gonna tell about this', but there were also those who answered using 'I don't remember, miss'."*

T4: *"I usually tell stories with pictures in simple language or vocabulary that students have."*

As stated in the excerpts above, T1 while using the telling story strategy, at the beginning of the lesson, after praying, greeting, and taking student attendance, started by giving a topic regarding date of birth and age in the theme of the lesson at that time regarding degrees. Then T1 started asking simple questions such as: *"When is your birthday?"* and *"When were you born?"* Whereas the T4 which also uses the same strategy as T1 state that she utilizes pictures to hold telling stories in the words that student and teacher have the same level of understanding. T4 starts the lesson by asking for the news and asking one or two questions related to previously studied material.

Based on the field note, T1 in the middle of the lesson she uses a method by provoking students to answer questions. For example, *"what is the meaning of "tua" in English?"* then the student answered, *"old"*. Then the teacher asked again *"is Lia older than Rehan?"* The teacher asked again, *"is the English word 'older than?'"* After that, the teacher gave an answer by pointing at the student in the back corner of the bench to put the word in a sentence. The teacher also gave

examples such as giraffes and elephants, then she asks students which animal is taller.

T1 asks students to make 3 narrative paragraphs in which each paragraph contains a word using comparative and superlative degrees. From the discussion results, each group member takes turns reading the narrative in front of the class. Each one tells a story about family, money, and friends, to toy collections such as Lego and Hotwheels. From this method, the teacher succeeded in making students in the class actively communicate with each other.

Based on the field note, T4 in the middle lesson she asked students to write four paragraphs of a good story about the characters they idolized, T4 students also asked them to write about the objects they collected, and T4 also allowed another option, namely to tell about the experience of meeting animals which they thought were fun. Afterward, each student was asked to tell a story in front of the class for no more than 2 minutes each. While the students were telling stories, the teacher asked questions to each student who is telling the story. The following is the example:

*“What is the color of a giraffe?”, “How many cars (toys) do you have?”, “Are snakes dangerous?”, “Can you remember how big was that elephant in Jatim Park?”*

At the end of the lesson, T1 closed by telling a story to students about her flower collection at home. Meanwhile T4, before ending the lesson, T4 did an evaluation of what they had learned that day, and asked students how they were entertained by the stories their friends brought, or did they like to make up stories after this lesson.



When asked about the second question, namely about the advantages of the strategy they used, both of them answered with different answers. When the interview question was asked by the researcher, they answered:

T1: *"...Maybe... it's easier for students to express what they know in good language."*

T4: *"Hmm... maybe yes, children have faster vocabulary additions and can be more confident"*.

T1 assumed that students could easily express themselves with good pronunciation and varied vocabulary. From T4 statement above, she believes that with the approach she uses, students master more vocabulary and the approach she uses also build students' self-confidence.

In line with the subsequent interview questions regarding some to disadvantages that the teachers felt contained in their approach. T1 and T4 expressed her opinion,

T1: *"The difficulty is... mister, if there are students who are passive, believe me, the teacher must be like having to make more effort, and say like 'yes, come on Rehan, speak up, don't be afraid to be wrong'. Like that."*

T4: *"Students are still limited in vocabulary, so sentence development, even though the interpretation is different for each student, but that's all."*

According to T1, her telling story strategy is employing a dare-to-answer at the beginning of class requires more effort and attention from students who are passive. Meanwhile, T4 feels that limited vocabulary made it a weakness in the approach he applied as she stated in the excerpt above.

The other teachers like Teacher 2 (T2) and Teacher 5 (T5) use listen and repeat strategy and as presented in the table below:

<b>Strategy: Listen and Repeat (T2 and T5)</b>				
<b>Pre Activity</b>	<b>Main Activity</b>	<b>Post Activity</b>	<b>Advantages</b>	<b>Disadvantages</b>
<p>T2 doing a flashback to the last lesson and giving them the theme of the materials.</p>	<p>T2 uses nursery rhymes with relay game and give a test in form of information gap. Students must fill the gap.</p> <p>T2 asks the pointed student to fill in the blanks of a sentence written by the teacher on the board. If students cannot answer, the punishment is to listen and repeat what teacher says. For example, the teacher asks students to pronounce "hotel" with the correct pronounce, then students ask the class to imitate.</p> <p>T2 asks the punished student to put the word in a sentence.</p> <p>T2 explains at a glance, corrects wrong answers, and answers various student questions.</p>	<p>T2 taking evaluation by asking the class whether they like music or not, and entertained or not.</p>	<p>- The ability to speak increases when they see that other friends are more capable.</p>	<p>- The shortcoming of this method is that students feel insecure by seeing other students that are fluent and rich in vocabulary.</p>
<p>T5 begin the lesson with one to two questions related to previous meeting material.</p> <p>T5 gave assignments in the form of rooting several sentences using only one free word about addresses, buildings, and places.</p>	<p>T5 asks students to make sentences from a word.</p> <p>T5 gave an example of how the words should be pronounced, and how the context should be placed in a sentence.</p> <p>T5's students are asked to follow or repeat her words.</p>	<p>T5 evaluated what had been learned that day and asked students if they (students) always practiced it both within the school and outside, and what were the learning difficulties.</p>	<p>- Easy to correct students' speech and pronunciation mistakes.</p>	<p>- Students still make the wrong word writing, even though previously the teacher has given examples of pronunciation and the context in which the word is used.</p>

*Table 4.1.2 T2 and T5 teaching strategy*

At the time when it was in the interview, about how they teach speaking in class, they stated:

T2: *“When I introduced Vocab to the students, I measured how far the students' ability to master Vocab was, from there they used to use text and songs. So I know whether students can pronounce the word correctly or not. Listen and repeat new vocabulary, for language skills, speaking is prioritized, because it can be seen whether or not they can speak the language by the way they speak.”*

T5: *“... by listening, repeating, and/or asking and answering per word and/or per sentence, singing/not singing while looking at the media of pictures/writing/real objects orally.”*

As for Teacher 2 (T2), she argues that speaking is something that is prioritized when learning a language, of course vocabulary also plays an important role. According to her, through the listen and repeat strategy, vocabulary is more easily introduced to students. Reinforced by the evidence in the field note that she, at the beginning of lesson T2 gave a flashback to the last lesson, and gave them the theme of the materials. T2 uses the example of vocabulary and a sentence.

Teacher 5 (T5) argues that she teaches speaking with a listen and repeat strategy by using media such as pictures, written texts, or real objects. According to the field note, she begin the lesson with one to two questions related to previous meeting material. T5 gave assignments in the form of rooting several sentences using only one free word about addresses, buildings, and places. After she gives examples of words and sentences from students' assignments, students are asked to repeat her words. She explained that one word if it is composed properly became words that are arranged so that sentences are formed.

In the middle of lesson T2 give a test in the form of an information gap, the students were given an English chant, a kind of nursery rhyme, and then the students were given an eraser as a relay material, when the singing stopped, then who was the last holder of the eraser had to fill in the blanks of a sentence written by the teacher on the board. Once filled in, the teacher explains at a glance, corrects wrong answers, and answers various student questions. Based on the field note, this activity ran until class ended. If the student cannot answer, the punishment is to listen and repeat what the teacher says.

Whereas T5 in the middle of the lesson, she asked students to look for words that were not commonly used by them at school. So there are students who ask the teacher how to pronounce the word correctly. Some of the words that T5 uttered were: factory, manufacture, fabric, cloth, and many more. T5 then gave an example of how the words should be pronounced, and how the context should be placed in a sentence, and the teacher asked her students to imitate or repeat after her. T5 finally had experience correcting errors in the pronunciation of her students. After that, the teacher gather student' assignments on the teacher's desk. It can be discovered that during lessons, the teacher emphasizes vocabulary enrichment with tricks that are quite common but interesting.

Before the lesson ended, T2 asked the class: "*Do you like listening to music?*" Then the whole class answered "*We liked it.*" "*What kind of music do you usually listen to at home?*" Some answered, such as rock, *koplo*, and remix. And the teacher asked again, such as:

*“What if you don't have Google Maps, how do you ask foreigners (foreigners) about places?” “How do you ask people where you are now, and where to go if you go to the square, for example?” “Do you like the learning model which is similar to the challenge like before?” “Is it exciting or not playing relay games like before?”*

The other side, T5 before end the lesson evaluated what had been learned that day and asked students if they (students) always practiced it both within the school and outside, and what were the learning difficulties.

During an interview with the researcher, teacher 2 (T2) and teacher 5 (T5) were asked about the advantages of their approach, and they stated:

*T2: “The advantage is that... from this method, the ability to speak increases when they see that other friends are more capable, there is more effort to be able to do what other friends do better. Confidence is priceless, vocab is measurable.”*

*T5: “I think ... the students often are used to hearing how to pronounce words, pronounce English, and use it directly in sentences, the teacher can easily correct students' speech mistakes.”*

From the statement above, T2 from her answer, that she admits that her strategy to bring a communicative approach can make students increase their desire to speak, and create more confident characters. While T5 sees the advantage of what if students often see practice, then over time they get used to it. Then apart from the statement above, in the field notes, T5 can easily correct student mistakes.

In the interview, about the lack or disadvantages of a strategy, T2 and T5 revealed as below:

*T2: “Everything, of course, has its advantages and disadvantages. We do it again if the advantages are superior to the disadvantages. The shortcoming of this method is that if students feel insecure, this is still related to what was before if they at their friends that*

*they are better at it. Seeing how their friends can be more fluent, they have a lot of vocabulary and are more flexible when they speak like that."*

T5: *"Students usually make mistakes when writing words or sentences."*

As in the excerpts above, T2 acknowledged that on the other hand students who saw their friends were more able to speak, these students might become more insecure. As for T5 with her opinion about the disadvantages: Looking forward to the field notes, this opinion means that students still make the wrong word writing, even though previously the teacher has given examples of pronunciation and the context in which the word is used.

The third strategy by Teacher 3 (T3) is short conversation and guided speaking. About that, as presented in the table below:

<b>Strategy: Short Conversation and Guided Speaking (T3)</b>				
<b>Pre Activity</b>	<b>Main Activity</b>	<b>Post Activity</b>	<b>Advantages</b>	<b>Disadvantages</b>
T3 takes roll call, asks news, and asks one or two questions related to previously studied material to some of the students. T3 asked students to open the grade 9 English textbook on page 33. Students were asked to understand and collect information.	Several students were appointed to the front of the class. They were asked by the teacher to tell their stories related to Drug/ Food/ Beverage Labels.	Work on a quiz in PowerPoint which had been displayed  Answer the questions they had worked on in the quiz during the joint discussion.  Evaluates what was learned that day, and asks students whether they enjoyed playing the quiz earlier.	Each student gets the opportunity to express whatever they want to convey, allowing them to learn new vocabulary and proper pronunciation through guided speaking.	Students who are classified as less able to master speaking skills become less confident.

*Table 4.1.3 T3 teaching strategy*

The first question is related to how the teacher teaches speaking in class, T3 argue that she uses short conversations and guided speaking to bring students

at the beginning of learning at each meeting to express opinions and answer teacher questions. She stated:

*“I use short conversation strategies and guided speaking. This activity is carried out at the beginning of learning by asking one student at each meeting to tell, express opinions, or answer teacher questions.”*

At the beginning of the lesson, T3 utilized short conversations to encourage students to communicate. In the middle of the lesson, several students were appointed to the front of the class. They were asked by the teacher to tell their stories related to Drug/ Food/ Beverage Labels. Short conversations occurred that were practiced by the teacher to students when students finish telling stories. Then T3 asked students to work on a quiz in PowerPoint which had been displayed by the projector on the classroom board. After all, the students finished working on the quiz, a question-and-answer conversation occurred when the students submitted their willingness to take turns (one at a time) to answer the questions they had worked on in the quiz during the joint discussion. Before ending the lesson, the teacher evaluates what was learned that day, and asks students whether they enjoyed playing the quiz earlier.

T3 used guided speaking and short conversations strategy, and about its advantages she stated as below:

*“The advantage is that each student gets the opportunity to express whatever they want to convey, allowing them to learn new vocabulary and proper pronunciation through guided speaking.”*

About the lack or disadvantages of her strategy, T3 expresses:

*“Students who are classified as less able to master speaking skills become less confident.”*

The last strategy by Teacher 6 (T6). Forming students to make discussion groups to work on mind maps and presentations after completion. The evidence that T6 used this was when the researcher observed her class and took documentation.

Teacher 6 (T6) teaching strategy will look more like the table below:

<b>Strategy: Group Discuccon and Presentation (T6)</b>				
<b>Pre Activity</b>	<b>Main Activity</b>	<b>Post Activity</b>	<b>Advantages</b>	<b>Disadvantages</b>
Start teaching with brainstorming in the form of dialogue, which is in the form of contextual conversations, for example in hotels, restaurants, and stations in Malang City.	Students are asked to form groups to discuss and compose the mind-map that has been assigned to them.	Groups of students who have completed the mind-map, are then asked to each make a presentation of their work.	Students can actively communicate, share thoughts, and exchange roles.	- Sometimes it is hard to condition students who are more active than others. - The opposite applies for less-active students is a trial because getting them to communicate requires more effort.

*Table 4.1.4 T6 teaching strategy*

When it comes to the first question about what strategy she implemented, and how she teach speaking skill, she answers:

*“Usually, I start teaching with brainstorming in the form of dialogue, which is in the form of contextual conversations, for example in hotels, restaurants, and stations in Malang City. The approach is to try to stay interactive with the students, of course.”*

Having known why T6 answered like it was that in class she used that strategy at that time because she utilizing contextual dialogue to attract and bridge students for preparing students for the bulletin board competition (*mading*), yet, she was an extracurricular teacher of English Club 1, who also used to teach in classes where the English teacher was absent.



It was obtained from the field note that at the beginning of the meeting, she started teaching by brainstorming in the form of dialogue, which is in the form of contextual conversations, for example in hotels, restaurants, and stations in Malang City. Moving on to the main activity in the class, Students are asked to form groups to discuss and compose the mind map that has been assigned to them. After all the groups have produced a mind map with their respective themes, they are then asked to present the mind map by presenting it.

With a correlation regarding the second question from the interview, namely regarding the advantages possessed by the teacher's strategy. There is T6 states about her approach's advantages that students can actively communicate, share thoughts, and exchange roles. She revealed,

*“Yes, students can be more communicative, sometimes the girls are a bit chatty, mm... so what else? Oh yes, students can exchange thoughts and roles, from there they can have more direct experience with the role in question, for example the other person as a hotel receptionist.”*

What T6's opinion about disadvantages of her strategy is below which stated:

*“In my opinion, sometimes it is hard to condition students who are more active than others. The opposite applies for less-active students is a trial because getting them to communicate requires more effort.”*

In her class, T6 stated that the opinion above along with her strategy, of starting lessons with dialogue and contextual conversations for both students with active and/or passive characters during teaching required more effort, both to condition the class to be conducive again and giving more chances for students who were reluctant to communicate to sound.

To sum up, there are four strategies that can be applied to carry out the communicative approach such as Telling Stories as practiced by Teacher 1 (T1) and Teacher 4 (T4). Then there is Listen and Repeat which is used by Teacher 2 (T2) and Teacher 5 (T5). Short conversations and guided speaking strategy used by Teacher 3 (T3). And last, Teacher 6 (T6) asks students to form several discussion groups and at the end of the meeting a presentation of the results of each group is held.

A more detailed description as well as a summary of the strategies, advantages, and disadvantages of each teacher's strategy are presented in the following table:

No.	Teaching Speaking Strategy	Activities/Description	Advantages and Disadvantages
1.	Telling Story (T1 and T4)	<p><b>Pre-Activities</b></p> <ul style="list-style-type: none"> <li>- T1 firstly greeted the students and asked how they were doing.</li> <li>- T1 gave a topic of the lesson at that time regarding degrees (comparative and superlative degrees) and asked simple questions about age and date of birth.</li> <li>- T4 start the class by praying and takes the student's attendance.</li> <li>- T4 continue by asking for news and asking one or two questions related to previously studied material.</li> </ul> <p><b>Main Activities</b></p> <ul style="list-style-type: none"> <li>- T1 provoking students to dare to answer her questions with simple answers.</li> <li>- T1 asks the students who are the youngest in the class. So the youngest student stepped forward while saying with the teacher's instructions that the superlative formula is <b>the+adjective-est/st,</b></li> <li>- T1 give instructions to hold group discussions, each group consisting of 4-5 students, to discuss things that have comparable characteristics and also use the superlative degree later. T1 asks students to</li> </ul>	<p><b>Advantages</b></p> <ul style="list-style-type: none"> <li>- Students could easily express themselves with good pronunciation and varied vocabulary.</li> <li>- Children have faster vocabulary additions and can be more confident.</li> </ul> <p><b>Disadvantages</b></p> <ul style="list-style-type: none"> <li>- Requires more effort and attention from students who are passive in their character.</li> <li>- Students are still limited in vocabulary, sentence development, and the interpretation is different for each student.</li> </ul>

		<p>make 3 narrative paragraphs in which each paragraph contains a word using comparative and superlative degrees.</p> <ul style="list-style-type: none"> <li>- T1 declared to each group member takes turns reading the narrative in front of the class.</li> <li>- T4 asked students to write four paragraphs of a good story. Afterward, each student was asked to tell a story in front of the class for no more than 2 minutes each. While the students were telling stories, the teacher is trying to being communicative with them.</li> <li>- T4 appointed one of their classmates (each in turn) to give an opinion or criticize the story that the student had given in front of the class.</li> </ul> <p><b>Post Activities</b></p> <ul style="list-style-type: none"> <li>- T1 closed by telling a story to students about her flower collection at home.</li> <li>- T4 did an evaluation of what they had learned that day, and asked students how they were entertained by the stories their friends brought, or did they like to make up stories after this lesson.</li> </ul>	
2.	Listen and Repeat (T2 and T5)	<p><b>Pre-Activities</b></p> <ul style="list-style-type: none"> <li>- T2 doing a flashback to the last lesson and giving them the theme of the materials.</li> <li>- T5 begin the lesson with one to two questions related to previous meeting material. T5 gave assignments in the form of rooting several sentences using only one free word about addresses, buildings, and places.</li> </ul> <p><b>Main Activity</b></p> <ul style="list-style-type: none"> <li>- T2 uses nursery rhymes with relay game and give a test in form of information gap. Students must fill the gap.</li> <li>- T5 asks students to make sentences from a word. Then she gave an example of how the words should be pronounced, and how the context should be placed in a sentence.</li> </ul> <p><b>Post Activities</b></p> <ul style="list-style-type: none"> <li>- T2 taking evaluation by asking the class whether they like music or not, and entertained or not.</li> <li>- T5 evaluated what had been learned that day and asked students if they (students)</li> </ul>	<p><b>Advantages</b></p> <ul style="list-style-type: none"> <li>- The ability to speak increases when they see that other friends are more capable.</li> <li>- Easy to correct students' speech mistakes.</li> </ul> <p><b>Disadvantages</b></p> <ul style="list-style-type: none"> <li>- The shortcoming of this method is that students feel insecure by seeing other students that are fluent and rich in vocabulary.</li> <li>- Students still make the wrong word writing, even though previously the teacher has given examples of pronunciation and the context in which the word is used.</li> </ul>

		always practiced it both within the school and outside, and what were the learning difficulties.	
3.	Short Conversation and Guided Speaking (T3)	<p><b>Pre-Activities</b></p> <ul style="list-style-type: none"> <li>- T3 takes roll call, asks news, and asks one or two questions related to previously studied material to some of students. T3 asked students to open the grade 9 English textbook on page 33. Students were asked to understand and collect information.</li> </ul> <p><b>Main Activity</b></p> <ul style="list-style-type: none"> <li>- T3 choose several students who were appointed to the front of the class. They were asked by the teacher to tell their stories related to Drug/ Food/ Beverage Labels.</li> </ul> <p><b>Post Activities</b></p> <ul style="list-style-type: none"> <li>- T3 ask students to work on a quiz in PowerPoint which had been displayed.</li> <li>- T3 answer the questions they had worked on in the quiz during the joint discussion.</li> <li>- T3 evaluates what was learned that day, and asks students whether they enjoyed playing the quiz earlier.</li> </ul>	<p><b>Advantages</b></p> <ul style="list-style-type: none"> <li>- Each student gets the opportunity to express whatever they want to convey, allowing them to learn new vocabularies and proper pronunciation through guided speaking.</li> </ul> <p><b>Disadvantages</b></p> <ul style="list-style-type: none"> <li>- Students who are classified as less able to master speaking skills become less confident.</li> </ul>
4.	Group Discuccion with Presentation (T6)	<p><b>Pre-Activities</b></p> <ul style="list-style-type: none"> <li>- T6 Start the lesson with brainstorming in the form of dialogue. The dialogues contains contextual conversations, for example in hotels, restaurants, and stations in Malang City.</li> </ul> <p><b>Main Activity</b></p> <ul style="list-style-type: none"> <li>- Teacher ask the students to form groups to discuss and compose the mind-map that has been assigned to them.</li> </ul> <p><b>Post Activities</b></p> <ul style="list-style-type: none"> <li>- Groups of students who have completed the mind-map, are then asked to make a presentation of their work.</li> </ul>	<p><b>Advantages</b></p> <ul style="list-style-type: none"> <li>- Students can actively communicate, share thoughts, and exchange roles.</li> </ul> <p><b>Disadvantages</b></p> <ul style="list-style-type: none"> <li>- Sometimes it is hard to condition students who are more active than others.</li> <li>- The opposite applies for less-active students is a trial because getting them to communicate requires more effort.</li> </ul>

*Table 4.1.5 Detail and Compulsory of each teacher's Teaching Strategy*

## 4.2 Challenges in Implementing Communicative Approach

In this sub-chapter, in line with the second research objectives, researchers present the data results regarding the challenges encountered while using their respective strategies and find solutions that can be offered to overcome these challenges.

Regarding the challenges and solutions that teachers offer are also in line with the fourth and fifth interview questions which ask about what challenges teachers face with their respective strategies and the solutions they have to overcome these challenges. Starting from T1 which using telling story as her strategy, states:

*“So mister... the obstacle is as I told you before, it's difficult for passive students to talk, then if it's possible, it's usually my class... sometimes it can get noisy because of communicating with each other between students/teachers. Then the obstacle I faced was when I met with grammar, it was difficult getting passive students in the class to memorize the grammar formulas because I usually point to each student in front of them to give an example, but sometimes they don't memorize it, mister. Even though I already wrote it on the board.”*

Then the researcher took a question about how she fixed it. Then she answered in short, *“Just look for other methods that are more interactive”*.

From her statements above, T1 admits that it is quite difficult to attract passive students, even with the opposite condition, that students are quite difficult to control if they are already talking to one another. She also added that students who were not very interested found it difficult to memorize grammar formulas once they were known from the way the teacher showed each student to give an example, even though the teacher had given the example contextually,

and written it on the board. Then for the solution, he only gives a short answer, that is, he will find another way to be more interactive. The purpose of it is how communicative achievements in class can be more effective.

Still in the same strategy as T1, T4 also uses storytelling as a strategy for teaching speaking in class, a different opinion was expressed by T4 during the interview, she said:

*“So far, we are still following the student’s progress in understanding the structure of sentences and the amount of vocabulary they have.”*

With the statement above, it is known that T4 still has difficulties understanding the students' sentence structure and limited vocabulary of students. And when asked how the solution, she replied,

*“Hmmm... Give me a minute, mister... hehe... Maybe I'll try another way, I'll try for the students to learn English through games, songs and also differences in words.”*

It can be seen from the T4's statements above, using telling stories as a strategy to apply a communicative approach in teaching speaking in class sometimes faces challenges such as the structure of sentences that students pronounce are ambiguous and less organized due to poor vocabulary mastery. And T4 can also understand that this strategy does not always run smoothly in class, sometimes teachers have to improve in other ways, or learn and use other strategies that can make students interactive and effective in delivery.

The challenge that T2 faced for 'listen and repeat' as her teaching strategy is as she stated,

*“Yes, mister. So if the obstacles are indeed because the input of each student is also different, the enthusiasm to progress and be more in the students themselves affects the confidence of other students. If motivated, students will rapidly improve their abilities because they see other students. It's possible that sometimes students feel incapable, low self-esteem, inferior... that's it”.*

And for its solution, she added:

*“The type of intelligence or what is usually called it by... mmm... multiple intelligences, or based on the learning readiness of each student so that it can be adapted to the way they learn. So that the teacher knows the extent of students' knowledge of the material to be delivered. Differentiated instruction can be done for these differences. And it is very, very emphasized that attitudes/morals in this school go beyond knowledge, so that more capable students cannot make other students insecure, instead it can help improve their abilities and self-confidence”.*

From the statement above regarding the challenges from teacher 2 (T2) in using the listen and repeat teaching strategy, she admits that the input of each student is different, and the enthusiasm of students to process also influences their confidence when doing this strategy. T2 also added that if students can be inspired by their more capable friends, these students can achieve better results than before. On the contrary, if the influence of inferiority comes to students, these students will feel insecure or lose competitiveness. The solution offered by T2 is to provide different instructions to each level or character of the student.

Still with the same strategy as T2, namely 'listen and repeat', there are also other problems (read: challenge) that are quite different from T5, she said,

*“The obstacle... The problem is when my voice runs out, because I've been using it for a long time for speaking, mister. It's also possible that my students heard wrongly when the sound was finished.”*

The next answer from the interviewee (T5) about her solution was to listen more often to pronunciation, or how native speakers speak. As she put it:

*“...The way is to listen more to pronunciation and dialects in speaking English directly from native speakers or Youtube, oh yes, and Youtube has helped me a lot, recently, especially during the Covid-19 period “*

From the answers put forward by T5 above, it can be seen that T5 has a problem with the sound running out because it is used too often or too loud, which can interfere with the application of the communicative approach in terms of one of the communicative competencies, namely discourse competence and sociolinguistic competence. And a solution can be realized in the form of habituation for students to listen to native speakers, which can be through YouTube media for example, where if the teacher's voice starts to fade, students will still understand what the teacher conveys both in the language of instruction, namely Indonesian and especially when using English as the target language.

The next strategy is carried out by T3 which uses short conversations and guided speaking. In terms of the challenges T3 faces while teaching, she argues:

*“...hmm... it seems we need to convince some students to progress in learning to improve their English skills to keep speaking, speaking, and speaking. So they don't just know the meaning, or the grammar formula and then forget about it afterward, therefore they cause some learning time to be wasted.”*

It means that T3 admits that the obstacle she encounters is that students only understand the theory, while practice is rare, as a result, the time spent studying can be wasted. Outside the classroom, she likes to talk with students in English, so she uses this as practice time on the material he has learned. According to her, the solution to the challenges faced is to use a personal approach outside the classroom. As she put it below:



*"...as you saw earlier, I try to take a personal approach outside of class time."*

As for T6, who used group discussion as a strategy, the consequences were as she stated below:

*"Become boisterous because of communicating with each other."*

According to her, the problem above can be solved as her answer below:

*"First, I try to analyze directly what causes students to be like that... yes, it's crowded and busy in class, for example, then I choose the right way to deal with it, just says "focus-Pocus" with claps, that is grapevine from the word "hocus pocus". I also sometimes look for other solutions by asking other language teachers, so it's like you consulting a lecturer, consulting under the guise of chatting or chatting under the guise of consultation, mister."*

From T6's statement above, it can be seen that T6 has many students who are quite active in their class. It is known that indeed those who are members of class T6 are people who have a greater desire to learn and those who already master English. Then confidently state that the teacher uses a solution that can be started from an instant analysis of class conditions, then choosing the right way to condition the class again. T6 then reinforced this with her statement that usually she also exchanged views with other teachers who intended to find more effective ways of controlling students in her class.

The data described above regarding some of the challenges experienced by the teacher can be summarized as follows: 1) Telling stories, T1 for example, have problems with students who are less active in memorizing grammar formulas, and the solution offered is to find other, more interactive methods. Meanwhile, T1's partner, Teacher 4 (T4), admitted that it was difficult in understanding the students' sentence structure and limited vocabulary, and the

solution was to learn English through games, songs, and also differences in words. 2) Listen and Repeat, T2 states that the problem lies precisely in students' motivation and enthusiasm for making progress, and the way to overcome this is by differentiating instruction and emphasizing students' behavior. Listen and Repeat are also used by Teacher 5 (T5), who has a problem when the teacher's voice runs out, so for solution to avoid miscommunication, she suggests listening more to pronunciation and dialects in speaking English directly from native speakers or YouTube. 3) Short Conversation and Guided Speaking, T3 states that the problem is to learn grammar formulas and learned from the class for daily practice. As for the solution, she sometimes takes a personal approach outside of class time. 4) Group Discussion and Presentation, T6 finds its class becomes boisterous because of communicating with each other. And to solve these and other problems, first, she used to try to understand why the class had a problem, and then use smart techniques so that the class could be conducive again.

The results above regarding the challenges and solutions of teachers who use their respective strategies to implement the communicative approach can be summarized and presented with more readable data coverage as follows:

Strategies	Challenges	Solutions
Telling Stories (T1 and T4)	<ul style="list-style-type: none"> <li>- Difficult getting passive students in the class to memorize the grammar formulas</li> <li>- Difficulties understanding the students' sentence structure and limited vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>- Look for other methods that are more interactive.</li> <li>- Learn English through games, songs and also differences in words.</li> </ul>
Listen and Repeat (T2 and T5)	<ul style="list-style-type: none"> <li>- The problem is when the teacher's voice runs out because the teacher has been using it for a long time for speaking.</li> <li>- Students' motivation and enthusiasm to making progress.</li> </ul>	<ul style="list-style-type: none"> <li>- Differentiated Instruction and emphasizes on student's behavior.</li> <li>- Listen more to pronunciation and dialects in speaking English directly from native speakers or YouTube.</li> </ul>
Short Conversation and Guided Speaking (T3)	Convince some students to progress in learning for using English as daily, So they don't just know the meaning, or the grammar formula and then forget about it afterward.	Try to take a personal approach outside of class time.
Group Discussion and Presentation (T6)	Become boisterous because of communicating with each other.	<ul style="list-style-type: none"> <li>- Try to analyze directly what causes students to be like that.</li> <li>- Says "focus-Pocus" with claps</li> <li>-Find another interactive way, so the class could be conducive again by asking another teacher</li> </ul>

*Table 4.2.1 Challenges and Solutions from each teaching strategy*

### **4.3 Discussion**

In this sub-chapter, the researcher examines the study's main findings and correlates them to previous study and the related theories. In accordance with the research objectives, this section is divided into two focuses, the first will examine theories and studies related to speaking teaching strategies and the second will focus on the problems faced by teachers.

### 4.3.1 The Strategies in Teaching Speaking

This section discusses how the teacher's strategy uses a communicative approach and then compares with previous studies and related theories which, if found, will also add any advantages and disadvantages to the strategy. The first strategy to review is about telling stories used by Teacher 1 (T1) and Teacher 4 (T4). Both T1 and T4 use authentic materials for telling story. For more detail, T1 uses ages, toys, family, money and friends. While T4 uses the nature of people, things and animals. This is in connection with what was stated by Larsen-Freeman (2018), according to her the teacher's strategy applied to carry a communicative approach can use as authentic materials as possible to generate a lot of discussion rather than story topics that only bring up many examples of words.

At the beginning of the lesson, T1 gave a topic regarding the date of birth and age in the theme of the lesson at that time regarding degrees and asked simple questions about the theme. The materials that T1 used are related to the theory that truly communicative activity is information gaps (Johnson and Morrow, 1981). Larsen-Freeman (2018) expand that the information gap exists when one person in an exchange knows something the other person does not. In this example, we can learn from T4 which uses one to two questions for students at the beginning of learning, the same case with T1 which asks the students with questions like: "*When is your birthday?*" and "*When were you born?*" Meanwhile, Halliday (in

Richards and Rodgers, 2001: 160) also states that one of the functions of language is to communicate information.

According to Adem (2022), it is in line with the finding in his research utilizing group discussion which is then complemented by a presentation on the results. The same rule also applies to the findings of this study, where T1 in the middle of the lesson asks students to form discussion groups, each group consisting of 4-5 students. Each group discusses things that have comparable characteristics and also uses the superlative degree. Teaching activities are carried out from T4, each group constructs three narrative paragraphs in which each paragraph contains a word using comparative and superlative degrees.

T4 evaluates her students, the result is that she understands the students' speaking skills are still lacking, T4 realized that some of them stammered a bit in telling their stories, this is because they were rarely asked to speak forward to assemble and pronounce English words. What T4 did was also in line with the principles of the communicative approach by Larsen-Freeman (2018) that the role of the teacher in evaluation also looked at aspects of fluency. Schimtt (2000) also emphasizes that the communicative approach works only when the student has enough supportive vocabulary to produce functional language use.

Littlewood (1981) stated that the teacher has the right to be a pleasant 'co-communicator' in actively communicating with students during teaching. This is found in T1 at the end of the lesson, after the students

talked about it during class, she also shared about his flower collection at home. However, in Supharatypthin (2014) in the research suggest to teachers not to put the traditional method when the communicative approach wants to achieve the competence, that is, it does not provide space for students to communicate a lot, so that it seems teacher-centered. For example like T1 which at the end of the lesson use this opportunity to actively tell stories with students, so that students not only tell what they want to tell, but also can understand what the teacher can tell and how he can tell it.

The findings on the advantages of the telling story strategy carried by T1 and T4 are in line with the findings of a previous study by Efrizal (2012) where he saw by utilizing it, a communicative approach could make students confident in expressing their ideas in speaking activity. Meanwhile, the weaknesses in the telling story strategy are still related to the findings of Efrizal (2012) which states that some students are still embarrassed to speak in front of the class and are still rigid to express their ideas through oral communication. Putra (2018) in line with the weaknesses expressed by T4, found that the student's vocabulary was still low in the role of developing the sentences in students' speaking.

The next strategy used is 'listen and repeat' by T2 and T5. According to Harmer (1998), teaching speaking is good for teachers to make learning interesting so students don't get bored or fall asleep. Likewise, what was done by T2 and T5 was they used 'listen and repeat' solely to invite

students to communicate interactively during the teaching-learning activity. The strategy is commonly used to emphasize pronunciation, teachers provide learners with a model, such as their own, and students have to repeat after it.

Beginning with a flashback to the previous lesson, T2 then has the class participate in a relay game and perform nursery rhymes. Conditions, as listed, are comparable to Christianto (2019) findings, which indicate that a communicative approach can be implemented with role play and other language games, while the other study subjects emphasize that teachers must be able to make students actively speak and make the learning process fun and enjoyable and that all students can enjoy it. Later, it was also discovered that the communicative approach can be juxtaposed with the task-based approach used by T5, and Lin (2020) stated that CLT and TBLT give instructors more room to determine their own creative approach to language instruction.

A creative style of teaching strategy was then realized when T2 combined nursery rhymes and relay games with information gaps in the main task. Returning to the opinion of Morrow (ibid.1981) states that games that are truly communicative are information gaps, choices, and feedback. By doing these games, T2 can freely implement a listen and repeat strategy, by inviting students to fill in the information gap earlier, then they can listen to the teacher how the word or sentence pronounced, then the whole class will imitate it in unison.

Whereas T5 is in the middle of learning using what was also proposed by Willis (1996) for the implementation of Task-Based Instruction, which is described as the extension of CLT (Richards and Rodgers, 2005). She implements what material is in the textbook which is processed into examples of words that are in the context of places, buildings, and addresses. After the student assignments were collected, T5 asked to listen to what T5 gave an example of saying a word, and then the students imitated it. Her teaching activity is supported by Richards and Rodgers (2005) in which the material obtained from the textbook and then employing the student's handbook as the field of the exercise can help the application of the communicative approach run effectively to achieve learning objectives.

Larsen-Freeman (2018) with the principle of the communicative approach he initiated, states that teachers should be evaluators who can make lessons in class integrated with real life. At the end of the lesson T2 evaluates the class by asking whether they were entertained by the way the teacher used in speaking teaching, and asking them in their daily lives how they realized today's lesson (about places and addresses) in their daily lives. T5 also does the same thing as T5, the difference is slightly in the affirmation from T5 so that what is learned today can be practiced in everyday life.

Both T2 and T5 carry 'listen and repeat' as a strategy they use to include a communicative approach in teaching speaking in their class. T2



in her opinion, the advantage of this strategy is that the ability to speak increases when they see that other friends are more capable. The conditions at T2 can be compared with Asmari's research (2015) which found that students still lack motivation among students which causes the ineffectiveness of applying the communicative approach. Meanwhile, according to T5, using a listen-and-repeat strategy has the advantage that it is easy to correct students' speech mistakes. The results obtained from T5 are also in contrast to the findings of a previous study, Christianto (2019) found that the weakness in the application of the communicative approach is the lack of emphasis on the correction or feedback of pronunciation and grammar errors.

It turns out that in terms of the deficiencies of their strategies, T2 and T5 delivered different results. In T2's opinion, the impact of this strategy is that students feel insecure by seeing other students who are fluent and rich in vocabulary. Meanwhile on the different answer from T2, here Christianto (2019) in his findings, found that some of his research subjects acknowledged that students' limitations in speaking fluently were limited by the use of inaccurate grammar. The same thing happened to students of T5 who still made the wrong word in writing, even though previously the teacher had given examples of pronunciation and the context in which the word was used.

Susanto (2017) states that in the purpose of a communicative approach, students must be able to communicate with each other, which

can be supported by teaching-learning activities that can engage students in communication along with the teacher's role as a guide. In line with this statement, that can also be started in communicative terms with the condition that students can apply at least two to three conversations using the target language. And something like the one described above is the teaching strategy carried out by teacher 3 (T3), she uses a teaching strategy called short conversation with guided speaking.

In practicing the strategy, at first, T3 greeted students, asked how they were doing, and asked about the previous lesson while then being connected to that day's lesson. All of these processes use the target language, in this case, English. In the middle of teaching, T3 did something similar to that used in one of Adem's research findings (2022) which uses learning topics from textbooks which are then used to re-tell the story. By T3 the textbook is also used as a tool for teaching speaking while at the same time taking themes for students to tell stories. As mentioned by Harmer (1998) the teacher's role in a communicative approach is as a facilitator and assessor while each student tells a story. Where after they tell the story, the teacher starts a conversation containing questions that aim to dig deeper into their story so that conditions are created where the teacher and students communicate with each other.

Harmer (1998) also states the teacher's role in a communicative approach to being an evaluator. Before the lesson was closed, T3 did it utilizing a quiz, discussed the quiz, and finally asked the students about

that day's lesson whether they liked the quiz the teacher gave, whether they liked to tell stories, or liked listening to other people's stories.

The advantages of the strategy used by T3 include the opportunity to express whatever they want to convey and allow students to learn new vocabulary and proper pronunciation through guided speaking. Meanwhile, the weaknesses expressed by T3 were also felt by Asmari (2015), who found that some of his students were infected with EFL anxiety, in this case, what was meant was speaking anxiety. According to Suciati (2020) speaking anxiety is a condition where students become restless when expected to be able to communicate with teachers or other students. He added, this situation could be triggered by psychological factors, which could be from fear, student motivation, and situational settings which in this strategy T3 applies to students who are required to speak in front of the class.

The findings of a previous study by Adem (2022) state that group discussions are one of the most frequently used classroom activities, which are followed by subsequent presentations. Based on that and concerning this study's findings, similar things were also found in what was used to be the T6 strategy in teaching speaking. T6 initially dialogued with students contextually, for example on topics such as hotels, restaurants, and train stations, then he divided students into several groups to conduct group discussions.

In group discussions, T6 asks students to make works such as mind maps with a predetermined theme. The discussion group is intended to give a presentation of each of the results of those who have finished working on it. Both group discussions and student presentations are required to use only the target language. In Adem (2022), presentations are made through the teacher appointing one student as a group delegate to give a presentation on the results of their discussion in the group. As for the presentation in class T6 where all the students for each group came forward to give a presentation, one by one the students of a group presented because they already had their turn. The benefit is that students actively communicate with each other, provide views, and exchange ideas.

The advantage felt by T6 is still in connection to a previous study by Susanto (2017), where the result indicates that the combination of the application of a communicative approach with extracurricular activities is very effective, especially in improving students' language skills, and is more meaningful when used in a "real-world" context. While in contrast to that, T6's statement on the weaknesses of his teaching strategy, because students actively interact with each other, it is more difficult for teachers to condition their students who do have language proficiency above the average student there.

### **4.3.2 Challenges Faced by Teachers and Their Solutions**

The section is looking at the challenges faced by teachers and how they overcame them by referring to existing theories and comparing the findings obtained with the previous studies.

From the findings in the previous chapter it can be seen that in the same strategy, T1 and T4 have different challenges. T1 experienced difficulties in getting students who were less active during class to memorize grammar formulas so the learning objectives were not achieved effectively. That can support the findings of Supharatypthin (2014) as the cause of the lack of improvement in students' speaking skills after being taught using a communicative approach. As for teacher 4 (T4) who had a problem similar to what was found by Yagang (1993) that it was difficult for students to understand the meaning of the speaker, here the difference in the findings of this study is the teacher 4 (T4) who experiences difficulties, not students.

From the challenges faced by them, T1 has a solution that is somewhat similar to its counterpart, T4. T1 has a solution by looking for another method that which she thinks is more interactive. Whereas T4 stated that the problems she faced could be overcome by learning to use other ways such as games, songs, and also word enrichment.

The next strategy by T2 and T5 uses a strategy called Listen and Repeat. The challenge that T2 faced is crucial when compared to T5. T2

students can lose enthusiasm for learning due to a lack of motivation. T2 has problems with students' motivation, students are likely too reluctant to make progress, hence it's difficult to make students study. Meanwhile, T5 can lose volume because it has been used in many teaching activities. This incident is similar to the case in the previous strategy, in which the listener cannot assimilate the speaker's intent (Yagang, 1993). Wilkins (1973) declared that personal motivation is key factor for students, so the design of courses has to be according to the student's motivation, and the teacher has to pay attention to the learning worth and the purpose of learning it.

According to Hymes (1972), there are four communicative competencies, namely grammatical competence, discourse competence, sociolinguistic competence, and strategic competence. Concerning this theory, it is known that T5 has a problem with the sound running out because it is used too often or too loudly, which can interfere with the application of a communicative approach in terms of one of the communicative competencies, namely discourse competence and sociolinguistic competence. The problem with discourse competence is that teachers are less able to utter the meaning of the language used coherently and cohesively, resulting in what is called sociolinguistic competence the ability to use language that is appropriate to social contexts.

From the problem of student motivation to remain enthusiastic about learning, T2 stated that she would use different instructions for each

student's ability level and motivation to study the language that she felt was also different. Then T5 with the problem of capturing meaning, the solution she uttered is to use the method suggested by Larsen-Freeman (2018) to use authentic materials from other media, for example, YouTube. That way, students get used to hearing conversations, and students can accept the transfer of knowledge conveyed by the teacher even when she isn't fit.

The Guided Speaking and Short Conversation strategy, T3 use a combination of created materials (English textbooks and quizzes) with authentic materials in the form of stories from each student about Foods, Beverages, and Medicines. Supported by Larsen-Freeman (2018) that authentic materials can transfer what students learn in classrooms to the outside world and expose students to their natural language in various situations. The challenge of T3 teaching strategy is to convince some students to progress in learning to use English as daily, so they don't just know the meaning, or the grammar formula and then forget about it afterward.

She admitted that the challenge could be overcome by approaching students outside of learning hours. This is intended so that students can use the target language (English) to communicate with others anytime and in any situation. This is supported by what Richards and Rodgers (2001) said that the teacher may respond to the learner's needs or through personal sessions with students in which the teacher talks through such issues as the

student's perception of her learning style, learning strategy, and learning goals.

The findings in Asmari's research (2015) are the same problem were faced by T6 in class. The class can become overcrowded. Their challenge is the consequence of their teaching strategy, namely the discussion group. A brilliant solution that T6 uses is to first, understand why the class got out of control, then figure out how to codify the class again, as in the interview, she stated by diverting students' attention towards her and then using the '*focus-pocus*' clap.



## **CHAPTER V**

### **CONCLUSION AND RECOMMENDATIONS**

This chapter consisted of the study's overall conclusion drawn from the research's findings and discussion, along with recommendations for future research.

#### **5.1 Conclusion**

The purpose of the communicative approach is to provide more space for each student to interpret and interact, to train students to use the target language in accordance with their authentic language style, so that true meaning can be created between speakers and listeners. From the data gained through observations and interviews of six subject teachers from a bilingual junior high school, the researchers concluded that the communicative approach can be applied to teaching speaking through various teaching strategies used by teachers.

The six teachers who were the subjects, namely in this study were called T1, T2, T3, T4, T5, and T6. From the six research subjects, several speaking teaching strategies were obtained to apply a communicative approach. T1 and T4 used the Telling Story strategy, T2 and T5 used Listen and Repeat, T3 used short conversations and guided speaking, and T6 used group discussions and presentations. Of the various strategies that teachers apply, of course, each has advantages and disadvantages. Even with the challenges and problems that teachers face when using their strategies, and the solutions they offer to overcome them.

Facts can be drawn from various data that have been collected that the communicative approach has various impacts on teaching speaking English. If the teacher's strategy is successful and effective, the good impact is that it can build students' self-confidence thanks to the ease of expression. Thanks to this opportunity, students can formulate how to speak in an orderly manner. Students become more enthusiastic about learning languages thanks to the inducement that the teacher provides in class, the inducement can be in the form of friends who are more proficient in language. Conversely, this inducement can also make students feel inferior to seeing their friends who are more proficient in speaking, and the class becomes boisterous because all students are interacting. As for another impact of the communicative approach, students can apply the lessons and practice of speaking from class to their daily lives outside the classroom, which is in line with one of the goals of the communicative approach, which is to hone students in speaking English with the correct meaning.

## **5.2 Recommendations**

This research is limited to one junior high school that has English teachers to study. For future research, it can use more subjects and has a wider scope with various educational institutions, especially in the realm of junior high school. If necessary, the data can be collected using closed-ended questions to make it easier to collect data from subjects and filter data.

## REFERENCES

- Adem, H., & Berkessa, M. (2022). A case study of EFL teachers' practice of teaching speaking skills vis-à-vis the principles of communicative language teaching (CLT). *Cogent Education*, 9(1). <https://doi.org/10.1080/2331186x.2022.2087458>
- Agustin, Y. (2011). Kedudukan bahasa Inggris sebagai bahasa pengantar dalam dunia pendidikan. *Deiksis*, 03(04), 354–364. Retrieved November 15, 2022, from <https://journal.lppmunindra.ac.id/index.php/Deiksis/index>.
- Alibekova, Z., & Urinboyeva, F. (2020). Methods of a communicative approach in teaching English. *EPRA International Journal of Research and Development (IJRD)*, 5(1), 185–188. <https://doi.org/10.36713/epra2016>
- Anjaniputra, A. G. (2013). *Teacher's strategies in teaching speaking to students at secondary level*. English Education Study Program of Indonesia University of Education. Retrieved February 12, 2023 from <https://ejournal.upi.edu/index.php/L-E/article/view/577>
- Anto, A. G., Coenders, F. G. M., & Voogt, J. (2012). Assessing the current implementation of communicative language for English language teachers in Ethiopian Universities. *Staff and educational development international*, 16(1), 51-69. <http://doc.utwente.nl/82055/1/assessingCLTEthiopianUni.pdf>
- Arikunto, S. (2013). *Prosedur penelitian: Suatu pendekatan praktik*. Jakarta: Rineka Cipta.
- Asmari, A. R. A (2015). Communicative language teaching in EFL university context: Challenges for teachers. *Journal of Language Teaching and Research*, 6(5), 976-984 <https://doi.org/10.17507/jltr.0605.09>
- Ayua, G. A. (2017). Effective teaching strategies. *Workshop Paper*, 1 DOI:10.13140/RG.2.2.34147.09765
- Brinton, L. J. (2000). *The structure of modern English: A linguistic introduction*. Netherland. John Benjamin Pub.
- Brumfit C (1984). *Communicative methodology in language teaching*. Cambridge: Cambridge University Press.
- Budiarso, I. (2017). Analisis kemampuan keterampilan berbicara bahasa Inggris terhadap kinerja karyawan PT Berrys internasional Jakarta. *JABE (Journal of Applied Business and Economic)*, 3(1), 1. <https://doi.org/10.30998/jabe.v3i1.1752>
- Bygate, M. (2001). Effects of task repetition on the structure and control of oral language. In M. Bygate, P. Skehan, & M. Swain (Eds.), *Researching pedagogic tasks: Second language learning, teaching, and testing* (pp. 23-48). Harrow: Pearson Education.

- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), 1-47. <https://doi.org/10.1093/applin/i.1.1>
- Chaer, Abdul. (2009). *Fonologi bahasa Indonesia*. Jakarta: Rineka Cipta.
- Chaer, Abdul. (1994). *Linguistik umum*. Jakarta: Rineka Cipta.
- Christianto, D. (2019). Teachers' perceptions on the use of the communicative language teaching approach in the English classrooms. *IJIET (International Journal of Indonesian Education and Teaching)*, 3(1), 90–101. <https://doi.org/10.24071/ijiet.v3i1.1707>
- Cole, R. W. (2008). *Educating everybody's children: Diverse teaching strategies for diverse students, Revised and expanded 2nd ed.* Virginia: Association for Supervision and Curriculum Development (ASCD).
- Communicative approach*. Teaching English. (n.d.). Retrieved November 8, 2022, from <https://www.teachingenglish.org.uk/article/communicative-approach>
- Creswell, J. W. (2016). *Research design: Qualitative, quantitative, and mixed methods approaches, Third edition*. California: Sage Publications, Inc.
- Davies, S. (2003). Content based instruction in EFL contexts. *The Internet TESL Journal* 9(2). <http://iteslj.org/Articles/Davies-CBI.html>
- Defrioka, A. (2017). The use of information gap activities in teaching speaking (classroom action research at SMK). *Lingua Didaktika: Jurnal Bahasa Dan Pembelajaran Bahasa*, 10(2), 116–126. <https://doi.org/10.24036/ld.v10i2.6418>
- Denzin, N. K. (1978). *The research act: A theoretical introduction to sociological methods*. New York: McGraw-Hill.
- Dörnyei, Z. (1995). On the reachability of communication strategies. *TESOL Quarterly*, 29(1), 55–84.
- Efrizal, D. (2012). Improving students' speaking through communicative language teaching method at Mts Ja-alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu, Indonesia. *International Journal of Humanities and Social Science* 2(20) 127-134. <https://www.ijhssnet.com/journal/index/1362>
- Ellis, R. (2008). *The study of second language acquisition (2nd ed.)*. Oxford: Oxford University Press.
- Foucault, M. (1999). *Les anormaux*. Paris: Gallimard.
- Goh, C. C. M., & Burns, A. (2012). *Teaching speaking: A holistic approach*. New York: Cambridge University Press

- Gration, E. (2021, November 26). *English language statistics of 2022 in the UK & worldwide*. Language learning with Preply Blog. Retrieved November 15, 2022, from <https://preply.com/en/blog/english-language-statistics/>
- Gultom, E. (2015). English language teaching problems in Indonesia. *British Medical Journal*, 3(5721).  
<https://isre.prosiding.unri.ac.id/index.php/ISRE/article/view/3235/3147>
- Hadfield, J., & Hadfield, C. (2012). *Introduction to teaching English*. Oxford University Press.
- Hamid, M. O., & Nguyen, H. T. M. (2016). Globalization, English language policy, and teacher agency: Focus on Asia. *The International Journal: Comparative Perspective*, 15(3), 26-44. Retrieved November 15, 2022, from <https://openjournals.library.sydney.edu.au/IEJ/article/view/10442>
- Harmer, J. (1998). *How to teach English: an introduction to the practice of English language teaching*. New York: Longman.
- Harmer, J. (2001). *How to teach English, seventh impression*. Malaysia: Longman.
- Harmer, J. (2007). *The practice of English language teaching, fourth edition*. Pearson Longman: Harlow.
- Harris, D. P. (1977). *Testing English as a second language*. New York: McGraw Hill Inc.
- Hatch, E., & Brown. S. (1995). *Vocabulary, semantics, and language education*. New York: Cambridge University Press.
- Hengki, H., Jabu, B., & Salija, K. (2017). The effectiveness of cooperative learning strategy through English village for teaching speaking skill. *Journal of Language Teaching and Research*, 8(2), 306–312.  
<https://doi.org/10.17507/jltr.0802.12>
- Huda, N. (1999). *Language learning and teaching: Issues and Trends*. Malang: IKIP Malang Publisher.

- Hymes, D.H. (1972). *On communicative competence* In: J.B. Pride and J. Holmes (eds). *Sociolinguistics. Selected Readings*. Harmondsworth: Penguin
- Johnson, K. (1982). *Communicative syllabus design and methodology*. Oxford: Pergamon.
- Johnson, K. and Morrow, K. (1981). *Communication in the classroom*. Essex: Longman.
- Kelly, G. (2000). *How to teach pronunciation*. Longman.
- Kongsom, T. (2009). *The effects of teaching communication strategies to that learners of English*. Thesis Ph.D. University of Southampton.
- Kumar, T. (2021). The impact of written visual materials in the development of speaking skills in English language among secondary level students. *Journal of Language and Linguistic Studies*, 17(2), 1086-1095. DOI: 10.52462/jlls.76
- Larsen-Freeman, D., & Anderson, M. (2018). *Techniques & principles in language teaching*. Oxford University Press.
- Lin, Yiqng. (2020). Analysis of the teaching methods between communicative approach and task-based approach. *Academic Journal of Humanities & Social Sciences*, 3(11). DOI: 10.25236/AJHSS.2020.031104
- Littlewood, W. (1981). *Communicative language teaching*. Cambridge: Cambridge University Press.
- Mhundwa, P.H. (1998). *Communico-grammatical strategies for teaching ESL: An applied linguistics approach*. Gweru: Mambo Press.
- Muslich, M. (2008). *Fonologi bahasa Indonesia: Tinjauan deskriptif sistem bunyi bahasa Indonesia*. Jakarta: Bumi Aksara.
- Musthafa, B. (2001). Communicative language teaching in Indonesia: Issues of theoretical assumptions and challenges in the classroom practice. *TEFLIN Journal - A Publication on the Teaching and Learning of English*, 12(2), 184-193. <https://doi.org/10.15639/teflinjournal.v12i2/184-193>
- Nation, I. S. P., and Newton, J. (2009). *Teaching ESL/EFL listening and speaking*. New York: Routledge.

- Nunan, D., (2003). *Practical English language teaching*. NY:McGraw-Hill.
- Nuraini, K. (2016). The barriers of teaching speaking English for EFL learners. *ELLITE: Journal of English Language, Literature, and Teaching*, 1(1), 7–14. <https://doi.org/10.32528/ellite.v1i1.159>
- Nurhayati, S. (2011). Teaching speaking skill through communicative language teaching (An experiment study in the first grade of MA Pembangunan UIN Jakarta). *Skripsi*. Jakarta: Universitas Islam Negeri Syarif Hidayatullah
- Panambunan, E., Tulung, G. J., & Maru, M. G. (2016). Improving students' speaking ability through communicative language teaching of the second level students at 'MEC' megalia English course. *Journal of English Language and Literature Teaching*, 1(01), 57–67. <https://doi.org/10.36412/jellt.v1i01.44>
- Patton, M. Q. (1999). *Enhancing the quality and credibility of qualitative analysis*. *Health Services Research*, 34(5), 1189-1208.
- Phillippi, J., & Lauderdale, J. (2018). A guide to field notes for qualitative research: Context and conversation. *Qualitative Health Research*, 28(3), 381–388. <https://doi.org/10.1177/1049732317697102>
- Putra, R., Zulela, Z., Bintoro, T., & Adiansha A. A. (2018). Communicative approach in improving skill speaking (action research on grade V students of SD Kitri Bakti sub district North Cikarang Bekasi Regency). *American Journal of Educational Research*, 6(8), 1098–1101. <https://doi.org/10.12691/education-6-8-6>
- Rahmawati, Y. (2018). Teachers' perspective on the implementation of communicative approach in Indonesian classrooms. *IJEE (Indonesian Journal of English Education)*, 5(1), 92-100. doi:10.15408/ijee.v5i1.9881
- Rao, S. P. (2019). The importance of speaking skills in English classrooms. *Alford Council of International English & Literature Journal*, 2(2), 6-18.
- Reiser, R. A., & Dick, W. (1996). *Instructional planning: A guide for teacher*, 2nd ed.. Boston: Allyn and Bacon.
- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching*. USA: Cambridge University Press.
- Richards, J. C. (2005). *Communicative language teaching today*. SEAMEO Regional Language Centre.
- Saputra, J. B. (2015). Communicative Language Teaching: Changing Students' Speaking Skill. *Premise Journal of English Education*, 4(1). doi:10.24127/pj.v4i1.277

- Savignon, S. J. (1983). *Communicative competence: Theory and classroom practice*. Reading, MA: Addison-Wesley.
- Savignon, S. J. (1991). Communicative language teaching: State of the Art. *TESOL Quarterly*, 25(2), 261-277. <https://doi.org/10.2307/3587463>
- Schmitt, N. (2000). Key concepts in ELT: Lexical chunks. *ELT Journal* 54(4), pp. 400-401.
- Slavin, R. E. (1995). *Cooperative learning: Theory, research, and practice (2<sup>nd</sup> Ed.)*. Englewood Cliffs, NJ: Prentice Hall.
- Solcova, P. (2011). *Teaching speaking skills*. Thesis of Faculty of Arts of Masaryk University: Unpublished.
- Suciati. (2020). Speaking anxiety in EFL classroom: categories and factors. *Edualingual: Jurnal Linguistiks Terapan dan Pendidikan Bahasa Inggris*, 7(1) <https://doi.org/10.34001/edulingua.v7i1.1168>
- Sugiyono. (2017). Statistika untuk penelitian. Bandung: Penerbit Alfabeta. In *Jurnal Akuntansi* (Vol. 21, Issue 1).
- Suhaimi, I. (2021). Analisis keterampilan berbicara bahasa Inggris siswa SMP Al-Ikhlas Kediri. *Jurnal Koulutus*, 4(1). <https://doi.org/https://doi.org/10.51158/koulutus.v4i1.511>
- Supharatyphtin, D. (2014) Developing students' ability in listening and speaking English using the communicative approach of teaching. *International Journal of Arts & Sciences*. 07 (03): 141 149 1944-6934 <https://www.proquest.com/docview/1644634408>
- Susanto, G. (2017). Communicative language teaching and its achievements: A study of in-country program in Indonesia from 2013-2015. *KnE Social Sciences*, 1(3), 472. <https://doi.org/10.18502/kss.v1i3.769>
- Thomson, G. (1996). Some misconceptions about communicative language teaching, *ELT Journal*, 50(1), 9-15.
- Thornbury, S. (2005). *How to teach speaking*. England: Pearson Educational Limited.
- van Rijt, J. H. M., & Coppen, P.-A. J. M. (2021). The conceptual importance of grammar. *Pedagogical Linguistics*, 2(2), 175–199. <https://doi.org/10.1075/pl.21008.van>
- Wahyuningsih, S., & Afandi, M. (2020). Investigating English speaking problems: Implications for speaking curriculum development in Indonesia. *European Journal of Education Research*, 9(3), 967-977. <https://doi.org/10.12973/eujer.9.3.967>
- Wilkins, D. (1976). *Notional syllabuses*. Oxford: Oxford University Press



- Wilkins, D. A. (1973). *A Communicative approach to syllabus construction in adult language learning*. Council of Europe, Strasbourg (France). Committee for Out-of-School Education and Cultural Development. Paper presented at a symposium on "A Unit/Credit System for Modern Languages in Adult Education," St. Wolfgang, Austria, June 17 through 28, 1973.  
ERIC Number: ED086012
- Willis, J. (1996). *A framework for task-based learning*. Longman.
- Wiyono, B. B., Gipayana, M., & Ruminati, R. (2017). The influence of implementing communicative approach in the language teaching process on students' academic achievement. *Journal of Language Teaching and Research*, 8(5), 902. <https://doi.org/10.17507/jltr.0805.08>
- Wood, Alistair. (2017). Innovation and creativity in teaching speaking. *Journal of Teaching & Learning English in Multicultural Contexts* 1(1), 10-15. <https://doi.org/10.37058/tlemc.v1i1.401>
- Yagang, F. (1993). Listening: problems and solutions. *English Teaching Forum* 31(2), 16-19.
- Yasmine, D. (2016) *Indonesia falling behind Vietnam in English proficiency: Survey*. Jakarta Globe. Retrieved November 8, 2022. From <https://jakartaglobe.id/news/indonesia-ranks-32-english-proficiency-index/>
- Yin, R. K. (2014). *Case study research: Design and methods*. California: Sage Publication.
- Zaremba, A. (2006). *Speaking professionally*. Canada: Thompson SouthWestern.

*Appendix 1 Consent Form*

**INFORMED CONSENT FORM**

Saya yang bertanda tangan di bawah ini:

Nama :

Alamat :

No. Telepon :

e-mail :

Setelah mendapatkan informasi yang jelas secara lisan dan tulisan, saya menyatakan setuju untuk berkomunikasi dengan peneliti untuk menjawab berbagai pertanyaan terkait penelitian yang dibuat oleh saudara Ilhamuddin Muhammad yang berjudul “Teachers’ Strategies and Challenges in Implmenting The Communicative Approach in Teaching EFL Speaking at A Bilingual Junior High School” dan memberikan informasi atas kemauan sendiri dan tanpa paksaan. Identitas kami sebagai subjek penelitian dan semua informasi yang diberikan akan dirahasiakan dan hanya akan digunakan untuk keperluan penelitian ini.

Malang, .....

Responden

**INFORMED CONSENT FORM**

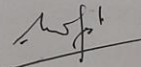
Saya yang bertanda tangan di bawah ini:

Nama : R. [redacted]  
Alamat : Perumahan Bumi Merdeka, Dlm. Blok A/11-11  
No. Telepon : 08222454052  
e-mail : [redacted]

Setelah mendapatkan informasi yang jelas secara lisan dan tulisan, saya menyatakan setuju untuk berkomunikasi dengan peneliti untuk menjawab berbagai pertanyaan terkait penelitian yang dibuat oleh saudara Ilhamuddin Muhammad yang berjudul "~~A Study on~~ Teachers' Strategies Facing Challenges of Communicative Approach in Teaching Speaking English at a Bilingual Junior High School" dan memberikan informasi atas kemauan sendiri dan tanpa paksaan. Identitas kami sebagai subjek penelitian dan semua informasi yang diberikan akan dirahasiakan dan hanya akan digunakan untuk keperluan penelitian ini.

Malang, 10 April 2023.

Responden



R. [redacted]

**INFORMED CONSENT FORM**

Saya yang bertanda tangan di bawah ini:

Nama : P.  
Alamat : Jl. ... Malang  
No. Telepon : 08...  
e-mail : ...

Setelah mendapatkan informasi yang jelas secara lisan dan tulisan, saya menyatakan setuju untuk berkomunikasi dengan peneliti untuk menjawab berbagai pertanyaan terkait penelitian yang dibuat oleh saudara Ilhamuddin Muhammad yang berjudul "~~A Study on~~ Teachers' Strategies Facing Challenges of Communicative Approach in Teaching Speaking English at a Bilingual Junior High School" dan memberikan informasi atas kemauan sendiri dan tanpa paksaan. Identitas kami sebagai subjek penelitian dan semua informasi yang diberikan akan dirahasiakan dan hanya akan digunakan untuk keperluan penelitian ini.

Malang, 7 <sup>marek</sup> ~~April~~ 2023

Responden



P. ....

**INFORMED CONSENT FORM**

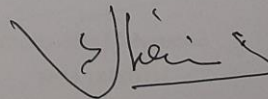
Saya yang bertanda tangan di bawah ini:

Nama : Suherman, S.Pd  
Alamat : Pondok Kelapa, Desa Pondok Kelapa, Kecamatan Pondok Kelapa, Kabupaten Tangerang, Banten  
No. Telepon : 081333105002  
e-mail : suherman1963@gmail.com

Setelah mendapatkan informasi yang jelas secara lisan dan tulisan, saya menyatakan setuju untuk berkomunikasi dengan peneliti untuk menjawab berbagai pertanyaan terkait penelitian yang dibuat oleh saudara Ilhamuddin Muhammad yang berjudul "A Study on Teachers' Strategies Facing Challenges of Communicative Approach in Teaching Speaking English at a Bilingual Junior High School" dan memberikan informasi atas kemauan sendiri dan tanpa paksaan. Identitas kami sebagai subjek penelitian dan semua informasi yang diberikan akan dirahasiakan dan hanya akan digunakan untuk keperluan penelitian ini.

Malang, 15 Mei 2023

Responden



Suherman, S.Pd

**INFORMED CONSENT FORM**

Saya yang bertanda tangan di bawah ini:

Nama : Di [redacted]

Alamat : [redacted]

No. Telepon : 0812 [redacted]

e-mail : [redacted]

Setelah mendapatkan informasi yang jelas secara lisan dan tulisan, saya menyatakan setuju untuk berkomunikasi dengan peneliti untuk menjawab berbagai pertanyaan terkait penelitian yang dibuat oleh saudara Ilhamuddin Muhammad yang berjudul "A Study on Teachers' Strategies Facing Challenges of Communicative Approach in Teaching Speaking English at a Bilingual Junior High School" dan memberikan informasi atas kemauan sendiri dan tanpa paksaan. Identitas kami sebagai subjek penelitian dan semua informasi yang diberikan akan dirahasiakan dan hanya akan digunakan untuk keperluan penelitian ini.

Malang, 15 Mei 2023....

Responden



Di [redacted]

**INFORMED CONSENT FORM**

Saya yang bertanda tangan di bawah ini:

Nama : S. [redacted]  
Alamat : Jl. [redacted] [redacted] Malang  
No. Telepon : [redacted]  
e-mail : [redacted]

Setelah mendapatkan informasi yang jelas secara lisan dan tulisan, saya menyatakan setuju untuk berkomunikasi dengan peneliti untuk menjawab berbagai pertanyaan terkait penelitian yang dibuat oleh saudara Ilhamuddin Muhammad yang berjudul "A Study on Teachers' Strategies Facing Challenges of Communicative Approach in Teaching Speaking English at a Bilingual Junior High School" dan memberikan informasi atas kemauan sendiri dan tanpa paksaan. Identitas kami sebagai subjek penelitian dan semua informasi yang diberikan akan dirahasiakan dan hanya akan digunakan untuk keperluan penelitian ini.

Malang, 15 Mei 2023..

Responden



S. [redacted]

### INFORMED CONSENT FORM

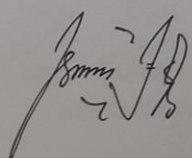
Saya yang bertanda tangan di bawah ini:

Nama : M. I. [redacted]  
Alamat : Jl. [redacted] Malang  
No. Telepon : 08222 [redacted]  
e-mail : [redacted]@gmail.com

Setelah mendapatkan informasi yang jelas secara lisan dan tulisan, saya menyatakan setuju untuk berkomunikasi dengan peneliti untuk menjawab berbagai pertanyaan terkait penelitian yang dibuat oleh saudara Ilhamuddin Muhammad yang berjudul "~~A Study on~~ Teachers' Strategies Facing Challenges of Communicative Approach in Teaching Speaking English at a Bilingual Junior High School" dan memberikan informasi atas kemauan sendiri dan tanpa paksaan. Identitas kami sebagai subjek penelitian dan semua informasi yang diberikan akan dirahasiakan dan hanya akan digunakan untuk keperluan penelitian ini.

Malang, 15 Mei 2023...

Responden

  
M. I. [redacted]



*Appendix 2 Interview Introduction*

**Introduction Page**

*Assalamualaikum Warahmatullahi Wabarokatuh*

Mohon ijin bapak/ibu guru, saya Ilhamuddin Muhammad, umur saya 23 tahun. Saya adalah salah satu mahasiswa semester akhir jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Univeristas Islam Negeri Maulana Malik Ibrahim Malang yang sedang menyelesaikan skripsi sebagai tugas akhir.

Adapun tugas akhir saya yang berjudul “A Study on Teachers’ Strategies Facing Challenges of Communicative Approach in Teaching Speaking English at a Bilingual Junior High School” bertujuan untuk mengungkap beberapa tantangan dan kesulitan guru dalam mengajar kemampuan berbicara dalam bahasa Inggris.

Sehubungan dengan hal tersebut, saya, sebagai peneliti meminta kesediaan bapak/ibu guru untuk berkenan menjawab beberapa pertanyaan dari saya, Atas perhatian dan kesediaan bapak/ibu guru, saya ucapkan terimakasih.

*Wassalamualaikum Warahmatullahi Wabarakatuh*

Malang, .....

Peneliti

Ilhamuddin Muhammad

NIM 18180031

### *Appendix 3 Interview Guide*

Nama Guru :

Usia :

Jenis Kelamin : L/P

Tempat Interview:

Tanggal dan Waktu Interview

Lama mengajar :

1. Bagaimana strategi Bapak/Ibu guru mengajarkan kemampuan berbicara dalam ber-Bahasa Inggris di kelas? Apa pendekatan yang biasa Bapak/Ibu guru pakai?
2. Menurut Bapak/Ibu guru, kira-kira apa saja kelebihan dan keuntungan yang Anda dan anak didik Anda dapat dari menggunakan pendekatan tersebut?
3. Menurut Bapak/Ibu guru, kira-kira apa saja kekurangan dan kelemahan yang Anda dan anak didik Anda dapat dari menggunakan pendekatan tersebut?
4. Dalam penerapan pendekatan yang Bapak/Ibu guru terapkan di kelas, a) rintangan dan kesulitann apa yang biasa Bapak/Ibu guru hadapi? b) dan kemungkinan apa saja yang bisa terjadi?
5. Bagaimana cara Bapak/Ibu guru a) menghadapi rintangan tersebut, b) mengatasi kesulitan, dan c) cara mendapatkan solusi?

#### Appendix 4 Interview Transcripts

##### Result of Interview with Teacher 1

Interview Date	April 10 <sup>th</sup> , 2023
Interview Place	Online, via Google Meet
Interviewee	Teacher 1

##### Note:

- Semua hasil transcript interview dari bahasa asli (yang tercetak miring) telah diterjemahkan ke bahasa Inggris di bawahnya.

- R= the researcher                      T1=Teacher 1 (Subject)

- R** : *“Asslamualaikum bu, ehe, ketemu lagi, maaf menyita waktu ibuk... “*  
“Assalamualaikum, ma’am, uh, we meet again, sorry for taking up your time for this...”
- T1** : *(memotong) “Iya, ngga apa-apa, santai jaa.”*  
(Cuts) “Yes, it is okay, just relax.”
- R** : *“(melanjutkan) sebentar ehe...”*  
(Continues) “Okay, ma’am can you please wait for a minute...”
- T1** : *“Nggeh, langsung aja wes mas, piye.. piye?”*  
“It’s okay, just get on with it bro, how? What do you want to ask”
- R** : *“Oke buk, jadi, ini dengan bu Raisya nggeh?”*  
“Okay ma'am, so, this is with Mrs. Raisya, right?”
- T1** : *“Nggeh bu Raisya<sup>5</sup> ... (dengan menyebut nama panjangnya).”*  
“Yep, it’s me, my fulname is (she said her full name)
- R** : *“Siaap, bu, hehe, bu udah ngajar berapa tahun.”*  
“Alright then, ma'am, hehe, ma'am may I ask, how many years have you been teaching?”

---

<sup>5</sup> The subject name is a pseudonym

- T1** : *“Sek tak iling-iling e sek mas... koyok e wis 12 tahun an e. lupa aku pokok e 2010 an gitu akuu ki wes ngajar, mas.”*
- “Ok, wait, lemme remember it. It’s about 12 years, I don’t know exactly, but it was 2010.”
- R** : *“Okeey, maaf mau tanya lagi nih buk, umur ibuk berapa nggeh?”*
- “Okay. Ma’m sorry to bother you, but may I know what age are you?”
- T1** : *“Wahahahahh... (berhenti sejenak) tiga tujuu maas.”*
- “hahaha... (a bit pause) me is about thirty-seven, mister.”
- R** : *“Ok, tiga tuju.”*
- “Okay, tahnk you. I’ll write it down.
- T1** : *“Iya mas, masih muda lah itungane, hihi..”*
- “Yes mister, I think... I’m still young, hihi...”
- R** : *“nggeh bu.. hehe... oh ya bu, ibu ini kan juga ngajar bahasa Inggris di SMP, nah ibu kalo ngajar speaking itu gimana buk?”*
- “Haha... alright ma’am, are you teaching at the junior high school? How do you teach their speaking skills?”
- T1** : *“Gimana apane mas? Heheee...”*
- “Pardon me? Can you clarify it again?”
- R** : *“Aanu buk, jadi strategi apa yang ibu pakai... gitu.. dan pendekatan apa yang ibu gunakan?”*
- “Okay, sorry ma’am. So, what was the strategy are you in for teaching speaking? And waht approach?
- T1** : *“Ya jadi saya itu memberikan topik sesuai dengan tema, mas. Terus mancing anak2 buat berani njawab pertanyaan, kayak pas di kelas itu lo, ‘when is your birthday?’, ‘when were you born?’ mau gak mau kan mereka harus jawab lah. La ya meski sebagian ada yang njawab ‘O ow.. I’m too shy for this, miss’, ‘No, I am not tell about this’, mala ada juga toh yang jawab pake ‘I don’t remember miss’. Hahaa... lucu-lucu anak-anak kok. Kadang saya juga nantang, yang berani jawab nanti dapat reward dari miss. kalo pendekatan yang saya pakai itu semacam “what is the meaning of, blablabla, I mean, biar mereka yang mencoba jadi kamus mas. “*
- “Hmmm... so I gave the topics according to the learning theme, mister. Then lure the students to be brave enough to answer my questions, just like in the class before, ‘When was your birthday?’, ‘When were you born?’ Like it or

not, they have to answer. Yes, even though some answered, like: 'O ow... I'm sorry, but I'm too shy for this, miss', 'No, I am not gonna tell about this', but there were also those who answered using 'I don't remember miss'. Hahaha... funny kids they are, really... sometimes I also challenge, those who answer and will get a reward from Miss. The approach I use is something like 'What is the meaning of, bla-bla-bla... I mean, let those who try it become a dictionary, mister.'

**R** : *"Oke, baik. Nah bu, apa keuntungan dari pendekatan yang ibu pakai itu?"*

"Okay, fine Ma'am, what are the advantages of the approach that you are using?"

**T1** : *"Apa ya mas,... (jeda sebentar, sambil berfikir) ya mungkn... anak-anak lebih mudah untuk mengungkapkan yang diketahui dengan bahasa dengan baik."*

"What is it,... (pause, while thinking) maybe... it's easier for students to express what they know in good language."

**R** : *"Baik ibu.. lalu kalo kekurangannya?"*

"Okay, I'll write it down, and how about the disadvantages?"

**T1** : *"Yang susah tu mas, kalo ada anak yang pasif itu lo mas, musti guru kayak harus membikin effort lebih, dan menyatakan 'iya, ayok Rehan, speak up, ga usah takut salah'."*

"The difficulty is... mister, if there are students who are passive, believe me, the teacher must be like having to make more effort, and say like 'yes, come on Rehan, speak up, don't be afraid to be wrong'. Like that."

**R** : *"Baik bu, dalam pendekatan tersebut apa yang jadi rintangan dan kemungkinan apa yang bisa terjadi di kelas bu?"*

"All right, ma'am, in that approach, what are the obstacles and what possibilities could happen in the classroom, ma'am?"

**T1** : *"Jadi mas ya... yang pertama, kalo rintangan ya itu tadi, siswa yang pasif susah ngajak bicara, terus kalo kemungkinan, biasanya kelas saya... kadang bisa riuh karena saling berkomunikasi antar siswa/ke guru. Lalu rintangan yang saya hadapi itu pas ngajarin grammar, itu susah nyuruh anak-anak yang pasif di kelas buat ngapalin rumus, karena masing-masing siswa biasa saya tunjuk ke depan buat berikan contoh, nah itu kadang ngga diapalin sama mereka, mas. Padahal yo wes tak tulis di papan."*

"So mister... the first one, if it's an obstacle, it's difficult for passive students to talk, then if it's possible, it's usually my class... sometimes it can get noisy because of communicating with each other between students/teachers. Then

the obstacle I faced was when I met with grammar, it was difficult getting passive students in class to memorize the grammar formulas, because I usually point to each student in front of them to give an example, but sometimes they don't memorize it, mister. Even though I already wrote it on the board.”

**R** : “*mm... begitu ya buk.*”

“mm... I see, ma’am.”

**T1** : “*Iya mas, ada lagi a?*”

“Are there any more questions, sir?”

**R** : “*Iya buk, terakhir nih, kira-kira ibuk kalo dah gitu tadi masalahnya, terus solusinya gmn buk?*”

“Yes there is, ma’am. This is the last question, I think ma’am, if that's the case, then what's the solution for?”

**T1** : “*Langsung aja nyari metode lain yang lebih interaktif, haha...*”

“Just look for other methods that are more interactive, haha...”

**R** : “*Oke buk, siap. Bu mungkin itu saja, terimakasih sudah meluangkan waktunya, terimakasih juga sudah diajak ke kelas lagi tadi.*”

“Ok, Ma'am maybe that's all, thank you for taking the time, thank you also for being invited to class again earlier.”

**T1** : “*Nggeh mas, sama-sama.*”

“Anytime, sir.”

**R** : “*Saya pamit buk ya, terimakasih.*”

“I say goodbye to you, see you again. Thank you.”

### **Result of Interview with Teacher 2**

Interview Date	March 7 <sup>th</sup> , 2023
Interview Place	SMP Plus Al-Kautsar, teacher room
Interviewee	Teacher 2

### **Note:**

- Semua hasil transcript interview dari bahasa asli (yang tercetak miring) telah diterjemahkan ke bahasa Inggris di bawahnya.

- R= the researcher            T2=Teacher 2 (Subject)

(R enters the teacher's room, seeing Mrs. Susi in the middle of the back of the room, then R immediately come in front of her, a warm welcome, and is asked to sit in front of his teacher's table)

**R** : *“Permiss bu susi<sup>6</sup>, apakabar buk?”*

“Hello Mrs. Susi. How are you?”

**T2** : *“Baik mas, masnya gimana?(ambil posisi duduk, menyilangkan kaki, menaruh tangan di bawah dagu).”*

“All right, MR. Ilham, how are you? (she takes a sitting position, crosses your her, and put her hands under her chin).”

**R** : *“Baik bu, alhamdulillah, lagi sibuk ya buk?”*

“Ok ma'am, *Alhamdulillah*, but, firstly may I ask, did you in a hurry?”

**T2** : *“Iya itu tadi ngurusin anggaran buat acara outbond siswa pramuka besok sabtu.”*

“Yes, but not so hurry, and that was taking care of the budget for the scout students' outbound event tomorrow at Saturday.

**R** : *“Oh iya, kayak jelajah alam gitu ya buk?”*

“Oh yeah, it's like exploring the nature, isn't it?”

**T2** : *“Nah betul, mas. Iya masnya mau tanya apa? Langsung aja wes...”*

“Well that's right, sir. Yes, what do you want to ask? Just go ahead...”

**R** : *“Oke, buk. Jadi... dengan bu susi di sini, ibu ngajar kelas berapa bu?”*

“Okay, ma'am. So... with Mrs. Susi here, may I know, what class you teach, ma'am?”

**T2** : *“Saya ngajar kelas delapan sama sembilan, mas.”*

“I teach eighth and ninth grade, mister.”

**R** : *“Ibu udah ngajar selama berapa tahun?”*

---

<sup>6</sup> The subject name is a pseudonym

“How many years have you been teaching?”

**T2** : *“Saya sudah ngajar, hmm... kayaknya 16 tahun-an seh... udah lama pokonya mas, dulu saya ngajar di SD nya. Kemudian ke sini (SMP).”*

“I’ve been teaching, hmm... I think it’s about 16 years old... it’s been a long time, I used to teach at the elementary school. Then come here (junior high school).”

**R** : *“Oke buk, (agak gerogi mau melontarkan pertanyaan) ngomong-ngomong kok sudah lama sekali ngajar, usia ibu berapa ya?”*

“Okay ma’am, (a little nervous to ask the question) by the way, how come it’s taken so long to teach, how old are you?”

**T2** : *“Oh, saya tahun ini mau kepala empat mas, ya udah mau beranjak, hehe...”*

“Oh, I’m about to head for “the four heads” this year, so I’m getting old already, hehe...”

**R** : *“Saya rasa ibu berarti di tiga sembilan, nggeh?”*

“So I think you ma’am is at thirty-nine, right?”

**T2** : *“Iyaa... (jawabnya singkat).”*

“It is... (In short she answered).”

**R** : *“Ya buk semoga umur ibu panjang dan bahagia selalu, rejeki ibu mengalir terus.”*

“I wish the best for the rest of your life, ma’am, and happy ever.”

**T2** : *“Oke mas... makasih doanya, doa yang baik kembali dengan kebaikan juga.”*

“Okay, mas... thanks for the prayers, good prayers come back with kindness too.”

**R** : *“Bu, saya boleh langsung ke pertanyaan pertama bu?”*

“May I lead into the first question directly, ma’am?”

**T2** : *“Boleh, monggo pun.”*

“Sure, what is it?”

**R** : *“Pas di kelas, ibu ngajar speaking itu caranya bagaimana? Kayak, strateginya ibu, dan pendekatan yang ibu pakai...?”*

“At the class, how do you teach speaking? Like, the strategy, and the approach you use...?”



**T2** : *“Pas saya ngenalin vocab ke anak-anak, saya ngukur, sejauh mana kemampuan siswa dalam menguasai vocab, dari situ maka biasa menggunakan teks dan lagu. Jadi saya tau siswa bisa ngucapin kata tersebut dengan benar atau tidak. Selanjutnya ada listen and repeat new vocab. Untuk kemampuan berbahasa memang lebih diutamakan dalam speaking, karena terlihat bisa atau tidaknya berbahasa adalah dengan cara berbicara/ngomong. Maka yang biasa dilakukan adalah role-play/bermain peran, berdialog, dan retell.”*

“When I introduced Vocab to the students, I measured how far the students' ability to master Vocab was, from there they used to use text and songs. So I know whether students can pronounce the word correctly or not. Next is listen and repeat new vocabulary. For language skills, speaking is prioritized, because it can be seen whether or not they can speak the language by the way they speak. And so... What is usually done is role-play, dialogue, and retelling.”

**R** : *“Mau tanya bu, itu yang dimaksud retell apa ya?”*

“I want to ask ma'am, what is it meant by retell?”

**T2** : *“Ituloh mas, telling story.”*

“It's just like telling their story.”

**R** : *“Oke buk, kira kira apa yang jadi kelebihan dari pendekatan yang ibuk pakai?”*

“Okay ma'am, what do you think are the advantages of the approach you are using?”

**T2** : *“Kelebihannya ya... dari metode itu kemampuan bicara meningkat ketika melihat teman yang lain lebih mamu, ada effort lebih laah utnuk bisa melakukan yang teman lain lakukan lebih baik. Kepercayaan diri otomatis ternilai, vocab terukur.”*

“The advantage is that... from this method, the ability to speak increases when they see that other friends are more capable, there is more effort to be able to do what other friends do better. Confidence is priceless, vocab is measurable.”

**R** : *“Kalo kekurangan dan kelemahannya kira-kira apa bu, ya?”*

“What are the weaknesses, ma'am?”

**T2** : *“Ya mas. Setiap sesuatu ya pasti ada kelebihan dan kekurangan memang. Kita melakukan ulang kalo kelebihan lebih unggul dari kekurangan. Kalo kekurangan delama metode ini adalah jika siswa merasa insecure, ini masih hubungannya sama yang tadi itu lo mas, kalo lihat temennya lebih jago.”*

*Lihat temennya kok bisa lebih fasih, kosakatanya banyak dan lebih luwes kalo ngomong gitu.”*

“Everything, of course, has its advantages and disadvantages. We do it again if the advantages are superior to the disadvantages. The shortcoming of this method is that if students feel insecure, this is still related to what was before if they at their friends that they are better at it. Seeing how their friends can be more fluent, they have a lot of vocabulary and are more flexible when they speak like that.”

**R** : *“Mmm... iya bener sih bu, kadang emang bahkan saya sendiri kalo lihat temen yg lebih jago atau pinter di depan kelas itu suka panas bu. Rasanya aku pengen lebih unggul daripada dia. (jeda sebentar) Nah, yang jadi kesulitan selama ibu praktekkan tersebut pas ngajar speaking apa?”*

“Mmm... yes, it's true, ma'am, sometimes even myself, if I see a friend who is smarter than me or smarter than the major of the class, I 'm heating up, ma'am. I feel like I want to be superior to him. (a little pause) So, what is the difficulty when you practice it when teaching speaking?”

**T2** : *“hehe.. iya mas. Jadi kalo rintangannya ya karena input siswa kan juga berbeda-beda, semangat untuk maju dan lebih pada diri siswa mempengaruhi kepercayaan diri siswa yang lain. Jika termotivasi maka siswa akan pesat dalam peningkatan kemampuan karena melihat siswa yang lain. Kemungkinannya ya siswa meresa tidak mampu, rendah diri, minder... gitu itu mas”*

“hehe.. yes mister. So if the obstacles are indeed because the input of each students is also different, the enthusiasm to move forward and be more in the students themselves affects the confidence of other students. If motivated, students will rapidly improve their abilities because they see other students. It's possible that sometimes students feel incapable, low self-esteem, inferior... that's it, mister.”

**R** : *“Terus gimana ibu itu menghadapi dan nyari solusi dari itu?”*

“Then how did you, ma'am, deal with it and find a solution to it?”

**T2** : *“Tipe kecerdasan atau biasa kalo disebut itu ya mas multiple intelegencies, atau berdasarkan learning readiness masing-masing siswa agar bisa disesuaikan dengan cara belajarnya. Sehingga guru mengetahui sejauh mana pengetahuan siswa terhadap materi yang akan disampaikan. Differentiate instruction bisa dilakukan untuk perbedaan tersebut. Sangat-sangat ditekankan bahwa sikap/akhlak di sekolah ini tuh melebihi ilmu pengetahuan, sehingga siswa yang lebih cakap tidak bisa membuat siswa yang lainn insecure, justru bisa membantu meningkatkan kemampuan dan rasa percaya diri mereka.”*

“The type of intelligence or what is usually called it by... mmm... multiple intelligences, or based on the learning readiness of each student so that it can be adapted to the way they learn. So that the teacher knows the extent of students' knowledge of the material to be delivered. Differentiate instruction can be done for these differences. And it is very, very emphasized that attitudes/morals in this school go beyond knowledge, so that more capable students cannot make other students insecure, instead it can help improve their abilities and self-confidence.”

**R** : *“Oke bu, super sekali, hahah.... saya ndengerinnnya fokus banget.”*

“Okay ma'am, that's super, hahaha.... I listen to it, very focused.”

**T2** : *“Haha iya mas.”*

“Well, that’s it, mister.”

**R** : *“Oke buk, mungkin cukup sekian pertanyaan yang ingin saya tanyakan. Lain waktu jika ada data yang kurang atau kurang saya pahami, nanti bisa saya hubungi ibuk ya?”*

“Okay, maybe that's enough of the questions I want to ask. Next time, if there is data that I don't understand or am deficient, can I contact you later?”

**T2** : *“Ya mas, boleh.”*

“Sure thing, mister.”

**R** : *“Baik bu, karena saya juga setelah ini mau ketemu bu Ney, juga buat wawancara, saya pamit dulu nggeh, terimakasih banyak sudah mau membantu saya, dan meluangkan waktu.”*

“Alright ma'am, because after this I also want to meet Mrs. Ney, also for an interview, I'll say goodbye first, thank you very much for wanting to help me, and giving your time.”

**T2** : *“Iya mas, sama-sama. Senang bisa membantu, sukses, jangan lama-lama nyusun data, haha...”*

“Yes sir, you're welcome. Glad to be able to help, good luck, don't take long to compile data, haha...”

**R** : *“Baik bu terimakasih sarannya, saya ijin pamit dulu.”*

“Alright, thank you for the advice, I'll say goodbye first.”.

**T2** : *“Oke”*

“Ok”

### Result of Interview with Teacher 3

Interview Date	May 15 <sup>th</sup> , 2023
Interview Place	SMP Plus Al-Kautsar, school's hallway
Interviewee	Teacher 3

#### Note:

- Semua hasil transcript interview dari bahasa asli (yang tercetak miring) telah diterjemahkan ke bahasa Inggris di bawahnya.

- R= the researcher                      T3=Teacher 3 (Subject)

(R met T3 in front of the teacher's room in the classroom yard, where he was busy chatting with her friends and two female students while waiting for R.)

**R** : *"Permisi bu Ney<sup>7</sup>, bu Endah, mau ikut ngobrol boleh? Ehehehe..."*

*"Excuse me Mrs. Ney and Mrs. Endah, can I join in to chat? Hehehe..."*

**T3** : *"Boleh mas, mari, mari... (sambil meletakkan botol minuman) gimana mas Ilham, ada yang bisa dibantu?"*

*"Oh yes, sir, come, come... (She put the drink bottle down) How about it, Ilham, can I help you?"*

**R** : *"Ini bu maaf saya mau wawancara lagi dengan ibu soalnya kemarin ada data yang kurang, eh apa... rekamannya kelupaan gak saya rekam, gitu."*

*"I'm sorry, ma'am, I want to do another interview with you because yesterday there was a lack of data, uh what... I forgot to record the recording, that's it."*

**T3** : *"Haha kok bisa i lo mas, yauda langsung aja."*

*"haha how come you can, mister. Ok, now, just go ahead with your questions."*

**R** : *"Oke buk, ibu umurnya berapa nggeh?"*

*"Ok ma'am, how old are you?"*

**T3** : *"Dua tujuw... (mikir sesuatu) gimana kalo panggilnya mbak aja mas, hehe..."*

---

<sup>7</sup> Nama subjek adalah nama samaran

“Twenty seven... (Thinking of something) how about just calling me miss, mister, hehe...”

**R** : “Oke, mbak Ney, ngajar udah brapa tahun bu? Eh... mbak maksud saya.”

“Okay, Miss Mey, how many years have you been teaching, ma'am? Uh... Miss, I mean

**T3** : “Empat tahun.”

“Four years.”

**R** : “Gimana cara mbak Ney ngajar bahasa Inggris di kelas? Speakingnya, itu pendekatan apa yang ibu pakai?”

“How does Miss Ney teach English in class? In teaching speaking, what approach do you use?”

**T3** : “Saya makek strategi short conversation dan guided speaking, kegiatan ini dilakukan di awal pembelajarn dengan meminta satu siswa di setiap pertemuannya untuk menceritakan, mengungkapkan pendapat, atau menjawab pertanyaan guru.”

“I use short conversation and guided speaking as the strategies, this activity is carried out at the beginning of the lesson by asking one student at each meeting to tell, express opinions, or answer the teacher's questions.”

**R** : “Kelebihannya apa... dengan pendekatan itu?”

“What are the advantages... with that approach?”

**T3** : “Kelebihannya yakni, tiap-tiap siswa dapat kesempatan untuk mengungkapkan apapun yang ingin disampaikannya, memberinya kesempatan untuk mengetahui kosakata baru dan pelafalan yang tepat melalui guided speaking.”

“The advantage is that each student gets the opportunity to express whatever they wants to convey, giving them the opportunity to learn new vocabularies and proper pronunciation through guided speaking.”

**R** : “Kalo kelemahannya?”

“And how about the disadvantages?”

**T3** : “Siswa yang tergolong kurang mampu menguasai speaking skill semakin kurang percaya diri.”

“Students who are classified as less able to master speaking skills become less confident.”

**R** : *“Rintangan yang embak temukan dan apa kira-kira kemungkinan di kelas yang bisa terjadi?”*

“What obstacles did you find and what are the chances in class that could happen?”

**T3** : *“...hmm... nampaknya perlu myakinkan beberapa siswa untuk maju belajar meningkatkan kemampuan bahasa inggris mereka untuk terus bicara, bicara, bicara! Jadi mereka ngga cuman tau aja artinya, atau rumus grammarnya lalu dilupakan setelahnya, sehingga mereka menyebabkan beberapa waktu pembelajaran terbuang.”*

“...hmm... it seems we need to convince some students to progress in learning to improve their English skills to keep speaking, speaking, and speaking. So they don't just know the meaning, or the grammar formula and then forget about it afterward, therefore they cause some learning time to be wasted.”

**R** : *“Lalu cara mbak ngatasi itu biasanya gimana?”*

“And then, miss, how do you usually deal with it?”

**T3** : *“...kayak tadi yang mas lihat, saya mencoba melakukan pendekatan secara personal di luar waktu pembelajaran.”*

“...as you saw earlier, I try to take a personal approach outside of class time.”

**R** : *“Baik mbak, saya, Ilham... atas wawancara ini untuk melengkapi data penelitian saya, mengucapkan terimakasih banyak untuk ibu Ney, eh lupa lagi, mbak Ney sudah bantu saya, dan meluangkan sedikit waktu rehat dan rumpi bersama teman ibu untuk saya wawancarai, saya pamit dulu ya, terimakasih mbak...”*

“Ok miss, I, Ilham... for this interview to complete my research data, say thank you very much to Mrs. Ney, uh forgot again, Mrs. Ney helped me, and took a little time to rest and chat with my mother's friends for me to interview, I bye first, thank you miss...”

**T3** : *“Oke mas, sama-sama.”*

“Ok, mister, you're welcome.”

#### **Result of Interview with Teacher 4**

Interview Date	May 15 <sup>th</sup> , 2023
Interview Place	School's library
Interviewee	Teacher 4

**Note:**

- Semua hasil transcript interview dari bahasa asli (yang tercetak miring) telah diterjemahkan ke bahasa Inggris di bawahnya.

- R= the researcher                      T4=Teacher 4 (Subject)

(After knowing from T4's friends that T4 was in the school library, then R walked to the school library, then met T4 in there one corner of the library)

**R** : *“Assalamualaikum, bu. permisis bu Aya<sup>8</sup>, apakabar buk? maaf saya boleh duduk di sini buk”*

*“Assalamualaikum, ma'am. Excuse me, Miss Aya, how are you? I'm sorry to bother you, may I sit here?”*

**T4** : *“Baik mas, masnya gimana?” (menutup buku yang dibacanya, selonjor kaki, sandaran ke rak buku yang ada di belakangnya).*

*“I'm fine, mister. And how are you? (She closed the book she is reading, stretches her legs, and leans against the bookshelf behind her).”*

**R** : *“Ini bu, saya mau tanya-tanya lagi beberapa hal yang kemarin masih belum saya tanyakan, boleh ya buk?”*

*“Here, ma'am, I want to ask a few more questions that I still haven't asked yesterday, is that okay or not?”*

**T4** : *“Silahkan mas, mau menanyakan apa?”*

*“Please, what would you like to ask?”*

**R** : *“Jadi pas ibu ngajar speaking di kelas, itu gimana bu, pake pendekatan apa ibunya?”*

*“So when you teach speaking in class, what do you do, ma'am, I mean, what approach do you use?”*

**T4** : *“Saya biasanya cerita dengan gambar dengan bahasa sederhana ataupun kosakata yang dimiliki peserta didik.”*

*“I usually tell stories with pictures in simple language or vocabulary that students have.”*

**R** : *“Baik, untuk keuntungan dari menggunakan hal tersebut kira-kira apa bu?”*

---

<sup>8</sup> The subject name is a pseudonym

“Well, what are the advantages of using this, ma'am?”

**T4** : *“Hmm...(tangan menyilang di depan dada, seperti sendekap) mungkin ya anak-anak itu lebih cepat memiliki tambahan kosakata dan dapat lebih percaya diri.”*

“Hmm...(Hands crossed in front of chest) maybe yes, children have faster vocabulary additions and can be more confident.”

**R** : *“Oke, bener juga sih ya, emang kan kebanyakan anak-anak remaja SMP gitu itu suka banget baca kalo ada gambarnya, apalagi di sini konteksnya adalah cerita.”*

“Okay, that's true, right? Most junior high school teenagers really like to read when there's a picture in it, especially here, the context is a story.”

**T4** : *“Nah, kurang lebih begitu, mas.”*

“Well, more or less like that, mister.”

**R** : *“Kalo kelemahannya apa bu?”*

“And how about its disadvantages?”

**T4** : *“Anak-anak masih terbatas di kosakata, jadi pengembangan kalimatnya, meski memang berbeda-beda interpretasinya tiap anak, tapi ya gitu-gitu aja.”*

“Students are still limited in vocabulary, so sentence development, even though the interpretation is different for each students, but that's all.”

**R** : *“Untuk rintangan yang ibu hadapi, kira-kira berupa apa ya?”*

“For the obstacles you face, what do you think they are?”

**T4** : *“Sejauh ini masih mengikuti perkembangan siswa dalam memahami susunan kalimat dan banyak nya kosakata yang dimiliki.”*

“So far, we are still following the student's progress in understanding the structure of sentences and the amount of vocabulary they have.”

**R** : *“Dari rintangan tersebut, apa solusi ibu? cara ibu mencoba membetulkannya.”*

“From these obstacles, what is your solution? May I know the way you tried to fix it?”

**T4** : *“Apa ya mas.. hehe.. mungkn saya coba cara yang lain, saya coba anak-anak untuk belajar bahasa Inggris melalui games, lagu dan juga perbedaan kata.”*



“Hmmm... give me a minute, mister... hehe... Maybe I'll try another way, I'll try for the students to learn English through games, songs and also differences in words.”

**R** : *“Baik bu, terimakasih, maaf mengganggu waktu membaca ibu, itu saja yang ingin saya tanyakan, ibu sehat-sehat selalu. Saya ijin dulu, bu, ya.”*

“All right, ma'am, thank you, sorry to disturb your reading time, that's all I want to ask, may you always healthy. I'm leaving, ma'am.”

**T4** : *“Iya mas, gapapa santai aja, sukse mas ya.”*

“Yes, mister, good luck.”

**R** : *“Iya, terimakasih, Assalamualaikum.”*

“Yes, thank you, Assalamualaikum.”

**T4** : *“Walaikumussalam”*

“Walaikumussalam.”

#### **Result of Interview with Teacher 5**

Interview Date	May 15 <sup>th</sup> , 2023
Interview Place	Teacher Room
Interviewee	Teacher 5

#### **Note:**

- Semua hasil transcript interview dari bahasa asli (yang tercetak miring) telah diterjemahkan ke bahasa Inggris di bawahnya.

- **R**= the researcher                      **T5**=Teacher 5 (Subject)

(R enters the teacher's room, Mrs. Siti<sup>9</sup> is in their chair, then R get close to her, and she pleasantly makes R sit down beside her)

**T5** : *“Wow, mas Ilham duduk sini mas. (sambil mempersilahkan R untuk duduk di tempat duduk di samping dia). Apa kabar mas? Gimana datanya apa ada yang kurang?”*

---

<sup>9</sup> The subject name is a pseudonym

“Whoa, Mr. Ilham, please take a sit (while inviting R to sit on the seat beside her). How are you, mister?”

**R** : *“Iya bu, ini saya ada mau tanya-tanya lagi yang kemarin itu.”*

“Yes ma'am, I want to have another question about yesterday.”

**T5** : *“Loh kenapa?”*

“May I know why?”

**R** : *“Ini, kemarin itu saya lupa untuk merekam, jadi saya tidak bisa bikin verbatim, ibu, oh ya, saya mulai rekam ya (sambil mengeluarkan smartphone dari kantong, dan memulai voice recorder).”*

“The thing is, yesterday I forgot to record it, so I can't make a verbatim transcription, ma'am, oh yes, now I started recording it (while taking my smartphone out of my pocket, and starting the voice recorder).”

**T5** : *“Ya Allah mas, yaopo e, (geleng-geleng kepala) hahaha... yaudah sekarang langsung aja. Identitas saya sudah ada kan kemarin?”*

“Ya Allah, mister. How could it be? (shaking her head) hahaha... Okay, now what do you want to ask? I already told you my identity yesterday, right?”

**R** : *“Ada bu, oke bu ya saya mulai.”*

“Yes, ma'am, okay, I'll start”

**T5** : *“Iya, silahkan.”*

“Please, go ahead.”

**R** : *“Bagaimana ibu mengajarkan speaking di kelas bahasa Inggris di sekolah? Apa strategi ibu dan pendekatannya?”*

“How do you teach speaking in English class at school? What is your strategy and approach?”

**T5** : *“Ya, dengan cara listen dan repeat, tanya jawab per kata atau kalimat, gitu itu sambil lihat media gambar atau tulisan atau benda nyata. Terus membuat kalimat sederhana berdasarkan satu kata dengan pola berulang-ulang berdasarkan media itu tadi. Terus nyusun kalimat jumble word secara lisan. Ada juga melengkapi kalimat rumpang berbentuk percakapan dialog ataupun kalimat berita secara lisan.”*

“Yes... By listening and repeating, asking questions per word or sentence, that's while looking at media images or writing or real objects. Continue to make simple sentences based on one word with a repetitive pattern based

on the media. Continue to compose jumble word sentences orally. There are also complete gap sentences in the form of dialogue conversations or report text.”

**R** : *“Wah, variatif juga ya bu, ya.”*

*“Wow, it's varied too, ma'am, huh..”*

**T5** : *“Iya mas, biar anak-anak tu ngga bosan.”*

*“Yes, mister, so that the students are not bored.”*

**R** : *“Kalo kelebihan atau keuntungan dari itu bu, apa?”*

*“What are the advantages or benefits of that, ma'am?”*

**T5** : *“Kira-kira ya, siswa sering dan terbiasa mendengar cara pengucapan kata, mengucapkan bahasa Inggris dan menggunakannya langsung dalam kalimat, guru mudah membetulkan kesalahan ucapan siswa.”*

*“I think so, and the students often are used to hearing how to pronounce words, pronounce English and use it directly in sentences, the teacher can easily correct students' speech mistakes.”*

**R** : *“Kalo kekurangan dan kelamahannya bu?”*

*“What are the shortcomings and weaknesses?”*

**T5** : *(Berdiri sebentar, lalu duduk lagi) “anak-anak biasa salaah pas nulis kata atau kalimat.”*

*“(Stand for a moment, then sit down again) “Students usually make mistakes when writing words or sentences.”*

**R** : *“Dengan strategi yang ibu pakai tersebut, ibu pernah ngga ngalami rintangan pas ngajar speaking bu?”*

*“With the strategy that you are using, have you ever had any obstacles when teaching speaking, ma'am?”*

**T5** : *“Rintangan... pas suara saya habis, karena udah kepake lama buat speaking itu mas. Mungkin juga siswa saya salah denger kalo pas suara udah habis.”*

*“The obstacle... (she paused a little bit) the problem is when my voice runs out, because I've been using it for a long time for speaking, bro. It's also possible that my students heard wrongly when the sound was finished.”*

**R** : *(mencoba memahami) “mm... ya ya. Kalo ibu itu bisa ngatasi hal tersebut, atau masalah dari pendekatan yang ibu praktekan itu dengan cara apa?”*

(trying to understand) “mmm... yes, yes. If you ma’am, how you encounter that and obtain solutions?”

**T5** : “*Caraa ya, cara... cara... ya caranya dengan sering belajar mendengarkan pengucapan serta dialek dalam berbicara bahasa Inggris langsung dari native speaker ataupun dari Youtube, oh yea, Youtube lumayan membantu saya akhir-akhir ini, apalagi masa covid-19 kemarin.*”

“The way, the way... the way... the way is by often learning to listen to pronunciation and dialects in speaking English directly from native speakers or from Youtube, oh yea, Youtube has helped me a lot, recently, especially during the Covid-19 period “.

**R** : “*gimana itu bu?*”

“How was it, ma’am?”

**T5** : “*ya gampang, mas. Tinggal susun RPP, terus taruh materinya, buka video-video di Youtube, terus kerjakan kuis ini, apa gitu... Aku belajar dari anakku lo mas, haha...*”

“Yes, it's easy, sir. All that's left is to compile the lesson plan, then put the materials in, open the videos on Youtube, working on the quiz. Just something like that... and I learned it from my son, haha...”

**R** : “*hmmm... oke-oke, saya ngerti nih, jadi bu, itu aja yang pengen saya tanyakan ke ibu, terimakasih. Saya boleh pamit dulu?*”

“hmmm... okay, I understand, so ma'am, that's all I want to ask you, thank you. Can I leave by now?”

**T5** : “*okeey, sama-sama.*”

“Okay, no problem.”

**R** : “*Assalamualaium*”

“Assalamualaikum.”

**T5** : “*Waalaiikumussalam*”

“Waalaiikumussalam.”

### Result of Interview with Teacher 6

Interview Date	May 20 <sup>th</sup> , 2023
Interview Place	School's mini hall
Interviewee	Teacher 6

**Note:**

**- Semua hasil transcript interview dari bahasa asli (yang tercetak miring) telah diterjemahkan ke bahasa Inggris di bawahnya.**

**- R= the researcher                      T6=Teacher 6 (Subject)**

(After receiving information from the principal, that T6 was teaching English Club 1 in the mini hall, R went straight there, and when he arrived in the room he found T6 monitoring the students making a work)

**R** : *“Assalamualaikum,”*

*“Assalamualaikum.”*

**T6** : *“Walaikumussalam, eh, mas Ilham, monggo mas, masuk dulu. “*

*“Walaikumussalam, uh, mas Ilham, please mas, come in.”*

*(R dipersilahkan masuk ke ruangan, kemudian menjelaskan maksud kedatangan R. setelah mengetahui apa maksud dan tujuan kedatangan R, maka ibu itu ambil waktu, pada saat hampir selesai pembelajaran untuk diwawancarai oleh R, ibu menitipkan kepercayaan kepada ketuaclub agar kelas tetap berjalan sebagaimana yang diperintahkannya. Kemudian R dan T6 menuju Ruang Guru)*

(R was invited to enter the room, then explained the purpose of R's arrival. After knowing the purpose and purpose of R's arrival, the teacher took the time, when the lesson was almost finished to be interviewed by R, the teacher entrusted her trust to the club chairman so that the class would continue as she ordered. Then R and T6 head to the Teacher Room)

**T6** : *“Iya mas, gapapa, langsung saja.”*

*“Yes, mister, it's okay, right away.”*

**R** : *“Baik, dengan Ibu Sulis<sup>10</sup>? Umur ibu berapa dan sudah berapa lama mengajar?”*

*“Well, Ibu Sulis? How old are you and how long have you been teaching?”*

**T6** : *(menyebutkan nama panjang)... “umur saya 44 tahun dan sudah 19 tahun mengajar.”*

---

<sup>10</sup> The subject name is a pseudonym

“I am 44 years old and have been teaching for 19 years.”

**R** : “*Baik, bu. Boleh saya lanjutkan kepada pertanyaan pertama?*”

“Okay ma'am. May I proceed to the first question?”

**T6** : “*Yes, go ahead, son.*”

“Yes, go ahead, son.”

**R** : “*Bagaimana mula-mula ibu membuka pertemuan pada saat pembelajaran? Strategi yang ibu pakai ini disebut apa ya bu? Dan apa pendekatannya?*”

“What is your strategy for teaching English speaking skills in class? And what kind of approach do you usually use? Could you please tell it in detail?”

**T6** : “*Biasanya saya memulai pengajaran dengan brainstorming yang berupa dialog, yang berupa percakapan kontekstual, semisal di hotel, restoran, lingkungan sekolah, dan stasiun Kota Malang. Pendekatannya yakni... dengan berusaha untuk tetap interaktif kepada murid-murid tentunya. Saya ngga cuma ngajar di English club kok mas, kadang ya diminta ngajar di kelas kalo guru berhalangan.*”

“Usually I start teaching with brainstorming in the form of dialogue, which is in the form of contextual conversations, for example in hotels, restaurants, school environment, and stations in Malang City. The approach is... by trying to stay interactive with the students of course. And... I don't just teach at the English club, sometimes I'm asked to teach in class when the teacher is unable.”

**R** : “*Kalo kelebihan dari pendekatan yang ibu pakai itu apa bu?*”

“What are the advantages of the approach that you are using, ma'am?”

**T6** : “*Ya, anak-anak bisa jadi lebih komunikatif, kadang agak cerewet itu mas yang cewek-cewek, mm... terus apalagi ya? Oh ya, anak-anak bisa bertukar fikir dan peran, dari situ bisa lebih punya pengalaman langsung dengan peran yang dimaksud, contohnya lawan bicaranya sebagai resepsionis hotel.*”

“Yes, students can be more communicative, sometimes the girls are a bit chatty, mm... so what else? Oh yes, students can exchange thoughts and roles, from there they can have more direct experience with the role in question, for example the other person as a hotel receptionist.”

**R** : “*Dan bagaimana dengan kelemahan dan kekurangannya?*”

“And what about the weaknesses and shortcomings?”

**T6** : *“Itu mas, kadang susah ngondisikan siswa yang punya keaktifan lebih dari yang lain. Begitu berlaku sebaliknya, yakni untuk siswa yang kurang aktif, ini cobaan karena untuk memancing agar dia bisa berkomunikasi itu butuh effort lebih.”*

“In my opinion, sometimes it is hard to condition students who are more active than others. The opposite applies for less-active students is a trial because getting them to communicate requires more effort”.

**R** : *“Lalu kira kira rintangan dan kemungkinan apa yang ibu tmui?”*

“Then what obstacles and possibilities did you encounter?”

**T6** : *“Kemungkinan... kelas (club) bisa riuh karena saling berkomunikasi.”*

“Become boisterous because of communicating with each other.”

**R** : *“Baik, bu. Ini yang terakhir, itu kira-kira dengan masalah seperti itu, cara ibu nanganinya bagaimana?”*

“Okay ma'am. This is the last one, with a problem like that, how do you handle it?”

**T6** : *“Pertama saya coba untuk menganalisa secara lnsung apa yang menyebabkan siswa bisa jadi seperti itu... ya ramai dan sibuk sendiri di kelas misalnya kemudian saya memilih untuk cara yang tepat untuk mengatasi, kalau siswa itu biasanya dengan hanya kata-kata “focus-pocus”, itu lo mas, selentingan dari kata “hocus pocus”. Saya juga kadang mencari solusi lain dengan bertanya guru-guru bahasa yang lain, jadi kayak sampeyan konsultasi ke dosen gitu, konsultasi berkedok ngerumpi, atau ngerumpi berkedok konsultasi gitu, mas.”*

“First, I try to analyze directly what causes students to be like that... yes, it's crowded and busy in class, for example, then I choose the right way to deal with it if the student usually just says "focus-Pocus", that is grapevine from the word "hocus pocus". I also sometimes look for other solutions by asking other language teachers, so it's like you consulting a lecturer, consulting under the guise of chatting or chatting under the guise of consultation, mister.”

**R** : *“Oh, iya bu,(jeda sejenak) iya... faham saya, dari ngerumpi itu lalu nanti bisa jadi ide ibu buat diterapkan di kelas ibu ya?”*

“Oh, yes, ma'am, (pauses) yes... I understand, from gossipping, then later it can be your idea to apply in your class, right?”

**T6** : *“Betul sekali masnya.”*

“Yea, that's it, you got the drive, mister.”

**R** : *“Baik, bu. Itu saja yang ingin saya tanyakan dan terimakasih kepada ibu telah meluangkan waktunya, dan mmeberikan banyak informasi kepada saya.”*

*“Okay ma'am. That's all I want to ask and thank you for taking the time and giving me lots of information.”*

**T6** : *“Ya mas, sama-sama. Oh, sudah? Kalo gitu saya kembali ke kelas dulu ya.”*

*“Yes, sir, you're welcome. Oh, finished? If so, I'll go back to class.”*

**R** : *“Baik, bu. Saya ijin pamit dulu ya, bu, Assalamualaikum,”*

*“Okay ma'am. I'm leaving, ma'am, Assalamualaikum,”*

**T6** : *“Oke, Waalaikumussalam”*

*“Alright, Waalaikumussalam”*



*Appendix 5 Field Notes*

**Field Notes**

Hari dan Tanggal :

Kelas/Tempat :

Guru yang diobservasi :

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

## Field Note 1 / Teacher 2

Day/Date : Tuesday, March 7, 2023  
Place : VIII B Class and IX A Class  
Teacher : Teacher 2 (T2)  
Subject : class observation

Researcher (R) arrived 7 minutes late from the time determined by the previous meeting, during the second lesson. T2 briefly left the classroom for a while to greet R outside the classroom. Then she asked R to enter class VIII B and was told to sit at the back.

Still in the same class conditions as before T2 left the class, the atmosphere was a bit boisterous and a little rowdy. While the male students are busy with their gadgets, and the female students are busy chatting. Then T2 instructed her students to sit in a semicircle around the class. T2 starts the lesson with al-Fatihah and a study prayer. T2 introduces R, and students listen enthusiastically and some students are full of curiosity. With the completion of the introduction of R, the teacher opened the English lesson, and then some flashback to the last lesson. Those who can answer will get a reward. The subject matter at the previous meeting was to ask about directions, and places. T2 held a dialogue with students who could answer questions from her.

The subject matter at the meeting was about the directions and places. T2 uses the example of a vocabulary and a sentence for each vocabulary. At first T1 give a test in form of information gap, the students were given an English chant, a kind of nursery rhyme, which then the students were given an eraser as a relay material, when the singing stopped, then who was the last holder of the eraser had to fill in the blanks of a sentence written by the teacher on the board. Once filled in, the teacher explains at a glance, corrects wrong answers, and answers various student questions. This went on until class ended. If students cannot answer, the punishment is to listen and repeat what teacher says. For example, the teacher asks students to pronounce "hotel" with the correct pronounce, then students ask the class to imitate. After that the student who was punished put the word in a sentence, such as "while on a family vacation in Bali, we stayed at the hotel for 3 nights", then the class imitated it again. As for other students who were asked by the teacher to use the word "bus station", then the sentence, "I took my brother to the Arjosari bus terminal to go to Surabaya. Other students who are listening are allowed to provide feedback.

Before the lesson ended the teacher asked the class: "Do you like listening to music?" Then the whole class answered "We liked it." "What kind of music do you usually listen to at home?" Some answered rock, *koplo*, and remix. And the the

teacher asked again, "What if you don't have Google Maps, how do you ask foreigners (foreigners) about places?" "How do you ask people where you are now, and where to go if you go to the square, for example?" "Do you like the learning model which is similar to the challenge like before?" "Is it exciting or not playing relay games like before?".

After class ended in the previous class, then T2 continued to teach in class IX A. Class IX A actually had a math teacher unable to, replaced by English. T2 and R entered the class, of course, with a class atmosphere that was not conducive. After the students were neatly arranged and the class conditions were in order, T2 immediately started with the *basmalah* and prayed for study. The topic of discussion at that time was the same as in the previous class, but then the strategy that teacher used was different now. Students were given the task of forming groups, then asked to draw pictures related to that material, which would then be presented in front of the class. Value is measured by the beauty and clarity of the pictures, how well the delegates from each group presented their pictures, and also the opinions of friends from other groups. It can be concluded that in this class T2 uses a picture describing strategy.

After finishing all the classes that day, R conducted an interview with T2 in class, then after the interview, a briefing was made to Teacher 1 (T1) to work with T2 to assist R's research. T2 contacted T1. At the end of the meeting with T2, R was quite grateful because he was very helpful and also gave all day that day, and access to T1.

## Field Note 2 / Teacher 1

Day/Date : Monday, April 10<sup>th</sup>, 2023  
Place : Middle School, Classroom VIII A  
Teacher : Teacher 1 (T1)  
Subject : class observation

This time Researcher (R) came later, which was about 10 minutes after the class bell. When R entered the classroom, several students were already at the front of the class. R immediately greeted by students and began to enter the classroom. R asked them to calm down, R greeted them and said "Morning, guys. How are you?" then the students answered, "We are fine, thank you, and you?" R replied "I'm fine, thanks". R was asked to sit at the back of the class by T1.

The teacher starts giving topics about age and various adjectives that can be compared as well as about degrees (positive, comparative, and superlative). The teacher asks two students to state their date of birth in front of the class. The teacher asks questions like "When is your birthday?" and "When were you born?" Initially, the students were shy, yes for various reasons. Some are afraid that their close friends will know that it will be their birthday soon, some are embarrassed if it turns out that they are the oldest in the class, and vice versa.

T1 uses a method by provoking students to dare to answer questions with simple answers. For example, "what is the meaning of *tua* in English?" then the student answered, "old". Then the teacher asked again "is Lia older than Rehan?" (Because at the beginning both of them had stated their date of birth) the student answered "yes, miss". The teacher asked again, "is the English word 'older than?'" The students were silent. After that, the teacher gave an answer, by pointing at the student in the back corner of the bench to put the word in a sentence.

As for the superlative degree, the teacher asks the students who are the youngest in the class. So the youngest student stepped forward while saying with the teacher's instructions that the superlative formula is **the+adjective-est/st**, "I'm the youngest student in class, miss. And I think I'm very handsome". In unison, the whole class laughed. It was later discovered that it was because this student in her class is known for always breaking the ice. Teacher also set examples with various other sentient beings. T1 asked, "What is 'jerapah' in English?" the student answered, "Giraffe", then the teacher asked again, "What is the 'gajah' in English?" Then the student answered, "Elephant". T1 asked again "Which one is taller between giraffes and elephants?" One student interrupted, "Giraffes and elephants are both tall, ma'am." Then the teacher said, "Of course, the giraffe is still taller, son. Then I ask you, what

is in the English of "*Jerapah lebih tinggi daripada gajah?*" The student at the very front on the right answered, "Giraffe is taller than an elephant, miss".

From the middle of the meeting until the end, that time, the teacher gave instructions to hold group discussions, each group consisting of 4-5 students, to discuss things that have comparable characteristics and also use the superlative degree later. T1 asks students to make 3 narrative paragraphs in which each paragraph contains a word using comparative and superlative degrees. From the discussion results, each group member takes turns reading the narrative in front of the class. Each one tells a story about family, money, and friends, to toy collections such as Lego and Hotwheels. Students in the class actively communicate with each other, R rarely sees a student who doesn't reply to a friend who is presenting in front of the class.

At the end of the meeting T1 closed by telling to students about her flower collection at home. R asked about the time of the interview, but the teacher seemed to be having a busy schedule, preparing for the Ramadan Islamic Boarding School event at school. In the end, T1 stated, "Just go online, Google Meet, tonight is okay". An agreement was made to interview via teleconference connection in the evening.

### **Field Note 3 / Teacher 3**

Day/Date : Thursday, May 11, 2023

Place : At School, IX C Class

Teacher : Teacher 3 (T3)

Subject : class observations

Right at the time the lesson started, Researcher (R) came to class. T3 introduces R to students, then invites R to sit at the back of the class. First, the teacher starts the lesson by praying, then takes roll call, asks news, and asks one or two questions related to previously studied material to some of students. T3 asked students to open the grade 9 English textbook on page 33. Students were asked to understand and collect information from the displayed Grammar Focus and PowerPoint related to Drug/ Food/ Beverage Labels. While the teacher explained.

In the middle of the lesson, several students were appointed to the front of the class. They were asked by the teacher to tell their stories related to Drug/ Food/ Beverage Labels. Someone said that when he was little he often took children's multivitamin supplements, one of the students said that he had a hard time and didn't want to take medicine when he was little because it had a bitter taste. As for the fact found in class that the majority of students tell about food, they tell about what food they like. Short conversations seen by researcher are practiced by teacher to students when students finish telling stories.

Then T3 asked students to work on a quiz in PowerPoint which had been displayed by the projector on the classroom board. After all, the students finished working on the quiz, a question-and-answer conversation occurred when the students submitted their willingness to take turns (one at a time) to answer the questions they had worked on in the quiz during the joint discussion.

Before ending the lesson, the teacher evaluates what was learned that day, and asks students whether they enjoyed playing the quiz earlier. T3 closed the lesson about 5 minutes after the bell that sounds like: "It's time for the next class period".

#### **Field Note 4 / Teacher 4**

Day/Date : Thursday, May 11, 2023

Place : SMP, VII A Class

Teacher : Teacher 4 (T4)

Subject : Class Observation

The researcher (R) comes to class when class starts. T4 welcomed and introduced R to the students, then invited R to sit next to the back corner of the class. First, the teacher starts the lesson by praying, then takes attendance, asks news, and asks one or two questions related to previously studied material. The material at that time was about the nature of people, things, and animals.

Then T4 asked students to write four paragraphs of a good story about the characters they idolized, T4 students also asked them to write about the objects they collected, and T4 also allowed another option, namely to tell about the experience of meeting animals which they thought were fun. Afterward, each student was asked to tell a story in front of the class for no more than 2 minutes each. While the students were telling stories, the teacher asked questions to each student who is telling the story, including the following: -“What is the color of a giraffe?” -"How many cars (toys) do you have?" -“Are snakes dangerous?” -“Can you remember how big was that elephant in Jatim Park?” And of course, each student answers the teacher's question.

While the students were going back and forth telling their various experiences, T4 realized that some of them stammered a bit in telling their stories, this because they were rarely asked to speak forward to assemble and pronounce English words. Especially after the children shared their stories with their classmates, T4 appointed one of their classmates (each in turn) to give an opinion or criticize the story that the student had given in front of the class. Most of the students' answers were: "Good, I'm interested in going to the zoo", "I like to have toys, I want to have lots of toys too", and "I see a giant elephant in Jatim Park 2". Some are also less than what the teacher hopes to achieve, which they only make two or three sentences that are neatly arranged in their opinion about their friends' stories.

And T4 also understand this is also caused by the lack of vocabulary they master and their voices sounds a bit buzzing (like they are contemplating whether the words they are saying will be right or wrong).

Before ending the lesson, T4 did an evaluation of what they had learned that day, and asked students how they were entertained by the stories their friends brought, or

did they like to make up stories after this lesson. T4 closed the lesson, but by that time there were only about five minutes left before the bell rang.



## Field Note 5 / Teacher 5

Day/Date : Monday, May 15, 2023  
Place : SMP, VIII C Class  
Teacher : Teacher 5 (T5)  
Subject : Classroom Observation

Researcher (R) heads to class accompanied by the gardener who is about to get garden shears from the warehouse. And then, when R arrived in class during class time, Teacher 5 (T5) greeted and introduced R to the students, and invited R to sit at the back of the class. First, the teacher starts the lesson by praying, then takes attendance, asks news, and asks one or two questions related to previously studied material. The material this time is about asking for addresses on streets. R seeing that it seems that T5 could use a task-based learning model for this time.

After that T5 gave assignments in the form of rooting several sentences using only one free word about addresses, buildings, and places. She explained that one word if it is composed properly, will become words that are arranged so that sentences are formed. T5 shouted, "Let's make sentences from the words you choose! Minimum 10 sentences! The teacher wants a long sentence and a good one!" And then asked each student to focus on one word that she held so as not to see (copy) what their friends had chosen, and finally the students thought hard about various sentences from just that one word. After she gives examples of words and sentences from students' assignments, students are asked to follow or repeat her words.

In the middle of her teaching, T5 also asked students to look for words that were not commonly used by them at school. So there are students who ask to teacher how to pronounce the word correctly. Some of the words that T5 uttered were "factory, manufacture, fabric, cloth" and many more. T5 then gave an example of how the words should be pronounced, and how the context should be placed in a sentence. T5 finally had experience correcting errors in the pronunciation of her students. After that, the students gather forward to the teacher's desk. It can be concluded that during lessons, the teacher emphasizes vocabulary enrichment with tricks that are quite common but interesting.

Before ending the lesson, T5 evaluated what had been learned that day and asked students if they (students) always practiced it both within the school and outside, and what were the learning difficulties. In the end, at R's request to hold a short interview at the end of class, T5 made it 10 minutes before the time.

## **Field Note 6 / Teacher 6**


Day/Date : Saturday, May 20, 2023  
Place : SMP, (mini aula)  
Teacher : Teacher 6 (T6) of English club  
Subject : Class Observation

Researcher (R) came to class and immediately greeted the students and was immediately answered by students who were enthusiastic in a form of discussion groups while finishing their mind map. Then R walk towards Teacher 6 (T6) and ask her about the assignments the students are working on. T6 concluded that students were working on works in the form of mind mapping. Which will later be placed on the class board and asked to create a dialogue from one of the sub-themes of the mind map.

There weren't many English club members at school, only less than 20 students and they were formed into 4 groups that day. The first group presented about togetherness in the community (togetherness in the club). In their mind map, they write about brotherhood, friendship, loyalty, and forgiveness. I was amazed when I saw three students talking about forgiveness. This is because they do not understand the concept and ways of doing forgiveness in friendship itself. The second group used the factory as the theme of the conversation at that time. Then the third group carried a hotter theme, namely "rising oil prices". R had laughed at the theme that was sparked. And the last group that I could monitor at that time was the fourth group which used the theme of mobile online games, yes games on our smartphone devices.

Of the four groups, only 3 groups were able to monitor, and for the rest, T6 entrusted the club head to continue their presentation of the mind map and dialogue. T6, by setting aside the remaining time for an interview with R.

Appendix 6 Permission Letter to School

 KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang  
http://fitk.uin-malang.ac.id. email : fitk@uin\_malang.ac.id

Nomor : 270/Un.03.1/TL.00.1/02/2023 10 Februari 2023  
Sifat : Penting  
Lampiran : -  
Hal : Izin Penelitian

Kepada  
Yth. Kepala SMP Plus Al-Kautsar  
di  
Malang

**Assalamu'alaikum Wr. Wb.**

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:


Nama : Ilhamuddin Muhammad  
NIM : 18180031  
Jurusan : Tadris Bahasa Inggris (TBI)  
Semester - Tahun Akademik : Genap - 2022/2023  
Judul Skripsi : **Teachers' Strategies and Challenges of Communicative Approach in Teaching Speaking English at a Bilingual Junior High School**  
Lama Penelitian : Februari 2023 sampai dengan April 2023 (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.


**Wassalamu'alaikum Wr. Wb.**

An. Dekan,  
Wakil Dekan Bidang Akademik

  
Dr. Muhammad Walid, MA  
19730823 200003 1 002

Tembusan :  
1. Yth. Ketua Program Studi TBI  
2. Arsip

## Appendix 7 Completion of Research Letter from the School

 **SMP PLUS AL-KAUTSAR MALANG**  
Terakreditasi "A"  
NPSN : 20570708 – NSS : 202056103142  
Jl. Lingkar Blimbing Indah No. 2-7 Araya – Malang  
Telp. 0341-481142 Fax. 0341-481152  
e-Mail: smpalkautsar\_malang@yahoo.com Web :http://www.smp-plusalkautsar.sch.id

---

**SURAT KETERANGAN**

Nomor : 080/046.2-Adm/SMP-AL/35.73.307/V/2023

Yang bertanda tangan di bawah ini :

Nama : Imam Safii, S.Ag.  
Jabatan : Kepala SMP Plus Al-Kautsar Malang

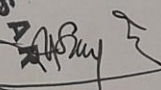
Menerangkan dengan sebenarnya bahwa:


Nama : Ihamuddin Muhammad  
NIM : 18180031  
Jurusan : Tadris Bahasa Inggris  
Fakultas : Ilmu Tarbiyah dan Keguruan  
Universitas Islam Negeri Maulana Malik Ibrahim Malang

Telah melaksanakan penelitian yang berkaitan dengan penyelesaian Skripsi yang berjudul *"Teachers' Strategies Facing Challenges Of Communicative Approach In Teaching Speaking English at a Bilingual Junior High School"* di SMP Plus Al-Kautsar Malang, pada periode penelitian Februari- Mei 2023.

Demikian surat keterangan ini kami buat dengan sebenarnya, untuk dipergunakan sebagai mana mestinya.

Malang, 15 Mei 2023  
Kepala SMP Plus Al-Kautsar Malang,

  
Imam Safii, S.Ag.  
NIP. 020805016



*Appendix 8 Documentations*



*Teacher 1 (T1) persuade students to answer her questions*



*A student received a prize for his courage in answering a difficult teacher's question*



*The students were guided by Teacher 2 (T2) singing the nursery rhyme*



*A picture of Teacher 3 (T3) while guiding the class*



*The students were asked by Teacher 4 (T4) to write a few paragraphs of the story*



*Documentation of Teacher 5 (T5) in the class*



*Students of Teacher 6 (T6) gathering resources in a discussion group to arrange a mind map*



## CURRICULUM VITAE



Nama Lengkap : Ilhamuddin Muhammad

Tempat, tanggal lahir : Bojonegoro, 1 September 1999

Jenis Kelamin : Laki-Laki

Agama : Islam

Fakultas, Jurusan : Fakultas Ilmu Tarbiyah dan Keguruan,  
Tadris Bahasa Inggris

Perguruan Tinggi : UIN Maulana Malik Ibrahim Malang

Alamat Rumah : RT 09/RW 12 Kelurahan Merjosari,  
Kecamatan Lowokwaru, Kota Malang, Jawa  
Timur, 65144

No. HP/Telepon : 085604076474

Alamat E-mail : ilhamuddinmuhammad21@gmail.com

Nama Wali : Dr. H. Ahmad Barizi, M. A.

Riwayat pendidikan

1. 2003 - 2005 KB-TK Baabussalam Kampung Utan, Jakarta
2. 2005 – 2006 MIN 2 Cempaka Putih, Jakarta
3. 2006 – 2011 SDI Surya Buana Malang
4. 2011 – 2014 SMP Tahfidz Al-Amien Prenduan, Madura
5. 2014 – 2017 SMA Tahfidz Al-Amien Prenduan, Madura
6. 2018 – sekarang UIN Maulana Malik Ibrahim Malang